DEVELOPMENT AND IMPLEMENTATION OF A STRATEGY TO ENHANCE COMMUNICATIVE APPROACH FOR ENGLISH LANGUAGE TEACHING AMONG THE STUDENT TEACHERS

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APRIL - 2012

……Dedicated to My Late Father

&

Loving Daughter 'Heer'

CENTRE OF ADVANCED STUDY IN EDUCATION
DEPARTMENT OF EDUCATION
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CERTIFICATE

This is to certify that **Mr. BHAVESH S. THAKKAR** has worked for his Ph.D. Thesis under my guidance and supervision on the topic "**DEVELOPMENT AND IMPLEMENTATION OF A STRATEGY TO ENHANCE COMMUNICATIVE APPROACH FOR ENGLISH LANGAUGE TEACHING AMONG THE STUDENT TEACHERS**" to my satisfaction and his work is original. Mr. Bhavesh Thakkar has observed the provisions regarding attendance as provided under O. Ph.D.: 3 (1).

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CHAPTER – I INTRODUCTION

1.1. INTRODUCTION

Across the time, considerable changes have occurred in the field of education. Education is seen in a new perspective with new vision and mission in recent years. Education has been a highly sensitive issue throughout, but now it is desired to cater whatever is expected. To be more specific, the expectations have changed towards all processes and operations within an education system. In the words of Joseph (2004), "Education, as we understand it today, is a sustained instruction meant to equip learners with a combination of knowledge, skills and dispositions required for living as meaningfully and effectively as possible." In this perspective, the time has approached when quality of education has to be in consonance to the demanding situations.

Our current education system has been obsolete and a mismatch between the desired and actual practices can be seen. Now it is envisaged that schools must help students to learn different kinds of skills for the future. They must be able to think independently in an era when knowing how to access information is more important than memorizing it. Productive citizens in tomorrow's world will need to be able to think creatively, solve problems efficiently, communicate effectively with colleagues across the globe and provide leadership in diverse settings. Today's students must be able to master the basic "3 Rs." (i.e. reading, writing and arithmetic) and more quickly beyond them to apply the acquired knowledge to real world experiences. When we look into the quality of education, the picture depicted becomes quite dismal. Inspite of having sufficient sources and latest materials, our students have not been showing performance of high standards. It has become imperative at this stage that the level of students' academic performance should be raised today in order to equip them for future challenges that they are going to encounter tomorrow. Raising the level of students' performance requires a definite course of action.

The international commission for 21st century (1996) has also expressed the dire need for reforming education by making it a process that is open to all and when we talk of education as a process open to all, it becomes essential to discuss the various components incorporated in the process of education in which language education has centrality. It has been acknowledged that language is potentially a tool for communication in every human activity and among the numerous languages English as

one of the crucial languages around the world seems to be the most interesting to study about. Considering this situation, it is timely to figure out the most comfortable way in learning English language that can make it available to everyone who wants to know, study and understand it.

In the Indian context, as the time passed, considerable changes have taken place in the field of English language teaching as well as learning and at present the need of an hour is not only the theoretical or analytical knowledge of English language but also an ability to understand English language with respect to communicative and interactive aspects. In teaching English language, some of the English teachers have given a great effort to prove that all our past efforts of teaching foreign languages like English have been failure to the large extent only because of the inadequate understanding or rather misunderstanding the notion as well as the function of the language themselves. They also hold the same arguments in the perspective that much emphasis on the structure and lexical items has not given desirable results and throughout these existing teaching methods or approaches, we can find out the fact that the learners of English hardly learn English in any real sense, because they often stay in deficient in case of normal communication, whether in spoken or written form. The methods adopted have made the English learners structurally 'competent' and enabled them to produce grammatically correct sentences; but the real fact is that they are unable to perform a simple interactive or communicative task. It means that they already know the grammar, but lack in the ability to be appropriate as well as fluent in communicative aspect. In such a case, the appearance of the recent concept of the communicative approach in language known as Communicative Language Teaching (CLT) has brought a new revolution of thoughts and ideas. It has, further, become a challenging task for the teachers to understand and practice this approach in a proper perspective and then convey it to the language learners in its right spirit.

As the new syllabus and the new textbooks of English have been introduced in Gujarat from June 2004-05, a major shift from the Structural Approach to the recent Functional Communicative Approach has taken place. The Communicative Approach as one of the most important approach advocating a focus upon the language use rather than the formal structure of language has been discussed in the present study. So looking to the importance of Communicative Approach as Learner Centered Approach to language teaching, the researcher has selected the present study.

1.2. LANGUAGE

It has been a continuous search of human beings that what is a language after all; but its sphere is so vast that it cannot be limited to a single particular definition. Due to its various uses, the definite definition of language still seems hypothetical but it is believed that language is the main tool for communication and is the system through which one can convey the message, express ideas or feelings and understand that of others. However, some of the dictionaries and linguists have tried to define the term 'language'.

The Oxford English Dictionary (2001) defines language as "the whole body of words or combination of words used by a nation, people or race".

Cambridge International Dictionary of English (1995) defines the term 'language' as "A system of communication consisting of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that has meaning".

In their 'Outline of Linguistic Analysis', Block and Trager (2000) define the language as under: "A language is a system of arbitrary vocal symbol by means of which a social group cooperates".

1.2.1. Nature of Language

"Language is not a natural phenomenon; it is a creation of man's social needs and is an extremely complex and versatile code that is used to communicate our thoughts, desires and experience to other person. There are also other devices such as gestures, signs, drawing, sculptures etc. but these are not easygoing enough to replace language". (Venkateswaran 1995)

It is quite clear that language is the tool for communication and primarily language learning is the verbal communication even though it exists in written textual form at the school level. Following are the distinct aspects of the language which are often observed as the typical characteristics of the nature of language:

Language is a structured system.

Language is for communication.

Language is symbolic.

Language is primarily a speech.

The system of language is arbitrary.

Language is dynamic.

Language is culture-based.

Language is unique.

Language is made up of habits.

Language is a social behaviour.

The characteristics mentioned above make it clear that language is concrete and abstract by nature; language is one and many; and it reveals all the essential features of both a structure and a system.

1.2.2. Function of Language

Education in any process, either formal or informal shapes the potential of a human being and language is central to the whole process of education. Language has a very important role to play.

Radhakrishnan (1929) says; "Language is a powerful help to good scientific thinking and especially to communication in science as well as a necessity in the humanities."

Different languages have different roles to play. The mother tongue has a role; the regional language has a role; the official language has a role; foreign and classical languages have their roles. They are complementary and can co-exist peacefully. The function of language indicates the purposes for which people use the language by speaking or writing. The function of language is always determined; it means there are purposes or intentions behind carrying out these activities. Language performs various functions. Halliday (1973) has defined the functions of languag as under:

Functions of Language

1. Instrumental : Using language to get things.
2. Regulatory : Using language to control the behaviour of others.
3. Interactional : Using language to create interaction with others.
4. Personal : Using language to express personal feelings and meanings.
5. Heuristic : Using language to learn and discover.
6. Imaginative : Using language to create the world of imagination.
7. Representational : Using language to communicate

1.3. IMPORTANCE OF ENGLISH AS A LANGUAGE

The 21st century is the century that is recognized as an age of information. In this age, the earth is called a global village and in a village there is a unique language and that is an international language English. To face the global challenges and to meet with expectations of this age, one should learn English language. English is the need of an hour and it is only due to its broad spread that it enjoys the status of the world language. English language has its own importance that can be described as under.

(1) English is the language of the global village; it helps us communicating freely all over the globe.

(2) English is the language of trade and industry, commerce, administration and mass media.

(3) English is the language of library and sources. English literature is rich in resources. Almost in all subjects the resource is available. The importance of English as a library language is nicely described by the Radhakrishnan Commission (1948-49) in the following words:

"English however must continue to be studied. It is a language that is rich in literature, humanistic, scientific and technical field. If under sentimental urge we give up English, we would cut ourselves from the living stream of ever growing knowledge."

(4) The government publishes resolutions, order, rules and regulations etc., in English as it is one of the languages recognized by the Indian Constitution.

(5) Most of the journals in science and technology are published in English, so updating our knowledge in the field of science and technology needs good command over English.

(6) English is the medium of instructions in the institutions of higher education like, Medicine, Technology, etc. In order to pursue higher studies in these areas, English is required.

(7) English is a means of social, political, economic, academic and sophisticated intellectual communication. Even it has played an important role in bringing about cultural renaissance in our country, and has assisted to raise the standards of creative writing.

(8) English has proved a unifying factor. English helps us to feel part of human community and also helps to foster peace, understanding and prosperity in the world of diverse culture, religions and languages.

In the light of the importance mentioned above, one may say well that English has become a platform to help the human being to integrate with the society and its thought processes in the world at large.

1.3.1. English Language Teaching : A Historical Background

Teaching and learning of English has gained due importance from centuries back. English Language Teaching has undergone a transformation over the centuries, and has given rise to various methods and approaches to English Language Teaching.

In the past century, the Grammar Translation Method was given importance. The Grammar Translation Method gave emphasis to the content of literary texts, and grammar rules. Translation of the literary texts was the core part of classroom teaching and mother tongue of the learner was the chief source of teaching target language. The focus was on grammatical analysis. Thus, the Grammar Translation Method had been the dominant method at that time but at the turn of the century, it was realized that English could not be taught as classical languages like Greek, Latin and Sanskrit, and so the Direct Method proved the first challenge to this approach during 1920. The spoken form of the language was a reaction against written form of the language of the earlier method. The content of teaching was transformed into the dialogues framed in modern conversational style and the use of mother tongue was restricted.

During that period, development in the field of Psychology and Linguistics in the U. S. provided a lot of potential for human learning model known as 'Behaviourism'. Language was described only in terms of 'form' and description in terms of 'meaning' was avoided. Learning thus came to be considered a mechanical rather than a mental process. The theory was called Structural Approach and it was believed that language ability was not a matter of intelligence but was the result of practice. Structural drills were the central part of classroom practice. The structural approach was found successful and spread almost all over the world.

But soon the apparent weaknesses of the structural approach began to receive considerable attention. The main drawbacks of the structural approach were its mechanical drilling and inattentiveness of mental processes of the learners. As a reaction to 'Behaviourist' theory, Cognitive Psychologists put forward the theory of 'meaningful' learning. Chomsky (1959) challenged the behaviouristic views of learning and considered 'meaningful' learning more effective than rote-learning (memorization by repetition).

This reaction became popular as 'The Cognitive Code Approach' to language teaching. In the classroom the learner was given more attention and language was presented in a natural meaningful way. The use of mother tongue was encouraged whenever it was found useful. The term 'Linguistic competence' was made popular.

Habermas (1970) in Germany and Hymes (1972) in U.S. came out with the idea of 'Communicative competence' as a reaction against 'Linguistic competence'. This influenced the language teaching approach of 1970s, and gave more importance to communicative skills rather than linguistic skills. The earlier attempt in this field was made by Wilkins (1976) in Britain. He and his team prepared the Notional Syllabuses for the Council of Europe Language Teaching Programme. This included dialogues and real life like situations. In this regard, role playing, communicative games, and the simulations of situations became important classroom activities. The approach was 'learner centred' with the main emphasis to satisfy learners' needs. This was known as 'Process Approach and Discourse Analysis'.

All these changes and developments in Language Teaching theory were divided into two broad sections namely, (i) Linguistic approaches, and (ii) Psychological and Pedagogic (educational) approaches. This resulted most of the communicative approaches becoming 'Eclectic'. As a result in classroom practice a communicative teacher uses drilling in the Audio lingual way, explains rules of grammar traditionally on the line of the Grammar Translation Approach, and even involves cognitive activities of the students according to learners' needs. There appeared other modified forms of the communicative approach.

Thus, the general picture derived from the entire historical background of English Language Teaching makes it clear that whatever changes that have taken place in English language teaching so far have been the need of an hour, and all these changes had one thing common in them and that was 'Learner Centred Attitude'.

1.3.2. English Language Teaching : Indian Perspective

Teaching and learning of English Language Teaching in India has always been a matter of attention since 1835. Lord McCauley recommended the use of English Language Teaching in Indian education. From that time English Language Teaching has witnessed different theories and methodologies and as a result, English Language Teaching has flourished with different methods and approaches.

The teaching of English in the early part of the century was followed using the principles of the Grammar Translation Method. The entire picture of language learning was memorizing rules and translating texts. The picture slowly changed when West (1958) established that the Grammar Translation Method was ineffective in developing students' 'Linguistic ability'. 'The Reading Method' favoured by him was the result of this turn. The influence of the 'Reading Method' over English Language Teaching was on a large scale. George (1970) had a move against the Reading Method by introducing the Structural Approach. The Structural approach based on behaviourist theory had an emphasis on structural sequencing and situational presentation of language material. This approach seemed to be most suitable in Indian situation during that period but there were also shades of changes in the field of English Language Teaching which could be seen in the theories based on the Direct Method and Bilingual Method, where the use of mother tongue by the students was prohibited and the teachers were free to use the mother tongue as per the requirements of situation and time. Thus, the changes continued for a very long time throughout the country before Prabhu (1991) had a wave of communicative needs of the learner by launching 'The Communicative Teaching Project (CTP). The Communicative Teaching Project was launched with two main assumptions. They were: (i) failure of grammatical structure in promoting communicational skills and (ii) learner's requirement of going beyond grammatical competence. The attention of the linguistics and educationalists changed over to learner centred approach to ELT. As a result, the focus of attention was shifted to the learners' needs from teachers' dominance.

1.4. STATUS OF ENGLISH LANGUAGE

English is not a constitutional language of our country. It is neither our one of the regional languages nor national language. But English enjoys its status almost at every level of education. We have English as medium of instruction as first language, as second language or as foreign language. As Shaw (1981) puts it, the status of English has shifted from being a national and a colonial language to that of a true world language. The development of English as an international language is the offshoot of the evolution of the world cultural system. Though English has passed through various ups and downs in its journey of development, with the passage of time English has established itself as the universal language and is prevailing into two disciplines i.e.,

(1) English as first language / medium of instructions

(2) English as second language / foreign language

1.4.1. English as First Language

The first language can be defined as under:

"English as the first language is the language that an individual has acquired when s/he was child as a part of the natural process of acquiring language without any formal training or coaching".

English is considered as first language only when the medium of instruction is only in English and the curriculum transaction is only in English. Here, the use of native language is abandoned and learners are taught in English, as it is their first language and the respective native language is being taught as second language.

1.4.2. English as Second Language

The term second language can be explained in the following words:

"English as the second language is the language that is acquired or learned by an individual over and above the mother tongue."

Here learners are free to use their mother tongue at first and they use second language i.e., English only when they are required to use it that means the learners use English only in a secondary environment. English language with respect to its medium is taught as second language where respective native language is considered as medium of instruction i.e., first language and English is being taught as one of the subjects and it is known as second or foreign language.

1.5. THE PLACE OF ENGLISH IN SCHOOL CURRICULUM AS A WHOLE

After independence, Govt. of India did not retain English as a medium of instruction in our educational framework but it continued as a language subject in our schools. At the same time government also decided not to teach English as a compulsory subject at any stage of learning but allowed to teach English as an optional subject. This means that English remained as one of the subjects in our school curriculum and those who wish to learn English, can do so without any prejudice and distinction.

The Indian Education Commission (1964-66) i.e. Kothari Commission also recommended the teaching of English in our curriculum and advocated to include English as one of the major foreign languages in 'Three Language Formula.' It is therefore clear that;

- English should not be the medium of instruction,
- English should be continued and taught as an optional subject and
- English should be allowed to those who wish to study it.

According to the National Language Policy for Education, the teaching of mother tongue or regional language i.e. first language begins with class I and has to go up to class X (compulsory for ten years). The second language can be English or Hindi, the official language or the associate official language, is taught compulsorily from class V to X that is for six years. In class VIII to X all students are required to learn a third language on the compulsory base e.g. Sanskrit. Thus, at the end of their schooling, the students have to learn three different languages but if we look at the place of English language as a whole, it is on an optional base. So it can be concluded that the Indian people and Indian government have always accepted the importance of English under the influence of various policies. Though at present, lacking consensus at all levels of administration, states have different policies on teaching English in their states. In some of the states teaching English is introduced from first standard and in some from the fifth standard. In any of the forms, English exists in our teaching learning process.

1.6. THE PLACE OF ENGLISH IN SCHOOL CURRICULUM OF GUJARAT STATE

The teaching of English in the schools of Gujarat has remained a sensitive problem since Gujarat came into existence. Before 1960, Gujarat was the part of the Bombay State and after the bifurcation from Bombay; Gujarat government formed a new policy on English language teaching with certain modifications and changes. At that time English was taught from grade V. After the formation of the Gujarat State, the State government felt that the teaching of English in Gujarati Medium Schools from grade V was a great waste. To compound the problem, the State government laid down the policy of introducing English from grade VIII. But this policy was not accepted unanimously. People demanded teaching of English from Std. V. The Government of

Gujarat in 1975, bowing to people's demand and their strong desire to teach English to their children, announced the policy of teaching English from grade VI on compulsory basis. Again in 1996, the decision was taken to introduce English from Std. V and it was made compulsory at all the levels of college education. Though at the higher secondary level, English was not being taught as compulsory subject except in science stream. For common stream, English was being taught as an optional subject. It is interesting to note that the students without English at the higher secondary level (Std. XI & XII – Common stream) had to study English compulsorily at the college level. Though students having passed their H.S.C. level with English were offered 'A' Stream English at the college level and the students having passed their H.S.C. without English were offered 'B' Stream English.

If we glance at the latest development of English language in Gujarat in the last decade of twentieth century, numbers of schools having English as a medium of instruction have opened. On the other hand, in vernacular medium schools, English is being taught as one of the school subjects. In urban areas, most of the schools have introduced English from the first standard, but as a regulation it is obligatory. In non grant-in-aid private Gujarati medium primary schools English language is taught from the first standard whereas in State run schools it is from fifth. Though as per the latest development, the Govt. of Gujarat has initiated the movement of introducing English from the first standard and English has been made compulsory from V to XII.

As the attempts have always been made to sustain English language at different levels in Gujarat but one can not deny the apparent reality that such indefinite English language teaching policy of Gujarat state has become main reason for the low educational standard and poor performance of Gujarati students at national and international level.

1.7. THE PROCESS OF TEACHING – LEARNING ENGLISH LANGUAGE

Over the years, teachers of language have adopted, modified, invented and developed a bewildering variety of teaching and learning of English language. The teaching-learning process of a language can not be thought in vacuum because it is a complex system and both teaching and learning processes of a language varies from each other with respect to its disciplines (i.e. first language and second language).

1.7.1. Language Teaching

Language teaching is a unit of discourse. The language teaching helps to know the task to be performed and also the reason of teaching the language. It helps to decide the method that should be followed in the classroom to teach English and the devices to be adopted for it. The knowledge of language teaching makes the pupils aware about the objectives of learning English language and that motivates the pupils to learn English language sincerely and seriously. The better language teaching becomes possible only when the language used is understood, is comprehended.

1.7.2. Language Learning

Language learning is the process of the acquisition. Everyone acquires the first language naturally. But the learning of a second language needs efforts. When a person tries to acquire another language consciously or subconsciously, learning a second or foreign language starts. In this process the first language is learnt without conscious effort whereas the second language or foreign language is learnt with efforts of learning a language reemployed. On the basis of this process, the fact can be spelt out that the first language is always acquired and second language is learnt formally or informally.

Any language teaching or learning does not take place in a haphazard way; it is a very systematic process and is carried out with specific techniques, methods and approaches. English as a second / foreign language, needs to be taught or learnt systematically and for this purpose, up-to-date material, appropriate approaches, latest methods and techniques have to be used and presented in an interesting way ensuring maximum learning.

1.8. APPROACHES, METHODS AND TECHNIQUES

When linguists and language specialists sought to improve the quality of language teaching, they often did so by referring to general principles and theories concerning how languages are learnt, how knowledge of language is represented and organized in memory, or how language itself is structured. They required rational answers to the questions raised at that time. As a reaction to the raised questions, an attempt was made in the form of a scheme which was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed as approach, method and technique.

The arrangement of these terms is hierarchical but the organizational key is that techniques carry out a method that is consistent with an approach.

1.8.1. Approach

Stern (1983) defines an approach in the following words:

"An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught".

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified. When the word approach is used, it means that an idea or theory is being applied, that whenever the teacher does something in the classroom by the way of teaching, s/he does it by bearing certain theoretical principles in mind.

The Structural Approach, the Communicative Approach, the Eclectic Approach, the Situational Approach etc. are the examples of various approaches.

1.8.2. Method

The method refers to a way of teaching that is based on scientifically developed principles and procedures of pedagogy. According to Cambridge International Dictionary, method means 'a particular way of doing something'.

Anthony (1963) describes method as

"A systematic framework or an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach. A method is a set of procedures or a collection of techniques used in a systematic way which is hoped to be resulted in an efficient learning."

Mackey (1965) has defined the term 'method' as : "A method must include four things, viz. selection of linguistic material, gradation of linguistic material, techniques of presentation and practice by the pupils."

It may also be defined as: "The process of planning, selection, grading language material and items and techniques of teaching".

Within one approach there can be several methods. Grammar Translation Method, Direct Method, Bilingual Method, Reading Method, etc. are the examples of methods.

1.8.3. Technique

Anthony (1963) defines the term technique in the following words: “It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and in harmony with an approach as well.”

Technique is a single procedure, it is an implementation that actually takes place in a classroom. Technique is the level at which classroom procedures are carried out and when numbers of techniques are arranged in a specific order, it may result into a method. The skill of introducing a topic, the skill of explaining with the help of examples, the skill of asking questions, the skill of probing, the skill of using audio-visual aids, the skill of stimulus variation, the skill of repetition, the skill of illustration etc. are the examples of techniques.

From the details given above, it becomes quite clear that the methods, approaches and techniques are the instruments to implement the programme of teaching a language to achieve the objectives of language teaching and to develop language abilities and skills in a satisfactory manner. But a question arises whether all the methods, approaches and techniques are equally effective and can be implemented simultaneously in a language teaching. The possible answer would be no, because methods, approaches and techniques of teaching a language change with the change of the status of the particular language. As a result of attempts to overcome the limitations and shortcomings of one method, approach or technique, another method, approach or technique come into existence. Thus, many methods, approaches and techniques have been prevailing in the sphere of teaching and learning of second or foreign languages and all of them are having their salient features.

As the focus of the present study is mainly upon an approach that is communicative approach, it seems very crucial at this juncture that the communicative approach and other approaches should be viewed from a broad perspective. So, various approaches along with their concept, principles, merits and limitations have been discussed further.

1.9. APPROACHES IN ENGLISH LANGUAGE TEACHING

1.9.1. The Structural Approach

Some experts in the Institute of Education at the University of London and certain other Universities in U.S.A. made researches in the area of teaching English and found that the old methods of teaching English were unsatisfactory in different countries where English was taught as a second language and felt that the new method or approach was very much necessary. At that time, it was believed that through listening and speaking the target language learning could be facilitated, but later it was felt that mere exposure to the target language would not help the learners and it would be better if the learners could be taught certain pattern (structure) and vocabulary in the target language. On the basis of this ideology, they devised the Structural Approach. This approach is based on the belief that mastery of structures is of very great importance and not the enlargement of vocabulary in the learning of a language.

Bhandari (1966) defines the Structural Approach in the following words :

"The Structural Approach is a method of presenting the patterns of sentence structures in order of difficulty." The structural approach concentrates on the teaching of structures. It gives great importance to oral work for firmly fixing the structure before learning reading and writing. This approach aimed at developing the listening and speaking skill, so this approach of teaching English is also called Oral-Aural approach where the word 'Oral' means something spoken and word 'Aural' means something heard.

Thus, teaching of the language with the help of graded and selected structures, vocabulary and other language element are the main aspects of the structural approach.

1.9.1.1. The Principles of the Structural Approach

(1) The gradation of the structures must be based on usefulness and difficulty value.
(2) This approach gives great importance to oral work for fixing the structures before practicing reading and writing.
(3) This approach emphasizes learning of structure rather than acquiring rich vocabulary.
(4) This approach expects the learner to learn about 275-sentence pattern and 3,500 words at the end of schooling.
(5) This approach insists on teaching one item at a time.
(6) This approach advocates teaching of functional grammar rather than formal one.

1.9.1.2. The Merits of the Structural Approach

(1) This approach emphasizes oral work and aims at giving more opportunities to students to practice the language.

(2) This approach makes use of carefully selected and graded structures and vocabulary items according to their usefulness.

(3) This approach helps the students to learn the language without memorizing the rules of grammar.

(4) This approach provides opportunity for receiving word order naturally. By repeating them they naturalize habit of using the language.

(5) The learners don't learn the structure of sentences; indirectly the learner automatically learns general grammar, specific word order, formula and usage.

1.9.1.3. The Limitations of the Structural Approach

(1) Drilling of sentence patterns makes the teaching mechanical and dull. The students speak in a parrot like manner without understanding the meaning of what they say.

(2) According to many teachers, this approach is not suitable in the higher classes, and is applicable only to the students of lower classes.

(3) The selection and gradation of structures, and vocabulary do not solve the problem of teaching English.

(4) In this approach the center of interest is the language material and not the learner.

(5) The textbooks written according to the principle of this approach are usually uninteresting due to the rigid sequence of structures and controlled vocabulary.

1.9.2. The Situational Approach

The Situational Approach better known, as a Situational Language Teaching is also one of the efforts carried out by British applied linguists during 1930s to the 1960s.

In every language there are many aspects like abstract noun, prepositions, which cannot be dealt with by demonstrations or explanations in the language being taught and the Situational Approach can be proved very helpful in this perspective. In this approach different structures are presented by using and creating different appropriate, real and related situation. In this approach the structures are presented in a situation and they exist in conversation. It does not allow structures to be drilled without contextual reference and learners acquire the skills of manipulating them in real

life situations. It is believed that the learner can not make use of linguistic items until s/he knows in which situations they are used and this approach makes the learners familiar with the structures used for transmitting messages or expressing ideas in a particular situation.

1.9.2.1. The Principles of the Situational Approach

The Situational Approach is based on the theory prescribed by behaviourists. It includes the following principles :

(1) The principle of attention and interest :

The situational presentation should be made interesting and attentive by using classroom situations through objects, pictures, action and gestures.

(2) The principle of variety and simplicity :

Different situations keeping the same structural items should be created to avoid mechanical process and to make teaching process lively.

(3) The principle of play :

Play-way activities should be held to keep the learners interested and attentive.

(4) The principle of hearing :

Learners should be provided ample and sufficient opportunities to hear the words and constructions used before asking them to reproduce. This will enable them to experience the feeling of language.

(5) The principle of habit formation :

Linguistic habits of using particular language are formed which lead to acquiring new habits as a result of learning e.g. learners form the habit of reproducing sounds first, later they form words and sentences and last speech.

1.9.2.2. The Merits of the Situational Approach

(1) The situational approach is useful in teaching many language items particularly for teaching and introducing new structural items and for providing practice and drill for the same.

(2) With the help of the situations, the learner can master the structure effectively and have durable impressions in their mind.

(3) This approach is helpful in introducing new vocabulary items including abstract vocabulary by using real as well as contrived situations.

(4) The situational approach is psychologically sound as the learners learn the language with interest and attention because of full use of various real and even contrived situations.

(5) The situation or context is the source for initiating communicative process.

1.9.2.3. The Limitations of the Situational Approach

Though the situational approach is considered successful in teaching English, it has certain limitations :

(1) Only some selected and certain language items can be taught through this approach and not all language items.

(2) Other language forms such as prose, poetry, and composition items cannot be taught.

(3) Only skilled and resourceful teachers can teach through this approach and not average teachers.

(4) It is very difficult to identify situations for all kinds of linguistic items.

(5) It is not effective when learners are introvert and hardly open their mouths.

(6) It becomes quite difficult to create certain situations in overcrowded classes.

1.9.3. The Eclectic Approach

As it is observed that there are many direct and indirect methods and approaches of English language teaching, teachers make use of many of them in combination for effective classroom teaching. When these different approaches and methods are employed in the combination form, that form is called Eclectic Approach.

According to Cambridge International Dictionary of English (1995), word 'Eclectic' means: "A process of combining whatever seem the best or the most useful things from many different areas or systems rather than following a single system".

The eclectic approach borrows positive aspects from the different methods and approaches. Since it borrows several positive aspects from the different methods and approaches the eclectic approach is not fixed or bound. This approach facilitates to borrow several skills or techniques according to the needs of a lesson, a chapter or a grammatical point. The eclectic approach has no particular rules or steps to follow; the only condition, which should be followed by the teachers, is to borrow only the positive aspect of several methods and approaches.

Eclectic approach can solve the problem of a second language acquisition, but the fact is that this approach is not widely used due to its uncertain nature.

1.9.3.1. The Merits of the Eclectic Approach

(1) This is not the single method or approach, so teacher can devise his/her own strategy for the best outcome.

(2) The teacher can identify highly effective strategy for effective classroom teaching.

(3) The authentic material can be developed according to interest, attitude, aptitude, pre-experiences, and level of information of learners.

(4) This approach enables teachers to be innovative in their teaching because every session provides them unique feedback.

(5) In this approach there are opportunities of getting help from all effective methods and approaches.

1.9.3.2. The Limitations of the Eclectic Approach

(1) If techniques devised are not fulfilling the criteria none can assure effective teaching.

(2) The teacher without having thorough knowledge of different approaches and methods may fail in devising the strategy effectively.

(3) This approach may click for a year or two, as and when learners' interests, attitudes and aptitudes are changed, the teacher is to rethink about the methods adopted.

The details given above have thrown light on various approaches existing before the introduction of a new ideology named Communicative Approach. As the focus of the present study is on the Communicative Approach to English language teaching, the entire concept of the Communicative Approach has been discussed further in detail.

1.9.4. The Communicative Approach

1.9.4.1 The Origin of the Communicative Approach

The origin of the Communicative Approach can be traced to the changes in the British language tradition founded from late 1960. The roots of the approach are found in the contributions of many linguists. The Communicative Approach was developed by Robert Langs and was advocated by some experts in England and America. The reaction against the notion of 'Linguistic competence' ultimately resulted into Communicative Language Teaching Theories. According to Hymes (1972), Communicative competence refers to the effective use of language in social contexts. Later it was supported by Wilkins (1976) who advocated a notional approach with main focus on the communicative value of the language. He himself later gave this approach the label of the Communicative approach.

This approach is also known as the **Functional Approach** because it includes a syllabus using language for functional purposes. The entire focus of the approach is to teach the learners to use language for carrying out specific communicative functions.

This approach is also recognized as the **Modcom Approach** because it is a modified version of the Communicative Approach. In fact, this approach is not a new approach as it has been adopted and not imported in totality from the concept existing earlier named the Communicative Approach. Though many features of the earlier communicative approach have been adopted in the recently developed Modified Communicative Approach, its framework differs a lot from the earlier communicative approach as the syllabus has been framed by integrating different perspectives of language teaching and emphasizes learners' affective involvement in language learning by creating anxiety free atmosphere, building their confidence and emphasizing what the learners know rather than what they don't know.

1.9.4.2. The Concept 'Communicative Approach'

The Communicative Approach or Communicative Language Teaching widely known as CLT is a new theory or paradigm which advocates the paramount importance to the communicative aspect of language in English Language Teaching (ELT).

Widdowson (1992) in his book 'Teaching Language as Communication' defines 'communicative' in the following words: "Neither producing similar type of sentences in a random manner nor producing sentences describing some situations without any purpose is communicative."

Kurian (2006) quoted that “Communicative Approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure. In this approach, students are given tasks to accomplish using language instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.) In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. As well, authentic and meaningful language input becomes more important. The class becomes more students centered as students accomplish their tasks with other students, while the teacher plays more of an observer’s role”.

The Communicative Approach to language teaching emphasizes the teaching language enhancing communicative skill and the use (function) of the target language in everyday situations. This approach assists to set up a situation that learners are likely to encounter in real life. This approach provides the real life simulations that change from day to day and motivates the learners to communicate in a meaningful ways about meaningful topics.

Berns (1984), an expert in the field of Communicative Language Teaching, writes that the communicative approach of language is of a very great importance, as a learner is generally required to use the language to communicate something. This means that he/she is generally placed in such a situation which motivates him/her to produce language, to use language, and once he/she is able to use the language purposefully and appropriately may be said to be a person who has been able to cultivate meaningful communicative behaviour.

Thus the primary objective of this approach is to nurture the communicative capabilities and enhance communicative skills among learners. In English Language Teaching, especially in CLT, learning tasks should be designed in such a way that acquisition of the functional aspect of language can be carried out naturally, but for this natural acquisition, communicative competence is the prime requisite, which has been discussed further.

1.9.4.3. The Communicative Competence

Dell Hymes (1972) has introduced this term, 'Communicative Competence'. According to him, the speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in target language. He outlines a theory of communicative competence and says that communicative competence includes a much wider perspective including all the aspects of speech i.e. phonetics, semantics etc. that render communication what it is.

Savignon (1983) has rightly pointed out that the Communicative Competence is relative, not absolute, and depends on the cooperation of all participants involved in the linguistic activities. The communicative competence is one of the essential capabilities of human being and is always possessed by a person in an integrated form and there are so many competences lying within it, so integrated skills are always required for effective and purposeful communication. The aim of CLT is to enable learners to develop their communicative competence and to nurture communicative capabilities.

The communicative competence includes following competence:

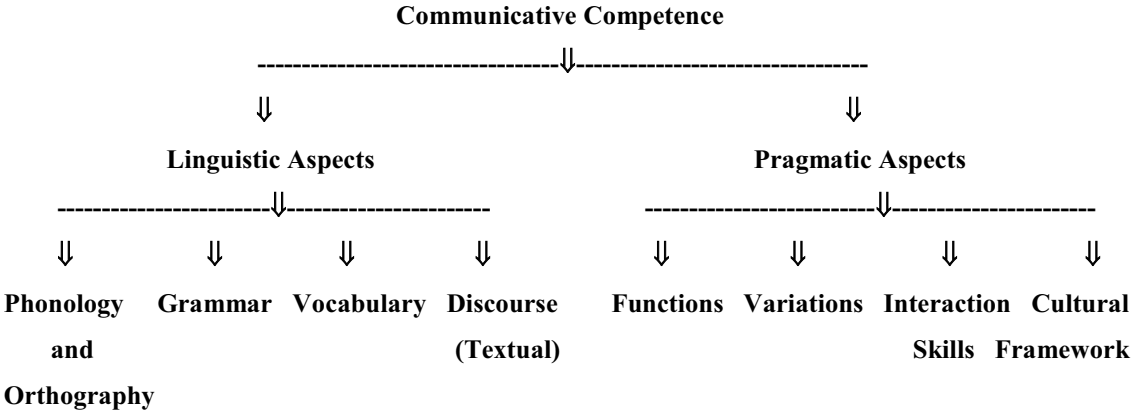
(1) Grammatical Competence (Knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology)

(2) Discourse Competence (Knowledge of rules governing cohesion and coherence)

(3) Strategic Competence (Verbal and non- verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence)

(4) Socio-linguistic Competence (Knowledge of the relation of language use to its non-linguistic context)

According to Canale and Swain (1984), there are eight aspects of communicative competence. They are further grouped together in two groups of four as under:



The conclusion drawn from this discussion is that a person who acquires communicative competence acquires both knowledge and ability for language use with respect to the communication skill. The development of communicative skills can only take place if learners have an opportunity to express themselves. It therefore requires a learning atmosphere, which gives them a sense of security that depends to a large extent on the classroom that is considered very essential in Communicative Language Teaching or in developing Communicative Approach. Further, the details regarding the conceptual view about the important components of classroom with respect to Communicative Approach have been sufficed which consists of the points like content and task-based learning, syllabus, communicative lesson planning, instructional material, communicative activities, classroom techniques for communicative teaching, the role of a teacher in communicative language teaching and classroom implications of Communicative Approach.

1.9.4.4. The Communicative Approach in the Classroom

1.9.4.4.1. Content and Task- Based Learning

The communicative Approach is often seen in the context of the need of content and task oriented learning based on language functions. The concept of Content and Task- Based Learning was developed by Willis. Content & Task Based Learning involves the teaching of a subject matter or content in the target language. Content and Task Based Learning is responsible for the overall classroom atmosphere. Definitely, the teacher can do much towards creating a positive atmosphere, but the influence of the content and task- based learning is equally important.

As per Willis and Willis (2001) “Task- Based Learning is actually a more resolutely communicative application of Communicative Language Teaching principles. It advocates the use of a syllabus based on communicatively oriented tasks rather than linguistic forms. In Task Based Learning, language forms are not prescribed in advance and so learners are free to use any language that they can in completing the required task”.

Even though learners have the level of communicative competence in their first language, there is obviously a need to encourage the use of both communication and task- based learning in the target language. For a communicative approach to be relevant today it needs to integrate both the content and task- based learning and it is expected that the syllabus must have Content & Task Based Learning in its center.

Thus, by considering the inevitability of syllabus, the next section has provided a broad view of the role played by syllabus.

1.9.4.4.2. Syllabus

All classroom practices are controlled as well as determined by a specific methodological framework and are realized finally by a set of techniques employed within that particular procedural framework. In that particular procedural framework, the role of syllabus has always been central.

The process of communicative language teaching requires different kind of syllabus other than grammatical or structural syllabus. One of the syllabus designers Wilkins (1976) has explained the role of Functional- Notional Syllabus in Communicative Language Teaching. According to Wilkins, Notional functional syllabuses provide a major alternative to the emphasis of formal language teaching. Here the content of syllabus is organized in terms of notions (meanings) and functions. Prabhu (1983) supports Wilkins' view of syllabus by saying that, "The only form of syllabus which is compatible with and can support communicative language teaching seems Functional Notional Syllabus which lists in more or less detail, the type of tasks to be attempted in the classroom."

Yalden (1983) was of the view that in a communicative syllabus, the whole thing becomes a task-oriented teaching. The learner is provided simulated learning situations and certain language functions to be performed in the classroom or outside of it. These functions are simulated in the classroom through tasks and Functional Notional Syllabus helps to perform various functions.

The Functional Notional Syllabus helps learners to learn how to use language for authentic communicative purposes. This syllabus provides ample opportunities to use language and to express their own ideas, views and emotions effectively. In spite of the characteristics mentioned above, the Functional Notional Syllabus has some doubts as the learners of second or foreign language may have difficulties in thinking about communicative purposes because they have very little exposure to the environment of target language and have to acquire the skills of target language in unnatural context. At this juncture, certain important components i.e., a communicative lesson plan, instructional material, communicative activities and some classroom techniques can be proved fruitful in minimizing certain limitations of the Functional Notional Syllabus.

1.9.4.4.3. A Communicative Lesson Plan

According to Jill Kerper Mora (2000), these are the steps to follow in planning a lesson using the communicative approach to second language teaching.

1. Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: People, roles, setting, topic, the level of formality or informality, the function and situation as per the demand.
2. Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. Includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.
3. Questions and answers based on the dialogue, topic and situation: Inverted, Wh-questions, yes/no, either/or and open-ended questions.
4. Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning.
5. Learners' discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.
6. Oral recognition and interpretative activities including oral production proceeding from guided to free communication activities.
7. Reading and/or copying the dialogues with variations for reading/writing practice.
8. Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to _____? And how would you ask me to _____?"
9. Homework and extension activities such as learners' creation of new dialogues around the same situation.
10. To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

(Jill Kerper Mora)

San Diego State University

1.9.4.4.4. Instructional Material

The major objective of CLT is to help the learners to make concrete use of the language and to enable them to carry out a variety of communicative tasks. In order to attain this objective, instructional material has the primary role to play. The instructional material specifies subject matter / content, even where no syllabus exists, and defines or suggests the intensity of coverage for syllabus items. Instructional materials also define or imply the day-to-day learning objectives that collectively constitute the goals of the syllabus.

The role of instructional materials within a functional or communicative approach has been specified by Littlewood (1981) in the following terms:

(1) Materials will focus on the communicative abilities of interpretation, expression, and negotiation.

(2) Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.

(3) Materials will involve different kinds of text and different media, which the learners can use to develop their competence through different activities.

(4) Materials will allow learners to progress at their own rates of learning.

(5) Materials will allow for different styles of learning.

(6) Materials will provide opportunities for independent study and use.

(7) Materials will provide opportunities for self- evaluation and progress in learning.

There are three kinds of materials currently used in Communicative Language Teaching : text- based, task- based and realia.

(1) Text- Based Materials

The text- based materials designed to direct and support Communicative Language Teaching include usual dialogues, drills, or sentence patterns, visual cues, pictures, sentence fragments to initiate conversation and the materials containing different information needed to enact role-plays and carry out other pair activities.

(2) Task- Based Materials

The task- based materials designed to direct and support Communicative Language Teaching Classes include a variety of games, role-plays, simulations, and task- based communication activities. These materials are typically in the

form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student- interaction practice booklets.

(3) Realia

Many proponents of CLT have advocated the use of 'authentic', 'life-like' materials in the classroom. These might include language based realia such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.

Materials preparation for CLT is very specialized task and should project the fundamental aim. It loses its purpose if such syllabus and materials cannot be properly distinguished from the other syllabuses and materials. Once, the teachers of English is convinced of the syllabus and instructional materials, the entire focus would be supposed to lead communicative activities to be carried out in the classroom so that English language teaching can be made all the more effective.

1.9.4.4.5. Communicative Techniques / Activities

One of the most important aspects of communicative skill is the ability to find language, which will convey the proposed meaning effectively in a specific situation. For this aspects some communicative activities can be devised which emphasis this functional aspect of communication. Because of this emphasis on being functionally effective, activities of this type are here called 'Communicative Activities' or 'Functional Communication Activities'. In order to encourage meaningful language use, many communicative activities are carried out e.g., puzzle solving, role play, or simulation and the learners are encouraged to do things with information such as: guessing, searching, matching, exchanging, collecting, sharing, combining, and arranging. If we consider the communicative principle of genuinely meaningful language use, such activities may be proved fruitful in fulfilling communicative purpose.

Bachani (2005) in her article 'Teaching Writing' quoted that before organizing any communicative activity following ingredients should be taken care of :

(1) Identify a "realistic" communicative context or situation.

(2) Identify a clear objective or purpose.

(3) Ensure that there is an "information gap" or "opinion gap".

(4) Generate students' interest.

(5) Allow students preparation time, if necessary.

(6) Be aware of the likely conversational framework or format.

(7) Be aware of any useful or relevant conversational plot.

(8) Determine appropriate student groupings.

(9) Involve students in the self-correction of errors.

(10) Provide a sense of conclusion.

Communicative activities are carried out with certain predetermined purposes. Generally activities are designed to provide opportunities to learners to produce language that they had recently learnt and to prepare the learners for later communicative activity by providing them with the necessary linguistic forms and the necessary links between forms and meanings. Thus, the communicative activities have lot to do with the success of language learning.

Mukalel (1998) in his book 'Approaches to English Language Teaching' puts forward the following classroom techniques for Communicative Language Teaching:

(1) Role Play

Role-play is a very dynamic technique that lies at the core of communicative language teaching. In the words of Meuts (1983), "Role play is 'an individual's spontaneous behaviour reacting to others in a hypothetical situation".

Role play is 'learning by doing'. Role play asks the learners to communicate to respond verbally and non-verbally and it exploits his/her knowledge and experience not only in the classroom but also outside the class room. Role-play enables the learner to simulate in the classroom situations and activities for which the native speaker uses English in their real life situations. Role play can be done, based on situation that are from everyday life like parents, teachers, brothers, friends, shopkeepers, police officers, relatives, etc., characters from text book, or from television, or comics, etc. Under role play activity, they can be given situations like shopping, holiday planning, using local transport, asking the way to places.

(2) Dramatization

Dramatization includes a variety of activities right from simple performance of piece of conversation to same form of a skit in which whole short theme can be handled. This is highly activity-oriented. The language function that has newly been introduced can be enlarged and worked out into some form of dramatization.

In the words of Bhattacharya (2005) “Drama is like the naughty child who climbs the wall of every garden to see what is inside. In other words, it is inclusive rather than exclusive; it tends to bring in a number of factors: gestures, actions, language, emotions, feelings, creation, invention and personality all together. Drama may involve music, history, painting, mathematics, photography, cooking anything. It does not respect subject walls. It peeps in.”

(3) Miming

Miming and role-play have things in common. Miming is an action without speech. The teacher may select a verb (e.g. digging) and get the students to mime the action. Alternatively, one of them mimes the act and others try to guess what s/he is doing. Miming can generate greater fun if worked out well. In miming as classroom activity one or more students engage in a process of imitating some character. The teacher guides the imitation by the student while at the same time a student is asked to interpret and say what is being done.

(4) Reporting Observation

Reporting observation is one of the ways of carrying out communicative activities by reporting observations of several kinds. This is a highly practical activity. The learner can be asked to (a) measure the size of things and room and report the measurement in English, (b) calculate or solve problems and report the findings in English, (c) observe games and report to the class how the games went on, (d) observe nature and report to the group what you see in a field, river side, at a picnic spot etc., (e) observe the traffic and report what is happening in a street, and (f) observe an experiment in the laboratory and report in English the details of the experiment. Teacher can make reporting observation more easy by providing some points relevant to particular incident and assigning them a task to draft a paragraph with the help of given information.

(5) Inter- Questioning

Questioning is a classroom technique that the teacher makes use of, while inter-questioning is the same activity done by the pupils with a different purpose. A group work or a pair work can integrate this technique. Inter-questioning is carried out before the whole class. The questions can be written on a piece of paper and the pupils can look at those and ask the questions to one another.

Thus, inter-questioning is very helpful technique in creating healthy language atmosphere.

(6) Work on Pictures / Picture Description

Pictures, sketches, and charts can be employed for very creative use in communicative language teaching. A group or a pair can be given some pictures with words suitable to the given pictures. The students have to read the words; match them with the given pictures and write them in the given space. A group or pair can be asked to produce communicative sentences and expressions from the picture. Each group can work on different pictures, and attempt some kind of a description which should involve questions and answers related to the matter on the picture.

(7) Making a Guess

Making a guess is an important technique to do creative and imaginative language work. It can be carried through activities such as passing a packet and making a guess. Each pupil has to make a guess and say what the packet contains and give a description of the nature of the thing through short sentences. It could be any form of making a guess, and could either be done before the whole class or in a group work.

(8) Talking about…….

This is an activity in which a pupil attempting to construct sentences with the teachers help about a friend or a person he chooses. In such cases the friend or the person should be known to him so that a few details of 'what he is' could be worked out.

(9) Reporting T.V./ Video Scenes

This technological device becomes one of the best tools for communicative language practice. If T.V. is available to the pupils at the school or in the classroom, the silent visual stream can become excellent material for communicative language activity. Slow motion or normal visual stream on the monitor can form the back ground for the pupils to report to undertake writing on what is going on. T.V. scenes can become the feeding ground for miming, role-play as well as dramatization.

(10) Listen and Say

This technique may be profitably used in a grammar, vocabulary or speech lesson. The students could listen to the teacher and repeat the sentence or word

after the teacher. The Tape recorder as an aid of communicative language teaching, either as a part of the regular language laboratory or in the regular classroom can be very helpful in the following ways: (a) recorded dialogues can be taken up for further classroom practice; (b) one character in a conversation can be played to the pupil and he can function on his own as the second character; (c) listen to the first part of a conversation and the pupils can dramatize the latter part in an imaginative manner; (d) play to the class a passage (preferably a story) and the pupils can produce orally or in writing the full story or part of it in their own simple sentences; and (e) a biographical sketch can be given in third person on the tape and the pupils convert the same into a biographical sketch in the first person.

(11) Look and Say

This technique can be used in different types of lessons. The teacher may do something like writing on the blackboard; show a picture to the class etc. The students will look at what is being displayed or done and make sentences.

(12) Do and Say

The teacher or a student does something and talks about it. For example while closing the door the teacher may say 'I am closing the door'.

Dave (1995) quoted following classroom techniques for Communicative Language Teaching:

(1) Information Transfer

Pupils are asked to extract certain bits of information from one form of writing to another e.g. information provided in a tabular form may be organized in the form of sentences leading to a paragraph.

(2) Jumbled Words and Jumbled Sentences

Jumbled words are used to teach textual words and spellings. The students are given jumbled words or spellings on cards. They have to write correct words or spellings from them. Their responses are sometimes taken on the sheets of papers. Students are given a passage. The sentences in the passage are jumbled. Students have to arrange them in order according to the teaching material.

(3) Word Completion and Sentence Completion

Students are given incomplete words. They are instructed to complete the words with the help of their partners or group members. Students are given incomplete

sentences. They have to complete the sentences through discussion in groups or pairs. Incomplete sentences are sometimes written on the black board also.

(4) Dialogue Completion

Dialogue based on certain topics or lessons are given to the students on the sheets of papers. They are told to work in pairs or on their own and complete the dialogues according to the teaching materials.

(5) Chain Story

In this activity the first sentence of a story or a paragraph is given. Each student has to give one sentence to complete the story. As each new sentence is added, it is written on the black board.

(6) Matching

Words and their meanings in simple English are given on the sheets. Students have to match them correctly. Sentences split on two parts are also given. They have to match their counter parts. In the same way matching exercises are given on questions and answers, pictures and words, words and synonyms, words and antonyms etc.

(7) Strip Story

A story is written on strips of paper. Each strip carrying one sentence is distributed among the students. Each of the students read the sentence silently and tries to remember it. Strips are collected back and the students have to reconstruct the story from their memory. The same way strips are also prepared from textual material in order to teach them textual lessons.

(8) Find Someone Who

The investigator selects any of the particular grammar items and prepares a set of about ten sentences. He then tells the students to find out a sort of characteristic of that particular topic.

(9) Future Plan

The students are told to assume a particular situation e.g. you are going on a picnic to water park, prepare a list of activities what will you do there ? This technique is used to teach grammatical topics like either…or, neither…nor, tenses etc.

(10) Cue Cards

The cue cards can be used for both group and pair work. Groups and pairs are given a set of cards related to certain situation. They have to match them with

their partner's card or other member's card. They are told to write answers independently. They are also told to prepare some dialogues related to the situation and present them in a conversational form to the class.

(11) Language Games

Suitable language games like, Where is it ?, What is it ?, Tell me who ?, word grouping, labeling etc. are also used to teach different topics according to the need of the topic.

(12) Sorting Out

Students are given mixed words. They are told to sort them out in different categories like adjectives, adverbs, nouns, verbs etc. The categories are changed according to the need of the teaching unit.

(13) Pattern Puzzle or Puzzle Problem

In pattern puzzle, the students are given some cards with different sentence patterns on them. They have to make sentences of their own from that pattern and write them on their notebooks or on the black board. In puzzle problem, the students are given a number of cards with some description on them. Under the sentence describing some person or something, there is a word or a group of words whose first and last letters are given for the convenience of the students. The students have to solve the given puzzle with the help of the incomplete word or group of words.

(14) Flash Cards

Flash cards can be used variously. A teacher can either draw or cut and paste small pictures of hundreds of things that cannot be taken to the class room. The flashcards can also be used for a variety of group work activities for meaningful practice. Various commands are written on the flash cards. Students have to come to the stage, take one card and work according to the command written in the card.

(15) Map Reading

Maps of places, cities, states, etc. are given to the students. They are told to read the map. They are asked questions about a particular place, city or geographical position. They are also told to prepare short notes from the maps.

(16) Memory Challenge

This activity can be carried out variously. Students are given cards with words written on them. They are free to read and study the cards for limited time. The

cards are collected back. Then they have to prepare respective lists of the words or spellings on them. Students are given a paragraph on a sheet to read carefully for a particular time. The sheets are collected back. Then the students are given some other sheets on which the sentences related to the same paragraph are placed in an improper order or in a jumbled form. The students have to rearrange the sentences in a proper order and write them in the lines given below.

Verma (1963) in his book 'A First Course in Teacher Education' proposed the following techniques for Communicative Language Teaching :

(1) Drill

Drill is a widely used technique in teaching. It should be clearly understood that drill is not a mere repetition of an act to acquire perfection in its performance but it is a systematic training by multiple repetitions. The rules of pronunciation, punctuation, capitalization, correct speech or simple mathematics can be fixed as mental habits by using drill work.

(2) Narration

Narration is an art in itself. It requires skillful use of language and speech. The chief form of narration is story-telling. Narration can be used to give exposure of the language and to use language in a meaningful way, logically and incidentally arranged in literature, history and descriptive geography, etc. Narration may be used in the motivation stage of a reading lesson or in the organization stage of a composition lesson. e.g. once there was a ……

(3) Questioning or Question - Answer

The art of questioning is an important front ranking teaching technique. According to Raymont (1983), "The acquisition of a good style of questioning may be laid down definitely as one of the essential ambitions of a teacher". Efficiency of a teacher depends to a large extent on the mastery of this highly valued art. "The question is the key to all educative activity". Questions encourage and stimulate the mental activity of the pupils. Inattentive pupils are made attentive.

(4) Demonstration

Demonstration is an important step in teaching of skill-lessons. Demonstration includes the use of realia (real objects) performing actions, using gestures, facial expressions, etc. It is used for presenting words and structures which stand for

concrete ideas or concepts. A number of action verbs can be introduced by actually demonstrating the act in the case: reading, writing, walking, lifting, pulling, pushing and so on. Some of these things may be done by the teacher, others can be done by the students or the teacher may do something and ask the students to follow accordingly.

(5) Illustration

To illustrate a thing or a word means to explain it and to throw light upon it. The value of illustration lies chiefly in the fact that easy and familiar things are used to explain difficult and complex ideas. Illustrations make the abstract ideas readily comprehensible through their concrete approach. There are two types of illustration they are verbal and non-verbal illustrations. For a number of things that can neither be shown nor done in the class, it would be necessary to give a simple definition or description. For example 'a punctual person is one who is never late'. It is important to ensure here that the teacher's language is within the range of the learners. Under verbal illustration, one may use analogies, comparisons, similes, word-pictures, etc. Under non-verbal illustrations, one can have concrete materials, such as models or solid representations of objects, black board sketches, paintings, graphs, maps and charts etc.

Freeman (1986) in his book 'Techniques and Principles in Language Teaching' proposed the following techniques for Communicative Language Teaching :

(1) Creative Speaking

The students should be encouraged to participate in discussions and debates. The conversation and discussion as forms of creative speaking may become the best media of teaching and learning. It is recommended that when pupils are engaged in conversation and discussion, the groups should be small so that opportunity can be provided to every member of the group to participate. In panel discussions, smaller working groups are always more effective. As an end in itself, it enables the learner to think clearly and relevantly and to share ideas with others. The teacher should bear in mind that if creative speaking is really to be effective, abundant opportunities to speak freely must be provided to the students. There should not be frequent criticism. The teacher should present good models of pronunciation. The sources of ideas for creative speaking may be provided by personal experiences, special occasions, news, games and sports, school functions, children's' school and home environment, etc.

(2) Information Gap

Information gap can be created by the use of activities where the participants involved are only in possession of part of the total information. Then students will have the amount of choice what to say. Students ask questions because they don't know the answer and they have a reason for listening to one another. Some students have certain bits of information that the others don't have and they must swap ideas in order to discover the whole. Thus, information gap leads to an authentic communication.

(3) Open Endedness

In this activity, the learners are given liberty to develop and conclude the task in their own way. It is not insisted that the activity should be done only in one prescribed way and result in only one predetermined answer. The learner's personality and emotions will have an important role to play in the execution of the task, and will make the process of learning English more natural because as Maley (1978) points out "Language is not purely an intellectual matter".

(4) Simulation

Simulation means an activity which is accepted by the learners and is carried out in their own way which would involve their perception, feelings, opinions and individuality and which is concluded in the form not pre-determined by the teacher but shaped by the above mentioned elements. Simulations are more likely to provide the learners genuine reasons for expressing their feelings and opinions in their own English.

Thus, various classroom activities equip the teaching of English and help the learners to learn the use of the language i.e. to develop the skills of using the language for a purpose. Within the methodological framework of communicative language teaching organized with a set of various activities, a teacher is very highly expected to perform his role very efficiently. In the next section, the role played by a teacher in communicative language teaching has been highlighted.

1.9.4.4.6. The Role of Teacher in Communicative Language Teaching

Several roles are assumed for teachers in Communicative Language Teaching. Communicative Approach expects the language teacher to attempt to teach a language in such a way that he can take his learners to their anticipated language needs not simply in the classroom but in the outside world.

Considering the importance of particular role of the teacher being determined from the view point of the Communicative Language Teaching (CLT) adopted, Vyavahare (2006) pointed out that the teacher has to give up his traditional role of 'Preacher' and Dictator'. He is expected to be democratic accepting different opinions and answers of students and providing them flexibility. He has to give up his earlier one way communication and be a co-communicator. In this approach, the teacher's role is that of a facilitator – providing them opportunities to use language in the class. He is also expected to play the role of an adviser and a monitor to monitor their responses and tell them whether they are on the right track. The dominant interaction pattern in CLT class is student-student interaction. After his initial presentation the teacher withdraws and asks student to work in pair or group. Students explain, discuss, analyze, elaborate, give opinion, illustrate, and give feedback while doing the tasks. The teacher moves around, helping them with ideas or suitable expressions. The teacher does not interfere in their work, nor does he correct their errors when they present themselves.

In 'Guidelines for Classroom Practice' Finocchiaro and Brumfit (1983) suggest that teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning and act as an observer and referee or monitor. However, this does not mean that once an activity is in progress, the teacher should become a passive observer. His function becomes less dominant than before, but no less important. For example: if learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items. If pupils do not get agree to any point, the teacher can resolve their disagreement. His presence is an important psychological support for many learners, especially for those who are slow to develop independence. While learners are performing, the teacher can monitor their strengths and weaknesses. He can use weaknesses as signs of learning needs, which he must cater for later, probably through more controlled, pre-communicative activities. He may also decide that in the context of a given task, the major error must be corrected at once to prevent it from becoming fixed in the learners' speech.

In a broad sense, the teacher is a facilitator of learning, and may need to perform in a variety of specific roles, separately or simultaneously i.e., an overseer, a classroom manager, a language instructor, an evaluator, a consultant or adviser.

1.9.4.4.7. The Role of Learner in Communicative Language Teaching

In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers (1986) devoted considerable attention to learner and teacher roles. They pointed out different roles of the learners in different approaches.

Approach	Roles
1. Oral / Situational	:- Learner listens to teacher and repeats, no control over content or methods.
2. Audio-lingual	:- Learner has little control, reacts to teacher's direction, passive reactive role.
3. Communicative	:- Learner has an active, negotiative role, should contribute as well as receive.
4. Total Physical Response	:- Learner is a listener and performer, little influence over content and none over methodology.
5. The Silent Way	:- Learners learn through systematic process must become independent and autonomous.
6. Community Language	:- Learners are members of a social group or community; more from learning dependence to autonomy as learning progresses.
7. The Natural Approach	:- Learners play an active role and have relatively high degree of control over content language production.
8. Suggestopedia	:- Learners are passive, have little control over content or methods.

This analysis demonstrates the wide variety of learner's roles, which are possible in the language class. They include the following.

- The learner is the passive recipient of outside stimuli;
- The learner is an interactor and negotiator capable of giving as well as taking.
- The learner is a listener and performer having little control over the content of learning.

- The learner is involved in a process of personal growth;
- The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes;
- The learner must take responsibility for their own learning, developing autonomy and skills in learning (how to learn).

The learners are required to adopt a range of roles, which are relatively uncommon in traditional instruction. The learners require to be adaptable, creative, inventive, and most of all independent. The range of strategies pointing out learner's role can be seen in the following list.

(1) Finding your own way

Finding your own way means to discover what ways of learning work best for you. e.g. how you best learn vocabulary items. It also implies learners discovering other ways of learning from other learners in the class.

(2) Organizing information about language

Organizing information about language means developing ways to organize what you have learned, through making notes and charts, grouping items and displaying them for easy reference.

(3) Being Active

Being active means experimenting with different ways of creating and using language, for example with new ways of using words, playing with different arrangements of sounds and structures, inventing imaginative tests and playing language games.

(4) Making your own opportunities

Making your own opportunities means learning language actively by performing various tasks in class, for example by interacting with fellow learners and the teacher and asking questions.

(5) Learning to live with opportunities

Learning to live with opportunities means not always relying on certain and safe answers but trying to work things out with the help of resources, e.g. using dictionaries and to keep on talking and to understand the general gist of texts, rather than every language item in them.

(6) Using mnemonics

Using mnemonics means to improve self memory and find quick ways of recalling what they have learned, for example through rhymes, word

associations, word classes, and particular contexts of occurrence, experiences and personal memories.

(7) Making errors work

Making errors work means learning to live with errors; to prevent errors from blocking your participation in tasks, to help yourself to ask for error correction and learn from the errors. It helps if learners can estimate the relative gravity of errors and realize that errors vary according to channel and text type.

(8) Using your linguistic knowledge

Using your linguistic knowledge means to make comparisons with what you know about language from your own mother tongue, as well as building on what you have already learned in the new language, both in terms of formal rules and conventions for language use.

(9) Letting the context help you

Letting the context help you means to realize the relationships that exists between words, sounds and structures, developing your capacity to guess and infer meanings from the surrounding context and from your background knowledge and out of class experience.

(10) Learning to make intelligent guesses

Learning to make intelligent guesses means to develop your capacity to work out meanings, specially to focus both on the main parts of the message and to relate these to the overall text and context, to guess on the basis of probabilities of occurrence and meaning, and to try to work from what is relevant to the text and task in hand.

1.9.4.4.8. Classroom Implications of Communicative Approach

Teachers of English will have to

(1) Create a non-threatening learning environment in the classroom.

(2) Develop learner-oriented approach and not teacher-oriented.

(3) Think what learner can/should do and not teacher can/should do.

(4) Try to raise maximum learner's involvement and minimize teacher's interference during the process of learning.

(5) Make the learners to use the language by planning pair work and group work to the maximum possible extent.

(6) Provide learners with opportunities to practice their language skills through the process of classroom interaction.

(7) Perform the role of an observer, supervisor, councilor, a guide, an informer or an inquirer and a facilitator who facilitate learning by posing problems rather than offering ready solutions.

(8) Create a need for learners to communicate for real purpose using real language.

In this section of the communicative approach in the classroom, some general features required for an effective communicative language teaching have been discussed and on the basis of the role performed by these components, a conclusion can be derived that Content & Task- Based Learning has the potential to be more motivating for learners, the syllabus must have Content & Task Based Learning in its center, a communicative lesson plan should be framed to provide proper guideline for utilizing the communicative language teaching, instructional material should be prepared by keeping the content into consideration and the classroom activities should be held leading to communicative comprehension and should motivate the learning based on various tasks, a set of classroom techniques should be employed as an assisting factor to implement the basic principles of communicative approach, various roles have to be performed by the teacher to cater the need of the learners and various classroom implications of the communicative language teaching should be implemented.

1.9.4.5. The Principles of the Communicative Approach

The principles of communicative language teaching formulated by some notable linguists have been discussed in this section.

According to Michael Canale and Merill Swain (1984) following are the principles of communicative language teaching.

(1) Communicative competence is composed minimally of grammatical competence, socio-linguistic competence or communication strategies. The primary purpose of a communicative approach must be to facilitate the integration of these types of knowledge for the learners. There should not be any over emphasis on one form of competence over the other.

(2) The Communicative approach must be based on responses to the learner's communicative needs. These responses must be specified with respect to grammatical competence, socio linguistic competence, and discourse competence. Learners should

be made familiar with the varieties of the second language that they are most likely to be in contact within genuine communication.

(3) The Communicative approach should never have a check on the learner's native language. On the other hand, it is the approach that encourages optimal use of mother tongue of the learner.

(4) The second language learner must have an opportunity to take part in meaningful communicative interaction with highly competent speakers of the language that is to respond to genuine communication needs and interest in realistic second language situations. This principle is important not only with respect to classroom activities but to testing as well.

(5) The primary objective of a communicative approach oriented second language programme must be to provide the learner with the information, practice and much of the experience needed to meet their communicative needs in the second language. The learners should also be taught about the second language culture primarily through the social programme in order to provide them with the socio cultural knowledge of the second language group that is necessary in drawing interference about the social meanings or values of utterances.

1.9.4.6. The Features of the Communicative Approach

Different writers and researchers have given different features of Communicative Approach, which can be summarized as under:

(1) The Communicative Approach is not in favour of more structural teaching. It shifts from pattern practice to group work and pair work.

(2) Meaning based teaching finds paramount place in Communicative Language Teaching.

(3) The Communicative Approach deals with natural chunks and deals with real discourse, not component.

(4) The Communicative Approach considers communicative needs of the learners and therefore classroom activities are based on communicative activities like information gap, choice, feedback, and other varieties of language.

(5) The Communicative Approach tries to develop interpretative abilities in the learners.

(6) The Communicative Approach suggests providing maximum opportunities to the learners in order to take part in meaningful communicative interaction.

(7) The Communicative Approach believes in pupil centered approach and pupils' autonomy in learning is to be encouraged.

(8) The teachers' role is to be limited as initiator, facilitator, guide and co-communicator / co-participant.

(9) The central feature of Communicative Language Teaching is to put the learner in situations in order to adjust.

(10) Contextualization is a basic premise.

(11) Language learning is learning to communicate.

(12) Drilling may occur, but peripherally.

(13) Translation may be used where students need or benefit from it.

(14) Learning is created by the individual after thorough trial and error.

(15) Each learner has an equal opportunity to participate.

1.9.4.7. The Merits of the Communicative Approach

There are specific advantages of this approach in teaching any of the languages as second or foreign language. There are certain merits of the communicative approach and they are as under:

a. Communicative approach emphasis on language in use. The learners learn the language as they have learnt or acquired their first language.
b. This approach simply mobilizes the classroom activities enhancing interactive capabilities among the learners.
c. In this approach the learners are motivated to make use of real life language i.e., day-to-day social affairs for the purpose of interactions.
d. This approach is developed scientifically on the psychological principles of the language learning and promotes the learner-centered activities.
e. In this approach the teacher can make effective use of modern techniques of teaching like, simulation, role-play, group discussion, language games, etc.
f. This approach is very useful in bringing out the real talent of the learners. As they use or practice, they acquire the skills of using language.
g. In communicative approach, the whole focus is on communicative proficiency rather than on more mastery of language.
h. This approach emphasis on communicative competence of the learner rather than on structural competence only.

i. It aims at creating the right kind of environment in the classroom which brings about in learners an urge to say something, to express something about themselves, to do something with the words and the urge to communicate.

j. It favours pair/group work to the maximum possible extent to raise the maximum learner's involvement in teaching as well as learning process.

k. Its one of the aims is to help the learner to acquire communicative competence, i.e. ability to use the linguistic system effectively and appropriately.

l. It is the learner-oriented approach and not the teacher-oriented.

The merits / characteristics mentioned above clearly indicate that the communicative approach has very less to do with the other approaches, and has major distinctive features that distinguish communicative approach from the traditional approaches which can be very well appreciated with the help of the difference shown in the following table :

1.9.4.8. Difference between Traditional Approach and Communicative Approach

Table No. 1.9.4.8.1.

Difference between Traditional Approach and Communicative Approach

Traditional Approach		**Communicative Approach**	
1.	Attends to structures and forms more than meaning.	1.	Meaning is given paramount place.
2.	Demands memorization and oral practice of structural items, dialogues etc.	2.	Dialogues and conversations are centered on communicative functions and not memorized.
3.	The Language items are not necessarily contextualized	3.	Contextualized is a basic promise.
4.	Language learning means learning words, sounds, or structures.	4.	Language learning is aimed at learning to communicate.
5.	Mastery in grammar is sought.	5.	Effective communication is sought.
6.	Repetition and drill are considered as central techniques.	6.	Drilling may be used but not important.
7.	Native pronunciation is sought.	7.	Only comprehensible pronunciation is sought.

8.	Communicative activities come after a process of drill exercises.	8.	Communicative activities are encouraged from very beginnings.
9.	The use of mother tongue is forbidden.	9.	Judicious use of mother tongue is accepted when needed and feasible.
10.	Translation in any way is not allowed.	10.	Translation may be used when and where students need or benefit from it.
11.	Reading and writing are developed only after speech is mastered.	11.	Reading or writing can be started from beginning if desired.
12.	Linguistic competence is the desired goal.	12.	Communicative competence is desired goal. i.e. ability to use the language.
13.	Varieties of language are recognized but not emphasized.	13.	Linguistic variation is a central concept in materials and methodology.
14.	The teacher controls the learners and prevents them from doing anything that conflict with the theory.	14.	Teacher keeps the learners in any way that motivate them to work with the language.
15.	Language is taken as habit formation and errors are to be prevented at all cost.	15.	Here language is created by the learner often through trial and error.
16.	Pupils are expected to interact with the language.	16.	Pupils are expected to interact with other pupils through pair / group work.

In the context of the difference shown above between Communicative Approach and Traditional Approach, it can be summarized that;

(1) The focus of the Communicative Approach is on meaning and not on form of the language; the classroom language is controlled by the 'task' on hand and is not predetermined.

(2) Communication is viewed as learner's mind is engaged in activity / task on hand.

(3) Language learning is incidental; it is mostly acquisition rather than learning.

(4) Learner's error correction is incidental.

(5) Teacher is viewed as a facilitator.

This summarization makes it clear that the overall thrust of the learners can be quenched only when the language will be taught for functional purposes. Learners are not to be provided or taught facts about the language, but to be learnt the use of language to carryout specific communicative functions. As the entire concept of language teaching has now moved away from the existing structural approach to a communicative approach in a modified form i.e., Modcom Approach, it can be described as a move towards a more learner centered approach to language teaching. Any process of teaching a language aims at enabling the learners to become independent users of the language. For this purpose, learners need to be exposed to the actual function of the language; it means what is intended or conveyed is the function of the language. But one thing should be kept in mind that the natural use or application of the language does not take place as simply as it seems, it is based on certain guidelines in terms of certain "Do's and Don'ts". There are certain ground rules to be followed before moving to the functional aspects of language or use of the language.

1.9.4.9. Ten Ground Rules of the Communicative Approach

Larsen & Freeman (2000) mentioned ten ground rules that should be taken into consideration before implementing the communicative approach in the classroom situation. These ground rules are:

1. Initially, speak quite a lot
2. Do not speak all the time
3. Focus on meaning
4. Do not correct the errors immediately
5. Do not correct all the errors
6. Allow the students to talk in the class
7. Do not translate everything
8. Please encourage effort to comprehend
9. Use contemporary reference books
10. Assign self-learning tasks

1. Initially, speak quite a lot :

Many of the teachers hesitate to speak in English in the class as they worry that the students will not understand them if they speak in English. Here, the teachers must remember the basic principle that without a lot of exposure to the new language, the learner simply cannot learn it and the teacher of English is the main source of input i.e.,

the source of exposure. Here, speaking quite a lot does not mean lecturing. Speaking here means talking to them using short, simple sentences. Keep talking and say same thing in two different ways or in slightly different way and say it more than once. In other words the teacher should not tire of talking. Thus, s/he should speak quite a lot and make it a point to speak in English.

2. Do not speak all the time :

In enthusiasm to teach, and to teach well, the teachers tend to go on. The teachers may be in good faith take up all the time available leaving very less time for the learners. Teacher must realize that this may prevent (especially if the teacher keeps talking in Gujarati) the learning of English.

Initially, the teacher must speak quite a lot. But at some point s/he must stop talking and encourage the learners to talk. S/he has to plan his/her work in such a manner that almost half way through each lesson s/he brings in activities that provide space to the learners. If s/he finds that learners are not ready to talk, use the following transition strategy :

I. Start with 'listen and repeat' activities where learners merely reproduce some words and sentence, say something and they just repeat it.

II. Then go on to 'listen and do' activities where they have to comprehend the instruction and do something like raising a hand or writing their name.

III. Then go a step further with 'listen and respond' type of activities where they may be expected to speak a word or a short sentence.

After such graded training, when they feel confident, involve them in simple pair / group work tasks given in the new textbook.

3. Focus on Meaning :

The Modcom Approach focuses on meaning, but it does not mean to abolish the teaching of grammar. Grammar is better learnt within a meaningful context, when the focus is not on the form. Therefore, the focus of the activity should be on meaning.

The learners should make an effort either to comprehend some meaning or to express some meaning. For example, listening and reading activities are comprehension tasks and speaking or writing activities are expression tasks. Let the learners pay full attention to understanding and expressing the meaning. Form can be taught incidentally. A rule should be given as a helpful learning tip not as a main teaching point.

4. Do not correct the errors immediately :

Immediate error correction does more harm than help. Error correction creates a threatening environment. The child needs emotionally supportive environment to overcome hesitation and say something. Instead of supporting the learners, if the teacher points out errors, s/he will withdraw and decide never to open his/ her mouth. Therefore the teacher must develop a lot of error tolerance.

However, this does not mean that the teacher does not correct any error. The best form of error correction is to draw their attention to unacceptable forms not individually but collectively. For example, the teacher gives the learners a pair work activity and asks them to talk to each other. As a teacher, observe the pair while they are talking and note down some common errors. Teacher does not need to correct them immediately. At the end of the activity, write the erroneous expressions commonly used by them on the blackboard and discuss the correct alternatives.

Remember, if teacher corrects an individual learner in the midst of his/her speech, the learner experience a loss of honour, and in most cases, decides not to speak in future. Thus, teacher ends up achieving neither correctness nor fluency.

5. Do not correct All the errors :

Many sincere teachers feel irritated at the sight of an error. So when they are examining written work, they use red underline or even circles and cross-marks to point out the errors. But this can be highly frustrating for the learner as well as the teacher. Marking all errors is like trying to teach eight to ten grammar items at a time, which is information overload for the learner. Therefore, it is advisable to handle one or two related items at a time. Here, the teacher should learn to decide priorities. For example, while working on verb forms, the learner would benefit the most from feedback on verb forms. On that occasion, the teacher may ignore other errors.

6. Allow the students to talk in class :

This ground rule goes against the age old, widely accepted traditional practice of ‘pin-drop-silence’ in the classroom. It’s a trial to change authoritarian teacher centred teaching style in favour of a more open, more lively, and more learner centred style. And this change is very important for language learning or language acquisition process. Provide them lots of opportunities for speaking. Make them speak to each other before asking them to talk to you. Give them a task so that they can know “what is to be discussed; and provide a pre-task model to show “how” they can do it.

It is now realized that exposure + interaction promotes acquisition. Give the students some talking time every now and then. Teacher may even allow them to talk in Gujarati in the beginning, and gently lead them on to more and more of English.

7. Do not translate everything :

Teacher often uses translation under the impression that it is necessary as it helps them to comprehend the English text. This is a very harmful misconception. Translation is neither necessary nor helpful. When the teacher begins to translate everything, learners stop processing the English text, they just wait for the Gujarati version. If the learner does not make an effort to comprehend English text or speech, s/he will not develop the ability to comprehend. Translation simply kills this effort. So teacher must not translate everything.

Of course, do not oppose the use of learners' mother tongue in class. The teacher can use their mother tongue if necessary to create the background, to explain complex concepts and to give detailed instructions about some tasks. Provide extensive explanation in the beginning in their mother tongue but while using English, let them try to understand the English words, phrase and sentences without translation.

8. Please encourage effort to comprehend :

Teachers often ask the question : if we do not translate a reading passage, how will they understand it ? But it must be remembered that comprehension and translation are two different skills; and of the two, comprehension is easier, translation is more difficult. The teacher should use the comprehension questions given in the textbook as a teaching exercise, not as a testing task. In addition to each question given in the text, you can ask a number of sub-questions. This will generate a discussion about the passage. Use a large number of questions, discuss the passage in simple words and thus encourage the students to make an active effort to comprehend the passage and to comprehend the spoken English. Use picture description and other guessing games where they have to listen to you or to another student and complete the task. Give them the confidence that they can comprehend English and half the battle is won.

9. Use Contemporary Reference Books :

English language has changed during these years. So, it is advisable to use recent grammars and dictionaries of English based on systematic studies of how the language is used today.

Similarly, it is necessary to select passages from English newspapers and magazines for additional reading tasks and can be used as excellent contemporary reading materials.

10. Assign Self-learning Tasks :

Teachers feel responsible for the learning to take place and it is good to accept responsibility. However, teacher must realize that s/he can only teach. S/he cannot do the learning on behalf of the learner. Here, what the teacher can do is to help the learner to take such responsibility and encourage the learners to use the sources of learning like Media and Internet. The teacher only needs to point out interesting programmes and websites, and follow it up with some discussion in the class. Teacher can use a large variety of children's programmes for this purpose and see how your learners spend a lot more time on activities that can be called enrichment tasks.

1.10. TO SUM UP

In this chapter, introduction part gave a brief view about how on the one hand considerable changes have occurred in the field of education across the time where the need is felt to help the students to learn different kinds of skills and how on the other hand, the picture regarding the quality of education seems quite dismal where the methods adopted at large teach the ability to compose correct sentences making the English learners structurally 'competent' and enable them to produce grammatically correct sentences but practically they remain almost unable to perform a simple communicative task. As a result, our students have not been showing performance of as high standard as is expected. This chapter throws light on how major shift from the Structural Approach to the recent Functional Communicative Approach has taken place which advocates a focus upon the language use rather than the formal structure of language enabling the learners to think creatively, solve problems efficiently, and communicate effectively in diverse settings.

Further the core components of this chapter namely nature and function of language, importance of English as a language, status of English language, place of English in school curriculum in India as well as in Gujarat, process of teaching-learning English language, structural, situational, eclectic and communicative approach with their salient features have been discussed.

1.11. ORGANIZATION OF THE THESIS

The thesis has been organized into six chapters. **Chapter one** is related to introduction. This chapter tells in nutshell about the considerable changes occurred in the field of education with respect to English language teaching, importance of English language, status of English language, place of English language in school curriculum in India as well as in Gujarat, approaches in English language teaching, the concept of communicative approach and its various aspects, and ten ground rules of communicative approach. **Chapter two** presents the review of related literature that contains the studies conducted in India as well as abroad. Chapter two also contains discussion based on analytical review of related literature to locate the research gap and points out the implication for the present study. **Chapter three** presents the methodology of the present study. This chapter includes rationale of the study, statement of the problem, objectives of the study, operationalization of the terms, hypothesis, area and type of the study, delimitation of the study, population and sample of the study, tools of the study, data collection and data analysis. **Chapter four** presents the plan and procedure of the developed strategy which contains three phases of the strategy implementation namely pre-requisites for the development of the strategy, steps towards the finalization of the strategy, and implementation of the developed strategy. **Chapter five** presents the analysis and interpretation of the data with respect to student teachers' background and their entry behaviour, student teachers' performance in pre-test and post-test, observation of the student teachers' teaching in the actual classroom situation during the practice teaching sessions and internship programme, and opinions of the student teachers towards the developed strategy. **Chapter six** presents the summary of the study which tells in nutshell about the methodology of the study and contains findings of the study, discussion based on findings, conclusion, implication of the present study and suggestions for further researches.

CHAPTER – II REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The survey of the related literature is generally called the review of related literature. The review of related literature enables the investigator to investigate into the studies already conducted in the field of his/her interest and at the same time it makes the investigator aware of the areas that have not been explored yet, and locate the gaps in existing research areas. The review of related studies provides an overview of historical perspective, the development of research in that area, deviations, new departure, and the mode of approach adopted. In a way, it brings to light, the research trends and problems, critical awareness towards the methodology employed and an estimation of relations working behind the variables. The review of related literature helps the researcher to realize the dearth or positive gap of the study. It provides knowledge about objectives, nature of study and data, sample, tools and techniques used in data collection, techniques for data analysis, limitations and delimitations of the studies conducted earlier. Thus, the review of related literature enables the investigator to be placed in that vantage point from where he/she can perceive his/her proposed study more clearly.

This chapter deals with studies carried out in the area of teaching and learning of English language in the context of communicative approach or communicative language teaching. The researcher has come across a number of studies through the review of related literature which has provided a platform to the researcher to develop the conceptual framework for the present study. Various studies reviewed in this chapter have been classified under two categories, namely;

2.2 Studies conducted Abroad, and

2.3 Studies conducted in India

2.2 STUDIES CONDUCTED ABROAD

The field of English Language Teaching has been vast and rich with respect to its research background. Innumerable studies on approaches to English Language Teaching have been conducted all over the world so far. Almost all the countries where English is taught as a first language or as a second language have given their contribution to enrich the area of English Language Teaching. Whatever researchers are conducted around the world are kept open to us through the means of various journals, articles, periodicals, projects etc. However it was not possible for the researcher to study these researches in the primary form of sources, he made an attempt to review the literature through the secondary sources as were available within the range of his study, capacity and time conveniences.

The researcher referred various resources for reviewing the foreign studies namely Studies in Linguistic Science, Applied Linguistic, TESOL Quarterly, Issues in Educational Research, The Modern Language Journal, British Journal of Psychology, The Language Teacher, Dissertation Abstract International and Eric Database. The researcher also referred the following websites for reviewing the foreign studies.

http://www3.oup.co.uk/eltj/ (The ELT Journal)

http://www3.oup.co.uk/iral/ (The International Review of Applied Linguistics in Language Teaching)

http://www.polyglot.iss.wisc.edu/mlj/index (Modern Language Journal)

http://www.tesol.org/pubs/magz/tj (TESOL Journal)

http://www.eric.ed.gov.searchdb (ERIC Search Database on Languages and Linguistics)

http://www.oxfordjournals.org (Oxford University Press Journals)

http://www.journals.cambridge.org (Cambridge University Press Journals)

http://www.jstor.org (JSTOR ARCHIVE)

http://www.muse.jhu.edu (Project Muse)

http://www.jccc-ugcinfonet.in (JCCC Gateway Portal for Academic and Research Activities)

http://www.umi.lib.dissertation (Gateway Portal for Research, Thesis and Dissertation Activities)

http://www.infotrac.galegroup.com (Articles published on Modern Language, Literature and Linguistic)

The details regarding the reviewed Foreign Studies are presented as below.

Aziz (1984) in his study entitled 'Communicative Error Evaluation' evaluated American Native Speaker's communicative errors and interpreted abnormal utterances written by Arab English as First Language learners. The study was survey by nature in which the researcher tried to establish and investigate the difference between judged intelligibility and naturalness. Following were the objectives of the study: (1) To investigate the difference between judged intelligibility and naturalness. (2) To investigate the extent to which error type occurs. (Grammatical or Semantic) (3) To provide validation measures for judgments of intelligibility. The tool of the study was four point scales of intelligibility and naturalness. Sample of the study consisted of 240 American undergraduates. The study was carried out using two factorial designs. The findings of the study revealed that there was no association between the students' performance and intelligibility with respect to their communicative errors.

Speth and Brown (1988) carried out a survey under the title 'Study Approaches, Processes and Strategies' using a series of factor analyses of items and subscales. A sample of 383 students in educational psychology classes at a large American university completed the inventories based on the communicative approach. The objective of the study was to compare inventories from three theoretical perspectives: cognitive process, approaches to learning and autonomous study. The inventory consisted of 64 statements about how students tackle everyday learning tasks in language class. The study pointed out the following findings : (1) The students at large preferred learning through the communicative approach. (2) The students had attraction and liking for student-centred nature of the communicative approach.

Elliott (1997) carried out a study entitled 'On the Teaching and Acquisition of Pronunciation within a Communicative Approach' The study had the following objectives : (1) To find out why the acquisition of pronunciation had fallen to the wayside and had suffered from serious neglect in the communicative classroom in the United States. (2) To provide phonological instruction to improve pronunciation. An extension of this research examined experimental subjects' overall improvement in pronunciation accuracy, pinpoints specific areas where pronunciation instruction appeared to be most beneficial (e.g. discrete-word repetition, sentence repetition, discrete-word reading, and free speech); and determined natural phoneme classes and specific allophones that improved as a result of phonological instruction.

The present study was experimental as well as survey by nature and addressed the following questions : (1) Does formal phonological instruction relate to improved pronunciation of the 19 sounds for the experimental group subjects ? (2) Is formal instruction more beneficial in improving Spanish pronunciation for : (a) Word repetition (b) Sentence repetition (c) Word reading or (d) Spontaneous production of the target language ? (3) Which natural phoneme classes and specific allophones improved significantly as a result of phonological instruction ?

The data for the study were collected during the four semester of the 94-95 academic year at Indiana University, Bloomington. 66 undergraduate students enrolled as sample in three sections of an intermediate Spanish course and participated as small intact comparison groups. The data was collected using observation schedule and pronunciation test. The pronunciation test consisted of four sections measuring : (1) accuracy in mimicking pronunciation at a discrete word level (2) accuracy in mimicking pronunciation at a sentence level (3) accuracy of pronunciation of isolated written words and (4) a free elicitation exercise requiring subjects to describe one of two pictures in Spanish for approximately a minute and a half.

The present study revealed several significant findings : (1) The formal instruction in pronunciation was significantly related to overall improvement for the experimental group. (2) Students could benefit from pronunciation instruction when they engaged in exercises requiring them to focus on the target language sound system. (3) While reading isolated, Spanish words provided an indication that orthography might possibly be an impediment to phonological acquisition.

The present study led to the following implications : (1) Future studies might benefit from examining the effect of formal instruction in pronunciation as it relates to audio-lingual, cognitive-code, and proficiency based classrooms. (2) The future research may reveal that phonological instruction results in additional benefits such as enhanced listening comprehension and communicative skills.

Noels, Clement and Pelletier (1999) carried out a Correlational study entitled ‘Perceptions of Teachers’ Communicative Style and Students’ Intrinsic and Extrinsic Motivation’ which considered how students’ perceptions of their teachers’ communication style, particularly the extent to which teachers are perceived to support students’ autonomy and to provide useful feedback about students’ learning progress, are related to students’ extrinsic and intrinsic motivational orientations.

The chief objectives of the study were : (1) To investigates the relevance of intrinsic and extrinsic motivation for language learning. (2) To assess whether perceptions of teachers' communicative style were differently linked to these motivational subtypes. (3) To find out the relationship between Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation.

This study also examined the link between these variables and various language learning outcomes, including effort, anxiety, and language competence. 78 students registered in a summer French Immersion Course completed a questionnaire that was used to assess the constructs described above. Correlational analyses led to the following findings : (1) Stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. (2) The more controlling and the less informative perceptions of teachers led to students' lower intrinsic motivation. (3) The perceptions of teachers' communicative style was found to be more effective on students' intrinsic motivation than on students' extrinsic motivation. The chief implication of the study was that a research on correlation between perceptions of teachers' communicative style for motivation and language learning outcomes can be conducted.

Huong (2004) conducted a survey entitled 'Students' and Teachers' beliefs about Communicative Language Teaching and English Grammar Instruction in Taiwan' The chief objective of the study was to study students' and teachers' beliefs towards English grammar instruction and communicative language teaching in Taiwan. The study also examined how teachers' beliefs assesses the degree of variation and identify potential mismatches, if any. The sample for the study consisted of 754 Higher Secondary students and 34 EFL teachers from six selected public and private colleges and universities in central Taiwan.

The data for the study was collected with the help questionnaire and interview. Overall, the data provided evidence of a strong positive belief on the part of the students that grammar study plays a positive role in EFL learning. The study led to the following findings : (1) Over half of the students (59 %) would like to learn grammar while learning through communicative approach, whereas only about one third (32 %) of the teachers did so. (2) 73 % of the teachers believed that grammar should be taught separately, whereas only about 53 % of the students agreed with the notion. (3) There was a discrepancy between expressed beliefs and actual classroom practices.

Although 82 % of the EFL teachers claimed to have some knowledge of communicative approach to language teaching, only 44 % supported its use. (4) Overall only 12 % EFL teachers integrated communicative approaches daily, whereas only 6 % of EFL teachers integrated them either weekly or once in a while. The study itself cleared out the faint picture of communicative language teaching and teachers' negligence towards it and led to implication that there is a strong need of considering communicative approach in regular classroom teaching learning process in order to enrich the communicative skills strengthening grammar aspect of the students.

Taguchi (2005) carried out a survey entitled 'The Communicative Approach in Japanese Secondary Schools : Teachers' Perceptions and Practice'. This study focused on Japanese teachers' self-reported comments on courses in Oral Communication (OC), introduced by the Ministry of Education, indicating their difficulty in implementing the guidelines. The reported study, conducted in northern Japan, aimed to identify class activities, assessment methods, and communicative teaching practice in OC classes. 92 upper secondary school English teachers responded to a survey providing data on typical language activities, assessment methods and equipment used. Most frequently reported classroom activities were listening exercises and dialogue practice, followed by grammar and vocabulary instruction. Only eight teachers indicated that they used speaking tests for assessment. In observation sessions (4×2) at two schools, Oral Communication classes were tape recorded and analyzed. 60–80% of class time was devoted to listening skills, emphasizing sound and word recognition, with 15% devoted to speaking – chiefly choral dialogue repetition. Discussion of the findings suggested that teachers were not aiming to develop students' communicative abilities, and were unsure about how to assess the communicative abilities. It was concluded that successful educational reform must promote changes in practitioners' attitudes, causing re-evaluation of traditional behaviors. Need-based in-service programme and orientation course to enhance teachers' communicative ability can be organized. Further research is needed to obtain data from a wider range of the population on teachers' perceptions and practice of Communicative Approach.

Nazari (2007) conducted a study entitled 'English as a First Language Teacher's Perception of the Concept of Communicative Competence' which reviewed Chomsky's and Hymes' notions of competence and made a relationship between these notions and Dubin's elaboration on the meanings of communicative competence.

The chief objective of the study was to study the views of English as a First Language (EFL) teacher about the concept of communicative competence. This study was a case study. The tools used for the data collection were questionnaire, observation schedule and interview. Interviews with high school EFL teachers provided data and different interpretations about their perception of communicative competence. In the present study, through interviews with the EFL teachers in an Iranian high school, following findings were drawn : (1) Some high school EFL teachers had an indistinct view about the concept of communicative competence and did not seem to distinguish between the broader and narrower meanings of the concept. (2) Observing the EFL classes taught by the interviewed teachers, it was also found that though the teachers' definitions of communicative competence were combination of broader and narrower views, in practice their in-class activities tend towards the narrower concept. (3) Teachers were found to be more comfortable with implementing a narrower view of communicative competence due to teachers' lack of distinction between the two concepts of communicative competence and certain institutional restrictions.

The study had the following implications : (1) EFL teachers who were native English speakers could also be the participants of further studies. (2) Testing the hypothesis generated through this study could be another issue worth exploring for further research, i.e. researching the probable effects of raising high school EFL teachers' awareness of the distinction between the narrower and broader concepts of communicative competence on their teaching activities.

Pham (2007) in his study 'Teachers' Beliefs and Use of Communicative Language Teaching : A Case Study' identified the common tenets of CLT as proposed by the main scholars in the field, and discussed the potential meanings of CLT in classroom practice. The chief objectives of the study were : (1) To study teachers' perceptions regarding common tenets of CLT. (2) To study the difficulties faced by the teachers in implementing key aspects of CLT. As the study was a Case Study, it made it clear throughout how a group of teachers in one context defined and appraised CLT, and how they struggled to implement the key aspects of CLT they value. The data presented here was sourced from 13-recorded 60-minute conversations, conducted at intervals of 2–3 weeks, with these teachers, and observation of their classes during a 12-week semester.

The chief finding drawn from the study was that teachers' desire to implement CLT conflicted with many contextual factors which ranged from systemic constraints such as traditional examinations, large class sizes, to cultural constraints characterized by beliefs about teacher and student role, and classroom relationships, to personal constraints such as students' low motivation and unequal ability to take part in independent active learning practices, and even to teachers' limited expertise in creating communicative activities like group work. The suggestion implied that various teacher education programme or courses incorporating ongoing debate, exchange with peers and students, support from policy makers can be conducted to empower teachers in their aspirations to develop communicative techniques appropriate to their context.

Ridder and Sesen (2007) conducted an experiment entitled 'Enhancing Automaticity through Task-based Language Learning'. The chief objectives of the study were : (1) To examine the function of the task-based approach in offering the appropriate setting to enhance automaticity. (2) To prepare a task-based language learning course. (3) To try out the developed task-based language learning course. (4) To find out the effectiveness of the developed task-based language learning course. The experiment was conducted with 68 intermediate-level students of Spanish as a foreign language for Business and Economics. The study was based on the hypothesis that the task-based approach leads to a higher level of automaticity than the traditional communicative approach. As far as the experimental group was concerned, students were kept engaged in different communicative situations, unrelated to the actual course but organized in such a way that the participants were compelled to use the previously acquired lexicon-grammar. Both groups were evaluated on their level of automaticity after completion of the course. In the case of both the groups, automaticity was graded for the two oral discourses: the oral examination and the advertisement.

The study led to the following conclusion that task-based approach stimulated the process of automatization to a larger extent following communicative course with a systematic component. The study led to the implication that more researches should be conducted in which the different criteria concerned with Communicative Approach should be dealt with in isolation, so that their exact relation to each other and to the automatization process can be established.

2.3 STUDIES CONDUCTED IN INDIA

The researcher's review of the studies conducted in India was mainly associated with the studies conducted in the institutes like CIEFL (The Central Institute of English and Foreign Language Teaching), Hyderabad, HMPIET&R (The H.M.Patel Institute of English Training & Research), Vallabh Vidyanagar, Alagappa University, Karaikudi, Saurashtra University, Rajkot, and CASE (Centre of Advanced Study in Education), The M.S. University of Baroda, Vadodara.

The researcher also referred Fourth and Fifth Surveys of Research in Education, NCERT, New Delhi to enrich the area of review. The details regarding the reviewed Indian studies are presented as below.

Saraswathi (1981) undertook a study in applied linguistic to explore the nature of communicative competence in relations to learning a language for specific purposes and on this basis, suggested guidelines for designing a course in English for Official Purpose (EOP) for the undergraduate in Tamil Nadu, India. A critical survey of approaches to EST (English for second language teaching) course design from a CALT (Communicative Approach to Language Teaching) perspective was undertaken for this study. The major objectives of the study were : (1) To find out to what extent the students of B.A., B.Sc. and B.Com. have communicative competence in English for Official Purpose (EOP). (2) To study the shared conventions of EOP in Tamil Nadu. (3) To study the expectations of the Official Community in Tamil Nadu regarding EOP. (4) To find out the level of potential learner's competence in EOP. The entire study was based on the following research questions : (1) Does a native speaker know his language perfectly ? (2) What are the shared conventions of EOP in Tamil Nadu and what is the significance of shared conventions for communication ? (3) What are the expectations of the official community in Tamil Nadu regarding EOP ? (4) What is the level of our potential learner's competence in EOP ?

For data collection, a number of letters were selected from 3rd year degree class students in Madras and were revised into better versions and were given to some top business people in Madras in order to elicit their views on their preference and their reasons for doing so. A questionnaire was also designed to be distributed to people at different levels of the official hierarchy. The study led to the following findings : (1) The 3rd year B.A./B.Sc. students didn't have adequate communicative competence in EOP due to unawareness of certain conventions of EOP and inability to express them

in right language. (2) The 3rd year B.Com. students did not have the required communicative competence in EOP in spite of doing a course in business correspondence; they are only slightly better than the non-B.Com. students. This indicated the usefulness of a specific course in EOP and the need to modify the course offered to the B.Com. students at that time. (3) The major components of communicative competence in EOP were : grammatical accuracy; appropriate choice of words; logical organization of ideas; the use of the appropriate tone.

Suggestions for further research were : (1) There is a need to design a need based course in EOP based on sociolinguistic survey. (2) A course meeting the various needs like letters, reports, memos, circulars, minutes, notices, filling in forms is needed to be designed. (3) This type of course should be introduced in college so that after entering in services, the employees could have an extra orientation course more narrowly geared to their needs e.g. banking, insurance etc.

Dheram (1982) did an experiment on promoting spontaneous communication in English through classroom activities. The researcher conducted the experiment on the sample taking from a secondary school. The normal classroom of the regional medium school was taken as the sample. Focus on 'meaning' rather than 'form' was the chief objective of the study. The experiment continued for three weeks using 'single group pre-test – post-test' design. The activities used by the researcher were : map drawing, map reading, time-tables and travel plans, story completion, dramatization, role play, riddles, reading comprehension and odd man out.

The findings of the study were : (1) The communicative approach was still taking form in Indian situation. (2) A need was felt to modify the methods for practical use and (3) Consciousness on the part of the teacher was considered to be necessary. The study led to the suggestions : (1) Various programmes can be conducted enriching teachers' communicative competence in using English language with respect to different classroom situation. (2) In-service orientation of teachers has to be organized for explaining salient features of communication in English through Classroom Activities.

Joseph (1983) carried out a study entitled 'Evolving a Strategy for Teaching English Grammar at High School Level. The major objectives of the study were; (1) To evolve a validated multimedia strategy for teaching English grammar at high school level. (2) To find out the comparative effectiveness of the three forms of

Programme Learning Material (PLM) namely Linear, Deviated Linear and Branching. (3) To find out the relationship between the pupils' attitude towards the multimedia strategy and their achievement in comprehensive test. (4) To find out the relationship between students' intelligence and their performance in comprehensive test. For realizing the objectives a single group post-test experimental design was followed. The study was conducted in a group of 28 students studying in classes IX and X of an English medium school of Baroda city. The instruments used for the study were nine criterion tests, a comprehensive test, a reaction questionnaire, an attitude scale prepared by the investigator and Raven's Standard Progressive Matrices. The study was conducted for two successive matrices. Descriptive statistical techniques and t-tests were used for analysis of data.

The major findings of the study were (1) Both the students and experts had expressed a highly positive reaction towards multimedia instructional strategy, (2) Branching PLM was found to be most effective in terms of achievement and ranking by the students, (3) Deviated linear PLM was found to have comparatively inferior stand in terms of ranking by the students, (4) Linear PLM was found to be least effective in terms of achievement and rating by the students, (5) The students expressed a stable favourable attitude towards the strategy, (6) There was no significant relationship between students' attitude and achievement, (7) There was significantly positive relationship between intelligence of the students and these achievements through strategy. The major educational implication of the study was that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient English grammar teaching.

Singh (1983) carried out a correlational study to investigate the linguistic and communicative abilities of High School teachers of English in relation to their classroom functions. The major objectives of the study were : (1) To study the adequacy of speaking and writing ability of the teachers teaching English as a Second Language at the secondary and higher secondary levels of school education. (2) To find out to what extent the teachers possess grammatical and stylistic competence to identify and correct errors in students' writing. (3) To study the effectiveness of the tests in terms of the difference between the teachers' speaking ability and their writing ability. The sample consisted of 60 trained graduate teachers and post graduate teachers teaching English in high schools in 15 central schools located in the state of Rajasthan, Uttar Pradesh and Union Territories of Delhi.

The entire study was based on the following research questions : (1) Are the speaking and writing ability of the teachers adequate for teaching English as a Second Language at the secondary and higher secondary levels of school education ? (2) Do the teachers possess grammatical and stylistic competence to identify and correct errors in students' writing ? (3) Do the teachers possess syntactic control and fluency to be able to put ideas in complex sentences economically and effectively where necessary ? (4) Is there any relationship between the linguistic and communicative abilities of High School teachers of English and their classroom functions ? (5) Is there a significant difference between the teacher's speaking ability and their writing ability ?

Tools employed for the present study were four test measures. For the test of speaking ability, samples of classroom teaching were audio-recorded. For the test of writing ability, the teachers had to write a model composition for high school pupils. In the test of sensitivity to pupils' errors, the teachers had to identify and correct protocol errors relating to grammar, usage, idioms and style and in the test of sentence complexity, the teachers had to complete sets of short sentences to produce complex sentences. All the four tests were related to English as a Second Language teacher's classroom functions.

The research entailed both quantitative and qualitative methods. The analysis and evaluation of the data led to the under mentioned findings : (1) The speaking ability of the three fourths of the teachers was adequate though it was deficient in accuracy. (2) The writing ability of the most of the teachers was not adequate (3) The teachers possessed grammatical competence to correct pupils' errors but not stylistic communicative competence to the same extent. (4) The teachers were generally deficient in linguistic ability (which relates grammatical, phonological and lexical accuracy) and their major weak point observed was their writing ability.

The suggestions of the study were : (1) A study can be carried out to find out how the teacher's linguistic abilities stand in relation to their communicative performance in the classroom. (2) A study can be conducted to see whether the speaking ability and writing ability of other groups of teachers differ in the same way as that of the group studied in the present research. (3) A study can be conducted to see whether the English of practicing teachers improves with their growing experience of teaching. (4) A short term Orientation Course or Refresher Course to enrich teachers' speaking and writing ability can be organized.

Natraj (1984) conducted an experiment entitled 'An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat.' The researchers noted numerous problems in second language teaching. By analyzing the prevailing scenario at that time, the researcher observed that large class was one of the problems that compelled the teachers to think about Grammar Method Techniques as a suitable alternative and to work out practicable group methods. The researcher aimed at achieving the following major objectives : (1) To determine whether the use of strategies really had a systematic effect in the experimental setting. (2) To determine whether the observed occurrences were influenced by some uncontrolled factors or not. (3) To determine whether the systematic relationships that were identified and measured could be generalized i.e. to find out whether these results could be used to predict relationships outside the experimental setting. (4) To devise such techniques where learners can work in groups and participate in a major way in the learning process. (5) To investigate into the efficiency of Group Method Techniques for English Language Instruction.

An analysis of the prevailing situation was taken up to arrive at the problems and needs of the learners. The equivalent group pre-test – post-test experimental design was used to try out the techniques prepared. The pre-test and post-test results of the controlled and experimental groups were statistically analyzed. Personal observation of classroom teaching and interview with the people concerned was also taken into account to decide the effectiveness of the techniques used.

The study led to the following findings: (1) Group Method Techniques were found effective in promoting real use of language and improving learner's participation in the classroom teaching. (2) The communicative nature of the material had helped the learners use a lot of English some of which were beyond their prescribed course.

The following suggestions were pointed out for further research : (1) Types of groups (Stream and Mixed ability) and their effect on language learning. (2) Preparation of materials for group work at various levels and evaluation of their effectiveness. (3) Spreading the same research over a long span of time in order to verify the validity of present study. (4) Group Method Technique and Personality changes in the teacher and the learners. (5) Group Discussion as a technique to modify attitude of the learners. (6) Role of the teacher in GMTs class.

Soumini (1984) developed a course design on communicative approach for English language teaching in regional medium high schools. The study had the following objectives: (1) To design a course based on communicative approach for regional medium schools. (2) To prepare a few sample materials as per the course design. (3) To try out the prepared sample materials to find out their workability in classroom situations. (4) To evaluate the materials in terms of the performance of students. The parallel group post-test experimental design was employed. The course design was drawn for classes IX and X. The content units were based on the topics selected from science subject. The experiment was conducted in a Telugu medium school. Various types of tests and instructional materials used in the study were Comprehensive Test, English Proficiency Test, Science post test, questionnaire to find out students' reactions and teachers' opinions on the course design.

The major findings of the study were: (1) The students found the course design useful to improve English. (2) Most of the students found the course design effective to develop vocabulary, structure and language skills. (3) Most of the English teachers considered that they had to be more active in the classroom. Some of them also believed that such a course design was difficult to be introduced in schools. (4) Most of the teachers felt a need of special training with respect to teaching and learning aspect of English language through communicative approach.

The educational implications of the study were: (1) English language teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge. (2) In-service orientation of teachers has to be organized for explaining the salient features of the communicative approach. (3) Textbook writers have to be oriented for writing innovative textbooks based on genuine communication. (4) Team teaching between English teachers and other subject teachers has to be accepted and made effective. (5) Research institutes like CIEFL (The Central Institute of English and Foreign Language Teaching) Hyderabad, NCERT etc. should undertake extensive studies for assessing the feasibility of communicative teaching at different stages of school education. (6) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative approach.

Bose (1985) tried to find out the effectiveness of structural and communicative approaches at primary level. The experiment was conducted under eight learning conditions. They were like these; (1) Provision of a large amount or language output. (2) The input provided is comprehensible and meaningful. (3) Provision for a period of 'incubation' between 'reception' and 'production'. (3) Contexts or situations provided include the use of concrete references to a large extent. (5) The classroom interaction is natural. (6) The focus of interaction is on the message or subject matter. (7) The message or subject matter is real. (8) Teacher has a positive attitude towards learners' errors and uses his discretions over the degree of explicitness in correction.

Two classes of Std. IV were selected as sample, out of seventeen schools. For the experimental design of the study, the data was collected using post-test observation schedule and interaction analysis sheet. The following were the objectives of the study: (1) To find out whether learning takes place in the classes based on different approaches. (2) To find out conditions favourable for learners. (3) To find out whether and to what extent the structural approach has learning conditions available in the class. (4) To find out whether and to what extent the communicative approach has learning conditions available in the class. (5) To find out the effectiveness of the Structural Approach and Communicative Approach in terms of the achievements of the students. Findings of the study were : (1) The communicative approach had the most learning conditions available in the class (2) The structural approach had a few of the eight conditions. (3) The Communicative Approach was found to be comparatively effective to the Structural Approach. The study pointed out the implication that such type of study finding out the effectiveness of the structural and communicative approach can be conducted at different level.

Jacob (1985) took up a study to demonstrate the effectiveness of communicative tasks and games to supplement the present textbook materials of Std. IX. This study had following objectives in its centre : (1) To suggest a set of tasks and games which could supplement the text book lessons of Std. IX. to promote communicative interaction in and outside the classroom. (2) To make English lessons more and more communicative approach based. (3) To demonstrate the effectiveness of communicative tasks and games to supplement present textbook materials of Std. IX.

The study was survey by nature. The major tool used for the data collection was observation schedule. The sample consisted of 58 students and the teachers teaching in I.P.Mission Girls' High School, Anand. Communicative tasks and games were carried

out in the school meanwhile the researcher saw classroom methods usually followed by the teachers of English and accordingly he carried out field work for ten days. The major findings of the study were : (1) Classroom can be very well conducted in an informal setting than in formal. (2) The teacher is no longer a 'dictator' but a 'co-participant' or a 'co-communicator'. (3) Different language functions, tasks, language games and role plays could bring reality and liveliness in classroom and made teaching learning process more communicative.

The study could turn out the following suggestions: (1) A syllabus leading to an authentic communication can be framed to bring reality to classroom teaching learning process. (2) A short term teacher orientation course regarding communicative teaching and learning can be organized. (3) Mass media like Radio, T.V. can be made use of for enhancing communicative approach. (4) One can take up a comparative study of structural teaching and communicative teaching. (5) One can collect and compile the communicative activities available, group them and frame different programmes according to different level.

Mookerjee (1986) carried out a survey as an attempt to make the teaching of grammar more effective at the +2 level of the CBSE syllabus in English medium students. This study was based on some definable reasons why the methods and materials used for the teaching of grammar then proved ineffective, uneconomical and unproductive. The study was carried out for achieving the following objectives : (1) To examine critically the materials and the methods used with a particular teaching programme. (2) To find out the definable reasons behind the uneconomical and ineffectiveness of the methods and materials used for teaching grammar. (3) To make the teaching of grammar more effective and communicative at the +2 level of the CBSE syllabus in English medium schools. Two schools in Delhi were selected as representative samples for the study. Observation Schedule, Interview and Questionnaire were the tools for collecting data for the proposed study.

The major findings of the study were : (1) Question papers did not examine such tasks as would test the students' ability to function in English in communicative situations. (2) In most of the CBSE schools, the formal study of grammar is undertaken to develop other language skills than communicative skills. (3) Sociological and psychological factors have great effect besides linguistic and educational factors.

The educational implications of the study were : (1) A study can be carried out to study the minimum level of communicative skills needed for general purposes in the Indian context and for specific purposes like higher education in different disciplines. (2) A study can be carried out to develop materials and classroom activities at various stages that encourage meaningful communication in the target language. (3) A study should be undertaken to find out the effects of personality of a teacher in a communicative approach based classroom situation.

Jadeja (1988) developed techniques for the teaching and testing of language use with specific focus on oral communication at the secondary level. The researcher found the actual classroom practices to be form focused. So, the researcher carried out this study with the following objectives : (1) To design, construct and administer a questionnaire and an interview schedule to collect information about the existing ELT scene. (2) To review the related literature and some standardized tests of English. (3) To design, construct and administer an observation schedule to record information about the pattern of discourse during the teaching sessions. (4) To arrive at a set of techniques for the teaching of oral communication. (5) To arrive at a set of tests of oral communication. (6) To conduct an experiment to measure the effectiveness of the techniques of teaching and testing oral communication. (7) To analyze and interpret the data collected during the experiment with a view to arriving at a set of findings regarding the effectiveness of the techniques of teaching and testing oral communication. The overall objective of the study was to design a set of teaching and testing techniques in the area of oral communication with a view to promoting language use in the classroom.

The study was conducted using both the Survey and the Experimental design. The tools used for the study were questionnaire, interview schedule, observation schedule and various tests. The sample consisted of 240 students of class IX of four secondary schools of Gujarat State where the medium of instruction was Gujarati. The new techniques were tried out in four schools and pre-test, post-test results were analyzed to establish the effectiveness of the new techniques. In addition to statistical analysis, the researcher supported the findings with discourse analysis of classroom interaction in both controlled and experimental groups.

Major findings of the study were : (1) The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. (2) All the learners across the range of intellectual abilities and socio-cultural background had benefited from them. (3) The analysis of classroom interaction established that new techniques facilitated greater use of language within classroom. (4) To cover a wide range of oral communication, it was found to be necessary to include test items based on a single-voice stimulus (a talk) as well as a two-voice stimulus (a conversation) (5) Dictation can be used as a 'pragmatic' task to cover the testing of oral communication. (6) Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.

The study pointed out the following suggestions : (1) Studies should be conducted to see if the techniques for oral communication are effective at the primary school level in class V, VI and VII. (2) Studies can be taken up to see whether such techniques can be equally effective in other part of India. (3) Studies should be taken up to see whether video-recorded materials can be used with equal effectiveness. (4) Studies can also be taken up to compare the effectiveness of audio-recordings and video-recordings with a view to establishing which medium is more effective in the prevailing situation. (5) Similar studies can be taken up in other parts of India and an attempt should be made to arrive at definite statements about the socio-linguistic conventions in Indian English. (6) Studies should be taken up at the level of teacher education to see how best to prepare the teachers for effective implementation of the new techniques.

Mohanraj (1988) prepared a design of course materials with a view to developing communicative competence in English and their try out in class IX in secondary schools in Gujarat. Major objectives of the study were : (1) To review the existing syllabuses and course materials so as to evolve a rationale for the new course. (2) To arrive at a set of objectives and prepare a set of materials suitable to class IX learners for developing their oral and written communication. (3) To try out the course material on a selected group of learners. (4) To measure the effectiveness of the new course. Both survey and experimental designs were used. The existing syllabuses and course books were reviewed by means of questionnaires and interviews. The random selection procedures were used to yield a fairly representative data. The sample comprised of the secondary school teachers and students of class IX of four schools. The materials prepared were tried out in four schools using the experimental design.

The pre-test and post-test results of the control group (taught through course book materials) and experimental group (taught through the course material prepared) were analyzed statistically. Major findings of the study were : (1) The practicing teachers in secondary schools were dissatisfied with English course books. (2) Teachers were using the materials outside the textbooks for teaching English as they were not able to get the right type of materials they needed. (3) It was found that materials produced for the project were helpful in developing considerable amount of interaction among the learners. (4) Further it was found that in experimental group, the teachers were able to use some additional language which did not form a part of the language items included in the syllabus. This could be seen as an additional gain. The educational implications of the study were : (1) Workshops or Training Programmes can be organized to equip the teachers with skills to produce the materials developing Communicative Competence in English by redesigning lessons. (2) An orientation programme can be carried out enabling the teachers as well as students to handle the materials developing Communicative Competence in English.

Srinivas (1988) undertook a study to develop communicative technique and materials to teach and test written English at the secondary level. Main objectives of the study were : (1) To review the present practices of teaching and testing writing in schools. (2) To review the literature related to recent trends in teaching and testing writing (3) To prepare and try out a set of developed materials and techniques. Both survey and experimental designs were used for the study. The survey design was used to review the prevailing situation. Questionnaires, interviews, and report writing by the teachers were used for this purpose. The techniques and materials were tried out in four different schools and the pre-test and post test scores of the experimental and controlled groups were statistically analyzed. Analysis based on researcher's observation of classroom interaction was presented to find out the effect of techniques and materials.

The following findings were derived from the study : (1) The present practices of teaching and testing writing in schools do not engage the learners in meaningful writing activities. (2) Writing activities which are mechanical do not engage the learners' thinking process and were therefore less effective. (3) Activities which involved an information gap, a personal touch, and an open ended learner-centered framework created the need for communication and were therefore more effective. (4) The techniques and materials were found effective in both rural and urban schools, for both weak and bright learners.

The study led to the following suggestions : (1) Similar type of techniques and materials can be developed to teach and test different skills of English language. (2) Similar type of techniques and materials can be developed to teach and test written skills of other languages. (3) Similar type of techniques and materials can be developed by the teachers for different levels and faculties.

Buch (1989) attempted at preparing an alternative teaching programme keeping in view the communicative needs and communicative abilities of adult ESL (English as a Second Language) learners. The objectives of the study were as follows : (1) To prepare a teaching programme for developing an ability to use communication strategies in adult ESL learners who are in communicative situations. (2) To provide an alternative to existing remedial courses which do not seem to be effective in helping ESL learners to meet their communicative needs. In order to find out whether the proposed material and methodology were feasible and could lead to achieving the objectives, a 14 days pilot programme with an experiment using pre test – post test single group design continued on the sample of seven students from the senior batch of GLSTE forming a homogeneous group and another was a heterogeneous group having learners from college, jobs, business etc. This pilot programme was a collection of various tasks and activities based on topics adopted from different sources. Data were collected in the form of oral interaction through audio-recording and then through teachers' notes, observers' notes and learners' notes. The data were analyzed qualitatively where in the audio-recorded interaction and responses were transcribed in orthographic script.

Following were the findings of the study : (1) Students were found to be interested in new activities. (2) Students did not have any problem in carrying out tasks. (3) Tasks proposed did not post any practical problems. (4) The implemented teaching programme could encourage learners' participation. The educational implications of the study were: (1) A study can be undertaken to develop the use of particular strategies i.e. 'Circumlocution' (an indirect way of expressing something) or 'Seek Help'. (2) A kind of syllabus for inducing the use of strategies at different stages of language proficiency at different levels can be prepared and can be used at school as well as at college level. (3) A kind of syllabus can be developed through which a lower level strategy user can be taken to a higher level of strategy use by adopting various activities.

Korde (1989) designed and tried out a course in English based on notions and language functions for use at Higher Secondary Level in Gujarat. The study had the following objectives: (1) To prepare a learner centred set of teaching materials based on notions and functions of language. (2) To try out a new set of materials in the classroom teaching. (3) To study the results of the tryout of the new set of syllabus.

The design of the study was experimental as it was mainly concerned with preparation and try out of new material and also to know the effect of this material on the pupils' competence in English. Sample was 45 in number drawn from four Higher Secondary schools (Std. XI-common stream), seven High Schools, a Govt. Technical Institution and twenty Primary schools. Sample was selected through random technique. Brumfitian Syllabus Model and the Fully Notional Syllabus Model were the tools for the study.

The major findings of the study were : (1) New material and new technique of teaching were highly effective at Higher Secondary school level. (2) Learners could easily imbibe the teaching of language based on notions and functions in the social situation rather than traditional classroom situations as they felt free from most of these factors in the social situation. (3) Oral communication tasks that required participation of pairs and groups were very likely to meet with resistance. (4) The conventional material did not reflect the existing trends in ELT materials and their rationale seemed to be based on outdated views on the nature of language and language learning. (5) It was also found that the most resourceful teachers were needed to handle these types of materials. The study led to the following suggestions : (1) This course can be used for the students of other faculties also with necessary modifications and changes if necessary. (2) The teachers may develop similar type of course for different levels. (3) Research in the development of such notion and function based course for all the skills of English language deserves attention.

Sarma (1989) attempted at designing a course in written English for the high school stage based on the communicative approach after surveying the prevailing language learning situation. The chief objectives of the study were : (1) To review the prevailing language teaching - learning situation. (2) To design a course in written English for the high school stage based on the communicative approach. (3) To prepare a remedial teaching programme to meet the needs of the students. (4) To find out the effectiveness of the designed course and developed remedial programme. (5) To study the opinions of the students regarding the designed course and remedial programme.

Both survey and experimental designs were used for the study. The sample for the study was drawn from a secondary school consisting of 90 students belonged to standard VIII, IX, and X. The data related to the prevailing teaching-learning situation were collected through a questionnaire; pre-test and post-test were conducted to find out the effectiveness of the designed course and remedial programme; opinions of the students regarding the designed course and remedial programme were taken through an opinionnaire. The investigation confirmed that the use of communicative language teaching strategies could bring about an improvement in the use of skills, which the students sought to develop. The educational implications of the study was : a well-designed communicative syllabus incorporating the needs of the students can create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising in a tension free, interactive classroom.

Dave (1995) undertook an inquiry into the effectiveness of the Communicative Approach, Structural Approach and Conventional Approach to English Language Teaching at Secondary Level. The objectives of the study were (1) To compare the effectiveness of the Communicative Approach and Structural Approach to English Language Teaching in terms of students' achievement in English. (2) To compare the effectiveness of the Communicative Approach and Conventional Approach to English Language Teaching in terms of students' achievement in English. (3) To compare the effectiveness of the Structural Approach and Conventional Approach to English Language Teaching in terms of students' achievement in English. (4) To study the opinions of the students for the Communicative Approach, Structural Approach and Conventional Approach to English Language Teaching with reference to their learning experiences. The study was basically experimental. The experiment was conducted on the students of three classes of Std. IX in a Gujarati medium school of Rajkot city. Among the selected three classes, students of two classes were taken as experimental groups and the rest one was taken as a control group. Two experimental groups were given treatment through the Structural Approach and Communicative Approach and the control group was given treatment through the Conventional Approach. The researcher had selected the counter balanced design for the study. Students' achievement in English was measured at the end of each teaching unit. The scores of achievement were compared with reference to different approaches so as to measure their effectiveness.

The major findings of the study were (1) The Communicative Approach was found to be more effective than Structural Approach. (2) Structural Approach was not found to be effective as compared with other two approaches. (3) Students' opinions for Communicative Approach and as well as Conventional Approach were favourable while students' opinions for Structural Approach were not favourable. They were against the mechanical procedure of the Structural Approach. The study led to the following suggestions: (1) A syllabus should be designed fulfilling the communicative needs of the students. (2) A syllabus can be framed incorporating the suggestions of the teachers on the methodology to be adopted in the classroom.

Kumar (1997) undertook a survey to examine critically the syllabus for functional English proposed by the University Grant Commission (UGC) with the perspective of teachers and employers, and suggested ways of modifying it. This study attempted to do so by obtaining the views and expectations of teachers and employers about this course which helped the researcher in assessing on the utility of the course. Based on their views a syllabus inventory of skills and sub skills was formulated. It was then compared to the syllabus proposed by the UGC.

The objectives of the study were : (1) To critically assess the syllabus of the course in functional English introduced by the UGC at the undergraduate level from the point of view of teacher and employers. (2) To evaluate the existing syllabus for the course in functional English proposed by the UGC in terms of its aims and context. (3) To evaluate the functional English syllabuses of two different universities and comment on the changes made thereof. (4) To propose a modified version of the syllabus for a course in functional English that would cater to the needs and expectations of both teachers and employers.

For data collection, a profile of the undergraduate learners and an overview of prevailing ELT scenario in the schools and colleges in India were brought forth. Questionnaires were given to both teachers and employers. Their responses were analyzed and prioritized so as to frame a modified syllabus inventory for the functional English course. Furthermore a comparison of the teachers' and employers' responses was made to find the similarities and differences in their perception. The major findings of the study were : (1) The objectives of UGC syllabus did not reflect the priorities as expressed by employers and teachers in this study. (2) The UGC syllabus did not define the detailed needs analysis of the students of functional English as well as those who

had already finished the course. (3) The allotment of time across the different skill area for functional English did not give importance to sub skills. (4) The syllabus did not carry detailed skills and content analysis through which teachers, learners and examiners could be guided.

The study could produce the following suggestions for future researches : (1) A syllabus can be designed carrying suggestions of the teachers on the methodology to be adopted in the classroom. It should obviously be a communicative approach with all its features such as teacher's role, learner's role, interactive strategies such as group work, pair work, simulation exercises etc. (2) A syllabus can be framed furnishing an exhaustive list of books under each skill and ways to prepare and modify materials. (3) A syllabus should be framed in such a way as suggesting the mode or pattern of evaluation in harmony of the prescribed objectives.

Sudhakar (1997) conducted a study entitled 'Structural Grammar and Communicative Grammar in English Classes in Regional Medium Schools.' This study was an attempt to look into the aspect of ELT in India, as to study why the grammar course was not effective, and what should be done to make it meaningful as an instrument of learning a language. The study had the following objectives in its centre: (1) To determine the concept formation of structural and communicative approaches. (2) To find out various uses of these approaches. (3) To make students familiar with the activities, situations, locations, and settings of the approaches. (4) To find out interest factor of the students. (5) To study the problems encountered by teachers and learners during the course and what they expect from the grammar course.

Both survey and experimental designs were used for this study. The researcher carried out the study in Std. VIII, IX and X of regional medium schools on structural and communicative grammar in English classes. In short, a study of the structural grammar in use in Indian schools was carried out with relation to the needs of the learner and the objectives of the course and the limitations were highlighted. Later some criteria based on the communicative theory of language learning were projected to see if grammar material based on them could be a viable alternative to existing structural material and methodology. The communicative grammar material was based on learners' needs and teachers' problems. The experiment continued for eight days in a class of forty students. The investigator had selected 'Single group pre test – post test design'. The data for the study were collected through questionnaire for teachers and learners, interviews and informal chats with teachers through informal discussion

information schedule, observation by the researcher himself of a series of grammar classes administered to a given set of students, an experimental course in a specific area of grammar administered by the researcher to the same set of students and finally reported by an observer of this course.

The study led to the following findings : (1) The very approach to grammar instruction should be towards use and not constructions. (2) The new material was projected to be more useful grammatically as well as communicatively. (3) The existing grammar course was not communicative in nature so it did not illustrate the working of the language in real life communication. The study proposed the following suggestions : (1) The study and material design can be extended to all the levels of grammar teaching : elementary, early school, +2 level, undergraduate and the post graduate level. (2) A new series of grammar textbook based on an appropriate communicative theory is needed to be designed for all levels. (3) A study of various learners' requirements at various levels of English instruction can be made and accordingly modern grammar material can be prepared.

Chaturvedi (1999) carried out a Correlational Study to explore the relationship between the group dynamics and tasks and was based on an action research conducted earlier on teaching English at the secondary level. The chief objective of the study was to find out how variation in grouping and tasks affects the meaningful interaction, strategy use and thereby language learning in small groups during listening and speaking tasks. The entire study was based on the following research questions : (1) To what extent class grouping and tasks influence learning in terms of meaningful interaction and opportunities for language learning ? (2) How do group characteristics influence participation in group work tasks ? Which task type encourages language use ? Which task type enhances participation within a group ? (3) What influences strategy use in a group ? Does a task influence strategy use among the learners ? Does grouping influences strategy use among learners ?

The procedure adopted for conducting the study and analysis of the data was ethnographic. A pilot study was conducted to select a suitable procedure and tools for data collection. Based on the insight drawn from the pilot study, appropriate tasks were selected and administered to groups. The study was conducted in class IX of a CBSE school where communicative approach had just been introduced and group work was a technique advocated by the CBSE schools. The study was restricted to six tasks interspersed with other activities that the syllabus demanded and spanned a period of

five months. Although the entire class was involved in all the tasks, the data were collected from the three identified groups: one homogeneous articulate group, one homogeneous not so articulate group and one heterogeneous group. The groups were observed, notes taken and audio recorded.

The findings derived from the study were : (1) The tasks influenced the quality and quantity of interaction more than grouping. (2) The quantum of interaction improved with open-ended authentic tasks. (3) Effectiveness of tasks was found to be greatly depended upon information flow, task goals, input provided with tasks, interest of the learners and authenticity. (4) The group characteristics and grouping influenced turn-taking and negotiation of meaning and hence the interaction to some extent and there was a direct relationship between turns-taken and use of strategies. The study pointed out the following suggestions: (1) There is a need to inculcate collaborative research culture in our classrooms where the learners and other colleagues are involved in collaborative projects. (2) Collaborative projects should be designed in such a way that the participants can understand the benefit they derive from such programmes. (3) The insights regarding grouping i.e. homogeneous and heterogeneous needed to be further strengthened by trying out rang tasks type study.

Shamiry (2000) attempted to identify the nature of problems faced by Yemeni (Arabian) students in communicating with competent native speakers of English specially those students who do not share the first language with the learners. The study was undertaken to fulfill the following objectives : (1) To enable the Yemeni students to communicate in English with native speakers. (2) To find out the causes of communication breakdown for Yemeni tertiary level students of English when they are put in real communicative situations with competent speakers of English. (3) To gather information about the Yemeni tertiary level students' low proficiency of oral communicative competence. (4) To find out major factors that affect Yemeni student's spoken abilities of target language as follows: (a) Traditional teaching methods (b) Students' lack of communication strategies (c) Students' lack of learning strategies (d) Students' lack of exposure to target language and its culture. The study was survey by nature. A questionnaire and interview schedule were designed to cover the four areas of the researcher's hypothesis as mentioned above in order to find out to what extent these factors affect Yemeni students' oral communicative competence and lead to communication breakdown in real communicative situations particularly with the competent speakers of English who did not share the students' first language.

The sample selected for the study comprised of 240 Yemeni students from Northern Governorate, Department of English, Faculty of Education and 45 Yemeni teachers from different Yemeni universities.

The findings of the study were : (1) The overall findings obtained from the Yemeni students' and teachers' responses pointed out that Yemeni students at the tertiary level were fully aware of their low achievement in oral communicative competence and therefore they needed to improve their speaking abilities. (2) Yemeni students failed to convey their message to their interlocutors particularly the third and fourth levels. (3)Yemeni students did not feel comfortable when they spoke English apart from their level (i.e. first or fourth year students) (4) Female Yemeni students' spoken English was even worse compared to male students and that was because they probably felt embarrassed to speak in the presence of their male classmates in the class.

The major suggestions of the study were : (1) A training programme can be held focusing upon the communicative methods of teaching and the strategies of communication that can be used for solving Yemeni students' problems of communication in the target language. (2) A training programme can be broadened to cover the psychological basis of language acquisition and an understanding of the factors that affect Yemeni students' oral communicative competence and how to improve their communicative competence.

Desai (2002) carried out an investigation into the preparation and try out of a package of ELT materials to develop Communicative competence at the F.Y.B.Sc. level. The package comprised language activities based on abstracts from scientific texts and experiments, tables, graphs, charts, cartoon, stories, strips and sketches, pictures, magazines and news paper clippings, audio materials etc. The objectives of the study were: (1) To review the existing courses being offered at the F.Y.B.Sc. level. (2) To evolve a rationale for the new course. (3) To arrive at a set of objectives for the new course. (4) To design syllabus in accordance with the students' needs at this level. (5) To prepare materials to develop communicative competence in science students. (6) To make the learners use the language meaningfully thus bridging the lacunae between the classroom language and language in real life. (7) To try out the materials with the learners. (8) To motivate the learners to learn English. (9) To find out the difference between the effects caused as the result of two different treatments given to the different groups. (10) To develop insights into material projects.

Both Survey and Experimental designs were used for the present study. The study was also Pilot by nature. To carry out this study, different tools were used including Questionnaire, Observation sheets, Feedback forms, supplemented by interviews and three tests. The sample comprised the students studying in science at undergraduate level. The experiment covered total forty students who had completed 12^{th} standard in Science stream with English. Twenty students were selected for experimental group and twenty students for control group.

The major findings of the study were: (1) It was found from the questionnaire that a vast majority of the undergraduate students faced problems with English while taking notes, following instructions given in the lab, presenting seminar etc. (2) Inspite of ESP (English for Special Purpose) course being introduced, the teachers were not properly trained for adopting new teaching techniques following communicative aspects and continued to follow the lecture method which created a pitiable scene for students. (3) The existing syllabus in F.Y.B.Sc. English failed to prepare the real users of the language as the tasks and exercises given in their existing courses were extremely mechanical and in no way contributed to making the students independent users of language. (4) In most of the Science classes teachers used fixed expressions. In class of Mathematics, teacher at times did not use even full sentences. Therefore, the students of science needed to be given more language exposure. (5) It was found that with the help of the materials produced and new techniques used, the students' communicative competence in all four skills had considerably increased.

The study led to the following suggestions : (1) ESP courses can play a vital role at F.Y.B.Sc., F.Y.B.A., F.Y.B.Com., B.B.A., B.C.A., hence it should be offered to the students of all the faculties. (2) There is a scope for research in field analysis as applied research which leads the course designer from the initial needs analysis to materials production and lesson planning.

Vishwanathan (2003) attempted to identify the use of communicative strategies in the L2 classroom in a multilingual context, where language learning or acquisition is significantly influenced by the environment. The study therefore related to both acquisitions rich and poor and the kind of strategy used in such classroom contexts. The chief objective of the study was to identify and analyze the use of communicative strategies by learners in a formal context such as the second language classroom to examine the pedagogical significance and explore the possibility of strategy training.

The study was pilot by nature. The survey design was used to review the prevailing situation. The data for the study were based to a large extent on classroom interaction in two secondary schools: School A was English medium following the state syllabus and School B was both English and Telugu medium. Apart from the data gathered in the form of recordings of the classroom interaction among learners through classroom observation, interviews with learners, informal discussion with students, questionnaires and notes taken in the classroom supplemented classroom data.

The findings derived from the study were : (1) Communicative strategy used by learners were naturally encouraged and supported by teachers and fellow learners in the form of activities and communicative demands in an acquisition rich environment. (2) The strategy use in acquisition poor environment was severely restricted on account of limited use of the target language as a result of the socio-economic background of the learners. (3) The strategy also revealed that in acquisition poor environment, learner's motivation, attitude and personality had a significant role to play and therefore any attempts to teach communicative strategy to learners must ensure that personality, motivation and attitude of learners were taken into account before strategies were taught. (4) The general findings of the study highlighted the need to train learners in using strategies in both School A and School B. In School A, strategy training was recommended for awareness raising and helping students with meaningful strategy use. In School B, the emphasis was on raising students' awareness through communicative strategies in teacher talk. Suggestions for further research were : (1) Future research can refine and expand the study to include a variety of syllabuses CBSE, ICSE, SSC etc. (2) Researches can be taken up examining the relationship between personality-cum-attitude factors and communicative strategies. (3) Researches can also be conducted to investigate the effects of strategy training on developing interaction or communicative skills in the second language classroom. (4) Researches should be directed at refining the strategy training approaches, identifying effects associated with individual strategies and determining procedures for strengthening student outcomes.

Raja (2005) developed a communicative strategy in learning communicative skills in English at the collegiate level. The chief objectives of the study were : (1) To develop a communicative strategy in learning communicative skills in English (2) To try out the developed strategy. (3) To find out the significant difference between the pre-test and post-test mean score in terms of the achievement of the students in communicative skills in English.

100 science students doing their graduation were selected as sample through probability sampling techniques and the data were collected through the achievement test. The study pointed out the following findings : (1) The communicative skills could be very well taught to the students at college level by using video programmes. (2) Different techniques like role play, group discussion, were found to be more effective to improve communicative skill. The study led to the following implications : (1) An orientation programme should be held frequently to assess the attitude of the teachers towards communicative aspects of teaching - learning English at collegiate level. (2) A short term Orientation Course or Refresher Course to enrich teachers' communicative ability can be organized. (3) The syllabus following the communicative approach should be offered to the students of all the faculties.

2.4. ANALYTICAL STUDY OF REVIEWED LITERATURE

The descriptive and analytical review of related past studies carried out in Foreign Countries and India led the investigator to prepare some review questions. On the basis of these review questions, investigator prepared some tables giving information about analytical review of past foreign studies and Indian studies. Following were the questions prepared by the investigator.

(1) Who were the researchers and during which year were their studies conducted ?

(2) Which research types were used in the particular studies ?

(3) At which level were the studies conducted ?

(4) What were the sample sizes selected in the particular studies ?

(5) Which type of tools were used in the particular studies ?

(6) What were the major findings of the studies ?

(7) What were the major suggestions of the studies ?

The details collected through the above mentioned questions are presented in table no. **2.4.1., 2.4.2.** and **2.4.3.**

Table 2.4.1. Analytical Review of the Foreign Studies

Table 2.4.2. Analytical Review of the Indian Studies

Table 2.4.3. Analytical Review of the Studies in General

TABLE 2.4.1.
ANALYTICAL REVIEW OF PAST FOREIGN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
1	Aziz - 1984 (Journal) Studies in Linguistic Science	Communicative Errors and Evaluation: A Study of American Native Speakers' Evaluation	(1) To investigate the difference between judged intelligibility and naturalness. (2) To investigate the extent to which error type occurs. (Grammatical or Semantic)	Survey Four Point Scales of Intelligibility and Naturalness	Undergraduate Level (240 Students)	There was no association between the students' performance and intelligibility with respect to their communicative errors.	Not Available
2	Speth and Brown - 1988 (Journal) British Journal of Psychology	Study Approaches, Processes and Strategies.	To compare inventories from three theoretical perspectives: cognitive process, approaches to learning and autonomous study.	Survey Inventories	Undergraduate Level (383 Students)	(1) The students at large preferred learning through the communicative approach. (2) The students had attraction and liking for student-centred nature of the communicative approach.	Not Available
3	Elliott - 1997 (Journal) Applied Linguistics	On the Teaching and Acquisition of Pronunciation within a Communicative Approach	(1) To find out why the acquisition of pronunciation had fallen to the wayside and had suffered from serious neglect in the communicative classroom in the United States. (2) To provide phonological instruction to improve pronunciation.	Experimental (Two Groups Post-test Only Design) & Survey Observation Schedule Pronunciation Test (Post-test)	Undergraduate Level (66 Students)	(1) The formal instruction in pronunciation was significantly related to overall improvement for the experimental group. (2) Students could benefit from pronunciation instruction when they engaged in exercises requiring them to focus on the target language sound system. (3) While reading isolated, Spanish words provided an indication that orthography might possibly be an impediment to phonological acquisition.	(1) Future studies might benefit from examining the effect of formal instruction in pronunciation as it relates to audio-lingual, cognitive-code, and proficiency based classrooms. (2) The future research may reveal that phonological instruction results in additional benefits such as enhanced listening comprehension and communicative skills.

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TABLE 2.4.1.
ANALYTICAL REVIEW OF PAST FOREIGN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
4	Noels, Clement and Pelletier - 1999 (Journal) The Modern Language Journal	Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation	(1)To investigates the relevance of intrinsic and extrinsic motivation for language learning. (2) To assess whether perceptions of teachers' communicative style were differently linked to these motivational subtypes. (3) To find out the relationship between Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation.	Correlational Study Questionnaire	Undergraduate Level (78 Students)	(1) Stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. (2) The more controlling and the less informative perceptions of teachers led to students' lower intrinsic motivation. (3) Perceptions of teachers' communicative style were found to be more effective on students' intrinsic motivation than on students' extrinsic motivation.	A research on correlation between perceptions of teachers' communicative style for motivation and language learning outcomes can be conducted.
5	Huong - 2004 (Journal) Dissertation Abstracts International	Students' and Teachers' beliefs about Communicative Language Teaching and English Grammar Instruction in Taiwan	To study students' and teachers' beliefs towards English grammar instruction and communicative language teaching in Taiwan	Survey Questionnaire Interview	Higher Secondary Level (754 Students) College Level (34 EFL Teachers)	(1) Over half of the students (59 %) would like to learn grammar while learning through communicative approach, whereas only about one third (32 %) of the teachers did so. (2) Although 82 % of the EFL teachers claimed to have some knowledge of communicative approaches to language teaching. Only 44 % supported their use. (3) Overall only 12 % EFL teachers integrated communicative approaches daily, whereas only 6 % of EFL teachers integrated them either weekly or once in a while.	There is a strong need of considering communicative approach in regular classroom teaching learning process in order to enrich the communicative skills strengthening grammar aspect of the students.
6	Taguchi - 2005 (Journal) The Language Teacher	The Communicative Approach in Japanese Secondary Schools: Teachers' Perceptions and Practice	To identify class activities, assessment methods, and communicative teaching practice in Oral Communication classes.	Survey Observation Schedule Audio - recording	Upper Secondary Level (92 Teachers)	Teachers were not aiming to develop students' communicative abilities, and were unsure how to assess the communicative abilities.	(1) Need-based in-service programme and orientation course to enhance teachers' communicative ability can be organized. (2) Further research is needed to obtain data from a wider range of the population on teachers' perceptions and practice of Communicative Approach.

Continued……

TABLE 2.4.1.
ANALYTICAL REVIEW OF PAST FOREIGN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
7	Nazari - 2007 (Journal) English Language Teaching Journal	EFL Teacher's Perception of the Concept of Communicative Competence	To study the views of (EFL) English as a First Language teachers about the concept of communicative competence.	Case Study Observation Schedule Interview	Secondary Level Teachers	(1) Some high school EFL teachers had an indistinct view about the concept of communicative competence and did not seem to distinguish between the broader and narrower meanings of the concept. (2) Teachers were found to be more comfortable with implementing a narrower view of communicative competence due to teachers' lack of distinction between the two concepts of communicative competence and certain institutional restrictions.	(1) EFL teachers who were native English speakers could also be the participants of further studies. (2) Testing the hypothesis generated through this study could be another issue worth exploring for further research, i.e. researching the probable effects of raising high school EFL teachers' awareness of the distinction between the narrower and broader concepts of communicative competence on their teaching activities.
8	Pham - 2007 (Journal) English Language Teaching Journal	Teachers' Beliefs and Use of CLT: A Case Study	(1) To study teachers' perceptions regarding common tenets of CLT. (2) To study the difficulties faced by the teachers in implementing key aspects of CLT.	Case Study Observation Schedule, Interview, Audio - recording	Secondary Level Teachers	Teachers' desire to implement CLT, which was manifested through efforts to promote common Western CLT practices such as pair work and group work, conflicted with many contextual factors like systemic constraints, cultural constraints, personal constraints and even teachers' limited expertise in creating communicative activities like group work and was greatly affected due to these factors. .	Various teacher education programme or courses incorporating ongoing debate, exchange with peers and students, support from policy makers can be conducted to empower teachers in their aspirations to develop communicative techniques appropriate to their context.
9	Ridder and Sesen - 2007 (Journal) Applied Linguistics	Enhancing Automaticity through Task-based Language Learning	(1) To examine the function of the task-based approach in offering the appropriate setting to enhance automaticity. (2) To prepare and try out a task-based language learning course. (3) To find out the effectiveness of the developed task-based language learning course.	Experimental (Two (Two Groups Post-test Only Design) Observation Schedule, Post-test	Intermediate Level (68 Students)	The task-based approach stimulated the process of automatization to a larger extent following communicative course with a systematic component.	More researches should be conducted in which the different criteria concerned with Communicative Approach should be dealt with in isolation, so that their exact relation to each other and to the automatization process can be established.

Continued……

TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
1	Saraswathi - 1981 Ph.D. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Towards a Communicative Course Design in EOP (English for Official Purpose) : A Study in Applied Linguistics.	(1) To find out to what extent the students of B.A., B.Sc. and B.Com. have communicative competence in English for Official Purpose (EOP) (2) To study the shared conventions of EOP in Tamil Nadu and expectations of the Official Community in Tamil Nadu regarding EOP.	Survey Questionnaire	College Level (3rd Year Degree Students)	The 3rd year B.Com. students did not have the required communicative competence in EOP in spite of doing a course in business correspondence; they are only slightly better than the non-B.Com. students (B.A., B.Sc.).	A course meeting the various needs like letters, reports, memos, circulars, minutes, notices, filling in forms is needed to be designed and should be introduced in college so that after entering services, the employees could have an extra orientation course more narrowly geared to their needs e.g. banking, insurance
2	Dheram - 1982 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	An Experiment in Promoting Spontaneous Communication in English through Classroom Activities.	(1) To develop a programme to promote spontaneous communication in English through class room activities. (2) To study the effectiveness of the developed programme.	Experiment (Single Group Post-test Design) Post - test, Oppinionniare	Secondary Level	(1) A need was felt to modify the methods for practical use (2) Consciousness on the part of the teacher was considered to be necessary.	(1)Various programmes can be conducted enriching teachers' communicative competence in using English language with respect to different classroom situation (2) In-service orientation of teachers has to be organized for explaining the salient features of the communication in English through Classroom Activities.
3	Joseph - 1983 Ph.D. Thesis Vadodara : CASE, The M.S. University of Baroda	Evolving a strategy for the teaching English grammar at high school level	(1) To evolve a validated multimedia strategy for teaching English grammar at high school level. (2) To find out the comparative effectiveness of the three forms of PLM namely Linear, Deviated Linear and Branching	Experimental (Single Group Post-test Design) Nine Criterion Tests, Comprehensive Test, Questionnaire, An Attitude Scale, Raven's Standard Progressive Matrics	Secondary Level (Std. IX, X 28 students)	(1) Both the students and experts had expressed a highly positive reaction towards multimedia instructional strategy (2) There was significantly positive relationship between intelligence of the students and these achievements through strategy.	A duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient English grammar teaching.
4	Singh - 1983 Ph.D. Thesis Hyderabad : Central Institute of English and Foreign Languages.	A Study of the Linguistic and Communicative Abilities of High School Teachers of English in Relation to their Classroom Functions	(1) To study the adequacy of speaking and writing ability of the teachers teaching English as a Second Language at the secondary and higher secondary levels of school education. (2) To find out if there is any significant difference between the teacher's speaking ability and their writing ability.	Survey Four Test Measures : (1) Test of Speaking ability (2)Test of Writing ability (3)Test of Sensitivity (4)Test of Sentence Complexity	Secondary & Higher Secondary Level (60 trained Graduate Teachers and Post Graduate Teachers of 15 Central Schools)	(1) The speaking ability of three fourths of teachers was adequate though it was deficient in accuracy. (2) The writing ability of the most of the teachers was not adequate (3) The teachers possessed grammatical competence to correct pupils' errors but not stylistic communicative competence to the same extent.	(1) A study can be carried out to find out how the teacher's linguistic abilities stand in relation to their communicative performance in the classroom. (2) A short term Orientation Course or Refresher Course to enrich teachers' speaking and writing ability can be organized.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
5	Natraj - 1984 Ph.D.Thesis HMPIET&R, Vallabh Vidyanagar : Sardar Patel University.	An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat	To devise such techniques where learners work in groups and participate in a major way in the learning process.	Experimental (Equivalent Group Pre-test – Post-test Design) Pre-test - Post - test, Personal Observation Schedule, Interview, Questionnaire	Intermediate Level Three Schools Std. IX Two Regular Classes	(1) Group Techniques were effective in promoting real use of language and improving learner participation in the classroom teaching. (2)The communicative nature of the material had helped the learners use a lot of English	(1) Types of groups (Stream and Mixed ability) and their effect on language learning. (2) Preparation of materials for group work at various levels and evaluation of their effectiveness. (3) Group Method Technique and Personality changes in the teacher and the learners. (4) Role of teacher in GMTs class.
6	Soumini - 1984 Buch, M. B. (ed.) Fourth Survey Research in Education, New Delhi: NCERT.	A course design based on communicative approach for English language teaching in regional medium high school	(1) To design a course based on communicative approach for regional medium schools, (2) To prepare and try out a few sample materials as per the course design to find out their workability in classroom situations, and (3) To evaluate the materials in terms of the performance of students.	Experimental (Parallel Group Post-test Only) Comprehensive Test, English Proficiency Test, Post - test, Questionnaire, Oppinionnaire	Secondary Level (Std. IX, X - Two Classes)	(1) Most of the students and teachers found the course design effective and useful to develop vocabulary, structure and language skills. (2) Most of the teachers felt a need of special training with respect to teaching and learning aspect of English language through communicative approach.	(1) In-service orientation of teachers has to be organized for explaining the salient features of the communicative approach. (2) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative approach.
7	Bose - 1985 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Language Learning in Structural and Communicational Classes at Primary Level	(1) To find out whether and to what extent the Structural Approach and Communicative Approach have learning conditions available in the class.	Experimental (Two Groups Post-test only) Post - test, Observation Schedule, Interaction Analysis Sheet	Primary Level (Std.IV : Two Regular Classes)	(1) The communicative approach had the most learning conditions available in the class while the structural approach had a few of the eight conditions. (2) The Communicative Approach was found to be comparatively effective to Structural Approach.	(1) Such type of study finding out the effectiveness of the structural and communicative approach can be conducted at different level. (2) A study can be undertaken to develop the use of particular strategies.
8	Jacob - 1985 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	The Use of Communicative Tasks to Supplement Traditional / Structural Textbooks in Teaching English at the High School Level in Gujarat	To suggest a set of tasks and games which could supplement the text book lessons of Std. IX. to promote communicative interaction in and outside the classroom.	Survey Observation Schedule , Post - test	Secondary Level (58 students of Std. IX)	Different language functions, tasks, language games and role plays could bring reality and liveliness in classroom and made teaching learning process more communicative.	(1) A short term teacher orientation course regarding communicative teaching and learning can be organized. (2) One can collect and compile the communicative activities available, group them and frame different programmes according to different level.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
9	Mookerjee - 1986 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Making Grammar Communicative at the +2 Stage of the CBSE Syllabus : A Critical Study.	(1) To examine critically the materials and the methods used with a particular teaching programme. (2) To make teaching of grammar more effective and communicative at the +2 level of CBSE syllabus in English medium schools.	Survey Questionnaire Observation Schedule, Interview	Higher Secondary Level (Two CBSE Schools)	(1) Question papers did not examine such tasks as would test the students' ability to function in English in communicative situations. (2) In most of the CBSE schools, the formal study of grammar is undertaken to develop other language skills than communicative skills.	(1) A study can be carried out to study the minimum level of communicative skills needed for general purposes in the Indian context and for specific purposes like higher education in different disciplines. (2) A study can be carried out to develop materials and classroom activities at various stages that encourage meaningful communication in the target language.
10	Jadeja - 1988 Ph.D. Thesis HMPIET&R, Vallabh Vidyanagar : Sardar Patel University.	Developing Techniques for the Teaching and Testing of Language Use with a Specific Focus on Oral Communication at the Secondary Level	To design a set of teaching and testing techniques in the area of oral communication with a view to promoting language use in the classroom.	Experimental (Two Groups Pre-test – Post-test Design) & Survey Questionnaire, Interview Schedule, Observation Schedule Pre-test - Post-test, Interaction Analysis Sheet	Secondary Level (240 Students of Std. IX of Four Shools)	(1) The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. (2) To use the new techniques effectively and promote interaction in the class teachers needed to be trained in the new way of working.	(1) Studies should be conducted to see if the techniques for oral communication are effective at the primary school level in class V, VI and VII.. (2) Studies can also be taken up to compare the effectiveness of audio-recordings and video-recordings with a view to establishing which medium is more effective in the prevailing situation. (3) Similar studies can be taken up in other parts of India and an attempt should be made to arrive at definite statements about the socio-linguistic conventions in Indian English.
11	Mohanraj - 1988	Preparation of a Design of Course Materials with a View to Developing Communicative Competence in English and their Try out in Class IX in Secondary Schools in Gujarat	(1) To review the existing syllabuses and course materials so as to evolve a rationale for the new course. (2) To arrive at a set of objectives and prepare a set of materials suitable to class IX learners for developing their oral and written communication. (3) To measure the effectiveness of the new course.	Experimental (Two Groups Pre-test – Post-test Design) & Survey, Questionnaire, Interview, Pre-test, Post-test	Secondary Level Students and Teachers of Std. IX. of Four Schools	(1) The practicing teachers in secondary schools were dissatisfied with English course books. (2) Teachers were using the materials outside the textbooks for teaching English as they were not able to get the right type of materials they needed. (3) It was found that materials produced for the project were helpful in developing considerable amount of interaction among the learners.	(1) Workshops or Training Programmes can be organized to equip the teachers with skills to produce the materials developing Communicative Competence in English by redesigning lessons. (2) An orientation programme can be carried out enabling the teachers as well as students to handle the materials developing Communicative Competence in English.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
12	Srinivas - 1988 Ph.D. Thesis HMPIET&R, Vallabh Vidyanagar : Sardar Patel University.	A Study to Develop Communicative Techniques and Materials to Teach and Test Written English at the Secondary Level.	(1) To review the present practices of teaching and testing writing in schools. (2) To prepare and try out set of developed materials and techniques.	Experimental (Two Groups Pre-test – Post-test Design) & Survey, Questionnaire, Interview, Observation Schedule, Report Wtiting Sheets, Pre-test and Post-test	Secondary Level (Four Schools)	(1) Writing activities which are mechanical do not engage the learners' thinking process and were therefore less effective. (2) Activities which involved an information gap, a personal touch, and an open ended framework created the need for communication and were therefore more effective. (3) The techniques and materials were found effective in both rural and urban schools, for both weak and bright learners.	(1) Similar type of techniques and materials can be developed to teach and test different skills of English language. (2) Similar type of techniques and materials can be developed to teach and test written skills of other languages. (3) Similar type of techniques and materials can be developed by the teachers for different levels and faculties.
13	Buch - 1989 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Developing the Ability to Use Communication Strategies in Adult ESL Learners	(1) To prepare a teaching programme for developing an ability to use communication strategies in adult ESL learners who are in communicative situations. (2) To provide an alternative to existing remedial courses which do not seem to be effective in helping ESL learners to meet their communicative needs.	Experimental (Single Group Pre-test – Post-test Design) Observation Schedule, Audio - recording of Oral Interaction, Teachers' Notes, Learnters' Notes, Pre - test - Post - test	Seven students from the senior batch of GLSTE and Learners from College, Jobs and Business	(1) Students were found to be interested in new activities. (2) Students did not have any problem in carrying out tasks. (3) Tasks proposed did not post any practical problems. (4) Learners' participation was encouraged.	(1) A kind of syllabus for inducing the use of strategies at different stages of language proficiency at different levels can be prepared and can be used at school as well as at a college level. (2) A kind of syllabus can be developed through which a lower level strategy user can be taken to a higher level of strategy use by adopting various activities.
14	Korde - 1989 Ph.D. Thesis HMPIET&R, Vallabh Vidyanagar : Sardar Patel University.	Design and Tryout of a Course in English based on Notions and Language Functions for use at Higher Secondary Level in Gujarat	(1) To prepare a learner centred set of teaching materials based on notions and functions of language. (2) To try out a new set of materials in the classroom teaching. (3) To study the results of the try out of the new set of syllabus.	Experimental Brumfitian Syllabus Model, Fully Notional Syllabus Model	Four Higher Sec. Schools, Seven High Schools, One Govt. Technical Institution and Twenty Primary Schools. (45 students of Std. XI)	(1) Learners could easily imbibe the teaching of language based on notions and functions in the social situation rather than traditional classroom situations. (2) The conventional material did not reflect the existing trends in ELT materials and their rationale seemed to be based on outdated views on the nature of language and language learning. (3) It was also found that the most resourceful teachers were needed to handle these types of materials.	(1) This course can be used for the students of other faculties also with necessary modifications and changes if necessary. (2) The teachers may develop similar type of course for different levels. (3) Research in the development of such notion and function based course for all the skills of English language deserves attention.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
15	Sarma - 1989 Sharma, J. P. (ed). Fifth Survey of Research in Education, New Delhi : NCERT	Designing a course in written English for the high school stage : A students of matriculation schools and remedial teaching programme	(1) To design a course in written English for the high school stage based on the communicative approach. (2) To prepare a remedial teaching programme to meet the needs of the students. (3) To find out the effectiveness of the developed remedial programme.	Experimental (Single Group Pre-test – Post-test Design) & Survey, Questionnaire, Opinionnaire, Pre- test and Post-test	Secondary Level (90 students of Std. VIII, IX, and X.)	The use of communicative language teaching strategies could bring about an improvement in the use of skills, which the students sought to develop.	A well -designed communicative syllabus incorporating the needs of the students can create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising in a tension free, interactive classroom.
16	Dave - 1995 Ph.D. Ph.D. Thesis Rajkot : The Saurashtra University	An Inquiry into the Effectiveness of the Communicative Approach, the Structural Approach and the Conventional Approach to English Language Teaching at Secondary Level	(1) To compare effectiveness of Communicative Approach and Structural Approach and Conventional Approach to English Language Teaching in terms of students' achievement in English. (2) To study the opinions of the students for the Communicative Approach, Structural Approach and Conventional Approach to English Language Teaching with reference to their learning experiences.	Experimental (Counter Balanced Design) Opinionnaire, Post - test	Secondary Level (3 Classes of Std. IX)	(1) Communicative Approach was found to be more effective than Structural Approach. (2) Students' opinions for Communicative Approach and as well as Conventional Approach were favourable while students' opinions for Structural Approach were not favourable. They were against the mechanical procedure of the Structural Approach.	(1) A syllabus should be designed fulfilling the communicative needs of the students. (2) A syllabus can be framed incorporating the suggestions of the teachers on the methodology to be adopted in the classroom.
17	Kumar - 1997 M. Phil. Thesis Hyderabad : Central Institute of English and Foreign Languages.	The Functional English Syllabus : A Study of the Perspective of Teachers and Employers	(1) To evaluate the functional English syllabuses of two different universities and comment on the changes made thereof. (2) To propose a modified version of the syllabus for a course in functional English that would cater to the needs and expectations of both teachers and employers.	Survey Questionnaire	Syllabus introduced by UGC at the Undergraduate Level (Undergraduate Learners, Teachers and Eployees)	(1)The objectives of UGC syllabus did not reflect the priorities as expressed by employers and teachers in this study. (2) The syllabus did not carry detailed skills and content analysis through which teachers, learners and examiners could be guided. (3) A need was felt to organize the course in terms of semesters concentrating on parts of few selected skills so these skills could be gradually developed across semesters.	A syllabus can be designed carrying suggestions of the teachers on the methodology to be adopted in the classroom. It should obviously be a communicative approach with all its features such as teacher's role, learner's role, interactive strategies such as group work, pair work, simulation exercises etc.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
18	Sudhakar - 1997 M.Litt. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Structural Grammar and Communicative Grammar in English Classes in Regional Medium Schools	(1) To determine the concept formation of structural and communicative approaches. (2) To make students familiar with the activities, situations, locations, and settings of the approaches. (3) To find out interest factor of the students. (4) To study the problems encountered by teachers and learners during the course and what they expect from the grammar course.	Experimental (Single Group Pre-test – Post-test Design) & Survey Questionnaire, Interview Schedule, Information Discussion Information Schedule, Observation Schedule	Secondary Level (40 Students and Teachers)	(1) The very approach to grammar instruction should be towards use and not constructions. (2) The new material was projected to be more useful grammatically as well as communicatively. (3) The existing grammar course was not communicative in nature so it did not illustrate the working of the language in real life communication.	(1) The study and material design can be extended to all the levels of grammar teaching: elementary, early school, +2 level, undergraduate and the post graduate level. (2) A study of various learners' requirements at various levels of English instruction can be made and accordingly modern grammar material can be prepared.
19	Chaturvedi - 1999 M. Phil. Thesis Hyderabad : Central Institute of English and Foreign Languages.		To find out how variation in grouping and tasks affects the meaningful interaction, strategy use and thereby on language learning in small groups during listening and speaking tasks.	Correlational Study Observation Schedule, Audio - recording of Oral Interaction	Secondary Level (Std. IX CBSE School)	(1) The tasks influenced the quality and quantity of interaction more than grouping. (2) Effectiveness of tasks is greatly depended upon information flow, task goals, input provided with tasks, interest of the learners and authenticity.	(1) There is a need to inculcate collaborative research culture in our classrooms where the learners and other colleagues are involved in collaborative projects.
20	Shamiry - 2000 Ph.D. Thesis Hyderabad : Central Institute of English and Foreign Languages.	Yemeni Learners' Oral Communicative Competence in English : A Study at the Tertiary Level	(1) To find out the causes of communication breakdown for Yemeni tertiary level students of English when they are put in real communicative situations with competent speakers of English. (2) To find out the major factors that affect student's spoken abilities of the target language as follows : (a) Traditional teaching methods. (b) Students' lack of communication strategies (c) Students' lack of learning strategies. (d) Students' lack of exposure to the target language and its culture.	Survey Questionnaire, Interview Schedule	College Level (240 Yemeni Students & 45 Teachers)	(1) The overall findings obtained from the Yemeni students' and teachers' responses pointed out that Yemeni student at the tertiary level were fully aware of their low achievement in oral communicative competence and therefore they needed to improve their speaking abilities. (2)Yemeni students did not feel comfortable when they spoke English regardless of their level (i.e. first or fourth year students).	(1) A training programme can be held to focus on the communicative methods of teaching and the strategies of communication that can be used for solving Yemeni students' problems of communication in the target language. (2) A training programme can be broadened to cover the psychological basis of language acquisition and show an understanding of the factors that affect Yemeni students' oral communicative competence and how to improve it.

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TABLE 2.4.2.
ANALYTICAL REVIEW OF PAST INDIAN STUDIES

No.	Investigator	Title of the Study	Major Objectives	Design & Tools of the Study	Level & Sample of the Study	Major Findings	Major Suggestions
21	Desai - 2002 Ph.D. Thesis HMPIET&R, Vallabh Vidyanagar : Sardar Patel University.	An Investigation into the Preparation and Tryout of a Package of ELT Materials to Develop Communicative Competence at the F.Y.B.Sc. Level	(1) To review the existing courses being offered at the F.Y.B.Sc. Level. (2) To design syllabus in accordance with the students' needs at this level. (3) To prepare materials to develop communicative competence in science students. (4) To try out the materials with the learners. (5) To find out the difference between the effects caused as the result of two different treatments given to the different groups.	Experimental (Two Groups Post-test Only Design) & Survey Questionnaire, Observation Sheets, Feedback Forms, Interviews, Three Tests	Undergraduate Level (F.Y.B.Sc. 40 Students and Teachers)	(1) Inspite of ESP (English for Special Purpose) course being introduced, the teachers were not properly trained for adopting new teaching techniques following communicative aspects and continued to follow the lecture method which created a pitiable scene for students. (2) It was found that with the help of the materials produced and new techniques used, the students' communicative competence in all four skills had considerably increased.	(1) ESP courses can play a vital role at F.Y.B.Sc., F.Y.B.A., F.Y.B.Com., B.B.A., B.C.A., hence it should be offered to the students of all the faculties. (2) There is a scope for research in field analysis as applied research which leads the course designer from the initial needs analysis to materials production and lesson planning.
22	Vishwanathan -2003 M. Phil. Thesis Hyderabad : Central Institute of English and Foreign Languages.	The Use of Communicative Strategies in the L2 Classroom : Implications for Strategy Training	To identify and analyze the use of communicative strategies by learners in a formal context such as the second language classroom to examine the pedagogical significance and explore the possibility of strategy training.	Survey Questionnaire, Observation Schedule, Interview, Informal Discussion Information Schedule, Audio - recording of Classroom Interaction	Secondary Level (Two Schools : English Medium & Telugu Medium Students and Teachers)	(1) The general findings of the study highlighted the need to train learners in using strategies in both School A and School B. In School A, strategy training was recommended for awareness raising and helping students with meaningful strategy use. In School B, the emphasis was on raising students' awareness through communicative strategies in teacher talk.	(1) Future research can refine and expand the study to include a variety of syllabuses CBSE, ICSE, SSC etc. (2) Researches should be directed at refining the strategy training approaches, identifying effects associated with individual strategies and determining procedures for strengthening the impact of strategies on student outcomes.
23	Raja - 2005 Ph.D.Thesis Karaikudi : Aalgappa University	Development of Communicative Strategy and its Effectiveness in Learning Communicative Skills in English at the Collegiate Level	(1)To develop a communicative strategy in learning communicative skills in English (2) To try out the developed strategy. (3) To find out the significant difference between the pre-test and post-test mean score in terms of the achievement of the students in communicative skills in English.	Experimental (Two Groups Pre-test – Post-test Design) Pre - test and Post - test	College Level (100 B.Sc. Students)	(1)The communicative skills could be very well taught to the students at college level by using video programmes. (2) Different techniques like role play, group discussion, were found to be more effective to improve communicative skill.	(1) An orientation programme should be held frequently to assess the attitude of the teachers towards communicative aspects of teaching - learning English at collegiate level. (2) A short term Orientation Course or Refresher Course to enrich teachers' communicative ability can be organized. (3) The syllabus following the communicative approach should be offered to the students of all the faculties.

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2.4.1. Analytical Study of the Foreign Researches

It is evident from the table no. **2.4.1.** that the investigator could review nine foreign studies. These nine studies were conducted from the year 1984 to 2007. Out of these nine studies, two studies were conducted in the period of 80s, two studies were conducted in the period of 90s and the other five studies were conducted in the period of 20s. The year wise classification of the foreign studies is given in tabular form in the table no. **2.4.1.1.**

Table 2.4.1.1.

Year wise Classification of the Foreign Studies conducted during 1984 to 2007

No.	Year	Number of the Studies conducted	Percentage
1.	1984	1	11.11 %
2.	1988	1	11.11 %
3.	1997	1	11.11 %
4.	1999	1	11.11 %
5.	2004	1	11.11 %
6.	2005	1	11.11 %
7.	2007	3	33.33 %
	Total	**09**	

No.	Year	Number of the Studies conducted	Percentage
1.	80s	2	22.22 %
2.	90s	2	22.22 %
3.	20s	5	55.55 %
	Total	**09**	

Looking at the research type of the studies, it was found that out of nine studies, four studies were Survey which were carried out by Aziz (1984), Speth and Brown (1988), Huong (2004) and Taguchi (2005). Two studies were Case Study carried out by Nazari (2007) and Pham (2007). Noels, Clement and Pelletier (1999) conducted a Correlational Study.

Elliott (1997) carried out an Experimental cum Survey and only one study of Ridder and Sesen (2007) was found to be only Experimental Study. The research type wise classification of the foreign studies is given in tabular form in the table no. **2.4.1.2.**

Table 2.4.1.2

Research Type wise Classification of the Foreign Studies

No.	Research Type of the Study	Number of the Studies conducted	Percentage
1.	Survey	4	44.44 %
2.	Case Study	2	22.22 %
3.	Correlational Study	1	11.11 %
4.	Experimental cum Survey	1	11.11 %
5.	Experimental	1	11.11 %

With respect to the level of the study, it was found that out of these nine studies, study of Ridder and Sesen (2007) was conducted at Intermediate Level, Taguchi (2005), Nazari (2007) and Pham (2007) conducted their studies at Secondary Level. Huong (2004) conducted his study at Higher Secondary as well as College Level. While the studies of Aziz (1984), Speth and Brown (1988), Elliott (1997) and Noels, Clement and Pelletier (1999) were carried out at the Undergraduate Level. The research level wise classification of the foreign studies is given in the table no. **2.4.1.3.**

Table 2.4.1.3

Research Level wise Classification of the Foreign Studies

No.	Level of the Study	Number of the Studies conducted	Percentage
1.	Intermediate Level	1	11.11 %
2.	Secondary Level	3	33.33 %
3.	Higher Secondary Level	1	11.11 %
4.	Undergraduate Level	4	44.44 %

The sample size selected for the studies ranged from 60 to 754 students. Out of the nine studies, the studies of Aziz (1984), Speth and Brown (1988), Elliott (1997), Noels, Clement and Pelletier (1999) and Ridder and Sesen (2007) carried out their studies on students. Huong (2004) selected both the students and teachers as sample for his study while Taguchi (2005), Nazari (2007) and Pham (2007) carried out their studies on teachers. The sample selection wise classification of the foreign studies is given in tabular form in the table no. **2.4.1.4.**

Table 2.4.1.4

Sample Selection wise Classification of the Foreign Studies

No.	Sample of the Study	Number of the Studies conducted	Percentage
1.	Students	5	55.55 %
2.	Students & Teachers	1	11.11 %
3.	Teachers	3	33.33 %

The various tools selected in the mentioned nine studies were Observation Schedule, Questionnaire, Interview and Audio-recording, Four Point Scales of Intelligibility and Naturalness, Inventories and Post Test. Throughout the review, it was found that some tools were used in more than one study. So, the classification of the tools used in the studies was done considering the total use of tool.

Out of nine studies, Observation Schedule was used in five studies, Interview Schedule was used in three studies, Questionnaire was used in two studies, Audio-recording of oral interaction was used in two studies, Post-test was used in two studies while Four Point Scale of Intelligibility and Naturalness and Inventory were used only once in a particular study. The tool selection wise classification of the foreign studies is given in tabular form in the table no. **2.4.1.5.**

Table 2.4.1.5

Tool Selection wise Classification of the Foreign Studies

No.	Tool of the Study	Number of the Studies conducted	Percentage
1.	Observation Schedule	5	55.55%
2.	Interview Schedule	3	33.33 %
3.	Questionnaire	2	22.22 %
4.	Audio-recording of Oral Interaction	2	22.22 %
5.	Post-test	2	22.22 %
6.	Four Point Scale of Intelligibility and Naturalness	1	11.11 %
7.	Inventory	1	11.11 %

Major findings drawn out of the reviewed studies pointed out the importance of Communicative Approach vividly. Speth and Brown (1988) quoted that students at large preferred learning through the Communicative Approach and had liking for student-centred nature of the Communicative Approach. In the study of Noels, Clement and Pelletier (1999), perceptions of teachers' communicative style was found to be more effective on students' intrinsic motivation than on extrinsic motivation. Huong (2004) found out that over half of the students (59 %) would like to learn grammar while learning through communicative approach, whereas only about one third (32 %) of the teachers did so. Although 82 % of the EFL teachers claimed to have some knowledge of communicative approaches to language teaching, only 44 % supported their use. Overall only 12 % EFL teachers integrated communicative approaches daily, whereas only 6 % of EFL teachers integrated them either weekly or once in a while. In the study of Taguchi (2005) it was found that teachers were not aiming to develop students' communicative abilities, and were unsure about how to assess the communicative abilities. In the study of Nazari (2007) some high school EFL teachers were found to have an indistinct view about the concept of communicative competence and did not seem to distinguish between the broader and narrower meanings of the concept and so they were found to be more comfortable with implementing a narrower

view of communicative competence. The study of Pham (2007) led to the finding that teachers' desire to implement CLT conflicted with many contextual factors like systemic constraints, cultural constraints, personal constraints and even teachers' limited expertise in creating communicative activities like group work and was greatly affected due to these factors. In the study of Ridder and Sesen (2007), it was found that the task-based approach stimulated the process of automatization to a larger extent following communicative course with a systematic component.

In the context of the suggestions pointed out in the reviewed studies, Noels, Clement and Pelletier (1999) suggested that a research on correlation between perceptions of teachers' communicative style for motivation and language learning outcomes can be conducted. Huong (2004) pointed out the strong need of considering communicative approach in regular classroom teaching learning process in order to enrich the communicative skills strengthening grammar aspect of the students. Taguchi (2005) recommended need-based in-service programme and orientation course to enhance teachers' communicative ability and to obtain data from a wider range of the population on teachers' perceptions and practice of Communicative Approach. Nazari (2007) put stress on conducting the study researching the probable effects of raising high school EFL teachers' awareness of the distinction between the narrower and broader concepts of communicative competence on their teaching activities. Pham (2007) pointed out the importance of various teacher education programme or courses incorporating ongoing debate, exchange with peers and students to develop communicative techniques appropriate to their context. Ridder and Sesen (2007) suggested that more researches should be conducted in which the different criteria concerned with Communicative Approach should be dealt with in isolation, so that their exact relation to each other and to the automatization process can be established.

2.4.2. Analytical Study of the Indian Researches

It is evident from table no. **2.4.2**. that the investigator could review twenty three studies conducted in India. These twenty three studies were conducted from the year 1981 to 2005. Out of these twenty three studies, fifteen studies were conducted in the period of 80s, five studies were conducted in the period of 90s and other three studies were conducted in the period of 20s. The year wise classification of the Indian studies is given in tabular form in the table no. **2.4.2.1.**

Table 2.4.2.1

Year wise Classification of the Indian Studies conducted during 1981 to 2005

No.	Year	Number of the Studies conducted	Percentage
1.	1981	1	4.35 %
2.	1982	1	4.35 %
3.	1983	2	8.70 %
4.	1984	2	8.70 %
5.	1985	2	8.70 %
6.	1986	1	4.35 %
7.	1988	3	13.04 %
8.	1989	3	13.04 %
9.	1995	1	4.35 %
10.	1997	2	8.70 %
11.	1999	1	4.35 %
12.	2000	1	4.35 %
13.	2002	1	4.35 %
14.	2003	1	4.35 %
15.	2005	1	4.35 %
	Total	**23**	

No.	Year	Number of the Studies conducted	Percentage
1.	80s	15	65.22 %
2.	90s	05	21.74 %
3.	20s	03	13.04 %
	Total	**23**	

Looking at the research type of the studies, it was found that out of twenty three Indian studies, nine studies were found to be Experimental studies which were conducted by Dheram (1982), Joseph (1983), Natraj (1984), Soumini (1984), Bose (1985), Buch (1989), Korde (1989), Dave (1995), and Raja (2005). Six studies of Jadeja (1988), Mohanraj (1988), Srinivas (1988), Sarma (1989), Sudhakar (1997), and Desai (2002) were Experimental cum Survey. Seven studies of Saraswathi (1981), Singh (1983), Jacob (1985), Mookerjee (1986), Kumar (1997), Shamiry (2000), Vishwanathan (2003) were Surveys by nature and only one study of Chaturvedi (1999) was found to be a Correlational Study. The research type wise classification of the Indian studies is given in tabular form in the table no. **2.4.2.2.**

Table 2.4.2.2

Research Type wise Classification of the Indian Studies

No.	Research Type of the Study	Number of the Studies conducted	Percentage
1.	Experimental Study	09	39.13 %
2.	Experimental cum Survey	06	26.09 %
3.	Survey	07	30.43 %
4.	Correlational Study	01	4.35 %
	Total	**23**	

With respect to the level of the studies, it was found that out of twenty three Indian studies; only one study of Bose (1985) was conducted at the Primary Level. Natraj (1984) carried out the study at an Intermediate Level. The studies of Dheram (1982), Joseph (1983), Soumini (1984), Jacob (1985), Jadeja (1988), Mohanraj (1988), Srinivas (1988), Sarma (1989), Dave (1995), Sudhakar (1997), Chaturvedi (1999),

Vishwanathan (2003) were conducted at Secondary Level. Only one study of Mookerjee (1986) was conducted at Higher Secondary Level. Study of Singh (1983) was conducted at Secondary and Higher Secondary Level. Study of Korde (1989) was conducted at Primary, Secondary as well as Higher Secondary Level. Five studies of Saraswathi (1981), Kumar (1997), Shamiry (2000), Desai (2002) and Raja (2005) were conducted at College Level and only one study of Buch (1989) was conducted at College as well as at Professional Level.

The research level wise classification of the Indian studies is given in tabular form in the table no. **2.4.2.3.**

Table 2.4.2.3

Research Level wise Classification of the Indian Studies

No.	Level of the Study	Number of the Studies conducted	Percentage
1.	Primary Level	01	4.35 %
2.	Intermediate Level	01	4.35 %
3.	Secondary Level	12	52.17 %
4.	Higher Secondary Level	01	4.35 %
5.	Secondary & Higher Secondary Level	01	4.35 %
6.	Primary, Secondary and Higher Secondary Level	01	4.35 %
7.	College Level	05	21.74 %
8.	College & Professional Level	01	4.35 %
	Total	**23**	

The sample size selected for the studies ranged from 07 to 240 students and 45 to 60 teachers. Out of twenty three studies, fifteen studies of Saraswathi (1981), Dheram (1982), Joseph (1983), Natraj (1984), Soumini (1984), Bose (1985), Jacob (1985), Mookerjee (1986), Jadeja (1988), Srinivas (1988), Korde (1989), Sarma (1989), Dave (1995), Chaturveri (1999) and Raja (2005) were carried out on students. Mohanraj (1988), Sudhakar (1997), and Shamiry (2000), Desai (2002) and Vishwanathan (2003) conducted their studies on students as well as on teachers. Buch (1989) and Kumar

(1997) selected students, teachers and employer or business persons as sample for their studies while only one study of Singh (1983) was conducted on teachers. The sample selection wise classification of the Indian studies is given in tabular form in the table no. **2.4.2.4.**

Table 2.4.2.4

Sample Selection wise Classification of the Indian Studies

No.	Sample of the Study	Number of the Studies conducted	Percentage
1.	Students	15	65.22 %
2.	Students & Teachers	05	21.74 %
3.	Students, Teachers & Employers	02	8.70 %
4.	Teachers	01	4.35 %
	Total	**23**	

The various tools selected for data collection in the mentioned twenty three Indian studies were Observation Schedule, Questionnaire, Interview Schedule, Opinionnaire, Pre-test, Post-test, Audio-recording of Oral Interaction, Interaction Analysis Sheet, Informal Discussion Information Schedule, Nine Criterion Test, Comprehensive Test, Attitude Scale, Report Writing Sheet, Feedback Form, and Brumfitian & Fully Notional Syllabus Model. Throughout the review, it was found that some tools were used in more than one study. So, the percentage wise classification of the tools used in the studies was done considering the total use of particular tool. Out of twenty three studies, Questionnaire was used in fourteen studies, Observation Schedule was used in ten studies, Interview Schedule was used in nine studies, Opinionnaire was used in four studies, Pre-test was used in seven studies, Post-test was used in eleven studies, Comprehensive Test was used in four studies, Audio-recording of Oral Interaction was used in three studies, Interaction Analysis Sheet was used in two studies, while Report Writing Sheet, Nine Criterion Test, Attitude Scale, Feedback Form, and Brumfitian & Fully Notional Syllabus Model were used only once in various studies. The tool selection wise classification of the Indian studies is given in tabular form in the table no. **2.4.2.5.**

Table 2.4.2.5.

Tool Selection wise Classification of the Indian Studies

No	Tool of the Study	Number of the Studies conducted	Percentage
1.	Questionnaire	14	60.87 %
2.	Observation Schedule	10	43.48 %
3.	Interview Schedule	09	39.13 %
4.	Opinionnaire	04	17.39 %
5.	Pre-test	07	30.43 %
6.	Post-test	11	47.83 %
7.	Comprehensive Test	04	17.39 %
8.	Audio-recording of Oral Interaction	03	13.04 %
9.	Interaction Analysis Sheet	02	8.70 %
10.	Report Writing Sheet	01	4.35 %
11.	Nine Criterion Test	01	4.35 %
12.	Attitude Scale	01	4.35 %
13.	Feedback Form	01	4.35 %
14.	Brumfitian & Fully Notional Syllabus Model	01	4.35 %

Major findings pointed out in various reviewed studies justified the importance and inevitability of the Communicative Approach. Singh (1983) quoted that the teachers possessed grammatical competence to correct pupils' errors but not stylistic communicative competence to the same extent. Natraj (1984) pointed out that group techniques were effective in promoting real use of language and improving learner participation in the classroom teaching and the communicative nature of the material had helped the learners to use a lot of English. In the study of Soumini (1984) it was found that most of the teachers felt a need of special training with respect to teaching and learning aspect of English language through communicative approach. In the study of Bose (1985) the Communicative Approach was found to be comparatively effective to Structural Approach and was found to have the most learning conditions available in

the class while the structural approach had a few of the referred eight conditions. Jacob (1985) found that different language functions, tasks, language games and role plays could bring reality and liveliness in classroom and made teaching learning process more communicative. Mookerjee (1986) observed that in most of the CBSE schools, the formal study of grammar is undertaken to develop other language skills than communicative skills. Sarma (1989) quoted that the use of communicative language teaching strategies could bring about an improvement in the use of skills, which the students sought to develop. In the study of Dave (1995) communicative approach was found to be more effective than structural approach. Desai (2002) pointed out that inspite of ESP (English for Special Purpose) course being introduced, the teachers were not properly trained for adopting new teaching techniques following communicative aspects and continued to follow the lecture method which created a pitiable scene for students. Raja (2005) observed that different techniques like role play, group discussion, were found to be more effective to improve communicative skill.

In the context of the suggestions pointed out in the reviewed Indian studies, Dheram (1982) suggested that various programmes can be conducted enriching teachers' communicative competence in using English language with respect to different classroom situation. Soumini (1984) pointed out that in-service orientation of teachers has to be organized for explaining the salient features of the communicative approach and activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative approach. Bose (1985) pointed out various studies finding out the effectiveness of the structural and communicative approach can be conducted at different level. Jacob (1985) focused on collecting and compiling the communicative activities available, group them and frame different programmes according to different level. Mookerjee (1986) made a reference of a study to develop materials and classroom activities at various stages that encourage meaningful communication in the target language. Mohanraj (1988) drew attention towards organizing workshops or training programmes to equip the teachers with skills to produce the materials developing Communicative Competence in English by redesigning lessons and conducting an orientation programme enabling the teachers as well as students to handle the materials developing communicative competence in English. Kumar (1997) insisted on designing a syllabus carrying suggestions of the teachers on the methodology to be adopted in the classroom and favoured communicative approach with all its features such as teacher's role, learner's role,

interactive strategies such as group work, pair work, simulation exercises etc. Shamiry (2000) suggested to hold a training programme to focus on the communicative methods of teaching and the strategies of communication that can be used for solving Yemeni students' problems of communication in the target language. Desai (2002) showing the vital role of ESP course at F.Y.B.Sc., F.Y.B.A., F.Y.B.Com., B.B.A., B.C.A., put stress on offering ESP course to the students of all the faculties. Raja (2005) insisted that an orientation programme should be held frequently to assess the attitude of the teachers towards communicative aspects of teaching - learning English at collegiate level and referred to a short term Orientation Course or Refresher Course to enrich teachers' communicative ability and proposed to offer the syllabus following the communicative approach to the students of all the faculties.

2.4.3. Analytical Study of Researches in General

Table no. **2.4.1.** and **2.4.2.** show that the investigator could review all over thirty two studies in which he reviewed nine foreign studies and twenty three Indian studies. These thirty two studies were conducted from the year 1981 to 2007. Out of thirty two studies, seventeen studies were conducted in the period of 80s, seven studies were conducted in the period of 90s and eight studies were conducted in the period of 20s. The year wise classification of reviewed studies in general is given in table no. **2.4.3.1.**

Table 2.4.3.1

Year wise Classification of the Reviewed Studies in General conducted during 1981 to 2007

No.	Year	Number of the Studies conducted	Percentage
1.	1981	1	3.13 %
2.	1982	1	3.13 %
3.	1983	2	6.25 %
4.	1984	3	9.37 %
5.	1985	2	6.25 %
6.	1986	1	3.13 %
7.	1988	4	12.5 %
8.	1989	3	9.37 %
9.	1995	1	3.13 %
10.	1997	3	9.37 %
11.	1999	2	6.25 %
12.	2000	1	3.13 %
13.	2002	1	3.13 %
14.	2003	1	3.13 %
15.	2004	1	3.13 %
16.	2005	2	6.25 %
17.	2007	3	9.37 %
	Total	**32**	

No.	Year	Number of the Studies conducted	Percentage
1.	80s	17	53.13 %
2.	90s	07	21.88 %
3.	20s	08	25.00 %
	Total	**32**	

Looking at the research type of the studies, it was found that out of thirty two studies, eleven studies were Survey by nature, seven studies were Experimental cum Survey, ten studies were Experimental, two studies were Case Study, and two studies were found to be Correlational studies. Research type wise classification of the reviewed studies in general is given in tabular form in table no. **2.4.3.2.**

Table 2.4.3.2.

Research Type wise Classification of the Reviewed Studies in General

No.	Research Type of the Study	Number of the Studies conducted	Percentage
1.	Experimental Study	10	31.25
2.	Experimental cum Survey	07	21.88
3.	Survey	11	34.38
4.	Case Study	02	06.25
5.	Correlational Study	02	06.25
	Total	**32**	

With respect to the level of the studies reviewed by the researcher, it was found that out of thirty two studies; only one study was conducted at Primary Level, two studies were carried out at Intermediate Level, fifteen studies were conducted at Secondary Level, only one study was conducted at Higher Secondary Level, one study was conducted at Secondary and Higher Secondary Level, one study was conducted at Primary, Secondary as well as Higher Secondary Level, one study was conducted at Higher as well as College Level, nine studies were conducted at the College Level and only one study was conducted at College as well as at Professional Level. The research level wise classification of the reviewed studies in general is given in the table no. **2.4.3.3.**

Table 2.4.3.3.

Research Level wise Classification of the Reviewed Studies in General

No.	Level of the Study	Number of the Studies conducted	Percentage
1.	Primary Level	01	3.13 %
2.	Intermediate Level	02	6.25 %
3.	Secondary Level	15	46.87 %
4.	Higher Secondary Level	01	3.13 %
5.	Secondary & Higher Secondary Level	01	3.13 %
6.	Primary, Secondary and Higher Secondary Level	01	3.13 %
7.	Higher Secondary & College Level	01	3.13 %
8.	College Level	09	28.12 %
9.	College & Professional Level	01	3.13 %
	Total	**32**	

The sample size selected in the reviewed studies ranged from 07 to 754 students and 34 to 92 teachers. Out of thirty two studies, twenty studies were carried out on students, six studies dealt with students as well as teachers, two studies comprised of students, teachers and employer or business persons as sample for their studies while four studies were conducted on teachers. The sample selection wise classification of the reviewed studies in general is given in tabular form in the table no. **2.4.3.4.**

Table 2.4.3.4.

Sample Selection wise Classification of the Reviewed Studies in General

No.	Sample of the Study	Number of the Studies conducted	Percentage
1.	Students	20	62.50 %
2.	Students & Teachers	06	18.75 %
3.	Students, Teachers & Employers	02	6.25 %
4.	Teachers	04	12.50 %
	Total	**32**	

The various tools selected for data collection in the mentioned thirty two studies were Observation Schedule, Questionnaire, Interview Schedule, Opinionnaire, Pre-test, Post-test, Audio-recording of Oral Interaction, Interaction Analysis Sheet, Informal Discussion Information Schedule, Nine Criterion Test, Comprehensive Test, Attitude Scale, Four Point Scales of Intelligibility and Naturalness, Inventories, Report Writing Sheet, Feedback Form, and Brumfitian & Fully Notional Syllabus Model. Throughout the review, it was found that some tools were used in more than one study. So, the percentage wise classification of the tools used in the studies was done considering the total use of particular tool.

Out of thirty two studies, Questionnaire was used in sixteen studies, Observation Schedule was used in fifteen studies, Interview Schedule was used in twelve studies, Opinionnaire was used in four studies, Pre-test was used in seven studies, Post-test was used in thirteen studies, Comprehensive Test was used in four studies, Audio-recording of Oral Interaction was used in five studies, Interaction Analysis Sheet was used in two studies, while Report Writing Sheet, Nine Criterion Test, Attitude Scale, Feedback Form, and Brumfitian & Fully Notional Syllabus Model were used only once in various studies. The tool selection wise classification of the reviewed studies in general is given in tabular form in the table no. **2.4.3.5.**

Table 2.4.3.5.

Tool Selection wise Classification of the Reviewed Studies in General

No	Tool of the Study	Number of the Studies conducted	Percentage
1.	Questionnaire	16	50.00 %
2.	Observation Schedule	15	46.87 %
3.	Interview Schedule	12	37.5 %
4.	Opinionnaire	04	12.50 %
5.	Pre-test	07	21.87 %
6.	Post-test	13	40.62 %
7.	Comprehensive Test	04	12.50 %
8.	Audio-recording of Oral Interaction	05	15.62 %
9.	Interaction Analysis Sheet	02	6.25 %

10.	Report Writing Sheet	01	3.13 %
11.	Nine Criterion Test	01	3.13 %
12.	Attitude Scale	01	3.13 %
13.	Feedback Form	01	3.13 %
14.	Brumfitian & Fully Notional Syllabus Model	01	3.13 %
15.	Four Point Scale of Intelligibility and Naturalness	01	3.13 %
16.	Inventory	01	3.13 %

Major findings pointed out in various reviewed studies helped the researcher to be aware about the output of various studies with respect to their proposed objectives and indirectly pointed out the importance of Communicative Approach vividly. The most reflecting findings drawn out of the reviewed studies were as under :

- Students at large preferred learning through the Communicative Approach and had liking for student-centred nature of the Communicative Approach.
- Over half of the students (59 %) would like to learn grammar while learning through communicative approach, while only about one third (32 %) of the teachers did so.
- Although 82 % of the EFL teachers claimed to have some knowledge of communicative approaches to language teaching, only 44 % supported their use.
- Overall only 12 % EFL teachers integrated communicative approaches daily, whereas only 6 % of EFL teachers integrated them either weekly or once in a while.
- Teachers were not aiming to develop students' communicative abilities, and were unsure about how to assess the communicative abilities.
- Teachers possessed grammatical competence to correct pupils' errors but not stylistic communicative competence to the same extent.
- Communicative Approach was found to be comparatively effective to Structural Approach and was found to have the most learning conditions available in the class.
- Different language functions, tasks, language games and role plays could bring reality and liveliness in classroom and made teaching learning process more communicative.
- Inspite of ESP (English for Special Purpose) course being introduced, the teachers were not properly trained for adopting new teaching techniques following

communicative aspects and continued to follow the lecture method which created a pitiable scene for students.

Major suggestions pointed out in various reviewed studies justified the importance and inevitability of the Communicative Approach and its role in teaching learning English language. These suggestions provided an empirical base to the researcher in carrying out relevant and systematic study. The most guiding suggestions that offered proper direction to the researcher for the subsequent development of the present study were as under :

- Need-based in-service programme and orientation course to enhance teachers' communicative ability can be organized.
- Various teacher education programme or courses incorporating ongoing debate, exchange with peers and students, support from policy makers can be conducted to empower teachers in their aspirations to develop communicative techniques appropriate to their context.
- More researches should be conducted in which the different criteria concerned with Communicative Approach should be dealt with in isolation, so that their exact relation to each other and to the automatization process can be established.
- Various programmes can be conducted enriching teachers' communicative competence in using English language with respect to different classroom situation.
- One can collect and compile the communicative activities available, group them and frame different programmes according to different level
- A study can be carried out to develop materials and classroom activities at various stages that encourage meaningful communication in the target language.
- Workshops or Training Programmes can be organized to equip the teachers with skills to produce and handle the materials developing Communicative Competence in English by redesigning lessons.
- An orientation programme should be held frequently to assess the attitude of the teachers towards communicative aspects of teaching - learning English at collegiate level.
- The syllabus following the communicative approach should be offered to the students of all the faculties.

2.5. DISCUSSION BASED ON REVIEWED LITERATURE TO LOCATE RESEARCH GAP AND ITS IMPLICATION FOR RESEARCH

The brief summary of the review of the related literature mentioned above makes it clear that various researches have been carried out in the area of teaching and learning English language dealing with communicative approach or communicative language teaching. Almost every sphere considering the communicative nature of teaching and learning of English language has been worked upon, where various packages, programmes, materials and strategies have been developed and implemented; courses have been designed. Various efforts have been undertaken to cover up the area from the primary level to the undergraduate level; and attempts have been made through various studies to enrich different linguistic skills and language aspects in the context of communicative approach or communicative language teaching.

In spite of so many studies carried out in the area of teaching and learning English language covering various aspects of communicative approach or communicative language teaching, the researcher observed that more researches are required to be conducted to cater the requisites of the present scenario in higher education and especially in the area of Teacher Preparation Programmes for English Teacher (Refer table no. 2.4.3.3.). Throughout the procedure of the review of related literature, the researcher reviewed total thirty two studies. From table no. 2.4.3.2., it is obvious that out of thirty two studies ten studies were experimental type of studies while seven studies were experimental cum survey type of studies. These studies provide a substantial base to conduct experimental study in the area of Communicative Approach in English Language Teaching in Teacher Preparation Programme which is the need of an hour. From the reviewed experimental studies, only three studies of Buch (1989), Sarma (1989) and Sudhakar (1997) were found to be following single group pre test – post test experimental design and the time taken for the implementation of the experiments in the studies of Buch (1989), Sarma (1989) and Sudhakar (1997) was from eight days to fourteen days. Here, it seems that inspite of very good research design adopted for the above mentioned studies, the time allotted for the experiments was not enough.

Hence, this implies the need of an experiment based study with similar single group pre-test post-test design with more time period to judge the effect of the communicative approach in a concrete manner from the view point of implementation of results.

From the reviewed studies, the researcher came across four studies where Soumini (1984) designed a course based on communicative approach for English Language Teaching in regional medium high school, Mohanraj (1988) designed and tried out course materials to develop communicative competence in English in class IX of secondary school, Desai (2002) prepared and tried out a package of English Language Teaching materials to develop communicative competence at the F.Y.B.Sc. level and Raja (2005) developed a communicative strategy and tried to find out its effectiveness in learning communicative skills in English at the collegiate level. Looking at the above mentioned relevant studies with respect to the language skills or content items stressed upon or the course selected, it was found that content units in Soumini's (1984) study were based on the topics selected form science subject of standard IX and X, Mohanraj (1988) prepared course material from the existing syllabus of class IX, Desai (2002) prepared a package of English Language Teaching material comprising syllabus of F.Y.B.Sc. and language activities based on abstracts from scientific texts and experiments, tables, graphs, charts, cartoon, stories, strips and sketches, pictures, magazines and news paper clippings, audio materials etc. and Raja (2005) developed communicative strategy based on B.Sc. syllabus. The above mentioned studies made a use of the limited materials or content items selected from restricted standards or levels. Hence, it is felt that there is a need for comparatively large and rich materials or content units belonging to all those standards where communicative approach is implemented in teaching learning-process encompassing its various components namely vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks.

Reviewing the related studies with respect to the level of the study, it is evident that the reviewed studies covered up the area from primary level to the undergraduate level. Considering the most relevant reviewed studies, it is found that the studies of Soumini (1984) and Mohanraj (1988) were conducted at secondary level and Desai (2002) and Raja (2005) carried out their studies at undergraduate level while no study is found to be conducted at the level of professional degree for teacher education programmes in the area of English language education. From the time perspective

context, it is found that the studies of Soumini and Mohanraj were conducted in the year of 1984 and 1988 respectively, which were conducted long back and it is obvious that these studies cannot be practically implemented in the prevailing scenario. Hence, there is a need of a study dealing with communicative approach in the context of new syllabus introduced at secondary and higher secondary level in Gujarat from June 2004-05. The study of Desai was conducted in 2002 which was conducted before the introduction of the new syllabus, hence after introduction of Communicative Approach in new syllabus the great need is felt to rethink and conduct experiment based research in this area. Study of Raja (2005) was conducted at B.Sc. level and belonged to Allagappa University, Kariaikudi which is not situated in Gujarat State.

As the newly introduced syllabus in Gujarat State, from June 2004-05 was based on the Communicative Approach with respect to the functional aspect, a dire need was felt that more and more researches should be conducted to strengthen this area. Here it is worth to be noted that from the literature reviewed by the investigator in this area, no study was found conducted on newly introduced Communicative Approach i.e. Modcom Approach, no strategy or programme was found to enhance Communicative Approach at any level and no research-based design was found available to enhance communicative abilities among the student teachers as well as the learners through the Communicative Approach. Thus, by locating this research gap from the discussion held above and seeing the importance of the communicative approach, the researcher suggests the possibility and great need to develop and implement a strategy to enhance the communicative approach for English language teaching among the student teachers.

CHAPTER – III METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

In the present chapter, methodology of the study has been discussed which encompasses the design of the study adopted by the researcher. Design of the study refers to the research plan. It gives details regarding the selection of the population and the size of the sample, the sources of the data, tools employed for collecting the data and the appropriate research techniques used in the analysis of the data collected for the present study. The present chapter also contains rationale of the study, statement of the problem, objectives of the study, operationalization of the terms, hypothesis, area of the study, type of the study and delimitation of the study.

3.2. RATIONALE OF THE STUDY

The developmental history of teaching and learning of English as a first language or second language in India has always been glorious. If we glance at the gradual development of the role played by English language in the process of teaching and learning, it becomes quite clear that the need of the time and the necessities of the learners have greatly affected the entire system of teaching and learning English as a first or second language. With the passage of time, various attempts have ever been made to overcome the limitations and shortcomings felt in the process of teaching and learning of English language which has ultimately led to the origin of various methods, approaches and techniques. With all their salient characteristics, they have been adopted, practiced and developed and as the time passed, a gradual shift from one method, approach and technique to another method, approach and technique has been registered. Thus, English language teaching has gone through the strong influence of various Methods and Approaches. As a result of the various experiments made on the process of teaching and learning English language, a new ideology came into existence aiming at developing the communicative competence where the focus is placed on the learner rather than on the teacher stressing the importance of the notion of communicative competence. This particular development in the field of second language teaching gave birth to Communicative Approach as the learner centered approach to language teaching. Thus, considering the importance and inevitability of Communicative Language Teaching with respect to the prevailing scenario, the researcher found that this was the area where a lot of attention was needed to be given.

Among all the studies reviewed by the researcher, four studies conducted by Soumini (1984), Mohanraj (1988), Desai (2002) and Raja (2005) were found to be the most relevant and of the utmost importance. While dealing with these mentioned studies in the context of level of the study, language skills, content items stressed upon, the course selected in the studies, sample selected in the studies, and the years when these studies were conducted, the researcher came to know that these studies were carried out at secondary as well as undergraduate level; content items were limited to the science subject of standard IX and X, English subject of standard IX, and F.Y.B.Sc. Course; the sample selected belonged to students; students and teachers; and these studies were conducted in 1984, 1988, 2002 and 2005 respectively. From the analytical review of these related and most relevant studies (refer table no.2.4.2.3 on page no.91), the researcher developed an insight that in the absence of research based English Teacher Preparation Programmes, the great need of an hour is to conduct research at the professional degree courses for the student teachers who are the would be English teachers and following communicative approach that had been introduced from June 2004-05 at secondary and higher secondary level. Hence, that time (Year : 2004-05) was felt to be an appropriate stage to prepare the student teachers well-equipped with communicative abilities so that they could feel quite confident during the actual classroom practice teaching of English language without being affected by any other conventional method which is not suitable to teach the newly introduced syllabi of English subject at Secondary and Higher Secondary levels. With the gradual introduction of the new syllabus in standard VIII, IX, X, XI, and XII in Gujarat by the Gujarat Secondary & Higher Secondary Education Board (GS & HSEB) from June 2004-05, a major shift from the Structural Approach to the recent Communicative Approach had taken place which advocated a focus upon the natural acquisition of second language i.e. English in an authentic, appropriate and real life-like situation.

As it was confirmed that the communicative approach was to be implemented at the school level, the question arose whether the teachers of the schools were well trained for this approach ? Only a few In-service Teacher Training Programmes with limited time duration were found to be conducted for training the English teachers in teaching through communicative approach as this approach was newly introduced with the introduction of the new syllabus, and also no research based designs were found available for training the teachers through communicative approach at Pre-Service Teacher Education Programmes. So, a great demand was felt to design some research

based training programme to educate the teachers for teaching through the communicative approach. In the absence of such programme, it is likely to happen that the teachers might be tempted to teach through the Structural Approach or Traditional Approach due to much convenience and proficiency in teaching through these approaches which they had been practicing before the introduction of the Communicative Approach. But this type of mentality of the contemporary teachers may affect the future teachers and the forthcoming teaching programmes. At this juncture, it seemed very crucial that the future English teacher should be well-equipped during the Teacher Preparation Programme of English language to face new syllabus during the actual practices with great confidence that would ultimately cater to the needs of the learners of English language.

In most of the Pre-service Teacher Education Programmes such as B.Ed. there is no provision in advance for training the student teachers to get acquainted with the functional aspects of communicative approach. The student teachers are provided the theoretical knowledge of the communicative approach throughout their concerned syllabus but they are not provided the practical knowledge and experience of the communicative approach in actual classrooms. So it is obvious that they would certainly find difficulties in coping up with the situation originating due to the implementation of the communicative approach. Hence, the need was felt that proper guidelines should be provided to the student teachers at the initial stage about the situation that they were to face directly in the classroom in teaching English language through communicative approach. Looking from this point of view, the researcher felt the requirement of conducting the research work providing sufficient opportunities to the future teachers to be prepared to teach through the communicative approach at the earlier stage.

Hence, on the basis of the implication of researches reviewed and the prevailing scenario of English language teaching at the school level, where English is being taught through conventional methods in spite of communicative approach's being introduced by new syllabus, it seemed timely to propose a study to enhance Communicative Approach by the researcher among the student teachers. Such an effort would turn out to be an exercise in futility enabling the student teachers to employ adequate techniques to cultivate the required communicative competence and functional aspects in real classroom situations.

Thus, the present study aimed at supplying a sound research base to give a concrete direction in the area of communicative approach and enabling the student teachers to develop their communicative abilities in teaching and learning English language with respect to the new syllabus.

3.3. STATEMENT OF THE PROBLEM

Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers.

3.4. OBJECTIVES OF THE STUDY

(1) To develop a strategy to enhance communicative approach for English language teaching among the student teachers.

(2) To implement the strategy developed for the student teachers.

(3) To study the effectiveness of the developed strategy

   a. in terms of the achievement of the student teachers.

   b. in terms of the opinions of the student teachers towards the strategy.

3.5. OPERATIONALIZATION OF THE TERMS

3.5.1. Communicative Approach

The communicative approach in the present study meant an approach which was integrated in the strategy developed by the researcher for the enhancement of communicative abilities among the student teachers.

The communicative approach in the present study aimed at creating lively and energetic classroom situations maximizing opportunities for the learners to make a spontaneous use of target language meaningfully as well as functionally. Emphasis was laid down on meaning (messages they were creating or tasks they were completing) rather than form (correctness of language and language structure) as in first language acquisition. In the present study, the communicative approach was much more the student teacher oriented, because it was dictated by their needs and interest. As after completing their B.Ed. Course, the student teachers are expected to do their jobs as a teacher, their need to be able to survive in a variety of everyday classroom situations were considered primarily. So, through the communicative approach they were provided various tasks and activities for rehearsal of real-life like situations in the context of classroom as well as in general.

Through the introduction of the communicative approach an effort was made to give primacy to oral work by paving way for more fluid command of the language and ease of expression. Here, the student teachers had freedom of practicing sounds themselves, bringing variation in sentence patterns and getting chance to make mistakes and learn from doing so. The applied communicative approach was not just limited to oral skills, reading and writing skills were also taken into consideration to promote the student teachers' confidence in all four skill areas. By using elements encountered in variety of ways (reading / summarizing / discussion / debates) it was desired to make language more fluid and the student teachers' manipulation of language more fluent through active modes of learning, including individual work, pair work, group work and class work in general.

3.5.2. Strategy

Individuals, as they go about working, may come across situations that need solutions. In confronting such situations, individuals have to select and organize a number of techniques, methods, and approaches into strategies. The term strategy generally refers to such designs, worked out for solving a specific situation.

The strategy for the present study meant a suitable combination of different components such as methods, media and techniques utilized for enhancing the communicative approach among the student teachers with the specialization of English language teaching in the context of the syllabus of standard VIII, IX, X, XI, and XII framed by GS & HSEB. This strategy encompassed different components namely vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks utilized in suitable combinations to enhance communicative approach among the student teachers.

3.5.3. Achievement

The actual scores obtained by the student teachers on pre-test and post-test (constructed by the investigator on the Communicative Approach based English textbooks of Standard VIII, XI, X, XI, and XII prescribed by GS & HSEB) as well as the level of implementation of communicative approach of the student teachers observed by the investigator during the practice teaching programmes in schools are termed as achievement for the present study.

3.5.4. Effectiveness

Increase in the score from pre-test to post-test, enhanced implementation of communicative approach in the teaching aspect of the student teachers during the practice teaching programmes and internship programme in schools noticed by the researcher through observation schedule, and the positive reactions given by the student teachers to the opinionnaire were termed as effectiveness for the present study.

3.6. HYPOTHESIS

In the words of James E. Coreighlon, 'The hypothesis is a tentative supposition or provisional guess which seems to explain the situations under observation.'

Looking at the nature of the study and the situations under observation, the researcher framed the following hypothesis.

'There will be no significant difference in the mean achievement scores of the student teachers on the pre-test and post-test.'

3.7. AREA OF THE STUDY

The present study intersects three different sub-areas of research namely English Education, Educational Technology, and Teacher Preparation Programme in the broader area of Teacher Education.

The researcher developed a strategy containing the subject matter of the English textbooks of standard VIII, IX, X, XI, and XII based on the Communicative Approach. As some portion of the subject matter comprised in the strategy was drawn from the textbooks of English language and one of the purposes of the researcher was to enhance Language Skills (Communicative Skills of English language) among the student teachers, the present study belonged to the area of English Education.

In the present study, the researcher developed a strategy using the multi-media package where the researcher made the use of audio-aids, visual-aids and audio-visual aids to teach the student teachers. Hence, the researcher also cuts across the area of Educational Technology.

In the present study, the researcher developed a strategy and implemented the developed strategy to enhance Communicative Approach for English Language Teaching among the Student Teachers (B.Ed. Students). The new syllabus of the GS & HSEB had been introduced in Gujarat from June 2004-05 which was based on the Communicative Approach and advocated a focus upon the natural acquisition of second

language i.e. English in an authentic, appropriate and real life-like situation. As the researcher observed that there was hardly any provision for training the student teachers in the context of new syllabus introduced in Gujarat state from 2004-05, the researcher felt it very crucial that the right sort of sustained training should be provided to the student teachers in advance about the situation that they were to face directly in the actual classroom in teaching English language through communicative approach. Looking from this point of view, the researcher decided to conduct a study to enhance communicative abilities among the student teachers and to prepare them to be able to teach through the communicative approach. As the student teachers were at the centre of the present study and one of the purposes of the researcher was to prepare the student teachers at their pre-service stage, the present study belonged to the area of Teacher Education.

3.8. TYPE OF THE STUDY

The present study was Developmental cum Experimental Study by nature. Hence, at this juncture, it is important to give details about what the developmental type of study is.

Highlighting the importance of the developmental study, Bruner (1964) quoted that "The developmental type of investigations although increase the applicability as well as the insight into the instructional process, there is an apparent decrease in the scientificity of the investigation. Sophisticated designs of investigation would be less suitable for studies in real situations. This is not to argue that in such investigations the scientificity may be sacrificed, rather the efforts should be to identify or develop designs suitable for developmental studies. Designing developmental research should help to answer the questions like how high a score is reached by the end of a fixed, preset period of instruction rather than how long it will take by one form of instruction or another to get students up to some preset minimum level of proficiency."

Wiles (1972) suggested the use of developmental study in educational research in order to increase the applicability of fairly stable models, inputs, materials, procedures etc. developed in controlled conditions. In these experimentations, which are carried out in real settings, the researcher may manipulate certain variables of his interest but does not control all unwanted variables, both organic and environmental. Although the presence of large number of variables makes the replication of the study difficult, but the field experimentation becomes more realistic and life like.

A similar view point was put forward by Guba (1965) that "The Developmental Research not only increases the applicability of educational practices in specific situations, but also helps in generating better insight into the instructional process."

While discussing the necessity to evolve new methodology to carry out developmental studies which was called as a-experimentation, Guba (1971) came out with various ways of designing studies. Guba (1971) described a technique of continuous time analysis of data that might enable the field investigator to identify crucial events in the processes s/he is studying. What runs through such views of Bruner (1964), Guba (1965) and Wiles (1972) is the significance in conducting research in real conditions where all related variables will function in a natural fashion. A complex interaction operating among these variables would provide new patterns of relationships possibly different from those which are arrived at from research in controlled conditions. Even a mere description of such relationships inherent in various educational processes helps to draw out certain implications towards the generation of better understanding about the educational process. More than putting results of laboratory research into practice and thus making them more realistic and feasible, research in real situations would help in gaining increased understanding of relationships existing among numerous variables in an instructional situation.

In the present study, the main focus of the researcher was to enhance the communicative approach among the student teachers and to study the effectiveness of the strategy developed for the said purpose. With the intention of enhancing the communicative approach among the student teachers, the researcher carried out an experiment in a natural setting. The researcher also did not observe the strict and controlled laboratory type experimental situation which is generally observed while conducting purely experimental research but the care was taken that entire experimentation takes place in a systematic and logical framework of a formal experiment. On one hand where the present research followed certain prescribed criteria of an experimental study, on the other hand the present study was not carried out in a purely controlled situation considering extraneous variables. Thus, whatever the researcher developed in the present research was implemented in an available natural setting without controlling the extraneous variables and that is why the present study was developmental cum experimental type of study.

Following the views of developmental research signified by Guba (1971), the researcher applied the developed strategy in a natural situation without controlling the extraneous variables. With the purpose of sustaining the interest of the student teachers and to develop communicative skills among them, the researcher made the use of interesting and need centered instructional process and materials. The researcher used different teaching methods namely method of questioning, method of description, method of explaining, comparative method, group discussion method, assignment method, look and say method, and listen and say method. The researcher also made the use of multi-media package including audio-aids, visual-aids and audio-visual aids. The strategy components also comprised of various activities namely role play, miming, sorting out, information transfer, memory challenge, jumbled word-sentence, drilling, language games, similar but not the same, creative speaking, dialogue formation, open-endedness, notice making, skit making, central talk, dialogue completion, reporting observation, strip story, picture interpretation, and cue cards that enabled the student teachers to enhance their communicative abilities.

As a part of his study, the researcher also developed an observation schedule which facilitated the researcher to identify the crucial events taking place throughout an implementation of the strategy and to make a note of progressive signs. Thus, the present study also fulfilled the criteria of continuous time analysis of the obtained data as are considered crucial for developmental study. It may be seen from the various views discussed above that it has been the need of an hour to conduct experimentations in real conditions for effective applications of generalizations. Such experimentations would lead to the development of an effective strategy.

3.9. DELIMITATIONS OF THE STUDY

(1) The present study was delimited to only one self-financed B.Ed College affiliated to the Hemchandracharya North Gujarat University, Patan.

(2) The present study was delimited to only those student teachers who were having English as a major method of teaching at B.Ed. level.

3.10. POPULATION OF THE STUDY

The present study was conducted for the student teachers (B.Ed. Trainees). All the student teachers from non grant-in-aid B.Ed colleges (affiliated to the Hemchandracharya North Gujarat University, Patan) with Teaching of English as a major method constituted the population for the proposed study.

3.11. SAMPLE OF THE STUDY

The researcher applied purposive sampling technique of non probability sampling technique for selecting the sample for the present study. All those B.Ed students having Teaching of English as a major method and belonging to the Banaskantha Kadva Patidar Sanskar Mandal, College of Education, Palanpur (B.K District) constituted the sample for the present study.

3.12. PLAN AND PROCEDURE OF THE STUDY

The present study was developmental cum experimental study. A single group pre-test post-test design was adopted for the present study. To implement this design, the students having English as their major method were selected as an experimental group. The study was carried out in three phases as follows.

Phase – I Development of a Strategy

(1) Identification of the Entry Behaviour of the Student Teachers by the means of an Information Schedule

An Information Schedule was designed taking into consideration the various aspects related to the student teachers which helped the researcher to identify their entry behaviour. The information collected through the Information Schedule enabled the researcher to know about the previous knowledge of the student teachers from various perspectives.

(2) Formulation of the Objectives in terms of the Desirable Changes

The information obtained through the Information Schedule directed the researcher to formulate the objectives as per the expected desirable changes among the student teachers. These objectives helped the researcher to develop the teaching and learning atmosphere for the students, select the content items, decide the appropriate teaching techniques, tasks, activities and the appropriate means of evaluation of the students.

(3) Selection of the Instructional Inputs for Developing a Strategy

The formulation of the objectives was followed by selection of the instructional inputs. The instructional inputs were selected and developed on the basis of the formulated objectives to bring desirable changes among the student teachers wherein the researcher prepared a detailed list of the activities and tasks to be assigned to the student teachers considering student teachers' characteristics, local administration, size of the group, availability of resources, and the feasibility aspect.

(4) Administration of the Pre-test

The pre-test was administered to find out student teachers' previous knowledge and to test the pre-achievement of the student teachers which was based on the language items already learnt by them during the previous years.

(5) Finalization of a Strategy

The results obtained through the pre-test were analyzed, and on the basis of this analysis, the strategy was finalized wherein the necessary alterations were made once again to enrich the strategy which was designed at stage three as mentioned above.

Phase - II Implementation of the Developed Strategy

After making a plan for the implementation of the strategy and framing the objectives to be achieved, the researcher implemented the developed strategy on the selected sample. At first, the researcher himself educated the student teachers about how to teach various content concerned with vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks through the communicative approach in the class which was later on implemented by the student teachers to teach various units of their textbooks of English during the practice teaching phases and internship programme. During these phases, the researcher personally observed the student teachers in the actual classroom situation teaching English subject using the communicative approach.

Phase – III Study of the Effectiveness of the Developed Strategy

(1) Observations of Student Teachers during the actual Practice Teaching Programme

In order to make a note of the application level of communicative approach in the classroom teaching process by the student teachers and to observe the expected behavioural changes in the teaching aspect of the student teachers due to the implementation of the developed strategy, the researcher constructed an observation schedule.

(2) Administration of Post-test

The post-test was administered to identify the level of linguistic and communicative attainment of the student teachers after the implementation of the strategy.

(3) Administration of an Opinionnaire

With the perspective of obtaining opinions of the student teachers towards the implemented strategy, an opinionnaire was administered by the researcher after conducting the post test.

(4) Evaluation of the Observation Schedule, Post-test and Opinionnaire

a. Evaluation of Observation Schedule

The evaluation procedure for the observation schedule was based on the frequencies of the moves of communicative approach practiced by the student teachers during their classroom teaching process to judge whether the enhancement in their communicative approach had taken place in actual classroom situations.

b. Evaluation of the Post-test

Criteria related to scoring procedure and scoring rules for the post-test were pre-determined and kept the same as they were for the pre-test. Answer keys were prepared well in advance.

c. Evaluation of the Opinionnaire

On the basis of the number of tick marks pointed out in the given box against the statements by the student teachers, the researcher got the details regarding the opinions of the student teachers about the implemented strategy. These data were further utilized to analyze and evaluate the effectiveness of the strategy.

(5) Comparison of the results of Pre-test and Post-test

With the perspective of comparing the results of pre-test and post-test, the quantitative analysis was carried out. The gain scores obtained from the comparison of the results of the pre-test and post-test were calculated and were considered for testing the hypothesis with respect to each component.

3.13. TOOLS OF THE STUDY

The researcher prepared the following tools for data collection in the present study.

3.13.1. Information Schedule

Before conducting any experiment, the researcher ought to be familiar with the background of the selected sample from different perspectives. In the context of the present study, the researcher prepared an Information Schedule to be familiar with the background of the selected sample of student teachers and to identify their entry behaviour. The information schedule was finalized with the help of experts in the area of English education **(Appendix - B)**. The entire information schedule was systematically framed where initially the personal information about the student teacher was obtained. Then after various questions including close-ended items and open-ended items were asked which were to be responded in the form of their reaction against particular items covering their theoretical knowledge in addition to practical aspect.

Throughout the entire information schedule 14 questions were asked to obtain concrete and ample information regarding the area of respondents' educational background, their utility level of English language, their knowledge and experience of techniques of teaching English subject and their point of views. The information schedule comprised of both close-ended items and open-ended items. While responding to the close-ended items, the respondent had to put a tick mark according to their perception. While responding to the open-ended items, the respondent had freedom to express their views in a written form in the given lines. Considering the strength of the items to be responded in the information schedule, enough time limit (two hours) was allotted for responding the information schedule with the comfortable sitting arrangement for the respondents under the researcher's monitoring.

3.13.2. Pre Test and Post Test

The researcher constructed the parallel type of pre-test and post-test for the realization of the objective no. 3.a. (i.e. to study the effectiveness of the developed strategy in terms of the achievement of the student teachers). The pre-test and post-test **(Appendix – C & D)** were conducted after getting them finalized by the experts having specialization in the field of English language teaching. The pre-test was conducted with the intention of testing the previous knowledge of the student teachers in the area of English communication prior to the implementation of the developed strategy. The pre-test encompassed English language items already learnt by the student teachers during the previous years and was designed to identify the level of linguistic and communicative attainment of the student teachers. The post-test was administered to determine the achievement of the student teachers after the implementation of the developed strategy. The post-test encompassed English language items exactly parallel to that of the items encompassed in the pre-test.

The pre-test and post-test were constructed on the selected content items obtained from the syllabus of English textbooks of standard VIII, IX, X, XI, and XII following Communicative Approach prescribed by the GS & HSEB from June 2004-05. The types of questions, weightage of marks, time-limit for responding the questions, and difficulty level for items in both the tests were similar. The content items in both the tests considering the seven important components namely vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks were kept similar but not identical bearing the same weightage and the same time duration for administration. Both the tests were constructed including different types of evaluation items such as matching type, multiple choice, open ended and close ended items. Each of the pre-test and post-test comprised of in all 27 questions containing several sub items in every question adding to the sum total of 150 marks. Looking at the total marks of the test, number of questions and its difficulty level, the time limit for each test was kept of 4 hours.

3.13.3. Observation Schedule

During the implementation of the strategy, the student teachers had to go to various schools under the practice teaching programme session. In order to make a note of the application level of communicative approach in the actual classroom teaching process by the student teachers and to observe the expected desirable changes in the

teaching aspect of the student teachers due to the implementation of the developed strategy, the researcher constructed an observation schedule. The observation schedule **(Appendix - E)** was finalized before implementation by consulting experts from the area of English Education incorporating the suggestions given by them.

The entire observation schedule was divided into three different columns namely justice given to the components (vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks), types of moves and five points graphical rating scale. In the first column only names of the components were mentioned. The second column was of types of moves which contained some statements in accordance with the particular components. These statements helped the researcher to observe whether the student teachers were able to put into practice the expected behavioural changes in terms of particular activities to enhance the communicative approach due to implementation of the developed strategy.

The third column consisted of five points rating scale with options namely fairly good, good, average, poor and fairly poor. Throughout the observation of the student teachers teaching in the actual classroom, the researcher gradually made a note of classroom observation by putting a dot mark against the techniques employed by the student teachers and a tick mark in the given options against the statement.

3.13.4. Opinionnaire

To achieve the objective no. 3.b. (i.e. to study the effectiveness of the developed strategy in terms of the opinions of the student teachers towards the strategy), the researcher designed an opinionnaire **(Appendix - F)**. Before getting the opinions of the student teachers about the implemented strategy, the researcher consulted the experts having specialization in the field of education and English language teaching for finalization of every item of this tool with respect to language, content and nature of statements. In this opinionnaire, the student teachers had to offer their opinions regarding the various aspects of the strategy they underwent like methods and techniques used by the researcher, the design of the strategy with respect to various topics / units, language used in the strategy, duration of the strategy, quality of material used in the strategy, and their general view regarding the strategy as a whole and its usefulness to them.

The opinionnaire contained open ended as well as close ended items included in two different sections i.e. Section - A and Section - B. Section - A comprised of the close ended items in the form of twenty five statements including both positive and negative statements by nature which were to be responded by the student teachers by putting a tick mark against the term they felt most appropriate out of the given five rating points. Out of these 25 statements, 13 statements were positive by nature while 12 statements were negative by nature. The options given against the statements were developed on Likert's five point scale namely Strongly Agree, Partially Agree, Undecided, Partially Disagree and Strongly Disagree.

Section - B comprised of open ended items in the form of three questions asking for the opinions of the student teachers regarding the comparative status of the implemented strategy with that of the traditional classroom teaching, teachability of the programme, and suggestions of the student teachers to enhance the effectiveness of the strategy if any.

3.14. DATA COLLECTION

Throughout the study, data were personally collected by the researcher using Information Schedule, Observation Schedule, Pre-test, Post-test, and Opinionnaire. The data collected through these tools were different in form and nature. By the means of information schedule, the researcher got the information about the background of the selected sample of student teachers as well as identified their entry behaviour from various perspectives. The pre-test was administered to test the previous knowledge, understanding and application skills of student teachers with respect to vocabulary, comprehension, grammar, activity, writing tasks, pronunciation, and speaking tasks. During the implementation period of the strategy, two practice teaching phases and an internship programme were arranged in various schools where the researcher made a use of observation schedule to observe the desirable changes in the behaviour of the student teachers in terms of their teaching aspects as a result of the implementation of the strategy. These collected data were qualitative in nature. After implementation of the developed strategy, the researcher administered the post-test to find out the effectiveness of the implemented strategy. At the end of entire procedure of data collection, opinionnaire was given to the student teachers to know about their opinions towards the implemented strategy.

3.15. DATA ANALYSIS

The data collected in the present study were analyzed quantitatively as well as qualitatively. The data collected through the information schedule were analyzed with the help of content analysis, frequency distribution and percentage analysis. The data obtained through the pre-test and post-test were analyzed both quantitatively and qualitatively. The contents explained in the given answers of the pre-test and the post-test were analyzed qualitatively while the marks obtained in the tests as a whole by the student teachers were analyzed quantitatively by using the statistics such as mean, mean difference, standard deviation, standard error of deviation, t-test and degree of freedom. The data obtained through the observation schedule were analyzed qualitatively. The data collected through the observation schedule were in the form of observation details of the student teachers teaching English subject in actual classroom situation during the practice teaching programmes and internship programme which were analyzed through content analysis and percentage analysis based on frequency distribution of the moves of communicative approach. The data collected through the opinionnaire were analyzed qualitatively through content analysis, frequency distribution, percentage analysis and quantitatively through chi-square.

CHAPTER – IV THE STRATEGY

4.1. INTRODUCTION

With the gradual introduction of the new syllabus in standard VIII, IX, X, XI, and XII in Gujarat by the Gujarat Secondary & Higher Secondary Education Board (GS & HSEB) from June 2004-05, a major shift from the Structural Approach to the recent Communicative Approach has taken place. The researcher found that in most of the Pre-service Teacher Education Programmes such as B.Ed. the student teachers are provided the theoretical knowledge of the communicative approach throughout their concerned syllabus while there is no provision or less provision in advance for educating the student teachers to get acquainted with the functional aspects of communicative approach. So, the researcher felt that the student teachers should be provided the practical knowledge and experience of the communicative approach in actual classrooms and hence the researcher developed a strategy providing sufficient opportunities to the future teachers to be prepared to teach through the communicative approach at the earlier stage.

The present chapter focuses upon 'what and how of the developed strategy'.

4.2. PRE-REQUISITES FOR THE DEVELOPMENT OF THE STRATEGY

In the present study, the researcher developed a strategy as a combination of methods, media and techniques to enhance the communicative approach among the student teachers in the context of the syllabi of standard VIII, IX, X, XI and XII framed by GS & HSEB. As the student teachers were at the centre of the study, the procedure of the development of the strategy could not go in the absence of considering the various aspects related to the student teachers such as their knowledge of English language and its use in day to day life. So, the researcherfelt a great need to locate thefollowing three pre-requisites for the development of the strategy.

- The first pre-requisite identified by the researcher wasto get the knowledge of the English subject background of the student teachers, their ability to communicate in English, and their theoretical as well as practical background of communicative approach.

- The second pre-requisite was to set the objectives in the context of English subject curriculum (at secondary and higher secondary level) and the teacher education programme for English education at B.Ed. level in the light of the student teachers' level.
- The third pre-requisite was to select the instructional inputs for developing the strategy in the context of the level of the student teachers and the set objectives. The details of the above mentioned pre-requisites are as under:

4.2.1. Identification of the Entry Behaviour of the Student Teachers

To carry out instructions effectively throughout the implementation of strategy, it was necessary for the researcher to know about the entry behaviour of the sample selected for experimentation. Knowing the selected sample's background was the firststep to be undertaken by the researcher before providing any language experience. With the perspective of knowing the general background of the learners, the researcher had prepared an information schedule.The researcher designed aninformation schedule to get the information of subjectsin the context of their knowledge about English language teaching learning process, their use of English language in a day-to-day routine life, the areas felt difficult by the student teachers in teaching and learning English language, their experience regarding teaching through various methods, techniques and approaches, their knowledge and understanding about the communicative approach and the motivational level.

The analysis of data obtained from the information schedule revealed that the most of the student teachers did not have enough exposure to English; they had very less experience of speaking in English, and their efficiency in speaking and writing English language was found to be average, they considered the communicative approach to be quite essential to enrich their proficiency in English language. Vocabulary, comprehension, grammar, pronunciation and speaking areas were found to be the most difficult areas with respect to learning English language. The above obtained information enabled the researcher to formulate the objectives.

4.2.2. Formulation of the Objectives for Developing the Strategy

Prior to the development of the strategy, the researcher set the objectives to be achieved with respect to the knowledge and communicative abilities of the student teachers in English language, and the content of the English subject which the student teachers were supposed to teach. While framing objectives, the researcher also considered the teacher education programmeespecially in the light of the enhancement of communicative approach for practicing the teaching of English subject in the school.

As per the information obtained, the researcher framed the following objectives in terms of the expected desirable changes among the student teachers.

Vocabulary

(1) To create awareness among the student teachers about the usage of the terminology related to various places, persons, professions, things and situations.

(2) To enable the student teachers to learn word building, spellings and update active vocabulary.

(3) To make the learners aware about the nouns, verbs, adjectives and antonyms framed with various suffixes and prefixes.

(4) To enable the student teachers to acquire the knowledge and skill of using appropriate words in different situations.

(5) To develop the habit of using dictionary and the habit of using the class and school library among the student teachers.

Comprehension

(1) To enable the student teachers to organize the provided situational details into tabular as well as in a sentence form.

(2) To enable the student teachers to recall and write down the learnt language material and draw meaning from what is read.

(3) To enable the student teachers to verify their understanding regarding the message interwoven in the given material (prose / poem).

(4) To enable the student teachers to understand English written as well as spoken in conversation, narrated stories and talks delivered in fairly simple English on topics with the range of their experience.

Grammar

(1) To enable the student teachers to learn the skill of making meaningful sentences by using various clues and learnt language material.

(2) To enable the student teachers to learn the skill of making meaningful sentences through complex structure by avoiding unnecessary words.

(3) To develop ability among the student teachers to select appropriate word,arrange the jumbled parts and make meaningful sentence.

(4) To enable the student teachers to construct error free sentences with respect to punctuation marks, parallel words and phrases.

Activity

(1) Togive more and more opportunities to the student teachers to develop their interactive and communicative skills through talking, discussing and sharing their ideas with one another on a given topic in simple English.

(2) To enable the student teachers to use English language in an imaginative as well as in totally unknown day to day situation.

(3) To teach the student teachers to react properly in a given situation at the time of class work, group work, pair work, or individual work.

(4) To provide exhaustive practice in the exhaustive use of English in filling up various types of form, preparing notices, posters, skit, speech, dialogues etc.

(5) To enable the student teachers to use their imagination and creative ability to interpret as well as to describe the picture.

Writing Task

(1) To enable the student teachers to express themselves correctly in simple written sentences on a given topic within the range of their experience.

(2) To enable the student teachers to write simple description and give detailed overview of the objects, events, matters, persons, places, and unknown situations.

(3) To enable the student teachers to acquire the knowledge of writing letters, notices, stories, advertisements, dialogues, short messages and reports with and without the help of the available details or guiding points.

Pronunciation

(1) To enable the student teachers to acquire the skills of :

- receiving and reproducing various sounds,
- pronouncing words matching with the last sound

- pronouncing words with proper stress.
- pronouncing words by omitting the silent letter.
- judging the right word based on the description.
- identifying and differentiating the words pronounced or rhymed almost similarly.
- articulating the group of words by taking care of vowels and consonants.
- recognizing the sounds without errors and the sounds articulated differently.
- producing rhyming words and prepare rhythm-chart based on the stress system.

(2) To enable the student teachers to comprehend what they have heard.

(3) To enable the student teachers to understand the use of tone, intonation, stress, accent, pause and rhythm in English language.

Speaking Task

(1) To enable the student teachers to make a use of various expressions in different situations.

(2) To enable the student teachers to get mastery over the various language functions for achieving different purposes like how to accept an invitation, refuse proposal, make excuses etc.

(3) To enable the student teachers to use their imaginative as well as creative ability to interpret the picture, describe or narrate events, matters, persons, places, and unknown situations.

(4) To provide more and more opportunities to the student teachers to talk, discuss and share their views and ideas with one another.

4.2.3. Selection of the Instructional Inputs in the context of the Level of the Student Teachers and Objectives

The instructional inputs wereselected on the basis of the formulated objectives to bring desirable changes among the student teachers. The process of instruction involved various modes namely group work, pair work, class work and individual work to facilitatethe procedure of enhancement of communicative approach for English language teaching among the student teachers. The methods, media, techniques and activities were selected judiciously looking intothe information obtained from the ‘data of information schedule’ in relation to the knowledge of English language of the student teachers and their communicative abilities. Also the size of the group,

availability of resources, and the time constraints were taken into consideration while selecting every instructional input in relation to the language components of the strategy namely vocabulary, comprehension, grammar, activity, writing tasks, pronunciation and speaking tasks.

The instructional inputs for the development of the strategy comprised of the following sources :

- Syllabi of the Textbooks of Standard VIII, IX, X, XI, and XII introduced by GS & HSEB, Gandhinagar (Gujarat)
- Newspaper cuttings
- Stories from Hitopdesh&Panchtantra
- Material from various Magazines
- Essentials of English Grammar and Composition by N.K. Aggarwala
- Better English Pronunciation by J. D. O'Connor
- Audio Clippings from www.efl.com

The entire procedure of the implementation of the strategy considered a particular mechanism pursuing the following aspects namely language components, objectives to be achieved, technique and activities selected, content within the text and outside the text, and mode of transaction. Details regarding thestrategy components, language components, corresponding objectives and the content selected for the instructional inputs are given in the table no. 4.2.3.1.

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Vocabulary	1	Word Completion	(T)	Individual Work	To develop the skill of using appropriate word.	Common Terminology Std. 8 Unit – 12 Making a Parachute pp. 92
	2	Odd one Out	(T)	Individual Work	To develop an understanding among the students about the use of appropriate words.	Common Terminology Std. 9 Unit – 9 Uncle Ken at the Wicket pp. 76
	3	Look and Say	(T)	Individual Work	To develop an art of picture reading among the students.	Fitting Terminology Std. 8 Unit – 4 Bamboo - A Wonderful Plant , pp. 31
	4	Use of Synonym / Use of Antonym / Use of Word in a Sentence	(T)	Individual Work	To develop an understanding among the students about the use of correct words.	Synonyms Std. 8 Unit – 5 The Prince and his Friends, pp. 39
	5	Puzzles and Problems	(A)	Group Work	To enable the students to use their imagination and test their powers of logical reasoning.	Common Terminology Std. 9 Unit – 5 The Grandmaster, pp. 40
	6	Miming / Explanation of Word	(T)	Class Work	To make the students aware of the terminology related to physical drawbacks.	Terminology related to Physical Drawbacks Std. 11 Unit – 6 The Girl on the Train, pp. 38
	7	Matching	(T)	Individual Work	To develop an understanding among the students about the use of correct words.	Synonyms Std. 8 Unit – 14 The Students' Council pp. 111
	8	Use of Synonym	(T)	Individual Work	To develop an understanding among the students about the use of similar words.	Synonyms Std. 9 Unit – 4 Money Matters, pp. 31
	9	Fill up with Fitting one	(T)	Individual Work	To develop an understanding among the students about the correct use of words.	Words often confused Self – made
	10	Picture Description	(A)	Pair Work	To enable the students to use their imagination and creative ability to interpret the picture. To develop an art of picture reading among the students.	Name of Animals (A) Std. 9 Unit – 11 Let's Laugh, pp. 94 (B) Std. 12 Unit – 7 Hate, pp. 42
	11	Similar but not the Same	(T)	Individual Work	To develop an understanding among the students about the correct use of words.	Words often confused Self - made
	12	Matching	(T)	Individual Work	To teach the terminology related to specialist doctors and the parts of the body they treat.	Terminology related to specialist doctors and the parts of the body they treat. Std. 12 Unit – 9 The Baby is Finally Ours pp. 62
	13	Word Formation / Word related Example	(T)	Individual Work	To enable the students to learn word building and spellings also.	Use of Prefixes to make Antonyms & Use of Suffixes to make Noun & Adjective (A) Std. 10 Unit – 3 The Colours of My Nation pp. 24 (B) Std. 10 Unit – 12 Magic ?, pp. 116
	14	Flash Card Description	(A)	Group Work	To make the students aware of the terminology related court of law and the verbs ending with suffix 'ify'.	Terminology related to Court of Law and Use of Suffixes 'ify' to make Verb (A) Std. 11 Unit – 15 The Young Witness pp . 101 (B) Std. 11 Unit – 16 Truth, pp. 106
	15	Sorting Out	(A)	Pair Work	To make the students aware of the terminology showing different characteristics of people.	Qualitative Adjectives Std 12 Unit – 6 Honesty Comes from the Heart, pp. 38

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Comprehension	1	Question – Answer	(T)	Individual Work	To enable the students to express themselves correctly in simple sentences. To make the students aware of the kind of language a customer and a shopkeeper speak.	Questions based on lesson Std. 8 Unit – 2 Let's Go Shopping pp. 12
	2	Question – Answer	(T)	Individual Work	To enable the students to express themselves correctly in simple sentences.	Questions based on Dialogue Std 8 Unit – 2 Let's Go Shopping pp 14
	3	Information Transfer	(A)	Individual Work	To enable the students to arrange the provided details into tabular form.	Product Details Std. 8 Unit – 2 Let's Go Shopping pp. 14
	4	Question – Answer	(T)	Individual Work	To enable the students to acquire the skill of organizing the tabular material in the form of sentence.	Questions based on an Advertisement Std. 8 Unit – 2 Let's Go Shopping, pp. 10
	5	Information Transfer	(A)	Individual Work	To enable the students to write a short composition in the form of a paragraph within the range of their experience.	Cash Memo Std. 8 Unit – 2 Let's Go Shopping pp. 12
	6	Who speaks the Statement ?	(T)	Individual Work	To get the students recall and write down the learnt language material.	Character and Statement Std. 8 Unit – 2 Let's Go Shopping pp. 10
	7	Sentence Completion	(A)	Pair Work	To enable the students to read the lesson aloud from the textbook with expression, understanding, correct pauses, the pronunciation and intonation being fairly accurate. To get the students recall and write down the learnt language material.	Incomplete Sentence related to the Lesson Std. 8 Unit – 7 The Golden Touch pp. 56
	8	Paragraph Completion	(A)	Pair Work	To get the students recall and write down the learnt language material.	Terminology related to the Lesson Std 8 Unit – 7 The Golden Touch pp 56
	9	True or False	(T)	Individual Work	To get the students recall and write down the learnt language material.	'True' or 'False' Statements Std. 8 Unit – 7 The Golden Touch Self made
	10	Paragraph Completion	(A)	Individual Work	To get the students recall and write down the learnt language material.	Terminology related to the Lesson Std. 8 Unit – 7 The Golden Touch Self made
	11	Sentence Completion	(A)	Pair Work	To get the students recall and write down the learnt language material.	Incomplete Sentences related to the Lesson Std. 9 Unit – 7 26th January 2001, pp. 62
	12	Memory Challenge	(A)	Individual Work	To get the students recall and write down the learnt language material.	Affirmative and Negative responses with 'Yes' or 'No' Std. 9 Unit – 7 26th January 2001, pp. 62
	13	Jumbled Sentence	(A)	Pair Work	To get the students recall and write down the learnt language material.	Rearrangement of Lesson related Sentences in Proper Order Std. 9 Unit – 7 26th January 2001, pp. 63
	14	Sentence Completion	(A)	Individual Work	To verify students' understanding regarding the message interwoven in the poem.	Incomplete Sentences related to the Lesson Std. 9 Unit – 1 (Poem) Growing Smiles pp. 163
	15	Group Discussion	(A)	Group Work	To enable the students to express their views on the given topics in simple English. To furnish more and more opportunities to the students to talk, discuss and share their view and ideas with one another.	Importance of Smile Std. 9 Unit – 1 (Poem) Growing Smiles pp. 163

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Grammar	1	Inter-questioning	(A)	Pair Work	To enable the students to construct sentences (question-answer) by using clues.	How much – How Many Std. 8 Unit – 2 Let's Go Shopping, pp. 15
	2	Two - way Narration	(A)	Individual Work	To enable the student to learn the skill of making meaningful sentences by using learnt language material.	Active Passive Voice – Simple Present Tense Std. 10 Unit – 7 Biorhythm, pp. 65
	3	Drilling	(T)	Individual Work	To enable the students to frame more sentences based on learnt language material.	Modal Auxiliary - Should, Must, Have to, Used to (A) Std. 9 Unit – Revision – I, pp. 49 (B) Std. 11 Unit – 5 English in Conversation pp. 24
	4	Drilling	(T)	Group Work	To enable the students to frame more sentences based on learnt language material.	Adverb Clause of Result – so…that Std. 9 Unit – 4 Money Matters, pp. 33
	5	Drilling	(T)	Group Work	To enable the students to frame more sentences based on learnt language material. To enable the students to use language of reasoning.	Adverb Clause of Reason – Because / As / Since Std. 12 Unit – 6 Honesty Comes from the Heart, pp. 41
	6	Fill up with Fitting one	(T)	Individual Work	To enable the students to select right word.	Fill in the Blanks - Verbs, Prepositions, Articles, Adverbs, Conjunctions, Nouns, Exclamations, (A) Std.9 Unit – Revision – II, pp. 92 (B) Std. 9 Unit – 10 The Blue Whale, pp. 84 (C) Std. 9 Unit – 9 Uncle Ken at the Wicket pp. 97
	7	Matching / Sentence Completion	(A)	Pair Work	To enable the students to frame more sentences based on learnt language material.	Adverb Clause of Purpose – so that Std. 9 Unit – 15 The Gift, pp. 132
	8	Information Transfer	(A)	Individual Work	To enable the students to acquire the skill of organizing the tabular material in the form of sentence.	Degree of Comparison Std. 9 Unit – 10 The Blue Whale, pp. 84
	9	Language Game	(A)	Group Work	To enable the student to learn the skill of making meaningful sentences through complex structure by avoiding unnecessary words.	Complex Sentence Structure Self made
	10	Jumbled Words	(T)	Pair Work	To develop among the learners an ability to arrange the jumbled parts and make meaningful sentence.	Make Meaningful Sentences Self made
	11	Sentence Completion	(A)	Pair Work	To enable the student to learn the skill of making meaningful sentences by using learnt language material.	Relative Adverbs – When, Where, Why Std. 10 Unit – 3 The Colours of My Nation pp. 25
	12	Complex Construction	(A)	Individual Work	To enable the student to learn the skill of making meaningful sentences by using learnt language material.	Participles – Present & Past Std. 10 Unit – 12 Magic ?, pp. 118
	13	Matching	(T)	Individual Work	To increase the knowledge of the students about the parallel words and phrases used in English language.	Replacing Words / Phrases Self made
	14	Paragraph Completion	(A)	Pair Work	To enable the students to fill in the blanks by filling appropriate word.	Prepositions Std. 11 Unit – 14 English in Correspondence, pp. 96
	15	Paragraph Redrafting	(A)	Individual Work	To enable the student to construct error free sentences related to punctuation marks.	Punctuation Marks Std. 8 Unit – 8 Hard of Hearing pp. 65

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Activity	1	Information Transfer	(A)	Individual Work	To enable the students to acquire the skill of organizing the tabular material in the form of question and answer.	Questions based on Time Table – Simple Present Tense Std. 8 Unit – 1 A Quiz, pp. 8
	2	Future Plan	(A)	Group Work	To give more and more opportunities to the students to talk, discuss and share their ideas with one another. To enable the students to use English in an imaginative situation.	Conversation based on Questions - Simple Future Tense (A) Std. 9 Unit – 7 26th January 2001 pp. 64 (B) Std. 9 Unit – 7 26th January 2001 pp. 64
	3	Viewpoint Manifestation	(A)	Group Work	To enable the students to speak in a totally unknown situation.	Ideology related to Lesson – Simple Present, Simple Past, Simple Future Tense Std. 8 Unit – 7 The Golden Touch, pp. 58
	4	Dialogue Formation	(A)	Pair Work	To enable the students to develop interactive skill in English communication while talking about third person.	Questions based on Diary - Simple Future Tense Std. 8 Unit – 5 Prince and his Friends pp. 41
	5	Role Play	(A)	Pair Work	To enable the students to develop interactive skill in English communication. To teach the students to react properly in a given situation at the time of group work, pair work or individual work.	Situation based Dialogue Std. 12 Unit – 16 Interview Techniques pp. 110
	6	Information Transfer	(A)	Individual Work	To enable the students to acquire the knowledge / skill of filling up form.	Sports Club Membership Form Std. 9 Unit – 2 Life, their School, pp. 17
	7	Open Endedness	(A)	Class Work	To provide exhaustive practice in the exhaustive use of English in day to day situation. To enable the students to speak in a totally unknown situation.	Joke competition Std. 9 Unit – 11 Let's Laugh, pp. 100
	8	Open Endedness	(A)	Class Work	To provide exhaustive practice in the exhaustive use of English in day to day situation. To enable the students to speak in a totally unknown situation.	A Class room Conference Std. 9 Unit – 13 Adolescents Speak pp. 117
	9	Notice Making	(A)	Group Work	To enable the students to acquire the knowledge of preparing notice on the basis of given explanation and to prepare explanation on the basis of given notice.	Notice and Explanation Std. 9 Unit – 1 The Selfish Giant pp. 8
	10	Central Talk	(A)	Group Work	To enable the students to express views on given topic in simple English. To increase general awareness of the students about environment.	Environmental Awareness – Imperative Sentence Std. 10 Unit – 13 A Journey to Jurassic pp. 120
	11	Poster Making	(A)	Individual Work	To enable the students to use their imagination and creative ability to prepare a poster on a given topic. To enable the students to correlate the information with pictures.	Poster Making on the theme of 'Silence' Std. 10 Unit – 5 Silence Please ! pp. 44
	12	Chain Story	(A)	Class Work	To involve students in comprehending, producing and interacting in the target language. To enable the students to use their imagination and creative ability to prepare a skit based on their knowledge.	Skit Making Self made
	13	Picture Description	(A)	Group Work	To enable the students to use their imagination and creative ability to interpret the picture.	Types of Surgery - Simple Present & Simple Past Tense Std. 12 Unit – 9 The Baby is Finally Ours pp. 65
	14	Natural Expression	(A)	Class Work	To give more and more opportunities to the students to talk, discuss and share their ideas with one another.	Speech Presentation Std. 8 Unit – 4 The Students' Council pp. 113
	15	Talking about..	(A)	Individual Work	To develop students' ability to do self-assessment that leads to empowerment.	Know Yourself with respect to your behaviour with Friends Std. 10 Unit – 3 Friendship : A Rainbow Forever, pp. 177

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Writing Tasks	1	Dialogue Completion	(A)	Pair Work	To enable the student to learn the skill completing dialogue by placing fitting responses. To enable the students to use the language fitting to the situation of given dialogue.	Situation based Dialogue : Witness of theft and Plan for Summer Vacation (A) Std. 9 Unit – Revision – I, pp. 46 (B) Std. 9 Unit – Revision – II, pp. 91
	2	Letter Completion	(A)	Individual Work	To enable the student to write a short composition in the form of letter on a given topic within the range of their experience.	Letter Writing : Experience of Rainy Season Std. 9 Unit – 4 Money Matters, pp. 35
	3	Demonstration	(A)	Individual Work	To enable the students to arrange the given material in a proper sequence and convert it in the form of paragraph	Imperative Instructions Std. 8 Unit – 4 Bamboo – A Wonderful Plant, pp. 34
	4	Advertisement Formation	(A)	Pair Work	To enable the student to learn the skill of arranging the available details at proper place to make the advertisement attractive.	Advertisement of Product Std. 8 Unit – 2 Let's Go Shopping pp. 11
	5	Message Formation	(A)	Individual Work	To enable the students to compose a message from the available information. To enable the students to give detailed overview of the events, matters or the persons	Message Writing based on Telephonic Talk Std. 10 Apexit Unit – 8 Message Writing pp. 121
	6	Dialogue Formation	(A)	Individual Work	To enable the student to be aware of the kind of language used in railway inquiry.	Language used for railway inquiry Std. 8 Unit – 12 Making a Parachute pp. 97
	7	Letter Completion	(A)	Individual Work	To enable the students to acquire the skill of completing letter by correlating appropriate words and points.	Letter of Congratulation & Response to Invitation Std. 10 Unit – Revision – I, pp. 48
	8	Creative Writing	(A)	Individual Work	To enable the students to express themselves correctly in simple written sentences. To enable the students to write creatively about totally unknown situation.	Paragraph Writing on Imaginative Situations and Assumption Std. 9 Unit – 12 The Experiment pp. 108
	9	Paragraph Formation	(A)	Individual Work	To enable the students to compose a paragraph by using the available material appropriately. To enable the students to express themselves correctly in simple written sentences.	Paragraph Writing based on given points / information Std. 9 Unit – Revision – II pp. 90
	10	Paragraph Formation	(A)	Individual Work	To enable the student to learn the skill of discriminating the available language material.	Paragraph Writing based on given points / information Std. 9 Unit – 10 The Blue Whale, pp. 86
	11	Strip Story	(A)	Class Work	To enable the students to comprehend what they have heard and arrange them by correlating in a proper sequence.	Reconstruction of Story Std. 10 Unit – 2 The Clever Shepherd pp. 18
	12	Reporting Observation	(A)	Individual Work	To enable the students to draft a paragraph and entitle it on the basis of the message interwoven in the available information.	Paragraph Drafting from available information Std. 10 Unit – 10 Diamonds are Forever pp. 95
	13	Picture Description	(A)	Pair Work	To enable the students to use their imagination and creative ability to interpret the picture and write a story based on it.	Interpretation of picture (A) Std. 10 Unit – 4 Bunty's Blue Bike, pp. 35 (B-1) Std. 11 Unit – 11 The Wrong House, pp. 77 (B-2) Std. 12 Unit – 1 Karma, pp. 4
	14	Talking about..	(A)	Individual Work	To enable the students to construct compound sentences for narration and description both oral and written. To enable the students to compose a paragraph by making use of guiding points.	Paragraph Writing about the Well-known Friend Std. 10 Unit – 15 Test of True Love pp. 145
	15	Notice Formation	(A)	Pair Work	To enable the students to compose a notice by making use of given details.	Making a Notice on 'Dance Competition' Std. 10 Unit – 11 Eleven and a Half Day pp. 110

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1
The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Pronunciation	1	Sound Identification	(T)	Individual Work	To enable the students to acquire skill of receiving various sound. To enable the students to comprehend what they have heard.	Identification of the sounds 'S' & 'Sh' Std. 8 Unit – 7 The Golden Touch pp. 55
	2	Drilling	(T)	Individual Work	To enable the students to acquire the skill of pronouncing words matching with the last sound.	Words having parallel Last Sound Pronunciation / Rhyming words Std. 8 Unit – 11 The Art of White Washing, pp. 85
	3	Stress Identification	(T)	Individual Work	To enable the student to acquire the skill of pronouncing words with proper stress.	Identification of Stress in the words Std. 8 Unit – 10 From Ketki to Mangalam, pp. 78
	4	Silent Letter Identification	(T)	Individual Work	To enable the students to acquire the skill of pronouncing words by omitting the silent letter.	Identification of Silent Letter Std. 8 Unit – 11 The Art of White Washing, pp. 85
	5	Drilling	(T)	Pair Work	To enable the students to acquire skill of receiving various sound. To enable the students to comprehend what they have heard.	Sound Pronunciation of 'St' at different places in Words. Std. 8 Unit – 14 The Students' Council pp. 110
	6	Word Identification	(T)	Individual Work	To enable the students to judge the right word based on the description.	A word for Description Std. 9 Unit – 1 Stories from the Panchatantram, pp. 5
	7	Similar but not the Same	(T)	Individual Work	To enable the students to identify and differentiate the words pronounced almost similarly.	Confusing Pronunciation Std. 9 Unit – 4 Money Matters, pp. 30
	8	Similar but not the Same	(T)	Individual Work	To enable the students to identify and differentiate the words sounding almost similar.	Confusing Pronunciation Std. 9 Unit – 13 Adolescents Speak pp. 113
	9	Rhyme Identification	(T)	Individual Work	To enable the students to identify and differentiate the words which rhyme similarly.	Identification of Rhyming Words Std. 9 Unit – 7 26th January 2001, pp. 61
	10	Drilling	(T)	Pair Work	To enable the students to acquire the skill of articulating the group of words by taking care of vowels and consonants.	Pronunciation of Group of Words Std. 10 Unit – 1 The Selfish Giant, pp. 4
	11	Sound Identification	(T)	Individual Work	To enable the students to recognize the sounds articulated differently.	Identification of the sounds - / s / and / z / Std. 10 Unit – 5 Silence Please !, pp. 39
	12	Sound Identification	(T)	Individual Work	To enable the students to identify the letter / letters indicating the sound / a / interwoven in the words.	Identification of the sound - / a / Std. 10 Unit – 6 A Wonderful Creation pp. 53
	13	Rhythm Chart Formation & Stress Identification	(A)	Pair Work	To enable students to acquire the skill of pronouncing words with proper stress. To enable the students to prepare rhythm-chart based on the stress system.	Identification of Stress and Preparation of Rhythm chart Std. 10 Unit – 7 Biorhythm pp. 61
	14	Poem Completion	(A)	Pair Work	To enable the students to acquire the skill of producing rhyming words.	Rhyming Words (A) Std. 8 Unit – Poem 3 Home, Sweet Home pp. 133 (B) Std. 10 Unit – 13 A Journey to Jurassic pp. 124 © Std. 9 Unit – 9 Uncle Ken at the Wicket pp. 75
	15	Spelling Game	(A)	Pair Work	To enable the students to acquire the skill of framing sentence carrying words starting with the same letter.	Tongue Twisters Std. 9 Unit – 6 Cheetah's Tears pp. 53

(A) : Activity (T) : Technique

Continued……

Table No. 4.2.3.1

The Details of Strategy Components with Language Components, Corresponding Objectives and the Content selected for the Instructional Inputs

		Strategy Components			Objectives	Content Within Text / Outside Text
		List of Techniques / Activities		Mode of Transaction		
Speaking Tasks	1	Sentence Formation	(A)	Class Work	To enable the students to learn sentence building and their pattern.	Miscellaneous Sentences : Present Continuous Tense Self made
	2	Telegraphic Message Formation	(A)	Pair Work	To enable the students to learn the skill of writing and expressing their message in the form of a telegraphic message.	Preparing a Telegraphic Message Std. 8 Unit – 10 From Ketki to Mangalam, pp. 78
	3	Natural Expression	(A)	Individual Work	To enable the students to learn the different ways of advising people.	Expressions relevant to various Situations Std. 9 Unit – 6 Cheetah's Tears, pp. 56
	4	Creative Speaking	(A)	Group Work	To enable the students to get agree, disagree or seeking agreement with the opinion or statement	Language Functions : Expressing Agreement, Expressing Disagreement, and Seeking Agreement Std. 11 Unit – 2 The Shepherd's Treasure pp. 9
	5	Situational Presentation	(A)	Pair Work	To enable the students to match the advices / suggestions with the fitting responses. To enable the students to learn the ways of responding to an advice or a suggestion.	Situations relevant to Advices / Suggestions and their Responses Std. 10 Unit – 12 Magic ?, pp. 115
	6	Matching	(T)	Individual Work	To enable the students to match the statement with the fitting language function. To enable the students to identify the functions of language interwoven in the statements.	Language Functions : 'request', 'advise', 'order', 'warning', and 'purpose' Std. 12 Unit – 12 My Childhood pp. 83
	7	Dramatization	(A)	Group Work	To enable the students to make use of various expressions in different situations.	Ways of Advising Std. 10 Unit – 11 Eleven and a Half Day pp. 105
	8	Conversation Formation	(A)	Pair Work	To enable the students to make use of the expressions with the fitting situations. To enable the students to learn Different functions of language like to make inquiry, to make suggestion and to make an apology.	Language Functions : to make inquiry, suggestion and an apology Std. 11 Unit – 6 The Girl on the Train pp. 40
	9	Creative Speaking	(A)	Group Work	To enable the students to make use of the expressions with the fitting situations. To enable the students to learn Different functions of language like to make a suggestion, accept suggestion and reject suggestion.	Language Functions : Making a suggestion, Accepting a suggestion and Rejecting a suggestion Std. 11 Unit – 8 Kalpana Chawla pp. 52
	10	Role Play	(A)	Pair Work	To enable the students to invite someone, to accept an invitation, and to refuse an invitation on certain occasions or programmes.	Language Functions : To invite someone, To accept an invitation, To refuse an invitation Std. 11 Unit – 8 Kalpana Chawla, pp. 53
	11	Interpretation of Movie	(A)	Group Work	To enable the students to get mastery over the language of description or narration. To enable the students to acquire the skill of movie description. To enable the students to use their imaginative and creating ability to interpret the movie.	Language of Narration : A Story Self made
	12	Picture Description	(A)	Pair Work	To enable the students to get mastery over the language of description or narration. To enable the students to acquire the skill of picture description. To enable the students to use their imaginative and creating ability to interpret the picture.	Language of Narration : Newspaper Cuttings Self made – Newspaper
	13	Interpretation of Picture	(A)	Group Work	To enable the students to use their imaginative and creating ability to interpret the picture.	Language of Narration Self made – Newspaper
	14	Telephonic Conversation Formation	(A)	Pair Work	To enable the students to think at the time of some emergency and converse on telephone effectively.	Language of Telephonic Conversation : Cue Cards Self made
	15	Dialogue Formation	(A)	Pair Work	To provide exhaustive practice in the exhaustive use of English in day to day situation. To enable the students to understand English used in conversation and talks delivered in fairly simple English.	Language of day to day life Self made - Magazine

(A) : Activity (T) : Technique

4.3. STEPS TOWARDS THE FINALIZATION OF THE STRATEGY

Based on the information obtained from the student teachers through the information schedule, the instructional inputs were selected as described in point no. **4.2.3.** But for the effective development of the strategy,the researcher felt it necessary to verify the information provided by the student teachers in the information schedule related to their level, knowledge andunderstanding of English language and communicative skills. Hence, the researcher conducted the pre-test with the objective of knowing the actual level of the student teachers. This step also facilitated the researcher to know about the real potential of the student teachers in terms of their communicative abilities in English. On the basis of the analysis of the results obtained from the pre-test, the researcher could judge the appropriateness of every instructional input selected for the strategy in the light of the actual communicative abilities of the student teachers. This further helped the researcher to modify / change the selected instructional inputs of the strategy wherever required.Thus, the strategy was finalized wherein the necessary alterations were made to enrich the strategy which was designed before conducting the pre-test as mentioned in point no. **4.2.3.**

4.4. IMPLEMENTATION OF THE DEVELOPED STRATEGY

During the year 2004-05, the developed strategy was implemented by the researcher to the group of ten student teachers from the selected non grant-in-aid B.EdCollege (affiliated to the Hemchandracharya North Gujarat University, Patan) with Teaching of English as a major method. First of all, the theoretical knowledge of Communicative Approach was provided to the student teachers by the researcher. Then, the student teachers were made aware about how to use the communicative approach practically in the school to teach various units of English subject during the practice teaching phases and internship programme as a part of B.Ed. curriculum. During these phases, the researcher himself personally observed the student teachers in the actual classroom situation teaching English subject using the communicative approach as a part of the implementation of the strategy.

The entire procedure of the implementation of the strategy considered a particular mechanism pursuing the following aspects of the strategy namely components, objectives to be achieved, technique, method and activities selected, content within the text and outside the text, and mode of transaction. Details regarding theadministration schedule of the strategy are given in the table no.**4.4.1.**

Table No. 4.4.1.

Administration Schedule of the Strategy

No.	**Administration Schedule of Strategy**	**Duration From……to……**	**Total Days**
1.	Commencement of Strategy	13 / 09 / 07	
2.	Strategy Implementation Phase	13 / 09 / 07 **to** 06 / 10 / 07	21 Days
3.	Practice Teaching Phase – I	08 / 10 / 07 **to** 20 / 10 / 07	12 Days
4.	Strategy Implementation Phase	22 / 10 / 07 **to** 27 / 10 / 07	06 Days
5.	Strategy Implementation Phase	30 / 11 / 07 **to** 15 / 12 / 07	15 Days
6.	Practice Teaching Phase – II	17 / 12 / 07 **to** 29 / 12 / 08	12 Days
7.	Strategy Implementation Phase	05 / 01 / 08 **to** 12 / 01 / 08	07 Days
8.	Practice Teaching Phase – III	16 / 01 / 08 **to** 25 / 01 / 08	09 Days
9.	Strategy Implementation Phase	28 / 01 / 08 **to** 08 / 02 / 08	11 Days
10.	Annual Lessons	11 / 02 / 08 **to** 14 / 03 / 08	04 Days
		Total :	97 Days

CHAPTER – V
DATA ANALYSIS AND INTERPRETATION

5.1. INTRODUCTION

The present chapter mainly deals with analysis and interpretation of collected data and then discussion based on it. Data Analysis means a critical examination of the collected and grouped data for studying the characteristics of the research project under consideration. Data analysis involves analysis of the reality in different parts and establishes relationship binding the different parts together. Data interpretation means explaining the effect in terms of causes.

Generally, it is observed that any developed strategy or programme is of no use until and unless its effectiveness is tested. On the basis of the effectiveness of the particular strategy or programme, its application level in real life situation or in any educational situation in the future perspective can be thought over. With the same intention, the researcher also tested the effectiveness of the developed strategy in the present study. To judge the effectiveness of the developed strategy, qualitative and quantitative analysis of the data were done using the techniques mentioned in the table no. 5.1.1.

Table No. 5.1.1.

Tools and Techniques

Name of the Tool	Usage of the Tool	Techniques used for Data Analysis
1. Information Schedule	- To understand entry behaviour of the student teachers.	**Qualitative & Quantitative Analysis** Content Analysis, Frequency Distribution and Percentage Analysis
2. Pre-test	- To test the previous knowledge of the student teachers (prior to implementation of the developed strategy).	**Quantitative Analysis** 1. Mean 2. Mean of Difference 3. Standard Deviation of Difference 4. Standard Error of Difference between Means 5. Degree of Freedom 6. 't' Value
3. Post-test	- To study the effectiveness of the developed strategy in terms of achievement of the student teachers (after implementation of the developed strategy).	**Quantitative Analysis** 1. Mean 2. Mean of Difference 3. Standard Deviation of Difference 4. Standard Error of Difference between Means 5. Degree of Freedom 6. 't' Value
4. Observation Schedule	- To study the effectiveness of the developed strategy a. in terms of achievement of the student teachers (during the Practice Teaching Programmes).	**Qualitative & Quantitative Analysis** (i) Observation of Actual Classroom Practices of Student Teachers during Practice Teaching Programme

5. Opinionnaire	- To study the effectiveness of the developed strategy b. in terms of the opinions of the student teachers towards the strategy.	(ii) Content Analysis, Frequency Distribution and Percentage Analysis **Qualitative & Quantitative Analysis** Content Analysis, Frequency Distribution, Percentage Analysis and Chi-square

The data collected with the help of various tools in the present study were analysed and interpreted under six sections as mentioned below :

5.2. Analysis of data based on Information Schedule.
5.3. Analysis of data based on Pre-test.
5.4. Analysis of data based on Post-test.
5.5. Analysis and Interpretation based on Comparison of Pre-test and Post-test Result.
5.6. Analysis and Interpretation of data based on Observation Schedule.
5.7. Analysis and Interpretation of data based on Opinionnaire.

5.2. ANALYSIS OF DATA BASED ON INFORMATION SCHEDULE

With the purpose of becoming familiar with the background of the selected sample of the student teachers and to identify their entry behaviour, an information schedule **(Appendix - A)** was developed and given to the student teachers. The information schedule contained three different sections in which the first section included the details regarding the name of the student teacher, name of the college, mother tongue and medium of instruction of the student teachers. The second section comprised of various questions in the form of close-ended items which were responded by the student teachers putting a tick mark according to their perception in the given space. The third section consisted of some questions in the form of open-ended items which were responded by the student teachers in terms of their views in written form in given lines.

The data obtained by the means of information schedule were analysed qualitatively through content analysis, frequency distribution and percentage analysis.

By analyzing the formal details regarding the first section where the student teachers were told to point out their mother tongue and medium of instruction, the researcher came to know that all the student teachers studied in Gujarati medium schools, Gujarati was their mother tongue and their medium of instruction was also Gujarati.

Table No. 5.2.1.

Percentage – wise Use of English Language responded by the Student Teachers

Form	Often	Very often	Sometimes	Rarely
Spoken	10 %	10 %	70 %	10 %
Written	80 %	-	10 %	10 %

In the second section, through their responses to the **first** question (refer table no. 5.2.1.), i.e. How often do you use English language ?, 70 % of the student teachers responded that they used English language sometimes in their verbal communication, 10 % of the student teachers responded that they used English language often in their verbal communication, while 10 % of the student teachers responded that they used English language very often in their verbal communication, and the rest 10 % of the student teachers responded that they used English language rarely in their verbal

communication. So far as the use of English language in writing by the student teachers was concerned, it was found from their responses that 80 % of the student teachers often used English language in their writing, 10 % of the student teachers sometimes used English language in their writing and the rest 10 % of the student teachers rarely used English language in their writing while no student teacher responded that English language was very often used in their writing.

The above data makes it clear that the use of English language made by the student teachers in terms of their writing aspect was very good while the use of English language by the student teachers in their verbal communication was comparatively not so good.

Table No. 5.2.2.

Student Teachers' Perception about Self-potential of LSRW Skills

Skill	Fairly Good	Good	Average	Poor
Reading	60 %	30 %	10 %	-
Listening	10 %	30 %	60 %	-
Writing	-	30 %	60 %	10 %
Speaking	-	30 %	70 %	-

Through the **second** question (refer table no. 5.2.2.), the researcher tried to know about the efficiency of the student teachers in reading, listening, writing and speaking skills. Through their responses to this question with respect to reading skill, 60 % of the student teachers mentioned that their efficiency in reading skill was fairly good, 30 % of the student teachers mentioned that their efficiency in reading skill was good, while 10 % of the student teachers mentioned that their efficiency in reading skill was average, and none of the student teachers mentioned that their reading skill was poor. Through their responses to this question with respect to listening skill, 60 % of the student teachers mentioned that their efficiency in listening skill was average, 30 % of the student teachers mentioned that their efficiency in listening skill was good, while only 10 % of the student teachers were of the view that their efficiency in listening skill was fairly good, and none of the student teachers mentioned that their listening skill was poor. Through their responses to this question with respect to writing skill, 60 % of the student teachers were of the views that their efficiency in writing skill was average, 30 % of the student teachers mentioned that their efficiency in writing skill was good,

and 10 % of the student teachers mentioned that their efficiency in writing skill was poor, while none of the student teachers mentioned that their writing skill was fairly good. Through their responses to this question with respect to speaking skill, 70 % of the student teachers mentioned that their efficiency in speaking skill was average, and 30 % of the student teachers mentioned that their efficiency in speaking skill was good, while none of the student teachers mentioned that their speaking skill was either fairly good or poor. Thus, the perceptions of the student teachers reflected that they had good efficiency in reading and listening skills while the student teachers admitted to have average efficiency in their writing and speaking skills. Thus, it is evident from the obtained data that writing and speaking skills of the student teachers were strongly needed to be strengthened.

Table No. 5.2.3.

Student Teachers' Reflections on Essentiality of Knowledge of English Language

Agree	Disagree	To Some Extent	Indifferent
100 %	-	-	-

In response to the **third** question (refer table no. 5.2.3.) i.e. at present, the knowledge of English is essential; all the student teachers agreed that the knowledge of English is essential at present. Thus, all the student teachers possessed common perception of complete agreement with respect to the essentiality of knowledge of English language.

Table No. 5.2.4.

Information provided by Student Teachers on their Oral Usage of English Language

Place of Usage	Use in Percentage
College	30 %
Class	10 %
College and class	20 %
At home	-
College & other than college, home and class	10 %
Class & other than class, college and home	20 %
Other than college, home and class	10 %

In response to the **fourth** question (refer table no. 5.2.4.) i.e. Where do you speak English ?, 30 % of the student teachers responded to be speaking English language in college, 20 % of the student teachers responded to be speaking English language in college as well as in classroom, 20 % of the student teachers responded to be speaking English language in classroom as well as in other places, 10 % of the student teachers responded to be speaking English language in college as well as in other places, 10 % of the student teachers responded to be speaking English language only in classroom, and the rest 10 % of the student teachers responded to be speaking English language in other places than in college and classroom while none of the student teachers responded to be speaking English at home.

With reference to the use of English language for carrying out verbal communication by the student teachers, the obtained data make it clear that the student teachers used English language at a very restricted level and in exceptional circumstances at college, in class, home and in other places. This is to be noted here that the figures given in the table indicate the use of English language for particular purpose in percentage as responded by the student teachers.

Table No. 5.2.5.
Use of English Language by Student Teachers for Various Communication Purposes

Purpose	Very often		Often		Some-times		Rarely		Never		Did not Respond	
	Sp.	Wr	Sp.	Wr	Sp.	Wr	Sp.	Wr	Sp.	Wr	Sp.	Wr.
Thanking and responding	-	-	50	30	40	60	-	10	10	-	-	-
Requesting and responding	-	-	10	10	70	10	10	10	10	-	-	70
Apologizing and responding	-	-	40	-	30	20	20	10	10	-	-	70
Complaining and responding	-	-	10	-	20	20	40	10	20	10	10	60
Greeting and responding	-	-	30	-	40	20	10	-	10	-	10	80

Inquiring and Responding	-	-	20	-	30	10	20	10	20	10	10	70
Informing and responding	-	-	-	-	30	-	40	10	20	10	10	80
Advising and responding	-	-	-	-	40	-	40	10	10	10	10	80
Offering help and responding	-	-	20	-	-	10	50	10	10	10	20	70
Asking for help and responding	-	-	10	-	50	10	20	10	10	10	10	70
Taking and giving message on Telephone and responding	-	-	30	20	40	60	20	20	-	-	10	-
Giving or Receiving instruction and responding	-	-	10	-	20	10	60	10	10	10	-	70
Complementing or Appreciating and responding	-	-	20	-	70	10	10	10	-	10	-	70
Agreeing or Disagreeing and responding	-	-	30	-	30	-	20	-	20	30		70
Scolding and responding	-	-	-	-	20	-	30	-	40	40	10	60
Asking for …….. and responding	-	-	10	-	40	-	40	10	10	10		80
Predicting & Planning for future	-	-	10	-	10	-	70	10	10	10		80
Narrating stories and events of past	-	-	-	-	30	10	50	10	10	10	10	70

In response to the **fifth** question (refer table no. 5.2.5.) i.e. Do you use English language for the following purposes ?, variation was found in the responses of student teachers with reference to their use of English language for various communication purposes.

With regards to the use of English language for **thanking and responding** purpose in verbal communication by the student teachers, 50 % of the student teachers responded that they often used English for thanking and responding purpose in their verbal communication and 40 % of the student teachers responded that they sometimes used English for thanking and responding purpose in their verbal communication while 10 % of the student teachers admitted that they never used English for thanking and responding purpose in their verbal communication. So far as the use of English language for thanking and responding purpose in writing was concerned, 30 % of the student teachers responded that they often used English for thanking and responding purpose in their writing, 60 % of the student teachers responded that they sometimes used English for thanking and responding purpose in their writing and 10 % of the student teachers responded that they rarely used English for thanking and responding purpose in their writing.

With regards to the use of English language for **requesting and responding** purpose in verbal communication, 10 % of the student teachers responded that they often used English for requesting and responding purpose in their verbal communication, 70 % of the student teachers responded that they sometimes used English for requesting and responding purpose in their verbal communication and 10 % of the student teachers responded that they rarely used English for requesting and responding purpose in their verbal communication while the rest 10 % of the student teachers admitted that they never used English for requesting and responding purpose in their verbal communication. So far as the use of English language for requesting and responding purpose in writing was concerned, 10 % of the student teachers responded that they often used English for requesting and responding purpose in their writing, 10 % of the student teachers responded that they sometimes used English for requesting and responding purpose in their writing and 10 % of the student teachers responded that they rarely used English for requesting and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **apologizing and responding** purpose in verbal communication, 40 % of the student teachers responded that they often used English for apologizing and responding purpose in their verbal communication, 30 % of the student teachers responded that they sometimes used English for apologizing and responding purpose in their verbal communication, 20 % of the student teachers responded that they rarely used English for apologizing and responding purpose in their verbal communication and 10 % of the student teachers responded that they never used English for apologizing and responding purpose in their verbal communication. So far as the use of English language for apologizing and responding purpose in writing was concerned, 20 % of the student teachers responded that they sometimes used English for apologizing and responding purpose in their writing and 10 % of the student teachers responded that they rarely used English for apologizing and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **complaining and responding** purpose in verbal communication, 10 % of the student teachers responded that they often used English for complaining and responding purpose in their verbal communication, 20 % of the student teachers responded that they sometimes used English for complaining and responding purpose in their verbal communication, 40 % of the student teachers responded that they rarely used English for complaining and responding purpose in their verbal communication and 20 % of the student teachers were of the view that they never used English for complaining and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for complaining and responding purpose in writing was concerned, 20 % of the student teachers responded that they sometimes used English for complaining and responding purpose in their writing, 10 % of the student teachers responded that they rarely used English for complaining and responding purpose in their writing and 10 % of the student teachers were of the view that they never used English for complaining and responding purpose in their writing while the rest 60 % of the student teachers did not respond in this respect.

With regards to the use of English language for **greeting and responding** purpose in verbal communication, 30 % of the student teachers responded that they often used English for greeting and responding purpose in their verbal communication,

40 % of the student teachers responded that they sometimes used English for greeting and responding purpose in their verbal communication, 10 % of the student teachers responded that they rarely used English for greeting and responding purpose in their verbal communication and 10 % of the student teachers accepted that they never used English for greeting and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for greeting and responding purpose in writing was concerned, only 20 % of the student teachers acknowledged that they sometimes used English language for greeting and responding purpose in their writing while the rest 80 % of the student teachers did not respond in this respect.

With regards to the use of English language for **inquiring and responding** purpose in verbal communication by the student teachers, 20 % of the student teachers responded that they often used English for inquiring and responding purpose in their verbal communication, 30 % of the student teachers responded that they sometimes used English for inquiring and responding purpose in their verbal communication, 20 % of the student teachers responded that they rarely used English for inquiring and responding purpose in their verbal communication and 20 % of the student teachers admitted that they never used English for inquiring and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for inquiring and responding purpose in writing was concerned, 10 % of the student teachers were of the view that they sometimes used English for inquiring and responding purpose in their writing, 10 % of the student teachers rarely used English for inquiring and responding purpose in their writing and 10 % of the student teachers never used English for inquiring and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **informing and responding** purpose in verbal communication, 30 % of the student teachers responded that they sometimes used English for informing and responding purpose in their verbal communication, 40 % of the student teachers responded that they rarely used English for informing and responding purpose in their verbal communication and 20 % of the student teachers acknowledged that they never used English for informing and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for

informing and responding purpose in writing was concerned, 10 % of the student teachers responded that they rarely used English for informing and responding purpose in their writing and 10 % of the student teachers admitted that they never used English for informing and responding purpose in their writing while the rest 80 % of the student teachers did not respond in this respect.

With regards to the use of English language for **advising and responding** purpose in verbal communication by the student teachers, 40 % of the student teachers responded that they sometimes used English for advising and responding purpose in their verbal communication, 40 % of the student teachers responded that they rarely used English for advising and responding purpose in their verbal communication and 10 % of the student teachers responded that they never used English for advising and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for advising and responding purpose in writing was concerned, 10 % of the student teachers were of the view that they rarely used English for advising and responding purpose in their writing and 10 % of the student teachers admitted that they never used English for advising and responding purpose in their writing, while the rest 80 % of the student teachers did not respond in this respect.

With regards to the use of English language for **offering help and responding** purpose in verbal communication by the student teachers, 20 % of the student teachers responded that they often used English for offering help and responding purpose in their verbal communication, 50 % of the student teachers responded that they rarely used English for offering help and responding purpose in their verbal communication and 10 % of the student teachers responded that they never used English for offering help and responding purpose in their verbal communication while the rest 20 % of the student teachers did not respond in this respect. So far as the use of English language for offering help and responding purpose in writing was concerned, 10 % of the student teachers responded that they sometimes used English for offering help and responding purpose in their writing, 10 % of the student teachers responded that they rarely used English for offering help and responding purpose in their writing and 10 % of the student teachers responded that they never used English for offering help and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **asking for help and responding** purpose in verbal communication by the student teachers, 10 % of the student teachers responded that they often used English for asking for help and responding purpose in their verbal communication, 50 % of the student teachers responded that they sometimes used English for asking for help and responding purpose in their verbal communication, 20 % of the student teachers responded that they rarely used English for asking for help and responding purpose in their verbal communication and 10 % of the student teachers responded that they never used English for asking for help and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for offering help and responding purpose in writing was concerned, 10 % of the student teachers responded that they sometimes used English for asking for help and responding purpose in their writing, 10 % of the student teachers responded that they rarely used English for asking for help and responding purpose in their writing and 10 % of the student teachers responded that they never used English for asking for help and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **taking and giving message on telephone and responding** purpose in verbal communication by the student teachers, 30 % of the student teachers responded that they often used English for taking and giving message on telephone and responding purpose in their verbal communication, 40 % of the student teachers responded that they sometimes used English for taking and giving message on telephone and responding purpose in their verbal communication and 20 % of the student teachers responded that they rarely used English for taking and giving message on telephone and responding purpose in their verbal communication and the rest 10 % of the student teachers admitted that they never used English for taking and giving message on telephone and responding purpose in their verbal communication. So far as the use of English language for taking message on telephone and making a note of that message in writing was concerned, 20 % of the student teachers responded that they often used English for taking message on telephone and making a note of that message in writing, 60 % of the student teachers sometimes used English for taking message on telephone and making a note of that message in writing and the rest 20 % of the student teachers rarely used English for taking message on telephone and making a note of that message in writing.

With regards to the use of English language for **giving or receiving instruction and responding** purpose in verbal communication by the student teachers, 10 % of the student teachers responded that they often used English for giving or receiving instruction and responding purpose in their verbal communication, 20 % of the student teachers responded that they sometimes used English for giving or receiving instruction and responding purpose in their verbal communication, 60 % of the student teachers responded that they rarely used English for giving or receiving instruction and responding purpose in their verbal communication and 10 % of the student teachers acknowledged that they never used English for giving or receiving instruction and responding purpose in their verbal communication. So far as the use of English language for giving instruction in writing was concerned, 10 % of the student teachers responded that they sometimes used English for giving instruction in their writing, 10 % of the student teachers responded that they rarely used English for giving instruction in their writing and 10 % of the student teachers responded that they never used English for giving instruction in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **complementing or appreciating and responding** purpose in verbal communication, 20 % of the student teachers responded that they often used English for complementing or appreciating and responding purpose in their verbal communication, 70 % of the student teachers responded that they sometimes used English for complementing or appreciating and responding purpose in their verbal communication and the rest 10 % of the student teachers responded that they rarely used English for complementing or appreciating and responding purpose in their verbal communication. So far as the use of English language for complementing or appreciating and responding purpose in writing was concerned, 10 % of the student teachers responded that they sometimes used English for complementing or appreciating and responding purpose in their writing, 10 % of the student teachers responded that they rarely used English for complementing or appreciating and responding purpose in their writing and 10 % of the student teachers responded that they never used English for complementing or appreciating and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **agreeing or disagreeing and responding** purpose in verbal communication by the student teachers, 30 % of the

student teachers responded that they often used English for agreeing or disagreeing and responding purpose in their verbal communication, 30 % of the student teachers responded that they sometimes used English for agreeing or disagreeing and responding purpose in their verbal communication, 30 % of the student teachers responded that they rarely used English for agreeing or disagreeing and responding purpose in their verbal communication and the rest 20 % of the student teachers were of the view that they never used English for agreeing or disagreeing and responding purpose in their verbal communication. So far as the use of English language for agreeing or disagreeing and responding purpose in writing was concerned, none of the student teacher responded of ever using English for agreeing or disagreeing and responding purpose in writing. 30 % of the student teachers accepted that they never used English for agreeing or disagreeing and responding purpose in their writing while the rest 70 % of the student teachers did not respond in this respect.

With regards to the use of English language for **scolding and responding** purpose in verbal communication by the student teachers, 20 % of the student teachers responded that they sometimes used English for scolding and responding purpose in their verbal communication, 30 % of the student teachers responded that they rarely used English for scolding and responding purpose in their verbal communication and 40 % of the student teachers responded that they never used English for scolding and responding purpose in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for scolding and responding purpose in writing was concerned, none of the student teacher responded of ever using English for scolding and responding purpose in writing. 40 % of the student teachers accepted that they never used English for scolding and responding purpose in their writing while the rest 60 % of the student teachers did not respond in this respect.

With regards to the use of English language for **asking for…(something) and responding** purpose in verbal communication by the student teachers, 10 % of the student teachers responded that they often used English for asking for…(something) and responding purpose in their verbal communication, 40 % of the student teachers responded that they sometimes used English for asking for…(something) and responding purpose in their verbal communication, 40 % of the student teachers responded that they rarely used English for asking for…(something) and responding purpose in their verbal communication and the rest 10 % of the student teachers

responded that they never used English for asking for…(something) and responding purpose in their verbal communication. So far as the use of English language for asking for…(something) and responding purpose in writing was concerned, 10 % of the student teachers responded that they rarely used English for asking for…(something) and responding purpose in their writing and 10 % of the student teachers responded that they never used English for asking for…(something) and responding purpose in their writing while the rest 80 % of the student teachers did not respond in this respect.

With regards to the use of English language for **predicting & planning and responding** purpose in verbal communication by the student teachers, 10 % of the student teachers responded that they often used English for predicting & planning and responding purpose in their verbal communication, 10 % of the student teachers responded that they sometimes used English for predicting & planning and responding purpose in their verbal communication 70 % of the student teachers responded that they rarely used English for predicting & planning and responding purpose in their verbal communication and the rest 10 % of the student teachers admitted that they never used English for predicting & planning and responding purpose in their verbal communication. So far as the use of English language for predicting & planning and responding purpose in writing was concerned, 10 % of the student teachers responded that they rarely used English for predicting & planning and responding purpose in their writing and 10 % of the student teachers responded that they never used English for predicting & planning and responding purpose in their writing while the rest 80 % of the student teachers did not respond in this respect.

With regards to the use of English language for **narrating stories and events of past** in verbal communication by the student teachers, 30 % of the student teachers responded that they sometimes used English for narrating stories and events of past in their verbal communication, 50 % of the student teachers responded that they rarely used English for narrating stories and events of past in their verbal communication and 10 % of the student teachers were of the view that they never used English for narrating stories and events of past in their verbal communication while the rest 10 % of the student teachers did not respond in this respect. So far as the use of English language for narrating stories and events of past in writing was concerned, 10 % of the student teachers responded that they sometimes used English for narrating stories and events of past in their writing, 10 % of the student teachers responded that they rarely used English for narrating stories and events of past in their writing and 10 % of the student

teachers admitted that they never used English for narrating stories and events of past in their writing while the rest 70 % of the student teachers did not respond in this respect.

With respect to the use of English language by the student teachers for attaining various communication purposes like thanking, requesting, apologizing, complaining, greeting, inquiring, informing, advising, offering help, giving or receiving instruction, complementing, agreeing or disagreeing, scolding, asking for something, predicting and planning, narrating stories and events of past, none of the student teachers responded that they used English very often for any communication purposes. Out of the total number of student teachers, 16.67 % of the student teachers responded that they often used English language in their verbal communication to attain various language purposes, 33.89 % of the student teachers responded that they sometimes used English language in their verbal communication to attain various language purposes, and 30.56 % of the student teachers responded that they rarely used English language in their verbal communication to attain various language purposes and 12.78 % of the student teachers responded that they never used English language in their verbal communication to attain various language purposes while the rest 6.11 % of the student teachers did not respond in this respect.

With respect to the use of English language by the student teachers for attaining various communication purposes in their writing, 3.33 % of the student teachers responded that they often used English language in their writing to attain various language purposes, 13.89 % of the student teachers responded that they sometimes used English language in their writing to attain various language purposes, 8.89 % of the student teachers responded that they rarely used English language in their writing to attain various language purposes and 10.00 % of the student teachers responded that they never used English language in their writing to attain various language purposes while the rest 63.89 % of the student teachers did not respond in this respect.

In all, 81.10 % of the student teachers responded that they often, sometimes or rarely used English language in their verbal communication to attain various language purposes and 26.11 % of the student teachers responded that they often, sometimes or rarely used English language in their writing to attain various language purposes. Thus, the extensive use of English was reflected in the verbal communication of the student teachers but less in their writing which highlights the prevailing imbalance in the speaking and writing efficiency of the student teachers.

Table No. 5.2.6.

Reflections of Student Teachers on Necessity of English Language for Various Communicative Tasks

No.	Communicative Tasks	V.Imp	Imp.	N.Imp
1	To enjoy programme on Radio, T.V.,Video and Movies	20 %	80 %	-
2	To read English newspaper, magazines, books, journals, periodicals	90 %	-	10 %
3	To understand lectures, commentaries, notices, job advertisement	80 %	20 %	-
4	To understand letters, telegrams, applications	60 %	40 %	-
5	To take part in discussion, debate, seminar	40 %	40 %	20 %
6	To discuss, seek clarification, to argue, to ask questions	50 %	40 %	10 %
7	To get and give information and direction	10 %	80 %	10 %
8	To write letters, applications, assignment, reports	70 %	30 %	-
9	To fill in the form of examination, scholarship, concession, reservation and cancellation in railway	80 %	20 %	-
10	To fill in the form of new account in bank / post office, draft, cheque, depositing and withdrawing money	70 %	30 %	-

V. Imp. - Very Important **Imp.** - Important **N. Imp.** - Not Important

In response to the **sixth** question (refer table no. 5.2.6.) where the student teachers were asked whether they needed English language to carry out several routine tasks, the student teachers responded to this question by giving their views for the given statements as per their perception.

With respect to the **first** statement i.e. do you need English language to enjoy programme on Radio, T.V., Video and Movies, 20 % of the student teachers considered English very important for this task and 80 % of the student teachers considered English important for the said task.

With respect to the **second** statement i.e. do you need English language to read English newspaper, magazines, books, journals, periodicals, 90 % of the student teachers considered English very important for this task and 10 % of the student teachers did not consider English important for the said task.

With respect to the **third** statement i.e. do you need English language to understand lectures, commentaries, notices, job advertisement, 80 % of the student teachers considered English very important for this task and 20 % of the student teachers considered English important for the said task.

With respect to the **fourth** statement i.e. do you need English language to understand letters, telegrams, applications, 60 % of the student teachers considered English very important for this task and 40 % of the student teachers considered English important for the said task.

With respect to the **fifth** statement i.e. do you need English language to take part in discussion, debate, seminar, 40 % of the student teachers considered English very important for this task and 40 % of the student teachers considered English important for the said task and the rest 20 % of the student teachers did not consider English important for the said task.

With respect to the **sixth** statement i.e. do you need English language to discuss, seek clarification, to argue, to ask questions, 50 % of the student teachers considered English very important for this task and 40 % of the student teachers considered English important for this task while the rest 10 % of the student teachers did not consider English important for the said task.

With respect to the **seventh** statement i.e. do you need English language to get and give information and direction, 10 % of the student teachers considered English very important for this task and 80 % of the student teachers considered English important for this task while the rest 10 % of the student teachers did not consider English important for the said task.

With respect to the **eighth** statement i.e. do you need English language to write letters, applications, assignment, reports, 70 % of the student teachers considered English very important for this task and 30 % of the student teachers considered English important for the said task.

With respect to the **ninth** statement i.e. do you need English language to fill in the form of examination, scholarship, concession, reservation and cancellation in railway, 80 % of the student teachers considered English very important for this task and 20 % of the student teachers considered English important for the said task.

With respect to the **tenth** statement i.e. do you need English language to fill in the form of new account in bank / post office, draft, cheque, depositing and withdrawing money, 70 % of the student teachers considered English very important for this task and 30 % of the student teachers considered English important for the said task.

Through the responses of the student teachers regarding their use of English language to attain different language tasks, it was found that 57.00 % of the student teachers considered English language very important for carrying out various communicative tasks, 38.00 % of the student teachers considered English language important for carrying out various communicative tasks while the rest 5.00 % of the student teachers did not consider English language important for carrying out various communicative tasks.

Looking at the obtained data, it is quite clear that except only 5.00 % of the student teachers, 95 % of the student teachers accepted the importance of English language for carrying out various communicative tasks.

Table No. 5.2.7.

Probable Causes pointed out by Student Teachers' behind their not being good at English

Probable Causes pointed out by the Student Teachers	**Student Teachers' Perception in Percentage**
- Lack of Proper Guidance - Lack of Proper Background - Deficient Teaching Methods	50 %
- Lack of Proper Guidance - Deficient Teaching Methods	20 %
- Lack of Sincerity on Our Side	20 %
- Toughness of the Language	10 %

In response to the **seventh** question (refer table no. 5.2.7.) where the student teachers were asked if they feel that they are not good at English, what are the probable causes behind that, 50 % of the student teachers were of the view that lack of proper guidance, lack of proper background and deficient teaching methods were the probable causes behind their not being good at English, 20 % of the student teachers were of the view that lack of proper guidance and deficient teaching methods were the probable causes behind their not being good at English, 20 % of the student teachers admitted that lack of sincerity on their side was the probable cause behind their not being good at English and the rest 10 % of the student teachers considered toughness of the language as a probable cause behind their not being good at English.

Table No. 5.2.8.

Student Teachers' Perception regarding the Method or Approach helpful in fulfilling various Communicative Requisites

Method or Approach pointed out by the Student Teachers	Student Teachers' Perception in Percentage
Direct Method & Communicative Approach	80 %
Grammar Translation Method & Communicative Approach	10 %
Grammar Translation Method	10 %

In the **eighth** question (refer table no. 5.2.8.), the student teachers were told to give their views about the approach or method they thought could help them in fulfilling their communicative requisites (communicative purposes & tasks – refer table no. 5.2.5. & 5.2.6.) and to specify the reasons behind their particular perception. In response to this question, 80 % of the student teachers were of the view that direct method and communicative approach could help them in fulfilling their communicative requisites (purposes & tasks), 10 % of the student teachers were of the view that grammar translation method and communicative approach could help them in fulfilling their communicative requisites (purposes & tasks) and the rest 10 % of the student teachers were of the view that grammar translation method could help them in fulfilling their communicative requisites (purposes & tasks). The reasons produced by the student teachers behind their particular perceptions are given below :

Student Teachers' Perceptions in favour of Direct Method :

- It is English to English conversation so students can speak without fear.
- English is learnt through English to English interaction and it improves reading and speaking skills.
- Due to English to English conversation, English language becomes powerful.
- Due to this method students learn English as they learn their mother tongue.
- Due to English to English interaction, our pronunciations are improved and it helps in building up vocabulary.

Student Teachers' Perceptions in favour of Communicative Approach :

- This approach teaches language of day to day life.
- In communicative approach, grammar is not so important. So, students can express themselves easily in written and spoken English.
- This approach is helpful in discussion, conversation, writing letters etc.

Student Teachers' Perceptions in favour of Grammar Translation Method :

- This method is helpful in understanding subject matter properly.
- This method is helpful in comprehending subject matter properly.
- This method is helpful in expressing views properly.

From the perceptions of the student teachers regarding the method or approach fulfilling various language (communicative) requisites, direct method and communicative approach were revealed to be the most helpful method and approach.

By reviewing the above mentioned reasons produced by the student teachers behind their perceptions in favour of particular method or approach, it is evident that most of the produced reasons were not based on logic, seemed irrelevant and reflected their ignorance with respect to the meaning, conceptual framework and importance of various methods as well as approaches.

Through the **ninth** question, the researcher tried to know whether the student teachers knew the method or approach that has been adopted in framing the syllabus of the current textbooks of English language. In response to this question, only 40 % of the student teachers responded that the communicative approach has been adopted in framing the syllabus of current English textbooks. 30 % of the student teachers were of the view that grammar translation method has been in existence in the current English textbooks, 10 % of the student teachers were of the view that direct method has been in existence in the prevailing English textbook, while the rest 20 % of the student teachers did not respond in this respect.

From the above mentioned responses, 60 % of the student teachers were found to be ignorant about the fact that the current English textbooks have been framed adopting communicative approach. Only 40 % of the student teachers were found to be aware about the fact that the current English textbooks have communicative approach in their centre.

In response to the **tenth** question where the student teachers were told to define the communicative approach in their words, only 60 % of the student teacher could define communicative approach and the rest 40 % of the student teachers could not define communicative approach and did not write anything in the given lines for defining communicative approach. By analyzing the obtained 60 % responses, the researcher found that out of 60 % of the student teachers; only 30 % of the student teachers could give the definitions nearer to the actual definitions to some extent while the rest 30 % of the student teachers defined communicative approach irrelevantly, based on only guess work and lacking clarity.

From the definitions of the communicative approach given by the student teachers, it was revealed that the student teachers were very far from the theoretical concept of the communicative approach and were unclear about what actually the communicative approach is.

In response to the **eleventh** question where the student teachers were asked whether they had come across any technique to teach any content through the communicative approach taught by their teachers, 80 % of the student teachers were of the view that they had not come across any technique to teach any content through the communicative approach taught by their teachers and 20 % of the student teachers responded to have come across some techniques to teach content through the communicative approach taught by their teachers. On being asked to specify the techniques, out of 20 % of the student teachers, 10 % of the student teachers specified some techniques which were unspecific and irrelevant while the rest 10 % of the student teachers specified some useful and suitable techniques. From the obtained responses, it became quite clear that most of the student teachers had no experience of the techniques to teach any content through the communicative approach provided by their teachers.

In response to the **twelfth** question where the student teachers were asked whether they had ever taught their students through the communicative approach, all the student teachers (100 %) responded that they had no experience of teaching through the communicative approach.

On the basis of the responses obtained from question no. eleventh and twelfth, it becomes quite obvious that the student teachers had no touch with the communicative approach from learning as well as teaching perspectives.

Table No. 5.2.9

The Area felt Most Difficult by the Student Teachers in Teaching – Learning English Language

The Area of English Language	Student Teachers' Perception in Percentage
- Vocabulary - Comprehension - Grammar	40 %
- Pronunciation - Speaking task	30 %
- Activity - Writing task	30 %

In response to the **thirteenth** question where the student teachers were asked to specify the area they felt most difficult while teaching - learning English language (refer table no. 5.2.9.), 40 % of the student teachers admitted to have difficulties in the area of vocabulary, comprehension and grammar. 30 % of the student teachers were of the view that they felt difficulties in the area of pronunciation and speaking while the rest 30 % of the student teachers expressed to have difficulties in the area of activity and writing.

Looking at the reflections of the student teachers with respect to the areas felt most difficult by them in teaching learning English language, it is very clear that almost all the areas were felt difficult by the student teachers.

In response to the **fourteenth** question where the student teachers were told to mention different techniques they knew to introduce vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task, various techniques were mentioned by the student teachers.

Here, this is to be noted that most of the student teachers had mentioned more than one technique / activity to introduce particular language component and the responses in number given in the table presents the perception of all the student teachers together. So, the percentage wise analysis presented in the various tables shows the percentage of particular technique specified by total number of student teachers.

The details regarding the mentioned techniques and activities in number as well as in percentage are as under :

Table No. 5.2.10.

Techniques / Activities mentioned by Student Teachers to enhance Language Components

Language Components	Student Teachers' Correct Response in Number	Student Teachers' Correct Response in Percentage	Student Teachers' Incorrect Response in Number	Student Teachers' Incorrect Response in Percentage	Total Number of Technique / Activity
Vocabulary	32	74.42 %	11	25.58 %	43
Comprehension	8	22.86 %	27	77.74 %	35
Grammar	8	26.67 %	22	73.33 %	30
Activity	15	50.00 %	15	50.00 %	30
Writing task	11	37.93 %	18	62.07 %	29
Pronunciation	4	14.29 %	24	85.71 %	28
Speaking task	10	37.03 %	17	62.97 %	27

Techniques / Activities to introduce Vocabulary :

With reference to the techniques / activities mentioned by the student teachers to introduce vocabulary (refer table no. 5.2.10.), it was found that 74.42 % of the techniques / activities mentioned by the student teachers were relevant and correct while 25.58 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.11.

Techniques / Activities mentioned by Student Teachers to introduce Vocabulary

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
By giving synonym	80 %
By giving antonym	50 %
By doing an action	50 %
By using a word in a sentence	30 %
By giving an explanation	30 %
By giving an example	30 %
By drawing on black board	20 %
By creating a situation	20 %
By showing a picture	10 %

In the list of specified techniques / activities to introduce vocabulary (refer table no. 5.2.11.), 'by giving synonym' was mentioned by 80 % of the student teachers, 'by giving antonym' was mentioned by 50 % of the student teachers, 'by doing an action' was mentioned by 50 % of the student teachers, 'by using a word in a sentence' was mentioned by 30 % of the student teachers, 'by giving an explanation' was mentioned by 30 % of the student teachers, 'by giving an example' was mentioned by 30 % of the student teachers, 'by drawing on black board' was mentioned by 20 % of the student teachers, 'by creating a situation' was mentioned by 20 % of the student teachers and 'by showing a picture' was mentioned by 10 % of the student teachers.

Techniques / Activities to assess comprehension of the subject matter learnt by the students :

With reference to the techniques / activities mentioned by the student teachers to assess comprehension (refer table no. 5.2.10.), it was found that 22.86 % of the techniques / activities mentioned by the student teachers were relevant and correct while 77.74 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.12.

Techniques / Activities mentioned by Student Teachers to assess Comprehension

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Questions based on paragraph	40 %
Questions based on dialogue	20 %
Questions based on picture	20 %

In the list of specified techniques / activities to assess comprehension (refer table no. 5.2.12.), 'questions based on paragraph' was mentioned by 40 % of the student teachers, 'questions based on dialogue' was mentioned by 20 % of the student teachers and 'questions based on picture' was mentioned by 20 % of the student teachers.

Techniques / Activities to teach Grammar :

With reference to the techniques / activities mentioned by the student teachers to teach grammar (refer table no. 5.2.10.), it was found that 26.67 % of the techniques / activities mentioned by the student teachers were relevant and correct while 73.33 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.13.

Techniques / Activities mentioned by Student Teachers to teach Grammar

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Drilling	40 %
Fill in the blanks with appropriate option	20 %
Sentence completion	10 %
Join the sentence or matching	10 %

In the list of specified techniques / activities to teach grammar (refer table no. 5.2.13.), 40 % of the student teachers pointed out 'drilling', 20 % of the student teachers pointed out 'fill in the blanks with appropriate option', 10 % of the student teachers pointed out 'sentence completion' and 10 % of the student teachers pointed out 'join the sentence or matching' as techniques / activities to teach grammar.

Techniques / Activities to organize Activity :

With reference to the techniques / activities mentioned by the student teachers to organize activity (refer table no. 5.2.10.), it was found that 50.00 % of the techniques / activities mentioned by the student teachers were relevant and correct while 50.00 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.14.

Techniques / Activities mentioned by Student Teachers to organize Activity

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Group discussion	40 %
Picture description	30 %
Story formation	20 %
Letter formation	20 %
Dialogue formation	10 %
Language games	10 %
Drama	10 %
Project	10 %

In the list of specified techniques / activities to organize activity, 40 % of the student teachers mentioned 'group discussion', 30 % of the student teachers mentioned 'picture description', 20 % of the student teachers mentioned 'story formation', 20 % of the student teachers mentioned 'letter formation' while 'dialogue formation', 'language games', 'drama' and 'project' were mentioned by 10 % of the student teachers respectively as helpful techniques / activities to organize activity. (refer table no. 5.2.14.)

Techniques / Activities to organize Writing task :

With reference to the techniques / activities mentioned by the student teachers to organize writing task (refer table no. 5.2.10.), it was found that 37.93 % of the techniques / activities mentioned by the student teachers were relevant and correct while 62.07 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.15.

Techniques / Activities mentioned by Student Teachers to organize Writing task

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Paragraph writing or Essay writing	50 %
Picture description	30 %
Advertisement formation	10 %
Letter writing	10 %
Story writing	10 %

In the list of specified techniques / activities to organize writing task, 50 % of the student teachers mentioned 'paragraph writing or essay writing', 30 % of the student teachers mentioned 'picture description' while 'advertisement formation', 'letter writing' and 'story writing' were mentioned by 10 % of the student teachers respectively as helpful techniques / activities to organize writing task. (refer table no. 5.2.15.)

Techniques / Activities to improve Pronunciation :

With reference to the techniques / activities mentioned by the student teachers to improve pronunciation (refer table no. 5.2.10.), it was found that 14.29 % of the techniques / activities mentioned by the student teachers were relevant and correct while 85.71 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.16.

Techniques / Activities mentioned by Student Teachers to improve Pronunciation

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Pronunciation test	20 %
Matching	10 %
Say after your teacher	10 %

In the list of specified techniques / activities to improve pronunciation (refer table no. 5.2.16.), 20 % of the student teachers mentioned 'pronunciation test', 10 % of the student teachers mentioned 'matching' and 10 % of the student teachers mentioned 'say after your teacher' as helpful techniques / activities to improve pronunciation.

Techniques / Activities to organize Speaking task :

With reference to the techniques / activities mentioned by the student teachers to organize speaking task (refer table no. 5.2.10.), it was found that 37.03 % of the techniques / activities mentioned by the student teachers were relevant and correct while 62.97 % of the techniques / activities mentioned by the student teachers were irrelevant and incorrect.

Table No. 5.2.17.

Techniques / Activities mentioned by Student Teachers to organize Speaking task

Techniques / Activities mentioned by Student Teachers	Student Teachers' Perception in Percentage
Dialogue formation	30 %
Picture description	20 %
Group discussion	20 %
Interpretation of incident	10 %
Drama	10 %
Role play	10 %

In the list of specified techniques / activities to organize speaking task, 30 % of the student teachers mentioned 'dialogue formation', 20 % of the student teachers mentioned 'picture description' and 20 % of the student teachers mentioned 'group discussion' while 'interpretation of incident', 'drama' and 'role play' were mentioned by 10 % of the student teachers respectively as helpful techniques / activities to organize speaking task. (refer table no. 5.2.17.)

The above given data with respect to all the language components make it clear that out of various techniques / activities mentioned by the student teachers, almost 30 % of the mentioned techniques / activities were irrelevant and each student teacher could produce hardly two to three techniques / activities relevant to particular language component which were very less in number. Even, some of the techniques / activities were repeated in more than one component which shows that the techniques / activities mentioned by the student teachers might have been based on guess work or uncertainty in the minds of student teachers with respect to various techniques. Thus, this analysis highlights that most of the student teachers were unfamiliar about the techniques / activities to introduce the mentioned language components.

5.3. ANALYSIS OF DATA BASED ON PRE-TEST

The researcher administered pre-test with the intention of testing the previous knowledge of the student teachers prior to the implementation of the developed strategy. In this phase, the pre-test percentage scores obtained by each student teacher on all the seven components of the Language (i.e. vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task) were analysed comparatively with one another in ten tables ranging from table no. 5.3.1. to 5.3.10.

The following criteria were set by the researcher to judge the performance of the student teachers.

SET CRITERIA

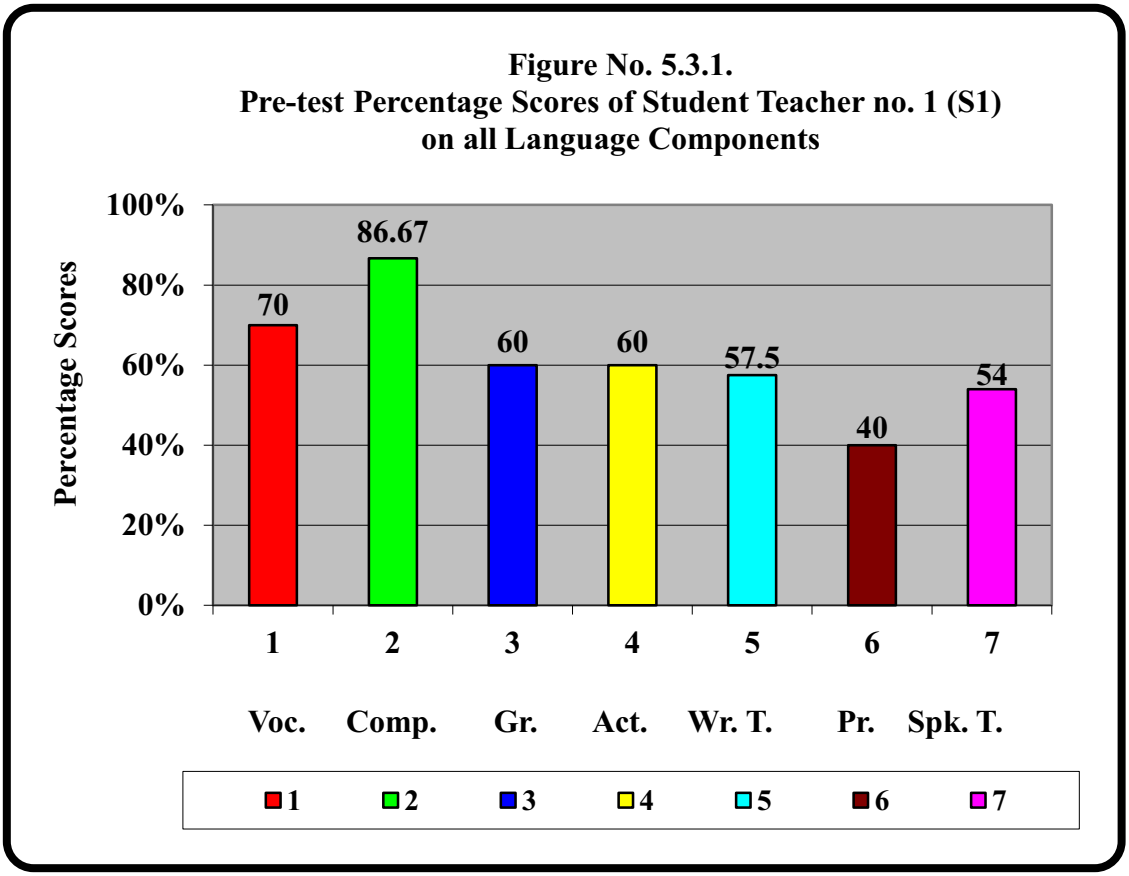
- The performance of student teachers obtaining 30 % to 49 % was considered 'poor'.
- The performance of the student teachers obtaining 50 % to 59 % was considered 'average'.
- The performance of the student teachers obtaining 60 % to 69 % was considered 'good'/'well'.
- The performance of the student teachers obtaining 70 % to 79 % was considered 'very good'/'very well'.
- The performance of the student teachers obtaining 80 % to 100 % was considered 'excellent'.

The data obtained on pre-test were analysed qualitatively through percentage analysis.

Table No. 5.3.1.

Pre-test Scores of Student Teacher no. 1 (S1) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	14	70.00 %
2.	Comprehension	15	13	86.67 %
3.	Grammar	25	15	60.00 %
4.	Activity	20	12	60.00 %
5.	Writing task	20	11.5	57.50 %
6.	Pronunciation	25	10	40.00 %
7.	Speaking task	25	13.5	54.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**89**	**59.33 %**



The table no. 5.3.1. & figure no. 5.3.1. show the pre-test scores and percentages obtained by student teacher no. 1 (S1) on all language components.

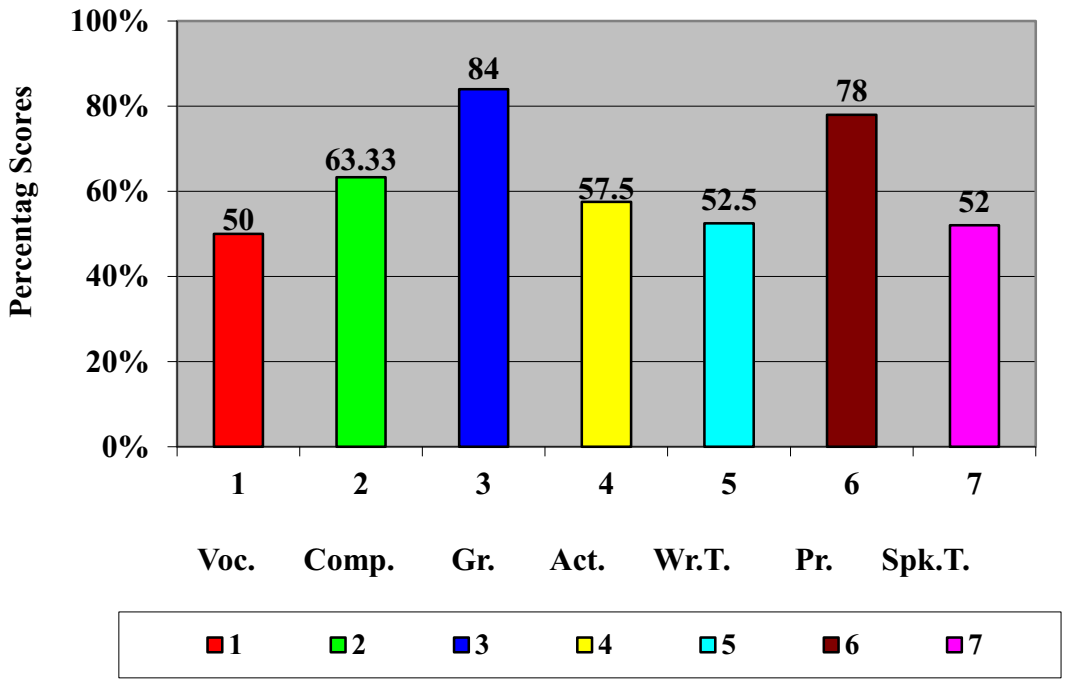
As shown in the Table no. 5.3.1. & Figure no. 5.3.1., student teacher S1 has shown excellent performance in 'comprehension' by obtaining the highest percentage score i.e. 86.67 % while pronunciation is the component wherein student teacher S1 has shown poor performance by obtaining the lowest percentage score i.e. 40.0 % compared to other components. The same table also shows that in addition to 'comprehension', student teacher S1 has shown very good performance in 'vocabulary' by obtaining 70.0 % and has shown good performance in 'grammar' as well as 'activity' by obtaining equal percentage scores i.e. 60.0 % while the performance of student teacher S1 in 'writing task' and 'speaking task' is average with 57.5 % in 'writing task' and 54.0 % in 'speaking task'. In all, the average performance of student teacher S1 on all the language components is 59.33 % and the other data make it clear that the performance of student teacher S1 in 'comprehension' and 'vocabulary' is better than that of 'grammar', 'activity', 'writing task', 'speaking task' and 'pronunciation'.

Table No. 5.3.2.

Pre-test Scores of Student Teacher no. 2 (S2) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	10	50.00 %
2.	Comprehension	15	9.5	63.33 %
3.	Grammar	25	21	84.00 %
4.	Activity	20	11.5	57.50 %
5.	Writing task	20	10.5	52.50 %
6.	Pronunciation	25	19.5	78.00 %
7.	Speaking task	25	13	52.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**95**	**63.33 %**

Figure No. 5.3.2.
Pre-test Percentage Scores of Student Teacher no. 2 (S2) on all Language Components



The table no. 5.3.2. & figure no. 5.3.2. show the pre-test scores and percentages obtained by student teacher no. 2 (S2) on all language components.

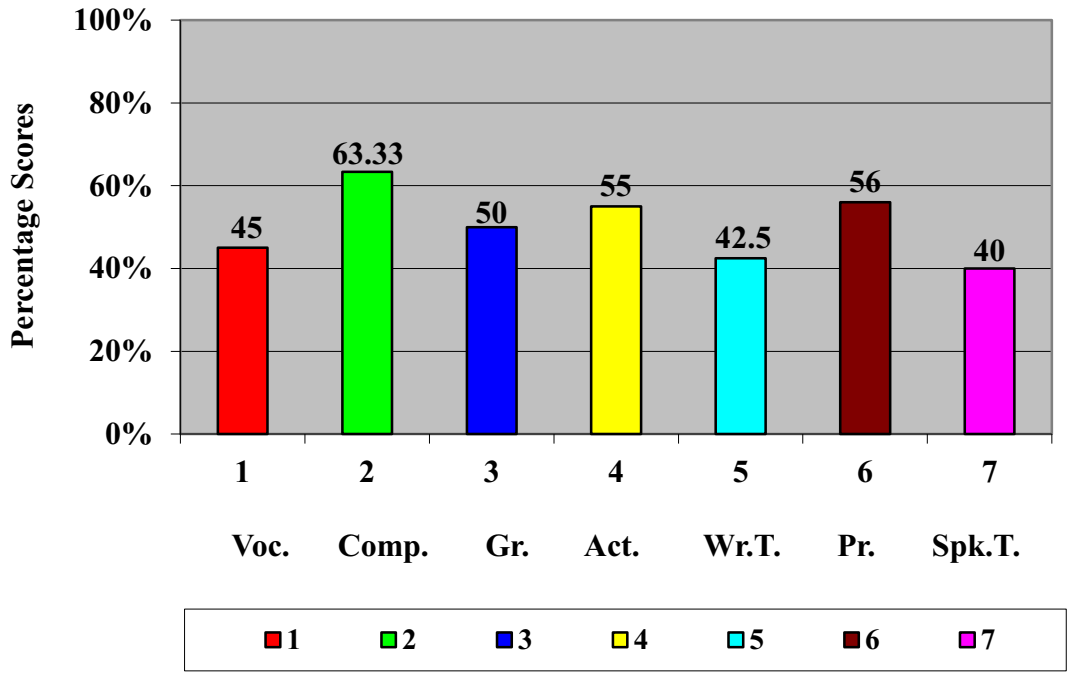
As shown in the Table no. 5.3.2. & Figure no. 5.3.2., student teacher S2 has shown excellent performance in 'grammar' by obtaining the highest percentage score i.e. 84.0 % while 'vocabulary' is the component wherein student teacher S2 has shown average performance by obtaining the lowest percentage score i.e. 50.0 % compared to other components. The same table also shows that in addition to 'grammar', student teacher S2 has shown very good performance in 'pronunciation' by obtaining 78.0 % and has shown good performance in 'comprehension' by obtaining 63.33 % while the performance of student teacher S2 in 'activity', 'writing task', 'speaking task' and 'vocabulary' is average with 57.5 % in 'activity', 52.5 % in 'writing task', 52.0 % in 'speaking task' and 50.0 % in 'vocabulary'. In all, the average performance of student teacher S2 on all the language components is good and that is 63.33 % and the other data make it clear that the performance of student teacher S2 in 'grammar' and 'pronunciation' is better than that of 'comprehension', 'activity', 'writing task', 'speaking task' and 'vocabulary'.

Table No. 5.3.3.

Pre-test Scores of Student Teacher no. 3 (S3) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	9	45.00 %
2.	Comprehension	15	9.5	63.33 %
3.	Grammar	25	12.5	50.00 %
4.	Activity	20	11	55.00 %
5.	Writing task	20	8.5	42.50 %
6.	Pronunciation	25	14	56.00 %
7.	Speaking task	25	10	40.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**75**	**50.00 %**

Figure No. 5.3.3.
Pre-test Percentage Scores of Student Teacher no. 3 (S3) on all Language Components



The table no. 5.3.3. & figure no. 5.3.3. show the pre-test scores and percentages obtained by student teacher no. 3 (S3) on all language components.

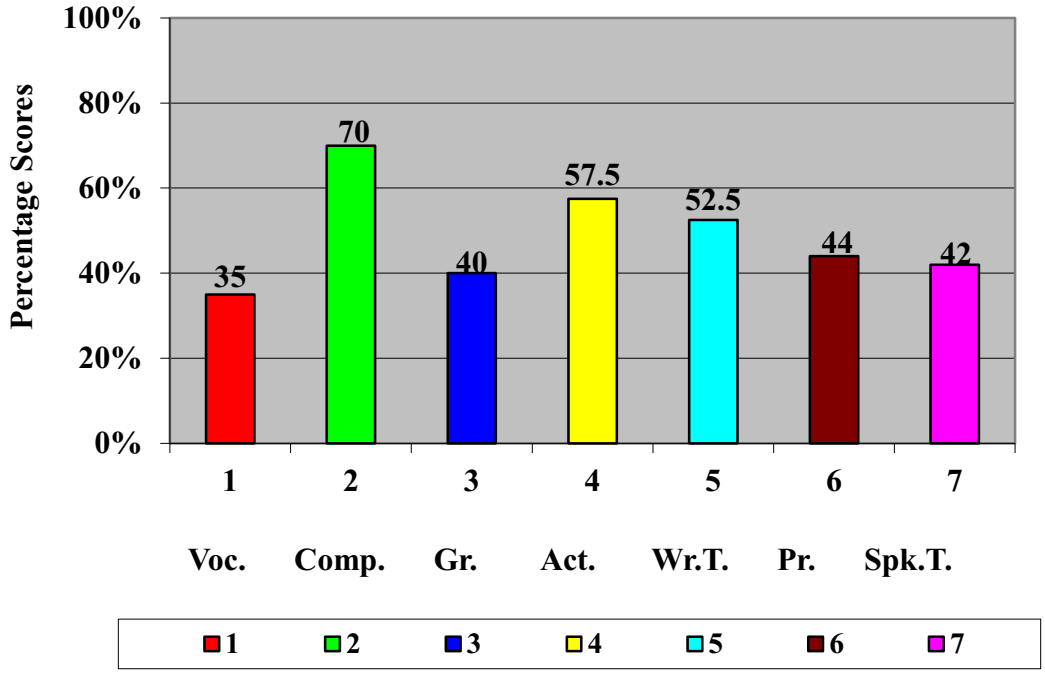
As shown in the Table no. 5.3.3. & Figure no. 5.3.3., 'comprehension' is the only component wherein student teacher S3 has shown good performance by obtaining the highest percentage score i.e. 63.33 % while 'speaking task' is the component wherein student teacher S3 has shown the poor performance by obtaining the lowest percentage score i.e. 40 % compared to other components. It is also evident from the same table & figure that among all the language components, 'pronunciation', 'activity' and 'grammar' are the components wherein student teacher S3 has shown average performance by obtaining 56 %, 55 % and 50 % respectively while 'vocabulary' and 'writing task' are the components wherein student teacher S3 has shown poor performance by obtaining 45 % and 42.5 % respectively. In all, the average performance of student teacher S3 on all the language components is 50.0 % and the other data make it clear that except 'comprehension', the performance of student teacher S3 in all other language components is not so significant and fall in the criteria ranging from poor to average.

Table No. 5.3.4.

Pre-test Scores of Student Teacher no. 4 (S4) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	7	35.00 %
2.	Comprehension	15	10.5	70.00 %
3.	Grammar	25	10	40.00 %
4.	Activity	20	11.5	57.50 %
5.	Writing task	20	10.5	52.50 %
6.	Pronunciation	25	11	44.00 %
7.	Speaking task	25	10.5	42.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**71**	**47.33 %**

Figure No. 5.3.4.
Pre-test Percentag Scores of Student Teacher no. 4 (S4) on all Language Components



The table no. 5.3.4. & figure no. 5.3.4. show the pre-test scores and percentages obtained by student teacher no. 4 (S4) on all language components.

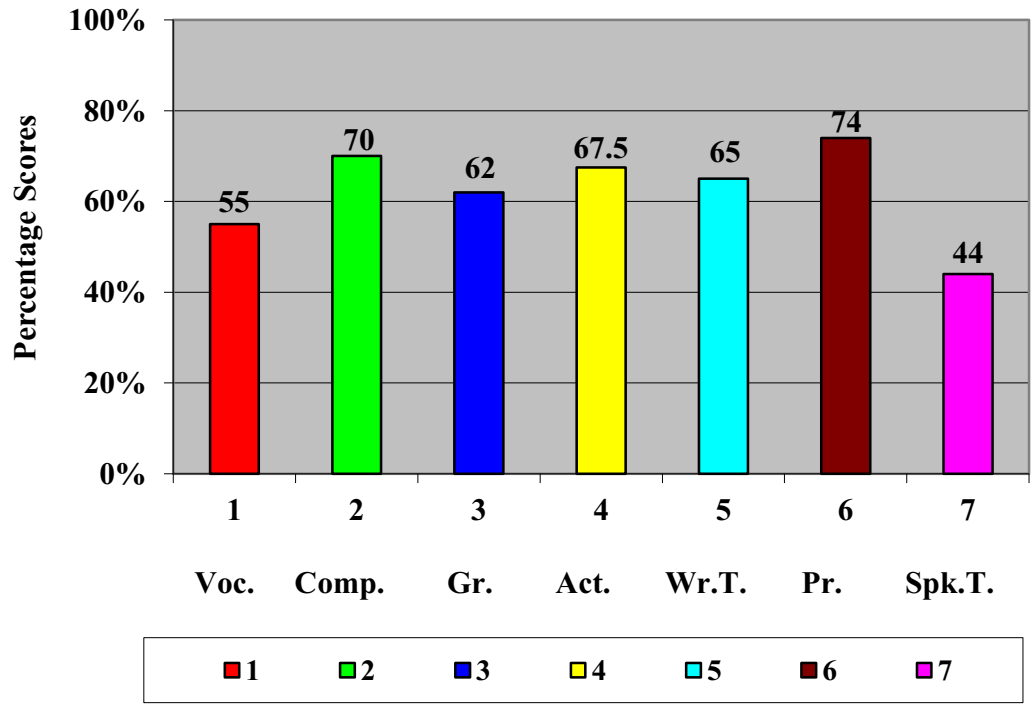
As shown in the Table no. 5.3.4. & Figure no. 5.3.4., 'comprehension' is the only component wherein student teacher S4 has shown very good performance by obtaining the highest percentage score i.e. 70.0 % while 'vocabulary' is the component wherein student teacher S4 has shown poor performance by obtaining the lowest percentage score i.e. 35.0 % compared to other components. It is also evident from the same table & figure that among all the language components, 'activity' and 'writing task' are the components wherein student teacher S4 has shown average performance by obtaining 57.5 % and 52.5 % respectively while 'pronunciation', 'speaking task' and 'grammar' are the components wherein student teacher S4 has shown poor performance by obtaining 44 %, 42.0 % and 40.0 % respectively. In all, the average performance of student teacher S4 on all the language components is poor and that is 47.33 % and the other data make it clear that except 'comprehension', the performance of student teacher S4 in all other language components is not so significant and fall in the criteria ranging from poor to average.

Table No. 5.3.5.

Pre-test Scores of Student Teacher no. 5 (S5) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	11	55.00 %
2.	Comprehension	15	10.5	70.00 %
3.	Grammar	25	15.5	62.00 %
4.	Activity	20	13.5	67.50 %
5.	Writing task	20	13	65.00 %
6.	Pronunciation	25	18.5	74.00 %
7.	Speaking task	25	11	44.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**93**	**62.00 %**

Figure No. 5.3.5.
Pre-test Percentage Scores of Student Teacher no. 5 (S5) on all Language Components



The table no. 5.3.5. & figure no. 5.3.5. show the pre-test scores and percentages obtained by student teacher no. 5 (S5) on all language components.

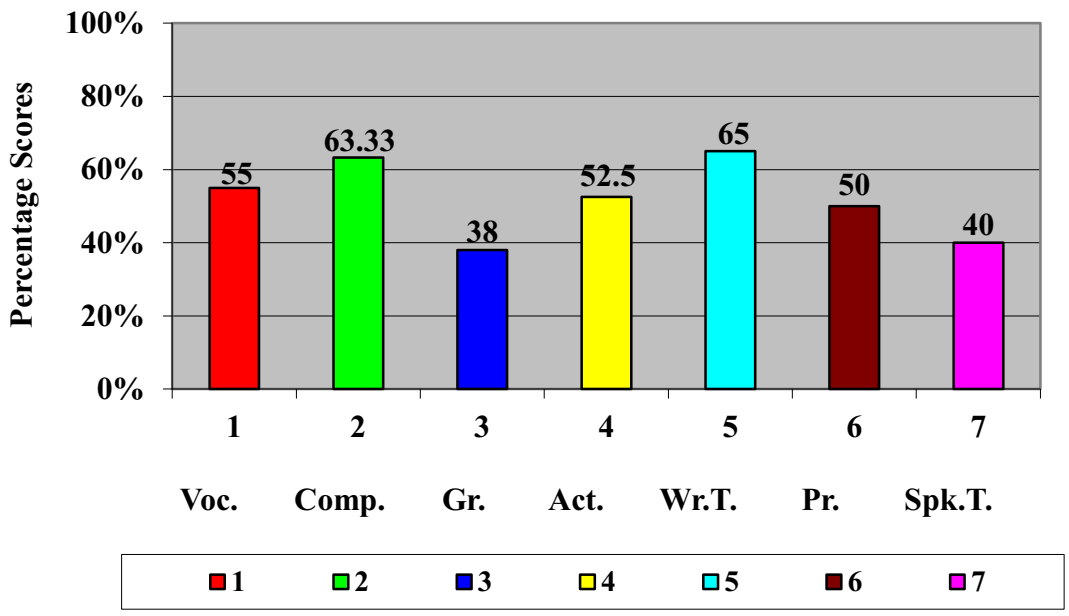
As shown in the Table no. 5.3.5. & Figure no. 5.3.5., student teacher S5 has shown very good performance in 'pronunciation' by obtaining the highest percentage score i.e. 74.0 % while 'speaking task' is the component wherein student teacher S5 has shown poor performance by obtaining the lowest percentage score i.e. 44.0 % compared to other components. The same table also shows that in addition to 'pronunciation', student teacher S5 has shown very good performance in 'comprehension' by obtaining 70.0 % and has shown good performance in 'activity', 'writing task' and 'grammar' by obtaining 67.5 % in 'activity', 65.0 % in 'writing task' and 62.0 % in 'grammar' while the performance of student teacher S5 in 'vocabulary' is average with 55.0 %. In all, the average performance of student teacher S5 on all the language components is good and that is 62.0 % and the other data make it clear that the performance of student teacher S5 in 'pronunciation' and 'comprehension' is better than that of 'activity', 'writing task', 'grammar', 'vocabulary' and 'speaking task'.

Table No. 5.3.6.

Pre-test Scores of Student Teacher no. 6 (S6) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	11	55.00 %
2.	Comprehension	15	9.5	63.33 %
3.	Grammar	25	9.5	38.00 %
4.	Activity	20	10.5	52.50 %
5.	Writing task	20	13	65.00 %
6.	Pronunciation	25	12.5	50.00 %
7.	Speaking task	25	10	40.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**76**	**50.67 %**

Figure No. 5.3.6.
Pre-test Percentage Scores of Student Teacher no. 6 (S6) on all Language Components



The table no. 5.3.6. & figure no. 5.3.6. show the pre-test scores and percentages obtained by student teacher no. 6 (S6) on all language components.

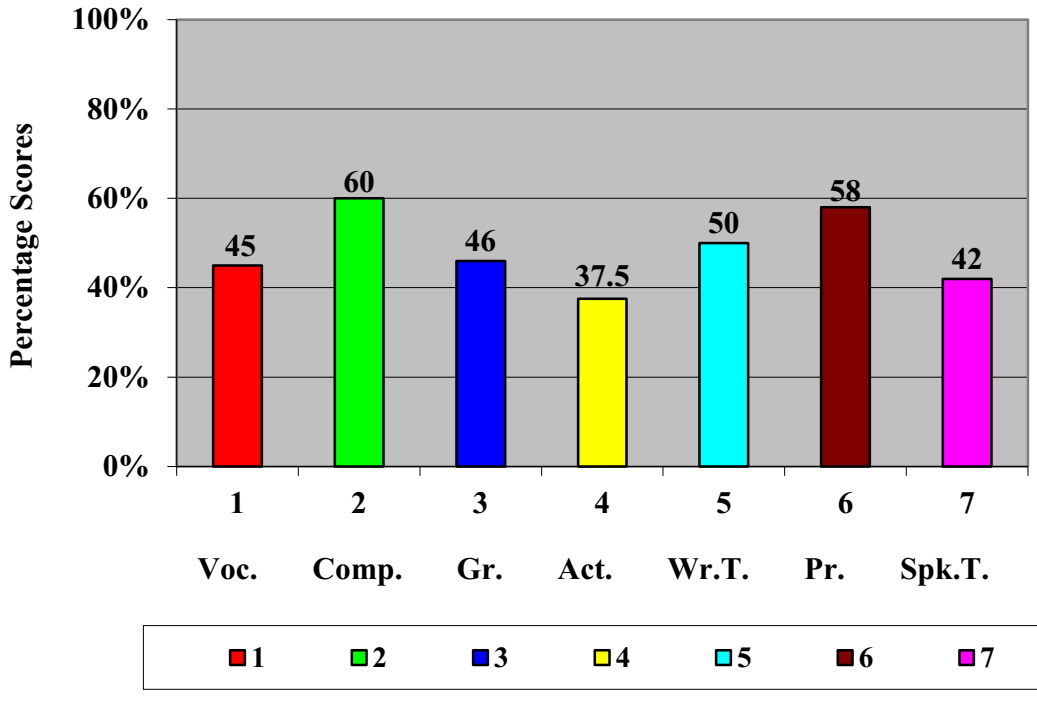
As shown in the Table no. 5.3.6. & Figure no. 5.3.6., 'writing task' is the component wherein student teacher S6 has shown good performance by obtaining the highest percentage score i.e. 65.0 % while 'grammar' is the component wherein student teacher S6 has shown the poor performance by obtaining the lowest percentage score i.e. 38 % compared to other components. In addition to 'writing task', 'comprehension' is the component wherein student teacher S6 has shown good performance by obtaining 63.33 %. It is also evident from the same table & figure that among all the language components, 'vocabulary', 'activity' and 'pronunciation' are the components wherein student teacher S6 has shown average performance by obtaining 55 %, 52.5 % and 50 % respectively while 'speaking task' is the component wherein student teacher S6 has shown poor performance by obtaining 40.0 %. In all, the average performance of student teacher S6 on all the language components is 50.67 % and the other data make it clear that except 'writing task' and 'comprehension', the performance of student teacher S6 in all other language components is not so significant and fall in the criteria ranging from poor to average.

Table No. 5.3.7.

Pre-test Scores of Student Teacher no. 7 (S7) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	9	45.00 %
2.	Comprehension	15	9	60.00 %
3.	Grammar	25	11.5	46.00 %
4.	Activity	20	7.5	37.50 %
5.	Writing task	20	10	50.00 %
6.	Pronunciation	25	14.5	58.00 %
7.	Speaking task	25	10.5	42.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**72**	**48.00 %**

Figure No. 5.3.7.
Pre-test Percentage Scores of Student Teacher no. 7 (S7) on all Language Components



The table no. 5.3.7. & figure no. 5.3.7. show the pre-test scores and percentages obtained by student teacher no. 7 (S7) on all language components.

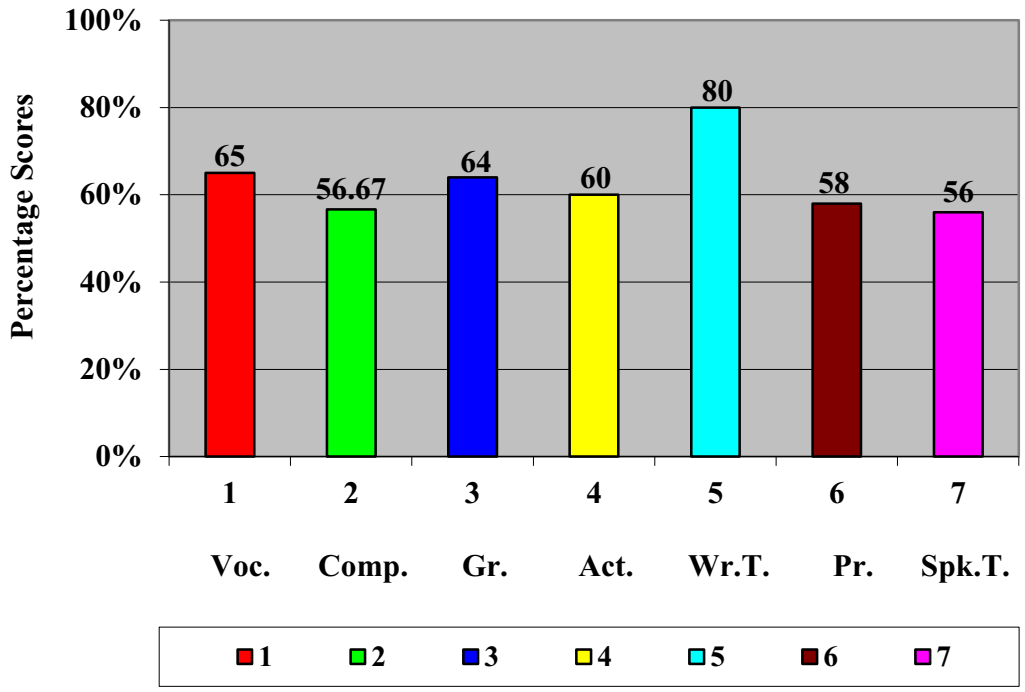
As shown in the Table no. 5.3.7. & Figure no. 5.3.7., 'comprehension' is the only component wherein student teacher S7 has shown good performance by obtaining the highest percentage score i.e. 60.0 % while 'activity' is the component wherein student teacher S7 has shown the poor performance by obtaining the lowest percentage score i.e. 37.5 % compared to other components. It is also evident from the same table & figure that among all the language components, 'pronunciation' and 'writing task' are the components wherein student teacher S7 has shown average performance by obtaining 58 % and 50 % respectively while 'grammar', 'vocabulary' and 'speaking task' are the components wherein student teacher S7 has shown poor performance by obtaining 46 %, 45 % and 42 % respectively. In all, the average performance of student teacher S7 on all the language components is poor and that is 48.0 % and the other data make it clear that except 'comprehension', the performance of student teacher S7 in all other language components is not so significant and fall in the criteria ranging from poor to average.

Table No. 5.3.8.

Pre-test Scores of Student Teacher no. 8 (S8) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	13	65.00 %
2.	Comprehension	15	8.5	56.67 %
3.	Grammar	25	16	64.00 %
4.	Activity	20	12	60.00 %
5.	Writing task	20	16	80.00 %
6.	Pronunciation	25	14.5	58.00 %
7.	Speaking task	25	14	56.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**94**	**62.67 %**

Figure No. 5.3.8.
Pre-test Percentage Scores of Student Teacher no. 8 (S8) on all Language Components



The table no. 5.3.8. & figure no. 5.3.8. show the pre-test scores and percentages obtained by student teacher no. 8 (S8) on all language components.

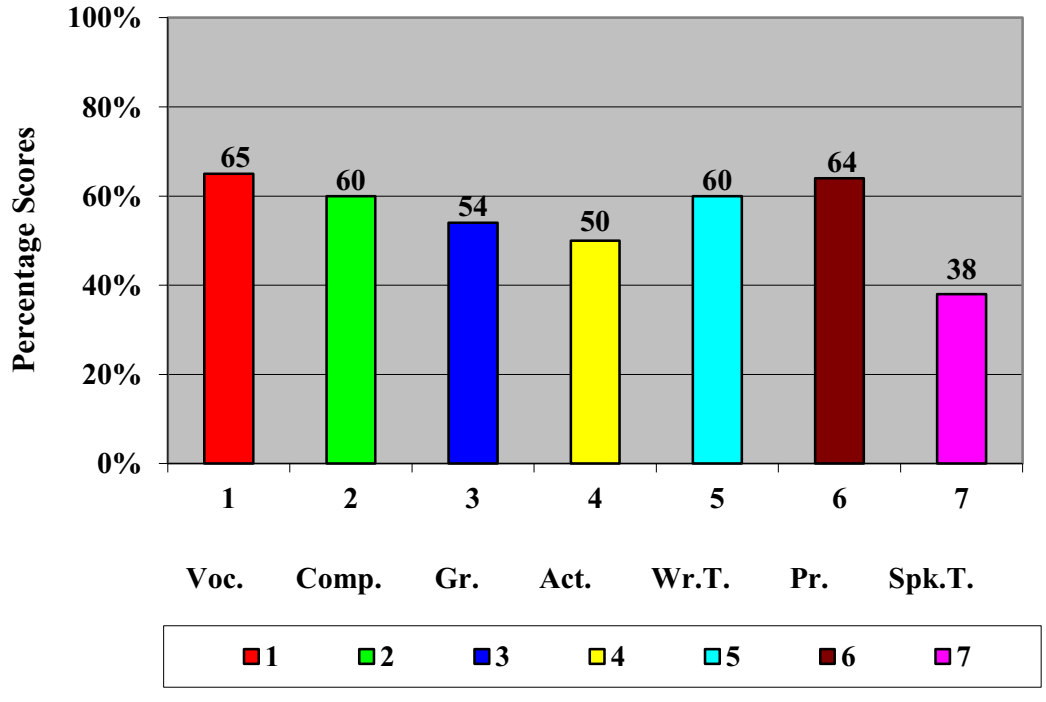
As shown in the Table no. 5.3.8. & Figure no. 5.3.8., student teacher S8 has shown excellent performance in 'writing task' by obtaining the highest percentage score i.e. 80.0 % while 'speaking task' is the component wherein student teacher S8 has shown average performance by obtaining the lowest percentage score i.e. 56.0 % compared to other components. It is also evident from the same table & figure that among all the language components, 'vocabulary', 'grammar' and 'activity' are the components wherein student teacher S8 has shown good performance by obtaining 65 %, 64 % and 60 % respectively while 'pronunciation', 'comprehension' and 'speaking task' are the components wherein student teacher S8 has shown average performance by obtaining 58 %, 56.67 % and 56 % respectively. In all, the average performance of student teacher S8 on all the language components is good and that is 62.67 % and the other data make it clear that the performance of student teacher S8 in 'writing task', 'vocabulary' and 'grammar' is better than that of 'activity', 'pronunciation', 'comprehension' and speaking task.

Table No. 5.3.9.

Pre-test Scores of Student Teacher no. 9 (S9) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	13	65.00 %
2.	Comprehension	15	9	60.00 %
3.	Grammar	25	13.5	54.00 %
4.	Activity	20	10	50.00 %
5.	Writing task	20	12	60.00 %
6.	Pronunciation	25	16	64.00 %
7.	Speaking task	25	9.5	38.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**83**	**55.33 %**

Figure No. 5.3.9.
Pre-test Percentage Scores of Student Teacher no. 9 (S9) on all Language Components



The table no. 5.3.9. & figure no. 5.3.9. show the pre-test scores and percentages obtained by student teacher no. 9 (S9) on all language components.

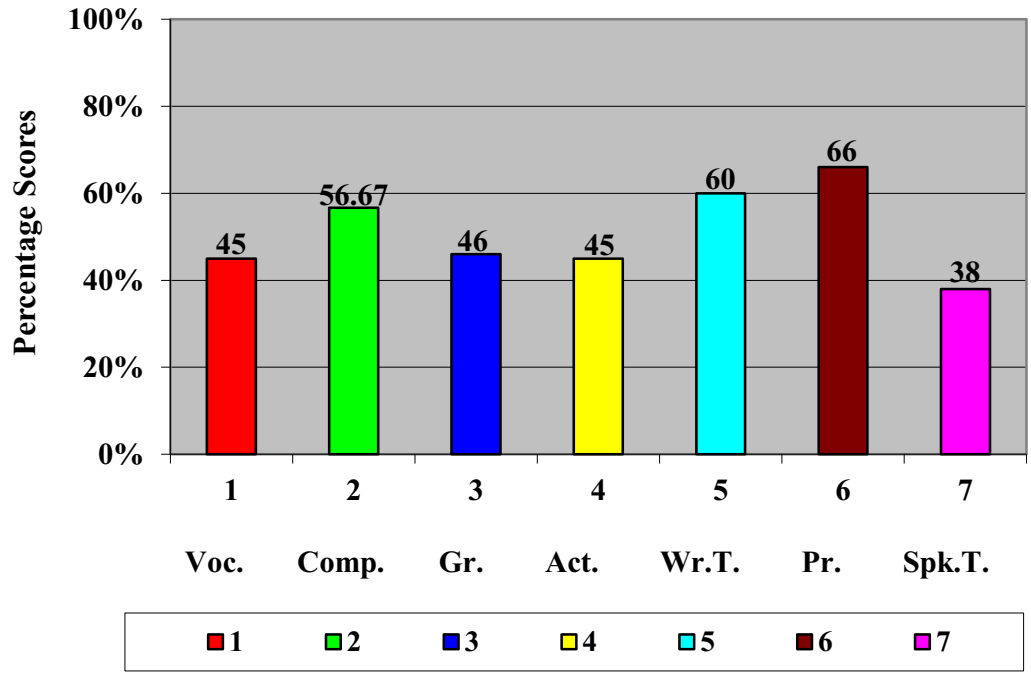
As shown in the Table no. 5.3.9. & Figure no. 5.3.9., 'vocabulary' is the component wherein student teacher S9 has shown good performance by obtaining the highest percentage score i.e. 65.0 % while 'speaking task' is the component wherein student teacher S9 has shown the poor performance by obtaining the lowest percentage score i.e. 38 % compared to other components. In addition to 'vocabulary', 'pronunciation', 'comprehension' and 'writing task' are the components wherein student teacher S9 has shown good performance by obtaining 64.0 % in 'pronunciation' and 60.0 % in both 'comprehension' and 'writing task'. It is also evident from the same table & figure that among all the language components, 'grammar' and 'activity' are the components wherein student teacher S9 has shown average performance with 54 % in 'grammar' and 50 % in 'activity'. In all, the average performance of student teacher S9 on all the language components is 55.33 % and the other data make it clear that except 'speaking task' i.e. 38 %, the performance of student teacher S9 in rest of the components fall in the criteria ranging from average to good.

Table No. 5.3.10.

Pre-test Scores of Student Teacher no. 10 (S10) on all Language Components

No.	Language Components	Pre-test Scores		Pre-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	9	45.00 %
2.	Comprehension	15	8.5	56.67 %
3.	Grammar	25	11.5	46.00 %
4.	Activity	20	9	45.00 %
5.	Writing task	20	12	60.00 %
6.	Pronunciation	25	16.5	66.00 %
7.	Speaking task	25	9.5	38.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**76**	**50.67 %**

Figure No. 5.3.10.
Pre-test Percentage Scores of Student Teacher no. 10 (S10) on all Language Components



The table no. 5.3.10. & figure no. 5.3.10. show the pre-test scores and percentages obtained by student teacher no. 10 (S10) on all language components.

As shown in the Table no. 5.3.10. & Figure no. 5.3.10., 'pronunciation' is the component wherein student teacher S10 has shown good performance by obtaining the highest percentage score i.e. 66.0 % while 'speaking task' is the component wherein student teacher S10 has shown the poor performance by obtaining the lowest percentage score i.e. 38 % compared to other components. In addition to 'pronunciation', 'writing task' is the component wherein student teacher S10 has shown good performance by obtaining 60.0 %. It is also evident from the same table & figure that among all the language components, only 'comprehension' is the component wherein student teacher S10 has shown average performance by obtaining 56.67 % while in 'grammar', 'vocabulary' and 'activity', student teacher S10 has shown poor performance by obtaining 46.0 % and 45.0 % respectively. In all, the average performance of student teacher S10 on all the language components is 50.67 % and the other data make it clear that except 'pronunciation' and 'writing task', the performance of student teacher S10 in rest of the components is not so significant and fall in the criteria ranging from poor to average.

5.4. ANALYSIS OF DATA BASED ON POST-TEST

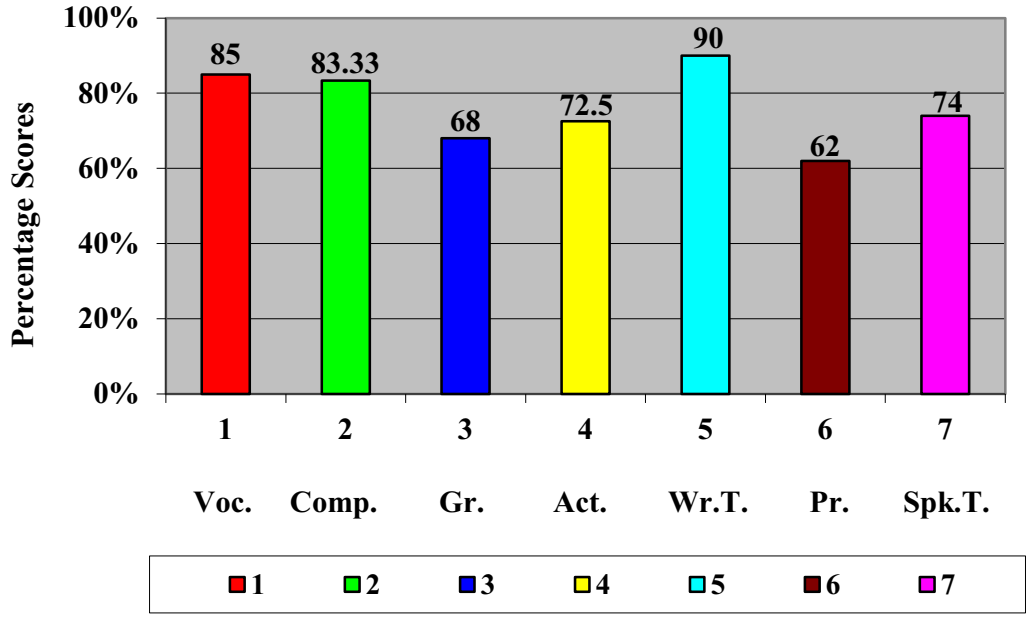
The researcher administered post-test after the implementation of the developed strategy with the purpose of studying the effectiveness of the developed strategy in terms of achievement of the student teachers in the language components (i.e. vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task). In this phase, the post-test percentage scores obtained by each student teacher on all the seven language components were analysed comparatively with one another in the tables ranging from table no. 5.4.1. to 5.4.10. The data obtained on the post-test were analysed qualitatively through percentage analysis.

Table No. 5.4.1.

Post-test Scores of Student Teacher no. 1 (S1) on all Language Components

No.	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	17	85.00 %
2.	Comprehension	15	12.5	83.33 %
3.	Grammar	25	17	68.00 %
4.	Activity	20	14.5	72.50 %
5.	Writing task	20	18	90.00 %
6.	Pronunciation	25	15.5	62.00 %
7.	Speaking task	25	18.5	74.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**113**	**75.33 %**

Figure No. 5.4.1.
Post-test Percentage Scores of Student Teacher no. 1 (S1) on all Language Components



The table no. 5.4.1. & figure no. 5.4.1. show the post-test scores and percentages obtained by student teacher no. 1 (S1) on all language components.

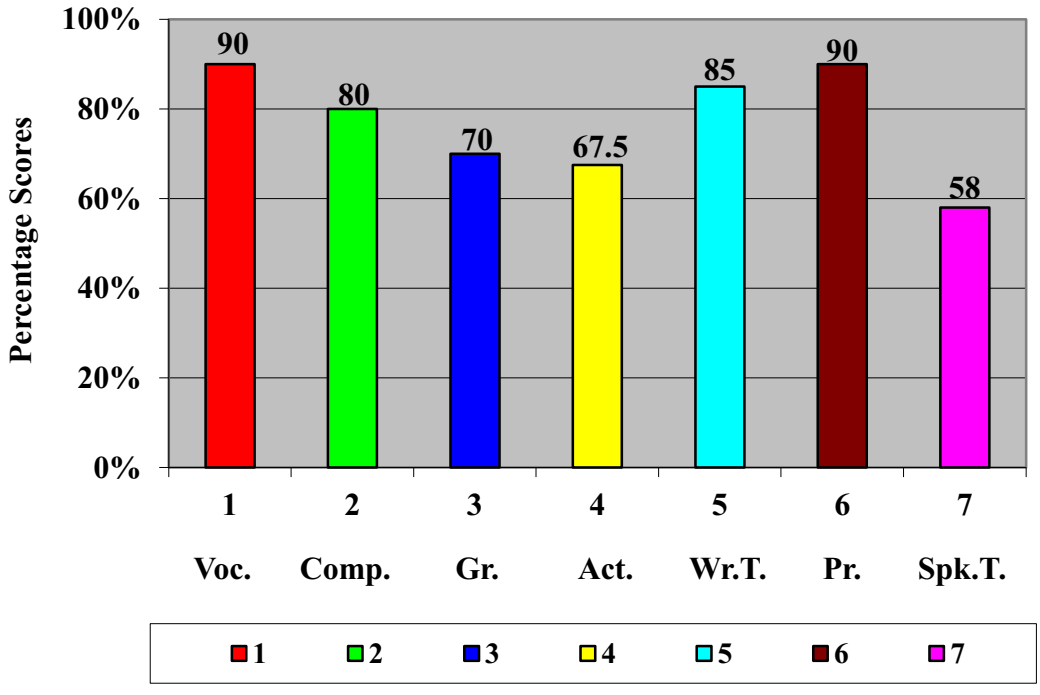
As shown in the Table no. 5.4.1. & Figure no. 5.4.1., 'writing task' is the component wherein student teacher S1 has shown the excellent performance by obtaining the highest percentage score i.e. 90 % while 'pronunciation' is the component wherein student teacher S1 has shown good performance but has obtained the lowest percentage score i.e. 62 % compared to other components. In addition to 'writing task', 'vocabulary' and 'comprehension' are the other language components wherein student teacher S1 has shown excellent performance by obtaining 85.0 % and 83.33 % respectively. It is also evident from the same table & figure that among all the language components, 'speaking task' and 'activity' are the components wherein student teacher S1 has shown very good performance by obtaining 74.0 % and 72.5 % respectively while in 'grammar' and 'pronunciation', student teacher S1 has shown good performance by obtaining 68.0 % and 62.0 % respectively. The average performance of student teacher S1 on all the language components is very good and that is 75.33 % and the other data make it clear that apart from 'grammar' and 'pronunciation', the performance of student teacher S1 in rest of the components is very significant and fall in the criteria ranging from very good to excellent.

Table No. 5.4.2.

Post-test Scores of Student Teacher no. 2 (S2) on all Language Components

No.	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	18	90.00 %
2.	Comprehension	15	12	80.00 %
3.	Grammar	25	17.5	70.00 %
4.	Activity	20	13.5	67.50 %
5.	Writing task	20	17	85.00 %
6.	Pronunciation	25	22.5	90.00 %
7.	Speaking task	25	14.5	58.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**115**	**76.67 %**

Figure No. 5.4.2.
Post-test Percentage Scores of Student Teacher no. 2 (S2) on all Language Components



The table no. 5.4.2. & figure no. 5.4.2. show the post-test scores and percentages obtained by student teacher no. 2 (S2) on all language components.

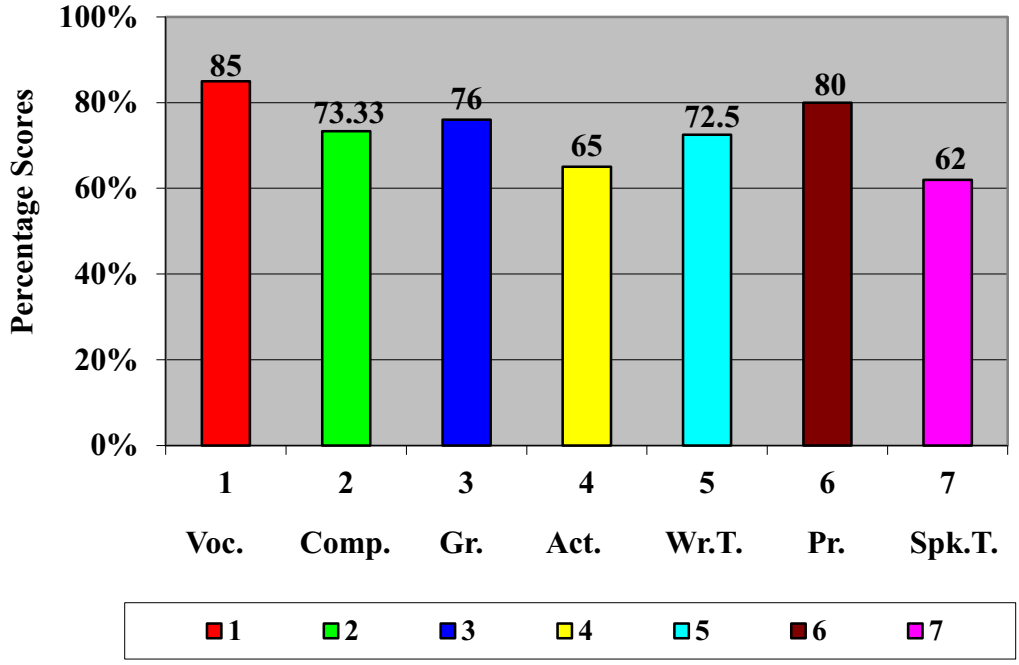
As shown in the Table no. 5.4.2. & Figure no. 5.4.2., 'vocabulary' and 'pronunciation' are the components wherein student teacher S2 has obtained equal percentage scores i.e. 90 % and has shown the excellent performance while 'speaking task' is the component wherein student teacher S2 has shown the average performance by obtaining the lowest percentage score i.e. 58 % compared to other components. In addition to 'vocabulary' and 'pronunciation', 'writing task' and 'comprehension' are the components wherein student teacher S2 has also shown excellent performance by obtaining 85.0 % and 80.0 % respectively. It is also evident from the same table & figure that among all the language components, the performance of student teacher S2 in 'grammar' and 'activity' is not comparatively so high as the performance of student teacher S2 in 'vocabulary', 'pronunciation', 'writing task' and 'comprehension' but student teacher S2 has shown very good performance in 'grammar' by obtaining 70.0 % and has shown good performance in 'activity' by obtaining 67.5 %. In all, the average performance of student teacher S2 on all the language components is very good and that is 76.67 % and the other data make it clear that except 'speaking task' i.e. 58 %, the performance of student teacher S2 in all other language components is very significant with good to excellent performance.

Table No. 5.4.3.

Post-test Scores of Student Teacher no. 3 (S3) on all Language Components

No.	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	17	85.00 %
2.	Comprehension	15	11	73.33 %
3.	Grammar	25	19	76.00 %
4.	Activity	20	13	65.00 %
5.	Writing task	20	14.5	72.50 %
6.	Pronunciation	25	20	80.00 %
7.	Speaking task	25	15.5	62.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**110**	**73.33 %**

Figure No. 5.4.3.
Post-test Percentage Scores of Student Teacher no. 3 (S3) on all Language Components



The table no 5.4.3. & figure no. 5.4.3. show the post-test scores and percentages obtained by student teacher no. 3 (S3) on all language components.

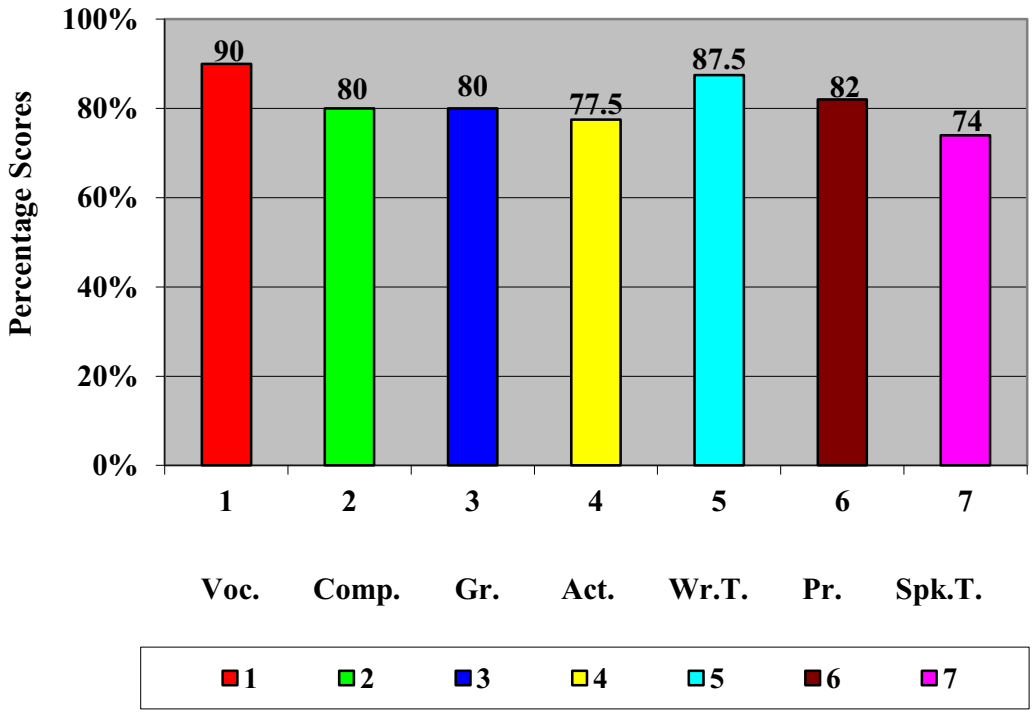
As shown in the Table no. 5.4.3. & Figure no. 5.4.3., 'vocabulary' is the component wherein student teacher S3 has shown the excellent performance by obtaining the highest percentage score i.e. 85.0 % while 'speaking task' is the component wherein student teacher S3 has shown good performance but has obtained the lowest percentage score i.e. 62 % compared to other components. In addition to 'vocabulary', 'pronunciation' is the component wherein student teacher S3 has shown excellent performance by obtaining 80.0 %. It is also evident from the same table & figure that among all the language components, 'grammar', 'comprehension' and 'writing task' are the components wherein student teacher S3 has shown very good performance by obtaining 76.0 %, 73.33 % and 72.5 % respectively while in 'activity', student teacher S3 has shown good performance by obtaining 65.0 %. In all, the average performance of student teacher S3 on all the language components is very good and that is 73.33 % and the other data make it clear that the performance of student teacher S3 in all the language components is very significant with good to excellent performance and in none of the language component, the performance of student teacher S3 is average or poor.

Table No. 5.4.4.

Post-test Scores of Student Teacher no. 4 (S4) on all Language Components

No.	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	18	90.00 %
2.	Comprehension	15	12	80.00 %
3.	Grammar	25	20	80.00 %
4.	Activity	20	15.5	77.50 %
5.	Writing task	20	17.5	87.50 %
6.	Pronunciation	25	20.5	82.00 %
7.	Speaking task	25	18.5	74.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**122**	**81.33 %**

Figure No. 5.4.4.
Post-test Percentage Scores of Student Teacher no. 4 (S4) on all Language Components



The table no. 5.4.4. & figure no. 5.4.4. show the post-test scores and percentages obtained by student teacher no. 4 (S4) on all language components.

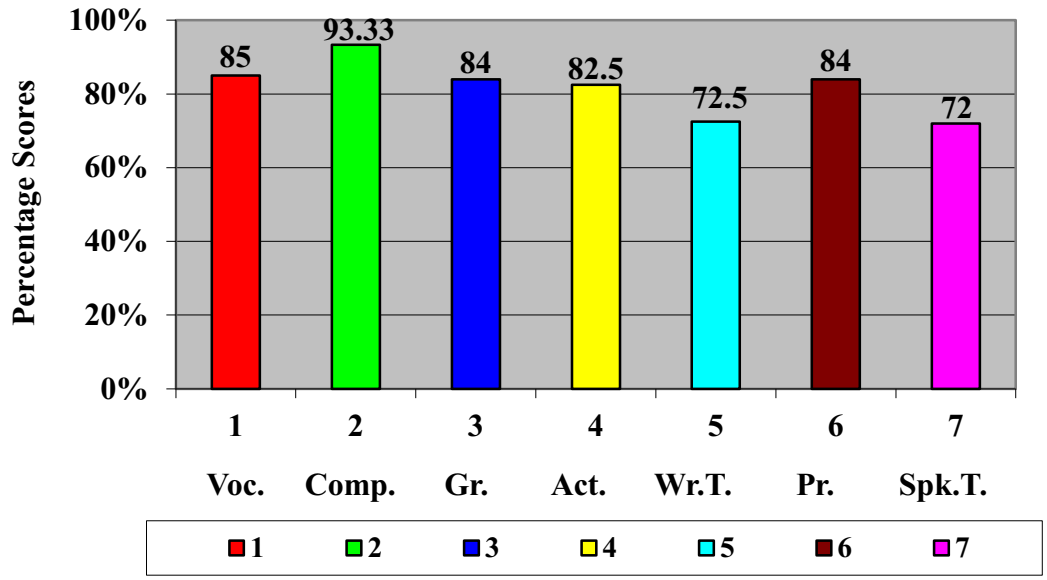
As shown in the Table no. 5.4.4. & Figure no. 5.4.4., student teacher S4 has shown the excellent performance in 'vocabulary' by obtaining the highest percentage score i.e. 90 % while 'speaking task' is the language component wherein student teacher S4 has shown very good performance but has obtained the lowest percentage score i.e. 74.0 % compared to other components. In addition to 'vocabulary', 'writing task', 'pronunciation', 'comprehension' and 'grammar' are the language components wherein student teacher S4 has shown excellent performance by obtaining 87.5 %, 82 %, and 80 % respectively in both 'comprehension' and 'grammar'. Looking at the post-test percentage scores of student teacher S4 in all the language components, it becomes quite clear that student teacher S4 has shown very good performance in 'activity' and 'speaking task' and except 'activity' i.e. 77.5 % and 'speaking task' i.e. 74 %, the performance of student teacher S4 is excellent in all other language components. In all, the average performance of student teacher S4 on all the language components is excellent and that is 81.33 % and the other data make it clear that the performance of student teacher S4 in all the language components is very significant with very good to excellent performance.

Table No. 5.4.5.

Post-test Scores of Student Teacher no. 5 (S5) on all Language Components

No.	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	17	85.00 %
2.	Comprehension	15	14	93.33 %
3.	Grammar	25	21	84.00 %
4.	Activity	20	16.5	82.50 %
5.	Writing task	20	14.5	72.50 %
6.	Pronunciation	25	21	84.00 %
7.	Speaking task	25	18	72.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**122**	**81.33 %**

Figure No. 5.4.5.
Post-test Percentage Scores of Student Teacher no. 5 (S5) on all Language Components



The table no. 5.4.5. & figure no. 5.4.5. show the post-test scores and percentages obtained by student teacher no. 5 (S5) on all language components.

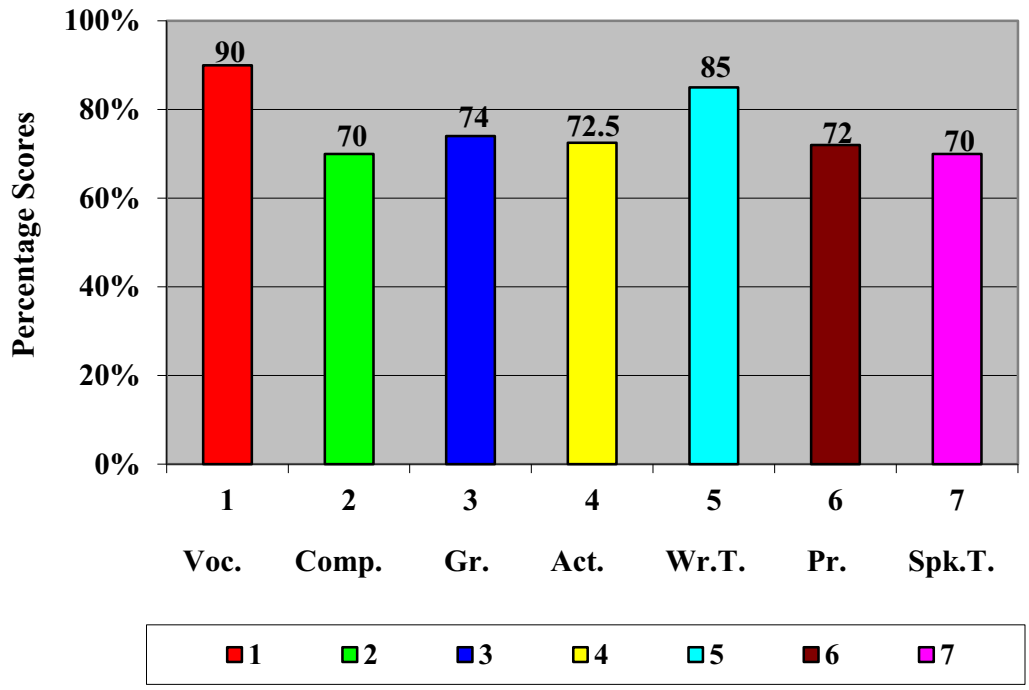
As shown in the Table no. 5.4.5. & Figure no. 5.4.5., student teacher S5 has shown the excellent performance in 'comprehension' by obtaining the highest percentage score i.e. 93.33 % while 'speaking task' is the language component wherein student teacher S5 has shown very good performance but has obtained the lowest percentage score i.e. 72.0 % compared to other components. In addition to 'comprehension', 'vocabulary', 'grammar', 'pronunciation' and 'activity' are the language components wherein student teacher S5 has shown excellent performance by obtaining 85 % in 'vocabulary', 84 % in 'grammar' as well as 'pronunciation', and 82.5 % in 'activity'. 'Writing task' and 'speaking task' are the language components wherein student teacher S5 has shown very good performance by obtaining 72.5 % and 72 % respectively. Looking at the post-test percentage scores of student teacher S5 in all the language components, it becomes quite clear that except writing task and speaking task, the performance of student teacher S5 is excellent in all other language components. In all, the average performance of student teacher S5 on all the language components is excellent and that is 81.33 % and the other data make it clear that the performance of student teacher S5 in all the language components is very significant with very good to excellent performance.

Table No. 5.4.6.

Post-test Scores of Student Teacher no. 6 (S6) on all Language Components

No	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	18	90.00 %
2.	Comprehension	15	10.5	70.00 %
3.	Grammar	25	18.5	74.00 %
4.	Activity	20	14.5	72.50 %
5.	Writing task	20	17	85.00 %
6.	Pronunciation	25	18	72.00 %
7.	Speaking task	25	17.5	70.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**114**	**76.00 %**

Figure No. 5.4.6.
Post-test Percentage Scores of Student Teacher no. 6 (S6) on all Language Components



The table no. 5.4.6. & figure no. 5.4.6. show the post-test scores and percentages obtained by student teacher no. 6 (S6) on all language components.

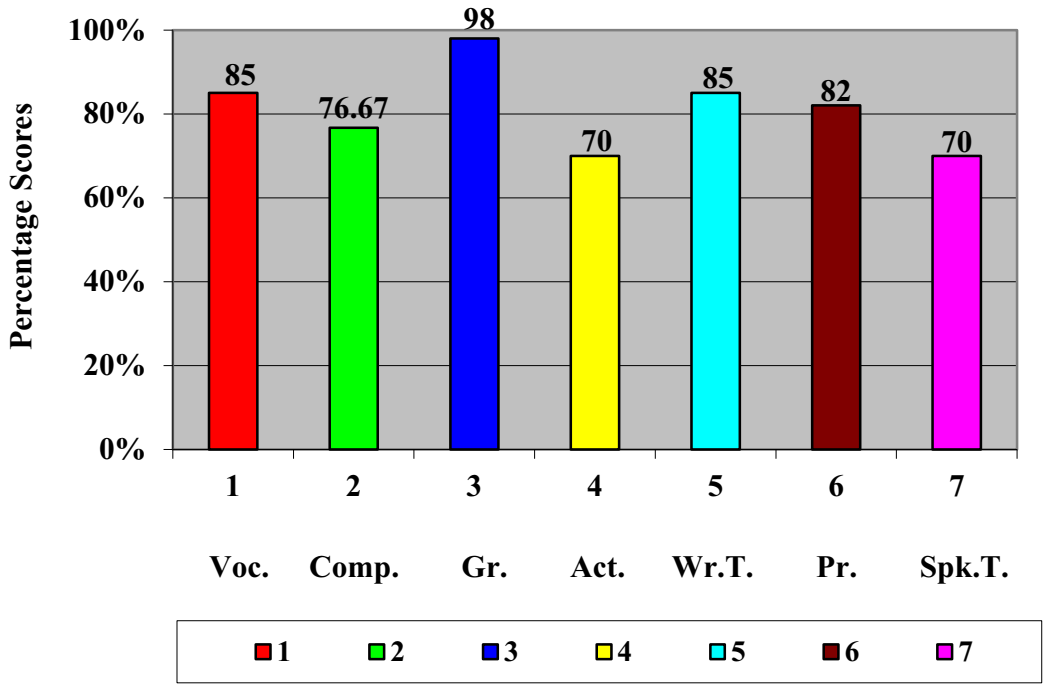
As shown in the Table no. 5.4.6. & Figure no. 5.4.6., student teacher S6 has shown the excellent performance in 'vocabulary' by obtaining the highest percentage score i.e. 90.0 % while 'comprehension' as well as 'speaking task' are the language component wherein student teacher S6 has shown very good performance but has obtained the lowest percentage scores i.e. 70.0 % compared to other components. In addition to 'vocabulary', 'writing task' is the only component wherein student teacher S6 has shown excellent performance by obtaining 85 % while 'grammar', 'activity', 'pronunciation', 'comprehension' and 'speaking task' are the language components wherein student teacher S6 has shown very good performance by obtaining 74 % in 'grammar', 72.5 % in 'activity', 72 % in 'pronunciation' and 70 % in both the 'comprehension' and 'speaking task'. In all, the average performance of student teacher S6 on all the language components is very good and that is 76.00 % and the other data make it clear that the performance of student teacher S6 in all the language components is very significant with very good to excellent performance.

Table No. 5.4.7.

Post-test Scores of Student Teacher no. 7 (S7) on all Language Components

No	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	17	85.00 %
2.	Comprehension	15	11.5	76.67 %
3.	Grammar	25	24.5	98.00 %
4.	Activity	20	14	70.00 %
5.	Writing task	20	17	85.00 %
6.	Pronunciation	25	20.5	82.00 %
7.	Speaking task	25	17.5	70.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**122**	**81.33 %**

Figure No. 5.4.7.
Post-test Percentage Scores of Student Teacher no. 7 (S7) on all Language Component



The table no. 5.4.7. & figure no. 5.4.7. show the post-test scores and percentages obtained by student teacher no. 7 (S7) on all language components.

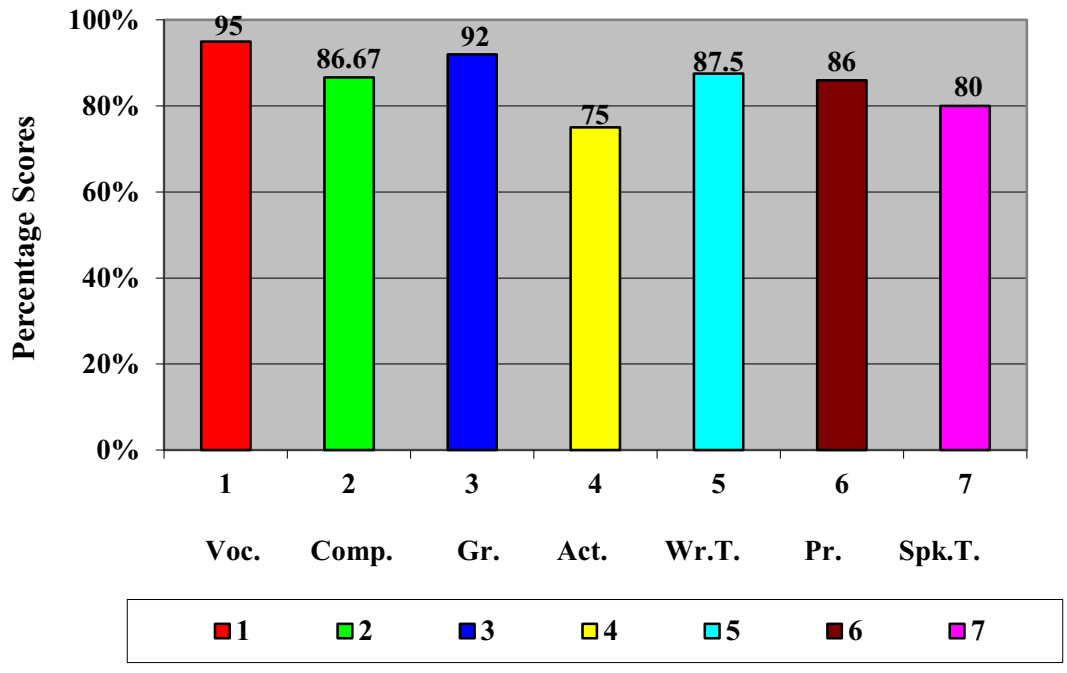
As shown in the Table no. 5.4.7. & Figure no. 5.4.7., student teacher S7 has shown the excellent performance in 'grammar' by obtaining the highest percentage score i.e. 98.0 % while 'activity' as well as 'speaking task' are the language components wherein student teacher S7 has shown very good performance but has obtained the lowest percentage score i.e. 70.0 % compared to other components. In addition to 'grammar', 'vocabulary', 'writing task' and 'pronunciation' are the components wherein student teacher S7 has shown excellent performance by obtaining 85 % in both 'vocabulary' and 'writing task' and 82 % in 'pronunciation' while 'comprehension', 'activity' and 'speaking task' are the language components wherein student teacher S7 has shown very good performance by obtaining 76.67 % in 'comprehension' and 70 % in both the 'activity' and 'speaking task'. In all, the average performance of student teacher S7 on all the language components is excellent and that is 81.33 % and the other data make it clear that the performance of student teacher S7 in all the language components is very significant with very good to excellent performance.

Table No. 5.4.8.

Post-test Scores of Student Teacher no. 8 (S8) on all Language Components

No	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	19	95.00 %
2.	Comprehension	15	13	86.67 %
3.	Grammar	25	23	92.00 %
4.	Activity	20	15	75.00 %
5.	Writing task	20	17.5	87.50 %
6.	Pronunciation	25	21.5	86.00 %
7.	Speaking task	25	20	80.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**129**	**86.00 %**

Figure No. 5.4.8.
Post-test Percentage Scores of Student Teacher no. 8 (S8) on all Language Components



The table no. 5.4.8. & figure no. 5.4.8. show the post-test scores and percentages obtained by student teacher no. 8 (S8) on all language components.

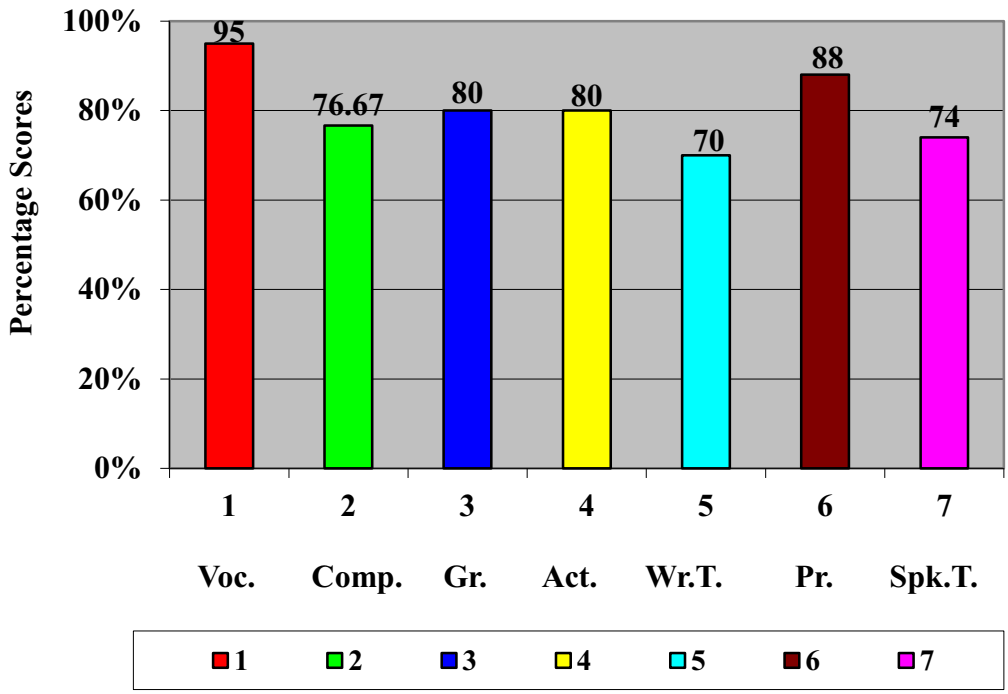
As shown in the Table no. 5.4.8. & Figure no. 5.4.8., student teacher S8 has shown the excellent performance in 'vocabulary' by obtaining the highest percentage score i.e. 95.0 % while 'activity' is the language component wherein student teacher S8 has shown very good performance but has obtained the lowest percentage score i.e. 75.0 % compared to other components. In addition to 'vocabulary', 'grammar', 'writing task', 'comprehension', 'pronunciation' and 'speaking task' are the language components wherein student teacher S8 has shown excellent performance by obtaining 92 %, 87.5 %, 86.67 %, 86.0 % and 80.0 % respectively. In all, the average performance of student teacher S8 on all the language components is excellent and that is 86.0 % and the other data make it clear that except 'activity' i.e. 75 %, the performance of student teacher S8 in all the language components is very significant with very good to excellent performance

Table No. 5.4.9.

Post-test Scores of Student Teacher no. 9 (S9) on all Language Components

No	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	19	95.00 %
2.	Comprehension	15	11.5	76.67 %
3.	Grammar	25	20	80.00 %
4.	Activity	20	16	80.00 %
5.	Writing task	20	14	70.00 %
6.	Pronunciation	25	22	88.00 %
7.	Speaking task	25	18.5	74.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**121**	**80.67 %**

Figure No. 5.4.9.
Post-test Percentage Scores of Student Teacher no. 9 (S9) on all Language Components



The table no. 5.4.9. & figure no. 5.4.9. show the post-test scores and percentages obtained by student teacher no. 9 (S9) on all language components.

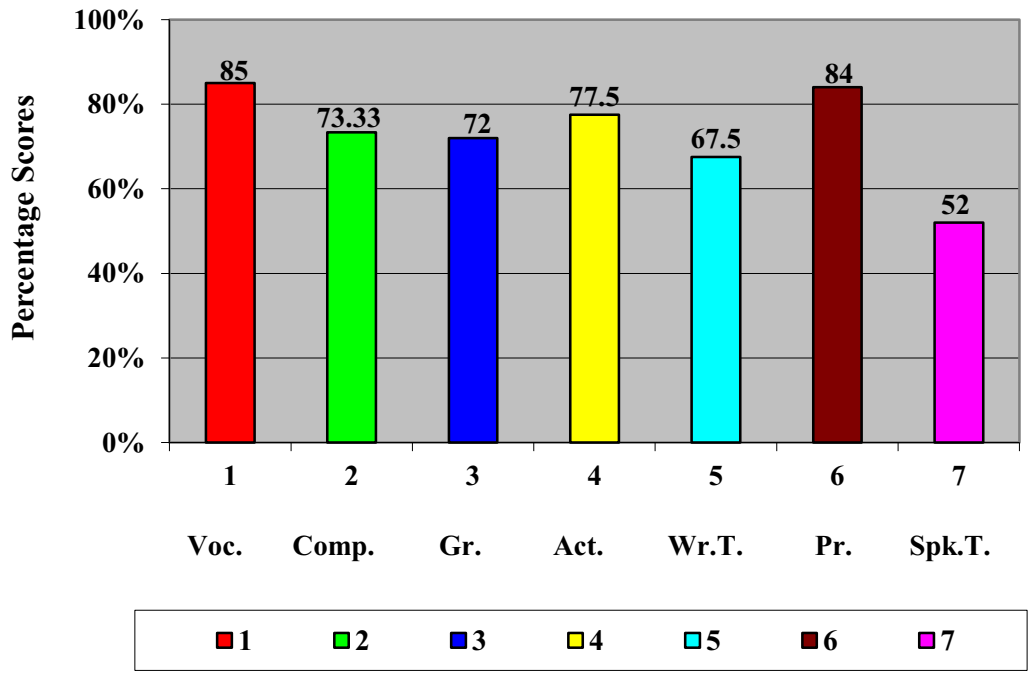
As shown in the Table no. 5.4.9. & Figure no. 5.4.9., student teacher S9 has shown the excellent performance in 'vocabulary' by obtaining the highest percentage score i.e. 95.0 % while 'writing task' is the language component wherein student teacher S9 has shown very good performance but has obtained the lowest percentage score i.e. 70.0 % compared to other components. In addition to 'vocabulary', 'pronunciation' and 'grammar' as well as 'activity' are the components wherein student teacher student teacher S9 has shown excellent performance by obtaining 88 % in 'pronunciation' and 80 % in both 'grammar' and 'activity' while 'comprehension', 'speaking task' and 'writing task' are the language components wherein student teacher S9 has shown very good performance by obtaining 76.67 %, 74 % and 70 % respectively. In all, the average performance of student teacher S9 on all the language components is excellent and that is 80.67 % and the other data make it clear that the performance of student teacher S9 in all the language components is very significant with very good to excellent performance.

Table No. 5.4.10.

Post-test Scores of Student Teacher no. 10 (S10) on all Language Components

No	Language Components	Post-test Scores		Post-test Scores in Percentage
		Total Marks	Obtained Marks	
1.	Vocabulary	20	17	85.00 %
2.	Comprehension	15	11	73.33 %
3.	Grammar	25	18	72.00 %
4.	Activity	20	15.5	77.50 %
5.	Writing task	20	13.5	67.50 %
6.	Pronunciation	25	21	84.00 %
7.	Speaking task	25	13	52.00 %
AVERAGE PERFORMANCE (TOTAL)		**150**	**109**	**72.67 %**

Figure No. 5.4.10.
Post-test Percentage Scores of Student Teacher no. 10 (S10) on all Language Components



The table no. 5.4.10. & figure no. 5.4.10. show the post-test scores and percentages obtained by student teacher no. 10 (S10) on all language components.

As shown in the Table no. 5.4.10. & Figure no. 5.4.10., 'vocabulary' is the components wherein student teacher S10 has shown the excellent performance by obtaining the highest percentage score i.e. 85 % while 'speaking task' is the component wherein student teacher S10 has shown the average performance by obtaining the lowest percentage score i.e. 52 % compared to other components. In addition to 'vocabulary', 'pronunciation' is the component wherein student teacher S10 has also shown excellent performance by obtaining 84 %. It is also evident from the same table & figure that among all the language components, the performance of student teacher S10 in 'activity', 'comprehension' and 'grammar' is not comparatively so high as the performance of student teacher S10 in 'vocabulary' and 'pronunciation' but student teacher S10 has shown very good performance in 'activity', 'comprehension' and 'grammar' by obtaining 77.5 %, 73.33 % and 72.0 % respectively and has shown good performance in 'writing task' by obtaining 67.5 %. In all, the average performance of student teacher S10 on all the language components is very good and that is 72.67 % and the other data make it clear that except 'speaking task' i.e. 52 %, the performance of student teacher S10 in all other language components is very significant with good to excellent performance.

5.5 ANALYSIS AND INTERPRETATION BASED ON COMPARISON OF PRE-TEST AND POST-TEST RESULTS

To judge the effectiveness of the developed strategy, the data obtained through the pre-test and post-test were analysed qualitatively as well as quantitatively, compared and then interpreted.

5.5.1. Comparative Analysis and Interpretation of Pre-test - Post-test Percentage Scores Obtained by Student Teachers on Language Components

Table no. 5.5.1.a. shows the pre-test and post-test percentage scores of the student teachers on the language components and the graphs ranging from figure no. 5.5.1.1. to 5.1.1.10. show the comparative analysis and interpretation of the pre-test and post-test percentage scores of each student teacher on the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task.

Considering the positive difference in the percentage scores of the each student teacher in each language component from pre-test to post-test, the following criteria were set by the researcher to judge the performance of the student teachers.

SET CRITERIA

- The performance of student teacher showing the percentage score difference of 1 % to 15 % was considered ‘average’.
- The performance of student teacher showing the percentage score difference of 16 % to 25 % was considered ‘good / well’.
- The performance of student teacher showing the percentage score difference of 26 % to 35 % was considered ‘very good / very well’.
- The performance of student teacher showing the percentage score difference of 36 % to 55 % was considered ‘excellent’.

Table No. 5.5.1.a.

Pre-test - Post-test Percentage Scores of Student Teachers on Language Components

Language Components	Student Teacher No.1 (S1)		Student Teacher No.2 (S2)		Student Teacher No.3 (S3)		Student Teacher No.4 (S4)		Student Teacher No.5 (S5)		Student Teacher No.6 (S6)		Student Teacher No.7 (S7)		Student Teacher No.8 (S8)		Student Teacher No.9 (S9)		Student Teacher No.10 (S10)	
	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)	Pre-test (%)	Post-test (%)
Vocabulary	70	85	50	90	45	85	35	90	55	85	55	90	45	85	65	95	65	95	45	85
Difference	15		40		40		55		30		35		40		30		30		40	
Comprehension	86.67	83.33	63.33	80	63.33	73.33	70	80	70	93.33	63.33	70	60	76.67	56.67	86.67	60	76.67	56.67	73.33
Difference	-3.34		16.67		10		10		23.33		6.67		16.67		30		16.67		16.67	
Grammar	60	68	84	70	50	76	40	80	62	84	38	74	46	98	64	92	54	80	46	72
Difference	8		-14		26		40		22		36		52		28		26		26	
Activity	60	72.5	57.5	67.5	55	65	57.5	77.5	67.5	82.5	52.5	72.5	37.5	70	60	75	50	80	45	77.5
Difference	12.5		10		10		20		15		20		32.5		15		30		32.5	
Writing Task	57.5	90	52.5	85	42.5	72.5	52.5	87.5	65	72.5	65	85	50	85	80	87.5	60	70	60	67.5
Difference	32.5		32.5		30		35		7.5		20		35		7.5		10		7.5	
Pronunciation	40	62	78	90	56	80	44	82	74	84	50	72	58	82	58	86	64	88	66	84
Difference	22		12		24		38		10		22		24		28		24		18	
Speaking Tasks	54	74	52	58	40	62	42	74	44	72	40	70	42	70	56	80	38	74	38	52
Difference	20		6		22		32		28		30		28		24		36		14	
Total	59.33	75.33	63.33	76.67	50	73.33	47.33	81.33	62	81.33	50.67	76	48	81.33	62.67	86	55.33	80.67	50.67	72.67
Average Difference	16.00%		13.34%		23.33%		34.00%		19.33%		25.33%		33.33%		23.33%		25.34%		22.00%	

Table no. 5.5.1.a shows the scholastic achievement difference in the percentage scores of the each student teacher from pre-test to post-test in the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task. It is evident from the table no. 5.5.1.a that for the language component '**vocabulary**', the scholastic achievement difference of 40 % of the student teachers (i.e. S_5, S_6, S_8, S_9) is ranging from 30 % to 35 % which shows the very good performance of these student teachers and the scholastic achievement difference of 50 % of the student teachers (i.e. S_2, S_3, S_4, S_7, S_{10}) is ranging from 40 % to 55 % which shows the excellent performance of these student teachers. It can also be noted from the same table that the scholastic achievement difference of student teacher no. 1 for 'vocabulary' component is 15 % which shows the average performance of student teacher no. 1. In all, it is evident from the table that except only one student teacher i.e. S_1, the scholastic achievement difference of 90 % of the student teachers is ranging from 30 % to 55 % which shows that 'vocabulary' is the component wherein the student teachers have shown remarkable improvement after the implementation of the strategy.

As shown in table no. 5.5.1.a, for the language component '**comprehension**', the scholastic achievement difference of 50 % of the student teachers (i.e. S_2, S_5, S_7, S_9, S_{10}) is ranging from 16 % to 25 % which shows good performance of these student teachers and the scholastic achievement difference of only one student teacher i.e. S_8 is ranging from 26 % to 35 % which shows the very good performance of that student teacher. Though, the scholastic achievement difference of 30 % of the student teachers (i.e. S_3, S_4, S_6) is ranging from 1 % to 15 % which shows the average performance of these student teachers. It can also be noted from the same table that the scholastic achievement difference of S_1 from pre-test to post-test has decreased and i.e. -3.34 % which is not so significant. In all, it is evident from the table that except only one student teacher i.e. S_1, the scholastic achievement difference of 90 % of the student teachers is ranging from 16 % to 30 % which shows that 'comprehension' is the component wherein the performance of the student teachers has improved after the implementation of the strategy.

As shown in table no. 5.5.1.a, for the language component '**grammar**', the scholastic achievement difference of 40 % of the student teachers (i.e. S_3, S_8, S_9, S_{10}) is ranging from 26 % to 35 % which shows the very good performance of these student teachers. The scholastic achievement difference of 30 % of the student teachers (i.e. S_4,

S6, S7) is ranging from 36 % to 55 % which shows the excellent performance of these student teachers and the scholastic achievement difference of S1 for 'grammar' component is 8 % which shows the average performance of S1. It can also be noted from the same table that the scholastic achievement difference of S2 for 'grammar' component has greatly decreased in the post-test and i.e. -14 % and this could be due to random guess work while responding to grammar related items. Here the researcher would like to point out that in grammar, most of the items were objective type items and may be in pre-test, the random guess made by the student teacher no. 2 were correct and hence that resulted into more achievement in pre-test than the post-test while in post-test, the random guess made by student teacher no. 2 might have gone wrong and hence that resulted into less achievement in the comparison of pre-test.

As shown in table no. 5.5.1.a, for the language component '**activity**', the scholastic achievement difference of 20 % of the student teachers (i.e. S4, S6) is ranging from 16 % to 25 % which shows good performance of these student teachers and the scholastic achievement difference of 30 % of the student teachers (i.e. S7, S9, S10) is ranging from 26 % to 35 % which shows the very good performance of these student teachers. Though, the scholastic achievement difference of 50 % of the student teachers (i.e. S1, S2, S3, S5, and S8) is ranging from 1 % to 15 % which shows the average performance of these student teachers. In all, it is evident from the table that 'activity' is the component wherein the performance of 50 % of the student teachers (i.e. S4, S6, S7, S9, and S10) has improved after the implementation of the strategy while the rest 50 % of the students have shown improvement but not so significant.

As shown in table no. 5.5.1.a, for the language component '**writing task**', the scholastic achievement difference of only one student teacher (i.e. S6) is ranging from 16 % to 25 % which shows good performance of that student teacher. The scholastic achievement difference of 50 % of the student teachers (i.e. S1, S2, S3, S4 and S7) is ranging from 26 % to 35 % which shows the very good performance of these student teachers. Though, the scholastic achievement difference of 40 % of the student teachers (i.e. S5, S8, S9, and S10) is ranging from 1 % to 15 % which shows the average performance of these student teachers. In all, it is evident from the table that 'writing task' is the component wherein the performance of 60 % of the student teachers (i.e. S1, S2, S3, S4, S6 and S7) has improved remarkably after the implementation of the strategy while the rest 40 % of the student teachers have shown improvement but not so significant.

As shown in table no. 5.5.1.a, for the language component '**pronunciation**', the scholastic achievement difference of 60 % of the student teachers (i.e. S1, S3, S6, S7, S9, S10) is ranging from 16 % to 25 % which shows the good performance of these student teachers. The scholastic achievement difference of only one student teacher (i.e. S8) is ranging from 26 % to 35 % which shows the very good performance of that student teachers and the scholastic achievement difference of only one student teacher (i.e. S4) is ranging from 36 % to 55 % which shows the excellent performance. Though, the scholastic achievement difference of 20 % of the student teachers (i.e. S2 and S5) is ranging from 1 % to 15 % which shows the average performance of these student teachers. In all, it is evident from the table that 'pronunciation' is the component wherein the performance of 80 % of the student teachers (i.e. S1, S3, S4, S6, S7, S8, S9 and S10) has improved remarkably after the implementation of the strategy while the rest 20 % of the student teachers have shown improvement but not so significant.

As shown in table no. 5.5.1.a, for the language component '**speaking task**', the scholastic achievement difference of 30 % of the student teachers (i.e. S1, S3, S8) is ranging from 16 % to 25 % which shows the good performance of these student teachers and the scholastic achievement difference of 40 % of the student teachers (i.e. S4, S5, S6 and S7) is ranging from 26 % to 35 % which shows the very good performance of these student teachers. Though, the scholastic achievement difference of only one student teacher (i.e. S9) is ranging from 36 % to 55 % and showing the excellent performance while the scholastic achievement difference of 20 % of the student teachers (i.e. S2 and S10) is ranging from 1 % to 15 % which shows the average performance of these student teachers. In all, it is evident from the table that 'speaking task' is the component wherein the performance of 80 % of the student teachers (i.e. S1, S3, S4, S5, S6, S7, S8 and S9) has improved remarkably after the implementation of the strategy while the rest 20 % of the student teachers have shown improvement but not so significant.

Thus, the details given in the Table no. 5.5.1.a. make it clear that among all the language components, 'vocabulary' is the language component where in 90 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 %. 'Grammar' is the language component where in 70 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 %.

‘Writing task’ and ‘speaking task’ are the language components where in 50 % of the student teachers have shown very good performance with the scholastic achievement difference ranging from 26 % to 35 %.

It is also found from the same table that ‘activity’ is the language component where in 50 % of the student teachers have shown good to very good performance with the scholastic achievement difference ranging from 26 % to 35 %. ‘Pronunciation’ is the language component where in 10 % of the student teachers have shown excellent performance with the scholastic achievement difference ranging from 36 % to 55 %, 10 % of the student teachers have shown very good performance with the scholastic achievement difference ranging from 26 % to 35 % and 60 % of the student teachers have shown good performance with the scholastic achievement difference ranging from 16 % to 25 %. ‘Comprehension’ is the language component where in 60 % of the student teachers have shown good performance with the scholastic achievement difference ranging from 16 % to 25 %.

In all, it is evident from this table that ‘vocabulary’, ‘grammar’, ‘writing task’ and ‘speaking task’ are the components wherein the student teachers have shown remarkable improvement after the implementation of the strategy while ‘activity’, ‘pronunciation’ and ‘comprehension’ are the components wherein the student teachers have shown improvement after the implementation of the strategy but not so significant.

The graphs ranging from figure no. 5.5.1.1. to 5.1.1.10. show the comparative analysis of the pre-test and post-test percentage scores of each student teacher on the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task.

Figure No. 5.5.1.1.
Pre-test and Post-test Percentage Scores of Student Teacher No. 1 on Language Components

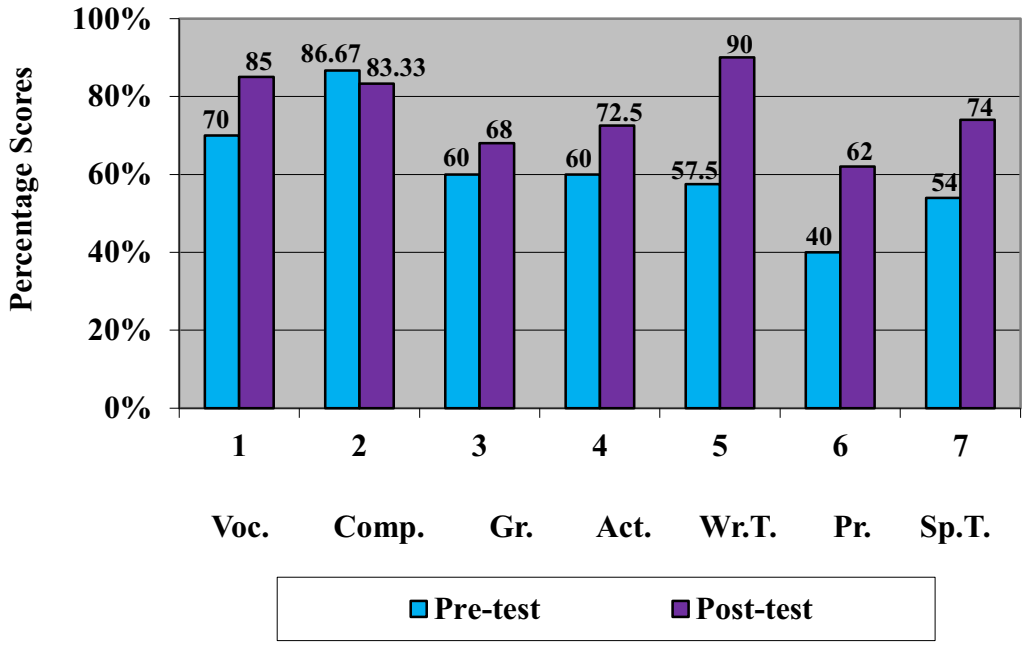


Figure no. 5.5.1.1. shows the pre-test and post-test percentage scores of student teacher S1 on language components. In the context of the performance of student teacher S1 in pre-test and post-test, it is found that the student teacher S1 has made remarkable progress in the component 'writing task' and 'pronunciation 'from pre-test to post-test. The pre-test percentage score of student teacher S1 on 'writing task' was 57.5 % which increased to 90 % in the post-test with the increase of 32.5 %. The pre-test percentage score of student teacher S1 on 'pronunciation' was 40 % which increased to 62 % in the post-test with the increase of 22 %. On the other hand, 'comprehension' is the component wherein the performance of student teacher S1 has decreased after implementation of the strategy. The pre-test percentage score of student teacher S1 on 'comprehension' was 86.67 % which decreased to 83.33 % in the post-test. Though, there is a decrease but not so significant. Thus, except 'comprehension', the percentage scores of student teacher S1 on all other language components have remarkably increased from pre-test to post-test. In all, the average increase of 16.0 % in the percentage scores of student teacher S1 from pre-test to post-test shows the significant improvement in the performance of student teacher S1 on language components after implementation of the strategy.

Figure No. 5.5.1.2.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 2 on Language Components

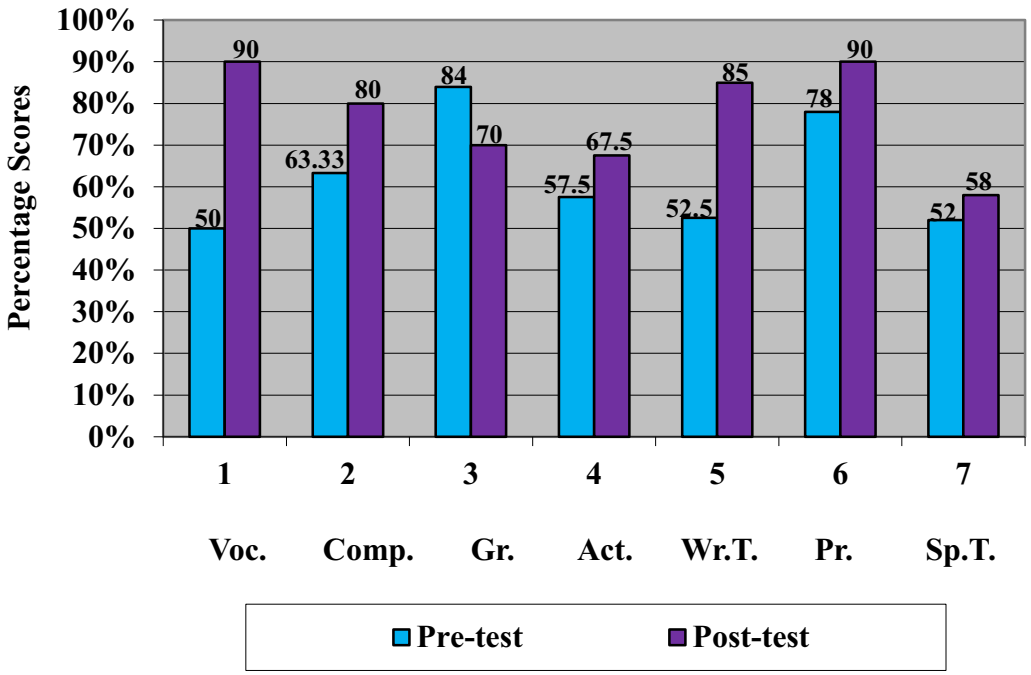


Figure no. 5.5.1.2. shows the pre-test and post-test percentage scores of student teacher S2 on language components. In the context of the performance of student teacher S2 in pre-test and post-test, it is found that the student teacher S2 has made a remarkable progress in the component 'vocabulary' and 'writing task' from pre-test to post test. The pre-test percentage score of student teacher S2 on 'vocabulary' was 50 % which increased to 90 % in the post-test with the increase of 40 % and the pre-test percentage score of student teacher S2 on 'writing task' was 52.50 % which increased to 85 % in the post-test with the increase of 32.50 %. On the other hand, it is alarming that student teacher S2 who had obtained highest percentage scores on 'grammar' in pre-test i.e. 84 % has performed lower in the post-test obtaining 70 %. Thus, except 'grammar', the percentage scores of student teacher S2 on all other language components have remarkably increased from pre-test to post-test. In all, the average increase of 13.34 % in the percentage scores of student teacher S2 from pre-test to post-test shows the significant improvement in the performance of student teacher S2 on language components after implementation of the strategy.

Figure No. 5.5.1.3.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 3 on Language Components

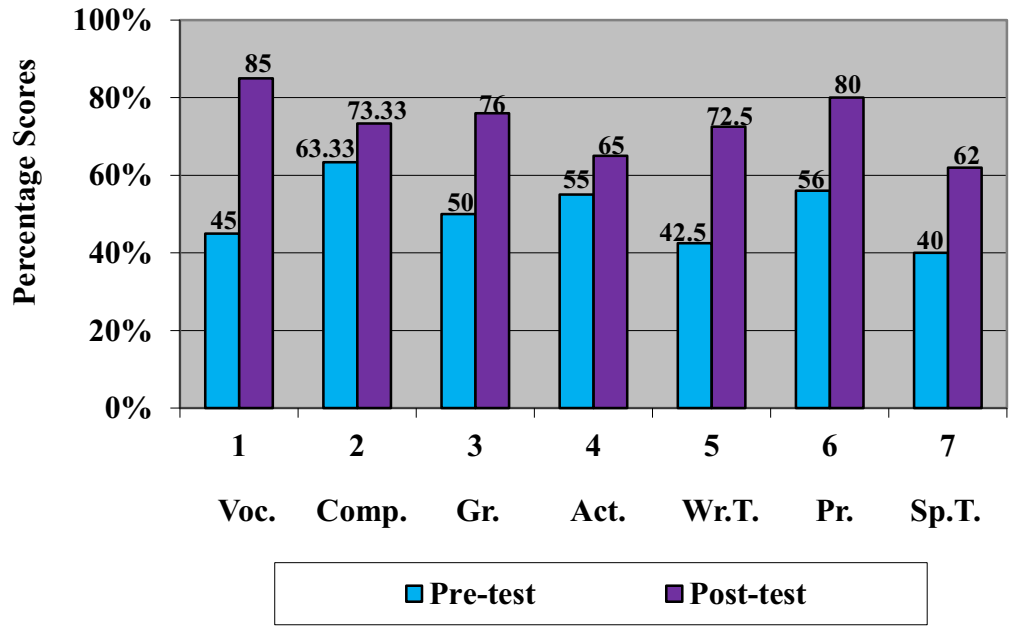


Figure no. 5.5.1.3. shows the pre-test and post-test percentage scores of student teacher S3 on language components. In the context of the performance of student teacher S3 in pre-test and post-test, it is found that among all the language components, 'vocabulary', 'writing task', 'grammar', 'pronunciation' and 'speaking task' are the components wherein student teacher S3 has made a remarkable progress. The pre-test percentage score of student teacher S3 on 'vocabulary' was 45 % which increased to 85 % in the post-test with the increase of 40 %. The pre-test percentage score of student teacher S3 on 'writing task' was 42.50 % which increased to 72.50 % in the post-test with the increase of 30 %. The pre-test percentage score of student teacher S4 on 'grammar' was 50 % which increased to 76 % in the post-test with the increase of 26 %. The pre-test percentage score of student teacher S4 on 'pronunciation' was 56 % which increased to 80 % in the post-test with the increase of 24 % and the pre-test percentage score of student teacher S4 on 'speaking task' was 40 % which increased to 62 % in the post-test with the increase of 22 %. In all, the average increase of 23.33 % in the percentage scores of student teacher S3 from pre-test to post-test shows the significant improvement in the performance of student teacher S3 on all language components after implementation of the strategy.

Figure No. 5.5.1.4.
Pre-test and Post-test Percentage Scores of Student Teacher No. 4 on Language Components

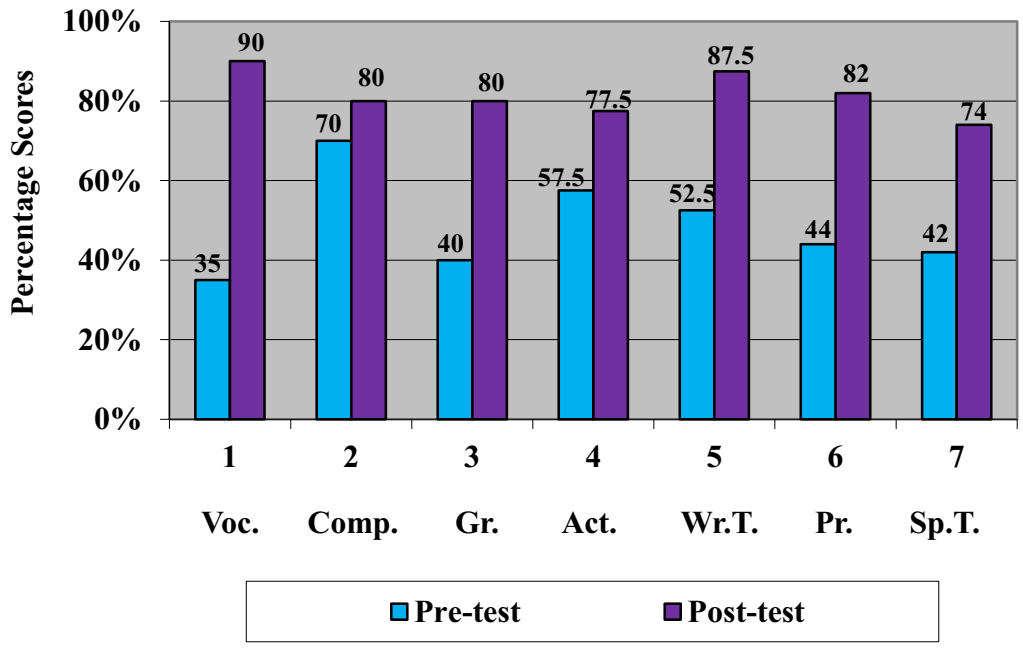


Figure no. 5.5.1.4. shows the pre-test and post-test percentage scores of student teacher S4 on language components. In the context of the performance of student teacher S4 in pre-test and post-test, it is found that percentage scores of student teacher S4 in all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'grammar', 'pronunciation', writing task' and 'speaking task' are the components wherein student teacher S4 has made outstanding progress. The pre-test percentage score of student teacher S4 on 'vocabulary' was 35 % which increased to 90 % in the post-test with the increase of 55 %. The pre-test percentage score of student teacher S4 on 'grammar' was 40 % which increased to 80 % in the post-test with the increase of 40 %. The pre-test percentage score of student teacher S4 on 'pronunciation' was 44 % which increased to 82 % in the post-test with the increase of 38 %. The pre-test percentage score of student teacher S4 on 'writing task' was 52.50 % which increased to 87.50 % in the post-test with the increase of 35 % and the pre-test percentage score of student teacher S4 on 'speaking task' was 42 % which increased to 74 % in the post-test with the increase of 32 %. In all, the average increase of 34 % in the percentage scores of student teacher S4 from pre-test to post-test shows the significant improvement in the performance of student teacher S4 on all language components after implementation of the strategy.

Figure No. 5.5.1.5.
Pre-test and Post-test Percentage Scores of Student Teacher No. 5 on Language Components

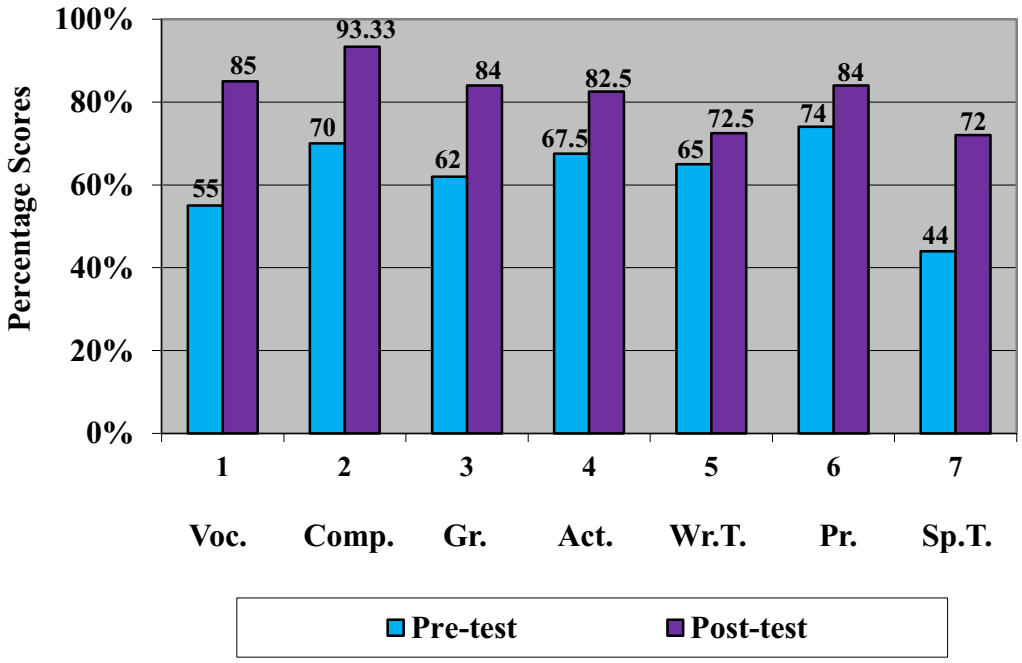


Figure no. 5.5.1.5. shows the pre-test and post-test percentage scores of student teacher S5 on language components. In the context of the performance of student teacher S5 in pre-test and post-test, it is found that the percentage scores of student teacher S5 in all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'comprehension', 'grammar' and 'speaking task' are the components wherein student teacher S5 has made remarkable progress. The pre-test percentage score of student teacher S5 on 'vocabulary' was 55 % which increased to 85 % in the post-test with the increase of 30 %. The pre-test percentage score of student teacher S5 on 'comprehension' was 70 % which increased to 93.33 % in the post-test with the increase of 23.33 %. The pre-test percentage score of student teacher S5 on 'grammar' was 62 % which increased to 84 % in the post-test with the increase of 22.0 % and the pre-test percentage score of student teacher S5 on 'speaking task' was 44 % which increased to 72 % in the post-test with the increase of 28 %. In all, the average increase of 19.33 % in the percentage scores of student teacher S5 from pre-test to post-test shows the significant improvement in the performance of student teacher S5 on all language components after implementation of the strategy.

Figure No. 5.5.1.6.
Pre-test and Post-test Percentage Scores of Student Teacher No. 6 on Language Components

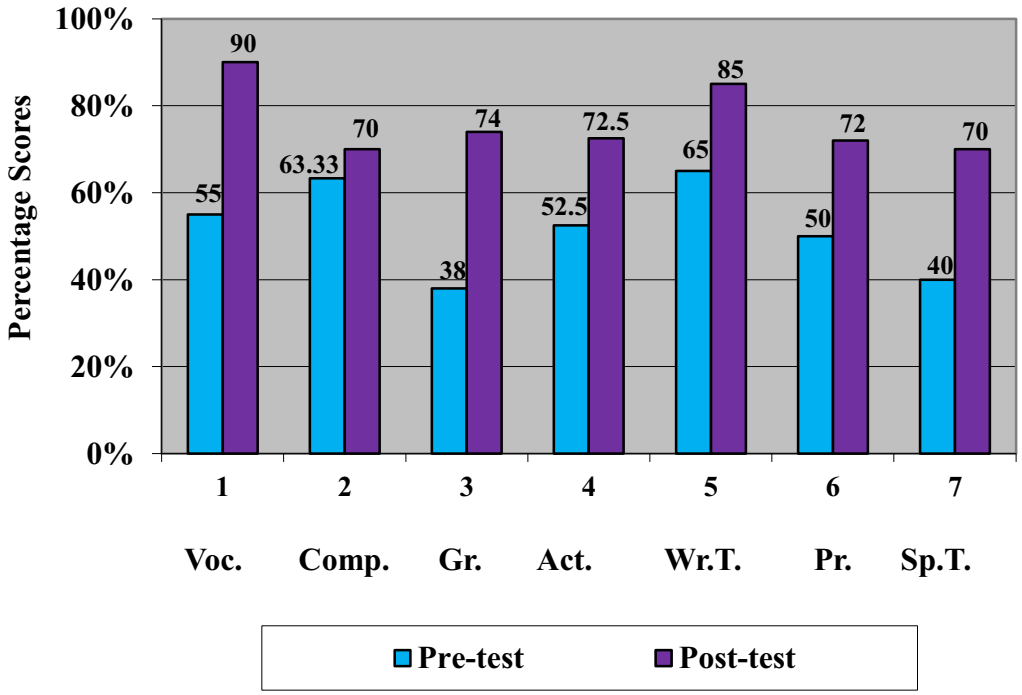


Figure no. 5.5.1.6. shows the pre-test and post-test percentage scores of student teacher S6 on language components. In the context of the performance of student teacher S6 in pre-test and post-test, it is found that the percentage scores of student teacher S6 in all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'grammar' and 'speaking task' are the components wherein student teacher S6 has made remarkable progress. The pre-test percentage score of student teacher S6 on 'vocabulary' was 55 % which increased to 90 % in the post-test with the increase of 35 %. The pre-test percentage score of student teacher S6 on 'grammar' was 38 % which increased to 74 % in the post-test with the increase of 36 % and the pre-test percentage score of student teacher S6 on 'speaking task' was 40 % which increased to 70 % in the post-test with the increase of 30 %. In all, the average increase of 25.33 % in the percentage scores of student teacher S6 from pre-test to post-test shows the significant improvement in the performance of student teacher S6 on all language components after implementation of the strategy.

Figure No. 5.5.1.7.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 7 on Language Components

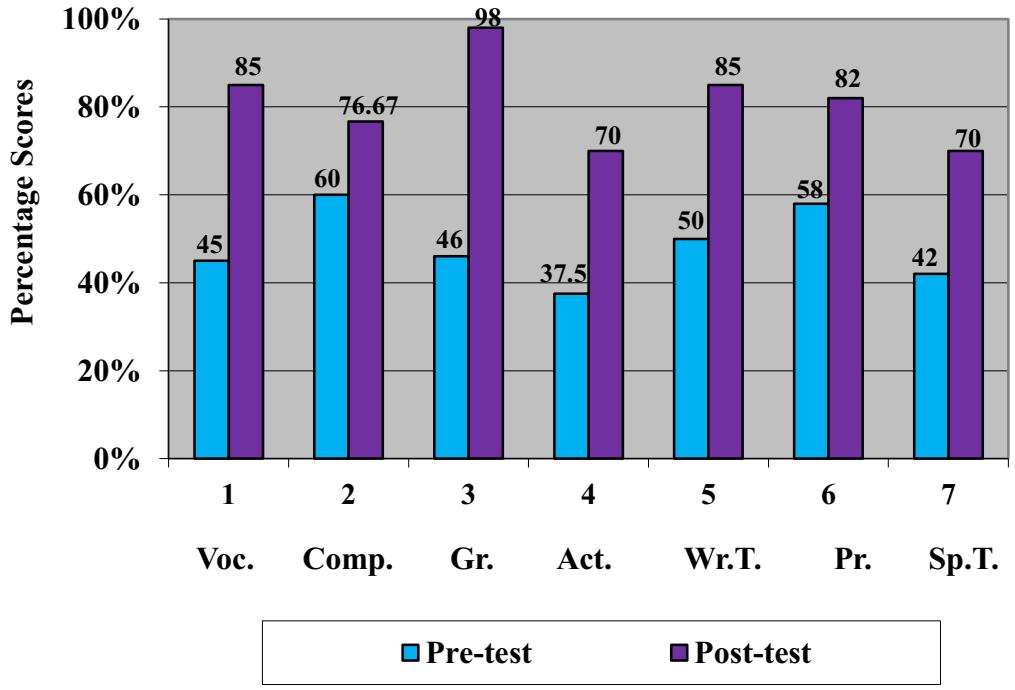


Figure no. 5.5.1.7. shows the pre-test and post-test percentage scores of student teacher S7 on language components. In the context of the performance of student teacher S7 in pre-test and post-test, it is found that the percentage scores of student teacher S7 in all the language components have increased from pre-test to post-test. Among all the language components, 'vocabulary', 'grammar', 'activity' and 'writing task' are the components wherein student teacher S7 has made outstanding progress. The pre-test percentage score of student teacher S7 on 'vocabulary' was 45 % which increased to 85 % in the post-test with the increase of 40 %. The pre-test percentage score of S7 on 'grammar' was 46 % which increased to 98 % in the post-test with the increase of 52 %. The pre-test percentage score of S7 on 'activity' was 37.5 % which increased to 70 % in the post-test with the difference of 32.5 % and the pre-test percentage score of student teacher S7 on 'writing task' was 50 % which increased to 85 % in the post-test with the increase of 35 %. In all, the average increase of 33.33 % in the percentage scores of student teacher S7 from pre-test to post-test shows the very significant improvement in the performance of student teacher S7 on all language components after implementation of the strategy.

Figure No. 5.5.1.8.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 8 on Language Components

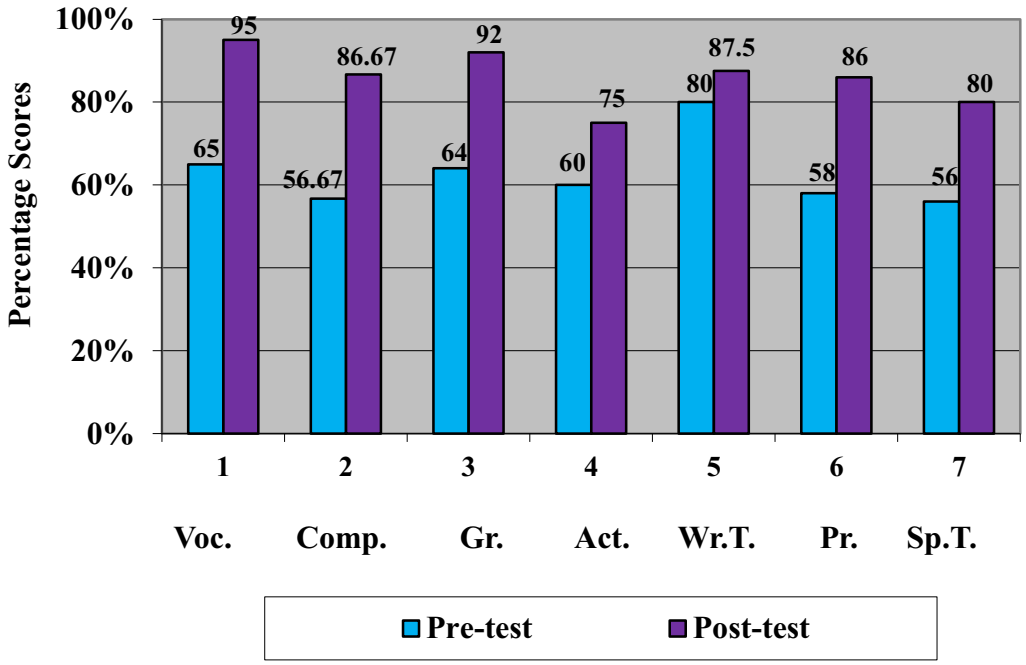


Figure no. 5.5.1.8. shows the pre-test and post-test percentage scores of student teacher S8 on language components. In the context of the performance of student teacher S8 in pre-test and post-test, it is found that the percentage scores of student teacher S8 with respect to all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'comprehension', 'grammar' and 'pronunciation' are the components wherein student teacher S8 has made remarkable progress. The pre-test percentage score of student teacher S8 on 'vocabulary' was 65 % which increased to 95 % in the post-test with the increase of 30 %. The pre-test percentage score of student teacher S8 on 'comprehension' was 56.67 % which increased to 86.67 % in the post-test with the increase of 30 %. The pre-test percentage score of student teacher S8 on 'grammar' was 64.0 % which increased to 92.0 % in the post-test with the increase of 28 % and the pre-test percentage score of student teacher S8 on 'pronunciation' was 58.0 % which increased to 86.0 % in the post-test with the increase of 28 %. In all, the average increase of 23.33 % in the percentage scores of student teacher S8 from pre-test to post-test shows the significant improvement in the performance of student teacher S8 on all language components after implementation of the strategy.

Figure No. 5.5.1.9.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 9 on Language Components

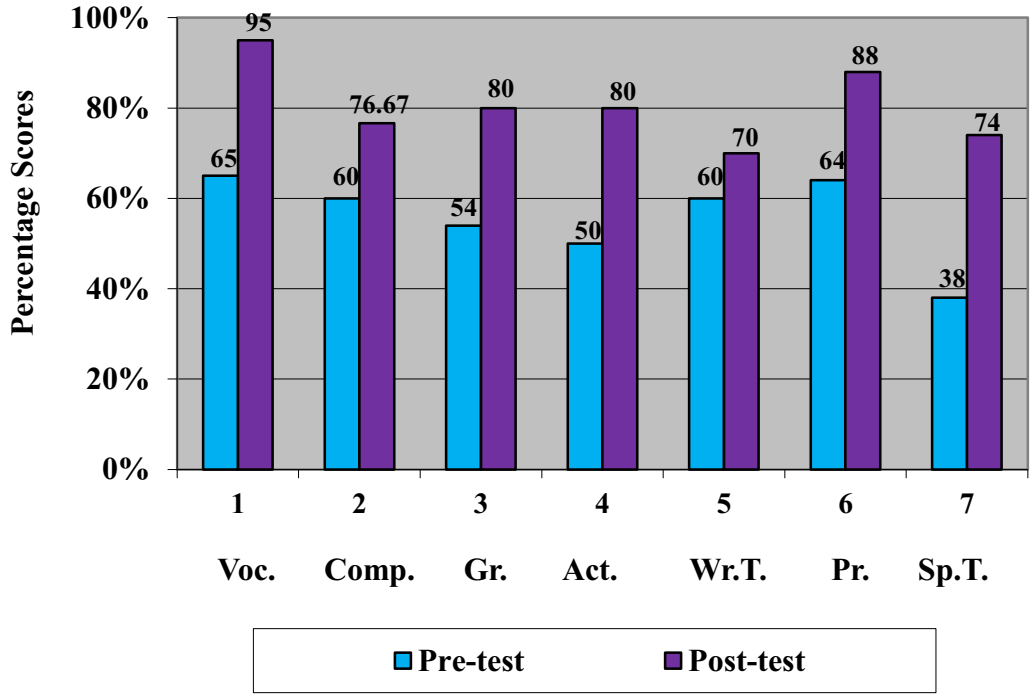


Figure no. 5.5.1.9. shows the pre-test and post-test percentage scores of student teacher S9 on language components. In the context of the performance of student teacher S9 in pre-test and post-test, it is found that the percentage scores of student teacher S9 with respect to all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'activity' and 'speaking task' are the components wherein student teacher S9 has made outstanding progress. The pre-test percentage score of student teacher S9 on 'vocabulary' was 65 % which increased to 95 % in the post-test with the increase of 30 %. The pre-test percentage score of student teacher S9 on 'activity' was 50 % which increased to 80 % in the post-test with the increase of 30 % and the pre-test percentage score of student teacher S9 on 'speaking task' was 38 % which increased to 74 % in the post-test with the increase of 36 %. In all, the average increase of 25.34 % in the percentage scores of student teacher S9 from pre-test to post-test shows the significant improvement in the performance of student teacher S9 on all language components after implementation of the strategy.

Figure No. 5.5.1.10.
Pre-test and Post-test Percentage Scores of
Student Teacher No. 10 on Language Components

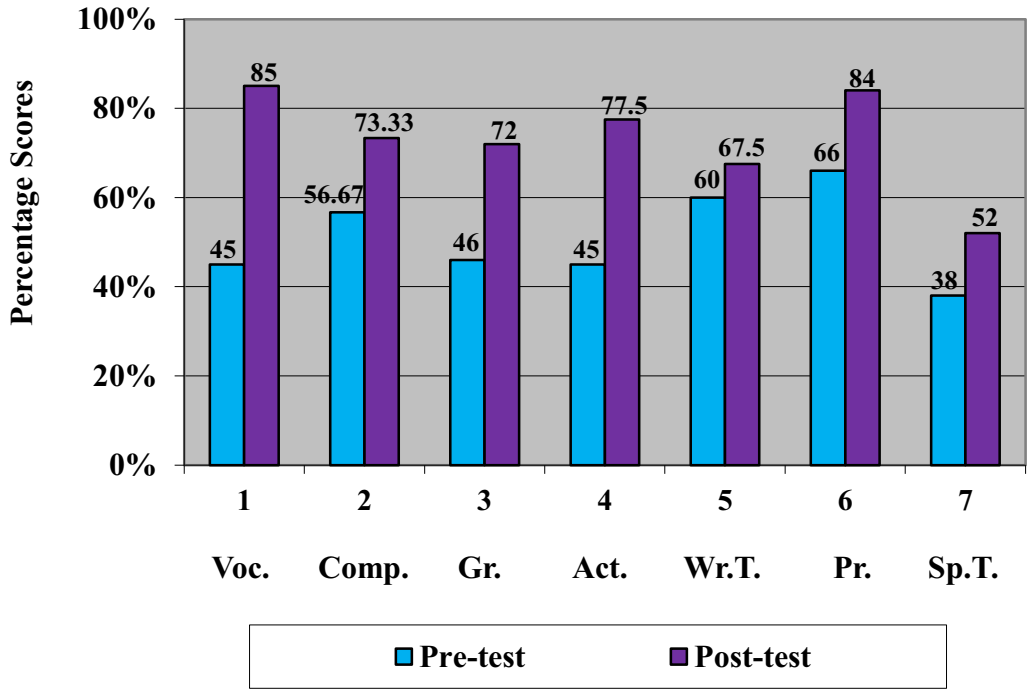


Figure no. 5.5.1.10. shows the pre-test and post-test percentage scores of student teacher S10 on language components. In the context of the performance of student teacher S10 in pre-test and post-test, it is found that the percentage scores of student teacher S10 with respect to all the language components have increased from pre-test to post-test and among all the language components, 'vocabulary', 'grammar' and 'activity' are the components wherein student teacher S10 has made remarkable progress. The pre-test percentage score of student teacher S10 on 'vocabulary' was 45 % which increased to 85 % in the post-test with the increase of 40 %. The pre-test percentage score of student teacher S10 on 'grammar' was 46 % which increased to 72 % in the post-test with the increase of 26 % and the pre-test percentage score of student teacher S10 on activity was 45 % which increased to 77.5 % in the post-test with the increase of 32.5 %. In all, the average increase of 22 % in the percentage scores of student teacher S10 from pre-test to post-test shows the significant improvement in the performance of student teacher S10 on all language components after implementation of the strategy.

Thus, it is evident from the table no. 5.5.1.a. and the figures no. 5.5.1.1. to 5.1.1.10.that except only two cases of student teacher S1 in 'comprehension' and student teacher S2 in 'grammar' in post-test, the performance of each student teacher on the language components from pre-test to post-test in terms of percentage scores has significantly increased.

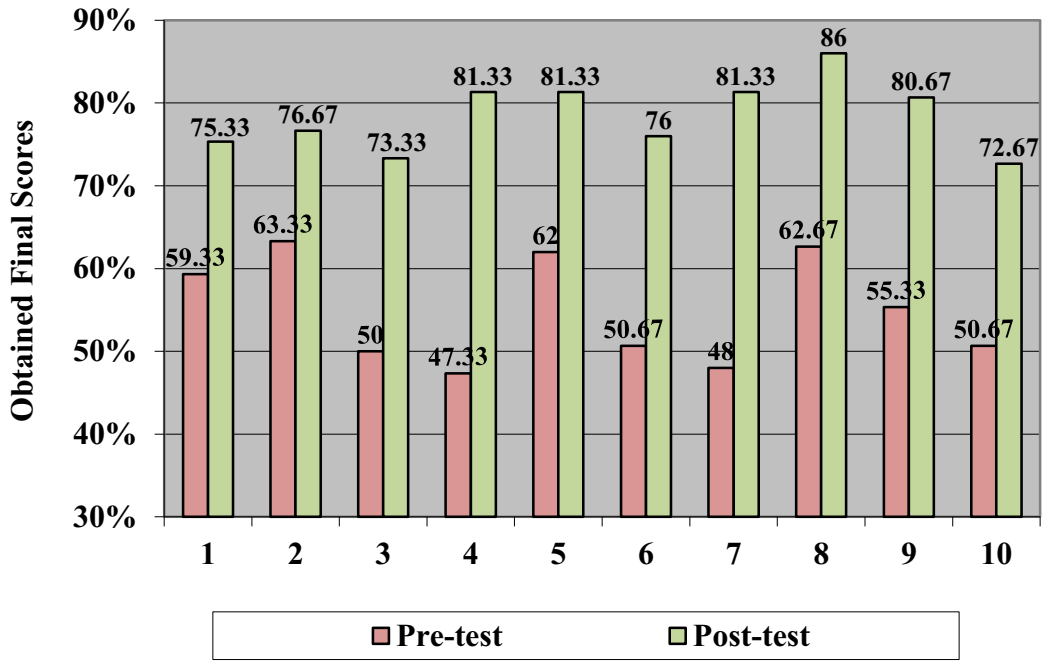
Table no. 5.5.1.b. & Figure no. 5.5.1.b. show the average all pre-test and post-test percentage scores of student teachers and the difference between the average pre-test percentage scores and the average post-test percentage scores of the student teachers.

Table No. 5.5.1.b.

Average Pre-test and Post-test Percentage Scores of Student Teachers

Number of Student Teachers	**Average Pre-test Percentage Scores of Student Teachers**	**Average Post-test Percentage Scores of Student Teachers**	**Difference between the Average Pre-test Percentage Scores and Post-test Percentage Scores of Student Teachers**
S1	59.33 %	75.33 %	16.00 %
S2	63.33 %	76.67 %	13.34 %
S3	50.00 %	73.33 %	23.33 %
S4	47.33 %	81.33 %	34.00 %
S5	62.00 %	81.33 %	19.33 %
S6	50.67 %	76.00 %	25.33 %
S7	48.00 %	81.33 %	33.33 %
S8	62.67 %	86.00 %	23.33 %
S9	55.33 %	80.67 %	25.34 %
S10	50.67 %	72.67 %	22.00 %
Average Difference :			**23.54 %**

Figure No. 5.5.1.
Pre-test and Post-test Scores of Student Teachers on all Language Components in Percentage



It is evident from the table no. 5.5.1.b. & Figure no. 5.5.1.b. that out of all the student teachers, 30 % of the student teachers (S2, S5, S8) had shown 'good performance' in the pre-test by obtaining more than 60.0 %. 50 % of the student teachers (S1, S3, S6, S9, S10) had shown 'average' performance in the pre-test by obtaining more than 50.0 % to 60.0 % and the rest 20 % of the student teachers (S4, S7) had shown 'poor' performance in the pre-test by obtaining less than 50.0 %. On the other hand, after implementation of the strategy, out of all the student teachers, 50 % of the student teachers (S4, S5, S7, S8, S9) showed 'excellent' performance in the post-test by obtaining more than 80.0 % and 50 % of the student teachers (S1, S2, S3, S6, S10) showed 'very good' performance in the post-test by obtaining more than 70.0 % while none of the student teachers showed 'average' or 'poor' performance by obtaining less than 70.0 %.

In all, the average increase of 23.54 % as well as the individual increase reflected in the overall percentage score of each student teacher from pre-test to post-test clearly show that the performance of each student teacher has remarkably improved after implementation of the strategy.

5.5.2. Language Component wise Statistical Analysis and Interpretation of Pre - test Scores and Post - test Scores Obtained by Student Teachers

This section deals with the language component wise statistical analysis and interpretation of the pre-test and post-test scores obtained by the student teachers. Based on each language component, pre-test and post-test achievement of the student teachers is compared and analysed statistically in the tables & figures ranging from 5.5.2.1. to 5.5.2.7.

Table No. 5.5.2.1.

Pre-test and Post-test Scores of all Student Teachers on 'Vocabulary'

Sr. No.	Pre-test Scores (Out of 20 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 20 Marks)	Post-test Scores in Percentage
1.	14	70.00 %	17	85.00 %
2.	10	50.00 %	18	90.00 %
3.	09	45.00 %	17	85.00 %
4.	07	35.00 %	18	90.00 %
5.	11	55.00 %	17	85.00 %
6.	11	55.00 %	18	90.00 %
7.	09	45.00 %	17	85.00 %
8.	13	65.00 %	19	95.00 %
9.	13	65.00 %	19	95.00 %
10.	09	45.00 %	17	85.00 %
Average Scores	**10.6**	**53.00 %**	**17.7**	**88.50 %**
Average Increase from pre-test to post-test			**7.1**	**35.50 %**

Figure No. 5.5.2.1.
Pre-test - Post-test Scores of Student Teachers on 'Vocabulary'

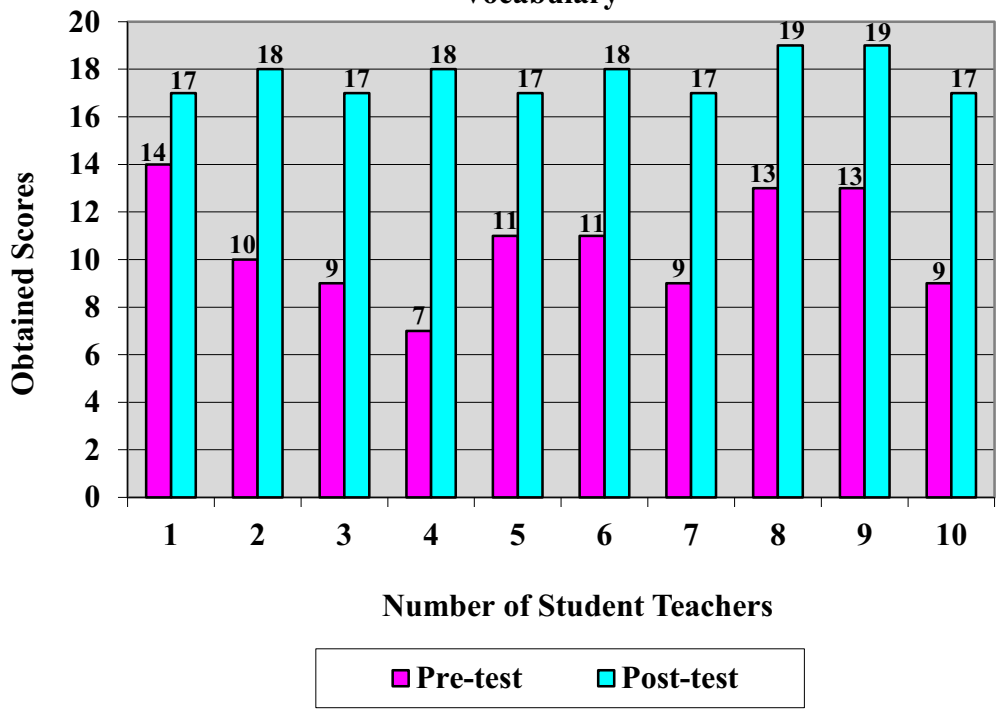


Table No. 5.5.2.1.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Vocabulary'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean Pre-test Post-test	 10.6 17.7
2.	Mean of Difference	7.1
3.	Standard Deviation of Difference	2.08
4.	Standard Error of Mean of Difference	0.66
5.	Degree of Freedom	09
6.	't' Value	10.76

As shown in the table no. 5.5.2.1. & figure no. 5.5.2.1., the scores obtained by all the student teachers on 'Vocabulary' in the post-test are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 7 out of 20 marks (35.0 %) which increased to 17 marks (85.0 %) in the post test with the increase of 10 marks (50.0 %) while the highest score obtained by the student teacher in the pre-test was 14 out of 20 marks (70.0 %) which increased to 19 marks (95.0 %) in the post test with the increase of 5 marks (25.0 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 7.1 marks (35.5 %).

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.1.1. shows that the pre-test score mean is 10.6 while the post-test score mean is 17.7 and the observed difference between two mean scores is 7.1. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 10.76 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of 'vocabulary' is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on 'vocabulary' form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of 'vocabulary' as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.2.

Pre-test and Post-test Scores of all Student Teachers on 'Comprehension'

Sr. No.	Pre-test Scores (Out of 15 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 15 Marks)	Post-test Scores in Percentage
1.	13	86.67 %	12.5	83.33 %
2.	9.5	63.33 %	12	80.00 %
3.	9.5	63.33 %	11	73.33 %
4.	10.5	70.00 %	12	80.00 %
5.	10.5	70.00 %	14	93.33 %
6.	9.5	63.33 %	10.5	70.00 %
7.	9.0	60.00 %	11.5	76.67 %
8.	8.5	56.67 %	13	86.67 %
9.	9.0	60.00 %	11.5	76.67 %
10.	8.5	56.67 %	11	73.33 %
Average Scores	**9.75**	**48.75 %**	**11.9**	**59.50 %**
Average Increase from pre-test to post-test			**2.15**	**10.75 %**

Figure No. 5.5.2.2.
Pre-test - Post-test Scores of Student Teachers on 'Comprehension'

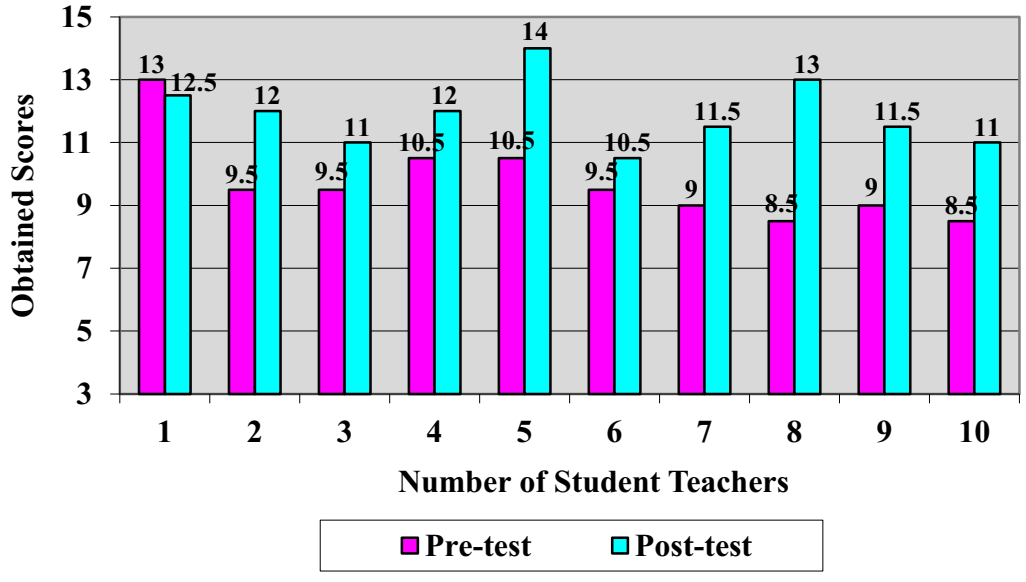


Table No. 5.5.2.2.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Comprehension'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean	
	Pre-test	9.75
	Post-test	11.9
2.	Mean of Difference	2.15
3.	Standard Deviation of Difference	1.38
4.	Standard Error of Mean of Difference	0.44
5.	Degree of Freedom	09
6.	't' Value	4.89

As shown in the table no. 5.5.2.2. & figure no. 5.5.2.2., except one student teacher (i.e. S**1**), the scores obtained by all other student teachers on 'Comprehension' in the post-test are higher than their scores in the pre-test. Except student teacher S**1**, the scores of all other student teachers differ positively from pre-test to post-test. The lowest score obtained by the student teacher in the pre-test was 8.5 out of 15 marks (56.67 %) which increased to 10.5 marks (70 %) in the post-test with the increase of 2 marks (13.33 %). The highest score obtained by the student teacher in the pre-test was 13 out of 15 marks (86.67 %) which increased to 14 marks (93.33 %) in the post test with the increase of 1 mark (6.66 %). The figure also shows the variation lying in the performance of student teachers wherein student teacher no. 1 (S**1**) who had performed better in the pre-test obtaining 13 marks (86.67 %) has performed lower in the post-test obtaining 12.5 marks (83.33 %) with the decrease of 0.5 marks (3.33 %). On the other hand, except student teacher S**1**, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 2.15 marks (10.75 %).

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that except student teacher S**1**, all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.2.1. shows that the pre-test score mean is 9.75 while the post-test score mean is 11.9 and the observed difference between two mean scores is 2.15. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 4.89 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of 'comprehension' is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on 'comprehension' form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of 'comprehension' as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.3.

Pre-test and Post-test Scores of all Student Teachers on 'Grammar'

Sr. No.	Pre-test Scores (Out of 25 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 25 Marks)	Post-test Scores in Percentage
1.	15	60.00 %	17	68.00 %
2.	21	84.00 %	17.5	70.00 %
3.	12.5	50.00 %	19	76.00 %
4.	10	40.00 %	20	80.00 %
5.	15.5	62.00 %	21	84.00 %
6.	9.5	38.00 %	18.5	74.00 %
7.	11.5	46.00 %	24.5	98.00 %
8.	16	64.00 %	23	92.00 %
9.	13.5	54.00 %	20	80.00 %
10.	11.5	46.00 %	18	72.00 %
Average Scores	**13.6**	**54.40 %**	**19.85**	**79.40 %**
Average Increase from pre-test to post-test			**6.25**	**25.0 %**

Figure No. 5.5.2.3.
Pre-test - Post-test Scores of Student Teachers on 'Grammar'

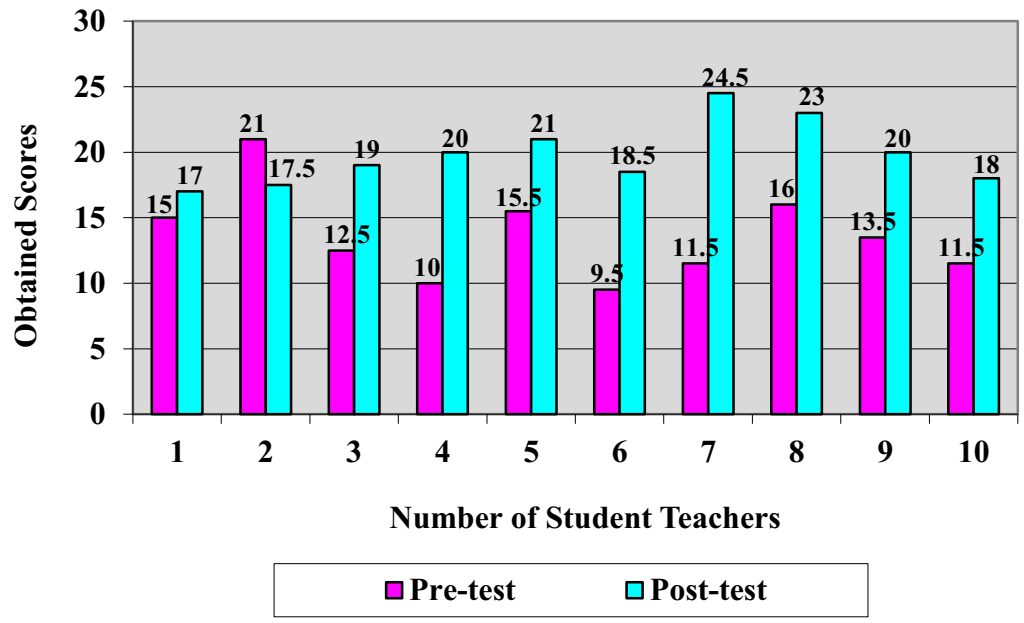


Table No. 5.5.2.3.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Grammar'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean Pre-test Post-test	 13.6 19.85
2.	Mean of Difference	6.25
3.	Standard Deviation of Difference	4.49
4.	Standard Error of Mean of Difference	1.42
5.	Degree of Freedom	09
6.	't' Value	4.40

As shown in the table no. 5.5.2.3. & figure no. 5.5.2.3., except one student teacher (i.e. S**2**), the scores obtained by all other student teachers on 'Grammar' in the post-test are higher than their scores in the pre-test. Except student teacher S**2**, the scores of all other student teachers differ positively from pre-test to post-test. The lowest score obtained by the student teacher in the pre-test was 9.5 out of 25 marks (38.0 %) which increased to 17.0 marks (68.0 %) in the post-test with the increase of

7.5 marks (30.0 %) The highest score obtained by the student teacher in the pre-test was 21 out of 25 marks (84.0 %) which increased to 24.5 marks (98.0 %) in the post test with the increase of 3.5 marks (14.0 %). The figure also shows the variation lying in the performance of student teachers wherein student teacher no. 2 (S**2**) who had performed better in the pre-test obtaining 21 marks (84.00 %) has performed lower in the post-test obtaining 17.5 marks (70.00 %) with the decrease of 3.5 marks (14.00 %). On the other hand, student teacher no. 7 (S**7**) who had scored only 11.5 marks (46.00 %) in the pre-test has performed significantly better in the post-test obtaining 24.5 marks (98.00 %) with the increase of 13 marks (52.00 %). Apart from these two cases (i.e. S**2** & S**7**), the average increase in the scores of sr. no. 1, 3, 5, 9 and 10 from pre-test to post-test is 5.4 marks (21.60 %) and the average increase in the scores of sr. no. 4, 6, and 8 from pre-test to post-test is 8.67 marks (34.68 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test further validates the significance and usefulness of the developed strategy in terms of 'grammar' for not only the bright student teachers but also the average student teachers. In all, it is evident from the figure that except student teacher S**2**, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 6.25 marks (25.0 %) and the average increase in the scores of the student teachers from pre-test to post-test shows that except student teacher S**2**, all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.3.1. shows that the pre-test score mean is 13.6 while the post-test score mean is 19.85 and the observed difference between two mean scores is 6.25. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 4.40 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of 'grammar' is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on 'grammar' form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of 'grammar' as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.4.

Pre-test and Post-test Scores of all Student Teachers on 'Activity'

Sr. No.	Pre-test Scores (Out of 20 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 20 Marks)	Post-test Scores in Percentage
1.	12	60.00 %	14.5	72.50 %
2.	11.5	57.50 %	13.5	67.50 %
3.	11	55.00 %	13	65.00 %
4.	11.5	57.50 %	15.5	77.50 %
5.	13.5	67.50 %	16.5	82.50 %
6.	10.5	52.50 %	14.5	72.50 %
7.	7.5	37.50 %	14	70.00 %
8.	12	60.00 %	15	75.00 %
9.	10	50.00 %	16	80.00 %
10.	09	45.00 %	15.5	77.50 %
Average Scores	**10.85**	**54.25 %**	**14.8**	**74.0 %**
Average Increase from pre-test to post-test			**3.95**	**19.75 %**

Figure No. 5.5.2.4.
Pre-test - Post-test Scores of Student Teachers on 'Activity'

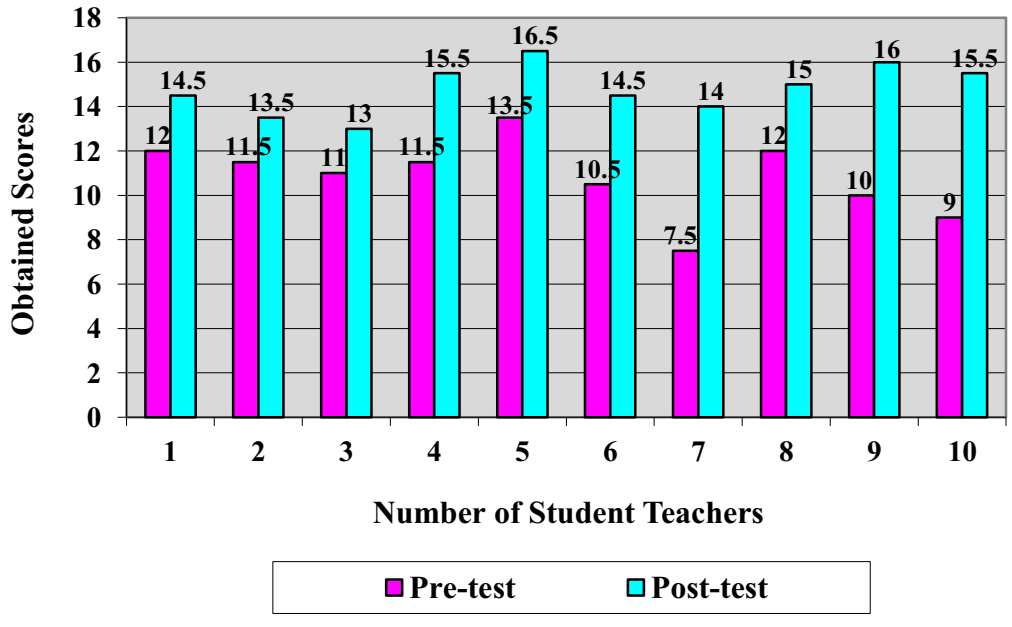


Table No. 5.5.2.4.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Activity'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean	
	Pre-test	10.85
	Post-test	14.8
2.	Mean of Difference	3.95
3.	Standard Deviation of Difference	1.80
4.	Standard Error of Mean of Difference	0.57
5.	Degree of Freedom	09
6.	't' Value	6.93

As shown in the table no. 5.5.2.4. & figure no. 5.5.2.4., the scores obtained by all the student teachers on 'Activity' in the post-test are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 7.5 out of 20 marks (37.5 %) which increased to 13 marks (65.0 %) in the post test with the increase of 5.5 marks (27.5 %) while the highest score obtained by the student teacher in the pre-test was 13.5 out of 20 marks (67.5 %) which increased to 16.5 marks (82.5 %) in the post test with the increase of 3 marks (15.0 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 3.95 marks (19.75 %). Figure no. 5.5.2.4. also shows that the average increase in scores of sr. no. 1, 2, 3, 5, and 8 from pre-test to post-test is 2.5 marks (12.50 %) while the average increase in the scores of sr. no. 4, 6, 7, 9, and 10 from pre-test to post-test is 5.4 marks (27.00 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test shows that not only the bright student teachers but also the average student teachers have performed better after the treatment.

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.4.1. shows that the pre-test score mean is 10.85 while the post-test score mean is 14.8 and the observed difference between two mean scores is 3.95. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 6.93 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of activity" is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on 'activity' form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of 'activity' as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.5.

Pre-test and Post-test Scores of all Student Teachers on 'Writing task'

Sr. No.	Pre-test Scores (Out of 20 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 20 Marks)	Post-test Scores in Percentage
1.	11.5	57.50 %	18	90.00 %
2.	10.5	52.50 %	17	85.00 %
3.	8.5	42.50 %	14.5	72.50 %
4.	10.5	52.50 %	17.5	87.50 %
5.	13	65.00 %	14.5	72.50 %
6.	13	65.00 %	17	85.00 %
7.	10	50.00 %	17	85.00 %
8.	16	80.00 %	17.5	87.50 %
9.	12	60.00 %	14	70.00 %
10.	12	60.00 %	13.5	67.50 %
Average Scores	**11.70**	**58.50 %**	**16.05**	**80.25 %**
Average Increase from pre-test to post-test			**4.35**	**21.75 %**

Figure No. 5.5.2.5.
Pre-test - Post-test Scores of Student Teachers on 'Writing Tasks'

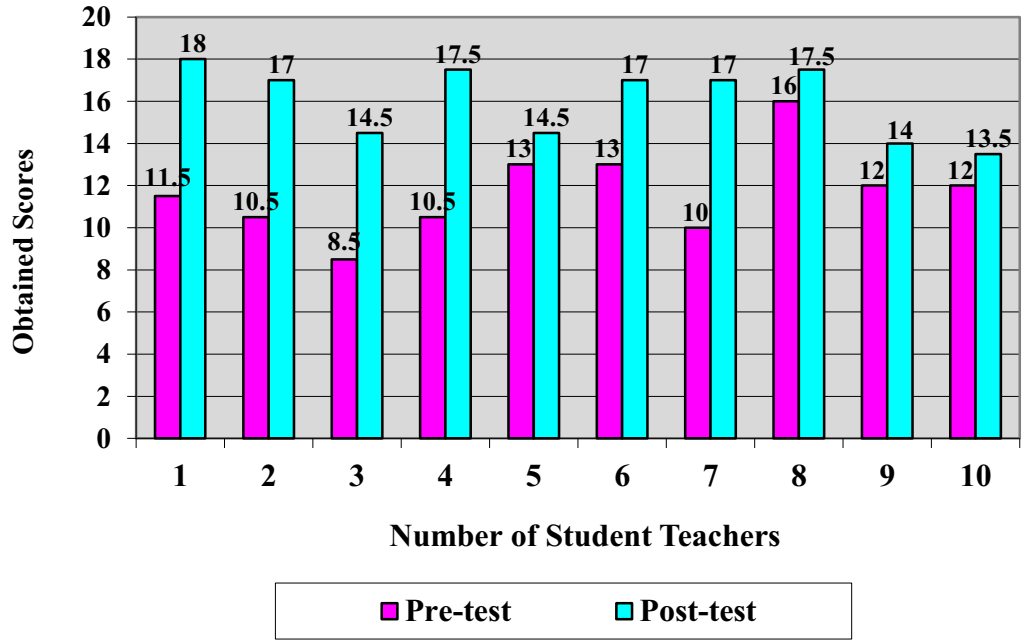


Table No. 5.5.2.5.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Writing task'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean	
	Pre-test	11.7
	Post-test	16.05
2.	Mean of Difference	4.35
3.	Standard Deviation of Difference	2.49
4.	Standard Error of Mean of Difference	0.79
5.	Degree of Freedom	09
6.	't' Value	5.51

As shown in the table no. 5.5.2.5. & figure no. 5.5.2.5., the scores obtained by all the student teachers on 'Writing task' in the post-test are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 8.5 out of 20 marks (42.5 %) which increased to 13.5

marks (67.5 %) in the post test with the increase of 5 marks (25.0 %) while the highest score obtained by the student teacher in the pre-test was 13 out of 20 marks (65.0 %) which increased to 18 marks (90.0 %) in the post test with the increase of 5 marks (25.0 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 4.35 marks (21.75 %). Figure no. 5.5.2.5. also shows that the average increase in the scores of sr. no. 5, 8, 9 and 10 from pre-test to post-test is 1.63 marks (8.15 %) while the average increase in the scores of sr. no. 1, 2, 3, 4, 6, and 7 from pre-test to post-test is 6.16 marks (30.80 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test shows that not only the bright student teachers but also the average student teachers have performed better after the treatment.

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.5.1. shows that the pre-test score mean is 11.7 while the post-test score mean is 16.05 and the observed difference between two mean scores is 4.35. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 5.51 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that “there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of ‘writing task’ is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on ‘writing task’ form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of ‘writing task’ as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.6.

Pre-test and Post-test Scores of all Student Teachers on 'Pronunciation'

Sr. No.	Pre-test Scores (Out of 25 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 25 Marks)	Post-test Scores in Percentage
1.	10	40.00 %	15.5	62.00 %
2.	19.5	78.00 %	22.5	90.00 %
3.	14	56.00 %	20	80.00 %
4.	11	44.00 %	20.5	82.00 %
5.	18.5	74.00 %	21	84.00 %
6.	12.5	50.00 %	18	72.00 %
7.	14.5	58.00 %	20.5	82.00 %
8.	14.5	58.00 %	21.5	86.00 %
9.	16	64.00 %	22	88.00 %
10.	16.5	66.00 %	21	84.00 %
Average Scores	**14.70**	**58.80 %**	**20.25**	**81.0 %**
Average Increase from pre-test to post-test			**5.55**	**22.20 %**

Figure No. 5.5.2.6.
Pre-test - Post-test Scores of Student Teachers on 'Pronunciation'

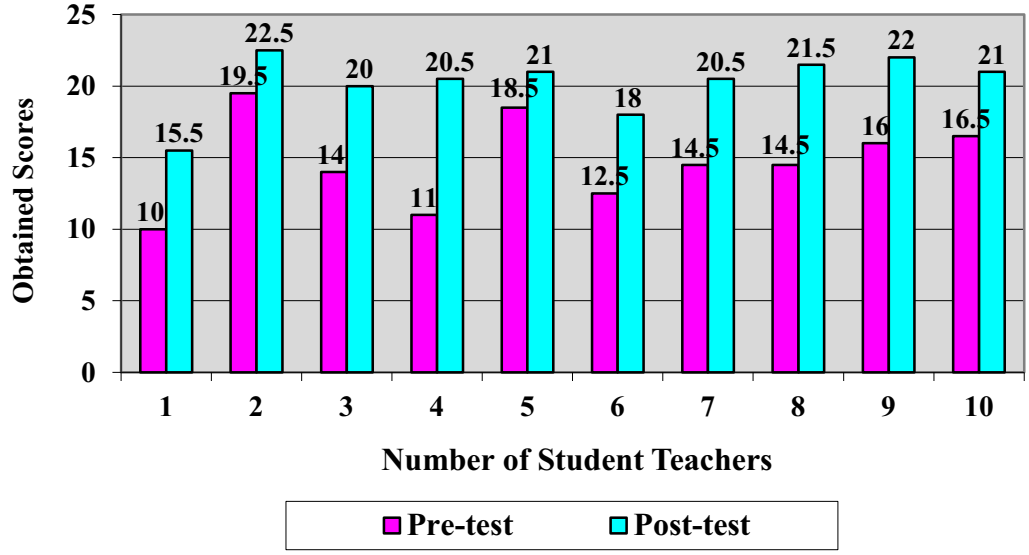


Table No. 5.5.2.6.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Pronunciation'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean Pre-test Post-test	 14.7 20.25
2.	Mean of Difference	5.55
3.	Standard Deviation of Difference	1.99
4.	Standard Error of Mean of Difference	0.63
5.	Degree of Freedom	09
6.	't' Value	8.81

As shown in the table no. 5.5.2.6. & figure no. 5.5.2.6., the scores obtained by all the student teachers on 'Pronunciation' in the post-test are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 10 out of 25 marks (40.0 %) which increased to 15.5 marks (62.0 %) in the post test with the increase of 5.5 marks (22.0 %) while the highest score obtained by the student teacher in the pre-test was 19.5 out of 25 marks (78.0 %) which increased to 22.5 marks (90.0 %) in the post test with the increase of 3 marks (12.0 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 5.55 marks (22.2 %). Figure no. 5.5.2.6. also shows that the average increase in the scores of sr. no. 2, 5 and 10 from pre-test to post-test is 3.33 marks (13.32 %) while the average increase in the scores of sr. no. 1, 3, 4, 6, 7, 8, and 9 from pre-test to post-test is 6.5 marks (26.00 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test shows that both the bright and average student teachers have performed better after being exposed to the materials provided by the researcher through the treatment.

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.6.1. shows that the pre-test score mean is 14.7 while the post-test score mean is 20.25 and the observed difference between two mean scores is 5.55. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 8.81 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of 'pronunciation' is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on 'pronunciation' form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of 'pronunciation' as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.7.

Pre-test and Post-test Scores of all Student Teachers on 'Speaking task'

Sr. No.	Pre-test Scores (Out of 25 Marks)	Pre-test Scores in Percentage	Post-test Scores (Out of 25 Marks)	Post-test Scores in Percentage
1.	13.5	54.00 %	18.5	74.00 %
2.	13	52.00 %	14.5	58.00 %
3.	10	40.00 %	15.5	62.00 %
4.	10.5	42.00 %	18.5	74.00 %
5.	11	44.00 %	18	72.00 %
6.	10	40.00 %	17.5	70.00 %
7.	10.5	42.00 %	17.5	70.00 %
8.	14	56.00 %	20	80.00 %
9.	9.5	38.00 %	18.5	74.00 %
10.	9.5	38.00 %	13	52.00 %
Average Scores	**11.15**	**44.60 %**	**17.15**	**68.60 %**
Average Increase from pre-test to post-test			**6.0**	**24.0 %**

Figure No. 5.5.2.7.
Pre-test - Post-test Scores of Student Teachers on 'Speaking Tasks'

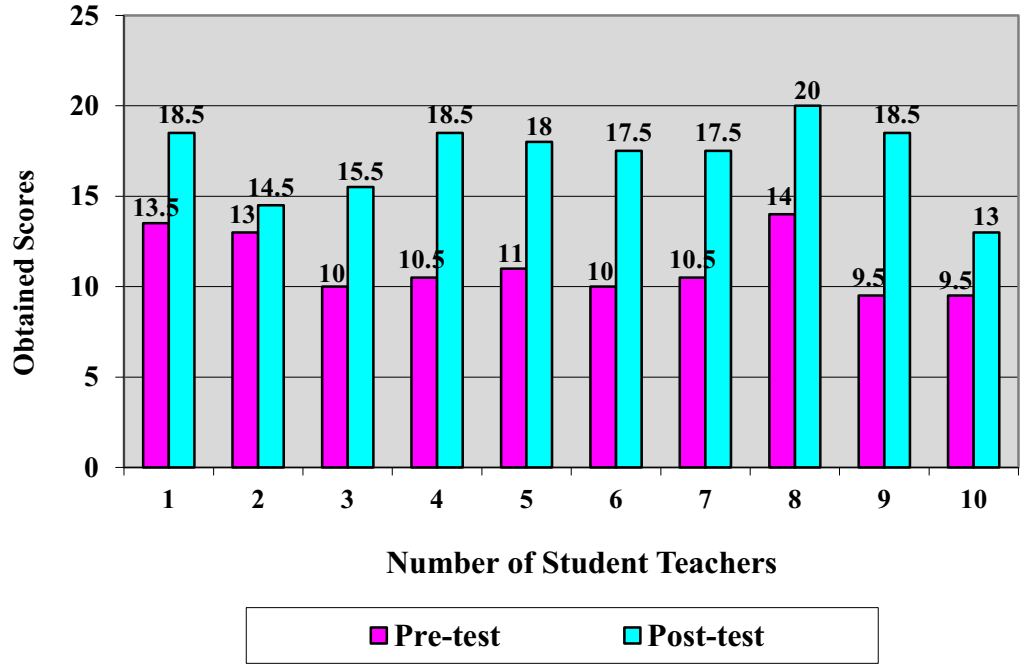


Table No. 5.5.2.7.1.

Details of Statistical Analysis of Pre-test and Post-test Scores of all Student Teachers on 'Speaking task'

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean	
	Pre-test	11.15
	Post-test	17.15
2.	Mean of Difference	6
3.	Standard Deviation of Difference	2.24
4.	Standard Error of Mean of Difference	0.71
5.	Degree of Freedom	09
6.	't' Value	8.45

As shown in the table no. 5.5.2.7. & figure no. 5.5.2.7., the scores obtained by all the student teachers on 'Speaking task' in the post-test are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 9.5 out of 25 marks (38.0 %) which increased to 13

marks (52.0 %) in the post-test with the increase of 3.5 marks (14.0 %) while the highest score obtained by the student teacher in the pre-test was 14 out of 25 marks (56.0 %) which increased to 20 marks (80.0 %) in the post test with the increase of 6 marks (24.0 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 6.0 marks (24.0 %). Figure no. 5.5.2.7. also shows that the average increase in the scores of sr. no. 1, 2, 3, and 10 from pre-test to post-test is 3.88 marks (15.52 %) while the average increase in the scores of sr. no. 4, 5, 6, 7, 8, and 9 from pre-test to post-test is 7.42 marks (29.68 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test shows that both the bright and average student teachers have performed better after being exposed to the materials provided by the researcher through the treatment.

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.7.1. shows that the pre-test score mean is 11.15 while the post-test score mean is 17.15 and the observed difference between two mean scores is 6.0. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 8.45 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that “there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of ‘speaking task’ is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on ‘speaking task’ form pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of ‘speaking task’ as one of the language components through strategy implementation have worked effectively.

Table No. 5.5.2.8.

Pre-test and Post-test Average Scores of all Student Teachers

Sr. No.	Pre-test Scores (Out of 150)	Pre-test Scores in Percentage	Post-test Scores (Out of 150)	Post-test Scores in Percentage
1.	89	59.33 %	113	75.33 %
2.	95	63.33 %	115	76.67 %
3.	75	50.00 %	110	73.33 %
4.	71	47.33 %	122	81.33 %
5.	93	62.00 %	122	81.33 %
6.	76	50.67 %	114	76.00 %
7.	72	48.00 %	122	81.33 %
8.	94	62.67 %	129	86.00 %
9.	83	55.33 %	121	80.67 %
10.	76	50.67 %	109	72.67 %
Average Scores	**82.40**	**54.93 %**	**117.70**	**78.47 %**
Average Increase from pre-test to post-test			**35.30**	**25.53 %**

Figure No. 5.5.2.8.
Pre-test and Post-test Overall Scores of Student Teachers

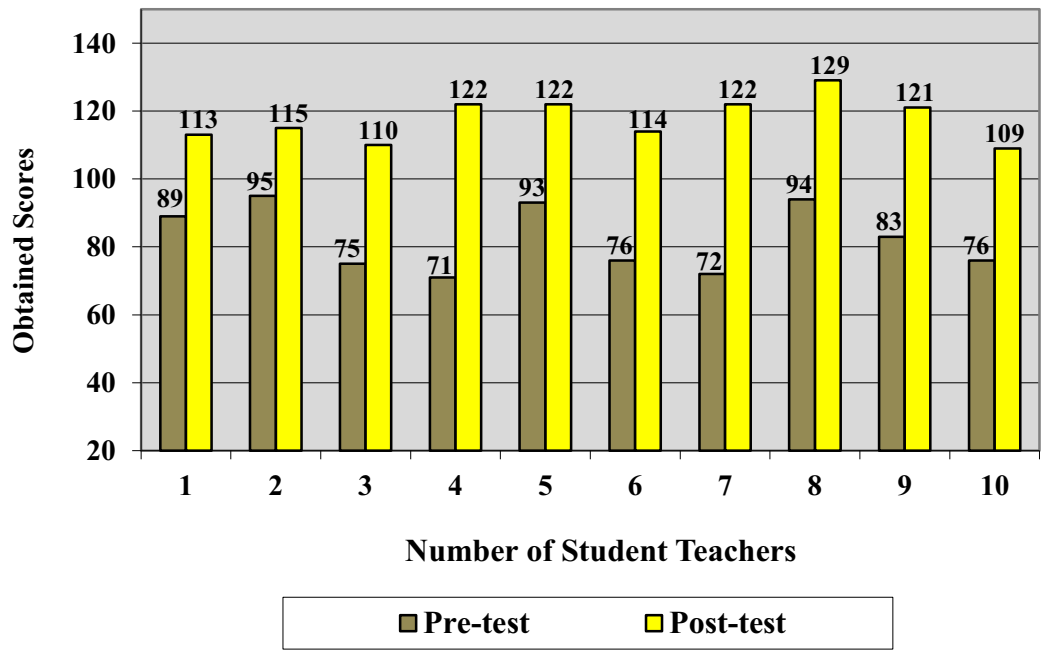


Table No. 5.5.2.8.1.

Details of Statistical Analysis of Pre-test and Post-test Average Scores of all Student Teachers on All Language Components

Sr. No.	Particulars of Statistical Analysis	Computed Figures
1.	Mean	
	Pre-test	82.4
	Post-test	117.7
2.	Mean of Difference	35.3
3.	Standard Deviation of Difference	9.91
4.	Standard Error of Mean of Difference	3.14
5.	Degree of Freedom	09
6.	't' Value	11.24

As shown in the table no. 5.5.2.8. & figure no. 5.5.2.8., the scores obtained by all the student teachers in the post-test on 'all the language components in general' are higher than the scores obtained by the student teachers in the pre-test. The score of each student teacher differs positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 71 out of 150 marks (47.33 %) which increased to 109 marks (72.67 %) in the post test with the increase of 38.0 marks (25.33 %) while the highest score obtained by the student teacher in the pre-test was 95 out of 150 marks (63.33 %) which increased to 129 marks (86.0 %) in the post test with the increase of 34 marks (22.67 %). In addition to this, the scores of all other student teachers have increased positively from pre-test to post-test with the average increase of 35.3 marks (23.53 %).

Figure no. 5.5.2.8. also shows variation in the average increase in the post-test scores of the student teachers from three dimensions. The average increase in the scores of sr. no. 1, 2, and 5 from pre-test to post-test is 24.33 marks (16.22 %), the average increase in the scores of sr. no. 3, 6, 8, 9, and 10 from pre-test to post-test is 35.8 marks (23.87 %) and the average increase in the scores of sr. no. 4 and 7 from pre-test to post-test is 50.5 marks (33.67 %). This striking difference between the average increases in the scores of the student teachers from pre-test to post-test shows that not only the bright and average student teachers but also the below average student teachers have performed better after the treatment.

In all, the average increase in the scores of the student teachers from pre-test to post-test shows that all the student teachers have performed better after the treatment of the strategy and have shown good performance in the post-test in the comparison of pre-test.

Table no. 5.5.2.8.1. shows that the pre-test score mean is 82.4 while the post-test score mean is 117.7 and the observed difference between two mean scores is 35.3. In the two tailed test, the critical t-value for 9 degree of freedom is 3.25 at 0.01 level of significance and 2.26 at 0.05 level of significance and the obtained t-value is 11.24 which is much higher than the table value at both 0.05 level and 0.01 level. As the obtained t-value is higher than the critical t-value, the null hypothesis that "there will be no significance difference in the mean achievement scores of the student teachers from pre-test to post-test in terms of all the language components is rejected.

Thus, there is a significant increase in the mean achievement score of the student teachers on all the language components from pre-test to post-test and it can be said that the activities, techniques, methods, media and the mode of transaction utilized for the enhancement of all the language components through strategy implementation have worked effectively.

5.6. ANALYSIS AND INTERPRETATION OF DATA BASED ON OBSERVATION SCHEDULE

The data collected through the observation schedule were in the form of observation of the student teachers in terms of their behavioural aspects in the actual classroom situation during various practice teaching phases with reference to the implementation of the strategy. The observation schedule including the details about the list of the techniques used by the student teachers and the types of moves showing the performance of the student teachers are enclosed in Appendix – F.

This is to be noted here that as the system did not allow the researcher to observe all the lessons of all the student teachers selected for the study, the researcher observed only those student teachers who were allotted to him under his group during various practice teaching phases while the rest of the student teachers were observed by the other teacher educators and by the teachers of the concerned schools during internship programme. It is worth mentioning here that during various practice teaching phases, not a single student teacher was left unobserved and at the same time there was not a single student teacher who was continuously observed from the initial state to the last stage. The details about the student teachers observed by the researcher as well as by the other teacher educators are given in the table as under :

Table No. 5.6.a
The Details of the Student Teachers Observed during Various Practice Teaching Phases

No.	Practice Teaching Phases	Number of Lessons	Number of Student Teachers observed by Researcher	Number of Student Teachers observed by the other Teacher Educators
1	Practice Teaching Phase held Before Implementation of the Strategy (Micro Teaching Phase)	3 Lessons	9 (out of 10) S2, S3, S4, S5, S6, S7, S8, S9, S10	1 (out of 10) S1
2	Practice Teaching Phases held During Implementation of the Strategy			
	- 2nd Practice Teaching Phase	5 Lessons	S2, S9	S1, S3, S4, S5, S6, S7, S8, S10
	- 3rd Practice Teaching Phase	5 Lessons	S4, S8	S1, S2, S3, S5, S6, S7, S9, S10
	- 4th Practice Teaching Phase	6 Lessons	-	-
3	Practice Teaching Phase held After implementation of the strategy (Annual Lesson)	1 Lesson	3 (out of 10) S1, S5, S7	7 (out of 10) S2, S3, S4, S6, S8, S9, S10

As shown in the table no. 5.6.a, total 20 lessons of each student teacher were observed during various practice teaching phases. Out of these 20 lessons, the first 3 lessons of the student teachers were the part of Micro-teaching phase and were observed by the researcher himself before implementation of the strategy. In this phase, the researcher could observe 9 out of 10 student teachers (S2, S3, S4, S5, S6, S7, S8, S9, S10) and could not observe S1 due to her late admission whose first 3 lessons were later on observed by the other teacher educator. The second practice teaching phase was held during implementation of the strategy which consisted of 5 lessons wherein S2 and S9 were observed by the researcher and S1, S3, S4, S5, S6, S7, S8, S10 were observed by the other teacher educators. The third practice teaching phase held during implementation of the strategy consisted of 5 lessons wherein S4 and S8 were observed by the researcher and S1, S2, S3, S5, S6, S7, S9, S10 were observed by the other teacher educators. The fourth practice teaching phase was an internship programme wherein 6 lessons of the student teachers were observed. During an internship programme, the student teachers had selected the schools of their native places which were far and scattered and practically it was quite difficult for the researcher and for the other teacher educators to observe each student teacher so these 6 lessons of the student teachers were observed by the teachers of the concerned schools. The remarks given by the school teachers in the lesson planning booklet were also taken into consideration for getting more inferences of actual classroom practice teaching of student teachers during internship programme. The last one lesson was the annual lesson which was observed after implementation of the strategy wherein S1, S5 and S7 were observed by the researcher and S2, S3, S4, S6, S8, S9, S10 were observed by the other teacher educators.

It is worth mentioning here that during various practice teaching phases, the researcher arranged a discussion session at the end of the day wherein the limitations as well as the positive aspects observed in the classroom presentation of the student teachers in the context of language components were discussed and the suggestions were given to the student teachers to improve their performance accordingly.

The data obtained through the observation schedule were analysed qualitatively wherein the qualitative development in terms of utilized strategy components and communicative enhancement were judged for every student teacher. The data showing the number of techniques utilized by the student teachers during various practice teaching phases were analysed through frequency distribution and percentage analysis. The data in the form of the details of various types of moves showing the performance

of the student teachers in the context of language components were analysed qualitatively through content analysis. The data in the form of marks obtained by the student teachers in the lessons presented during various practice teaching phases were analysed through percentage analysis.

The observations details of each student teacher teaching in the actual classroom during various practice teaching phases and the particulars regarding the analysis and interpretation of the collected data are described in the section no. 5.6.1.

5.6.1. Use of Strategy Components by individual Student Teacher during Practice Teaching Phases

This section deals with the language components and the corresponding strategy components used by each student teacher in the lessons presented during various practice teaching phases. In fact, this section deals with the individual record of the qualitative and quantitative observations of the student teachers by the researcher and other teacher educators and the marks obtained by each student teacher during various practice teaching phases. This further leads to the analysis and interpretation of actual classroom practices of each student teacher in terms of the usage of the strategy components during various practice teaching phases.

The observations details of each student teacher teaching in the actual classroom during various practice teaching phases are described in the tables ranging from 5.6.1.1.a.1, 5.6.1.1.a.2, and 5.6.1.1.a.3 to 5.6.1.10.a.1, 5.6.1.10.a.2, and 5.6.1.10.a.3

5.6.1.1.a Performance of Student Teacher No. 1 (S1) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 1 (S1) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S1 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher S1 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.1.a.1, 5.6.1.1.a.2, and 5.6.1.1.a.3

Table No. 5.6.1.1.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 1 (S1) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 1 (S1)		
			Number of Techniques / Activities used by Student Teacher no. 1 (S1) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	16 Lessons (80 %)	3 (17.65 %)	11 (64.71 %)	3 (17.65 %)
2	Comprehension (10)	19 Lessons (95 %)	1 (10.0 %)	8 (80.0 %)	3 (30.0 %)
3	Grammar (12)	3 Lessons (15 %)	2 (16.67 %)	5 (41.67 %)	00
4	Activity (13)	6 Lessons (30 %)	00	4 (30.77 %)	00
5	Writing Tasks (14)	10 Lessons (50 %)	1 (7.14 %)	5 (35.71 %)	00
6	Pronunciation (10)	2 Lessons (10 %)	00	2 (20.0 %)	00
7	Speaking Tasks (14)	11 Lessons (55 %)	1 (7.14 %)	6 (42.86 %)	1 (7.14 %)

Table No. 5.6.1.1.a.2
Details of Strategy Components used by Student Teacher S1 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 1 (S1)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Fill up with Fitting one (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**3 (100 %)**	**12 (75.0 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**6 (37.5 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**3 (100 %)**	**7 (43.75 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	**1 (33.33 %)**	**4 (25.0 %)**	**1 (100 %)**
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Comprehension	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**15 (93.75 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**9 (56.25 %)**	**1 (100 %)**
	6	Sentence Completion (A)	**Individual Work**	Not Used	**6 (37.5 %)**	Not Used
	7	Memory Challenge (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**8 (50.0 %)**	Not Used
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	Not Used at All	-	-	-
	3	Fill up with Fitting one (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	Not Used at All	-	-	-
	6	Matching (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	**Class Work**	**1 (33.33 %)**	Not Used	Not Used
	9	Sentence Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Drilling (T)	**Class Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used

(A) : Activity **(T) : Technique**

Continued……

Table No. 5.6.1.1.a.2
Details of Strategy Components used by Student Teacher S1 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 1 (S1)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**		**2 (12.50 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	Not Used at All	-	-	-
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Picture Description (A)	Not Used at All	-	-	-
	13	Talking about.. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**		**2 (12.50 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Letter Completion (A)	Not Used at All	-	-	-
	7	Paragraph Formation (A)	**Individual Work**	**2 (66.67 %)**	**4 (25.0 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	Not Used at All	-	-	-
	2	Silent Letter Identification (T)	Not Used at All	-	-	-
	3	Sound Identification (T)	Not Used at All	-	-	-
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Class Work**	Not Used	**2 (12.50 %)**	Not Used
	3	Sentence Formation (A)	**Class Work**	**1 (33.33 %)**	**11 (68.75 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Individual Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	Not Used at All	-	-	-
	12	Role Play (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.1.a.3

Performance of Student Teacher No. 1 (S1) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S1 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		33.33	66.67			6.25	43.75	18.75	6.25			100			
		Introduction of terminology related to students' active vocabulary		100				12.5	56.25	6.25			100				
		Introduction of terminology related to students' passive vocabulary			66.67	33.33			43.75				100				
		Enrichment of relevant vocabulary		33.33	66.67				50	25				100			
		Appropriateness and relevance of used techniques		66.67	33.33				62.5	12.5				100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		100				18.75	43.75	18.75	6.25			100			
		Questions testing Knowledge	100					31.25	37.5	12.5	6.25		100				
		Questions testing Understanding	33.33	33.33				18.75	43.75	12.5				100			
		Questions testing Application		33.33					25	12.5							
		Questions testing Skill							18.75	6.25							
		Clarity of the taught subject matter with respect to the responses of the students	33.33	66.67				12.5	50	18.75	6.25			100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		33.33					6.25	6.25							
		Frequency of the illustrations given by the teacher as well as students	33.33						6.25	6.25							
		Clarity of the taught grammatical point with respect to the responses of the students	33.33						12.5								
4	Activity	Introduction of activities through the techniques pointed out in the Strategy							25	6.25	6.25						
		Way of presentation and liveliness of activities							25	6.25	6.25						
		Students' involvement in classroom interaction through the introduced activity							25	12.5							
		Management of the activity, summing up of the activity and overall performance of the teacher							25	6.25	6.25						
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		33.33	33.33				37.5	12.5							
		Presentation and appropriateness of the subject matter through the assigned writing tasks		33.33	33.33				31.25	18.75							
		Use of the points to make the writing tasks simple, easy and straightforward			66.67				25	6.25							
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation							12.5								
		Articulateness, accuracy and appropriateness of teacher's pronunciation		33.33	66.67				68.75	18.75	12.5			100			
		Efforts to get the students' pronunciation better			100				62.5	37.5					100		
		Improvement and perfection in the pronunciation of the students			100				43.75	31.25	25				100		
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33				18.75	12.5	18.75	6.25			100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		33.33	66.67			31.25	31.25	25	12.5			100			
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher			33.33			18.75	18.75	12.5	6.25			100			
		Improvement and enhancement in the speaking aspect of the student			100			18.75	25	43.75	12.5				100		

As shown in table no. 5.6.1.1.a.1, 5.6.1.1.a.2, and 5.6.1.1.a.3, the details regarding the performance of student teacher no. 1 (S1) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.1.a.1 that 'comprehension' related techniques were used in 95 % (19 out of 20) of all the lessons, 'vocabulary' related techniques were used in 80 % (16 out of 20) of all the lessons, 'speaking task' related techniques were used in 55 % (11 out of 20) of all the lessons, 'writing task' related techniques were used in 50 % (10 out of 20) of all the lessons, 'activity' related techniques were used in 30 % (6 out of 20) of all the lessons, 'grammar' related techniques were used in 15.0 % (3 out of 10) of all the lessons while 'pronunciation' related techniques were used in only 10.0 % (2 out of 10) of all the lessons. The details regarding the performance of student teacher S1 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.1.a.1 shows that before implementation of the strategy, student teacher no. S1 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that she learnt through the strategy implementation which increased to 64.71 % (11 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher no. S1 decreased and only 17.65 % (3 out of 17) of all the techniques were used.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S1 during various practice teaching phases. Before implementation of the strategy, three lessons of student teacher S1 were observed wherein 'vocabulary' was introduced in all the three lessons by using the techniques namely 'use of synonym', 'use of word in a sentence' and 'explanation of word'. During implementation of the strategy, sixteen lessons of student teacher S1 were observed wherein 'vocabulary' was introduced in twelve lessons wherein 'use of synonym', 'use of word in a sentence', 'word related example' and 'use of antonym' were the frequently used techniques. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'use of word in a sentence', and 'explanation of word'.

Among all the techniques used by student teacher S1 in the lessons presented during various practice teaching phases, 'use of synonym', 'use of word in a sentence' and 'explanation of word' were the most commonly observed techniques among which 'use of synonym' was used in 80 % of all the lessons and 'use of word in a sentence' was used in 55 % of all the lessons and 'explanation of word' was used in 30 % of all the lessons. (refer table no. 5.6.1.1.a.2).

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'vocabulary', it was found that for all the techniques student teacher S1 had used 'Individual Work' as a mode of transaction while 'Pair Work', 'Class Work' and 'Group Work' were not used as a mode of transaction to apply any of the technique of 'vocabulary' (refer table no. 5.6.1.1.a.2).

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S1 was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 50 % (8 out of 16) of all the lessons, average to poor in 25 % (4 out of 16) of all the lessons while in the rest four lessons, no technique was used to introduce vocabulary. After implementation of the strategy, only one lesson of student teacher S1 was observed wherein the use of techniques to introduce vocabulary was found to be good. In all, a remarkable improvement was found in the use of techniques to introduce vocabulary by student teacher S1 in the lessons presented before implementation of the strategy to after implementation of the strategy.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S1, it was found that before implementation of the strategy, the terminology related to students' active vocabulary and passive vocabulary were used equally (i.e. 3 out of 3 lessons) but from utilization point of view, the introduction of active vocabulary related terminology was found to be good in all the lessons while introduction of passive vocabulary related terminology was found to be average to poor. During implementation of the strategy, the terminology related to students' active vocabulary were used in 75 % (12 out of 16) of all the lessons and passive vocabulary were used in 43.75 % (7 out of 16) of all the lessons. From utilization point of view, the introduction of active vocabulary related terminology was found to be fairly good to good in 68.75 % (11 out of 16) of all the

lessons and average in 6.25 % (1 out of 16) of all the lessons while introduction of passive vocabulary related terminology was found to be good in 43.75 % (7 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the terminology related to students' active vocabulary and passive vocabulary were used equally and were found to be fairly good. Thus, in the comparison of passive vocabulary related terminology, very much use of active vocabulary related terminology reveals that in most of the lessons presented before implementation of the strategy and during implementation of the strategy, student teacher S1 had introduced such words as were easy and well-familiar to the students and had not made more attempts to introduce such words as were difficult and unfamiliar to the students.

In the context of the enrichment of relevant vocabulary among the students in various practice teaching phases, the classroom observation revealed that in the lessons presented before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in 33.33 % of all the lessons and average in 66.67 % of all the lessons. During implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in 50 % (8 out of 16) of all the lessons and average in 25 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was found to be good.

In the context of the appropriateness and relevance of techniques used by student teacher S1 to introduce vocabulary, dissimilarity was found in the lessons presented during various practice teaching phases. Before implementation of the strategy, the techniques used in 66.67 % (2 out of 3) of all the lessons were found to be good and the techniques used in 33.33 % (1 out of 3) of all the lessons were found to be average. During implementation of the strategy, the techniques used in 62.50 % (10 out of 16) of all the lessons were found to be good and the techniques used in 12.50 % (2 out of 16) of all the lessons were found to be average with respect to appropriateness and relevance. Though, after implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the techniques used by student teacher S1 were found to be good with respect to appropriateness and relevance.

Comprehension

Table no. 5.6.1.1.a.1 shows that before implementation of the strategy, student teacher no. S1 had used 10 % (1 out of 10) of all the techniques that she learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 80 % (8 out of 10) during the strategy implementation while after implementation of the strategy the number of techniques decreased to only 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S1 in various practice teaching phases. Before implementation of the strategy, three lessons of student teacher S1 were observed wherein comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing only one technique namely 'question - answer'. During implementation of the strategy, sixteen lessons of student teacher S1 were observed wherein comprehension of the subject matter learnt by the students was assessed in fourteen lessons wherein 'question - answer', 'true or false', 'matching' and 'sentence completion' were the frequently used techniques. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'who speaks the statement ?', 'question - answer' and 'true or false'.

Among all the techniques used by student teacher S1 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 95 % (19 out of 20) of all the lessons. The next commonly observed technique was 'true or false' which was used in 50 % (10 out of 20) of all the lessons. (refer table no. 5.6.1.1.a.1).

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion' and 'matching', student teacher S1 had used 'Individual Work' as a mode of transaction. For the technique 'memory challenge', student teacher S1 had used 'Pair Work' as a mode of transaction and for the technique 'group discussion', student teacher S1 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

In all, student teacher S1 had used 'Individual Work' as a mode of transaction for 75 % (6 out of 8) of the techniques, while 'Pair Work' and 'Group Work' were used only once (refer table no. 5.6.1.1.a.2).

From the utilization point of view, it was found that in all the lessons presented before implementation of the strategy and after implementation of the strategy, the use of technique to assess the comprehension of the subject matter learnt by the students was found to be good while during implementation of the strategy, the use of technique to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons, average to poor in 25 % (4 out of 16) of all the lessons.

Looking at the type of the questions asked by student teacher S1, the classroom observation revealed that out of all type of questions asked by student teacher S1 in the lessons presented before implementation of the strategy, questions testing the knowledge of the students were asked in all the lessons and were found to be fairly good. Questions testing the understanding of the students were asked in only two lessons and were found to be fairly good to good. Questions testing the application level of the learnt knowledge were asked by student teacher S1 in only one lesson and were found to be good while the questions testing the skill of the students were not asked by student teacher S1. During implementation of the strategy, it was found that out of all type of questions asked by student teacher S1, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons, average in 12.50 % (2 out of 16) of all the lessons and poor in 6.25 % (1 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 75 % (12 out of 16) of all the lessons and were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 37.50 % (6 out of 16) of all the lessons and were found to be good in 25 % (4 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were not asked by student teacher S1 were asked in 25 % (4 out of 16) of all the lessons and were found to be good in 18.75 % (3 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein questions testing the knowledge of the students

were found to be fairly good and the questions testing the understanding of the students were found to be good while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S1.

Looking at the nature of the questions asked and the techniques used to assess the comprehension of the subject matter learnt by the students, it was found that the questions asked and the techniques used were directed more to test the extent of students' knowledge and understanding and not to test out the extent of students' skill and application level.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, in all the lessons presented before implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good. During implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons, average in 18.75 % (3 out of 16) of all the lessons and poor in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the clarity of the taught subject matter was found to be good.

Grammar

Table no. 5.6.1.1.a.1 shows that before implementation of the strategy, student teacher no. 1 (S1) had used 16.67 % (2 out of 12) of all the techniques that she learnt through the strategy implementation to teach grammar to the students which increased to 41.67 % (5 out 12) during implementation of the strategy while after implementation of the strategy, student teacher S1 had used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques during various practice teaching phases, it was found that before implementation of the strategy, three lessons of student teacher S1 were observed wherein the grammar was taught in only one lesson by using the techniques namely 'language game' and 'drilling'. During implementation of the strategy, sixteen lessons of student teacher S1 were observed wherein the grammar was taught in two lessons by using the techniques namely 'fill up with the fitting one', 'matching', 'sentence completion', 'paragraph completion' and 'drilling'. Among all the techniques used by student teacher S1 to teach grammar before

implementation of the strategy and during implementation of the strategy, 'drilling' was the most commonly observed techniques i.e. in 10.0 % (2 out of 20) of all the lessons while other techniques were used once (refer table no. 5.6.1.1.a.2).

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'grammar', it was found that for the techniques namely 'fill up with the fitting one', 'matching', 'sentence completion' and 'paragraph completion', student teacher S1 had used 'Individual Work' as a mode of transaction and for the technique namely 'language game' and 'drilling', student teacher S1 had used 'Class Work' as a mode of transaction while 'Pair Work' and 'Group Work' were not used as a mode of transaction to apply any of the preferred technique. In all, student teacher S1 had used 'Individual Work' as a mode of transaction for 66.67 % (4 out of 6) of the techniques, 'Class Work' was used twice while 'Pair Work' and 'Group Work' were not used to apply any of the technique of 'Grammar' (refer table no. 5.6.1.1.a.2).

From the utilization point of view, the use of techniques to teach grammar to the students was found to be good before implementation of the strategy while during implementation of the strategy, the use of techniques to teach grammar to the students was found to be good to average. In the context of the frequency of illustrations given by the teacher as well as students, the classroom observation revealed that before implementation of the strategy, frequency of illustrations was found to be fairly good while during implementation of the strategy, frequency of illustrations was found to be good to average.

In the context of the clarity of the taught grammatical point with respect to the responses of the students, the classroom observation revealed that in the lessons presented before implementation of the strategy, the clarity of the taught grammatical point was found to be fairly good while during implementation of the strategy, clarity of the taught grammatical point was found to be good.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S1 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.1.a.1, among all the practice teaching phases, only during implementation of the strategy, student teacher S1 had organized some activities i.e. 30.77 % (4 out of 13) while before implementation of the strategy and after implementation of the strategy, no activity was organized by student teacher S1.

During implementation of the strategy, sixteen lessons of student teacher S1 were observed wherein the activities were organized in 37.50 % (6 out of 16) of the lessons by using the techniques namely 'information transfer', 'role play', 'central talk' and 'talking about..'.

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'activity', it was found that for the techniques namely 'information transfer', 'role play' and 'talking about..', student teacher S1 had used 'Individual Work' as a mode of transaction and for the technique 'central talk', student teacher S1 had used 'Class Work' as a mode of transaction while 'Pair Work' and 'Group Work' were not used as a mode of transaction to apply any of the preferred technique. In all, student teacher S1 had used 'Individual Work' as a mode of transaction for 75 % (3 out of 4) of the techniques, 'Class Work' was used only once while 'Pair Work' and 'Group Work' were not used to apply any of the technique of 'activity' (refer table no. 5.6.1.1.a.2).

From the utilization point of view, the activities organized during implementation of the strategy were found to be good in 25 % (4 out of 16) of all the lessons and average as well as poor in 6.25 % (1 out of 16) of the lessons respectively.

In the context of the way of presentation and liveliness of the activities organized by student teacher S1, the performance of S1 in this respect during implementation of the strategy was found to be good in 25 % (4 out of 16) of all the lessons and average as well as poor in 6.25 % (1 out of 16) of the lessons respectively. The students' involvement in classroom interaction through the introduced activity was found to be good in 25 % (4 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of the lessons. In the context of the management of the activity, summing up of the activity and overall performance of the teacher, the performance of student teacher S1 was not so noteworthy and was found to be good in 25 % (4 out of 16) of all the lessons while average as well as poor in 6.25 % (1 out of 16) of the lessons respectively.

Writing task

Dissimilarity was found in the context of the number of techniques used by student teacher S1 to organize writing task in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.1.a.1, before implementation of the strategy, three lessons of student teacher S1 were observed wherein writing task was

organized in only one lesson by using 7.14 % (1 out of 14) of the techniques that she learnt through the strategy implementation i.e. 'paragraph formation'. During implementation of the strategy, sixteen lessons of student teacher S1 were observed wherein the writing task was organized in eight lessons by using 35.71 % (5 out of 14) of the techniques namely 'dialogue completion', 'picture description', 'paragraph formation', 'creative writing' and 'talking about'. After implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein no writing task was organized.

Among all the techniques used to organize writing task by student teacher S1 before implementation of the strategy and during implementation of the strategy, 'paragraph formation' and 'talking about' were the most commonly used technique i.e. in 30.0 % (6 out of 20) and 25 % (5 out of 20) of all the lessons respectively while other techniques were used once or twice (refer table no. 5.6.1.1.a.1).

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'writing task', it was found that for all the techniques student teacher S1 had used 'Individual Work' as a mode of transaction while 'Pair Work', 'Class Work' and 'Group Work' were not used as a mode of transaction by student teacher S1 to apply any of the technique of 'writing task'.

From the utilization point of view, the techniques used by student teacher S1 to organize writing task before implementation of the strategy were found to be good in 33.33 % (1 out of 6) of all the lessons and average in 33.33 % (1 out of 6) of all the lessons. During implementation of the strategy, the techniques used by student teacher S1 to organize writing task were found to be good in 37.50 % (6 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, an improvement was found in the performance of student teacher S1. Before implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be good in 33.33 % (1 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the techniques used by student teacher S1 to organize writing task were found to be good in 31.25 % (5 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons.

An improvement was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S1. Before implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be average in both the lessons. During implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be good in 25 % (4 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons.

Pronunciation

It is evident from the table no. 5.6.1.1.a.1 that student teacher S1 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, student teacher S1 had used 20 % (2 out of 10) of all technique to improve the pronunciation of the students namely 'spelling game' and 'drilling'.

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'spelling game', student teacher S1 had used 'Individual Work' as a mode of transaction. For the technique 'drilling', student teacher S1 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique (refer table no. 5.6.1.1.a.2).

From the utilization point of view, the use of techniques to improve the pronunciation of the students was found to be good in both the lessons presented during implementation of the strategy.

A remarkable improvement was found in the pronunciation of student teacher S1 in the context of the articulateness, accuracy and appropriateness in the lessons presented during various practice teaching phases. Before implementation of the strategy, the pronunciations of student teacher S1 were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the pronunciations of student teacher S1 were found to be good in 68.75 % (11 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons while after implementation of the strategy, the pronunciations of student teacher S1 were found to be good.

In the context of the efforts made by student teacher S1 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S1 had hardly made any sincere attempt to improve the pronunciation of the students and so the efforts of student teacher S1 to get the students' pronunciation better were found to be average in all the three lessons. In the lessons presented during implementation of the strategy, the efforts of student teacher S1 to get the students' pronunciation better were found to be good in 62.50 % (10 out of 16) of all the lessons and average in 37.50 % (6 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S1 to get the students' pronunciation better were also found to be average.

So far as the improvement and perfection in the pronunciation of the students was concerned, the average improvement and perfection was found in the pronunciation of the students in all the lessons presented before implementation of the strategy and after implementation of the strategy. During implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in 43.75 % (7 out of 16) of all the lessons, average in 31.25 % (5 out of 16) of all the lessons and poor in the rest 25 % (4 out of 16) of all the lessons.

Speaking task

Table no. 5.6.1.1.a.1 shows that before implementation of the strategy student teacher no. S1 had used 7.14 % (1 out of 14) of all the techniques that she learnt through the strategy implementation to organize speaking task which increased to 42.86 % (6 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

An improvement was found in the performance of student teacher S1 in the context of the use of techniques to organize speaking task during implementation of the strategy while before implementation of the strategy and after implementation of the strategy, the performance of student teacher S1 was found comparatively lower. Before implementation of the strategy, three lessons of student teacher S1 were observed wherein the speaking task was organized in only one lesson by using only one technique namely 'sentence formation' and its use was found to be good. During implementation of the strategy, sixteen lessons of student teacher S1 were observed

wherein the speaking task was organized in 56.25 % (9 out of 16) of all the lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'dialogue formation' and 'role play' and their use was found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons. After implementation of the strategy, student teacher S1 had used only one technique to organize speaking task namely 'picture description' and its use was found to be good.

In the context of the mode of transaction used by student teacher S1 to apply the preferred techniques of 'speaking task', it was found that for the technique 'picture description' and 'role play', student teacher S1 had used 'Individual Work' as a mode of transaction. For the technique 'dialogue formation', S1 had used 'Pair Work' as a mode of transaction and for the techniques namely 'creative speaking', 'sentence formation' and 'situational presentation', student teacher S1 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to apply any of the preferred technique. In all, student teacher S1 had used 'Class Work' as a mode of transaction for 50 % (3 out of 6) of the techniques, 'Individual Work' was used twice and 'Pair Work' was used once while 'Group Work' was not used to apply any of the technique of 'speaking task' (refer table no. 5.6.1.1.a.2).

Through the classroom observation, a remarkable improvement was found in the body language of student teacher S1 consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence. Before implementation of the strategy, the body language of student teacher S1 was found to be good in only 33.33 % (1 out of 3) of the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the body language of student teacher S1 was found to be fairly good to good in only 62.50 % (10 out of 16) of the lessons and average in 25.0 % (4 out of 16) of all the lessons and poor in 12.50 % (2 out of 16) of all the lessons while after implementation of the strategy, the body language of student teacher S1 was found to be good.

In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task, student teacher S1 had shown average performance in the lessons presented before implementation of the strategy. During implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S1 were found to be fairly good to good in 37.50 % (6 out of 16) of the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. Though

after implementation of the strategy, only one lesson of student teacher S1 was observed i.e. annual lesson wherein the appropriateness, fluency, and uniformity of the language used in the speaking task were found to be good.

So far as the improvement and enhancement in the speaking skill of the students was concerned, no remarkable improvement was found in the speaking competence of the students. In the lessons presented before implementation of the strategy and after implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be average. In the lessons presented during implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons, average in 43.75 % (7 out of 16) of all the lessons, and poor in the rest 12.50 % (2 out of 16) of all the lessons.

5.6.1.1.b Performance of Student Teacher no. 1 (S1) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S1 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S1 in the lessons of one practice teaching phase were analyzed comparatively with the marks obtained by her in the lessons of other practice teaching phases. The obtained data were analyzed qualitatively through percentage analysis and compared. Table no. 5.6.1.1.b.1 shows such comparison based on which the graph no. 5.6.1.1.b.1 has been plotted.

Table No. 5.6.1.1.b.1
Performance of Student Teacher S1 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	6.5 65%	6.5 65%	7 70%	6.5 65%	6.5 65%	6.5 65%	7 70%	7 70%	7.5 75%	7.5 75%	7 70%	7.5 75%	8 80%	8 80%	7.5 75%	7.5 75%	8 80%	8 80%	8 80%	8 80%
																			Total Marks	146

Figure No. 5.6.1.1.b.1
Percentage Scores of Student Teacher No. 1 (S1) in the Lessons of Practice Teaching Phases

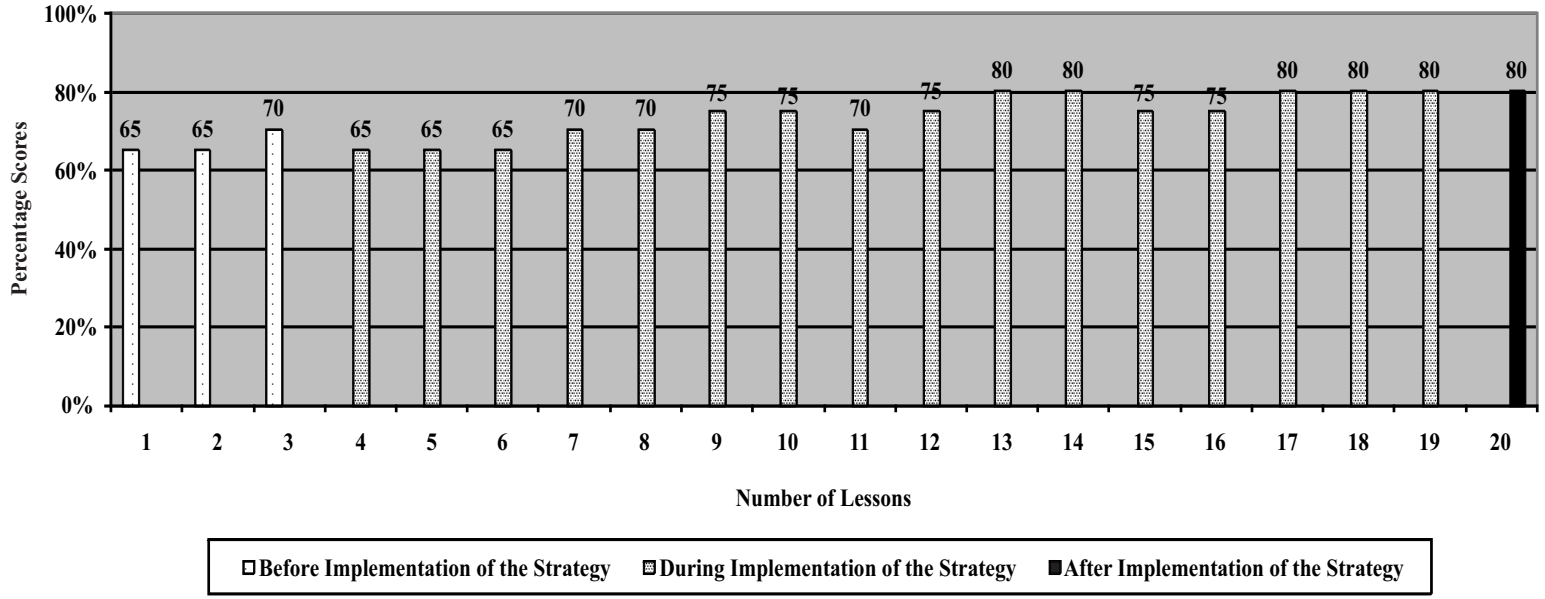


Table no. 5.6.1.1.b.1 shows the marks and the percentage scores obtained by student teacher S**1** in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S1 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S1 throughout the various practice teaching phases are 8.0 out of 10 (80 %) while the average marks obtained by student teacher S1 throughout the various practice teaching phases are 7.30 out of 10 (73 %). The difference between the highest and the lowest marks is 1.5 marks (15 %) and the difference between the lowest and the average marks is 0.80 marks (8 %).

It is also evident from the table that before implementation of the strategy, student teacher S1 had obtained 6.5 to 7.0 marks which increased during implementation of the strategy wherein except three lessons (i.e. 6.5 marks in lesson no. 4, 5 and 6), student teacher S1 had obtained 7.0 to 8.0 marks while after implementation of the strategy, student teacher S1 had maintained the performance and obtained 8.0 marks. Thus, looking at the gradual increase in the marks obtained by student teacher S1 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that the performance of student teacher S1 has improved from the phase 'before implementation of the strategy' to 'after implementation of the strategy' but not so significantly.

5.6.1.2.a Performance of Student Teacher No. 2 (S2) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 2 (S2) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S2 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S2 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.2.a.1, 5.6.1.2.a.2, and 5.6.1.2.a.3.

Table No. 5.6.1.2.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 2 (S2) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 2 (S2)		
			Number of Techniques / Activities used by Student Teacher no. 2 (S2) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	17 Lessons (85 %)	3 (17.65 %)	11 (64.71 %)	5 (29.41 %)
2	Comprehension (10)	20 Lessons (100 %)	1 (10.0 %)	8 (80.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	3 (25.0 %)	4 (33.33 %)	00
4	Activity (13)	9 Lessons (45 %)	00	5 (38.46 %)	1 (7.69 %)
5	Writing Tasks (14)	12 Lessons (60 %)	00	7 (50.0 %)	1 (7.14 %)
6	Pronunciation (10)	2 Lessons (10 %)	00	3 (30.0 %)	00
7	Speaking Tasks (14)	16 Lessons (80 %)	1 (7.14 %)	6 (42.86 %)	1 (7.14 %)

Table No. 5.6.1.2.a.2

Details of Strategy Components used by Student Teacher S2 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 2 (S2)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	Not Used	**13 (81.25 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Pair Work**	Not Used	**6 (37.5 %)**	**1 (100 %)**
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**1 (33.33 %)**	**9 (56.25 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**1 (33.33 %)**	**9 (56.25 %)**	**1 (100 %)**
	10	Flash Card Description (A)	**Pair Work**	Not Used	Not Used	**1 (100 %)**
	11	Picture Description (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	**1 (33.33 %)**	**4 (25.0 %)**	Not Used
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Comprehension	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**16 (100 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**10 (62.50 %)**	**1 (100 %)**
	6	Sentence Completion (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	7	Memory Challenge (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**7 (43.75 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Fill up with Fitting one (T)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Matching (T)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	Not Used at All	-	-	-
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Drilling (T)	**Class Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used

(A) : Activity **(T) : Technique**

Continued……

Table No. 5.6.1.2.a.2
Details of Strategy Components used by Student Teacher S2 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 2 (S2)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Group Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Picture Description (A)	Not Used at All	-	-	-
	13	Talking about.. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Letter Completion (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
	8	Letter Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Silent Letter Identification (T)	Not Used at All	-	-	-
	3	Sound Identification (T)	Not Used at All	-	-	-
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Sentence Formation (A)	**Class Work**	**2 (66.67 %)**	**13 (81.25 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	**Pair Work**	Not Used	**4 (25.0 %)**	Not Used
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	Not Used at All	-	-	-
	12	Role Play (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.2.a.3

Performance of Student Teacher No. 2 (S2) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S2 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		66.67				6.25	50	18.75	12.5		100				
		Introduction of terminology related to students' active vocabulary		66.67				12.5	56.25	12.5	6.25			100			
		Introduction of terminology related to students' passive vocabulary			33.33			12.5	43.75	25	6.25		100				
		Enrichment of relevant vocabulary		66.67				12.5	50	25				100			
		Appropriateness and relevance of used techniques		33.33	33.33			6.25	56.25	12.5	12.5		100				
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		100				25	43.75	18.75	12.5		100				
		Questions testing Knowledge	33.33	33.33				37.5	31.25	12.5	6.25		100				
		Questions testing Understanding	33.33	33.33	33.33			12.5	43.75	12.5					100		
		Questions testing Application						6.25	18.75	12.5							
		Questions testing Skill						6.25	12.5	6.25							
		Clarity of the taught subject matter with respect to the responses of the students		100				18.75	50	25	6.25			100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		33.33					6.25								
		Frequency of the illustrations given by the teacher as well as students		33.33					6.25								
		Clarity of the taught grammatical point with respect to the responses of the students		33.33					6.25								
4	Activity	Introduction of activities through the techniques pointed out in the Strategy							31.25	12.5	6.25			100			
		Way of presentation and liveliness of activities							31.25	12.5	6.25			100			
		Students' involvement in classroom interaction through the introduced activity							37.5	12.5			100				
		Management of the activity, summing up of the activity and overall performance of the teacher							37.5	6.25	6.25			100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect							50	18.75				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks							43.75	25				100			
		Use of the points to make the writing tasks simple, easy and straightforward							31.25	18.75				100			
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation							12.5								
		Articulateness, accuracy and appropriateness of teacher's pronunciation		33.33	66.67				62.5	25	12.5			100			
		Efforts to get the students' pronunciation better			100				56.25	43.75				100			
		Improvement and perfection in the pronunciation of the students			100				37.5	43.75	18.75			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33	33.33			12.5	31.25	25	12.5		100				
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		66.67	33.33			31.25	25	31.25	12.5		100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		66.67				31.25	25	18.75	6.25			100			
		Improvement and enhancement in the speaking aspect of the student			100			18.75	37.5	18.75	25			100			

As shown in table no. 5.6.1.2.a.1, 5.6.1.2.a.2, and 5.6.1.2.a.3, the details regarding the performance of student teacher S2 in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, 'comprehension' related techniques were found to be used in all the twenty lessons of practice teaching phases by student teacher no. 2 (S2) while variation was found in the use of other components related techniques. It is found from table no. 5.6.1.2.a.1 that 'vocabulary' related techniques were used in 85 % (17 out of 20) of all the lessons, 'speaking task' related techniques were used in 80 % (16 out of 20) of all the lessons, 'writing task' related techniques were used in 60 % (12 out of 20) of all the lessons, 'activity' related techniques were used in 45 % (9 out of 20) of all the lessons while 'grammar' and 'pronunciation' related techniques were used in only 10 % (2 out of 20) of all the lessons respectively.

The details regarding the performance of student teacher S2 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.2.a.1 shows that before implementation of the strategy, student teacher S2 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 64.71 % (11 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S2 decreased and 29.41 % (5 out of 17) of all the techniques were used by student teacher S2.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S2 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein vocabulary was introduced in two lessons by using the techniques namely 'use of word in a sentence', 'word related example' and 'explanation of word'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein the vocabulary was introduced in all the fourteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After

implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'look and say', 'use of word in a sentence', 'word related example' and 'flashcard description'. (refer table no. 5.6.1.2.a.2).

Among all the techniques used by student teacher S2 in the lessons presented during various practice teaching phases, 'use of synonym' was the most commonly observed techniques i.e. in 70.0 % (14 out of 20) of all the lessons. The next commonly observed techniques were 'use of word in a sentence' and 'word related example' which were used in 55.0 % (11 out of 20) of all the lessons (refer table no. 5.6.1.2.a.2).

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of 'vocabulary', it was found that for the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'use of word in a sentence', 'word related example', 'explanation of word', 'matching' and 'miming', student teacher S2 had used 'Individual Work' as a mode of transaction and for the technique namely 'fill up with the fitting up', 'look and say', 'flash card description' and 'picture description', student teacher S2 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S2 was found to be good in 66.67 % (2 out of 3) of all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good. In all, a remarkable improvement was found in the use of techniques to introduce vocabulary by student teacher S2 in the lessons presented before implementation of the strategy to after implementation of the strategy.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S2, it was found that before implementation of the strategy, the terminology related to students' active vocabulary was used more (i.e. 2 out of 3 lessons) in the comparison of terminology related to

students' passive vocabulary (i.e. 1 out of 3 lessons). Before implementation of the strategy, the active vocabulary related terminology was introduced in two lessons and was found to be good while introduction of passive vocabulary related terminology was introduced in only one lesson and was found to be average.

During implementation of the strategy, the terminology related to students' active vocabulary and passive vocabulary were used equally i.e. in 87.50 % (14 out of 16) of all the lessons. The introduction of active vocabulary related terminology was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. The introduction of passive vocabulary related terminology was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons.

After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be fairly good. Thus, in the comparison of active vocabulary related terminology, the increased use of passive vocabulary related terminology revealed that during implementation of the strategy and after implementation of the strategy, the confidence level of student teacher S2 to introduce passive terminology had remarkably increased.

Through the observation, dissimilarity was found in the context of the enrichment of relevant vocabulary among the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in both the lessons while during implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 25.0 % (4 out of 16) of all the lessons. On being asked to give the reasons for this inconsistency in the follow up discussion, student teacher S2 responded that this variation in the enrichment of relevant vocabulary among the students might be the result of more use of passive vocabulary during the implementation of the strategy where students might have failed to grasp the learnt words. Though, after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was found to be good.

In the context of the appropriateness and relevance, it was found that before implementation of the strategy, the techniques used in 33.33 % (1 out of 3) of all the lessons were good while the techniques used in 33.33 % (1 out of 3) of all the lessons were average. During implementation of the strategy, the techniques used in 62.50 % (10 out of 16) of all the lessons were found fairly good to good with respect to appropriateness and relevance while the techniques used in 25.0 % (4 out of 16) of all the lessons were found average to poor with respect to appropriateness and relevance. In the context of this dissimilarity, it was found that this variation might be there because in the sixteen lessons presented during implementation of the strategy, student teacher S2 had used only 64.71 % (11 out of 17) of all the techniques to introduce vocabulary where the same techniques were repeated again and again (refer table no. 5.6.1.2.a.2). This is illustrated in the following example of the classroom transaction observed by the researcher.

Observation No. 6

Std. 9 - Lesson : Reduce Waste

In this lesson, the word 'natural calamities' was introduced by using 'explanation of word' which could have been introduced in a better way by using the technique 'word related example' or 'picture description'.

Though, after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the techniques used by student teacher S2 were found to be fairly good with respect to appropriateness and relevance.

Comprehension

Table no. 5.6.1.2.a.1 shows that before implementation of the strategy, student teacher no. 2 (S2) had used only 10.0 % (1 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 80.0 % (8 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased and 30.0 % (3 out of 10) of all the techniques were used by student teacher S2.

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S2 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein the comprehension of the subject matter learnt by the

students was assessed in all the three lessons by employing only one technique i.e. ‘question - answer’. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein the comprehension of the subject matter learnt by the students was assessed in all the sixteen lessons by employing the techniques namely ‘who speaks the statement ?’, ‘paragraph completion’, ‘question - answer’, ‘true or false’, ‘sentence completion’, ‘memory challenge’, ‘group discussion’ and ‘matching’. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely ‘question - answer’, ‘true or false’ and ‘matching’.

Among all the techniques used by student teacher S2 in the lessons presented during various practice teaching phases, ‘question - answer’ was the most commonly observed techniques i.e. in all the lessons. The next commonly observed techniques were ‘true or false’ which was used in 55.0 % (11 out of 20) of all the lessons. (refer table no. 5.6.1.2.a.2).

Looking at the use of the techniques in the lessons of various practice teaching phases, it was found that in most of the lessons where ‘question-answer’ and ‘true or false’ were used, students’ responses were generally in the form of chorus. In the comparison of these techniques, in some of the lessons where ‘sentence completion’ and ‘memory challenge’ were used, students were found to be more eager to respond individually and it was observed through their responses that majority of the students had grasped the content taught to them to a great extent.

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of ‘comprehension’, it was found that for the techniques namely ‘group discussion’, student teacher S2 had used ‘Group Work’ as a mode of transaction and for the rest of the used techniques, student teacher S2 had used ‘Individual Work’ as a mode of transaction while ‘Pair Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in all the lessons. During implementation of the strategy, the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. Even after

implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good.

Looking at the type of the questions asked by student teacher S2, the classroom observation revealed that out of all type of questions asked by student teacher S2 in the lessons presented before implementation of the strategy, questions testing the knowledge of the students were found to be fairly good to good in 66.67 % (2 out of 3) of all the lessons while in the rest one lesson no knowledge based questions were asked. Questions testing the understanding of the students were found to be fairly good, good and average in 33.33 % (1 out of 3) of all the lessons respectively while questions testing the application level of the learnt knowledge and the questions testing the skill of the students were not asked by student teacher S2 in any of the lessons. During implementation of the strategy, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons, questions testing the understanding of the students were asked in 68.75 % (11 out of 16) of all the lessons, questions testing the application level of the learnt knowledge of the students were asked in 37.50 % (6 out of 16) of all the lessons and questions testing the skill of using learnt knowledge of the students were asked in only 25.0 % (4 out of 16) of all the lessons. During implementation of the strategy, it was found that out of all type of questions asked by student teacher S2, questions testing the knowledge of the students were found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. Questions testing the understanding of the students were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were found to be fairly good to good in 25.0 % (4 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while the questions testing the skill of the students were found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein questions testing the knowledge were found to be fairly good and the questions testing the understanding of the students were found to be average while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S2.

Looking at the nature of the questions asked and the techniques used to assess the comprehension of the subject matter learnt by the students, it was found that the questions asked to the students were generally for them to recall some information taught during the period and to know whether the students had understood the taught content or not. It seemed that the asked questions were only indicative whether the students were attentive to the teacher or not. By asking probing questions, student teacher S2 could have found out to what extent the students had grasped the content and understood the lesson. In all, it was observed that the questions asked and the techniques used were directed more to elicit the extent of students' knowledge and understanding and not to elicit the extent of students' skill and application level.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, in all the lessons presented before implementation of the strategy and after implementation of the strategy, the clarity of the taught subject matter was found to be good while during implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons.

Grammar

Table no. 5.6.1.2.a.1 shows that before implementation of the strategy student teacher no. 2 (S2) had used 25.0 % (3 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students which increased to 33.33 % (4 out of 12) during the strategy implementation while after implementation of the strategy, student teacher S2 used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques, dissimilarity was found in the number of lessons presented by student teacher S2 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein the grammar was taught in only one lesson by using the techniques namely 'fill up with the fitting one', matching' and 'drilling'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein grammar was taught in only one lesson by using the techniques namely 'two-way narration', 'paragraph redrafting', 'paragraph completion' and 'drilling'.

Among all the techniques used by student teacher S2 to teach grammar before implementation of the strategy and during implementation of the strategy, 'drilling' was the most commonly observed techniques i.e. in 10.0 % (2 out of 20) of all the lessons while other techniques were used once (refer table no. 5.6.1.2.a.2).

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of 'grammar', it was found that for the techniques namely 'two-way narration', 'fill up with the fitting one' and 'matching', student teacher S2 had used 'Individual Work' as a mode of transaction. For the techniques namely 'paragraph redrafting' and 'paragraph completion', student teacher S2 had used 'Pair Work' as a mode of transaction and for the technique namely 'drilling', student teacher S2 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy and during implementation of the strategy was found to be good. Though after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson which was not grammar oriented.

In the context of the frequency of illustrations given by the teacher as well as students in the lessons of various practice teaching phases, the classroom observation revealed that almost 60 % of the time allotted for grammar oriented lessons involved various explanations providing details of 'what', 'why' and 'how' of the grammatical points and in the rest 40 % of the time, relevant examples were given from both the teacher and the students. During explaining the grammatical points, student teacher S2 used relevant illustrations to make the point clear which played an important role in enhancing students' understanding and comprehension. The illustrations were also drawn from daily life and were based on the previous knowledge of the students.

From the utilization point of view, the frequency of illustrations given by the teacher as well as by the students was found to be good in the lessons presented before implementation of the strategy and during implementation of the strategy.

The clarity of the taught subject matter with respect to the responses of the students was found to be good in all the lessons presented before implementation of the strategy and during implementation of the strategy. From the researcher's point of view, as the illustrations of the taught grammatical point belonged to the real life-like

situations, the students could easily produce the similar type of examples by making use of ‘two-way narration’ and ‘drilling’ and that led to good content clarity.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S2 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.2.a.1, among all the practice teaching phases, no activity was organized by student teacher S2 before implementation of the strategy. During implementation of the strategy, student teacher S2 organized 38.46 % (5 out of 13) of all the activities which decreased to only 7.69 % (1 out of 13) of all the activities after implementation of the strategy.

In the context of the number of activities organized by student teacher S2 in the lessons presented during various practice teaching phases, table no. 5.6.1.2.a.1 shows that before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein no activity was organized. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein activities were organized in 50.0 % (8 out of 16) of all the lessons by using the techniques namely ‘information transfer’, ‘dialogue formation’, ‘role play’, ‘central talk’ and ‘talking about…’. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the student teacher S2 organized only one activity i.e. ‘talking about…’.

Among all the activities organized by student teacher S2, ‘talking about…’ was the most commonly organized activity i.e. in 20.0 % (4 out of 20) of all the lessons. The next commonly organized activities were ‘information transfer’ and ‘central talk’ i.e. in 15.0 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.2.a.2).

In the context of the mode of transaction used by student teacher S2 to organize the preferred activities, it was found that for the activities namely ‘information transfer’ and ‘talking about’, student teacher S2 had used ‘Individual Work’ as a mode of transaction. For the activities namely ‘dialogue formation’ and ‘role play’, student teacher S2 had used ‘Pair Work’ as a mode of transaction and for the activities namely ‘central talk’, student teacher S2 had used ‘Group Work’ as a mode of transaction while ‘Class Work’ was not used as a mode of transaction to organize any of the preferred activity.

From the utilization point of view, the activities organized during implementation of the strategy were found to be good in 31.25 % (5 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons while no activity was organized in the rest eight lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the organized activity was found to be good.

In the context of the way of presentation and liveliness of the activities organized by student teacher S2, the classroom observation revealed that the performance of student teacher S2 in this respect during implementation of the strategy was found to be good in 31.25 % (5 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good.

From the utilization point of view, the lessons wherein the content was taught through activities, students' involvement in classroom interaction was found to be good i.e. 37.50 % (6 out of 16) of all the lessons and average 12.50 % (2 out of 16) of all the lessons. It was also observed that in some of the lessons where the 'central talk' activity was organized, student teacher S2 could not give justice to the whole content to be taught and left the lessons incomplete.

From student teacher S2's clarification in this respect, the researcher came to know that this had happened because the activity had taken much of his time and that would leave him very less amount of time for teaching the rest of the content of lesson.

In the context of the management of the activity, summing up of the activity and overall performance of the teacher, the performance of student teacher S2 was not found so noteworthy. In the lessons presented during implementation of the strategy, the management of the activity, summing up of the activity and overall performance of the teacher were found to be good in 37.50 % (6 out of 16) of all the lessons and average to poor in 12.50 % (2 out of 16) of the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the management of the activity, summing up of the activity and overall performance of student teacher S2 were found to be good.

Writing task

The great dissimilarity was found in the context of the number of techniques used by student teacher S2 to organize writing task in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.2.a.1, before implementation of the strategy, student teacher S2 had used none of the techniques to organize writing task that he learnt through the strategy implementation which remarkably increased to 50.0 % (7 out of 14) of all the techniques during implementation of the strategy. Though, after implementation of the strategy, the number of techniques decreased and only 7.14 % (1 out of 14) of all the techniques were used to organize writing task.

In the context of the organization of 'writing task', dissimilarity was also found in the number of lessons presented by student teacher S2 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein no writing task was organized. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein writing task was organized in 68.75 % (11 out of 16) of all the lessons by using the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'letter formation', 'creative writing' and 'talking about..'. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the student teacher S2 organized only one writing task i.e. 'paragraph formation'.

Among all the techniques used by student teacher S2 to organize writing task during implementation of the strategy and after implementation of the strategy, 'paragraph formation' was the most commonly used technique i.e. in 45.0 % (9 out of 20) of all the lessons while other techniques were used once to thrice (refer table no. 5.6.1.2.a.2).

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of 'writing task', it was found that for the techniques namely 'dialogue completion', 'paragraph formation', 'creative writing' and 'talking about…', student teacher S2 had used 'Individual Work' as a mode of transaction. For the technique 'letter formation', student teacher S2 had used 'Pair Work' as a mode of transaction. For the technique 'picture description', student teacher S2 had used 'Group Work' as a mode of transaction and for the technique 'letter completion', student teacher S2 had used 'Class Work' as a mode of transaction.

From the utilization point of view, the use of technique to organize writing task was found to be good in 50.0 % (8 out of 16) of all the lessons and average in 18.75 % (3 out of 16) all the lessons presented by student teacher S2 during implementation of the strategy while after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, the performance of student teacher S2 was found to be good in 43.75 % (7 out of 16) of all the lessons and average in 25.0 % (4 out of 16) all the lessons presented by student teacher S2 during implementation of the strategy while after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the presentation and appropriateness of the subject matter through the organized writing task was found to be good.

Dissimilarity was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S2. During implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be good in 31.25 % (5 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Though, after implementation of the strategy only one lesson of student teacher S2 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward by student teacher S2 was found to be good. In this context, the classroom observation revealed that in most of the lessons, not many attempts were made by student teacher S2 to make the writing task simple, straightforward and easily comprehensible to the students. Even, it was observed that the points used by student teacher S2 to make the writing task simple, easy and straightforward were as same as they were given in the textbook.

Pronunciation

It is evident from the table no. 5.6.1.2.a.1 that student teacher S2 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, student teacher S2 had used 30 % (3 out of 10) of all technique to improve the pronunciation of the students namely ‘similar but not the same’, ‘spelling game’ and ‘drilling’.

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'similar but not the same', student teacher S2 had used 'Individual Work' as a mode of transaction. For the techniques 'spelling game' and 'drilling', student teacher S2 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to improve the pronunciation of the students was found to be good in both the lessons presented during implementation of the strategy.

A remarkable improvement was found in the pronunciation of student teacher S2 in the context of the articulateness, accuracy and appropriateness in the lessons presented during different practice teaching phases. Before implementation of the strategy, the pronunciations of student teacher S2 were found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons while during implementation of the strategy, the pronunciations of student teacher S2 were found to be good in 62.50 % (10 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the pronunciations of student teacher S2 were found to be good in terms of articulateness, accuracy and appropriateness.

In the context of the efforts made by student teacher S2 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S2 had hardly made any sincere attempt to improve the pronunciation of the students and so the efforts of student teacher S2 to get the students' pronunciation better were found to be average in all the three lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S2 to improve the pronunciations of the students and as a result, the efforts of student teacher S2 to get the students' pronunciation better were found to be good in 56.25 % (9 out of 16) of all the lessons and average in 43.75 % (7 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S2 to get the students' pronunciation better were found to be good. In all, compared to average efforts of student teacher S2 before implementation of the strategy, the efforts of student teacher S2 to get the students'

pronunciation better were found to be good in 58.82 % of all the lessons presented during implementation of the strategy and after implementation of the strategy (refer table no. 5.6.1.2.a.3).

So far as the improvement and perfection in the pronunciation of the students was concerned, the average improvement and perfection was found in the pronunciation of the students in all the lessons presented before implementation of the strategy. During implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in 37.50 % (6 out of 16) of all the lessons and average to poor in 62.50 % (10 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the improvement and perfection in the pronunciation of the students was also found to be good. In all, in 65.0 % of the lessons, the improvement and perfection in the pronunciation of the students were found to be average while in only 35.0 % of the lessons, the improvement and perfection in the pronunciation of the students were found to be good (refer table no. 5.6.1.2.a.3).

In the researcher's follow up discussion, student teacher S2 provided some reasons behind his average efforts to get the students' pronunciation better and average improvement and perfection in the pronunciation of the students. Student teacher S2 stated that in a large classroom, it was quite difficult to pay attention to the individual's pronunciations and get them improved. He also admitted that as only a few students took part in general classroom interaction, it took much of his time to improve their pronunciation only and so it was difficult for him to give justice to all. Another argument placed forward by student teacher S2 was that sometimes he found himself short of time and he did not want to lose time by indulging himself in the process of improving students' pronunciation only.

Speaking task

Table no. 5.6.1.2.a.1 shows that before implementation of the strategy student teacher no. 2 (S2) had used 7.14 % (1 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 42.86 % (6 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

An improvement was found in the performance of student teacher S2 in the context of the use of techniques to organize speaking task during implementation of the strategy while before implementation of the strategy and after implementation of the strategy, the performance of student teacher S2 was found comparatively lower. Before implementation of the strategy, the researcher observed three lessons of student teacher S2 wherein the speaking task was organized in two lessons by using only one technique namely 'sentence formation' and its use was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S2 wherein the speaking task was organized in thirteen lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'dialogue formation' and 'role play' and their use was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. After implementation of the strategy, student teacher S2 had used only one technique to organize speaking task namely 'picture description' and its use was found to be fairly good.

Among all the techniques used by student teacher S2 to organize speaking task during various practice teaching phases, 'sentence formation' was the most commonly used technique i.e. in 75 % (15 out of 20) of all the lessons while other techniques were used one to four times (refer table no. 5.6.1.2.a.2).

In the context of the mode of transaction used by student teacher S2 to apply the preferred techniques of 'speaking task', it was found that for the techniques namely 'role play', student teacher S2 had used 'Individual Work' as a mode of transaction. For the technique 'dialogue formation', student teacher S2 had used 'Pair Work' as a mode of transaction. For the technique 'creative speaking', 'situational presentation' and 'picture description', student teacher S2 had used 'Group Work' as a mode of transaction and for the technique 'sentence formation', student teacher S2 had used 'Class Work' as a mode of transaction. Thus, all the modes of transaction were used by student teacher S2 to organize the preferred speaking tasks.

Through the classroom observation, a remarkable improvement was found in the body language of student teacher S2 consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence. Before implementation of the strategy, the body language of student teacher S2 was found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons which

improved during implementation of the strategy and was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence was found to be fairly good.

Appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S2 were found to be good in all the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S2 were found to be fairly good to good in only 56.25 % (9 out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons.

In this context, the classroom observation revealed that as the lessons presented before implementation of the strategy were the micro-teaching lessons, the time duration to present the subject matter remained short and it became quite easy for the student teachers to memorize and teach the content with appropriateness, fluency, and uniformity of the language while in the lessons presented during implementation of the strategy, the time duration and the content to be taught remained comparatively lengthy. As the verbal communication of student teacher S2 was average, its effect was found in his classroom teaching and as a result, the appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S2 were also found to be average in 25.0 % of all the lessons.

So far as the improvement and enhancement in the speaking competence of the students was concerned, gradual improvement was found in the speaking competence of the students from the phase ‘before implementation of the strategy’ to ‘after implementation of the strategy’. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be average. During implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S2 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking competence of students were found to be good (refer table

no. 5.6.1.2.a.3.). In the context of this unsatisfactory improvement and enhancement in the speaking competence of students, the continuous observation of the class by the researcher revealed that this disparity was there because the students had rarely participated in the classroom interaction in any other manner except in listening mode. Even very less space was found for students' participation in the classroom atmosphere.

5.6.1.2.b Performance of Student Teacher no. 2 (S2) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S2 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S2 in the lessons of one practice teaching phase were analyzed comparatively with the marks obtained by her in the lessons of other practice teaching phases. The obtained data were analyzed quantitatively through percentage analysis and compared. Table no. 5.6.1.2.b.1 shows such comparison based on which the graph no. 5.6.1.2.b.1 has been plotted.

Table No. 5.6.1.2.b.1
Performance of Student Teacher S2 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	6.5 65%	7.5 75%	7 70%	6.5 65%	6.5 65%	7 70%	7 70%	7 70%	7 70%	7 70%	7 70%	7.5 75%	8 80%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8.2 82%
																			Total Marks	145.7

Figure No. 5.6.1.2.b.1
Percentage Scores of Student Teacher No. 2 (S2) in the Lessons of Practice Teaching Phases

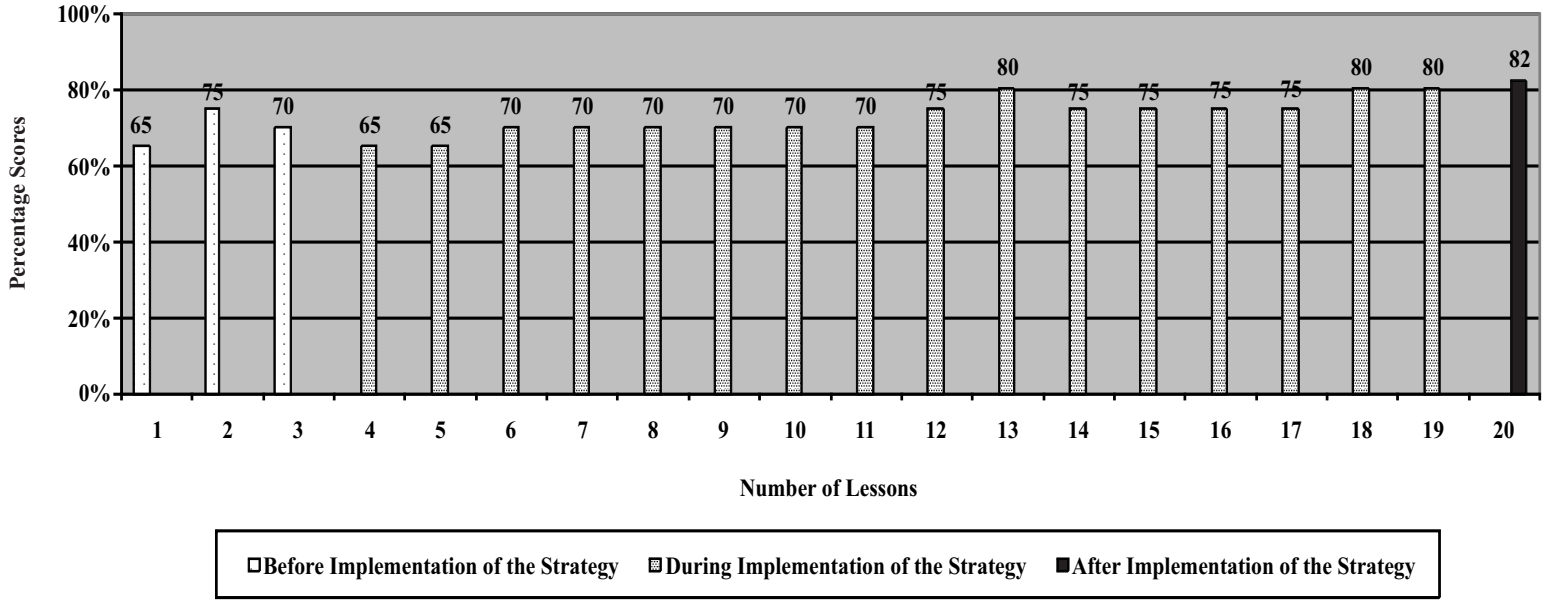


Table no. 5.6.1.2.b.1 shows the marks and the percentage scores obtained by student teacher no. 2 (S2) in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S2 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S2 throughout the various practice teaching phases are 8.2 out of 10 (82 %) while the average marks obtained by student teacher S2 throughout the various practice teaching phases are 7.29 out of 10 (72.9 %). The difference between the highest and the lowest marks is 1.7 marks (17 %) and the difference between the lowest and the average marks is 0.79 marks (7.90 %).

It is also evident from the table that before implementation of the strategy, student teacher S2 had obtained 6.5 to 7.5 marks which gradually increased to 8.0 marks during implementation of the strategy and 8.2 marks after implementation of the strategy. Thus, looking at the marks obtained by student teacher S2 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that average improvement was found in the performance of student teacher and except lesson no. 13, 18, and 19 (8.0 marks) no remarkable improvement was found in the performance of student teacher S2 during the implementation of the strategy and his performance remained the same as it had been before implementation of the strategy while after implementation of the strategy, the performance of student teacher S2 had improved to some extent i.e. 8.2 marks.

5.6.1.3.a Performance of Student Teacher No. 3 (S3) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 3 (S3) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S3 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S3 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.3.a.1, 5.6.1.3.a.2, and 5.6.1.3.a.3.

Table No. 5.6.1.3.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 3 (S3) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 3 (S3)		
			Number of Techniques / Activities used by Student Teacher no. 3 (S3) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	18 Lessons (90 %)	4 (23.53 %)	10 (58.82 %)	3 (17.65 %)
2	Comprehension (10)	20 Lessons (100 %)	1 (10.0 %)	9 (90.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	1 (8.33 %)	3 (25.0 %)	00
4	Activity (13)	7 Lessons (35 %)	1 (7.69 %)	5 (38.46 %)	1 (7.69 %)
5	Writing Tasks (14)	12 Lessons (60 %)	1 (7.14 %)	7 (50.0 %)	2 (14.29 %)
6	Pronunciation (10)	3 Lessons (15 %)	00	4 (40.0 %)	00
7	Speaking Tasks (14)	14 Lessons (70 %)	2 (14.29 %)	6 (42.86 %)	1 (7.14 %)

Table No. 5.6.1.3.a.2
Details of Strategy Components used by Student Teacher S3 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 3 (S3)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	2	Fill up with Fitting one (T)	Not Used at All	-	-	-
	3	Use of Synonym (T)	**Individual Work**	**3 (100 %)**	**13 (81.25 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**3 (100 %)**	**13 (81.25 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**2 (66.67 %)**	**14 (87.50 %)**	Not Used
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Individual Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	Not Used	**6 (37.50 %)**	Not Used
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**16 (100 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**11 (68.75 %)**	**1 (100 %)**
	6	Sentence Completion (A)	**Individual Work**	Not Used	**5 (31.25 %)**	**1 (100 %)**
	7	Memory Challenge (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Fill up with Fitting one (T)	Not Used at All	-	-	-
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	Not Used at All	-	-	-
	6	Matching (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	Not Used at All	-	-	-
	12	Drilling (T)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.3.a.2
Details of Strategy Components used by Student Teacher S3 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 3 (S3)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	12	Picture Description (A)	**Pair Work**	Not Used	Not Used	**1 (100 %)**
	13	Talking about.. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	Not Used	**5 (31.25 %)**	**1 (100 %)**
	8	Letter Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	**2 (66.67 %)**	**3 (18.75 %)**	**1 (100 %)**
	13	Talking about….. (A)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Silent Letter Identification (T)	Not Used at All	-	-	-
	3	Sound Identification (T)	Not Used at All	-	-	-
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Class Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	3	Sentence Formation (A)	**Class Work**	Not Used	**12 (75.0 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Class Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	Not Used at All	-	-	-
	12	Role Play (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	**Individual Work**	Not Used	Not Used	**1 (100 %)**

(A) : Activity (T) : Technique

Table No. 5.6.1.3.a.3

Performance of Student Teacher No. 3 (S3) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S3 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		100				6.25	56.25	18.75	6.25			100			
		Introduction of terminology related to students' active vocabulary		100				18.75	56.25	12.5			100				
		Introduction of terminology related to students' passive vocabulary		33.33	66.67				43.75	31.25				100			
		Enrichment of relevant vocabulary		33.33	66.67			12.5	50	25				100			
		Appropriateness and relevance of used techniques		100				6.25	62.5	18.75				100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		100				25	43.75	25	6.25		100				
		Questions testing Knowledge	33.33	33.33				37.5	37.5	12.5	12.5		100				
		Questions testing Understanding	33.33	33.33				25	31.25	12.5	6.25				100		
		Questions testing Application						6.25	25	18.75							
		Questions testing Skill							25	6.25							
		Clarity of the taught subject matter with respect to the responses of the students	66.67	33.33				18.75	56.25	12.5	12.5		100				
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		33.33					6.25								
		Frequency of the illustrations given by the teacher as well as students		33.33					6.25								
		Clarity of the taught grammatical point with respect to the responses of the students		33.33					6.25								
4	Activity	Introduction of activities through the techniques pointed out in the Strategy		33.33				6.25	12.5	12.5			100				
		Way of presentation and liveliness of activities		33.33				12.5	12.5	6.25				100			
		Students' involvement in classroom interaction through the introduced activity			33.33			12.5	6.25	12.5			100				
		Management of the activity, summing up of the activity and overall performance of the teacher		33.33				12.5	6.25	12.5				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		33.33	33.33			6.25	37.5	12.5				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks		33.33	33.33			6.25	31.25	18.75				100			
		Use of the points to make the writing tasks simple, easy and straightforward		33.33	33.33				25	18.75					100		
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation							12.5	6.25							
		Articulateness, accuracy and appropriateness of teacher's pronunciation		33.33	66.67				68.75	18.75	12.5						
		Efforts to get the students' pronunciation better			100				62.5	37.5				100			
		Improvement and perfection in the pronunciation of the students			100				50	37.5	12.5			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33				18.75	31.25	18.75	6.25			100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		33.33	66.67			37.5	31.25	18.75	12.5			100			
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher			33.33			25	18.75	18.75	12.5			100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			18.75	31.25	31.25	18.75			100			

As shown in table no. 5.6.1.3.a.1, 5.6.1.3.a.2, and 5.6.1.3.a.3, the details regarding the performance of student teacher S3 in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, 'comprehension' related techniques were found to be used in all the twenty lessons of practice teaching phases by student teacher no. 3 (S3) while variation was found in the use of other components related techniques. It is found from table no. 5.6.1.3.a.1 that 'vocabulary' related techniques were used in 90 % (18 out of 20) of all the lessons, 'speaking task' related techniques were used in 70 % (14 out of 20) of all the lessons, 'writing task' related techniques were used in 60 % (12 out of 20) of all the lessons, 'activity' related techniques were used in 35 % (7 out of 20) of all the lessons, 'pronunciation' related techniques were used in only 15 % (3 out of 20) of all the lessons while 'grammar' related techniques were used in only 10 % (2 out of 20) of all the lessons.

The details regarding the performance of student teacher S3 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.3.a.1 shows that before implementation of the strategy, student teacher S3 had used 23.53 % (4 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 58.82 % (10 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S3 decreased and 17.65 % (3 out of 17) of all the techniques were used by student teacher S3.

In the context of the use of 'vocabulary' related techniques, performance of student teacher S3 was found equivalent in the lessons presented during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'use of synonym', 'use of word in a sentence', 'word related example' and 'picture description'. During implementation of the strategy, sixteen lessons of student teacher S3 were observed wherein the vocabulary was introduced in fourteen lessons by using the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S3

was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely ‘use of synonym’, ‘use of word in a sentence’ and ‘miming’. (refer table no. 5.6.1.3.a.2).

Among all the techniques used by student teacher S3 in the lessons presented during various practice teaching phases, ‘use of synonym’ and ‘use of word in a sentence’ were the most commonly observed techniques i.e. in 85 % (17 out of 20) of all the lessons. The next commonly observed technique was ‘word related example’ which was used in 80 % (16 out of 20) of all the lessons (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to apply the preferred techniques of ‘vocabulary’, it was found that for all the techniques, student teacher S3 had used ‘Individual Work’ as a mode of transaction while ‘Pair Work’, ‘Group Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S3 was found to be good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed wherein the use of techniques to introduce vocabulary was found to be good.

In the context of introduction of terminology related to students’ active vocabulary and passive vocabulary by student teacher S3, it was found that before implementation of the strategy, the terminology related to students’ active vocabulary as well as passive vocabulary were used equally. Before implementation of the strategy, the introduction of active vocabulary related terminology was found to be good while introduction of passive vocabulary related terminology was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) % of all the lessons.

During implementation of the strategy, the terminology related to students’ active vocabulary was found to be used more in the comparison of terminology related to students’ passive vocabulary. During implementation of the strategy, the introduction of active vocabulary related terminology was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons

while the introduction of passive vocabulary related terminology was found to be good in 43.75 % (7 out of 16) of all the lessons and average in 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be fairly good while the introduction of passive vocabulary related terminology was found to be good.

Significant enrichment was found in the relevant vocabulary of the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 25.0 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was found to be good.

In the context of the appropriateness and relevance of techniques used by student teacher S3, it was found that except only 18.75 % (3 out of 16) of all the lessons presented during implementation of the strategy, the techniques used in other lessons presented during various practice teaching phases were fairly good to good.

Comprehension

Table no. 5.6.1.3.a.1 shows that before implementation of the strategy, student teacher no. 3 (S3) had used only 10.0 % (1 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 90.0 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to only 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, noteworthy performance was found in the lessons presented by student teacher S3 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing only one technique namely ‘question - answer’. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S3 wherein the comprehension of

the subject matter learnt by the students was assessed in all the lessons by employing the techniques namely ‘information transfer’, ‘who speaks the statement ?’, ‘paragraph completion’, ‘question - answer’, ‘true or false’, ‘sentence completion’, ‘memory challenge’, ‘group discussion’ and ‘matching’. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely ‘question - answer’, ‘true or false’ and ‘sentence completion’.

Among all the techniques used by student teacher S3 in the lessons presented during various practice teaching phases, ‘question - answer’ was the most commonly observed technique and was used in all the lessons. The next commonly observed techniques were ‘true or false’ which was used in 60 % (12 out of 20) of all the lessons. (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to apply the preferred techniques of ‘comprehension’, it was found that for the techniques namely ‘information transfer’, ‘who speaks the statement ?’, ‘paragraph completion’, ‘question - answer’, ‘true or false’, ‘sentence completion’ and ‘matching’, student teacher S3 had used ‘Individual Work’ as a mode of transaction. For the techniques namely ‘memory challenge’, student teacher S3 had used ‘Pair Work’ as a mode of transaction and for the technique namely ‘group discussion’, student teacher S3 had used ‘Group Work’ as a mode of transaction while ‘Class Work’ was not used as a mode of transaction to apply any of the referred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in all the lessons. During implementation of the strategy, the use of techniques was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good.

Looking at the type of the questions asked by student teacher S3, the classroom observation revealed that out of all type of questions asked by student teacher S3 in the lessons presented before implementation of the strategy, questions testing the knowledge and understanding of the students were asked in 66.67 % (2 out of 3) of all the lessons and were found to be fairly good to good while in the rest one lesson,

questions testing the knowledge and understanding of the students were not asked. Questions testing the application level of the learnt knowledge and the skill of the students were not asked by student teacher S3 in any of the lessons.

During implementation of the strategy, questions testing the knowledge of the students were asked in all the lessons were found to be fairly good to good in 75.0 % (12 out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 75.0 % (12 out of 16) of all the lessons and were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 50.0 % (8 out of 16) of all the lessons and were found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 31.25 % (5 out of 16) of all the lessons and were found to be good in 25.0 % (4 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons.

After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein questions testing the knowledge were found to be fairly good and the questions testing the understanding of the students were found to be average while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S3.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, it was found that except 25.0 % (4 out of 20) of all the lessons presented during implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in all other lessons presented during various practice teaching phases while in those 25.0 % of the lessons, the clarity of the taught subject matter was found to be average to poor.

Grammar

Table no. 5.6.1.3.a.1 shows that before implementation of the strategy student teacher no. 3 (S3) had used only 8.33 % (1 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students which increased to 25.0 % (3 out of 12) during the strategy implementation while after implementation of the strategy, student teacher S3 used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques, dissimilarity was found in the number of lessons presented by student teacher S3 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein the grammar was taught in only one lesson by using the technique namely 'sentence completion'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S3 wherein grammar was taught in only one lesson by using the techniques namely 'two - way narration', 'matching' and 'drilling'.

Among all the techniques used by student teacher S3 to teach grammar before implementation of the strategy and during implementation of the strategy, all the techniques were used only once (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to apply the preferred techniques of 'grammar', it was found that for the techniques namely 'two – way narration', 'matching' and 'sentence completion', student teacher S3 had used 'Individual Work' as a mode of transaction and for the technique namely 'drilling', student teacher S3 had used 'Class Work' as a mode of transaction while 'Pair Work' and 'Group Work' were not used as a mode of transaction to apply any of the referred technique.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy and during implementation of the strategy was found to be good.

The frequency of illustrations given by the teacher as well as students was found to be good in the lessons presented before implementation of the strategy and during implementation of the strategy.

The clarity of the taught subject matter with respect to the responses of the students was also found to be good in all the lessons presented before implementation of the strategy and during implementation of the strategy.

Activity

Table no. 5.6.1.3.a.1 shows that before implementation of the strategy student teacher no. S3 had used 7.69 % (1 out of 13) of all the techniques that he learnt through the strategy implementation to organize activity which increased to 38.46 % (5 out of 13) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.69 % (1 out of 13) of all the techniques.

In the context of the organization of 'activities', dissimilarity was also found in the number of lessons presented by S3 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein only one activity was organized i.e. 'central talk'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S3 wherein activities were organized in 31.25 % (5 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'role play', 'central talk' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the student teacher S3 organized only one activity i.e. 'picture description'.

Among all the activities organized by student teacher S3, 'central talk' and 'talking about…' were the most commonly organized activities i.e. in 15.0 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to organize the preferred activities, it was found that for the activities namely 'information transfer', 'role play' and 'talking about', student teacher S3 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'picture description', student teacher S3 had used 'Pair Work' as a mode of transaction and for the activities namely 'central talk', student teacher S3 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to organize any of the preferred activity.

From the utilization point of view, the activity organized by student teacher S3 before implementation of the strategy was found to be good. During implementation of the strategy, the activities organized by student teacher S3 were found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while no activity was organized in the rest eleven lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the organized activity was found to be fairly good.

In the context of the way of presentation and liveliness, except only one activity organized in the lesson presented during implementation of the strategy, the activities organized in the other lessons presented during various practice teaching phases were found to be fairly good to good.

In the context of students' involvement in classroom interaction through the introduced activity, gradual increase was found in the lessons presented from the phase 'before implementation of the strategy' to 'after implementation of the strategy'. Before implementation of the strategy, students' involvement in classroom interaction through the introduced activity was found to be average while during implementation of the strategy, except 12.50 % (2 out of 16) of all lessons, students' involvement in classroom interaction through the introduced activity was found to be fairly good to good. Even after implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein students' involvement in classroom interaction through the introduced activity increased and was found to be fairly good.

In the perspective of the management of the activity, summing up of the activity and overall performance, continuous improvement was found in the presentation of student teacher S3. Except only 12.50 % (2 out of 16) of all lessons presented during implementation of the strategy, the management of the activity, summing up of the activity and overall performance of student teacher S3 in the other lessons presented during various practice teaching phases were found to be fairly good to good.

Writing task

In the context of the number of techniques used to organize writing task, the performance of student teacher S3 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. As shown in table no. 5.6.1.3.a.1, before implementation of the strategy, student teacher S3 had used only 7.14 % (1 out of 14) of all the techniques which remarkably increased to 50.0 % (7 out of 14) during the implementation of the strategy while after implementation of the strategy, the number of techniques decreased to 14.29 % (2 out of 14) of the techniques.

In the context of the organization of 'writing task', dissimilarity was also found in the number of lessons presented by student teacher S3 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein writing task was organized in two lessons by using only one technique i.e. 'creative writing'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S3 wherein writing task was organized in 56.25 % (9 out of 16) of all the lessons by using the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'letter

formation', 'creative writing' and 'talking about'. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the student teacher S3 organized two writing tasks i.e. 'paragraph formation' and 'creative writing'.

Among all the techniques used by student teacher S3 to organize writing task, 'paragraph formation' and 'creative writing' were the most commonly used technique i.e. in 30.0 % (6 out of 20) of all the lessons. The next commonly used technique was 'talking about…' i.e. in 25 % (5 out of 20) of all the lessons while the other techniques were used once to twice (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to organize the writing task, it was found that for the writing tasks namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'creative writing' and 'talking about…', S3 had used 'Individual Work' as a mode of transaction and for the writing task namely 'letter formation', S3 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class work' were not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, the use of technique to organize writing task was found to be good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented before implementation of the strategy. During implementation of the strategy, the use of technique to organize writing task was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, the performance of student teacher S3 was found to be good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented before implementation of the strategy. During implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the presentation and appropriateness of the subject matter through the organized writing task were found to be good.

Dissimilarity was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S3 in the lessons presented during various practice teaching phases. Before implementation of the strategy, the use of points was made in two lessons and was found to be good to average. During implementation of the strategy, the use of points was made in 43.75 % (7 out of 16) of all the lessons and was found to be good in 25.0 % (4 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Though, after implementation of the strategy only one lesson of student teacher S3 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward by student teacher S3 was found to be average.

Pronunciation

It is evident from the table no. 5.6.1.3.a.1 that student teacher S3 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, student teacher S3 had used 40 % (4 out of 10) of all technique to improve the pronunciation of the students namely 'similar but not the same', 'spelling game', 'word identification' and 'drilling'.

In the context of the mode of transaction used by student teacher S3 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'similar but not the same', 'spelling game' and 'word identification', student teacher S3 had used 'Individual Work' as a mode of transaction and for the technique 'drilling', student teacher S3 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

Among all the practice teaching phases, the use of techniques to improve the pronunciation of the students by student teacher S3 was made only during implementation of the strategy. Out of 18.75 % (3 out of 16) of the lessons, the use of techniques to improve the pronunciation of the students was found to be good in 12.50 % (2 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons.

An average improvement was found in the pronunciation of student teacher S3 in the context of the articulateness, accuracy and appropriateness in the lessons presented from the phase 'before implementation of the strategy' to 'after

implementation of the strategy'. Before implementation of the strategy, the pronunciations of student teacher S3 were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the pronunciations of student teacher S3 were found to be good in 68.75 % (11 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 3) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the pronunciations of student teacher S3 were found to be good in terms of articulateness, accuracy and appropriateness.

In the context of the efforts made by student teacher S3 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S3 had made average efforts to improve the pronunciation of the students. In the lessons presented during implementation of the strategy, significant increase was found in the attempts of student teacher S3 to improve the pronunciations of the students and as a result, the efforts of student teacher S3 to get the students' pronunciation better were found to be good in 62.50 % (10 out of 16) of all the lessons and average in 37.50 % (6 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S3 to get the students' pronunciation better were found to be good.

So far as the improvement and perfection in the pronunciation of the students was concerned, variation was found in the lessons presented during various practice teaching phases. Before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be average in all the lessons. During implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in 50.0 % (8 out of 16) of all the lessons and average to poor in the rest 50.0 % (8 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the improvement and perfection in the pronunciation of the students were found to be good.

Speaking task

In the context of the number of techniques used to organize speaking task, the performance of student teacher S3 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of

the strategy. Table no. 5.6.1.3.a.1 shows that before implementation of the strategy student teacher no. 3 (S3) had used 14.29 % (2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 42.86 % (6 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

Before implementation of the strategy, the researcher observed three lessons of student teacher S3 wherein the speaking task was organized in only one lesson by using the techniques namely 'creative speaking' and 'situational presentation' and their use was found to be good. During implementation of the strategy, the researcher sixteen lessons of student teacher S3 were observed wherein the speaking task was organized in twelve lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'dialogue formation' and 'role play' and their use was found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons. After implementation of the strategy, student teacher S3 had used only one technique to organize speaking task namely 'natural expression' and its use was found to be good.

Among all the techniques used by student teacher S3 to organize speaking task during various practice teaching phases, 'sentence formation' was the most commonly used technique i.e. in 60 % (12 out of 20) of all the lessons while other techniques were used once to thrice (refer table no. 5.6.1.3.a.2).

In the context of the mode of transaction used by student teacher S3 to apply the preferred techniques of 'speaking task', it was found that for the technique 'picture description', 'role play' and 'natural expression', student teacher S3 had used 'Individual Work' as a mode of transaction. For the techniques namely 'dialogue formation', student teacher S3 had used 'Pair Work' as a mode of transaction and for the technique 'creative speaking', 'sentence formation' and 'situational presentation', student teacher S3 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of technique to organize speaking task was found to be good in 33.33 % (1 out of 3) of all the lessons presented before implementation of the strategy while in the rest 66.67 % (2 out of 3) of the lessons, no speaking task was organized. During implementation of the strategy, the use of technique to organize speaking task was found to be fairly good to good in 50.0 % (8

out of 16) of all the lessons and average to poor in 25.0 % (4 out of 16) of all the lessons while in the rest four lessons, no speaking task was organized. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the use of technique to organize speaking task was found to be good.

In the context of the body language consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence in the speaking task, the performance of the student teacher S3 was not satisfying before implementation of the strategy and the body language of student teacher S3 was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, a remarkable improvement was found in the body language of student teacher S3 and in 68.75 % (11 out of 16) of the lessons, the body language of student teacher S3 was found fairly good to good while in 31.25 % (5 out of 16) of the lessons, the body language of student teacher S3 was found average to poor. Even in the annual lesson presented after implementation of the strategy, the body language of student teacher S3 was found good.

In the context of appropriateness, fluency, and uniformity of the language used in the speaking task, the performance of the student teacher S3 was found unsatisfactory before implementation of the strategy and language of student teacher S3 was found average. During implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S3 were found to be fairly good to good in only 43.75 % (7 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S3 were found to be good.

So far as the improvement and enhancement in the speaking skill of the students was concerned, no remarkable improvement was found in the speaking competence of the students. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of the lessons. During implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 50 % (8 out of 16) of all the lessons and average to poor in 50 % (8 out of 16)

of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S3 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking competence of students were found to be good (refer table no. 5.6.1.3.a.3.).

5.6.1.3.b Performance of Student teacher no. 3 (S3) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S3 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S3 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by him in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.3.b.1 shows such comparison based on which the graph no. 5.6.1.3.b.1 has been plotted.

Table No. 5.6.1.3.b.1

Performance of Student Teacher S3 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	7 70%	7 70%	7.5 75%	7 70%	7 70%	7.5 75%	7.5 75%	7 70%	7 70%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8 80%	8 80%
																		Total Marks		149

Figure No. 5.6.1.3.b.1
Percentage Scores of Student Teacher No. 3 (S3) in the Lessons of Practice Teaching Phases

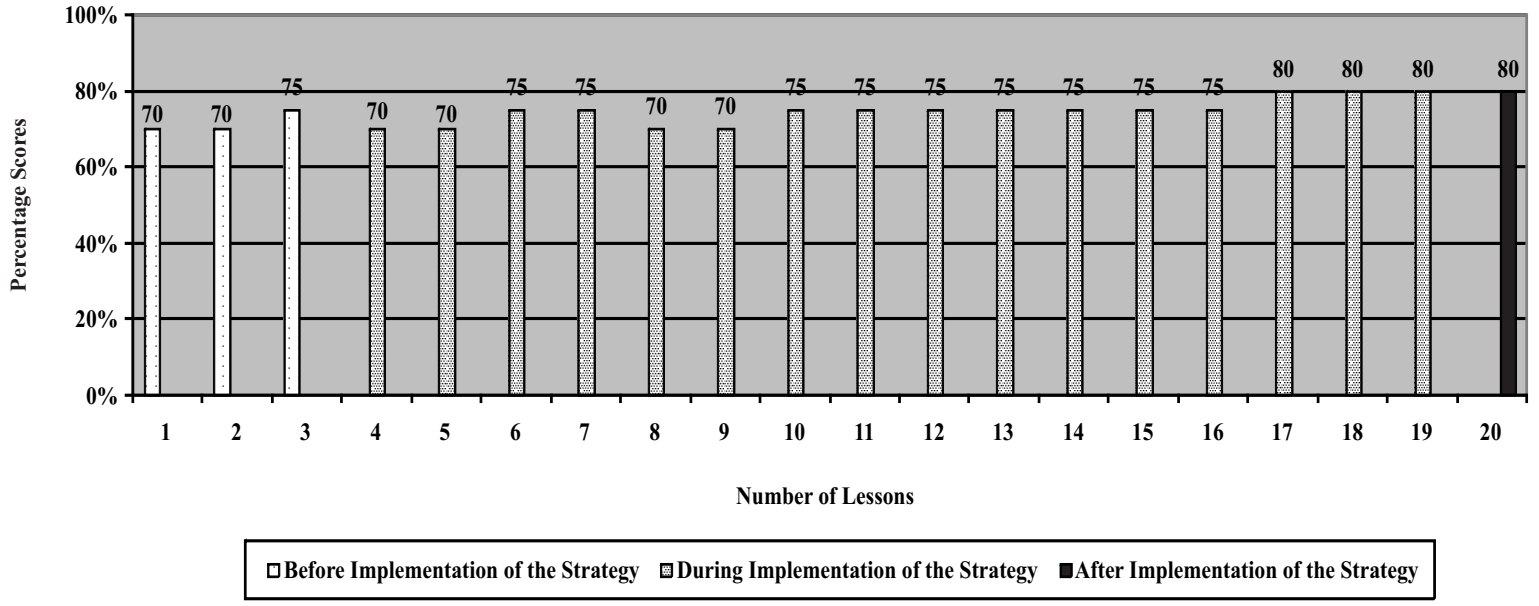


Table no. 5.6.1.3.b.1 shows the marks and the percentage scores obtained by student teacher no. 3 (S3) in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S3 throughout the various practice teaching phases are 7.0 out of 10 (70 %) and the highest marks obtained by student teacher S3 throughout the various practice teaching phases are 8.0 out of 10 (80 %) while the average marks obtained by student teacher S3 throughout the various practice teaching phases are 7.45 out of 10 (74.5 %). The difference between the highest and the lowest marks is 1.0 marks (10 %) and the difference between the lowest and the average marks is 0.45 marks (4.5 %).

It is also evident from the table that before implementation of the strategy, student teacher S3 had obtained 7.0 to 7.5 marks which gradually increased to 8.0 marks during implementation of the strategy and after implementation of the strategy. Thus, looking at the marks obtained by student teacher S3 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that an average improvement was found in the performance of student teacher S3 and his performance during implementation of the strategy and after implementation of the strategy remained equivalent.

5.6.1.4.a Performance of Student Teacher No. 4 (S4) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 4 (S4) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S4 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S4 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.4.a.1, 5.6.1.4.a.2, and 5.6.1.4.a.3.

Table No. 5.6.1.4.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 4 (S4) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 4 (S4)		
			Number of Techniques / Activities used by Student Teacher no. 4 (S4) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	18 Lessons (90 %)	3 (17.65 %)	12 (70.59 %)	5 (29.41 %)
2	Comprehension (10)	19 Lessons (95 %)	1 (10.0 %)	9 (90.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	1 (8.33 %)	4 (33.33 %)	00
4	Activity (13)	11 Lessons (55 %)	00	7 (53.85 %)	2 (15.38 %)
5	Writing Tasks (14)	14 Lessons (70 %)	1 (7.14 %)	7 (50.0 %)	1 (7.14 %)
6	Pronunciation (10)	9 Lessons (45 %)	00	6 (60.0 %)	2 (20.0 %)
7	Speaking Tasks (14)	16 Lessons (80 %)	2 (14.29 %)	8 (57.14 %)	1 (7.14 %)

Table No. 5.6.1.4.a.2

Details of Strategy Components used by Student Teacher S4 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 4 (S4)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**6 (37.5 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**3 (100 %)**	**13 (81.25 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	5	Similar but not the Same (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Look and Say (T)	**Individual Work**	Not Used	**6 (37.5 %)**	**1 (100 %)**
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**3 (100 %)**	**11 (68.75 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**3 (100 %)**	**9 (56.25 %)**	**1 (100 %)**
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Pair Work**	Not Used	**5 (31.25 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	Not Used	**9 (56.25 %)**	**1 (100 %)**
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	3	Paragraph Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**15 (93.75 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**11 (68.75 %)**	Not Used
	6	Sentence Completion (A)	**Pair Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
	7	Memory Challenge (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**9 (56.25 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Fill up with Fitting one (T)	Not Used at All	-	-	-
	4	Complex Construction (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	5	Paragraph Redrafting (A)	Not Used at All	-	-	-
	6	Matching (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Inter-questioning (A)	**Pair Work**	**1 (33.33 %)**	Not Used	Not Used
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	Not Used at All	-	-	-
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	Not Used at All	-	-	-
	12	Drilling (T)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.4.a.2
Details of Strategy Components used by Student Teacher S4 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 4 (S4)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Picture Description (A)	**Group Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	13	Talking about.. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
Writing Tasks	1	Dialogue Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**6 (37.5 %)**	**1 (100 %)**
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Silent Letter Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Sound Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Stress Identification (T)	**Pair Work**	Not Used	Not Used	**1 (100 %)**
	5	Spelling Game (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Rhyme Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Pair Work**	Not Used	**4 (25.0 %)**	Not Used
	3	Sentence Formation (A)	**Individual Work**	**1 (33.33 %)**	**13 (81.25 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Pair Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Pair Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Group Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Role Play (A)	**Pair Work**	Not Used	**4 (25.0 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used

(A) : Activity (T) : Technique

Table No. 5.6.1.4.a.3

Performance of Student Teacher No. 4 (S4) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S4 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy	33.33	66.67				25	56.25	6.25			100				
		Introduction of terminology related to students' active vocabulary	33.33	66.67				12.5	62.5	12.5				100			
		Introduction of terminology related to students' passive vocabulary		33.33	66.67			31.25	43.75	12.5			100				
		Enrichment of relevant vocabulary	33.33	66.67				31.25	50	6.25				100			
		Appropriateness and relevance of used techniques	33.33	66.67				18.75	56.25	12.5			100				
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy	66.67	33.33				50	37.5	6.25			100				
		Questions testing Knowledge	100					50	43.75				100				
		Questions testing Understanding	33.33	33.33	33.33			56.25	31.25	6.25					100		
		Questions testing Application						25	25	12.5							
		Questions testing Skill						18.75	31.25	6.25							
		Clarity of the taught subject matter with respect to the responses of the students	33.33	66.67				25	56.25	12.5				100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy	33.33						6.25								
		Frequency of the illustrations given by the teacher as well as students	33.33					6.25									
		Clarity of the taught grammatical point with respect to the responses of the students	33.33					6.25									
4	Activity	Introduction of activities through the techniques pointed out in the Strategy						18.75	37.5	6.25				100			
		Way of presentation and liveliness of activities						12.5	37.5	12.5				100			
		Students' involvement in classroom interaction through the introduced activity						12.5	31.25	18.75			100				
		Management of the activity, summing up of the activity and overall performance of the teacher						18.75	37.5	6.25				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		33.33				25	37.5	12.5				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks			33.33			18.75	43.75	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward			33.33			18.75	25	12.5				100			
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation						25	18.75	6.25				100			
		Articulateness, accuracy and appropriateness of teacher's pronunciation		100				56.25	43.75					100			
		Efforts to get the students' pronunciation better		66.67	33.33			50	37.5	12.5				100			
		Improvement and perfection in the pronunciation of the students		33.33	66.67			50	31.25	18.75				100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect	33.33	33.33				43.75	31.25	6.25			100				
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		100				50	43.75	6.25			100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher	33.33	33.33				43.75	31.25	6.25				100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			43.75	37.5	18.75				100			

As shown in table no. 5.6.1.4.a.1, 5.6.1.4.a.2, and 5.6.1.4.a.3, the details regarding the performance of student teacher no. 4 (S4) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.4.a.1 that 'comprehension' related techniques were used in 95 % (19 out of 20) of all the lessons, 'vocabulary' related techniques were used in 90 % (18 out of 20) of all the lessons, 'speaking task' related techniques were used in 80 % (16 out of 20) of all the lessons, 'writing task' related techniques were used in 70 % (14 out of 20) of all the lessons, 'activity' related techniques were used in 55 % (11 out of 20) of all the lessons, 'pronunciation' related techniques were used in only 45 % (9 out of 20) of all the lessons and 'grammar' related techniques were used in only 10.0 % (2 out of 20) of all the lessons.

The details regarding the performance of student teacher S4 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.4.a.1 shows that before implementation of the strategy, student teacher S4 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that she learnt through the strategy implementation which increased to 70.59 % (12 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S4 decreased and 29.41 % (5 out of 17) of all the techniques were used by student teacher S4.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S4 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S4 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'use of synonym', 'use of word in a sentence', and 'word related example'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S4 wherein the vocabulary was introduced in fourteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'similar but not the same', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the vocabulary was

introduced by using the techniques namely ‘use of synonym’, ‘look and say’, ‘use of word in a sentence’, ‘word related example’ and ‘explanation of word’. (refer table no. 5.6.1.4.a.2).

Among all the techniques used by student teacher S4 in the lessons presented during various practice teaching phases, ‘use of synonym’ was the most commonly observed techniques i.e. in 85.0 % (17 out of 20) of all the lessons. The next commonly observed techniques were ‘use of word in a sentence’ and ‘word related example’ which were used in 75.0 % (15 out of 20) and 65.0 % (13 out of 20) of all the lessons respectively (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to apply the preferred techniques of ‘vocabulary’, it was found that for the techniques namely ‘word completion’, ‘use of synonym’, ‘use of antonym’, ‘look and say’, ‘use of word in a sentence’, ‘word related example’, ‘explanation of word’, ‘matching’ and ‘miming’, student teacher S4 had used ‘Individual Work’ as a mode of transaction and for the technique namely ‘fill up with the fitting up’, ‘similar but not the same’, and ‘picture description’, student teacher S4 had used ‘Pair Work’ as a mode of transaction while ‘Group Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S4 was found to be fairly good to good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good. In all, except only one lesson presented during implementation of the strategy, student teacher S4 has shown remarkable performance through the use of techniques to introduce vocabulary during all the practice teaching phases.

In the context of introduction of terminology related to students’ active vocabulary and passive vocabulary by student teacher S4, it was found that before implementation of the strategy, the introduction of active vocabulary related terminology was found better than introduction of passive vocabulary related terminology. During implementation of the strategy, the terminology related to

students' active as well as passive vocabulary was introduced equally and after implementation of the strategy, the introduction of passive vocabulary related terminology was found better than introduction of active vocabulary related terminology. From utilization point of view, the introduction of active vocabulary related terminology was found to be fairly good to good while the introduction of passive vocabulary related terminology was found to be good to average before implementation of the strategy. During implementation of the strategy, the introduction of active as well as passive vocabulary related terminology was found to be fairly good to good in 75.0 % (12 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be fairly good. Thus, in the comparison of active vocabulary related terminology, the increased use of passive vocabulary related terminology revealed that during implementation of the strategy and after implementation of the strategy, student teacher S4 had focused more on passive terminology of the students to enrich their vocabulary level and to provide them knowledge of more and more new words.

In the context of the enrichment of relevant vocabulary among the students, except only one lessons presented during implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in the other lessons presented during various practice teaching phases.

Looking at the use of vocabulary related techniques with respect to appropriateness and relevance as a whole, except only two lessons presented during implementation of the strategy, the techniques used in rest of the eighteen lessons were found to be fairly good to good in the context of appropriateness and relevance.

Comprehension

Table no. 5.6.1.4.a.1 shows that before implementation of the strategy, student teacher S4 had used only 10.0 % (1 out of 10) of all the techniques that she learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 90.0 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S4 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S4 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing the techniques namely 'question - answer'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S4 wherein the comprehension of the subject matter learnt by the students was assessed in fifteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge', 'group discussion' and 'matching'. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer', 'sentence completion' and 'matching'.

Among all the techniques used by student teacher S4 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 95.0 % (19 out of 20) of all the lessons. The next commonly observed techniques were 'true or false' and 'matching' which were used in 55.00 % (11 out of 16) and 45.0 % (9 out of 16) of all the lessons respectively. (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'information transfer', 'who speaks the statement ?', 'question-answer', 'true or false' and 'matching', student teacher S4 had used 'Individual Work' as a mode of transaction. For the techniques namely 'paragraph completion', 'sentence completion' and 'memory challenge', student teacher S4 had used 'Pair Work' as a mode of transaction and for the technique 'group discussion'; student teacher S4 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in all the lessons. During implementation of the strategy, the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 87.50 % (14 out of 16) of all the lessons

and average in only 6.25 % (1 out of 16) of all the lessons. Even after implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good.

Looking at the type of the questions asked by student teacher S4, the classroom observation revealed that out of all type of questions asked by student teacher S4 in the lessons presented before implementation of the strategy, questions testing the knowledge of the students were found to be fairly good in all the lessons. Questions testing the understanding of the students were found to be fairly good, good and average in 33.33 % (1 out of 3) of all the lessons respectively while questions testing the application level of the learnt knowledge and the questions testing the skill of the students were not asked by student teacher S4 in any of the lessons. During implementation of the strategy, questions testing the knowledge of the students were asked in 93.75 % (15 out of 16) of all the lessons and were found to be fairly good to good. Questions testing the understanding of the students were asked in all the lessons and were found to be fairly good to good except only one lesson. Questions testing the application level of the learnt knowledge of the students were asked in 62.50 % (10 out of 16) of all the lessons and were found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 56.25 % (9 out of 16) of all the lessons and were found to be fairly good to good 50.0 % (8 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein questions testing the knowledge were found to be fairly good and the questions testing the understanding of the students were found to be good while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S4.

Through the classroom observation, it was found that in most of the lessons, student teacher S4 tried to involve the students to respond to the asked questions. The questions asked were not only recall and recognition type questions but the questions seeking the clarification of the students about the teaching point and the questions based on students' understanding as well as application level were also asked. There

were few instances where student teacher S4 used probing questions to find out to what extent the students understood the lesson.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, only in two lessons presented during implementation of the strategy, the clarity of the taught subject matter with respect to the responses of the students was found to be average while in rest of the lessons presented during various practice teaching phases, the clarity of the taught subject matter was found to be fairly good to good.

Grammar

Table no. 5.6.1.4.a.1 shows that before implementation of the strategy student teacher S4 had used only 8.33 % (1 out of 12) of all the techniques that she learnt through the strategy implementation to teach grammar to the students which increased to 33.33 % (4 out of 12) during the strategy implementation while after implementation of the strategy, student teacher S4 used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques, dissimilarity was found in the number of lessons presented by student teacher S4 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S4 wherein the grammar was taught in only one lesson by using the techniques namely 'inter-questioning'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S4 wherein grammar was taught in only one lesson by using the techniques namely 'two-way narration', 'complex construction' and 'matching'. Among all the techniques used by student teacher S4 to teach grammar before implementation of the strategy and during implementation of the strategy, all the techniques were used only once (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to apply the preferred techniques of 'grammar', it was found that for the techniques namely 'complex construction' and 'matching', student teacher S4 had used 'Individual Work' as a mode of transaction. For the techniques namely 'two-way narration' and 'inter-questioning', student teacher S4 had used 'Pair Work' as a mode of transaction and for the technique namely 'drilling', student teacher S4 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy was found to be fairly good while during implementation of the strategy the use of techniques to teach grammar to the students was found to be good. Though after implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson which was not grammar oriented.

In the context of the frequency of illustrations given by the teacher as well as students in the lessons of various practice teaching phases, the classroom observation revealed that almost 50 % of the time allotted for grammar oriented lessons involved various explanations providing details of 'what', 'why' and 'how' of the grammatical points and in the rest 50 % of the time, relevant examples were given from both the teacher and the students. During explaining the grammatical points, student teacher S4 used relevant illustrations to make the point clear which played an important role in enhancing students' understanding and comprehension. The illustrations were also drawn from daily life and were based on the previous knowledge of the students.

From the utilization point of view, the frequency of illustrations given by the teacher as well as by the students was found to be fairly good in the lessons presented before implementation of the strategy and during implementation of the strategy. The clarity of the taught subject matter with respect to the responses of the students was found to be fairly good in all the lessons presented before implementation of the strategy and during implementation of the strategy.

From the researcher's point of view, as the illustrations of the taught grammatical point belonged to the real life-like situations, the students could easily produce the similar type of examples by making use of 'two-way narration' and 'complex construction' and that led to good content clarity.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S4 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.4.a.1, no activity was organized by student teacher S4 before implementation of the strategy. During implementation of the strategy, student teacher S4 organized 53.85 % (7 out of 13) of all the activities which decreased to only 15.38 % (2 out of 13) of all the activities after implementation of the strategy.

In the context of the organization of 'activities', dissimilarity was found in the number of lessons presented by student teacher S4 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S4 wherein no activity was organized. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S4 wherein activities were organized in 62.50 % (10 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'chain story', 'role play', 'central talk', 'picture description' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the student teacher S4 organized two activities namely 'picture description' and 'talking about…'.

Among all the activities organized by student teacher S4, 'talking about…' was the most commonly organized activity i.e. in 20.0 % (4 out of 20) of all the lessons. The next commonly organized activities were 'information transfer' and 'central talk' which were used in 15.0 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'talking about', student teacher S4 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'role play', student teacher S4 had used 'Pair Work' as a mode of transaction. For the activities namely 'chain story' and 'picture description', student teacher S4 had used 'Group Work' as a mode of transaction and for the technique 'central talk', student teacher S4 had used 'Class Work' as a mode of transaction. Thus, all the modes of transaction were used by student teacher S4 to organize the preferred activities.

From the utilization point of view, the activities organized during implementation of the strategy were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons while no activity was organized in the rest six lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the organized activity was found to be good.

In the context of the way of presentation and liveliness of the activities organized by student teacher S4, the classroom observation revealed that the performance of student teacher S4 in this respect during implementation of the strategy

was found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good.

In the context of students' involvement in classroom interaction through the introduced activity, the classroom observation revealed that in general, the students were attentive to the procedures in the classroom however in the instances where the content was taught through activity, the students were found to be more eager to participate in the activity. This was evident in 43.75 % (7 out of 10) of the classroom activity organized by the student teacher S4 wherein students' involvement was found to be fairly good to good while in 18.75 % (3 out of 10) of the activities, students' involvement was found to be average. Even in the annual lessons presented after implementation of the strategy, the students' involvement in the classroom interaction through the activity was found to be fairly good.

In the context of students' average involvement in the activities, it was found through classroom observation that in some of the activities like 'dialogue formation' and 'chain story', the students were feeling hesitation in participation. In the activity 'Dialogue Formation', the students were assigned the task in pair to form a dialogue between two friends going to market. As the verbal communication of most of the students was average, they could not imagine the probable responses fitting to the dialogue and so they could frame two to three responses. In the activity 'chain story', the teacher had initiated a story by announcing beginning lines of the story and the group of students had to continue the story on their own by adding suitable lines on their own but most of the groups could not continue this activity due to their ignorance about the further story and avoided to respond further. Except above mentioned activities, it was also observed that all through the other activities, almost all the students participated and their responses were comparatively more than that of their responses to the content taught in the traditional lecture method.

From student teacher S4's clarification in this respect, the researcher came to know that this had happened because the activity had taken much of his time and that would leave him very less amount of time for teaching the rest of the content of lesson.

In the context of management of the activity and summing up of the activity, the performance of student teacher S4 in general was found to be fairly good to good while in only 6.25 % (1 out of 16) of the lessons presented during implementation of the

strategy, the management of the activity, summing up of the activity and overall performance of student teacher S4 were found to be average. In all, the researcher observed that the presentation of lesson through activity helped student teacher S4 to capture students' attention to a great extent.

Writing task

In the context of the number of techniques used to organize writing task, the performance of student teacher S4 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. As shown in table no. 5.6.1.4.a.1, before implementation of the strategy, student teacher S4 had used only 7.14 % (1 out of 14) of the techniques and i.e. 'paragraph formation' which increased to 50.0 % (7 out of 14) during implementation of the strategy including the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'dialogue formation', 'creative writing' and 'talking about…' while after implementation of the strategy, the number of techniques decreased to only 7.14 % (1 out of 14) of the techniques and i.e. 'talking about…'.

Among all the techniques used by student teacher S4 to organize writing task, 'paragraph formation' was the most commonly used technique i.e. in 40.0 % (8 out of 20) of all the lessons. The next commonly used technique was 'creative writing' i.e. in 25 % (5 out of 20) of all the lessons while the other techniques were used once to thrice (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to organize the writing task, it was found that for the writing task namely 'letter completion', 'paragraph formation', 'creative writing' and 'talking about…', S4 had used 'Individual Work' as a mode of transaction and for the writing task namely 'dialogue completion', 'picture description' and 'dialogue formation', S4 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, except 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the use of technique to organize writing task was found to be fairly good to good in the other lessons presented by student teacher S4 during all the practice teaching phases.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, a remarkable improvement was found in the performance of student teacher S4. Before implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be average. During implementation of the strategy, except only 12.50 % (2 out of 16) of the lessons, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good to good in the other lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the presentation and appropriateness of the subject matter through the organized writing task were found to be good (refer table no. 5.6.1.4.a.3).

Variation was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S4. Before implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be average. During implementation of the strategy, except only 12.50 % (2 out of 16) of the lessons, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in the other lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward was found to be good (refer table no. 5.6.1.4.a.3).

In this context, the classroom observation revealed that in most of the lessons, student teacher S4 had tried to organize writing task with the help of points and had taken care that the points to be used should be different from the points given in the textbook.

Pronunciation

In the context of the pronunciation related performance, table no. 5.6.1.4.a.1 shows that student teacher S4 has shown gradual improvement in this respect from the phase ‘before implementation of the strategy’ to ‘after implementation of the strategy’. As shown in the table, student teacher S4 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy while during implementation of the strategy, student teacher S4 used 60 % (6 out of 10) of all technique to improve the pronunciation of the students namely ‘similar but not the same’, ‘silent letter identification’, ‘sound identification’, ‘spelling game’, ‘rhyme identification’ and ‘drilling’. After implementation of the strategy, only

one lesson of student teacher S4 was observed i.e. annual lesson wherein student teacher S4 used 20 % (2 out of 10) of all techniques to improve the pronunciation of the students namely 'silent letter identification' and 'stress identification'.

In the context of the mode of transaction used by student teacher S4 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'silent letter identification', 'sound identification' and 'rhyme identification', student teacher S4 had used 'Individual Work' as a mode of transaction. For the techniques namely 'similar but not the same', 'stress identification' and 'drilling', student teacher S4 had used 'Pair Work' as a mode of transaction and for the technique 'spelling game', student teacher S4 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students was found to be fairly good to good in the other lessons presented during implementation of the strategy and after implementation of the strategy.

In the context of the articulateness, accuracy and appropriateness, the pronunciation of student teacher S4 were found to be fairly good to good in all the lessons presented during different practice teaching phases.

In the context of the efforts made by student teacher S4 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S4 had paid less attention towards the improvement of students' pronunciation and as a result, the efforts of student teacher S4 to get the students' pronunciation better were found to be good in 66.67 % (2 out of 3) of the lessons and average in the rest 33.33 % (1 out of 3) of the lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S4 to improve the pronunciations of the students and as a result, the efforts of student teacher S4 to get the students' pronunciation better were found to be fairly good to good in 87.50 % (14 out of 16) of all the lessons and average in the rest 12.50 % (2 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S4 to get the students' pronunciation better were found to be good (refer table no. 5.6.1.4.a.3).

So far as the improvement and perfection in the pronunciation of the students was concerned, compared to before implementation of the strategy, remarkable improvement and perfection were found in the pronunciation of the students during implementation of the strategy and after implementation of the strategy. As shown in the table no. 5.6.1.4.a.3, before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, except only 18.75 % (3 out of 16) of the lessons, the improvement and perfection in the pronunciation of the students were found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the improvement and perfection in the pronunciation of the students were also found to be good (refer table no. 5.6.1.4.a.3).

Speaking task

In the context of the use of techniques to organize speaking task, dissimilarity was found in the performance of the student teacher S4. As shown in table no. 5.6.1.4.a.1, before implementation of the strategy student teacher S4 had used 14.29 % (2 out of 14) of all the techniques that she learnt through the strategy implementation to organize speaking task which increased remarkably to 57.14 % (8 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

In the context of the number of techniques used to organize speaking task, the performance of student teacher S4 was found to be noteworthy in all the lessons presented during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S4 wherein the speaking task was organized in two lessons by using two techniques namely ‘sentence formation’ and ‘situational presentation’ its use was found to be fairly good to good. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S4 wherein the speaking task was organized in thirteen lessons by using the techniques namely ‘creative speaking’, ‘sentence formation’, ‘situational presentation’, ‘picture description’, ‘dialogue formation’, ‘interpretation of picture’, ‘role play’ and ‘natural expression’ and their use was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the

lessons. After implementation of the strategy, student teacher S4 had used only one technique to organize speaking task namely 'picture description' and its use was found to be fairly good. Among all the techniques used by student teacher S4 to organize speaking task, 'sentence formation' was the most commonly used technique i.e. in 70.0 % (14 out of 20) of all the lessons while the other techniques were used one to four times (refer table no. 5.6.1.4.a.2).

In the context of the mode of transaction used by student teacher S4 to organize speaking task, it was found that for the speaking task namely 'sentence formation' and 'natural expression', S4 had used 'Individual Work' as a mode of transaction. For the speaking task namely 'creative speaking', 'situational presentation', 'picture description', 'dialogue formation' and 'role play', S4 had used 'Pair Work' as a mode of transaction and for the speaking task namely 'interpretation of picture', S4 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to organize any of the speaking task.

In the context of gestures, posture, eye contact, use of hands, voice modulation and personal presence as well as appropriateness, fluency, and uniformity of the language used in the speaking task, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the body language and performance of student teacher S4 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

So far as the improvement and enhancement in the speaking skill of the students was concerned, compared to the lessons presented before implementation of the strategy, remarkable improvement was found in the speaking competence of the students in most of the lessons presented during implementation of the strategy and after implementation of the strategy. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, except only 18.75 % (3 out of 16) of the lessons, the improvement and enhancement in the speaking aspect of the students were found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S4 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking aspect of the students were found to be good (refer table no. 5.6.1.4.a.3).

In the context of this noteworthy improvement and enhancement in the speaking competence of students during implementation of the strategy and after implementation of the strategy, the classroom observation revealed that this improvement was there because plenty of opportunities were provided to the students to participate in the classroom interaction and students were allowed to respond without feeling any hesitation and fear of error.

5.6.1.4.b Performance of Student Teacher no. 4 (S4) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S4 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S4 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by her in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.4.b.1 shows such comparison based on which the graph no. 5.6.1.4.b.1 has been plotted.

Table No. 5.6.1.4.b.1
Performance of Student Teacher S4 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	7.5 75%	8 80%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8 80%	7.5 75%	8 80%	8.5 85%	8.5 85%	8.5 85%	8.5 85%	8 80%	8.5 85%	8.5 85%	8.5 85%	9 90%	9 90%
																			Total Marks	163

Figure No. 5.6.1.4 .b.1
Percentage Scores of Student Teacher No. 4 (S4) in the Lessons of Practice Teaching Phases

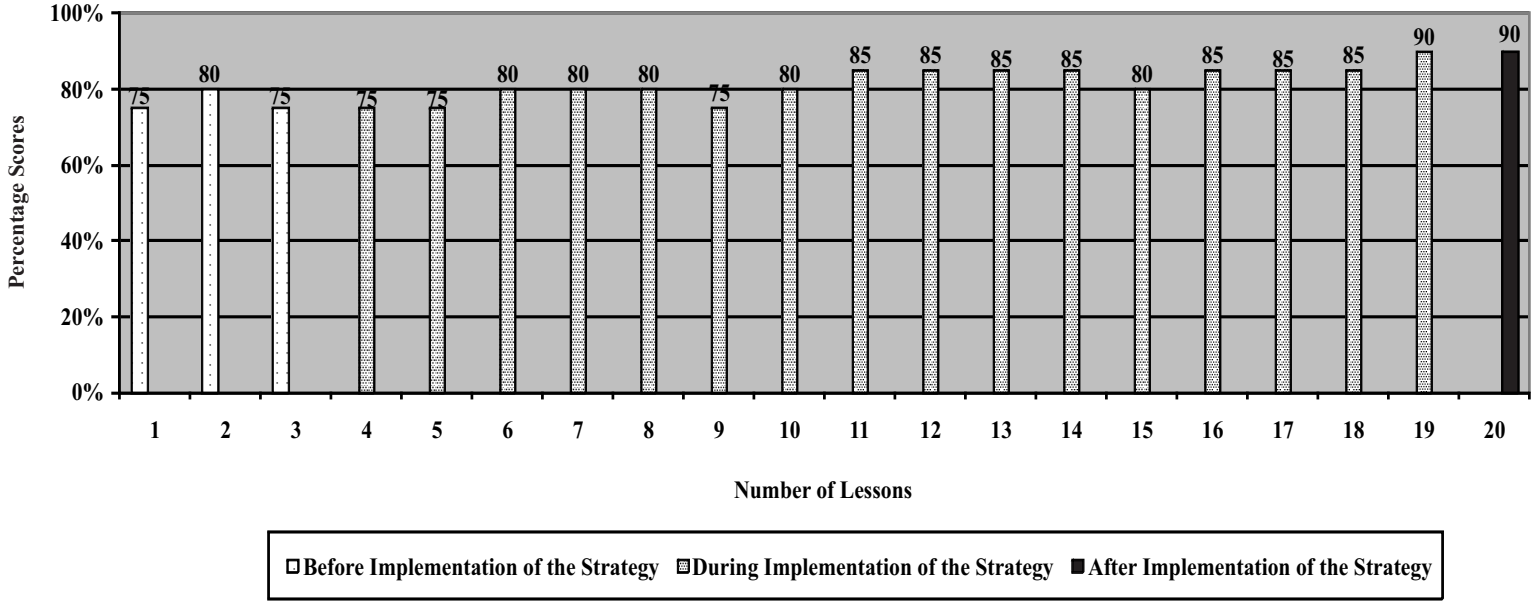


Table no. 5.6.1.4.b.1 shows the marks and the percentage scores obtained by student teacher no. 4 (S4) in the lessons presented during various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S4 throughout the various practice teaching phases are 7.5 out of 10 (75 %) and the highest marks obtained by student teacher S4 throughout the various practice teaching phases are 9.0 out of 10 (90 %) while the average marks obtained by student teacher S4 throughout the various practice teaching phases are 8.15 out of 10 (81.5 %). The difference between the highest and the lowest marks is 1.5 marks (15 %) and the difference between the lowest and the average marks is 0.65 marks (6.5 %).

It is also evident from the table that before implementation of the strategy, student teacher S4 had obtained 7.5 to 8.0 marks which increased during implementation of the strategy from 7.5 to 9.0 marks. After implementation of the strategy, student teacher S4 maintained the performance and obtained 9.0 marks. Thus, looking at the gradual increase in the marks obtained by student teacher S4 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that the performance of student teacher S4 has remarkably improved from the phase 'before implementation of the strategy' to 'after implementation of the strategy'.

5.6.1.5.a Performance of Student Teacher No. 5 (S5) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 5 (S5) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S5 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S5 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.5.a.1, 5.6.1.5.a.2, and 5.6.1.5.a.3.

Table No. 5.6.1.5.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 5 (S5) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 5 (S5)		
			Number of Techniques / Activities used by Student Teacher no. 5 (S5) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	19 Lessons (95 %)	3 (17.65 %)	12 (70.59 %)	5 (29.41 %)
2	Comprehension (10)	19 Lessons (95 %)	1 (10.0 %)	9 (90.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	4 (33.33 %)	00	00
4	Activity (13)	9 Lessons (45 %)	00	6 (46.15 %)	1 (7.69 %)
5	Writing Tasks (14)	14 Lessons (70 %)	1 (7.14 %)	7 (50.0 %)	1 (7.14 %)
6	Pronunciation (10)	7 Lessons (35 %)	00	5 (50.0 %)	2 (20.0 %)
7	Speaking Tasks (14)	13 Lessons (65 %)	2 (14.29 %)	7 (50.0 %)	1 (7.14 %)

Table No. 5.6.1.5.a.2

Details of Strategy Components used by Student Teacher S5 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 5 (S5)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**1 (33.33 %)**	**15 (93.75 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	5	Similar but not the Same (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Look and Say (T)	**Individual Work**	Not Used	**7 (43.75 %)**	**1 (100 %)**
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	Not Used	**9 (56.25 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Pair Work**	**1 (33.33 %)**	**5 (31.25 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	**1 (33.33 %)**	**8 (50.0 %)**	**1 (100 %)**
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	3	Paragraph Completion (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**15 (93.75 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**10 (62.50 %)**	Not Used
	6	Sentence Completion (A)	**Pair Work**	Not Used	**4 (25.0 %)**	**1 (100 %)**
	7	Memory Challenge (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Jumbled Sentences (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Group Discussion (A)	Not Used at All	-	-	-
	10	Matching (T)	**Individual Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	**Pair Work**	**1 (33.33 %)**	Not Used	Not Used
	3	Fill up with Fitting one (T)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	Not Used at All	-	-	-
	6	Matching (T)	Not Used at All	-	-	-
	7	Inter-questioning (A)	**Pair Work**	**1 (33.33 %)**	Not Used	Not Used
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	Not Used at All	-	-	-
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	Not Used at All	-	-	-
	12	Drilling (T)	**Group Work**	**1 (33.33 %)**	Not Used	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.5.a.2

Details of Strategy Components used by Student Teacher S5 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 5 (S5)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Picture Description (A)	**Group Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	13	Talking about.. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	**1 (33.33 %)**	**7 (43.75 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Silent Letter Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Sound Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Stress Identification (T)	**Individual Work**	Not Used	Not Used	**1 (100 %)**
	5	Spelling Game (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Sentence Formation (A)	**Individual Work**	**2 (66.67 %)**	**11 (68.75 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Pair Work**	**1 (33.33 %)**	**3 (18.75 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Group Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Role Play (A)	**Pair Work**	Not Used	**6 (37.5 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.5.a.3

Performance of Student Teacher No. 5 (S5) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S5 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		100				25	56.25	12.5			100				
		Introduction of terminology related to students' active vocabulary		100				25	56.25	12.5			100				
		Introduction of terminology related to students' passive vocabulary		33.33	66.67			31.25	43.75	18.75					100		
		Enrichment of relevant vocabulary		66.67	33.33			25	50	18.75				100			
		Appropriateness and relevance of used techniques		66.67	33.33			18.75	56.25	18.75				100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		100				37.5	50	6.25			100				
		Questions testing Knowledge	66.67					43.75	50				100				
		Questions testing Understanding	66.67					37.5	50	6.25							
		Questions testing Application		33.33				18.75	25	12.5							
		Questions testing Skill						18.75	31.25	6.25							
		Clarity of the taught subject matter with respect to the responses of the students	33.33	66.67				18.75	56.25	18.75			100				
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy	33.33	33.33													
		Frequency of the illustrations given by the teacher as well as students	33.33	33.33													
		Clarity of the taught grammatical point with respect to the responses of the students	33.33	33.33													
4	Activity	Introduction of activities through the techniques pointed out in the Strategy						12.5	31.25	6.25			100				
		Way of presentation and liveliness of activities						12.5	25	12.5				100			
		Students' involvement in classroom interaction through the introduced activity						6.25	25	18.75			100				
		Management of the activity, summing up of the activity and overall performance of the teacher						12.5	31.25	6.25				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect			33.33			25	31.25	18.75				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks		33.33				18.75	43.75	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward		33.33				18.75	25	6.25					100		
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation						18.75	12.5	6.25			100				
		Articulateness, accuracy and appropriateness of teacher's pronunciation	66.67	33.33				43.75	56.25				100				
		Efforts to get the students' pronunciation better		33.33	66.67			50	31.25	18.75				100			
		Improvement and perfection in the pronunciation of the students		33.33	66.67			43.75	31.25	25				100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33	33.33			25	37.5	6.25				100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence	33.33	66.67				50	37.5	12.5			100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		66.67				31.25	31.25	6.25				100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			37.5	43.75	18.75				100			

As shown in table no. 5.6.1.5.a.1, 5.6.1.5.a.2, and 5.6.1.5.a.3, the details regarding the performance of student teacher no. 5 (S5) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.5.a.1 that 'vocabulary' and 'comprehension' related techniques were used in 95 % (19 out of 20) of all the lessons respectively, 'writing task' related techniques were used in 70 % (14 out of 20) of all the lessons, 'speaking task' related techniques were used in 65 % (13 out of 20) of all the lessons, 'activity' related techniques were used in 45 % (9 out of 20) of all the lessons, 'pronunciation' related techniques were used in only 35 % (7 out of 20) of all the lessons and 'grammar' related techniques were used in only 10.0 % (2 out of 20) of all the lessons.

The details regarding the performance of student teacher S5 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.5.a.1 shows that before implementation of the strategy, student teacher S5 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 70.59 % (12 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S5 decreased and 29.41 % (5 out of 17) of all the techniques were used by student teacher S5.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S5 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S5 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'use of synonym', 'picture description', and 'explanation of word'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S5 wherein the vocabulary was introduced in fifteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'similar but not the same', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'look and say', 'use of

word in a sentence', 'word related example' and 'explanation of word'. (refer table no. 5.6.1.5.a.2). Among all the techniques used by student teacher S5 in the lessons presented during various practice teaching phases, 'use of synonym' was the most commonly observed techniques i.e. in 85.0 % (17 out of 20) of all the lessons. The next commonly observed techniques were 'use of word in a sentence' and 'explanation of word' which were used in 50.0 % (10 out of 20) of all the lessons (refer table no. 5.6.1.5.a.2).

In the context of the mode of transaction used by student teacher S5 to apply the preferred techniques of 'vocabulary', it was found that for the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'explanation of word', 'matching' and 'miming', student teacher S5 had used 'Individual Work' as a mode of transaction and for the technique namely 'fill up with the fitting up', 'similar but not the same', and 'picture description', student teacher S5 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S5 was found to be good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good. In all, except only two lessons presented during implementation of the strategy, student teacher S5 has shown remarkable performance through the use of techniques to introduce vocabulary during all the practice teaching phases.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S5, it was found that before implementation of the strategy, the introduction of active vocabulary related terminology was found better than introduction of passive vocabulary related terminology. During implementation of the strategy, the terminology related to students' active as well as passive vocabulary were introduced equally and after implementation of the strategy, the introduction of active vocabulary related

terminology was found better than introduction of passive vocabulary related terminology. From utilization point of view, the introduction of active vocabulary related terminology was found to be good in all the lessons presented before implementation of the strategy while the introduction of passive vocabulary related terminology was found to be good 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the introduction of active vocabulary related terminology was found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons while the introduction of passive vocabulary related terminology was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be average.

Through the observation, remarkable improvement was found in the context of the enrichment of relevant vocabulary among the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons while during implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in only 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was also found to be good. In all, in 80 % (16 out of 20) of all the lessons presented during various practice teaching phases, the enrichment of relevant vocabulary among the students was found to be fairly good to good.

In the context of the appropriateness and relevance of techniques used by student teacher S5, it is evident from the table no. 5.6.1.5.a.3 that before implementation of the strategy, the techniques used in 66.67 % (2 out of 3) of all the lessons were found to be good while the techniques used in 33.33 % (1 out of 3) of all the lessons were found to be average. During implementation of the strategy, the techniques used in 75.0 % (12 out of 16) of all the lessons were found fairly good to good while the techniques used in 18.75 % (3 out of 16) of all the lessons were found

average with respect to appropriateness and relevance. Though, after implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the techniques used by student teacher S5 were found to be good with respect to appropriateness and relevance. Looking at the use of vocabulary related techniques with respect to appropriateness and relevance as a whole, it is very clear except four lessons, the techniques used in rest of the sixteen lessons were very appropriate and relevant.

Comprehension

Table no. 5.6.1.5.a.1 shows that before implementation of the strategy, student teacher S5 had used only 10.0 % (1 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 90 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S5 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S5 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing the techniques namely 'question - answer'. During implementation of the strategy, sixteen lessons of student teacher S5 were observed wherein the comprehension of the subject matter learnt by the students was assessed in fifteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge', 'jumbled sentence' and 'matching'. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer', 'sentence completion' and 'matching'. Among all the techniques used by student teacher S5 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 95.0 % (19 out of 20) of all the lessons. The next commonly observed techniques were 'true or false' and 'matching' which were used in 50.00 % (10 out of 20) and 45.0 % (9 out of 20) of all the lessons respectively. (refer table no. 5.6.1.5.a.2).

In the context of the mode of transaction used by student teacher S5 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'information transfer', 'who speaks the statement ?', 'question-answer', 'true or false', 'jumbled sentence' and 'matching', student teacher S5 had used 'Individual Work' as a mode of transaction and for the techniques namely 'paragraph completion', 'sentence completion' and 'memory challenge', student teacher S5 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in all the lessons. During implementation of the strategy, the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 87.50 % (14 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons. Even after implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good.

Looking at the type of the questions asked by student teacher S5, the classroom observation revealed that out of all type of questions asked by student teacher S5 in the lessons presented before implementation of the strategy, questions testing the knowledge and understanding of the students were asked in 66.67 % (2 out of 3) of all the lessons and were found to be fairly good. Questions testing the application level of the learnt knowledge were asked in 33.33 % (1 out of 3) of all the lessons and were found to be good while the questions testing the skill of the students were not asked by student teacher S5 in any of the lessons. During implementation of the strategy, questions testing the knowledge of the students were asked in 93.75 % (15 out of 16) of all the lessons and were found to be fairly good to good. Questions testing the understanding of the students were asked in 93.75 % (15 out of 16) of all the lessons and were found to be fairly good to good in 87.50 % (14 out of 16) of all the lessons and average in the rest 6.25 % (1 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 56.25 % (9 out of 16) of all the lessons and were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 56.25 % (9 out

of 16) of all the lessons and were found to be fairly good to good 50.0 % (8 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein only questions testing the knowledge were asked and were found to be fairly good while questions testing the understanding, application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S5.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, before implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good. During implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 75.0 % (12 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, the clarity of the taught subject matter was found to be fairly good.

Grammar

Table no. 5.6.1.5.a.1 shows that among all the practice teaching phases, grammar related techniques were used in only two lessons presented before implementation of the strategy while during implementation of the strategy and after implementation of the strategy; student teacher S5 used no technique to teach grammar to the students. Before implementation of the strategy, student teacher S5 had used 33.33 % (4 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students.

Before implementation of the strategy, the researcher observed three lessons of student teacher S5 wherein the grammar was taught in two lessons by using the techniques namely ‘two-way narration’, ‘fill up with the fitting one’, ‘inter-questioning’ and ‘drilling’ and all the techniques were used only once (refer table no. 5.6.1.5.a.2).

In the context of the mode of transaction used by student teacher S5 to apply the preferred techniques of ‘grammar’, it was found that for the technique ‘fill up with fitting one’, student teacher S5 had used ‘Individual Work’ as a mode of transaction. For the techniques namely ‘two way narration’ and ‘inter-questioning’, student teacher S5 had used ‘Pair Work’ as a mode of transaction. For the techniques namely ‘drilling’, student teacher S5 had used ‘Group Work’ as a mode of transaction while ‘Class Work’ was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy was found to be fairly good to good. The frequency of illustrations given by the teacher as well as by the students was found to be fairly good to good in the lessons presented before implementation of the strategy. The clarity of the taught subject matter with respect to the responses of the students was also found to be fairly good to good in all the lessons presented before implementation of the strategy.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S5 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.5.a.1, no activity was organized by student teacher S5 before implementation of the strategy. During implementation of the strategy, student teacher S5 organized 46.15 % (6 out of 13) of all the activities which decreased to only 7.69 % (1 out of 13) of all the activities after implementation of the strategy.

In the context of the organization of 'activities', dissimilarity was found in the number of lessons presented by student teacher S5 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S5 wherein no activity was organized. During implementation of the strategy, sixteen lessons of student teacher S5 were observed wherein activities were organized in 50 % (8 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'role play', 'central talk', 'picture description' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the student teacher S5 organized only one activity namely 'picture description'.

Among all the activities organized by student teacher S5, 'information transfer' was the most commonly organized activity i.e. in 20.0 % (4 out of 20) of all the lessons. The next commonly organized activity was 'talking about…' which was used in 15.0 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.5.a.2).

In the context of the mode of transaction used by student teacher S5 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'talking about', student teacher S5 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'role play', student teacher S5 had used 'Pair Work' as a mode of transaction. For the activity 'picture

description', student teacher S5 had used 'Group Work' as a mode of transaction and for the technique 'central talk', student teacher S5 had used 'Class Work' as a mode of transaction. Thus, all the modes of transaction were used by student teacher S5 to organize the preferred activities.

From the utilization point of view, the activities organized during implementation of the strategy were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons while no activity was organized in the rest eight lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the organized activity was found to be fairly good.

In the context of the way of presentation and liveliness of the activities, the performance of student teacher S5 during implementation of the strategy was found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good.

In the context of students' involvement in classroom interaction through the introduced activity, the classroom observation revealed that in 31.25 % (5 out of 10) of the classroom activity, students' involvement was found to be fairly good to good while in 18.75 % (3 out of 10) of the activities, students' involvement was found to be average.

In the context of management of the activity and summing up of the activity, the performance of student teacher S5 in general was found to be fairly good to good while in only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the management of the activity, summing up of the activity and overall performance of student teacher S5 were found to be average.

Writing task

In the context of the number of techniques used to organize writing task, the performance of student teacher S5 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. As shown in table no. 5.6.1.5.a.1, before implementation of the strategy, student teacher S5 had used only 7.14 % (1 out of 14) of the techniques and i.e. 'paragraph formation' which increased to 50.0 % (7 out of 14) during implementation of the strategy including the techniques namely 'dialogue completion', 'picture

description', 'letter completion', 'paragraph formation', 'dialogue formation', 'creative writing' and 'talking about…' while after implementation of the strategy, the number of techniques decreased to only 7.14 % (1 out of 14) of the techniques and i.e. 'talking about…'. Among all the techniques used by student teacher S5 to organize writing task, 'paragraph formation' was the most commonly used technique i.e. in 40.0 % (8 out of 20) of all the lessons. The next commonly used technique was 'creative writing' i.e. in 25 % (5 out of 16) of all the lessons while the other techniques were used once to thrice (refer table no. 5.6.1.5.a.2).

In the context of the mode of transaction used by student teacher S5 to organize the writing task, it was found that for the writing task namely 'letter completion', 'paragraph formation', 'creative writing' and 'talking about…', S5 had used 'Individual Work' as a mode of transaction and for the writing task namely 'dialogue completion', 'picture description' and 'dialogue formation', S5 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, the use of technique to organize writing task was found to be average in 33.33 % (1 out of 3) of all the lessons presented before implementation of the strategy while in the rest 66.67 % (2 out of 3) of the lessons, no writing task was organized. During implementation of the strategy, the use of technique to organize writing task was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons while in the rest four lessons, no writing task was organized. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, a remarkable improvement was found in the performance of student teacher S5. Except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good to good in the other lessons presented by student teacher S5 during implementation of the strategy and after implementation of the strategy (refer table no. 5.6.1.5.a.3).

Variation was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S5. Before implementation of the strategy, the use of points to make the writing task simple, easy and straightforward

was found to be good. During implementation of the strategy, except only 6.25 % (1 out of 16) of the lessons, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons while in the rest 50.0 % (8 out of 16) of all the lessons, no points were used. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward was found to be average.

Pronunciation

In the context of the pronunciation related performance, table no. 5.6.1.5.a.1 shows that the performance of student teacher S5 during implementation of the strategy was better than that of before implementation of the strategy and after implementation of the strategy. As shown in the table, student teacher S5 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy. During implementation of the strategy, student teacher S5 used 50 % (5 out of 10) of all technique to improve the pronunciation of the students namely 'similar but not the same', 'silent letter identification', 'sound identification', 'spelling game', and 'drilling'. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein student teacher S5 used 20 % (2 out of 10) of all technique to improve the pronunciation of the students namely 'silent letter identification' and 'stress identification'.

In the context of the mode of transaction used by student teacher S5 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'silent letter identification', 'sound identification' and 'stress identification', student teacher S5 had used 'Individual Work' as a mode of transaction. For the techniques namely 'similar but not the same' and 'drilling', student teacher S5 had used 'Pair Work' as a mode of transaction and for the technique 'spelling game', student teacher S5 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students was found to be fairly good to good in the other lessons presented during implementation of the strategy and after implementation of the strategy.

In the context of the articulateness, accuracy and appropriateness, the pronunciation of student teacher S5 were found to be fairly good to good in all the lessons presented during different practice teaching phases.

In the context of the efforts made by student teacher S5 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S5 had paid less attention towards the improvement of students' pronunciation and as a result, the efforts of student teacher S5 to get the students' pronunciation better were found to be good in only 33.33 % (1 out of 3) of the lessons and average in the 66.67 % (2 out of 3) of the lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S5 to improve the pronunciations of the students and as a result, the efforts of student teacher S5 to get the students' pronunciation better were found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in the rest 18.75 % (3 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S5 to get the students' pronunciation better were found to be good (refer table no. 5.6.1.5.a.3).

So far as the improvement and perfection in the pronunciation of the students was concerned, compared to before implementation of the strategy, remarkable improvement and perfection were found in the pronunciation of the students during implementation of the strategy and after implementation of the strategy. As shown in the table no. 5.6.1.5.a.3, before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, except only 25.0 % (4 out of 16) of the lessons presented during implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be fairly good to good in the other lessons presented during implementation of the strategy and after implementation of the strategy.

Speaking task

In the context of the use of techniques to organize speaking task, dissimilarity was found in the performance of the student teacher S5. As shown in table no. 5.6.1.5.a.1, before implementation of the strategy student teacher S5 had used 14.29 %

(2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 50.0 % (7 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

In the context of the number of techniques used to organize speaking task, an improvement was found in the performance of student teacher S5 from the phases 'before implementation of the strategy' to 'after implementation of the strategy'. Before implementation of the strategy, the researcher observed three lessons of student teacher S5 wherein the speaking task was organized in two lessons by using two techniques namely 'sentence formation' and 'picture description'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S5 wherein the speaking task was organized in eleven lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'dialogue formation', 'interpretation of picture' and 'role play'. After implementation of the strategy, student teacher S5 had used only one technique to organize speaking task namely 'picture description'.

In the context of the mode of transaction used by student teacher S5 to organize the speaking task, it was found that for the speaking task namely 'sentence formation', S5 had used 'Individual Work' as a mode of transaction. For the speaking task namely 'creative speaking', 'situational presentation', 'picture description', 'dialogue formation' and 'role play', S5 had used 'Pair Work' as a mode of transaction and for the speaking task namely 'interpretation of picture', S5 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to organize any of the speaking task.

From the utilization point of view, the use of technique to organize speaking task was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons presented before implementation of the strategy while in the rest 33.33 % (1 out of 3) of the lessons, no speaking task was organized. During implementation of the strategy, the use of technique to organize speaking task was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons while in the rest five lessons, no speaking task was organized. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the use of technique to organize speaking task was found to be good.

In the context of the body language consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence in the speaking task, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the performance of student teacher S5 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the performance of student teacher S5 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

So far as the improvement and enhancement in the speaking skill of the students was concerned, compared to before implementation of the strategy, remarkable improvement was found in the speaking competence of the students in most of the lessons presented during implementation of the strategy and after implementation of the strategy. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, except only 18.75 % (3 out of 16) of the lessons, the improvement and enhancement in the speaking aspect of the students were found to be fairly good to good. After implementation of the strategy, only one lesson of student teacher S5 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking aspect of the students were found to be good.

5.6.1.5.b Performance of Student Teacher no. 5 (S_5) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S_5 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S_5 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by him in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.5.b.1 shows such comparison based on which the graph no. 5.6.1.5.b.1 has been plotted.

Table No. 5.6.1.5.b.1
Performance of Student Teacher S5 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	7.5 75%	7.5 75%	7.5 75%	7 70%	7.5 75%	7.5 75%	8 80%	8 80%	7.5 75%	8 80%	8.5 85%	8 80%	8 80%	8.5 85%	8 80%	8 80%	8.5 85%	8.5 85%	8.5 85%	9 90%
																			Total Marks	159.5

Figure No. 5.6.1.5.b.1
Percentage Scores of Student Teacher No. 5 (S5) in the Lessons of Practice Teaching Phases

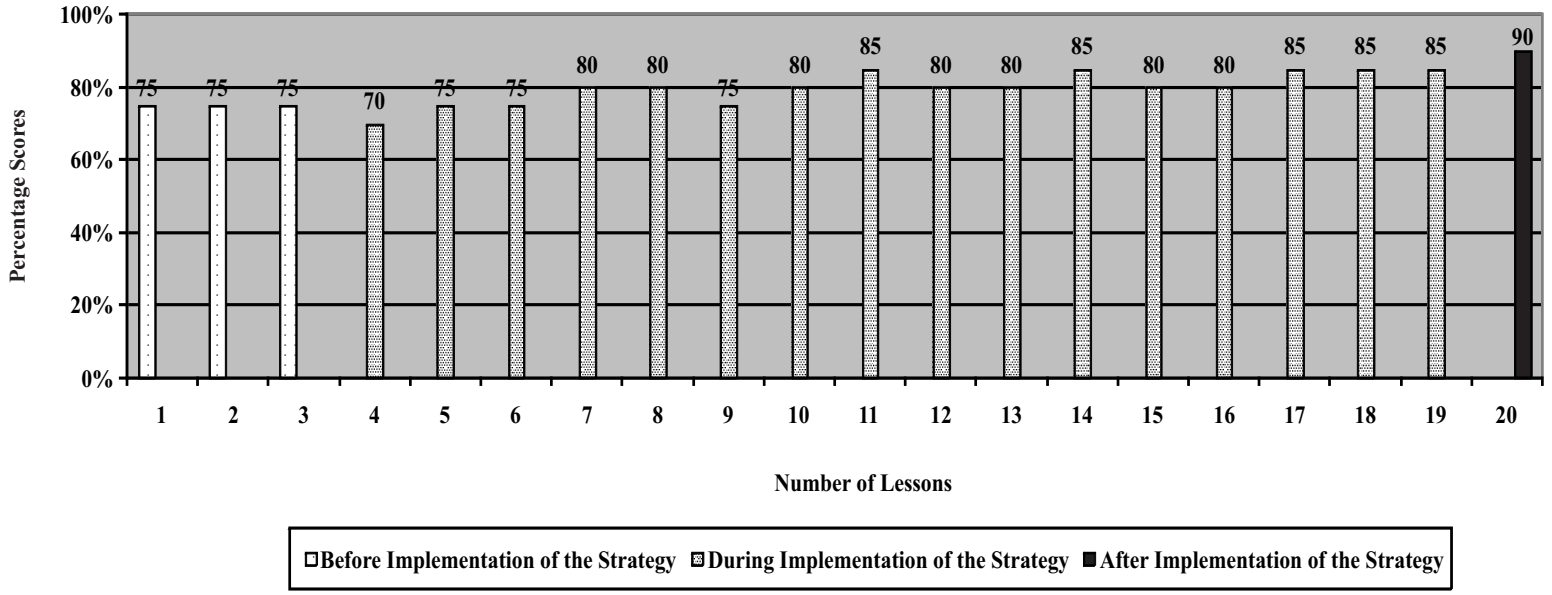


Table no. 5.6.1.5.b.1 shows the marks and the percentage scores obtained by student teacher no. 5 (S**5**) in the lessons presented during various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S5 throughout the various practice teaching phases are 7.0 out of 10 (70 %) and the highest marks obtained by student teacher S5 throughout the various practice teaching phases are 9.0 out of 10 (90 %) while the average marks obtained by student teacher S5 throughout the various practice teaching phases are 7.98 out of 10 (79.8 %). The difference between the highest and the lowest marks is 2.0 marks (20 %) and the difference between the lowest and the average marks is 0.98 marks (9.80 %).

As shown in the table, before implementation of the strategy, student teacher S5 had obtained 7.5 marks which increased during implementation of the strategy wherein except only one lesson (i.e. 7.0 marks in lesson no. 4) student teacher S5 obtained 7.5 to 8.5 marks. Even after implementation of the strategy, an improvement was found in the performance of student teacher S5 and he obtained 9.0 marks. Thus, it is quite evident from the table and graph that except only one lesson presented during implementation of the strategy, the performance of student teacher S5 has remarkably improved in the lessons presented from the phase 'before implementation of the strategy' to 'after implementation of the strategy'.

5.6.1.6.a Performance of Student Teacher No. 6 (S6) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 6 (S6) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S6 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S6 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.6.a.1, 5.6.1.6.a.2, and 5.6.1.6.a.3.

Table No. 5.6.1.6.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 6 (S6) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 6 (S6)		
			Number of Techniques / Activities used by Student Teacher no. 6 (S6) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	17 Lessons (85 %)	5 (29.41 %)	11 (64.71 %)	4 (23.53 %)
2	Comprehension (10)	18 Lessons (90 %)	2 (20.0 %)	9 (90.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	2 (16.67 %)	00	00
4	Activity (13)	5 Lessons (25 %)	00	5 (38.46 %)	1 (7.69 %)
5	Writing Tasks (14)	11 Lessons (55 %)	2 (14.29 %)	6 (42.86 %)	1 (7.14 %)
6	Pronunciation (10)	4 Lessons (20 %)	00	5 (50.0 %)	00
7	Speaking Tasks (14)	9 Lessons (45 %)	2 (14.29 %)	5 (35.71 %)	00

Table No. 5.6.1.6.a.2

Details of Strategy Components used by Student Teacher S6 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 6 (S6)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**1 (33.33 %)**	**11 (68.75 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Pair Work**	**1 (33.33 %)**	**5 (31.25 %)**	**1 (100 %)**
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	9	Word related Example (T)	**Individual Work**	Not Used	**5 (31.25 %)**	**1 (100 %)**
	10	Flash Card Description (A)	**Pair Work**	Not Used	Not Used	**1 (100 %)**
	11	Picture Description (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	Not Used
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**2 (66.67 %)**	**14 (87.50 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	**1 (33.33 %)**	**11 (68.75 %)**	**1 (100 %)**
	6	Sentence Completion (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	7	Memory Challenge (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	Not Used at All	-	-	-
	3	Fill up with Fitting one (T)	**Individual Work**	**2 (66.67 %)**	Not Used	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	Not Used at All	-	-	-
	6	Matching (T)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	Not Used at All	-	-	-
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	Not Used at All	-	-	-
	12	Drilling (T)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.6.a.2

Details of Strategy Components used by Student Teacher S6 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 6 (S6)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Picture Description (A)	Not Used at All	-	-	-
	13	Talking about.. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Group Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	6	Letter Completion (A)	Not Used at All	-	-	-
	7	Paragraph Formation (A)	**Individual Work**	**1 (33.33 %)**	**4 (25.0 %)**	**1 (100 %)**
	8	Letter Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Silent Letter Identification (T)	Not Used at All	-	-	-
	3	Sound Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Sentence Formation (A)	**Class Work**	**1 (33.33 %)**	**7 (43.75 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Group Work**	**1 (33.33 %)**	Not Used	Not Used
	7	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	Not Used at All	-	-	-
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Role Play (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.6.a.3

Performance of Student Teacher No. 6 (S6) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S6 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		100				12.5	56.25	12.5			100				
		Introduction of terminology related to students' active vocabulary		33.33	66.67			18.75	56.25	12.5				100			
		Introduction of terminology related to students' passive vocabulary			66.67	33.33		18.75	43.75	12.5	6.25		100				
		Enrichment of relevant vocabulary		33.33	66.67			18.75	50	12.5				100			
		Appropriateness and relevance of used techniques		66.67	33.33			12.5	56.25	12.5			100				
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		66.67				31.25	37.5	18.75			100				
		Questions testing Knowledge		33.33	33.33			37.5	50				100				
		Questions testing Understanding		33.33	33.33			31.25	25	18.75					100		
		Questions testing Application			33.33			12.5	25	6.25							
		Questions testing Skill						12.5	18.75	6.25							
		Clarity of the taught subject matter with respect to the responses of the students		33.33	33.33			18.75	50	18.75				100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		66.67													
		Frequency of the illustrations given by the teacher as well as students	33.33	33.33													
		Clarity of the taught grammatical point with respect to the responses of the students	33.33	33.33													
4	Activity	Introduction of activities through the techniques pointed out in the Strategy						6.25	12.5	6.25				100			
		Way of presentation and liveliness of activities						6.25	12.5	6.25				100			
		Students' involvement in classroom interaction through the introduced activity						6.25	12.5	6.25				100			
		Management of the activity, summing up of the activity and overall performance of the teacher							18.75	6.25					100		
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		66.67				18.75	12.5	18.75				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks		66.67				18.75	18.75	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward			33.33			18.75	12.5	6.25				100			
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation						6.25	12.5	6.25							
		Articulateness, accuracy and appropriateness of teacher's pronunciation		33.33	66.67			62.5	25	12.5				100			
		Efforts to get the students' pronunciation better		33.33	66.67				68.75	31.25				100			
		Improvement and perfection in the pronunciation of the students		33.33	66.67			37.5	31.25	18.75	12.5			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33				25	18.75	6.25							
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		33.33	66.67			43.75	31.25	18.75	6.25		100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		33.33				25	12.5	12.5				100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			37.5	25	18.75	18.75			100			

As shown in table no. 5.6.1.6.a.1, 5.6.1.6.a.2, and 5.6.1.6.a.3, the details regarding the performance of student teacher no. 6 (S6) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.6.a.1 that 'comprehension' related techniques were used in 90 % (18 out of 20) of all the lessons, 'vocabulary' related techniques were used in 85 % (17 out of 20) of all the lessons, 'writing task' related techniques were used in 55 % (11 out of 20) of all the lessons, 'speaking task' related techniques were used in 45 % (9 out of 20) of all the lessons, 'activity' related techniques were used in 25 % (5 out of 20) of all the lessons, 'pronunciation' related techniques were used in only 20 % (4 out of 20) of all the lessons and 'grammar' related techniques were used in only 10.0 % (2 out of 20) of all the lessons.

The details regarding the performance of student teacher S6 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.6.a.1 shows that before implementation of the strategy, student teacher S6 had used 29.41 % (5 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 64.71 % (11 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S6 decreased and 23.53 % (4 out of 17) of all the techniques were used by student teacher S6.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S6 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'fill up with the fitting one', 'use of synonym', 'look and say', 'use of word in a sentence' and 'explanation of word'. During implementation of the strategy, sixteen lessons of student teacher S6 were observed wherein the vocabulary was introduced in thirteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the vocabulary was

introduced by using the techniques namely ‘use of synonym’, ‘look and say’, ‘word related example’ and ‘flash card description’ (refer table no. 5.6.1.6.a.2). Among all the techniques used by student teacher S6 in the lessons presented during various practice teaching phases, ‘use of synonym’ was the most commonly observed techniques i.e. in 65.0 % (13 out of 20) of all the lessons. The next commonly observed techniques were ‘look and say’ and ‘use of word in a sentence’ which were used in 35.0 % (7 out of 20) of all the lessons (refer table no. 5.6.1.6.a.2).

In the context of the mode of transaction used by student teacher S6 to apply the preferred techniques of ‘vocabulary’, it was found that for the techniques namely ‘word completion’, ‘use of synonym’, ‘use of antonym’, ‘use of word in a sentence’, ‘word related example’, ‘explanation of word’, ‘matching’ and ‘miming’, student teacher S6 had used ‘Individual Work’ as a mode of transaction and for the technique namely ‘fill up with the fitting up’, ‘look and say’, ‘flash card description’, and ‘picture description’, student teacher S6 had used ‘Pair Work’ as a mode of transaction while ‘Group Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S6 was found to be good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good. In all, except only two lessons presented during implementation of the strategy, student teacher S6 has shown remarkable performance throughout the use of techniques to introduce vocabulary during all the practice teaching phases.

In the context of introduction of terminology related to students’ active vocabulary and passive vocabulary by student teacher S6, it was found that before implementation of the strategy, the introduction of active vocabulary related terminology was found better than introduction of passive vocabulary related terminology. During implementation of the strategy, the terminology related to students’ active as well as passive vocabulary was introduced equally and after implementation of the strategy, the introduction of passive vocabulary related

terminology was found better than introduction of active vocabulary related terminology. From utilization point of view, the introduction of active vocabulary related terminology in the lessons presented before implementation of the strategy was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons while the introduction of passive vocabulary related terminology was found to be average to poor. During implementation of the strategy, the introduction of active vocabulary related terminology was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while the introduction of passive vocabulary related terminology was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be fairly good.

Through the observation, remarkable improvement was found in the context of the enrichment of relevant vocabulary among the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons while during implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was also found to be good. In all, in 60 % (12 out of 20) of all the lessons presented during various practice teaching phases, the enrichment of relevant vocabulary among the students was found to be fairly good to good.

In the context of the appropriateness and relevance of techniques used by student teacher S6, it is evident from the table no. 5.6.1.6.a.3 that before implementation of the strategy, the techniques used in 66.67 % (2 out of 3) of all the lessons were found to be good while the techniques used in 33.33 % (1 out of 3) of all the lessons were found to be average. During implementation of the strategy, the techniques used in 68.75 % (11 out of 16) of all the lessons were found fairly good to good while the techniques used in 12.50 % (2 out of 16) of all the lessons were found

average with respect to appropriateness and relevance. Though, after implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the techniques used by student teacher S6 were found to be fairly good with respect to appropriateness and relevance. Looking at the use of vocabulary related techniques with respect to appropriateness and relevance as a whole, it is very clear except three lessons, the techniques used in rest of the thirteen lessons were very appropriate and relevant.

Comprehension

Table no. 5.6.1.6.a.1 shows that before implementation of the strategy, student teacher S6 had used only 20.0 % (2 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 90 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S6 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein the comprehension of the subject matter learnt by the students was assessed in two lessons by employing the techniques namely 'question - answer' and 'true or false'. During implementation of the strategy, sixteen lessons of student teacher S6 were observed wherein the comprehension of the subject matter learnt by the students was assessed in fourteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge', 'group discussion' and 'matching'. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer', 'true or false' and 'matching'.

Among all the techniques used by student teacher S6 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 85.0 % (17 out of 20) of all the lessons. The next commonly observed technique was 'true or false' which was used in 65.0 % (13 out of 20) of all the lessons. (refer table no. 5.6.1.6.a.2).

In the context of the mode of transaction used by student teacher S6 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question-answer', 'true or false', 'sentence completion', 'memory challenge' and 'matching', student teacher S6 had used 'Individual Work' as a mode of transaction and for the techniques namely 'group discussion', student teacher S6 had used 'Group Work' as a mode of transaction while 'Pair Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in both the lessons. During implementation of the strategy, the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Even after implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good.

Looking at the type of the questions asked by student teacher S6, the classroom observation revealed that out of all type of questions asked by student teacher S6 in the lessons presented before implementation of the strategy, questions testing the knowledge and understanding of the students were asked in 66.67 % (2 out of 3) of all the lessons and were found to be good to average. Questions testing the application level of the learnt knowledge were asked in 33.33 % (1 out of 3) of all the lessons and were found to be average while the questions testing the skill of the students were not asked by student teacher S6 in any of the lessons. During implementation of the strategy, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good. Questions testing the understanding of the students were asked in 75 % (12 out of 16) of all the lessons and were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 43.75 % (7 out of 16) of all the lessons and were found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in the rest 6.25 % (1 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 37.50 % (6 out of

16) of all the lessons and were found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein only questions testing the knowledge and understanding were asked while questions testing the application level of the learnt knowledge of the students and the skill of using learnt knowledge of the students were not asked. From the utilization point of view, the use of questions testing the knowledge of the students was found to be fairly good while the use of questions testing the understanding of the students was found to be average.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, before implementation of the strategy, the clarity of the taught subject matter was found to be good to average. During implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the clarity of the taught subject matter was found to be good.

Grammar

Table no. 5.6.1.6.a.1 shows that among all the practice teaching phases, grammar related techniques were used in only two lessons presented before implementation of the strategy while during implementation of the strategy and after implementation of the strategy; student teacher S6 used no technique to teach grammar to the students.

Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein the grammar was taught in two lessons by using the techniques namely ‘fill up with the fitting one’ and ‘matching’ which were used only once (refer table no. 5.6.1.6.a.2).

In the context of the mode of transaction used by student teacher S6 to apply the preferred techniques of ‘grammar’, it was found that for both the techniques namely ‘fill up with fitting one’ and ‘matching’, student teacher S6 had used ‘Individual Work’ as a mode of transaction while ‘Pair Work’, ‘Group Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy was found to be good. The frequency of illustrations given by the teacher as well as by the students was found to be fairly good to good in the lessons presented before implementation of the strategy. The clarity of the taught subject matter with respect to the responses of the students was found to be fairly good to good in all the lessons presented before implementation of the strategy.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S6 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.6.a.1, no activity was organized by student teacher S6 before implementation of the strategy. During implementation of the strategy, student teacher S6 organized 38.46 % (5 out of 13) of all the activities which decreased to only 7.69 % (1 out of 13) of all the activities after implementation of the strategy.

In the context of the organization of 'activity', dissimilarity was found in the number of lessons presented by student teacher S6 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein no activity was organized. During implementation of the strategy, sixteen lessons of student teacher S6 were observed wherein activities were organized in 25 % (4 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'role play', 'central talk' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the student teacher S6 organized only one activity namely 'talking about…'.

Among all the activities organized by student teacher S6, 'talking about...' was the most commonly organized activity i.e. in 15.0 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.6.a.2).

In the context of the mode of transaction used by student teacher S6 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'talking about', student teacher S6 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'role play', student teacher S6 had used 'Pair Work' as a mode of transaction. For the activity 'central talk', student teacher S6 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to organize any of the preferred activity.

From the utilization point of view, the activities organized during implementation of the strategy were found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons while no activity was organized in the rest twelve lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the organized activity was found to be good.

In the context of the way of presentation and liveliness of the activities organized by student teacher S6, the classroom observation revealed that the performance of student teacher S6 in this respect during implementation of the strategy was found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good.

In the context of students' involvement in classroom interaction through the introduced activity, the classroom observation revealed that in 18.75 % (3 out of 16) of the classroom activity, students' involvement was found to be fairly good to good while in 6.25 % (1 out of 16) of the activities, students' involvement was found to be average. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein students' involvement was found to be good.

In the context of management of the activity and summing up of the activity, the performance of student teacher S6 in general was not found satisfying. In 18.75 % (3 out of 16) of the lessons presented during implementation of the strategy, the management and summing up of the activity was found to be good while in rest of the lessons presented during implementation of the strategy and after implementation of the strategy, the management of the activity, summing up of the activity and overall performance of student teacher S6 were found to be average.

Writing task

In the context of the number of techniques used to organize writing task, the performance of student teacher S6 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. As shown in table no. 5.6.1.6.a.1, before implementation of the strategy, student teacher S6 had used only 14.29 % (2 out of 14) of the techniques which increased to 42.86 % (6 out of 14) of the techniques during implementation of the

strategy while after implementation of the strategy, the number of techniques decreased to only 7.14 % (1 out of 14) of the techniques.

In the context of the organization of 'writing task', dissimilarity was found in the number of lessons presented by student teacher S6 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein writing task was organized in two lessons by using only two techniques i.e. 'picture description' and 'paragraph formation'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S6 wherein writing task was organized in 50.0 % (8 out of 16) of all the lessons by using the techniques namely 'dialogue completion', 'picture description', 'paragraph formation', 'letter formation', 'creative writing' and 'talking about'. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the student teacher S6 organized only one writing task i.e. 'paragraph formation'.

Among all the techniques used by student teacher S6 to organize writing task, 'paragraph formation' was the most commonly used technique i.e. in 30.0 % (6 out of 20) of all the lessons. The next commonly used techniques were 'creative writing' and 'talking about…' i.e. in 20 % (4 out of 16) of all the lessons while the other techniques were used once to twice (refer table no. 5.6.1.6.a.2).

In the context of the mode of transaction used by student teacher S6 to organize the writing task, it was found that for the writing tasks namely 'dialogue completion', 'paragraph formation', 'creative writing' and 'talking about…', S6 had used 'Individual Work' as a mode of transaction. For the writing task namely 'letter formation', S6 had used 'Pair Work' as a mode of transaction and for the writing task namely 'picture description', S6 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, the use of technique to organize writing task was found to be good in 66.67 % (2 out of 3) of all the lessons presented before implementation of the strategy while in the rest 33.33 % (1 out of 3) of the lessons, no writing task was organized. During implementation of the strategy, the use of technique to organize writing task was found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons while in the rest eight lessons, no writing task was organized. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, a remarkable improvement was found in the performance of student teacher S6. Except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good to good in all the other lessons presented by student teacher S6 during all the practice teaching phases (refer table no. 5.6.1.6.a.3).

Variation was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S6. Before implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be average. During implementation of the strategy, except only 6.25 % (1 out of 16) of the lessons, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in all the rest 31.25 % (5 out of 16) of the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward was found to be good.

Pronunciation

Table no. 5.6.1.6.a.1 shows that among all the practice teaching phases, 'pronunciation' related techniques were used in only four lessons presented during implementation of the strategy while before implementation of the strategy and after implementation of the strategy; student teacher S6 used no technique to improve the pronunciation of the students. During implementation of the strategy, student teacher S6 had used 50 % (5 out of 10) of all technique to improve the pronunciation of the students namely 'similar but not the same', 'sound identification', 'spelling game', 'word identification' and 'drilling' which were used only once.

In the context of the mode of transaction used by student teacher S6 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'similar but not the same' and 'sound identification', student teacher S6 had used 'Individual Work' as a mode of transaction. For the techniques namely 'spelling game' and 'drilling', student teacher S6 had used 'Pair Work' as a mode of transaction and for the technique 'word identification', student teacher S6 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students was found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons while in the rest twelve lessons, student teacher S6 had used no technique to improve the pronunciation of the students.

In the context of the articulateness, accuracy and appropriateness, the pronunciation of student teacher S6 before implementation of the strategy were not found satisfying and in 66.67 % (2 out of 3) of all the lessons, the pronunciation of student teacher S6 were found to be average. During implementation of the strategy, except only 12.50 % (3 out of 16) of all the lessons, the pronunciation of student teacher S6 in the rest 87.50 % (14 out of 16) of all the lessons were found to be fairly good to good. Even in the annual lesson presented after implementation of the strategy, the pronunciation of student teacher S6 were found to be good.

In the context of the efforts made by student teacher S6 to get the students' pronunciation better in the lessons presented during various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S6 had paid less attention towards the improvement of students' pronunciation and as a result, the efforts of student teacher S6 to get the students' pronunciation better were found to be good in only 33.33 % (1 out of 3) of the lessons and average in the 66.67 % (2 out of 3) of the lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S6 to improve the pronunciations of the students and the efforts of student teacher S6 were found to be good in 68.75 % (11 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S6 to get the students' pronunciation better were found to be good (refer table no. 5.6.1.6.a.3).

So far as the improvement and perfection in the pronunciation of the students was concerned, compared to before implementation of the strategy, remarkable improvement and perfection were found in the pronunciation of the students during implementation of the strategy and after implementation of the strategy. As shown in the table no. 5.6.1.6.a.3, before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, except 31.25 % (5 out of 16) of the lessons, the improvement and perfection in the pronunciation of the students were found to be fairly

good to good in 68.75 % (11 out of 16) of all the lessons.. Even in the annual lesson presented after implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good.

Speaking task

In the context of the use of techniques to organize speaking task, dissimilarity was found in the performance of the student teacher S6. As shown in table no. 5.6.1.6.a.1, before implementation of the strategy student teacher S6 had used 14.29 % (2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 35.71 % (5 out of 14) during the strategy implementation while after implementation of the strategy, student teacher S6 used no technique to organize speaking task.

In the context of the number of techniques used to organize speaking task, variation was found in the performance of student teacher S6. Before implementation of the strategy, the researcher observed three lessons of student teacher S6 wherein the speaking task was organized in only one lesson by using two techniques namely 'sentence formation' and 'situational presentation'. During implementation of the strategy, sixteen lessons of student teacher S6 were observed wherein the speaking task was organized in 50 % (8 out of 16) of all the lessons by using the techniques namely 'creative speaking', 'sentence formation', 'picture description', 'interpretation of picture' and 'role play'. After implementation of the strategy, student teacher S6 had used no technique to organize any speaking task.

In the context of the mode of transaction used by student teacher S6 to organize the speaking task, it was found that for the speaking task 'role play', S6 had used 'Individual Work' as a mode of transaction. For the speaking task namely 'creative speaking', 'situational presentation', 'picture description', and 'interpretation of picture', S6 had used 'Group Work' as a mode of transaction and for the speaking task namely 'sentence formation', S6 had used 'Class Work' as a mode of transaction while 'Pair Work' was not used as a mode of transaction to organize any of the speaking task.

From the utilization point of view, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the use of technique to organize speaking task was found to be fairly good to good in the other lessons presented before implementation of the strategy and during implementation of the

strategy while in the annual lesson presented after implementation of the strategy, no speaking task was organized.

In the context of the body language consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence in the speaking task, the performance of the student teacher S6 was not satisfying before implementation of the strategy and the body language of student teacher S6 was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, a remarkable improvement was found in the body language of student teacher S6 and in 75 % (12 out of 16) of the lessons, the body language of student teacher S6 was found fairly good to good. Even in the annual lesson presented after implementation of the strategy, the body language of student teacher S6 was found fairly good.

In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the performance of student teacher S6 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

So far as the improvement and enhancement in the speaking skill of the students was concerned, an average improvement was found in the speaking competence of the students in most of the lessons presented during various practice teaching phases. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the improvement and enhancement in the speaking aspect of the students were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S6 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking aspect of the students were also found to be good.

5.6.1.6.b Performance of Student Teacher no. 6 (S6) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S6 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S6 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by him in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.6.b.1 shows such comparison based on which the graph no. 5.6.1.6.b.1 has been plotted.

Table No. 5.6.1.6.b.1

Performance of Student Teacher S6 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	7 70%	7 70%	7.5 75%	7 70%	7 70%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8 80%	7.5 75%	8 80%	8.5 85%	8 80%	8 80%	8 80%	8.5 85%	8.5 85%	8.6 86.00%
																			Total Marks	155.6

Figure No. 5.6.1.6.b.1

Percentage Scores of Student Teacher No. 6 (S6) in the Lessons of Practice Teaching Phases

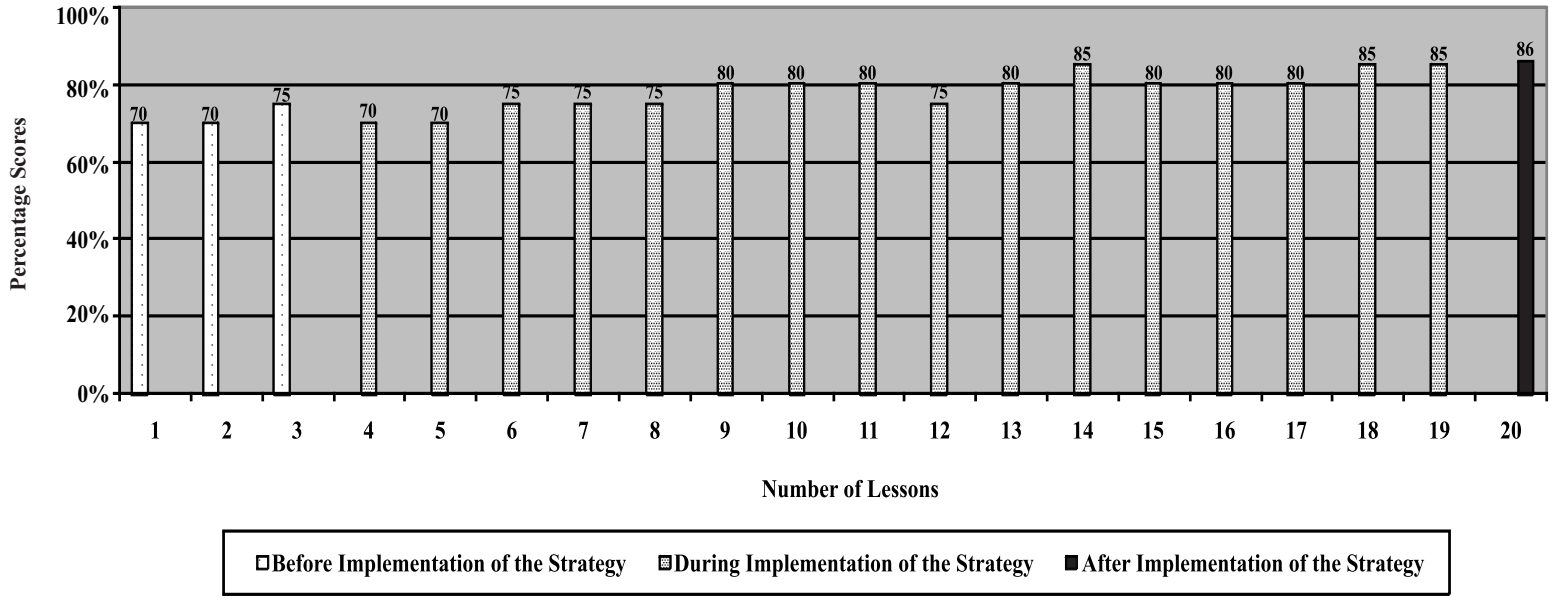


Table no. 5.6.1.6.b.1 shows the marks and the percentage scores obtained by student teacher no. 6 (S6) in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S6 throughout the various practice teaching phases are 7.0 out of 10 (70 %) and the highest marks obtained by student teacher S6 throughout the various practice teaching phases are 8.6 out of 10 (86 %) while the average marks obtained by student teacher S6 throughout the various practice teaching phases are 7.78 out of 10 (77.8 %). The difference between the highest and the lowest marks is 1.6 marks (16 %) and the difference between the lowest and the average marks is 0.78 marks (7.80 %).

It is also evident from the table that before implementation of the strategy, student teacher S6 had obtained 7.0 to 7.5 marks which gradually increased to 8.5 marks during implementation of the strategy and 8.6 marks after implementation of the strategy. Thus, looking at the marks obtained by student teacher S6 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is evident that except lesson no. 4 and 5 (7.0 marks), gradual improvement is found in the performance of student teacher S6.

5.6.1.7.a Performance of Student Teacher No. 7 (S7) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 7 (S7) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S7 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S7 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.7.a.1, 5.6.1.7.a.2, and 5.6.1.7.a.3.

Table No. 5.6.1.7.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 7 (S7) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 7 (S7)		
			Number of Techniques / Activities used by Student Teacher no. 7 (S7) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	18 Lessons (90 %)	3 (17.65 %)	11 (64.71 %)	5 (29.41 %)
2	Comprehension (10)	19 Lessons (95 %)	1 (10.0 %)	9 (90.0 %)	2 (20.0 %)
3	Grammar (12)	4 Lessons (20 %)	4 (33.33 %)	4 (33.33 %)	1 (8.33 %)
4	Activity (13)	13 Lessons (65 %)	00	7 (53.85 %)	1 (7.69 %)
5	Writing Tasks (14)	13 Lessons (65 %)	00	7 (50.0 %)	1 (7.14 %)
6	Pronunciation (10)	7 Lessons (35 %)	00	6 (60.0 %)	2 (20.0 %)
7	Speaking Tasks (14)	12 Lessons (60 %)	2 (14.29 %)	7 (50.0 %)	1 (7.14 %)

Table No. 5.6.1.7.a.2

Details of Strategy Components used by Student Teacher S7 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 7 (S7)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**5 (31.25 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	Not Used	**12 (75.0 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	Not Used	**6 (37.5 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	**1 (100 %)**
	10	Flash Card Description (A)	**Group Work**	Not Used	Not Used	**1 (100 %)**
	11	Picture Description (A)	**Pair Work**	**1 (33.33 %)**	**4 (25.0 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Paragraph Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**15 (93.75 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**10 (62.50 %)**	Not Used
	6	Sentence Completion (A)	**Pair Work**	Not Used	**5 (31.25 %)**	Not Used
	7	Memory Challenge (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	Not Used	**8 (50.0 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	Not Used at All	-	-	-
	3	Fill up with Fitting one (T)	**Individual Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Matching (T)	Not Used at All	-	-	-
	7	Inter-questioning (A)	**Pair Work**	**1 (33.33 %)**	Not Used	Not Used
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Jumbled Words (T)	**Pair Work**	**1 (33.33 %)**	Not Used	**1 (100 %)**
	11	Paragraph Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Drilling (T)	**Group Work**	**1 (33.33 %)**	Not Used	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.7.a.2

Details of Strategy Components used by Student Teacher S7 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 7 (S7)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	13	Talking about.. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	**Individual Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Pair Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	2	Silent Letter Identification (T)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
	3	Sound Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Sentence Formation (A)	**Individual Work**	**2 (66.67 %)**	**8 (50.0 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Pair Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Pair Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	Not Used at All	-	-	-
	10	Matching (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	11	Interpretation of Picture (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Role Play (A)	**Pair Work**	Not Used	**4 (25.0 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.7.a.3

Performance of Student Teacher No. 7 (S7) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S7 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		100				18.75	56.25	12.5			100				
		Introduction of terminology related to students' active vocabulary		33.33	66.67			12.5	62.5	12.5				100			
		Introduction of terminology related to students' passive vocabulary			100			18.75	43.75	18.75	6.25		100				
		Enrichment of relevant vocabulary		33.33	66.67			18.75	56.25	12.5				100			
		Appropriateness and relevance of used techniques		100				12.5	62.5	12.5			100				
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		66.67	33.33			31.25	50	12.5				100			
		Questions testing Knowledge	100					43.75	37.5	12.5			100				
		Questions testing Understanding			66.67			31.25	43.75	6.25			100				
		Questions testing Application			33.33			18.75	25	12.5							
		Questions testing Skill						18.75	31.25	6.25							
		Clarity of the taught subject matter with respect to the responses of the students		100				25	50	18.75			100				
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		66.67					6.25					100			
		Frequency of the illustrations given by the teacher as well as students	33.33	33.33					6.25					100			
		Clarity of the taught grammatical point with respect to the responses of the students		66.67					6.25					100			
4	Activity	Introduction of activities through the techniques pointed out in the Strategy						18.75	43.75	12.5			100				
		Way of presentation and liveliness of activities						25	37.5	12.5			100				
		Students' involvement in classroom interaction through the introduced activity						25	31.25	18.75			100				
		Management of the activity, summing up of the activity and overall performance of the teacher						18.75	43.75	12.5				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect						31.25	25	18.75				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks						37.5	25	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward						31.25	18.75	12.5				100			
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation						6.25	18.75	12.5				100			
		Articulateness, accuracy and appropriateness of teacher's pronunciation		100				68.75	18.75	12.5			100				
		Efforts to get the students' pronunciation better		33.33	66.67			50	25	25				100			
		Improvement and perfection in the pronunciation of the students			100			43.75	18.75	25	12.5			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33	33.33			31.25	18.75	6.25				100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		100				37.5	50	12.5			100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		100				25	25	6.25			100				
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			37.5	31.25	18.75	12.5			100			

As shown in table no. 5.6.1.7.a.1, 5.6.1.7.a.2, and 5.6.1.7.a.3, the details regarding the performance of student teacher no. 7 (S7) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.7.a.1 that 'comprehension' related techniques were used in 95 % (19 out of 20) of all the lessons, 'vocabulary' related techniques were used in 90 % (18 out of 20) of all the lessons, 'activity' and 'writing task' related techniques were used in 65 % (13 out of 20) of all the lessons respectively, 'speaking task' related techniques were used in 60 % (12 out of 20) of all the lessons, 'pronunciation' related techniques were used in only 35 % (7 out of 20) of all the lessons and 'grammar' related techniques were used in 20.0 % (4 out of 20) of all the lessons. The details regarding the performance of student teacher S7 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.7.a.1 shows that before implementation of the strategy, student teacher S7 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 64.71 % (11 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S7 decreased and 29.41 % (5 out of 17) of all the techniques were used by student teacher S7.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S7 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S7 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'look and say', 'word related example' and 'picture description'. During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein the vocabulary was introduced in fourteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'use of word in a sentence', 'word related example', 'flash card description' and 'miming'. (refer table no. 5.6.1.7.a.2).

Among all the techniques used by student teacher S7 in the lessons presented during various practice teaching phases, 'use of synonym' was the most commonly observed techniques i.e. in 65.0 % (13 out of 20) of all the lessons. The next commonly observed techniques were 'use of word in a sentence' and 'word related example' which were used in 35.0 % (7 out of 20) of all the lessons (refer table no. 5.6.1.7.a.2).

In the context of the mode of transaction used by student teacher S7 to apply the preferred techniques of 'vocabulary', it was found that for the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'explanation of word', 'matching' and 'miming', student teacher S7 had used 'Individual Work' as a mode of transaction. For the techniques namely 'fill up with the fitting up' and 'picture description', student teacher S7 had used 'Pair Work' as a mode of transaction and for the technique 'flash card description', student teacher S7 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S7 was found to be good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good. In all, except only two lessons presented during implementation of the strategy, student teacher S7 has shown remarkable performance through the use of techniques to introduce vocabulary during all the practice teaching phases.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S7, it was found that in most of the lessons presented during various practice teaching phases, the terminology related to students' active as well as passive vocabulary were introduced equally. From utilization point of view, the introduction of active vocabulary related terminology in the lessons presented before implementation of the strategy was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the

lessons while the introduction of passive vocabulary related terminology was found to be average in all the lessons. During implementation of the strategy, a remarkable improvement was found in the introduction of active as well as passive vocabulary related terminology. The introduction of active vocabulary related terminology was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons while the introduction of passive vocabulary related terminology was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 25 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be fairly good.

Through the observation, remarkable improvement was found in the context of the enrichment of relevant vocabulary among the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons while during implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 75 % (12 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was also found to be good. In all, in 70 % (14 out of 20) of all the lessons presented during various practice teaching phases, the enrichment of relevant vocabulary among the students was found to be fairly good to good.

In the context of the appropriateness and relevance of techniques used by student teacher S7, it was found that except only two lessons presented during implementation of the strategy, the techniques used in rest of all the lessons were very appropriate and relevant.

Comprehension

Table no. 5.6.1.7.a.1 shows that before implementation of the strategy, student teacher S7 had used only 10.0 % (1 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter

learnt by the students which remarkably increased to 90 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to 20.0 % (2 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S7 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S7 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing the techniques namely 'question - answer'. During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein the comprehension of the subject matter learnt by the students was assessed in fifteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge', 'group discussion' and 'matching'. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer' and 'matching'.

Among all the techniques used by student teacher S7 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 95.0 % (19 out of 20) of all the lessons. The next commonly observed technique was 'true or false' which was used in 50.00 % (10 out of 20) of all the lessons. (refer table no. 5.6.1.7.a.2).

In the context of the mode of transaction used by student teacher S7 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'information transfer', 'who speaks the statement ?', 'question-answer', 'true or false' and 'matching', student teacher S7 had used 'Individual Work' as a mode of transaction. For the techniques namely 'paragraph completion', 'sentence completion' and 'memory challenge', student teacher S7 had used 'Pair Work' as a mode of transaction and for the technique namely 'group discussion', student teacher S7 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in 66.67 % (2 out of 3) of all the lessons and average in

33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, an improvement was found in the performance of student teacher S7 and the use of techniques to assess the comprehension of the students was found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons. Even after implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be good.

Looking at the type of the questions asked by student teacher S7, the classroom observation revealed that out of all type of questions asked by student teacher S7 in the lessons presented before implementation of the strategy, questions testing the knowledge, understanding and application level of the learnt knowledge of the students were asked while the questions testing the skill of the students were not asked by student teacher S7 in any of the lessons. Questions testing the knowledge of the students were asked in all the lessons and were found to be fairly good. Questions testing the understanding of the students were asked in 66.67 % (2 out of 3) of all the lessons and were found to be average. Questions testing the application level of the learnt knowledge of the students were asked in 33.33 % (1 out of 3) of all the lessons and were found to be average. During implementation of the strategy, questions testing the knowledge of the students were asked in 93.75 % (15 out of 16) of all the lessons and were found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons and average in the rest 6.25 % (1 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 56.25 % (9 out of 16) of all the lessons and were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 56.25 % (9 out of 16) of all the lessons and were found to be fairly good to good 50.0 % (8 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein only questions testing the knowledge and understanding were asked and were found to be fairly good while questions testing the application level of

the learnt knowledge of the students and the skill of using learnt knowledge of the students were not asked by student teacher S7.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, in only 18.75 % (3 out of 20) of all the lessons presented during implementation of the strategy, the clarity of the taught subject matter was found to be average while in all the other lessons presented by student teacher S7 during various practice teaching phases, the clarity of the taught subject matter was found to be fairly good to good. (refer table no. 5.6.1.7.a.3).

Grammar

Table no. 5.6.1.7.a.1 shows that before implementation of the strategy and after implementation of the strategy, student teacher S7 had used 33.33 % (4 out of 12) of all the techniques to teach grammar to the students while after implementation of the strategy, the number of techniques used by the student teacher S7 decreased and only 8.33 % (1 out of 12) of all the techniques were used by student teacher S7.

Before implementation of the strategy, the researcher observed three lessons of student teacher S7 wherein the grammar was taught in two lessons by using the techniques namely 'fill up with the fitting one', 'inter-questioning', 'jumbled words' and 'drilling' and all the techniques were used only once (refer table no. 5.6.1.7.a.2). During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein the grammar was taught in only one lesson by using the techniques namely 'fill up with the fitting one', 'paragraph redrafting', 'sentence completion' and 'paragraph completion'. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the grammar was taught using the technique namely 'jumbled words'.

In the context of the mode of transaction used by student teacher S7 to apply the preferred techniques of 'grammar', it was found that for the technique 'fill up with fitting one' and 'paragraph completion', student teacher S7 had used 'Individual Work' as a mode of transaction. For the techniques namely 'paragraph redrafting', 'inter-questioning', 'sentence completion' and 'jumbled words', student teacher S7 had used 'Pair Work' as a mode of transaction and for the technique 'drilling', student teacher S7 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students in all the lessons presented during various practice teaching phases was found

to be good. The frequency of illustrations given by the teacher as well as by the students was found to be fairly good to good in all the lessons presented during various practice teaching phases. The clarity of the taught subject matter with respect to the responses of the students was also found to be good in all the lessons presented during various practice teaching phases.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S7 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.7.a.1, no activity was organized by student teacher S7 before implementation of the strategy. During implementation of the strategy, student teacher S7 organized 53.85 % (7 out of 13) of all the activities which decreased to only 7.69 % (1 out of 13) of all the activities after implementation of the strategy.

In the context of the organization of 'activities', dissimilarity was found in the number of lessons presented by student teacher S7 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S7 wherein no activity was organized. During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein activities were organized in 75 % (12 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'chain story', 'role play', 'central talk', 'picture description' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the student teacher S7 organized only one activity namely 'picture description'.

Among all the activities organized by student teacher S7, 'information transfer', 'role play', 'central talk', 'picture description' and 'talking about…' were the most commonly organized activity i.e. in 15 % (3 out of 20) of all the lessons while other activities were organized once or twice (refer table no. 5.6.1.7.a.2).

In the context of the mode of transaction used by student teacher S7 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'talking about', student teacher S7 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'role play', student teacher S7 had used 'Pair Work' as a mode of transaction. For the activity 'chain story' and 'picture description', student teacher S7 had used 'Group Work' as a mode of transaction and for the technique 'central talk'; student teacher S7 had used 'Class

Work' as a mode of transaction. Thus, all types of mode of transaction were used by student teacher S7 to organize the preferred activities.

From the utilization point of view, the activities organized during implementation of the strategy were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons while no activity was organized in the rest four lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the organized activity was found to be fairly good.

In the context of the way of presentation and liveliness of the activities organized by student teacher S7, the classroom observation revealed that the performance of student teacher S7 in this respect during implementation of the strategy was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were also found to be fairly good.

In the context of students' involvement in classroom interaction through the introduced activity before implementation of the strategy, the classroom observation revealed that in 56.25 % (9 out of 16) of the classroom activity, students' involvement was found to be fairly good to good while in 18.75 % (3 out of 16) of the activities, students' involvement was found to be average. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein students' involvement was also found to be fairly good.

In the context of management of the activity and summing up of the activity, the performance of student teacher S7 was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the management of the activity, summing up of the activity and overall performance of student teacher S7 were found to be good.

Writing task

In the context of the use of techniques to organize writing task, noteworthy improvement was found in the performance of the student teacher S7 during implementation of the strategy. As shown in table no. 5.6.1.7.a.1, no writing task was

organized by student teacher S7 before implementation of the strategy. During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein writing tasks were organized in 75 % (12 out of 16) of all the lessons by using 50.0 % (7 out of 14) of all the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'reporting observation', 'creative writing' and 'talking about…' In the annual lesson presented after implementation of the strategy, the number of techniques decreased to only 7.14 % (1 out of 14) of the techniques and i.e. 'reporting observation'.

Among all the techniques used by student teacher S7 to organize writing task, 'paragraph formation' was the most commonly used technique i.e. in 35.0 % (7 out of 20) of all the lessons. The next commonly used technique was 'creative writing' i.e. in 20 % (4 out of 20) of all the lessons while the other techniques were used once to thrice (refer table no. 5.6.1.7.a.2).

In the context of the mode of transaction used by student teacher S7 to organize the writing task, it was found that for the writing task namely 'letter completion', 'paragraph formation', 'reporting observation', 'creative writing' and 'talking about…', S7 had used 'Individual Work' as a mode of transaction and for the writing task namely 'dialogue completion' and 'picture description', S7 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, the use of technique to organize writing task was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons presented during implementation of the strategy while in the rest four lessons, no writing task was organized. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the use of technique to organize writing task was also found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, a remarkable improvement was found in the performance of student teacher S7. Except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good to good in the other lessons presented during implementation of the strategy and after implementation of the strategy (refer table no. 5.6.1.7.a.3).

In the context of the use of points to make the writing task simple, easy and straightforward, a remarkable improvement was found in the performance of student teacher S7. Except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in the other lessons presented by student teacher S7 during implementation of the strategy and after implementation of the strategy (refer table no. 5.6.1.7.a.3).

Pronunciation

In the context of the pronunciation related performance, table no. 5.6.1.7.a.1 shows that the performance of student teacher S7 during implementation of the strategy was better than that of before implementation of the strategy and after implementation of the strategy. As shown in the table, student teacher S7 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy. During implementation of the strategy, sixteen lessons of student teacher S7 were observed wherein pronunciation related techniques were used in six lessons by using 60 % (6 out of 10) of all technique namely 'similar but not the same', 'silent letter identification', 'sound identification', 'spelling game', 'rhyme identification' and 'drilling'. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein student teacher S7 had used 20 % (2 out of 10) of all technique to improve the pronunciation of the students namely 'similar but not the same' and 'silent letter identification'.

In the context of the mode of transaction used by student teacher S7 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'silent letter identification', 'sound identification' and 'rhyme identification', student teacher S7 had used 'Individual Work' as a mode of transaction. For the techniques namely 'similar but not the same' and 'drilling', student teacher S7 had used 'Pair Work' as a mode of transaction and for the technique 'spelling game', student teacher S7 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students by student teacher S7 was found to be fairly

good to good in the lessons presented during implementation of the strategy and after implementation of the strategy.

In the context of the articulateness, accuracy and appropriateness, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the pronunciation of student teacher S7 were found to be fairly good to good in the other lessons presented during various practice teaching phases.

In the context of the efforts made by student teacher S7 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S7 had not made more sincere attempts to improve of students' pronunciation and as a result, the efforts of student teacher S7 to get the students' pronunciation better were found to be good in only 33.33 % (1 out of 3) of the lessons and average in the 66.67 % (2 out of 3) of the lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S7 to improve the pronunciations of the students and as a result, the efforts of student teacher S7 to get the students' pronunciation better were found to be fairly good to good in 75.0 % (12 out of 16) of all the lessons and average in the rest 25 % (4 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S7 to get the students' pronunciation better were found to be good.

So far as the improvement and perfection in the pronunciation of the students was concerned, compared to before implementation of the strategy, remarkable improvement and perfection were found in the pronunciation of the students during implementation of the strategy and after implementation of the strategy. As shown in the table no. 5.6.1.7.a.3, before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be average in all the lessons while during implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in the rest 37.50 % (6 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good (refer table no. 5.6.1.7.a.3).

Speaking task

In the context of the use of techniques to organize speaking task, dissimilarity was found in the performance of the student teacher S7. As shown in table no. 5.6.1.7.a.1, before implementation of the strategy student teacher S7 had used 14.29 % (2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 50.0 % (7 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

In the context of the number of techniques used to organize speaking task, an improvement was found in the performance of student teacher S7 from the phases 'before implementation of the strategy' to 'after implementation of the strategy'. Before implementation of the strategy, the researcher observed three lessons of student teacher S7 wherein the speaking task was organized in two lessons by using two techniques namely 'sentence formation' and 'situational presentation'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S7 wherein the speaking task was organized in nine lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'matching', 'interpretation of picture' and 'role play'. After implementation of the strategy, student teacher S7 had used only one technique to organize speaking task namely 'picture description'.

Among all the techniques used by student teacher S7 to organize speaking task, 'paragraph formation' was the most commonly used technique i.e. in 50.0 % (10 out of 20) of all the lessons. The next commonly used technique was 'role play' i.e. in 20 % (4 out of 20) of all the lessons while the other techniques were used once to thrice (refer table no. 5.6.1.7.a.2).

In the context of the mode of transaction used by student teacher S7 to organize the speaking task, it was found that for the speaking task namely 'sentence formation' and 'matching', S7 had used 'Individual Work' as a mode of transaction. For the speaking task namely 'creative speaking', 'situational presentation', 'picture description' and 'role play', S7 had used 'Pair Work' as a mode of transaction and for the speaking task namely 'interpretation of picture', S7 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to organize any of the speaking task.

From the utilization point of view, the use of technique to organize speaking task was found to be good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented before implementation of the strategy while in the rest 33.33 % (1 out of 3) of the lessons, no speaking task was organized. During implementation of the strategy, the use of technique to organize speaking task was found to be fairly good to good in 50 % (8 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons while in the rest seven lessons, no speaking task was organized. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the use of technique to organize speaking task was found to be good.

In the context of the body language consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence in the speaking task, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the performance of student teacher S7 was found to be fairly good to good in the other lessons presented during various practice teaching phases. In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task, except only 6.25 % (1 out of 16) of the lessons presented during implementation of the strategy, the performance of student teacher S7 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

So far as the improvement and enhancement in the speaking skill of the students was concerned, compared to the lessons presented before implementation of the strategy, remarkable improvement was found in the speaking competence of the students in most of the lessons presented during implementation of the strategy and after implementation of the strategy. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the improvement and enhancement in the speaking aspect of the students were found to be fairly good to good 68.75 % (11 out of 3) of all the lessons and average to poor in 31.25 % (5 out of 3) of all the lessons. After implementation of the strategy, only one lesson of student teacher S7 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking aspect of the students were also found to be good.

5.6.1.7.b Performance of Student Teacher no. 7 (S_7) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S_7 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S_7 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by her in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.7.b.1 shows such comparison based on which the graph no. 5.6.1.7.b.1 has been plotted.

Table No. 5.6.1.7.b.1
Performance of Student Teacher S7 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	6.5 65%	7.5 75%	7.5 75%	7 70%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8 80%	8 80%	7.5 75%	8 80%	8.5 85%	8 80%	8 80%	8.5 85%	8.5 85%	9 90%	9 90%
																		Total Marks		158

Figure No. 5.6.1.7.b.1
Percentage Scores of Student Teacher No. 7 (S7) in the Lessons of Practice Teaching Phases

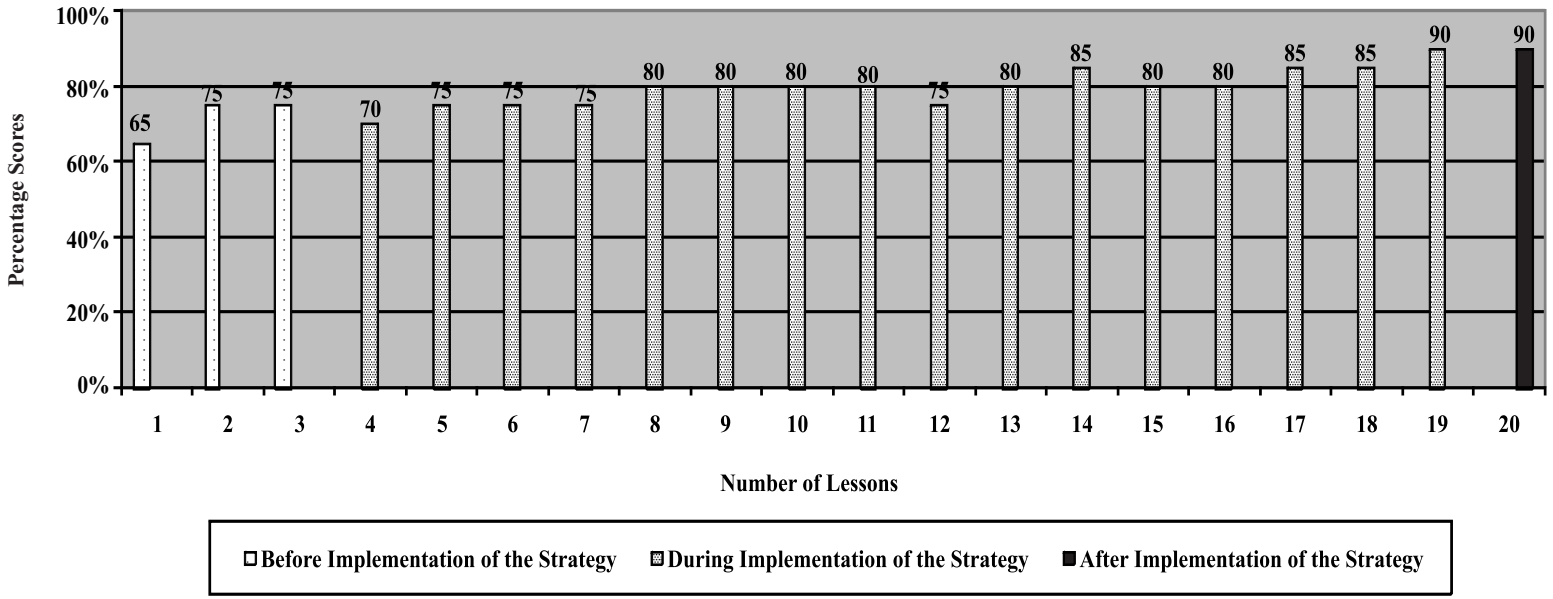


Table no. 5.6.1.7.b.1 shows the marks and the percentage scores obtained by student teacher no. 7 (S7) in the lessons presented during various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S7 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S7 throughout the various practice teaching phases are 9.0 out of 10 (90 %) while the average marks obtained by student teacher S7 throughout the various practice teaching phases are 7.90 out of 10 (79.0 %). The difference between the highest and the lowest marks is 2.5 marks (25 %) and the difference between the lowest and the average marks is 1.40 marks (14 %).

It is also evident from the table that before implementation of the strategy, student teacher S7 had obtained 6.5 to 7.5 marks which increased during implementation of the strategy from 7.5 to 9.0 marks and continued to 9.0 after implementation of the strategy. Thus, looking at the gradual increase in the marks obtained by student teacher S7 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that the performance of student teacher S7 has remarkably improved from the phase 'before implementation of the strategy' to 'after implementation of the strategy'.

5.6.1.8.a Performance of Student Teacher No. 8 (S8) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 8 (S8) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S8 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S8 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.8.a.1, 5.6.1.8.a.2, and 5.6.1.8.a.3.

Table No. 5.6.1.8.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 8 (S8) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 8 (S8)		
			Number of Techniques / Activities used by Student Teacher no. 8 (S8) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	17 Lessons (85 %)	5 (29.41 %)	13 (76.47 %)	5 (29.41 %)
2	Comprehension (10)	17 Lessons (85 %)	4 (40.0 %)	9 (90.0 %)	2 (20.0 %)
3	Grammar (12)	3 Lessons (15 %)	3 (25.0 %)	4 (33.33 %)	00
4	Activity (13)	11 Lessons (55 %)	00	7 (53.85 %)	1 (7.69 %)
5	Writing Tasks (14)	12 Lessons (60 %)	2 (14.29 %)	8 (57.14 %)	1 (7.14 %)
6	Pronunciation (10)	8 Lessons (40 %)	3 (30.0 %)	6 (60.0 %)	2 (20.0 %)
7	Speaking Tasks (14)	11 Lessons (55 %)	1 (7.14 %)	6 (42.86 %)	1 (7.14 %)

Table No. 5.6.1.8.a.2

Details of Strategy Components used by Student Teacher S8 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 8 (S8)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**2 (66.67 %)**	**9 (56.25 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	5	Similar but not the Same (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Look and Say (T)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**2 (66.67 %)**	**7 (43.75 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**2 (66.67 %)**	**3 (18.75 %)**	**1 (100 %)**
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	Not Used	**7 (43.75 %)**	**1 (100 %)**
	13	Word Formation (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	3	Paragraph Completion (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**2 (66.67 %)**	**14 (87.50 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	**1 (33.33 %)**	**8 (50.0 %)**	Not Used
	6	Sentence Completion (A)	**Pair Work**	**1 (33.33 %)**	**3 (18.75 %)**	Not Used
	7	Memory Challenge (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Matching (T)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	**1 (100 %)**
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	Not Used at All	-	-	-
	3	Fill up with Fitting one (T)	**Individual Work**	**2 (66.67 %)**	**1 (6.25 %)**	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	**Pair Work**	**1 (33.33 %)**	Not Used	Not Used
	6	Matching (T)	Not Used at All	-	-	-
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	9	Sentence Completion (A)	Not Used at All	-	-	-
	10	Jumbled Words (T)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	11	Paragraph Completion (A)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	12	Drilling (T)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.8.a.2

Details of Strategy Components used by Student Teacher S8 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 8 (S8)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Class Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	13	Talking about.. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Pair Work**	**1 (33.33 %)**	**3 (18.75 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	**Individual Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Creative Writing (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	13	Talking about….. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Pair Work**	**1 (33.33 %)**	**2 (12.50 %)**	**1 (100 %)**
	2	Silent Letter Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Sound Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	**Individual Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	3	Sentence Formation (A)	**Individual Work**	**1 (33.33 %)**	**7 (43.75 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	7	Picture Description (A)	**Pair Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	Not Used at All	-	-	-
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Role Play (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.8.a.3

Performance of Student Teacher No. 8 (S8) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S8 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy	33.33	66.67				6.25	56.25	18.75			100				
		Introduction of terminology related to students' active vocabulary	33.33	66.67				12.5	56.25	12.5				100			
		Introduction of terminology related to students' passive vocabulary		66.67	33.33			18.75	43.75	12.5	6.25		100				
		Enrichment of relevant vocabulary		66.67	33.33			18.75	50	12.5				100			
		Appropriateness and relevance of used techniques	33.33	66.67				12.5	56.25	12.5				100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		66.67	33.33			43.75	37.5	6.25				100			
		Questions testing Knowledge	100					37.5	31.25	18.75			100				
		Questions testing Understanding		66.67	33.33			31.25	18.75	12.5				100			
		Questions testing Application		33.33				12.5	25	12.5							
		Questions testing Skill						6.25	31.25	12.5							
		Clarity of the taught subject matter with respect to the responses of the students		100				25	31.25	6.25			100				
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		66.67					6.25								
		Frequency of the illustrations given by the teacher as well as students		66.67					6.25								
		Clarity of the taught grammatical point with respect to the responses of the students		66.67					6.25								
4	Activity	Introduction of activities through the techniques pointed out in the Strategy						12.5	31.25	18.75			100				
		Way of presentation and liveliness of activities						18.75	31.25	12.5				100			
		Students' involvement in classroom interaction through the introduced activity						12.5	31.25	18.75				100			
		Management of the activity, summing up of the activity and overall performance of the teacher						12.5	31.25	18.75				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		33.33	33.33			18.75	25	12.5				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks		33.33	33.33			25	18.75	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward			33.33			18.75	18.75	6.25				100			
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation	33.33					12.5	18.75	6.25				100			
		Articulateness, accuracy and appropriateness of teacher's pronunciation		100				56.25	31.25	12.5			100				
		Efforts to get the students' pronunciation better		66.67	33.33				68.75	31.25			100				
		Improvement and perfection in the pronunciation of the students		33.33	66.67			31.25	37.5	18.75	12.5			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33				25	18.75	12.5				100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence	33.33	66.67				37.5	37.5	25			100				
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher	33.33	33.33	33.33			25	18.75	12.5			100				
		Improvement and enhancement in the speaking aspect of the student		66.67	33.33			25	37.5	18.75	18.75			100			

As shown in table no. 5.6.1.8.a.1, 5.6.1.8.a.2, and 5.6.1.8.a.3, the details regarding the performance of student teacher S8 in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.8.a.1 that 'vocabulary' and 'comprehension' related techniques were found to be used in 85 % (17 out of 20) of all the lessons respectively. 'writing task' related techniques were used in 60 % (12 out of 20) of all the lessons, 'activity' and 'speaking task' related techniques were used in 55 % (11 out of 20) of all the lessons, 'pronunciation' related techniques were used in 40 % (8 out of 20) of all the lessons while 'grammar' related techniques were used in only 15 % (3 out of 20) of all the lessons respectively.

The details regarding the performance of student teacher S8 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.8.a.1 shows that before implementation of the strategy, student teacher S8 had used 29.41 % (5 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased remarkably to 76.47 % (13 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S8 decreased and 29.41 % (5 out of 17) of all the techniques were used by student teacher S8.

In the context of the use of 'vocabulary' related techniques, performance of student teacher S8 was found equivalent in the lessons presented during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein vocabulary was introduced in all the three lessons by using the techniques namely 'fill up with the fitting one', 'use of synonym', 'look and say', 'use of word in a sentence' and 'word related example'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein the vocabulary was introduced in thirteen lessons by using the techniques namely 'word completion', 'fill up with the fitting up', 'use of synonym', 'use of antonym', 'similar but not the same', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'word formation', 'matching' and 'miming'.

After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'use of word in a sentence', 'word related example', 'explanation of word' and 'miming'. (refer table no. 5.6.1.8.a.2).

Among all the techniques used by student teacher S8 in the lessons presented during various practice teaching phases, 'use of synonym' was the most commonly observed techniques i.e. in 60.0 % (12 out of 20) of all the lessons. The next commonly observed techniques were 'use of word in a sentence' which was used in 50 % (10 out of 20) of all the lessons (refer table no. 5.6.1.8.a.2).

In the context of the mode of transaction used by student teacher S8 to apply the preferred techniques of 'vocabulary', it was found that for the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'explanation of word', 'matching' and 'miming', student teacher S8 had used 'Individual Work' as a mode of transaction and for the technique namely 'fill up with the fitting up', 'similar but not the same', 'picture description' and 'word formation', student teacher S8 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S8 was found to be fairly good to good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed wherein the use of techniques to introduce vocabulary was found to be fairly good.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S8, it was found that before implementation of the strategy, the terminology related to students' active vocabulary as well as passive vocabulary were used equally. From utilization point of view, the introduction of active vocabulary related terminology was found to be fairly good to good while introduction of passive vocabulary related terminology was found to be good in 66.67 % (2 out of 3) % of all the lessons and average in the rest 33.33 % (1 out of 3) of all the lessons.

During implementation of the strategy, the terminology related to students' active vocabulary was found to be used more in the comparison of terminology related to students' passive vocabulary. During implementation of the strategy, the introduction of active vocabulary related terminology was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while the introduction of passive vocabulary related terminology was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be good while the introduction of passive vocabulary related terminology was found to be fairly good.

Through the observation, significant enrichment was found in the relevant vocabulary of the students in various practice teaching phases. Before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was found to be good.

In the context of the appropriateness and relevance of techniques used by student teacher S8, it was found that except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the techniques used in the other lessons presented during various practice teaching phases were fairly good to good.

Comprehension

Table no. 5.6.1.8.a.1 shows that before implementation of the strategy, student teacher no. 8 (S8) had used 40.0 % (4 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 90.0 % (9 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to only 20.0 % (2 out of 10).

In the context of the use of comprehension related techniques, noteworthy performance was found in the lessons presented by student teacher S8 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing the techniques namely 'question - answer', 'true or false', 'sentence completion' and 'matching'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein the comprehension of the subject matter learnt by the students was assessed in fourteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge', 'group discussion' and 'matching'. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer' and 'matching'.

Among all the techniques used by student teacher S8 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 85 % (17 out of 20) of all the lessons. The next commonly observed techniques were 'true or false' which was used in 45 % (9 out of 20) of all the lessons. (refer table no. 5.6.1.8.a.2).

Looking at the use of the techniques in the lessons of various practice teaching phases, it was found that in most of the lessons where 'question-answer' and 'true or false' were used, students' responses were generally in the form of chorus. In the comparison of these techniques, in some of the lessons where 'sentence completion' and 'memory challenge' were used, students were found to be more eager to respond individually and it was observed through their responses that majority of the students had grasped the content taught to them to a great extent.

In the context of the mode of transaction used by student teacher S8 to apply the preferred techniques of 'comprehension', it was found that for the techniques namely 'information transfer', 'who speaks the statement ?', 'question - answer', 'true or false' and 'matching', student teacher S8 had used 'Individual Work' as a mode of transaction. For the techniques namely 'paragraph completion', 'sentence completion' and 'memory challenge', student teacher S8 had used 'Pair Work' as a mode of transaction and for the technique namely 'group discussion', student teacher S8 had

used ‘Group Work’ as a mode of transaction while ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, except only 6.25 % (1 out of 16) of all the lessons, the use of techniques was found to be fairly good to good in 81.25 % (13 out of 16) of all the lessons while in the rest 12.50 % (2 out of 16) of all the lessons, no technique was used to assess the comprehension of the subject matter learnt by the students. Even after implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be good.

Looking at the type of the questions asked by student teacher S8, the classroom observation revealed that out of all type of questions asked by student teacher S8 in the lessons presented before implementation of the strategy, questions testing the knowledge of the students were found to be fairly good to good in all the lessons. Questions testing the understanding of the students were found to be fairly good to good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. Questions testing the application level of the learnt knowledge were asked in only 33.33 % (1 out of 3) of all the lessons and were found to be good while the questions testing the skill of the students were not asked by student teacher S8 in any of the lessons.

During implementation of the strategy, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 62.50% (10 out of 16) of all the lessons and were found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 50.0 % (8 out of 16) of all the lessons and were found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 50 % (8 out of 16) of all the lessons and were found to be

fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons.

After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein questions testing the knowledge were found to be fairly good and the questions testing the understanding of the students were found to be good while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S8.

Looking at the nature of the questions asked and the techniques used to assess the comprehension of the subject matter learnt by the students, it was found that the questions asked to the students were not simply to recall some information taught during the period but the questions had their focus on knowing whether the students had understood the taught content or not. In order to find out to what extent the students had grasped the content and understood the lesson, probing questions were also asked by student teacher S8. Another worth mentioning feature was found that all types of question were asked and the questions asked and the techniques used were not only directed to elicit the extent of students' knowledge and understanding but also to elicit the extent of students' skill and application level.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, it was found that except only 6.25 % (1 out of 16) of all the lessons presented during implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in the other lessons presented during various practice teaching phases.

Grammar

Table no. 5.6.1.8.a.1 shows that before implementation of the strategy student teacher no. 8 (S8) had used 25.0 % (3 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students which increased to 33.33 % (4 out of 12) during the strategy implementation while after implementation of the strategy, student teacher S8 used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques, dissimilarity was found in the number of lessons presented by student teacher S8 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein the grammar was taught in two lessons by using the techniques namely 'fill up with the fitting one', 'paragraph redrafting' and

‘paragraph completion’. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein grammar was taught in only one lesson by using the techniques namely ‘fill up with the fitting one’, ‘language game’, ‘jumbled words’ and ‘drilling’.

Among all the techniques used by student teacher S8 to teach grammar before implementation of the strategy and during implementation of the strategy, ‘fill up with the fitting one’ was the most commonly observed techniques i.e. in 15.0 % (3 out of 10) of all the lessons while other techniques were used only once (refer table no. 5.6.1.8.a.2).

In the context of the mode of transaction used by student teacher S8 to apply the preferred techniques of ‘grammar’, it was found that for the techniques namely ‘fill up with the fitting one’ and ‘paragraph completion’; student teacher S8 had used ‘Individual Work’ as a mode of transaction. For the techniques namely ‘paragraph redrafting’ and ‘jumbled words’, student teacher S8 had used ‘Pair Work’ as a mode of transaction. For the techniques namely ‘drilling’, student teacher S8 had used ‘Group Work’ as a mode of transaction and for the technique namely ‘language game’, student teacher S8 had used ‘Class Work’ as a mode of transaction. Thus, all the modes of transaction were used by student teacher S8 to teach grammar to the students.

From the utilization point of view, the use of techniques to teach grammar to the students before implementation of the strategy and during implementation of the strategy was found to be good.

In the context of the frequency of illustrations given by the teacher as well as students in the lessons of various practice teaching phases, the classroom observation revealed that while dealing with grammar oriented lessons, the attempts of student teacher S8 were at explaining the ‘what’, ‘why’ and ‘how’ of the grammatical concept and simultaneously relevant examples from day to day life were given to the students. The students could also produce plenty of relevant illustrations and as a result, the frequency of illustrations given by the teacher as well as by the students was found to be good in the lessons presented before implementation of the strategy and during implementation of the strategy.

The clarity of the taught subject matter with respect to the responses of the students was found to be good in all the lessons presented before implementation of the strategy and during implementation of the strategy.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S8 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.8.a.1, no activity was organized by student teacher S8 before implementation of the strategy while during implementation of the strategy, student teacher S8 organized 53.85 % (7 out of 13) of all the activities which decreased after implementation of the strategy to only 7.69 % (1 out of 13).

In the context of the organization of 'activities', dissimilarity was also found in the number of lessons presented by S8 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein no activity was organized. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein activities were organized in 62.50 % (10 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'chain story', 'role play', 'central talk', 'picture description' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the student teacher S8 organized only one activity i.e. 'picture description'.

Among all the activities organized by student teacher S8, 'picture description' was the most commonly organized activity i.e. in 15.0 % (3 out of 20) of all the lessons while other activities were organized once to twice (refer table no. 5.6.1.8.a.2).

In the context of the mode of transaction used by student teacher S8 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'talking about', student teacher S8 had used 'Individual Work' as a mode of transaction. For the activities namely 'dialogue formation' and 'role play', student teacher S8 had used 'Pair Work' as a mode of transaction. For the activities namely 'chain story' and 'picture description', student teacher S8 had used 'Group Work' as a mode of transaction and for the activity 'central talk', student teacher S8 had used 'Class Work' as a mode of transaction. Thus, all the modes of transaction were used by student teacher S8 to organize activities.

From the utilization point of view, the activities organized during implementation of the strategy were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons while no activity was organized in the rest six lessons. After implementation of the strategy,

only one lesson of student teacher S8 was observed i.e. annual lesson wherein the organized activity was found to be good.

In the context of the way of presentation and liveliness of the organized activities, the performance of student teacher S8 during implementation of the strategy was found to be fairly good to good in 50 % (8 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good.

In the context of students' involvement in classroom interaction through the introduced activity, the classroom observation revealed that in general, the students were attentive to the procedures in the classroom however in the instances where the content was taught through activity, the students were found to be more eager to participate in the activity. It was also observed that almost all the students participated in the activity. Even the students' responses were comparatively more than that of their responses to the content taught in the traditional lecture method.

In the lessons presented during implementation of the strategy, students' involvement in classroom interaction through the introduced activity was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein students' involvement in classroom interaction through the introduced activity was found to be good.

Generally, the performance of student teacher S8 was found to be fairly good to good in the context of management of the activity and summing up of the activity but in some of the lessons, in spite of organizing a very good activity, due to certain classroom limitations and the improper seating arrangement of the students, student teacher S8's performance was found to be affected. During implementation of the strategy, the management of the activity, summing up of the activity and overall performance of student teacher S8 were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the management of the activity, summing up of the activity and overall performance of student teacher S8 were found to be good. In all, the researcher observed that the presentation of lesson through activity helped student teacher S8 to capture students' attention to a great extent.

Writing task

In the context of the number of techniques used to organize writing task, the performance of student teacher S8 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. As shown in table no. 5.6.1.8.a.1, before implementation of the strategy, student teacher S8 had used 14.29 % (2 out of 14) of all the techniques to organize writing task which remarkably increased to 57.14 % (8 out of 14) during the implementation of the strategy while after implementation of the strategy, the number of techniques decreased to only 7.14 % (1 out of 14) of the techniques.

In the context of the organization of 'writing task', dissimilarity was also found in the number of lessons presented by student teacher S8 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein writing task was organized in two lessons by using only two techniques namely 'picture description' and 'paragraph formation'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein writing task was organized in 56.25 % (9 out of 16) of all the lessons by using the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'reporting observation', 'strip story', 'creative writing' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the student teacher S8 organized only one writing task i.e. 'reporting observation'.

Among all the techniques used by student teacher S8 to organize writing task, 'paragraph formation' was the most commonly used technique i.e. in 30.0 % (6 out of 20) of all the lessons. The next commonly used technique was 'picture description' i.e. in 20 % (4 out of 20) of all the lessons while the other techniques were used once to thrice (refer table no. 5.6.1.8.a.2).

In the context of the mode of transaction used by student teacher S8 to organize the writing task, it was found that for the writing task namely 'letter completion', 'paragraph formation', 'reporting observation', 'creative writing' and 'talking about…', S8 had used 'Individual Work' as a mode of transaction. For the writing tasks namely 'dialogue completion' and 'picture description', S8 had used 'Pair Work' as a mode of transaction and for the writing tasks namely 'strip story', S8 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to organize any of the writing task.

From the utilization point of view, the use of technique to organize writing task was found to be good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented by student teacher S8 before implementation of the strategy. During implementation of the strategy, the use of technique to organize writing task was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, the performance of student teacher S8 was found to be good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented by student teacher S8 before implementation of the strategy. During implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while after implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

Dissimilarity was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S8 in the lessons presented during various practice teaching phases. Before implementation of the strategy, the use of points was made in only one lesson and was found to be average. During implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons. Though, after implementation of the strategy only one lesson of student teacher S8 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward by student teacher S8 was found to be good.

Pronunciation

In the context of the number of techniques used by student teacher S8 to improve the pronunciation of the students in the lessons presented during various practice teaching phases, a remarkable improvement was found in the performance of student teacher S8. As shown in table no. 5.6.1.8.a.1, before implementation of the

strategy, student teacher no. 8 (S8) had used 30 % (3 out of 10) of all the techniques namely 'similar but not the same', 'rhyme identification' and 'drilling' which remarkably increased to 60 % (6 out of 10) during the strategy implementation including the techniques namely 'similar but not the same', 'silent letter identification', 'sound identification', 'spelling game', 'rhyme identification' and 'drilling' while after implementation of the strategy, the number of techniques decreased to 20 % (2 out of 10) of all the techniques to improve the pronunciation of the students and i.e. 'similar but not the same' and 'silent letter identification'.

In the context of the mode of transaction used by student teacher S8 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'silent letter identification', 'sound identification' and 'rhyme identification', student teacher S8 had used 'Individual Work' as a mode of transaction. For the techniques 'similar but not the same' and 'drilling', student teacher S8 had used 'Pair Work' as a mode of transaction and for the technique 'spelling game', student teacher S8 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, except only one lesson presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students by student teacher S8 was found to be fairly good to good in the other lessons presented during various practice teaching phases.

A remarkable improvement was found in the pronunciation of student teacher S8 in the context of the articulateness, accuracy and appropriateness in the lessons presented during various practice teaching phases. Before implementation of the strategy, the pronunciations of student teacher S8 in all the lessons were found to be good while during implementation of the strategy, the pronunciations of student teacher S8 were found to be fairly good to good in 87.50 % (14 out of 16) of all the lessons and average in only 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the pronunciations of student teacher S8 were found to be fairly good in terms of articulateness, accuracy and appropriateness.

In the context of the efforts made by student teacher S8 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S8 had made average efforts to improve the pronunciation of the students and

so the efforts of student teacher S8 to get the students' pronunciation better were found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. In the lessons presented during implementation of the strategy, no significant increase was found in the attempts of student teacher S8 to improve the pronunciations of the students and as a result, the efforts of student teacher S8 to get the students' pronunciation better were found to be good in 68.75 % (11 out of 16) of all the lessons and average in 31.25 % (5 out of 16) of all the lessons. Though in the annual lesson presented after implementation of the strategy, remarkable increase was found in the efforts of student teacher S8 to improve the pronunciations of the students and as a result, the efforts of student teacher S8 to get the students' pronunciation better were found to be fairly good.

So far as the improvement and perfection in the pronunciation of the students were concerned, the gradual improvement and perfection were found in the pronunciation of the students in the lessons presented from the phase 'before implementation of the strategy' to 'after implementation of the strategy'. Before implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the improvement and perfection in the pronunciation of the students were also found to be good. In all, in 65.0 % of the lessons, the improvement and perfection in the pronunciation of the students were found to be good while in the rest 35.0 % of the lessons, the improvement and perfection in the pronunciation of the students were found to be average (refer table no. 5.6.1.8.a.3).

Speaking task

In the context of the number of techniques used to organize speaking task, the performance of student teacher S8 during implementation of the strategy was found better than that of before implementation of the strategy and after implementation of the strategy. Table no. 5.6.1.8.a.1 shows that before implementation of the strategy student teacher no. 8 (S8) had used 7.14 % (1 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased

remarkably to 42.86 % (6 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

Before implementation of the strategy, the researcher observed three lessons of student teacher S8 wherein the speaking task was organized in only one lesson by using the technique namely 'sentence formation' and its use was found to be good. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S8 wherein the speaking task was organized in nine lessons by using the techniques namely 'creative speaking', 'sentence formation', 'situational presentation', 'picture description', 'interpretation of picture' and 'role play' and their use was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, student teacher S8 had used only one technique to organize speaking task namely 'picture description' and its use was found to be good.

Among all the techniques used by student teacher S8 to organize speaking task during various practice teaching phases, 'sentence formation' was the most commonly used technique i.e. in 40 % (8 out of 20) of all the lessons while other techniques were used once to twice (refer table no. 5.6.1.8.a.2).

In the context of the mode of transaction used by student teacher S8 to apply the preferred techniques of 'speaking task', it was found that for the technique 'sentence formation', student teacher S8 had used 'Individual Work' as a mode of transaction. For the techniques namely 'creative speaking', 'situational presentation', 'picture description' and 'role play', student teacher S8 had used 'Pair Work' as a mode of transaction and for the technique 'interpretation of picture', student teacher S8 had used 'Group Work' as a mode of transaction while 'Class Work' was not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of technique to organize speaking task was found to be good in 33.33 % (1 out of 3) of all the lessons presented before implementation of the strategy while in the rest 66.67 % (2 out of 3) of the lessons, no speaking task was organized. During implementation of the strategy, the use of technique to organize speaking task was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while in the rest seven lessons, no speaking task was organized. After implementation

of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the use of technique to organize speaking task was found to be good.

Through the classroom observation, only in 25 % (4 out of 16) of the lessons observed during implementation of the strategy, the body language of student teacher S8 consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence was found to be average while in all the other lessons presented during various practice teaching phases, the body language of student teacher S8 was found to be fairly good to good.

Appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S8 were found to be fairly good, good as well as average in 33.33 % (1 out of 3) of all the lessons respectively presented before implementation of the strategy. During implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S8 were found to be fairly good to good in only 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S8 were found to be fairly good.

So far as the improvement and enhancement in the speaking skill of the students was concerned, no remarkable improvement was found in the speaking competence of the students. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of the lessons. During implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S8 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking competence of students were found to be good (refer table no. 5.6.1.8.a.3.). In the context of this unsatisfactory improvement and enhancement in the speaking competence of students, the continuous observation of the class by the researcher revealed that this disparity was there because the students had rarely participated in the classroom interaction in any other manner except in listening mode. Even very less space was found for students' participation in the classroom atmosphere.

5.6.1.8.b Performance of Student Teacher no. 8 (S8) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S8 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S8 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by him in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.8.b.1 shows such comparison based on which the graph no. 5.6.1.8.b.1 has been plotted.

Table No. 5.6.1.8.b.1
Performance of Student Teacher S8 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	6.5 65%	7 70%	8 80%	7 70%	7.5 75%	7 70%	7.5 75%	7.5 75%	7 70%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	7 70%	7.5 75%	8 80%	8 80%	8.5 85%	8.5 85%	8.6 86%
																			Total Marks	151.1

Figure No. 5.6.1.8.b.1
Percentage Scores of Student Teacher No. 8 (S8) in the Lessons of Practice Teaching Phases

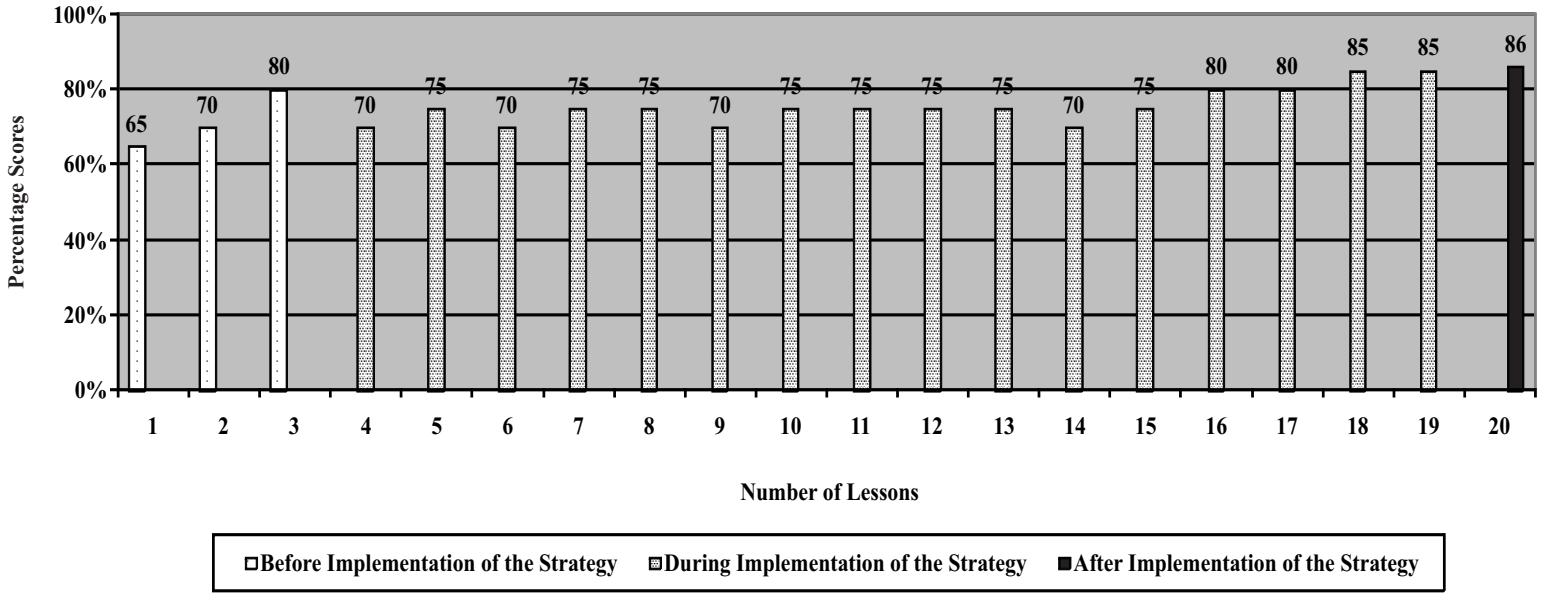


Table no. 5.6.1.8.b.1 shows the marks and the percentage scores obtained by student teacher no. 8 (S8) in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S8 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S8 throughout the various practice teaching phases are 8.6 out of 10 (86 %) while the average marks obtained by student teacher S8 throughout the various practice teaching phases are 7.55 out of 10 (75.5 %). The difference between the highest and the lowest marks is 2.1 marks (21 %) and the difference between the lowest and the average marks is 1.05 marks (10.5 %).

It is also evident from the table that before implementation of the strategy, student teacher S8 had obtained 6.5 to 8.0 marks which gradually increased to 8.5 marks during implementation of the strategy and to 8.6 marks after implementation of the strategy. Thus, looking at the marks obtained by student teacher S8 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that average improvement was found in the performance of student teacher and except lesson no. 18 and 19 (8.5 marks) no remarkable improvement was found in the performance of student teacher S8 during the implementation of the strategy and his performance remained as equivalent as it had been before implementation of the strategy while after implementation of the strategy, the performance of student teacher S8 had improved to some extent i.e. 8.6 marks.

5.6.1.9.a Performance of Student Teacher No. 9 (S9) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 9 (S9) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S9 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S9 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.9.a.1, 5.6.1.9.a.2, and 5.6.1.9.a.3.

Table No. 5.6.1.9.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 9 (S9) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 9 (S9)		
			Number of Techniques / Activities used by Student Teacher no. 9 (S9) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	16 Lessons (80 %)	3 (17.65 %)	9 (52.94 %)	3 (17.65 %)
2	Comprehension (10)	19 Lessons (95 %)	1 (10.0 %)	6 (60.0 %)	3 (30.0 %)
3	Grammar (12)	2 Lessons (10 %)	2 (16.67 %)	4 (33.33 %)	00
4	Activity (13)	3 Lessons (15 %)	00	3 (23.08 %)	1 (7.69 %)
5	Writing Tasks (14)	6 Lessons (30 %)	00	6 (42.86 %)	2 (14.29 %)
6	Pronunciation (10)	2 Lessons (10 %)	00	1 (10.0 %)	00
7	Speaking Tasks (14)	7 Lessons (35 %)	2 (14.29 %)	5 (35.71 %)	1 (7.14 %)

Table No. 5.6.1.9.a.2

Details of Strategy Components used by Student Teacher S9 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 9 (S9)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Fill up with Fitting one (T)	Not Used at All	-	-	-
	3	Use of Synonym (T)	**Individual Work**	**1 (33.33 %)**	**8 (50.0 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Individual Work**	Not Used	**4 (25.0 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**1 (33.33 %)**	**4 (25.0 %)**	Not Used
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
	13	Word Formation (T)	Not Used at All	-	-	-
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	17	Miming (T)	Not Used at All	-	-	-
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**15 (93.75 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**9 (56.25 %)**	**1 (100 %)**
	6	Sentence Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	7	Memory Challenge (A)	Not Used at All	-	-	-
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	Not Used at All	-	-	-
	10	Matching (T)	Not Used at All	-	-	-
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	Not Used at All	-	-	-
	3	Fill up with Fitting one (T)	**Individual Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Matching (T)	Not Used at All	-	-	-
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	12	Drilling (T)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.9.a.2

Details of Strategy Components used by Student Teacher S9 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 9 (S9)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	Not Used at All	-	-	-
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	Not Used at All	-	-	-
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	Not Used at All	-	-	-
	12	Picture Description (A)	**Pair Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	13	Talking about.. (A)	Not Used at All	-	-	-
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Letter Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	Not Used	**3 (18.75 %)**	**1 (100 %)**
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	13	Talking about….. (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	Not Used at All	-	-	-
	2	Silent Letter Identification (T)	Not Used at All	-	-	-
	3	Sound Identification (T)	Not Used at All	-	-	-
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	Not Used at All	-	-	-
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	3	Sentence Formation (A)	**Class Work**	**2 (66.67 %)**	**4 (25.0 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Class Work**	**1 (33.33 %)**	Not Used	Not Used
	7	Picture Description (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	Not Used at All	-	-	-
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Role Play (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	**Individual Work**	Not Used	Not Used	**1 (100 %)**

(A) : Activity (T) : Technique

Table No. 5.6.1.9.a.3

Performance of Student Teacher No. 9 (S9) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S9 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy		33.33	33.33			6.25	43.75	18.75	12.5			100			
		Introduction of terminology related to students' active vocabulary		33.33	33.33			12.5	56.25	12.5			100				
		Introduction of terminology related to students' passive vocabulary			66.67			18.75	43.75	12.5	6.25			100			
		Enrichment of relevant vocabulary	33.33	33.33				6.25	50	25				100			
		Appropriateness and relevance of used techniques	33.33	33.33					56.25	12.5	12.5			100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		66.67	33.33			18.75	37.5	18.75	18.75			100			
		Questions testing Knowledge	33.33	33.33	33.33			25	31.25	18.75	12.5		100				
		Questions testing Understanding		33.33	33.33			6.25	25	18.75	6.25			100			
		Questions testing Application							18.75	12.5	6.25						
		Questions testing Skill							12.5	6.25	6.25						
		Clarity of the taught subject matter with respect to the responses of the students		33.33	33.33			12.5	37.5	25	18.75			100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		33.33					6.25								
		Frequency of the illustrations given by the teacher as well as students		33.33						6.25							
		Clarity of the taught grammatical point with respect to the responses of the students		33.33					6.25								
4	Activity	Introduction of activities through the techniques pointed out in the Strategy							6.25	6.25				100			
		Way of presentation and liveliness of activities								12.5				100			
		Students' involvement in classroom interaction through the introduced activity							6.25	6.25				100			
		Management of the activity, summing up of the activity and overall performance of the teacher							6.25	6.25				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect						6.25	12.5	12.5				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks							18.75	12.5				100			
		Use of the points to make the writing tasks simple, easy and straightforward							12.5	6.25					100		
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation							6.25	6.25							
		Articulateness, accuracy and appropriateness of teacher's pronunciation			100				31.25	43.75	25			100			
		Efforts to get the students' pronunciation better			100				43.75	56.25				100			
		Improvement and perfection in the pronunciation of the students			100				25	31.25	43.75			100			
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect	33.33	33.33				12.5	31.25	25	12.5			100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		33.33	66.67			31.25	25	31.25	12.5			100			
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		100				18.75	25	31.25	6.25			100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			18.75	37.5	18.75	25			100			

As shown in table no. 5.6.1.9.a.1, 5.6.1.9.a.2, and 5.6.1.9.a.3, the details regarding the performance of student teacher S9 in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.9.a.1 that 'comprehension' related techniques were used in 95 % (19 out of 20) of all the lessons, 'vocabulary' related techniques were used in 80 % (16 out of 20) of all the lessons, 'speaking task' related techniques were used in 35 % (7 out of 20) of all the lessons, 'writing task' related techniques were used in 30 % (6 out of 20) of all the lessons, 'activity' related techniques were used in only 15 % (3 out of 20) of all the lessons while 'grammar' and 'pronunciation' related techniques were used in 10.0 % (2 out of 20) of all the lessons respectively.

The details regarding the performance of student teacher S9 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.9.a.1 shows that before implementation of the strategy, student teacher S9 had used 17.65 % (3 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased to 52.94 % (9 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher S9 decreased and 17.65 % (3 out of 17) of all the techniques were used by student teacher S9.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S9 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein vocabulary was introduced in two lessons by using the techniques namely 'use of synonym', 'use of word in a sentence' and 'word related example'. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S9 wherein the vocabulary was introduced in thirteen lessons by using the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word' and 'matching'. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'use of word in a sentence' and 'explanation of word'. (refer table no. 5.6.1.9.a.2).

Among all the techniques used by student teacher S9 in the lessons presented during various practice teaching phases, 'use of synonym' was the most commonly observed techniques i.e. in 50.0 % (10 out of 20) of all the lessons. The next commonly observed techniques were 'use of word in a sentence' which was used in 35.0 % (7 out of 20) of all the lessons (refer table no. 5.6.1.9.a.2).

In the context of the mode of transaction used by student teacher S9 to apply the preferred techniques of 'vocabulary', it was found that for all the techniques, student teacher S9 had used only 'Individual Work' as a mode of transaction while 'Pair Work', 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S9 was found to be good in 33.33 % (1 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed wherein the use of techniques to introduce vocabulary was found to be good. In all, a remarkable improvement was found in the use of techniques to introduce vocabulary by student teacher S9 in the lessons presented before implementation of the strategy to after implementation of the strategy.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary, the performance of student teacher S9 in the lessons presented before implementation of the strategy was found equal. From utilization point of view, the introduction of active vocabulary related terminology was found to be good to average while introduction of passive vocabulary related terminology was found to be average. During implementation of the strategy, the terminology related to students' active and passive vocabulary was found to be used equally. From utilization point of view, the introduction of active vocabulary related terminology was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while the introduction of passive vocabulary related terminology was found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was

observed i.e. annual lesson wherein the introduction of active vocabulary related terminology was found to be fairly good while the introduction of passive vocabulary related terminology was found to be good.

Thus, in the comparison of passive vocabulary related terminology, very much use of active vocabulary related terminology reveals that in most of the lessons presented during various practice teaching phases, student teacher S9 had introduced such words as were easy and well-familiar to the students and had not made more attempts to introduce such words as were difficult and unfamiliar to the students.

In the context of the enrichment of relevant vocabulary among the students, it was found that except only 25 % (4 out of 16) of all the lessons presented during implementation of the strategy, the enrichment of relevant vocabulary among the students in all other lessons presented during various practice teaching phases was found to be fairly good to good.

In the context of the appropriateness and relevance of techniques used by student teacher S9, it was found that except only 12.50 % (2 out of 16) of all the lessons presented during implementation of the strategy, the techniques used in the other lessons presented during various practice teaching phases were fairly good to good.

Comprehension

Table no. 5.6.1.9.a.1 shows that before implementation of the strategy, student teacher no. 9 (S9) had used only 10.0 % (1 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 60.0 % (6 out of 10) during the strategy implementation but after implementation of the strategy the number of techniques decreased to 30.0 % (3 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S9 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein the comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing only one technique i.e. ‘question - answer’. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S9 wherein the comprehension of the subject matter learnt by the students was assessed in fifteen lessons by employing the techniques namely ‘information transfer’, ‘who speaks the statement ?’, ‘paragraph completion’, ‘question - answer’, ‘true or false’ and ‘sentence completion’. After implementation of

the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'question - answer', 'true or false' and 'sentence completion'.

Among all the techniques used by student teacher S9 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 95 % (19 out of 20) of all the lessons. The next commonly observed techniques was 'true or false' which was used in 50 % (10 out of 20) of all the lessons while other techniques were used only once to twice. (refer table no. 5.6.1.9.a.2).

Looking at the use of the techniques in the lessons of various practice teaching phases, it was found that in most of the lessons where 'question-answer' and 'true or false' were used, students' responses were generally in the form of chorus. In the comparison of these techniques, in some of the lessons where the technique 'sentence completion' was used, students were found to be more eager to respond individually and it was observed through their responses that majority of the students had grasped the content taught to them to a great extent.

In the context of the mode of transaction used by student teacher S9 to apply the preferred techniques of 'comprehension', it was found that for all the techniques, student teacher S9 had used only 'Individual Work' as a mode of transaction while 'Pair Work', 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to assess the comprehension of the subject matter learnt by the students before implementation of the strategy was found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. Even after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the use of techniques to assess the comprehension of the subject matter learnt by the students was found to be good.

Looking at the type of the questions asked by student teacher S9, the classroom observation revealed that out of all type of questions asked by student teacher S9 in the

lessons presented before implementation of the strategy, questions testing the knowledge of the students were found to be fairly good, good and average in 33.33 % (1 out of 3) of all the lessons respectively. Questions testing the understanding of the students were found to be good to average in 33.33 % (1 out of 3) of all the lessons respectively while questions testing the application level of the learnt knowledge and the questions testing the skill of the students were not asked by student teacher S9 in any of the lessons. During implementation of the strategy, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 56.25 % (9 out of 16) of all the lessons and were found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average in 25.0 % (4 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 37.50 % (6 out of 16) of all the lessons and were found to be good in 18.75 % (3 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in only 25.0 % (4 out of 16) of all the lessons and were found to be good in 12.50 % (2 out of 16) of all the lessons and average to poor in 12.50 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein questions testing the knowledge were found to be fairly good and the questions testing the understanding of the students were found to be good while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S9.

In all, it was observed that the questions asked and the techniques used were directed more to elicit the extent of students' knowledge and understanding and not to elicit the extent of students' skill and application level.

So far as the clarity of the taught subject matter with respect to the responses of the students was concerned, in all the lessons presented before implementation of the strategy, the clarity of the taught subject matter was found to be good as well as average. During implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 50.0 % (8 out of 16) of all the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons. After implementation of the

strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the clarity of the taught subject matter was found to be good.

Grammar

Table no. 5.6.1.9.a.1 shows that before implementation of the strategy student teacher no. 2 (S9) had used 16.67 % (2 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students which increased to 33.33 % (4 out of 12) during the strategy implementation while after implementation of the strategy, student teacher S9 used no technique to teach grammar to the students.

In the context of the use of 'grammar' related techniques, dissimilarity was found in the number of lessons presented by student teacher S9 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein the grammar was taught in only one lesson by using the techniques namely 'fill up with the fitting one' and 'paragraph completion'. During implementation of the strategy, sixteen lessons of student teacher S9 were observed wherein grammar was taught in only one lesson by using the techniques namely 'fill up with the fitting one', 'paragraph redrafting', 'sentence completion' and 'drilling'.

Among all the techniques used by student teacher S9 to teach grammar before implementation of the strategy and during implementation of the strategy, 'fill up with the fitting one' was the most commonly observed technique i.e. in 10.0 % (2 out of 20) of all the lessons while other techniques were used only once (refer table no. 5.6.1.9.a.2).

In the context of the mode of transaction used by student teacher S9 to apply the preferred techniques of 'grammar', it was found that for the technique 'drilling', student teacher S9 had used 'Class Work' as a mode of transaction and for the rest of the used techniques, student teacher S9 had used 'Individual Work' as a mode of transaction while 'Pair Work' and 'Group Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students was found to be good in the lessons presented before implementation of the strategy and during implementation of the strategy while after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson which was not grammar oriented.

In the context of the frequency of illustrations given by the teacher as well as students in the lessons of various practice teaching phases, the classroom observation revealed that almost 60 % of the time allotted for grammar oriented lessons involved various explanations providing theoretical details of the grammatical points and the rest 40 % of the time involved relevant examples given from both the teacher and the students. From the utilization point of view, the frequency of illustrations given by the teacher as well as by the students was found to be good in the lessons presented before implementation of the strategy while during implementation of the strategy, the frequency of illustrations given by the teacher as well as by the students was found to be average.

The clarity of the taught subject matter with respect to the responses of the students was found to be good in all the lessons presented before implementation of the strategy and during implementation of the strategy.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S9 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.9.a.1, among all the practice teaching phases, no activity was organized by student teacher S9 before implementation of the strategy. During implementation of the strategy, student teacher S9 organized 23.08 % (3 out of 13) of all the activities which decreased to only 7.69 % (1 out of 13) of all the activities after implementation of the strategy.

Dissimilarity was also found in the context of the organization of 'activities' in the number of lessons presented by S9 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein no activity was organized. During implementation of the strategy, sixteen lessons of student teacher S9 were observed wherein activities were organized in 12.50 % (2 out of 16) of all the lessons by using the techniques namely 'information transfer', 'role play' and 'picture description'. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the student teacher S9 organized only one activity i.e. 'picture description'.

Among all the activities organized by student teacher S9, 'picture description' was the most commonly organized activity i.e. in 10.0 % (2 out of 20) of all the lessons while other activities were organized only once. (refer table no. 5.6.1.9.a.2)

In the context of the mode of transaction used by student teacher S9 to organize the preferred activities, it was found that for the activities namely 'information transfer' and 'role play', student teacher S9 had used 'Individual Work' as a mode of transaction and for the activities namely 'picture description', student teacher S9 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to organize any of the preferred activity.

From the utilization point of view, the activities organized during implementation of the strategy were found to be good to average in 6.25 % (1 out of 16) of all the lessons respectively while no activity was organized in the rest fourteen lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the organized activity was found to be good.

In the context of the way of presentation and liveliness of the activities organized by student teacher S9, the classroom observation revealed that the performance of student teacher S9 in this respect during implementation of the strategy was not satisfying and was found to be average in both the lessons. Though after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the way of presentation and liveliness of activity were found to be good. In the context of students' involvement in classroom interaction through the introduced activity, gradual increase was found in the lessons presented from the phase 'during implementation of the strategy' to 'after implementation of the strategy'. During implementation of the strategy, students' involvement in classroom interaction through the introduced activity was found to be good as well as average in 6.25 % (1 out of 16) of all the lessons respectively. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein students' involvement in classroom interaction through the introduced activity increased and was found to be good. In the context of the management of the activity, summing up of the activity and overall performance of the teacher, the performance of student teacher S9 was not found so noteworthy. In the lessons presented during implementation of the strategy, the management of the activity, summing up of the activity and overall performance of the teacher were found to be good as well as average in 6.25 % (1 out of 16) of all the lessons respectively. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the management of the activity, summing up of the activity and overall performance of student teacher S9 were found to be good.

Writing task

The great dissimilarity was found in the context of the number of techniques used by student teacher S9 to organize writing task in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.9.a.1, before implementation of the strategy, student teacher S9 had used none of the techniques to organize writing task that he learnt through the strategy implementation which remarkably increased to 42.86 % (6 out of 14) of all the techniques during implementation of the strategy. Though, after implementation of the strategy, the number of techniques decreased and only 14.29 % (2 out of 14) of all the techniques were used to organize writing task.

In the context of the organization of 'writing task', dissimilarity was also found in the number of lessons presented by student teacher S9 in various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein no writing task was organized. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S9 wherein writing task was organized in 31.25 % (5 out of 16) of all the lessons by using the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'creative writing' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the student teacher S9 organized only two writing tasks i.e. 'paragraph formation' and 'creative writing'.

Among all the techniques used by student teacher S9 to organize writing task during implementation of the strategy and after implementation of the strategy, 'paragraph formation' was the most commonly used technique i.e. in 20.0 % (4 out of 20) of all the lessons while other techniques were used once to twice (refer table no. 5.6.1.9.a.2).

In the context of the mode of transaction used by student teacher S9 to organize the preferred writing tasks, it was found that for all the writing tasks, student teacher S9 had used only 'Individual Work' as a mode of transaction while 'Pair Work', 'Group Work' and 'Class Work' were not used as a mode of transaction to organize any of the preferred writing task.

From the utilization point of view, the use of technique to organize writing task was found to be fairly good to good in 18.75 % (3 out of 16) of all the lessons and average in 12.50 % (2 out of 16) all the lessons presented by student teacher S9 during

implementation of the strategy while after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the use of technique to organize writing task was found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, the performance of student teacher S9 was found to be good in 18.75 % (3 out of 16) of all the lessons and average in 12.50 % (4 out of 16) all the lessons presented by student teacher S9 during implementation of the strategy while after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the presentation and appropriateness of the subject matter through the organized writing task were found to be good.

Dissimilarity was found in the context of the use of points to make the writing task simple, easy and straightforward by student teacher S9. During implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be good in 12.50 % (2 out of 16) of all the lessons and average in 6.25 % (1 out of 16) of all the lessons. Though, after implementation of the strategy only one lesson of student teacher S9 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward by student teacher S9 was found to be average. In this context, the classroom observation revealed that in most of the lessons, not many attempts were made by student teacher S9 to make the writing task simple, straightforward and easily comprehensible to the students. Even, it was observed that the points used by student teacher S9 to make the writing task simple, easy and straightforward were as same as they were given in the textbook.

Pronunciation

It is evident from the table no. 5.6.1.9.a.1 that student teacher S9 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, student teacher S9 had used only 10 % (1 out of 10) of all technique to improve the pronunciation of the students and i.e. ‘drilling’.

In the context of the mode of transaction used by student teacher S9 to apply the preferred techniques of ‘pronunciation’, it was found that for the technique ‘drilling’, student teacher S9 had used ‘Individual Work’ as a mode of transaction while ‘Pair Work’, ‘Group Work’ and ‘Class Work’ were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to improve the pronunciation of the students was found to be good as well as average in both the lessons presented during implementation of the strategy.

An average improvement was found in the pronunciation of student teacher S9 in the context of the articulateness, accuracy and appropriateness in the lessons presented during various practice teaching phases. Before implementation of the strategy, the pronunciations of student teacher S9 were found to be average in all the lessons. During implementation of the strategy, the pronunciations of student teacher S9 were found to be good in only 31.25 % (5 out of 16) of all the lessons, average in 43.75 % (7 out of 16) of all the lessons and poor in 25 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the pronunciations of student teacher S9 were found to be good in terms of articulateness, accuracy and appropriateness.

In the context of the efforts made by student teacher S9 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S9 had hardly made any sincere attempt to improve the pronunciation of the students and so the efforts of student teacher S9 to get the students' pronunciation better were found to be average in all the three lessons. In the lessons presented during implementation of the strategy, remarkable increase was found in the attempts of student teacher S9 to improve the pronunciations of the students and as a result, the efforts of student teacher S9 to get the students' pronunciation better were found to be good in 43.75 % (7 out of 16) of all the lessons and average in 56.25 % (9 out of 16) of all the lessons. Even in the annual lesson presented after implementation of the strategy, the efforts of student teacher S9 to get the students' pronunciation better were found to be good. In all, compared to average efforts of student teacher S9 before implementation of the strategy, remarkable improvement was found in the attempts of student teacher S9 to improve the pronunciations of the students in the lessons presented during implementation of the strategy and after implementation of the strategy (refer table no. 5.6.1.9.a.3).

So far as the improvement and perfection in the pronunciation of the students were concerned, the average improvement and perfection were found in the pronunciation of the students in all the lessons presented before implementation of the strategy. During implementation of the strategy, the improvement and perfection in the

pronunciation of the students were found to be good in only 25.0 % (4 out of 16) of all the lessons and average to poor in 75.0 % (12 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the improvement and perfection in the pronunciation of the students were also found to be good.

Speaking task

Table no. 5.6.1.9.a.1 shows that before implementation of the strategy student teacher no. 9 (S9) had used 14.29 % (2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased remarkably to 35.71 % (5 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to only 7.14 % (1 out of 14) of all the techniques.

In the context of the use of techniques to organize speaking task, the performance of S9 was found satisfying throughout the various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S9 wherein the speaking task was organized in two lessons by using the techniques namely 'sentence formation' and 'situational presentation' and their use was found to be fairly good to good. During implementation of the strategy, the researcher observed sixteen lessons of student teacher S9 wherein the speaking task was organized in thirteen lessons by using the techniques namely 'creative speaking', 'sentence formation', 'picture description', 'interpretation of picture' and 'role play' and their use was found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein student teacher S9 had used only one technique to organize speaking task namely 'natural expression' and its use was found to be good.

Among all the techniques used by student teacher S9 to organize speaking task during various practice teaching phases, 'sentence formation' was the most commonly used technique i.e. in 30 % (6 out of 20) of all the lessons while other techniques were used only once. (refer table no. 5.6.1.9.a.2)

In the context of the mode of transaction used by student teacher S9 to apply the preferred techniques of 'speaking task', it was found that for the techniques namely 'picture description', 'role play' and 'natural expression', student teacher S9 had used 'Individual Work' as a mode of transaction. For the technique 'interpretation of

picture', student teacher S9 had used 'Pair Work' as a mode of transaction and for the techniques 'creative speaking', 'sentence formation' and 'situational presentation', student teacher S9 had used 'Class Work' as a mode of transaction while 'Group Work' was not used as a mode of transaction to apply any of the preferred technique.

Through the classroom observation, an improvement was found in the body language of student teacher S9 consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence. Before implementation of the strategy, the body language of student teacher S9 was found to be good in only 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the body language of student teacher S9 improved and was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the body language of student teacher S9 was found to be good.

Appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S9 were found to be good in all the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S9 were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average to poor in 37.50 % (6 out of 16) of all the lessons.

In this context, the classroom observation revealed that as the lessons presented before implementation of the strategy were the micro-teaching lessons, the time duration to present the subject matter remained short and it became quite easy for the student teachers to memorize and teach the content with appropriateness, fluency, and uniformity of the language while in the lessons presented during implementation of the strategy, the time duration and the content to be taught remained comparatively lengthy. As the verbal communication of student teacher S9 was average, its effect was found in his classroom teaching and as a result, the appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S9 were also found to be average to poor in 37.50 % of all the lessons.

So far as the improvement and enhancement in the speaking skill of the students was concerned, no remarkable improvement was found in the speaking competence of the students. In the lessons presented before implementation of the strategy, the

improvement and enhancement in the speaking competence of students were found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. During implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S9 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking competence of students were found to be good (refer table no. 5.6.1.9.a.3.).

In the context of this unsatisfactory improvement and enhancement in the speaking competence of students, the continuous observation of the class by the researcher revealed that this disparity was there because the students had rarely participated in the classroom interaction in any other manner except in listening mode. Even very less space was found for students' participation in the classroom atmosphere.

5.6.1.9.b Performance of Student Teacher no. 9 (S9) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S9 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S9 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by her in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.9.b.1 shows such comparison based on which the graph no. 5.6.1.9.b.1 has been plotted.

Table No. 5.6.1.9.b.1
Performance of Student Teacher S9 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10)	6.5	7	7.5	6.5	6.5	6.5	7	6.5	6.5	6.5	6.5	6.5	7	7.5	7	7	7.5	7.5	7.5	8.2
& Percentage Scores	65%	70%	75%	65%	65%	65%	70%	65%	65%	65%	65%	65%	70%	75%	70%	70%	75%	75%	75%	82%
																			Total Marks	139.2

Figure No. 5.6.1.9.b.1
Percentage Scores of Student Teacher No. 9 (S9) in the Lessons of Practice Teaching Phases

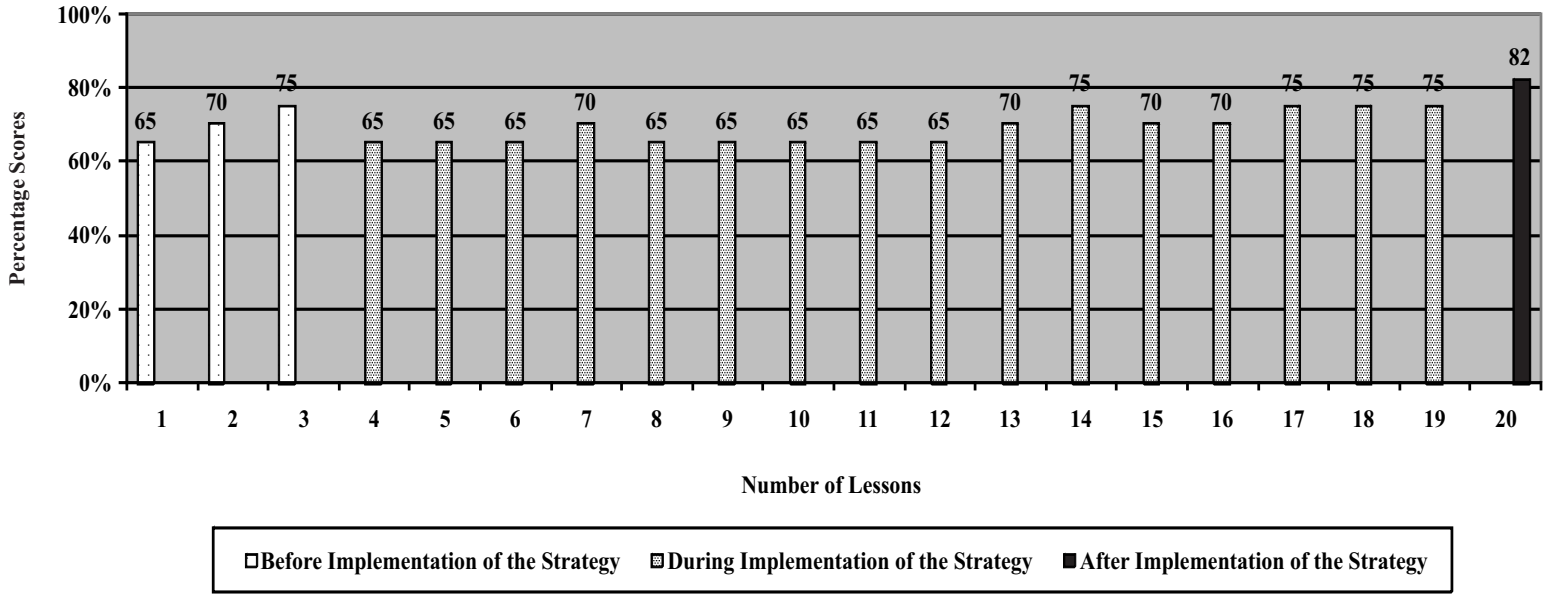


Table no. 5.6.1.9.b.1 shows the marks and the percentage scores obtained by student teacher no. 9 (S9) in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S9 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S9 throughout the various practice teaching phases are 8.2 out of 10 (82 %) while the average marks obtained by student teacher S9 throughout the various practice teaching phases are 6.96 out of 10 (69.6 %). The difference between the highest and the lowest marks is 1.7 marks (17 %) and the difference between the lowest and the average marks is 0.46 marks (4.60 %).

It is also evident from the table that before implementation of the strategy, student teacher S9 had obtained 6.5 to 7.5 marks. During implementation of the strategy, the performance of student teacher S9 remained equivalent and he obtained 6.5 to 7.5 marks. Though after implementation of the strategy, an improvement was found in the performance of student teacher S9 and he obtained 8.2 marks Thus, looking at the marks obtained by student teacher S9 from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is quite evident that average improvement was found in the performance of student teacher and except only annual lesson (8.2 marks), no remarkable improvement was found in the performance of student teacher S9.

5.6.1.10.a Performance of Student Teacher No. 10 (S10) in the context of strategy components

This section deals with the language components and the corresponding strategy components used by student teacher no. 10 (S10) in the lessons presented during various practice teaching phases. This section also deals with the qualitative and quantitative observations of the student teacher S10 by the researcher and other teacher educators during various practice teaching phases. The observations details of student teacher no. S10 teaching in the actual classroom during various practice teaching phases are described in the table no. 5.6.1.10.a.1, 5.6.1.10.a.2, and 5.6.1.10.a.3.

Table No. 5.6.1.10.a.1

Number of Lessons wherein Language Components were used & Number of Techniques / Activities used by Student Teacher No. 10 (S10) to enhance Language Components in Various Practice Teaching Phases

No.	Language Components with Numbers of Techniques	Number of Lessons wherein Language Components were Used by Student Teachers (Out of 20 Lessons)	Student Teacher no. 10 (S10)		
			Number of Techniques / Activities used by Student Teacher no. 10 (S10) in Number & Percentage		
			Before Impt. of Strategy	During Impt. of Strategy	After Impt. of Strategy
1	Vocabulary (17)	17 Lessons (85 %)	4 (23.53 %)	12 (70.59 %)	4 (23.53 %)
2	Comprehension (10)	18 Lessons (90 %)	2 (20.0 %)	8 (80.0 %)	2 (20.0 %)
3	Grammar (12)	3 Lessons (15 %)	2 (16.67 %)	4 (33.33 %)	1 (8.33 %)
4	Activity (13)	12 Lessons (60 %)	1 (7.69 %)	6 (46.15 %)	1 (7.69 %)
5	Writing Tasks (14)	12 Lessons (60 %)	1 (7.14 %)	6 (42.86 %)	1 (7.14 %)
6	Pronunciation (10)	6 Lessons (30 %)	00	5 (50.0 %)	2 (20.0 %)
7	Speaking Tasks (14)	12 Lessons (60 %)	2 (14.29 %)	6 (42.86 %)	1 (7.14 %)

Table No. 5.6.1.10.a.2

Details of Strategy Components used by Student Teacher S 10 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 10 (S 10)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Vocabulary	1	Word Completion (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Fill up with Fitting one (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	3	Use of Synonym (T)	**Individual Work**	**3 (100 %)**	**13 (81.25 %)**	**1 (100 %)**
	4	Use of Antonym (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	5	Similar but not the Same (T)	Not Used at All	-	-	-
	6	Look and Say (T)	**Pair Work**	Not Used	**4 (25.0 %)**	Not Used
	7	Puzzles and Problems (A)	Not Used at All	-	-	-
	8	Use of Word in a Sentence (T)	**Individual Work**	**3 (100 %)**	**9 (56.25 %)**	**1 (100 %)**
	9	Word related Example (T)	**Individual Work**	**2 (66.67 %)**	**4 (25.0 %)**	**1 (100 %)**
	10	Flash Card Description (A)	Not Used at All	-	-	-
	11	Picture Description (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	12	Explanation of Word (T)	**Individual Work**	**1 (33.33 %)**	**5 (31.25 %)**	**1 (100 %)**
	13	Word Formation (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	14	Odd one Out (T)	Not Used at All	-	-	-
	15	Sorting Out (A)	Not Used at All	-	-	-
	16	Matching (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	17	Miming (T)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
Comprehension	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Who speaks the Statement ? (T)	**Individual Work**	Not Used	**4 (25.0 %)**	**1 (100 %)**
	3	Paragraph Completion (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	4	Question – Answer (T)	**Individual Work**	**3 (100 %)**	**14 (87.50 %)**	**1 (100 %)**
	5	True or False (T)	**Individual Work**	Not Used	**9 (56.25 %)**	Not Used
	6	Sentence Completion (A)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	7	Memory Challenge (A)	**Individual Work**	Not Used	**1 (6.25 %)**	Not Used
	8	Jumbled Sentences (A)	Not Used at All	-	-	-
	9	Group Discussion (A)	Not Used at All	-	-	-
	10	Matching (T)	**Individual Work**	Not Used	**7 (43.75 %)**	Not Used
Grammar	1	Information Transfer (A)	Not Used at All	-	-	-
	2	Two – way Narration (A)	**Individual Work**	**1 (33.33 %)**	Not Used	Not Used
	3	Fill up with Fitting one (T)	**Individual Work**	**1 (33.33 %)**	**1 (6.25 %)**	Not Used
	4	Complex Construction (A)	Not Used at All	-	-	-
	5	Paragraph Redrafting (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Matching (T)	Not Used at All	-	-	-
	7	Inter-questioning (A)	Not Used at All	-	-	-
	8	Language Game (A)	Not Used at All	-	-	-
	9	Sentence Completion (A)	**Individual Work**	Not Used	**1 (6.25 %)**	**1 (100 %)**
	10	Jumbled Words (T)	Not Used at All	-	-	-
	11	Paragraph Completion (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	12	Drilling (T)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.1.10.a.2

Details of Strategy Components used by Student Teacher S 10 in Practice Teaching Phases

Language Components	No.	Strategy Components		Student Teacher No. 10 (S 10)		
		List of Techniques / Activities	Mode of Transaction for Corresponding Language Components	Before Implementation of Strategy	During Implementation of Strategy	After Implementation of Strategy
				Use in Number & Percentage for Total 3 Lessons	Use in Number & Percentage for Total 16 Lessons	Use in Number & Percentage for 1 Lessons (Annual Lesson)
Activity	1	Information Transfer (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Future Plan (A)	Not Used at All	-	-	-
	3	Dialogue Formation (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	4	Notice Making (A)	Not Used at All	-	-	-
	5	Open Endedness (A)	**Class Work**	Not Used	Not Used	**1 (100 %)**
	6	Poster Making (A)	Not Used at All	-	-	-
	7	Chain Story (A)	Not Used at All	-	-	-
	8	View Manifestation (A)	Not Used at All	-	-	-
	9	Role Play (A)	**Pair Work**	Not Used	**3 (18.75 %)**	Not Used
	10	Natural Expression (A)	Not Used at All	-	-	-
	11	Central Talk (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Picture Description (A)	**Individual Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	13	Talking about.. (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
Writing Tasks	1	Dialogue Completion (A)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Advertisement Formation (A)	Not Used at All	-	-	-
	3	Message Formation (A)	Not Used at All	-	-	-
	4	Demonstration (A)	Not Used at All	-	-	-
	5	Picture Description (A)	**Group Work**	Not Used	**2 (12.50 %)**	Not Used
	6	Letter Completion (A)	**Class Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Paragraph Formation (A)	**Individual Work**	**1 (33.33 %)**	**6 (37.5 %)**	Not Used
	8	Letter Formation (A)	Not Used at All	-	-	-
	9	Reporting Observation (A)	Not Used at All	-	-	-
	10	Dialogue Formation (A)	Not Used at All	-	-	-
	11	Strip Story (A)	Not Used at All	-	-	-
	12	Creative Writing (A)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	13	Talking about….. (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	14	Notice Formation (A)	Not Used at All	-	-	-
Pronunciation	1	Similar but not the Same (T)	**Individual Work**	Not Used	**2 (12.50 %)**	Not Used
	2	Silent Letter Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Sound Identification (T)	**Individual Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	4	Stress Identification (T)	Not Used at All	-	-	-
	5	Spelling Game (A)	**Pair Work**	Not Used	**1 (6.25 %)**	Not Used
	6	Rhyme Identification (T)	Not Used at All	-	-	-
	7	Rhythm Chart Formation (A)	Not Used at All	-	-	-
	8	Word Identification (T)	Not Used at All	-	-	-
	9	Poem Completion (A)	Not Used at All	-	-	-
	10	Drilling (T)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All	-	-	-
	2	Creative Speaking (A)	**Group Work**	Not Used	**2 (12.50 %)**	**1 (100 %)**
	3	Sentence Formation (A)	**Class Work**	**1 (33.33 %)**	**8 (50.0 %)**	Not Used
	4	Interpretation of Movie (A)	Not Used at All	-	-	-
	5	Dramatization (A)	Not Used at All	-	-	-
	6	Situational Presentation (A)	**Group Work**	Not Used	**1 (6.25 %)**	Not Used
	7	Picture Description (A)	**Individual Work**	**1 (33.33 %)**	**2 (12.50 %)**	Not Used
	8	Telephonic Conversation Formation (A)	Not Used at All	-	-	-
	9	Dialogue Formation (A)	Not Used at All	-	-	-
	10	Matching (A)	Not Used at All	-	-	-
	11	Interpretation of Picture (A)	**Pair Work**	Not Used	**2 (12.50 %)**	Not Used
	12	Role Play (A)	**Individual Work**	Not Used	**3 (18.75 %)**	Not Used
	13	Conversation Formation (A)	Not Used at All	-	-	-
	14	Natural Expression (A)	Not Used at All	-	-	-

(A) : Activity (T) : Technique

Table No. 5.6.1.9.a.3

Performance of Student Teacher No. 10 (S10) in the context of Language Components

No.	Language Components	Types of Moves	The Performance of the Student Teachers no. S10 in Practice Teaching Phases in the context of Language Components														
			Before Implementation of the Strategy					During Implementation of the Strategy					After Implementation of the Strategy				
			Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor	Fairly Good	Good	Average	Poor	Fairly Poor
			Observation in Percentage (%)														
1	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy	33.33	66.67				6.25	43.75	18.75	12.5			100			
		Introduction of terminology related to students' active vocabulary	100					12.5	56.25	12.5			100				
		Introduction of terminology related to students' passive vocabulary			100			18.75	31.25	12.5				100			
		Enrichment of relevant vocabulary	33.33	66.67				6.25	50	25				100			
		Appropriateness and relevance of used techniques	33.33	66.67					56.25	12.5	12.5			100			
2	Comprehension	Assessment of comprehension through the techniques pointed out in the Strategy		100				25	43.75	12.5	6.25		100				
		Questions testing Knowledge	100					37.5	31.25	18.75				100			
		Questions testing Understanding		66.67				25	37.5	12.5				100			
		Questions testing Application						6.25	25	12.5	6.25						
		Questions testing Skill							18.75	12.5	6.25						
		Clarity of the taught subject matter with respect to the responses of the students	33.33	66.67				18.75	50	12.5	6.25			100			
3	Grammar	Introduction of grammatical points through the techniques pointed out in the Strategy		33.33					6.25					100			
		Frequency of the illustrations given by the teacher as well as students		33.33					6.25					100			
		Clarity of the taught grammatical point with respect to the responses of the students		33.33					6.25					100			
4	Activity	Introduction of activities through the techniques pointed out in the Strategy		33.33				12.5	31.25	18.75				100			
		Way of presentation and liveliness of activities		33.33				12.5	31.25	18.75				100			
		Students' involvement in classroom interaction through the introduced activity		33.33				12.5	25	25				100			
		Management of the activity, summing up of the activity and overall performance of the teacher		33.33				12.5	31.25	18.75				100			
5	Writing Task	Use of the techniques pointed out in the Strategy to enrich students' writing aspect		33.33	33.33			25	18.75	12.5				100			
		Presentation and appropriateness of the subject matter through the assigned writing tasks	33.33		33.33			18.75	25	12.5					100		
		Use of the points to make the writing tasks simple, easy and straightforward		33.33	33.33			18.75	12.5	6.25					100		
6	Pronunciation	Use of the techniques pointed out in the Strategy to improve students' pronunciation							18.75	12.5				100			
		Articulateness, accuracy and appropriateness of teacher's pronunciation		66.67	33.33				68.75	18.75	12.5			100			
		Efforts to get the students' pronunciation better			100				62.5	37.5					100		
		Improvement and perfection in the pronunciation of the students			100				50	37.5	12.5				100		
7	Speaking Task	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect		33.33				18.75	18.75	12.5	12.5			100			
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence		100				31.25	25	31.25	12.5			100			
		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher		66.67	33.33			25	18.75	12.5	6.25			100			
		Improvement and enhancement in the speaking aspect of the student		33.33	66.67			18.75	25	37.5	18.75				100		

As shown in table no. 5.6.1.10.a.1, 5.6.1.10.a.2, and 5.6.1.10.a.3, the details regarding the performance of student teacher no. 10 (S10) in the context of various language components and the corresponding strategy components are as under :

With reference to the use of various language component related techniques in the lessons presented during various practice teaching phases, it is found from table no. 5.6.1.10.a.1 that 'comprehension' related techniques were used in 90 % (18 out of 20) of all the lessons, 'vocabulary' related techniques were used in 85 % (17 out of 20) of all the lessons, 'activity', 'writing task' and 'speaking task' related techniques were used in 60 % (12 out of 20) of all the lessons respectively, 'pronunciation' related techniques were used in only 30.0 % (6 out of 10) of all the lessons and 'grammar' related techniques were used in 15.0 % (3 out of 10) of all the lessons. The details regarding the performance of student teacher S10 in the context of various language components are as under :

Vocabulary

Table no. 5.6.1.10.a.1 shows that before implementation of the strategy, student teacher no. S10 had used 23.53 % (4 out of 17) of all the techniques to introduce vocabulary that he learnt through the strategy implementation which increased remarkably to 70.59 % (12 out of 17) during the strategy implementation but after implementation of the strategy, the number of techniques used by the student teacher no. S10 decreased and 23.53 % (4 out of 17) of all the techniques were used.

In the context of the use of 'vocabulary' related techniques, variation was found in the lessons presented by student teacher S10 during various practice teaching phases. Before implementation of the strategy, three lessons of student teacher S10 were observed wherein 'vocabulary' was introduced in all the three lessons by using the techniques namely 'use of synonym', 'use of word in a sentence', 'word related example' and 'explanation of word'. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein 'vocabulary' was introduced in thirteen lessons by using the techniques namely 'word completion', 'fill up with the fitting one', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'word formation', 'matching' and 'miming'. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the vocabulary was introduced by using the techniques namely 'use of synonym', 'use of word in a sentence', 'word related example' and 'explanation of word'.

Among all the techniques used by student teacher S10 in the lessons presented during various practice teaching phases, 'use of synonym', was the most commonly observed technique i.e. 85 % (17 out of 20) of all the lessons. The next commonly observed techniques was 'use of word in a sentence' which was used in 65 % (13 out of 20) of all the lessons (refer table no. 5.6.1.10.a.2).

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'vocabulary', it was found that for the techniques namely 'word completion', 'use of synonym', 'use of antonym', 'use of word in a sentence', 'word related example', 'explanation of word', 'word formation', 'matching' and 'miming', student teacher S10 had used 'Individual Work' as a mode of transaction and for the techniques namely 'fill up with the fitting one', 'look and say' and 'picture description', student teacher S10 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to introduce vocabulary by student teacher S10 was found to be fairly good to good in all the lessons presented before implementation of the strategy. In the lessons presented during implementation of the strategy, the use of techniques to introduce vocabulary was found to be fairly good to good in 50 % (8 out of 16) of all the lessons and average to poor in 31.25 % (5 out of 16) of all the lessons while in the rest three lessons, no technique was used to introduce vocabulary. After implementation of the strategy, only one lesson of student teacher S10 was observed wherein the use of techniques to introduce vocabulary was found to be good.

In the context of introduction of terminology related to students' active vocabulary and passive vocabulary by student teacher S10, it was found that before implementation of the strategy, the terminology related to students' active vocabulary and passive vocabulary were used equally (i.e. 3 out of 3 lessons) but from utilization point of view, the introduction of active vocabulary related terminology was found to be good in all the lessons while introduction of passive vocabulary related terminology was found to be average.

During implementation of the strategy, the terminology related to students' active vocabulary were used in 81.25 % (13 out of 16) of all the lessons and passive vocabulary were used in 62.50 % (10 out of 16) of all the lessons. From utilization point of view, the introduction of active vocabulary related terminology was found to

be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons while introduction of passive vocabulary related terminology was found to be fairly good to good in 50 % (8 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons.

After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the terminology related to students' active vocabulary and passive vocabulary were used equally. From utilization point of view, the introduction of active vocabulary related terminology was found to be fairly good while introduction of passive vocabulary related terminology was found to be good.

In the context of the enrichment of relevant vocabulary among the students, disparity was found in the lessons presented during various practice teaching phases. In the lessons presented before implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in all the lessons. During implementation of the strategy, the enrichment of relevant vocabulary among the students was found to be fairly good to good in 56.25 % (9 out of 16) of all the lessons and average in 25 % (4 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the enrichment of relevant vocabulary among the students was found to be good.

In the context of the appropriateness and relevance of techniques used by student teacher S10 to introduce vocabulary, the performance of student teacher S10 during implementation of strategy was found comparatively lower than the performance of student teacher S10 before implementation of the strategy and after implementation of the strategy. Before implementation of the strategy, the techniques used in all the lessons were found to be fairly good to good in the context of the appropriateness and relevance. During implementation of the strategy, the techniques used in 56.25 % (9 out of 16) of all the lessons were found to be good with respect to appropriateness and relevance while the techniques used in 25 % (4 out of 16) of all the lessons were found to be average to poor. Though, after implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the techniques used by student teacher S10 were found to be good with respect to appropriateness and relevance.

Comprehension

Table no. 5.6.1.10.a.1 shows that before implementation of the strategy, student teacher no. S10 had used 20 % (2 out of 10) of all the techniques that he learnt through the strategy implementation to assess the comprehension of the subject matter learnt by the students which remarkably increased to 80 % (8 out of 10) during the strategy implementation while after implementation of the strategy the number of techniques decreased to only 20.0 % (2 out of 10).

In the context of the use of comprehension related techniques, variation was found in the lessons presented by student teacher S10 in various practice teaching phases. Before implementation of the strategy, three lessons of student teacher S10 were observed wherein comprehension of the subject matter learnt by the students was assessed in all the three lessons by employing only two techniques namely 'question - answer' and 'true or false'. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein comprehension of the subject matter learnt by the students was assessed in fourteen lessons by employing the techniques namely 'information transfer', 'who speaks the statement ?', 'paragraph completion', 'question - answer', 'true or false', 'sentence completion', 'memory challenge' and 'matching' were the frequently used techniques. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the comprehension of the subject matter learnt by the students was assessed by employing the techniques namely 'who speaks the statement ?' and 'question - answer'.

Among all the techniques used by student teacher S10 in the lessons presented during various practice teaching phases, 'question - answer' was the most commonly observed techniques i.e. in 90 % (18 out of 20) of all the lessons. The next commonly observed technique was 'true or false' which was used in 45.0 % (9 out of 20) of all the lessons. (refer table no. 5.6.1.10.a.1).

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'comprehension', it was found that it was found that for all the techniques student teacher S10 had used 'Individual Work' as a mode of transaction while 'Pair Work', 'Class Work' and 'Group Work' were not used as a mode of transaction to apply any of the technique of 'comprehension' (refer table no. 5.6.1.10.a.2).

From the utilization point of view, the use of technique to assess the comprehension of the subject matter was found was found to be good in all the lessons presented before implementation of the strategy and after implementation of the strategy while during implementation of the strategy, the use of technique to assess the comprehension of the subject matter learnt by the students was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons.

Looking at the type of the questions asked by student teacher S10, the classroom observation revealed that out of all type of questions asked by student teacher S10 in the lessons presented before implementation of the strategy, questions testing the knowledge of the students were asked in all the lessons and were found to be fairly good. Questions testing the understanding of the students were asked in only two lessons and were found to be good. Though, questions testing the application level of the learnt knowledge and the questions testing the skill of the students were not asked by student teacher S10 in any of the lessons. During implementation of the strategy, it was found that out of all type of questions asked by student teacher S10, questions testing the knowledge of the students were asked in 87.50 % (14 out of 16) of all the lessons and were found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons. Questions testing the understanding of the students were asked in 75 % (12 out of 16) of all the lessons and were found to be fairly good to good in 62.50 % (10 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. Questions testing the application level of the learnt knowledge of the students were asked in 50 % (8 out of 16) of all the lessons and were found to be good in 31.25 % (5 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. Questions testing the skill of using learnt knowledge of the students were asked in 37.50 % (6 out of 16) of all the lessons and were found to be good in 18.75 % (3 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons.

After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein questions testing the knowledge and understanding of the students were asked and found to be good while questions testing the application level of the learnt knowledge of the students and questions testing the skill of using learnt knowledge of the students were not asked by student teacher S10.

In the context of the clarity of the taught subject matter with respect to the responses of the students, the classroom observation revealed that in all the lessons presented before implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good. During implementation of the strategy, the clarity of the taught subject matter was found to be fairly good to good in 68.75 % (11 out of 16) of all the lessons and average to poor in 18.75 % (3 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the clarity of the taught subject matter was found to be good.

Grammar

Table no. 5.6.1.10.a.1 shows that before implementation of the strategy, student teacher no. 10 S10 had used 16.67 % (2 out of 12) of all the techniques that he learnt through the strategy implementation to teach grammar to the students which increased to 33.33 % (4 out 12) during implementation of the strategy while after implementation of the strategy, the number of techniques decreased and only 8.33 % (1 out of 12) were used.

In the context of the use of 'grammar' related techniques during various practice teaching phases, it was found that before implementation of the strategy, three lessons of student teacher S10 were observed wherein the grammar was taught in only one lesson by using the techniques namely 'two-way narration' and 'fill up with the fitting one'. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein the grammar was taught in only one lesson by using the techniques namely 'fill up with the fitting one', 'paragraph redrafting', 'sentence completion' and 'paragraph completion'. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the grammar was taught in by using the technique 'sentence completion'.

Among all the techniques used by student teacher S10 to teach grammar in the lessons presented during various practice teaching phases, 'fill up with the fitting one' was the most commonly observed techniques i.e. in 10.0 % (2 out of 20) of all the lessons while other techniques were used only once (refer table no. 5.6.1.10.a.2).

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'grammar', it was found that for the techniques namely 'two-way narration', 'fill up with the fitting one' and 'sentence completion', student

teacher S10 had used 'Individual Work' as a mode of transaction and for the techniques namely 'paragraph redrafting' and 'paragraph completion', student teacher S10 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique.

From the utilization point of view, the use of techniques to teach grammar to the students was found to be good in all the lessons presented during various practice teaching phases. In the context of the frequency of illustrations given by the teacher as well as students, the classroom observation revealed that in all the lessons presented during various practice teaching phases, the frequency of illustrations was found to be good. In the context of the clarity of the taught grammatical point with respect to the responses of the students, the classroom observation revealed that in all the lessons presented during various practice teaching phases, the clarity of the taught grammatical point was found to be good.

Activity

Dissimilarity was found in the context of the number of activities organized by student teacher S10 in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.10.a.1, before implementation of the strategy and after implementation of the strategy, only 7.69 % (1 out of 13) of all the activities were organized by student teacher S10 while during implementation of the strategy, 46.15 % (6 out of 13) of all the activities were organized by student teacher S10.

Dissimilarity was also found in the context of the organization of 'activities' in the number of lessons presented by S10 during various practice teaching phases. Before implementation of the strategy, the researcher observed three lessons of student teacher S10 wherein only one activity was organized i.e. 'picture description'. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein activities were organized in 62.50 % (10 out of 16) of all the lessons by using the techniques namely 'information transfer', 'dialogue formation', 'role play', 'central talk', 'picture description' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the student teacher S10 organized only one activity i.e. 'open endedness'.

Among all the activities organized by student teacher S10, 'picture description' and 'role play' were the most commonly organized activity i.e. in 15.0 % (3 out of 20) of all the lessons while other activities were organized only once to twice.

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'activity', it was found that for the techniques namely 'information transfer', 'picture description' and 'talking about..', student teacher S10 had used 'Individual Work' as a mode of transaction. For the techniques namely 'dialogue formation' and 'role play', student teacher S10 had used 'Pair Work' as a mode of transaction. For the technique 'central talk', student teacher S10 had used 'Group Work' as a mode of transaction and for the technique 'open endedness', student teacher S10 had used 'Class Work' as a mode of transaction. Thus, all the modes of transaction were used by student teacher S10 to organize activities.

From the utilization point of view, the activity organized by student teacher S10 before implementation of the strategy was found to be good. During implementation of the strategy, the activities organized by student teacher S10 were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 18.75 % (3 out of 16) of all the lessons while no activity was organized in the rest six lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the organized activity was found to be fairly good.

In the context of the way of presentation and liveliness, except only 18.75 % (3 out of 16) of the lessons presented during implementation of the strategy, the activities organized by student teacher S10 in the other lessons presented during different practice teaching phases were found to be fairly good to good.

In the context of the students' involvement in classroom interaction through the introduced activity, except only 25 % (4 out of 16) of the lessons presented during implementation of the strategy, the students' involvement in classroom interaction through the activities organized by student teacher S10 in the other lessons presented during different practice teaching phases was found to be fairly good to good.

In the context of the management of the activity, summing up of the activity and overall performance of the teacher, except only 18.75 % (3 out of 16) of the lessons presented during implementation of the strategy, the management of the activity, summing up of the activity and overall performance of student teacher S10 in the other lessons presented during different practice teaching phases were found to be fairly good to good.

Writing task

Dissimilarity was found in the context of the number of techniques used by student teacher S10 to organize writing task in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.10.a.1, before implementation of the strategy and after implementation of the strategy, only 7.14 % (1 out of 14) of all the techniques were used to organize writing task by student teacher S10 while during implementation of the strategy, 42.86 % (6 out of 14) of all the techniques were used to organize writing task by student teacher S10.

Dissimilarity was found in the context of the number of techniques used by student teacher S10 to organize writing task in the lessons presented during various practice teaching phases. As shown in table no. 5.6.1.10.a.1, before implementation of the strategy, three lessons of student teacher S10 were observed wherein writing task was organized in two lessons by using only one technique i.e. 'paragraph formation'. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein the writing task was organized in nine lessons by using the techniques namely 'dialogue completion', 'picture description', 'letter completion', 'paragraph formation', 'creative writing' and 'talking about…'. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein only one writing task was organized i.e. 'creative writing'.

Among all the techniques used to organize writing task by student teacher S10, 'paragraph formation' was the most commonly used technique i.e. in 35.0 % (7 out of 20) of all the lessons while other techniques were used once to thrice. (refer table no. 5.6.1.10.a.2)

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'writing task', it was found that for the techniques 'dialogue completion', 'paragraph formation', 'creative writing' and 'talking about…', student teacher S10 had used 'Individual Work' as a mode of transaction. For the technique 'picture description', student teacher S10 had used 'Group Work' as a mode of transaction and for the technique 'letter completion', student teacher S10 had used 'Class Work' as a mode of transaction while 'Pair Work' was not used as a mode of transaction by student teacher S10 to apply any of the technique of 'writing task'.

From the utilization point of view, the techniques used by student teacher S10 to organize writing task before implementation of the strategy were found to be good as well as average in 33.33 % (1 out of 6) of all the lessons respectively. During

implementation of the strategy, the techniques used by student teacher S10 to organize writing task were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the techniques used by student teacher S10 to organize writing task were found to be good.

In the context of the presentation and appropriateness of the subject matter through the organized writing task, dissimilarity was found in the performance of student teacher S10 in the lessons presented during various practice teaching phases. Before implementation of the strategy, the presentation and appropriateness of the subject matter through the organized writing task were found to be fairly good in 33.33 % (1 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the techniques used by student teacher S10 to organize writing task were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons and average in 12.50 % (2 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the presentation and appropriateness of the subject matter through the organized writing task were found to be average.

In the context of the use of points to make the writing task simple, easy and straightforward, the performance of student teacher S10 was not found equivalent in the lessons presented during various practice teaching phases. Before implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be good as well as average in 33.33 % (1 out of 6) of all the lessons respectively. During implementation of the strategy, the use of points to make the writing task simple, easy and straightforward was found to be fairly good to good in 31.25 % (5 out of 16) of all the lessons and average in only 6.25 % (1 out of 16) of all the lessons. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the use of points to make the writing task simple, easy and straightforward was found to be average.

Pronunciation

It is evident from the table no. 5.6.1.10.a.1 that student teacher S10 had not used any technique to improve the pronunciation of the students in any of the lessons presented before implementation of the strategy. During implementation of the strategy, student teacher S10 had used 50 % (5 out of 10) of all technique to improve the

pronunciation of the students while after implementation of the strategy, the number of techniques decreased and only 20 % (2 out of 10) of the techniques were used to improve the pronunciation of the students.

In the context of the use of 'pronunciation' related techniques during various practice teaching phases, dissimilarity was found in the performance of student teacher S10. Before implementation of the strategy, three lessons of student teacher S10 were observed wherein 'pronunciation' related techniques were not used in any of the lessons. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein the pronunciation related techniques were used in five lessons by using the techniques namely 'similar but not the same', 'silent letter identification', 'sound identification', 'spelling game', and 'drilling'. After implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein only two pronunciation related techniques were used namely 'silent letter identification' and 'sound identification'.

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of 'pronunciation', it was found that for the techniques namely 'similar but not the same', 'silent letter identification' and 'sound identification', student teacher S10 had used 'Individual Work' as a mode of transaction. For the techniques 'spelling game', and 'drilling', student teacher S10 had used 'Pair Work' as a mode of transaction while 'Group Work' and 'Class Work' were not used as a mode of transaction to apply any of the preferred technique (refer table no. 5.6.1.10.a.2).

From the utilization point of view, except only 12.50 % (2 out of 16) of the lessons presented during implementation of the strategy, the use of techniques to improve the pronunciation of the students was found to be good in the other 18.75 % (2 out of 16) of the lessons presented during implementation of the strategy and after implementation of the strategy.

In the context of the articulateness, accuracy and appropriateness, the pronunciation of the student teacher S10 were not found satisfying in the lessons presented during various practice teaching phases. Before implementation of the strategy, the pronunciations of student teacher S10 were found to be good in 66.67 % (2 out of 3) of all the lessons and average in 33.33 % (1 out of 3) of all the lessons. During implementation of the strategy, the pronunciations of student teacher S10 were found to be good in 68.75 % (11 out of 16) of all the lessons, average in 18.75 % (3 out of 16) of all the lessons and poor in 12.50 % (2 out of 16) of all the lessons while

after implementation of the strategy, the pronunciations of student teacher S10 were found to be good.

In the context of the efforts made by student teacher S10 to get the students' pronunciation better in the lessons presented in the various practice teaching phases, the classroom observation revealed that before implementation of the strategy, student teacher S10 had hardly made any sincere attempt to improve the pronunciation of the students and so the efforts of student teacher S10 to get the students' pronunciation better were found to be average in all the three lessons. In the lessons presented during implementation of the strategy, the efforts of student teacher S10 to get the students' pronunciation better were found to be good in 62.50 % (10 out of 16) of all the lessons and average in 37.50 % (6 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the efforts of student teacher S10 to get the students' pronunciation better were found to be average.

So far as the improvement and perfection in the pronunciation of the students was concerned, the average improvement and perfection was found in the pronunciation of the students in all the lessons presented before implementation of the strategy and after implementation of the strategy. During implementation of the strategy, the improvement and perfection in the pronunciation of the students were found to be good in 50.0 % (8 out of 16) of all the lessons, average in 37.50 % (6 out of 16) of all the lessons and poor in the rest 12.50 % (2 out of 16) of all the lessons.

Speaking task

Table no. 5.6.1.10.a.1 shows that before implementation of the strategy student teacher no. S10 had used 14.29 % (2 out of 14) of all the techniques that he learnt through the strategy implementation to organize speaking task which increased to 42.86 % (6 out of 14) during the strategy implementation while after implementation of the strategy the number of techniques decreased to 7.14 % (1 out of 14) of all the techniques.

An improvement was found in the performance of student teacher S10 in the context of the use of techniques to organize speaking task during implementation of the strategy while before implementation of the strategy and after implementation of the strategy, the performance of student teacher S10 was found comparatively lower. Before implementation of the strategy, three lessons of student teacher S10 were

observed wherein the speaking task was organized in only one lesson by using two techniques namely ‘sentence formation’ and ‘picture description’ and its use was found to be good. During implementation of the strategy, sixteen lessons of student teacher S10 were observed wherein the speaking task was organized in 62.50 % (10 out of 16) of all the lessons by using the techniques namely ‘creative speaking’, ‘sentence formation’, ‘situational presentation’, ‘picture description’, ‘interpretation of picture’ and ‘role play’ and their use was found to be fairly good to good in 37.50 % (6 out of 16) of all the lessons and average to poor in 25 % (4 out of 16) of all the lessons. After implementation of the strategy, student teacher S10 had used only one technique to organize speaking task namely ‘creative speaking’ and its use was found to be good.

Among all the techniques used to organize speaking task by student teacher S10, ‘sentence formation’ was the most commonly used technique i.e. in 45.0 % (9 out of 20) of all the lessons while other techniques were used once to thrice (refer table no. 5.6.1.10.a.2).

In the context of the mode of transaction used by student teacher S10 to apply the preferred techniques of ‘speaking task’, it was found that for the techniques namely ‘picture description’ and ‘role play’, student teacher S10 had used ‘Individual Work’ as a mode of transaction. For the technique ‘interpretation of picture’, student teacher S10 had used ‘Pair Work’ as a mode of transaction. For the techniques ‘creative speaking’ and ‘situational presentation’, student teacher S10 had used ‘Group Work’ as a mode of transaction and for the technique ‘sentence formation’, student teacher S10 had used ‘Class Work’ as a mode of transaction. Thus, all the modes of transaction were used by student teacher S10 to organize speaking task (refer table no. 5.6.1.10.a.2).

Through the classroom observation, an average improvement was found in the body language of student teacher S10 consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence. Before implementation of the strategy, the body language of student teacher S10 was found to be good in all the lessons. During implementation of the strategy, the body language of student teacher S10 was found to be fairly good to good in only 56.25 % (9 out of 16) of the lessons and average to poor in 43.75 % (7 out of 16) of all the lessons while after implementation of the strategy, the body language of student teacher S10 was found to be good.

In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task, student teacher S10 had shown good performance in 66.67 % (2 out of 3) of all the lessons and average performance in 33.33 % (1 out of 3) of all the

lessons presented before implementation of the strategy. During implementation of the strategy, appropriateness, fluency, and uniformity of the language used in the speaking task by student teacher S10 were found to be fairly good to good in 43.75 % (7 out of 16) of the lessons, average in 12.50 % (2 out of 16) of all the lessons and poor in 6.25 % (1 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the appropriateness, fluency, and uniformity of the language used in the speaking task were found to be good.

So far as the improvement and enhancement in the speaking skill of the students was concerned, no remarkable improvement was found in the speaking competence of the students. In the lessons presented before implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be good in 33.33 % (1 out of 3) of all the lessons and average in 66.67 % (2 out of 3) of all the lessons. In the lessons presented during implementation of the strategy, the improvement and enhancement in the speaking competence of students were found to be fairly good to good in 43.75 % (7 out of 16) of all the lessons, average in 37.50 % (6 out of 16) of all the lessons and poor in the rest 18.75 % (3 out of 16) of all the lessons. Though after implementation of the strategy, only one lesson of student teacher S10 was observed i.e. annual lesson wherein the improvement and enhancement in the speaking competence of students were found to be average.

5.6.1.10.b Performance of Student teacher no. 10 (S10) in Practice Teaching Phases in terms of obtained marks

In this section, the marks obtained by student teacher S10 in the lessons of different practice teaching phases formed the data. The marks obtained by student teacher S10 in the lessons of one practice teaching phase were analysed comparatively with the marks obtained by him in the lessons of other practice teaching phases. The obtained data were analysed quantitatively through percentage analysis and compared. Table no. 5.6.1.10.b.1 shows such comparison based on which the graph no. 5.6.1.10.b.1 has been plotted.

Table No. 5.6.1.10.b.1
Performance of Student Teacher S10 in terms of Marks & Percentage in the Lessons of Practice Teaching Phases

	Practice Teaching Phases																		
	Before Implementation of the Strategy			During Implementation of the Strategy															After Implementation of the Strategy
Number of Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Obtained Marks (out of 10) & Percentage Scores	7 70%	7.5 75%	7.5 75%	6.5 65%	6.5 65%	7 70%	7 70%	7 70%	7.5 75%	7.5 75%	7.5 75%	7 70%	7.5 75%	7.5 75%	7.5 75%	7.5 75%	8 80%	8 80%	8.5 85%	8.2 82%
																		Total Marks		148.2

Figure No. 5.6.1.10.b.1
Percentage Scores of Student Teacher No. 10 (S10) in the Lessons of Practice Teaching Phases

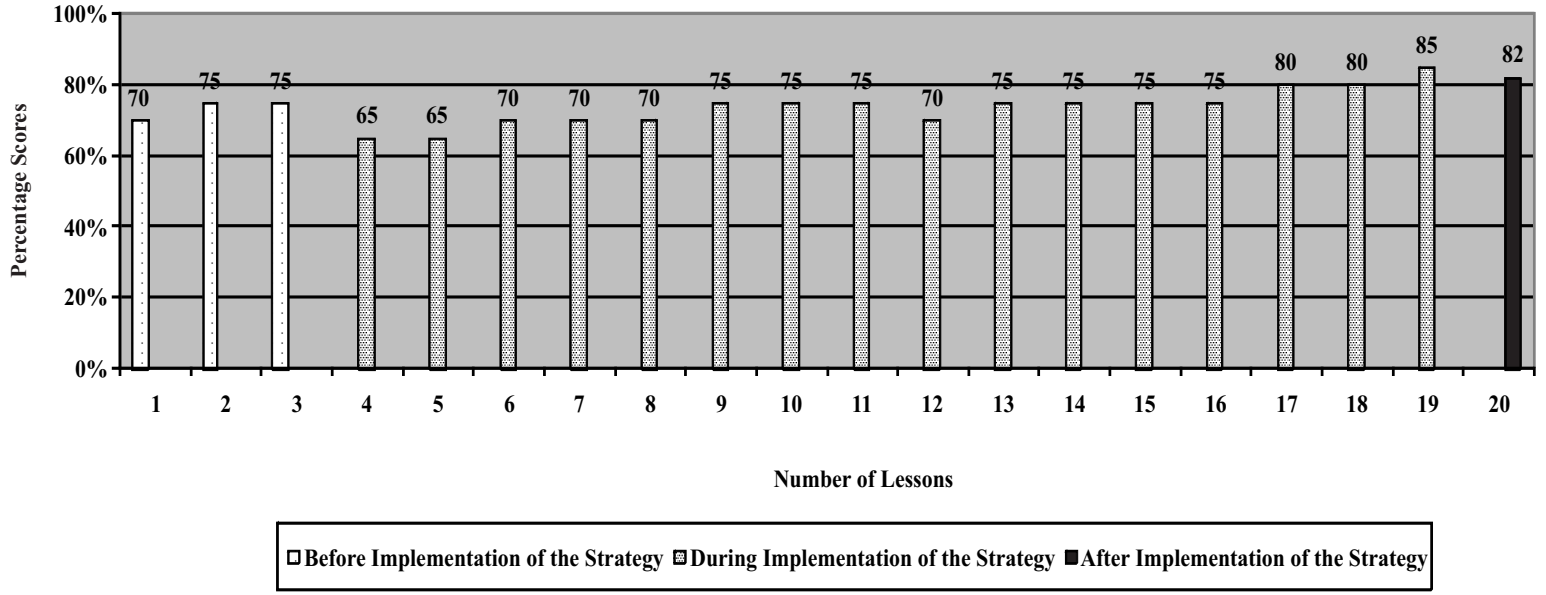


Table no. 5.6.1.10.b.1 shows the marks and the percentage scores obtained by student teacher S10 in the lessons presented during the various practice teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. As shown in the table, the lowest marks obtained by student teacher S10 throughout the various practice teaching phases are 6.5 out of 10 (65 %) and the highest marks obtained by student teacher S10 throughout the various practice teaching phases are 8.5 out of 10 (85 %) while the average marks obtained by student teacher S10 throughout the various practice teaching phases are 7.41 out of 10 (74.10 %). The difference between the highest and the lowest marks is 2 marks (20 %) and the difference between the lowest and the average marks is 0.91 marks (9.10 %).

As shown in the table, before implementation of the strategy, student teacher S10 had obtained 7.0 to 7.5 marks which increased during implementation of the strategy wherein except only two lessons (i.e. 6.5 marks in lesson no. 4 and 5), student teacher S10 had obtained 7.0 to 8.5 marks. Though after implementation of the strategy student teacher S10 has not maintained the performance, and the number of marks decreased to 8.2 marks. Thus, it is quite evident from the table and graph that except only annual lesson presented after implementation of the strategy, the performance of student teacher S10 has remarkably improved from the phase ‘before implementation of the strategy’ to ‘during implementation of the strategy’.

5.6.2. Use of Language Component related Techniques / Activities by all Student Teachers during Practice Teaching Phases

This section deals with language component related techniques / activities used by all the student teachers during various practice teaching phases. This section also deals with the average percentage scores obtained by the student teachers in the lessons presented during various practice teaching phases.

5.6.2.1 Performance of Student Teachers during Practice Teaching Phases in the context of Language Components related Techniques / Activities

This section displays the language component related techniques / activities used by all the student teachers in the actual classroom during various practice teaching phases. Table no. 5.6.2.1.a and 5.6.2.1.b display the language components, language component wise total number of techniques included in the strategy implemented by the researcher and the number of techniques used by the student teachers during various practice teaching phases in number and percentage.

Table No. 5.6.2.1.a

Language Components related Techniques / Activities used by the Student Teachers

Sr. No.	Language Components	Language Component wise Total Number of Technique / Activity included in the Strategy	Number of Technique / Activities used by the Student Teachers	Number of Technique / Activities used by the Student Teachers in Percentage
1	Vocabulary	17	14	82.35 %
2	Comprehension	10	10	100.0 %
3	Grammar	12	11	91.67 %
4	Activity	13	07	53.84 %
5	Writing Tasks	14	10	71.43 %
6	Pronunciation	10	08	80.00 %
7	Speaking Tasks	14	09	64.29 %
Total		**90**	**70**	**77.78 %**

Table No. 5.6.2.1.b
Language Components related Technique / Activity used by All Student Teachers during various Practice Teaching Phases

Language Components	No.	List of Technique / Activity	Use of Technique / Activity by the Student Teachers						
			Use of Specific Technique / Activity Before Implementation of the Strategy (Total 3 Lessons)		Use of Specific Technique / Activity During Implementation of the Strategy (Total 16 Lessons)		Use of Specific Technique / Activity After Implementation of the Strategy (Total 1 Lesson i.e. Annual Lesson)		Use of Specific Technique / Activity during the whole Practice Teaching Programme in Frequency
			Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	
Vocabulary	1	Word Completion (T)	Not Used		35	10	Not Used		35
	2	Fill up with Fitting one (T)	2	2	19	8	Not Used		21
	3	Use of Synonym (T)	17	8	119	10	10	9	146
	4	Use of Antonym (T)	Not Used		39	10	Not Used		39
	5	Similar but not the Same (T)	Not Used		3	3	Not Used		3
	6	Look and Say (T)	3	3	53	10	4	3	60
	7	Puzzles and Problems (A)	Not Used at All	-	Not Used at All		Not Used at All		Not Used at All
	8	Use of Word in a Sentence (T)	17	8	82	10	9	8	108
	9	Word related Example (T)	12	7	68	10	7	7	87
	10	Flash Card Description (A)	Not Used		Not Used		3	3	3
	11	Picture Description (A)	3	3	29	10	Not Used		32
	12	Explanation of Word (T)	5	5	58	10	6	6	69
	13	Word Formation (T)	Not Used		2	2	Not Used		2
	14	Odd one Out (T)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	15	Sorting Out (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	16	Matching (T)	Not Used		29	10	Not Used		29
	17	Miming (T)	Not Used		23	9	3	2	26
			59		559		42		660
Comprehension	1	Information Transfer (A)	Not Used		12	8	Not Used		12
	2	Who speaks the Statement ? (T)	Not Used		32	10	2	2	34
	3	Paragraph Completion (A)	Not Used		21	10	Not Used		21
	4	Question – Answer (T)	28	10	149	10	10	10	187
	5	True or False (T)	2	2	98	10	5	5	105
	6	Sentence Completion (A)	2	2	47	10	4	4	53
	7	Memory Challenge (A)	Not Used		15	9	Not Used		15
	8	Jumbled Sentences (A)	Not Used		1	1	Not Used		1
	9	Group Discussion (A)	Not Used		8	7	Not Used		8
	10	Matching (T)	Not Used	1	67	9	6	4	73
			32		450		27		509
Grammar	1	Information Transfer (A)	Not Used at All		Not Used at All		Not Used at All		-
	2	Two – way Narration (A)	2	2	3	3	Not Used		5
	3	Fill up with Fitting one (T)	9	7	5	5	Not Used		14
	4	Complex Construction (A)	Not Used		1	1	Not Used		1
	5	Paragraph Redrafting (A)	1	1	4	4	Not Used		5
	6	Matching (T)	2	2	3	3	Not Used		5
	7	Inter-questioning (A)	4	3	Not Used		Not Used		4
	8	Language Game (A)	1	1	1	1	Not Used		2
	9	Sentence Completion (A)	Not Used	1	4	4	1	1	5
	10	Jumbled Words (T)	1	1	1	1	1	1	3
	11	Paragraph Completion (A)	2	2	4	4	Not Used		6
	12	Drilling (T)	4	4	6	6	Not Used		10
			26		32		2		60

(A) : Activity (T) : Technique

Continued……

Table No. 5.6.2.1.b
Language Components related Technique / Activity used by All Student Teachers during various Practice Teaching Phases

Language Components	No.	List of Technique / Activity	Use of Technique / Activity by the Student Teachers						
			Use of Specific Technique / Activity Before Implementation of the Strategy (Total 3 Lessons)		Use of Specific Technique / Activity During Implementation of the Strategy (Total 16 Lessons)		Use of Specific Technique / Activity After Implementation of the Strategy (Total 1 Lesson i.e. Annual Lesson)		Use of Specific Technique / Activity during the whole Practice Teaching Programme in Frequency
			Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	Total Frequency of Particular Technique / Activity	Total Number of Student Teachers using the Corresponding Technique / Activity	
Activity	1	Information Transfer (A)	Not Used		23	10	Not Used		23
	2	Future Plan (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	3	Dialogue Formation (A)	Not Used		9	8	Not Used		9
	4	Notice Making (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	5	Open Endedness (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	6	Poster Making (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	7	Chain Story (A)	Not Used		3	3	Not Used		3
	8	View Manifestation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	9	Role Play (A)	Not Used		19	10	Not Used		19
	10	Natural Expression (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	11	Central Talk (A)	1	1	20	9	Not Used		21
	12	Picture Description (A)	1	1	9	7	6	6	16
	13	Talking about.. (A)	-		23	10	3	2	26
			2		106		9		118
Writing Tasks	1	Dialogue Completion (A)	Not Used		24	10	Not Used		24
	2	Advertisement Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	3	Message Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	4	Demonstration (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	5	Picture Description (A)	2	2	21	10	Not Used		23
	6	Letter Completion (A)	Not Used		8	5	Not Used		8
	7	Paragraph Formation (A)	7	6	55	10	4	4	66
	8	Letter Formation (A)	Not Used		3	4	Not Used		3
	9	Reporting Observation (A)	Not Used		2	2	2	2	4
	10	Dialogue Formation (A)	Not Used		2	2	Not Used		2
	11	Strip Story (A)	Not Used		1	1	Not Used		1
	12	Creative Writing (A)	2	1	32	10	3	3	37
	13	Talking about….. (A)	1		32	10	2	2	35
	14	Notice Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
			12		180		11		203
Pronunciation	1	Similar but not the Same (T)	1	1	14	8	3	2	18
	2	Silent Letter Identification (T)	Not Used		11	5	5	5	16
	3	Sound Identification (T)	Not Used		8	6	1	1	9
	4	Stress Identification (T)	Not Used		Not Used		1	2	1
	5	Spelling Game (A)	Not Used		11	9	Not Used		11
	6	Rhyme Identification (T)	1	1	3	3	Not Used		4
	7	Rhythm Chart Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	8	Word Identification (T)	Not Used		2	2	Not Used		2
	9	Poem Completion (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	10	Drilling (T)	1	1	16	10	Not Used		17
			3		65		10		78
Speaking Tasks	1	Telegraphic Message Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	2	Creative Speaking (A)	1	1	19	10	1	1	21
	3	Sentence Formation (A)	13	9	94	10	Not Used		107
	4	Interpretation of Movie (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	5	Dramatization (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	6	Situational Presentation (A)	5	5	9	8	Not Used		14
	7	Picture Description (A)	2	2	20	10	6	6	28
	8	Telephonic Conversation Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	9	Dialogue Formation (A)	Not Used		11	5	Not Used		11
	10	Matching (A)	Not Used		1	1	Not Used		1
	11	Interpretation of Picture (A)	Not Used		15	7	Not Used		15
	12	Role Play (A)	Not Used		26	10	Not Used		26
	13	Conversation Formation (A)	Not Used at All		Not Used at All		Not Used at All		Not Used at All
	14	Natural Expression (A)	Not Used		1	1	2	2	3
			21		196		9		226

(A) : Activity (T) : Technique

Vocabulary :

Throughout the implementation of the strategy, student teachers had learnt 17 techniques / activities to introduce vocabulary. Table no. 5.6.2.1.a shows that out of all the techniques, 82.35 % (14 out of 17) of the techniques / activities (viz. 'word completion', 'fill up with the fitting one', 'use of synonym', 'use of antonym', 'similar but not the same', 'look and say', 'use of word in a sentence', 'word related example', 'flash card description', 'picture description', 'explanation of word', 'word formation', 'matching' and 'miming' were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 17.65 % (3 out of 17) of the techniques / activities (viz. 'puzzles and problems', 'odd one out' and 'sorting out') were not used by the student teachers.

Table no. 5.6.2.1.b shows the list of the techniques employed by the student teachers to introduce vocabulary in the actual classroom teaching during various practice teaching phases. It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 7 different techniques / activities namely 'fill up with the fitting one', 'use of synonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description' and 'explanation of word' leading to in all 59 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, 'use of synonym' and 'use of word in a sentence' were the most commonly used techniques which were used by 80 % (8 out of 10) of the student teachers. The next commonly used techniques / activities were 'word related example' and 'explanation of word', which were used by 70 % (7 out of 10) and 50 % (5 out of 10) of the student teachers respectively.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein 13 different techniques / activities namely 'word completion', 'fill up with the fitting one', 'use of synonym', 'use of antonym', 'similar but not the same', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', 'word formation', 'matching' and 'miming' leading to in all 559 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, 'word completion', 'use of synonym', 'use of antonym', 'look and say', 'use of word in a sentence', 'word related example', 'picture description', 'explanation of word', and 'matching' were the most commonly used techniques which were used by all the ten student teachers. The next

commonly used techniques / activities were ‘miming’ and ‘fill up with the fitting one’ which were used by 90 % (9 out of 10) and 80 % (8 out of 10) of the student teachers respectively.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 7 different techniques / activities namely ‘use of synonym’, ‘look and say’, ‘use of word in a sentence’, ‘word related example’, ‘flash card description’, ‘explanation of word’ and ‘miming’ leading to in all 42 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘use of synonym’ was the most commonly used technique which was used by 90 % (9 out of 10) of the student teachers. The next commonly used techniques / activities were ‘use of word in a sentence’ and ‘word related example’ which were used by 80 % (8 out of 10) and 70 % (7 out of 10) of the student teachers respectively.

Comprehension :

Throughout the implementation of the strategy, student teachers had learnt 10 techniques / activities to assess comprehension of the subject matter learnt by the students. Table no. 5.6.2.1.a shows that all the techniques (10 out of 10) were used by the student teachers in the actual classroom teaching during various practice teaching phases. Table no. 5.6.2.1.b shows the list of the techniques employed by the student teachers to assess comprehension of the content learnt by the students in the actual classroom teaching during the practice teaching phases.

It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 3 different techniques / activities namely ‘question - answer’, ‘true or false’ and ‘sentence completion’ leading to in all 32 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘question - answer’ was the most commonly used technique which was used by all the ten student teachers. The next commonly used techniques / activities were ‘true or false’ and ‘sentence completion’ which were used by 20 % (2 out of 10) of the student teachers respectively.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein all the techniques / activities leading to in all 450 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘who speaks the statement ?’, ‘paragraph completion’, ‘true or false’ and ‘sentence completion’ were the most commonly used techniques which

were used by all the ten student teachers. The next commonly used techniques / activities were ‘memory challenge’ and ‘matching’ which were used by 90 % (9 out of 10) of the student teachers respectively.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 5 different techniques / activities namely ‘who speaks the statement ?’, ‘question answer’, ‘true or false’, ‘sentence completion’ and ‘matching’ leading to in all 27 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘question - answer’ was the most commonly used technique which was used by all the ten student teachers. In all, out of all the techniques / activities, ‘question - answer’ was used by all the student teachers during various practice teaching phases.

Grammar :

Throughout the implementation of the strategy, student teachers had learnt 12 techniques / activities to teach grammar. Table no. 5.6.2.1.a shows that out of all the techniques, 91.67 % (11 out of 12) of the techniques / activities (viz. ‘two-way narration’, ‘fill up with the fitting one’, ‘complex construction’, ‘paragraph redrafting’, ‘matching’, ‘inter-questioning’, ‘language game’, ‘sentence completion’, ‘jumbled words’, ‘paragraph completion’ and ‘drilling’) were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 8.33 % (1 out of 12) of the activity namely ‘information transfer’ was not used by the student teachers. Table no. 5.6.2.1.b shows the list of the techniques employed by the student teachers to teach grammar in the actual classroom teaching during the practice teaching phases.

It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 9 different techniques / activities namely ‘two-way narration’, ‘fill up with the fitting one’, ‘paragraph redrafting’, ‘matching’, ‘inter-questioning’, ‘language game’, ‘jumbled words’, ‘paragraph completion’ and ‘drilling’ leading to in all 26 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘fill up with the fitting one’ was the most commonly used technique which was used by 70 % (7 out of 10) of the student teachers.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein except ‘information transfer’ and ‘inter questioning’, all the other techniques / activities (i.e. 10 out of 12) leading to in all 32 frequencies were used by the student teachers. It is also observed from the same table that among the used techniques / activities, ‘drilling’ and ‘fill up with the fitting one’ were the most commonly used techniques which were used by 60 % (6 out of 10) and 50 % (5 out of 10) of the student teachers respectively.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 2 different techniques / activities namely ‘sentence completion’ and ‘jumbled words’ leading to in all 2 frequencies were used by the student teachers. It is also observed from the same table that both the techniques were used by 10 % (1 out of 10) of the student teachers respectively.

Activity :

Throughout the implementation of the strategy, 13 different activities were organized. Table no. 5.6.2.1.a shows that out of all the activities, 53.84 % (7 out of 13) of the activities (viz. ‘information transfer’, ‘dialogue formation’, ‘chain story’, ‘role play’, ‘central talk’, ‘picture description’ and ‘talking about..’) were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 46.16 % (6 out of 13) of the activities (viz. ‘future plan’, ‘notice making’, ‘open endedness’, ‘poster making’, ‘view manifestation’ and ‘natural expression’) were not organized by any of the student teachers. Table no. 5.6.2.1.b shows the list of the activities organized by the student teachers in the actual classroom teaching during the practice teaching phases.

It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 2 different activities namely ‘central talk’ and ‘picture description’ leading to in all 2 frequencies were organized by the student teachers. It is also observed from the same table that both the activities were organized by 10 % (1 out of 10) of the student teachers respectively.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein 7 different activities namely ‘information transfer’, ‘dialogue formation’, ‘chain story’, ‘role play’, ‘central talk’, ‘picture description’ and ‘talking about…’ leading to in all 106 frequencies were organized by the student teachers. It is also observed from the same table that among the activities, ‘information transfer’,

‘role play’ and ‘talking about…’ were the most commonly organized activities which were organized by all the ten student teachers. The next commonly organized activities were ‘central talk’ and ‘dialogue formation’ which were organized by 90 % (9 out of 10) and 80 % (8 out of 10) of the student teachers respectively.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 2 different activities namely ‘picture description’ and ‘talking about…’ leading to in all 9 frequencies were organized by the student teachers. It is also observed from the same table that among the activities, ‘picture description’ was the most commonly organized activity which was organized by 60 % (6 out of 10) of the student teachers. The next commonly organized activity was ‘talking about…’ which was organized by 30 % (3 out of 10) of the student teachers.

Writing task :

Throughout the implementation of the strategy, student teachers had learnt 14 different writing tasks. Table no. 5.6.2.1.a shows that out of all the writing task, 71.43 % (10 out of 14) of the writing tasks (viz. ‘dialogue completion’, ‘picture description’, ‘letter completion’, ‘paragraph formation’, ‘letter formation’, ‘reporting observation’, ‘dialogue formation’, strip story’, ‘creative writing’ and ‘talking about’) were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 28.57 % (4 out of 14) of the writing tasks (viz. ‘advertisement formation’, ‘message formation’, ‘demonstration’ and ‘notice formation) were not organized by the student teachers. Table no. 5.6.2.1.b shows the list of the writing tasks organized by the student teachers in the actual classroom teaching during the practice teaching phases. It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 4 different writing tasks namely ‘picture description’, ‘paragraph formation’, ‘creative writing’ and ‘talking about…’ leading to in all 12 frequencies were organized by the student teachers. It is also observed from the same table that among all the writing tasks, ‘paragraph formation’ was the most commonly organized writing task which was organized by 60 % (6 out of 10) of the student teachers.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein except ‘advertisement formation’, ‘message formation’, ‘demonstration’ and ‘notice formation’, all the other writing tasks (i.e. 10 out of 14)

leading to in all 180 frequencies were organized by the student teachers. It is also observed from the same table that among the writing tasks, 'dialogue completion', 'picture description', 'paragraph formation', 'creative writing' and 'talking about…' were the most commonly organized writing tasks which were organized by all the ten student teachers.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 4 different writing tasks namely 'paragraph formation', 'reporting observation', 'creative writing' and 'talking about…' leading to in all 11 frequencies were organized by the student teachers. It is also observed from the same table that among the activities, 'paragraph formation' was the most commonly organized writing task which was organized by 40 % (4 out of 10) of the student teachers while the other writing tasks were organized by 30 % to 20 % of the student teachers.

Pronunciation :

Throughout the implementation of the strategy, student teachers had learnt 10 techniques / activities to improve the pronunciation of the students. Table no. 5.6.2.1.a shows that out of all the techniques / activities, 80.0 % (8 out of 10) of the techniques / activities (viz. 'similar but not the same', 'silent letter identification', 'sound identification', 'stress identification', 'spelling game', 'rhyme identification', 'word identification' and 'drilling') were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 20.0 % (2 out of 10) of the techniques / activities (viz. 'rhythm chart formation' and 'poem completion') were not used by the student teachers. Table no. 5.6.2.1.b shows the list of the techniques / activities employed by the student teachers to improve the pronunciation of the students in the actual classroom teaching during the practice teaching phases.

It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 3 different techniques / activities namely 'similar but not the same', 'rhyme identification' and 'drilling' leading to in all 3 frequencies were used by the student teachers. It is also observed from the same table that all the techniques were used by 10 % (1 out of 10) of the student teachers respectively.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein 7 different techniques / activities namely ‘similar but not the same’, ‘silent letter identification’, ‘sound identification’, ‘spelling game’, ‘rhyme identification’, ‘word identification’ and ‘drilling’ leading to in all 65 frequencies were used by the student teachers. It is also observed from the same table that among all the techniques / activities, ‘drilling’ was the most commonly used technique and was used by all the ten student teachers. The next commonly used technique / activity were ‘spelling game’ and ‘similar but not the same’ which were used by 90 % (9 out of 10) and 80 % (8 out of 10) of the student teachers respectively.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 4 different techniques namely ‘similar but not the same’, ‘silent letter identification’, ‘sound identification’ and ‘stress identification’ leading to in all 10 frequencies were used by the student teachers. It is also observed from the same table that among all the used techniques, ‘silent letter identification’ was the most commonly used technique which was used by 50 % (5 out of 10) of the student teachers while the other techniques were used by 10 % to 20 % of the student teachers.

Speaking task :

Throughout the implementation of the strategy, student teachers had learnt 14 different speaking tasks. Table no. 5.6.2.1.a shows that out of all the speaking tasks, 64.29 % (9 out of 14) of the speaking tasks (viz. ‘creative speaking’, ‘sentence formation’, ‘situational presentation’, ‘picture description’, ‘dialogue formation’, ‘matching’, ‘interpretation of picture’, ‘role play’, and ‘natural expression’) were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 35.71 % (5 out of 14) of the speaking tasks (viz. ‘telegraphic message formation’, ‘interpretation of movie’, ‘dramatization’, ‘telephonic conversation formation’ and ‘conversation formation’) were not organized by the student teachers. Table no. 5.6.2.1.b shows the list of the speaking tasks organized by the student teachers in the actual classroom teaching during the practice teaching phases.

It is evident from the table that before implementation of the strategy, 3 lessons of the student teachers were observed wherein 4 different speaking tasks namely ‘creative speaking’, ‘sentence formation’, ‘situational presentation’ and ‘picture

description' leading to in all 21 frequencies were organized by the student teachers. It is also observed from the same table that among all the speaking tasks, 'sentence formation' was the most commonly organized speaking task which was organized by 90 % (9 out of 10) of the student teachers.

During implementation of the strategy, 16 lessons of the student teachers were observed wherein except 35.71 % (5 out of 14) of the speaking tasks namely 'telegraphic message formation', 'interpretation of movie', 'dramatization', 'telephonic conversation formation' and 'conversation formation', all the other speaking tasks (i.e. 9 out of 14) leading to in all 196 frequencies were organized by the student teachers. It is also observed from the same table that among the various speaking tasks, 'creative speaking', 'sentence formation', 'picture description' and 'role play' were the most commonly organized speaking tasks which were organized by all the ten student teachers.

After implementation of the strategy, only one lesson of the student teachers was observed i.e. annual lesson wherein 3 different speaking tasks namely 'creative speaking', 'picture description' and 'natural expression' leading to in all 9 frequencies were organized by the student teachers. It is also observed from the same table that among the activities, 'picture description' was the most commonly organized speaking task which was organized by 60 % (6 out of 10) of the student teachers while the other speaking tasks were organized by 20 % to 10 % of the student teachers.

In all, out of all the speaking tasks, 35.71 % (5 out of 14) of the speaking tasks namely 'telegraphic message formation', 'interpretation of movie', 'dramatization', 'telephonic conversation formation' and 'conversation formation' were not organized at all by any of the student teachers while the rest of the speaking tasks were organized by the student teachers.

The data given in the table no. 5.6.2.1.a & 5.6.2.1.b show the language components related techniques / activities used by the student teachers in the actual classroom teaching during various practice teaching phases. The tables display the imbalance prevailing in the use of language components related techniques / activities by the student teachers and make it clear that the vocabulary, comprehension and grammar related techniques / activities were used comparatively more than the pronunciation, activity, writing task and speaking task related techniques / activities. This imbalance may be the result of student teachers' or students' average verbal communication competency as well as average written efficiency or the student

teachers might not have got the suitable atmosphere to apply various techniques among the students in the actual classroom during various practice teaching phases. Some of the reasons behind the student teachers' less feasibility of applying all the techniques / activities may be the excessive influence of students' medium of instruction on their learning efficiency, botheration of finishing the given target of content, limited periods, and the fixed content to be taught in the class by the student teachers.

In the context of the language components related techniques / activities used by student teachers in the actual classroom teaching during various practice teaching phases, the data given in the table no. 5.6.2.1.a & 5.6.2.1.b also make it clear that all the student teachers have not used all the techniques / activities that they learnt through the strategy implementation. But at the same time, it is worth mentioning that in the comparison of the phase 'before implementation of the strategy'; the use of techniques / activities by the student teachers has remarkably increased in the phase 'during the implementation of the strategy' and 'after implementation of the strategy'.

In all, it can be said that the student teachers have preferred mostly such techniques / activities as were convenient and easy to them in terms of application as well as meeting the needs of their students. It is obvious from the above data that such techniques / activities as are learner-centered and convenient in terms of application in the classroom teaching learning process are preferred more by the teachers as well as learners.

5.6.2.2. Average Percentage Scores obtained by Student Teachers in the Lessons of Practice Teaching Phases

This section displays the average percentage scores obtained by the student teachers in the lessons presented during various practice teaching phases namely before implementation of the strategy, during implementation of the strategy and after implementation of the strategy. The average percentage scores show the average of the total marks obtained by the student teachers in the particular practice teaching phase.

Table No. 5.6.2.2.a

Average Percentage Scores obtained by All Student Teachers in Practice Teaching Phases

Student Teacher No.	Average Percentage Scores obtained by Student Teachers		
	Before implementation of the strategy	During implementation of the strategy	After implementation of the strategy
S_1	66.67 %	73.75 %	80.0 %
S_2	70.00 %	72.81 %	82.0 %
S_3	71.67 %	74.69 %	80.0 %
S_4	76.67 %	81.88 %	90.0 %
S_5	75.00 %	80.0 %	90.0 %
S_6	71.67 %	78.44 %	86.0 %
S_7	71.67 %	79.69 %	90.0 %
S_8	71.67 %	75.63 %	86.0 %
S_9	70.00 %	68.75 %	82.0 %
S_{10}	73.33 %	73.75 %	82.0 %

Figure No. 5.6.2.2.a
Average Percentage Scores obtained by All Student Teachers in Practice Teaching Phases

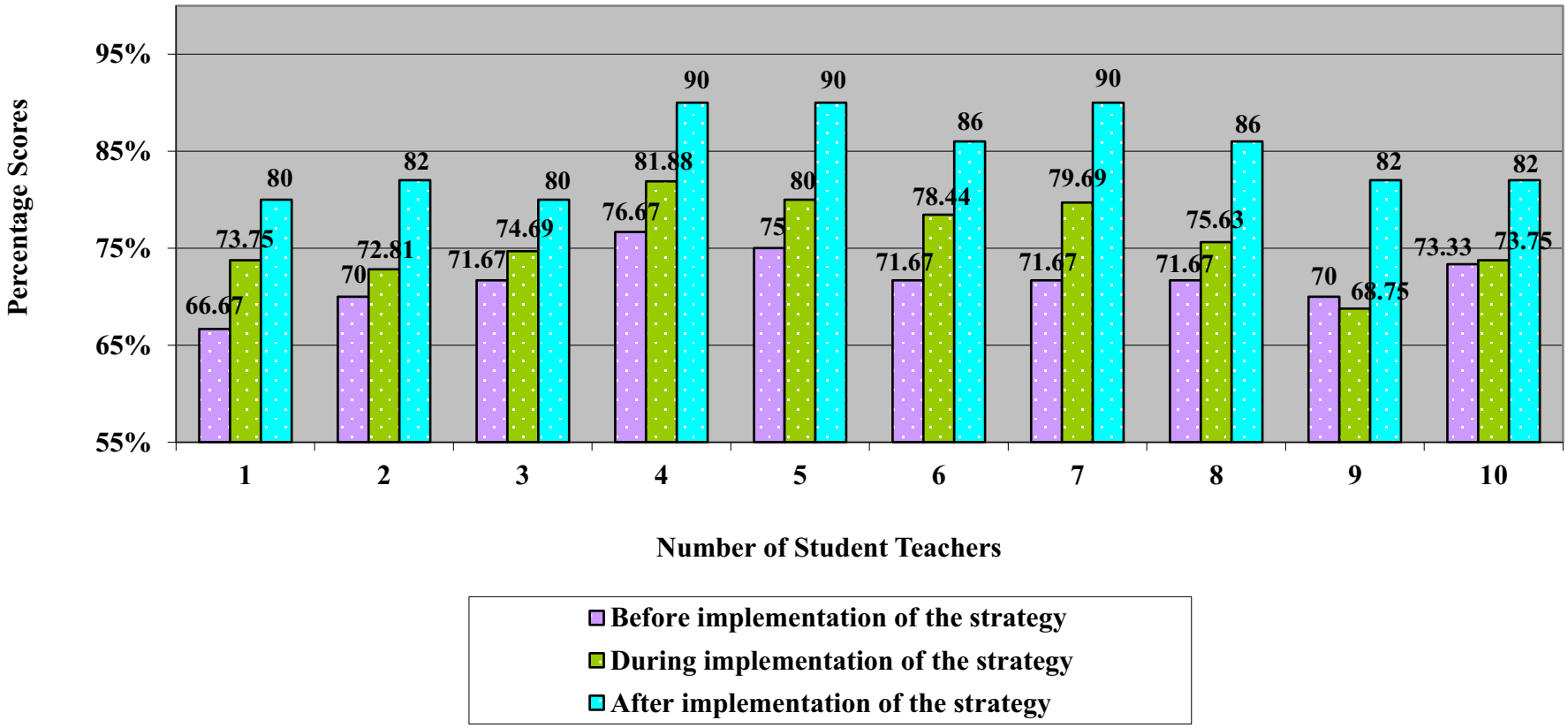


Table no. 5.6.2.2.a and Figure no. 5.6.2.2.a show the average percentage scores obtained by the student teachers in various practice Teaching phases i.e. before implementation of the strategy, during implementation of the strategy and after implementation of the strategy.

It becomes evident from the table and figure that except only one student teacher i.e. student teacher S9, the average percentage scores of all other student teachers have remarkably increased from the phase 'before implementation of the strategy' to 'during implementation of the strategy'. In case of student teacher S9, it is found that the average percentage score obtained by student teacher S9 before implementation of the strategy was 70.0 % which decreased to 68.75 % with the decrease of 1.25 % during implementation of the strategy. Though after implementation of the strategy, the performance of S9 has remarkably improved and he has obtained 82.0 % with the increase of 13.25 % which is highest among all the increases found in the performance of student teachers after implementation of the strategy.

It is also evident from the figure no. 5.6.2.2.a that out of all the student teachers, the average percentage scores of 40 % student teachers (i.e. S3, S6, S7, S8) were equal before implementation of the strategy i.e. 71.67 % and during implementation of the strategy the average percentage scores of all these student teachers have increased remarkably.

In the context of the highest increase in the average percentage scores of the student teachers from the phase 'before implementation of the strategy' to 'during implementation of the strategy', it is found that the average percentage scores of student teachers S1, S6 and S7 have greatly increased from the phase 'before implementation of the strategy' to 'during implementation of the strategy'. Before implementation of the strategy, the average percentage scores of student teacher S1 was 66.67 % which increased to 73.75 % during implementation of the strategy with the increase of 7.08 %; the average percentage scores of student teacher S6 before implementation of the strategy was 71.67 % which increased to 78.44 % during implementation of the strategy with the increase of 6.77 % and the average percentage scores of student teacher S7 before implementation of the strategy was 71.67 % which increased to 79.69 % during implementation of the strategy with the increase of 8.02 %.

On the other hand, the lowest increase in the obtained average percentage scores is found in the case of student teacher S10. It is evident the figure no. 5.6.2.2.a that the average percentage scores of student teacher S10 has increased from the phase 'before

implementation of the strategy' to 'during implementation of the strategy' but not so significantly as the average percentage scores obtained student teacher S10 was 73.33 % which increased to 73.75 % during implementation of the strategy with nominal the increase of 0.42 %.

In the context of the highest increase in the average percentage scores obtained by the student teachers from the phase 'during implementation of the strategy' to 'after implementation of the strategy', it is found that the average percentage scores of student teacher S9 has increased remarkably in this respect. During implementation of the strategy, the average percentage score of S9 was 68.75 % which increased to 82.0 % after implementation of the strategy with the increase of 13.25 %.

In the context of the highest increase in the average percentage scores obtained by the student teachers from the phase 'before implementation of the strategy' to 'after implementation of the strategy', it is found that the average percentage scores of student teacher S5 and S7 have increased remarkably from the phase 'before implementation of the strategy' to 'after implementation of the strategy'. Before implementation of the strategy, the average percentage score of student teacher S5 was 75.0 % which increased to 90.0 % after implementation of the strategy with the increase of 15.0 % and the average percentage score of student teacher S7 before implementation of the strategy was 71.67 % which increased to 90.0 % after implementation of the strategy with the increase of 18.33 %.

Thus, looking at the performance of student teachers in various practice teaching phases from different points of view, it can be said that out of all the student teachers, the performance of 90 % of the student teachers has improved remarkably during implementation of the strategy in comparison to their performance before implementation of the strategy. Even though in the case of student teacher S9, it was found that the performance of student teacher S9 was lower during implementation of the strategy but after implementation of the strategy, a remarkable improvement was found in his performance. In all, it can be said that after implementation of the strategy, the performance of all the student teachers has improved remarkably.

5.7 ANALYSIS AND INTERPRETATION OF DATA BASED ON OPINIONNAIRE

The data collected through the opinionnaire were in the form of opinions of the student teachers regarding the various aspects of the implemented strategy and the views pointed out by the student teachers to the different questions about the implemented strategy.

The data collected through the opinionnaire were analyzed and interpreted qualitatively and quantitatively based on the following table.

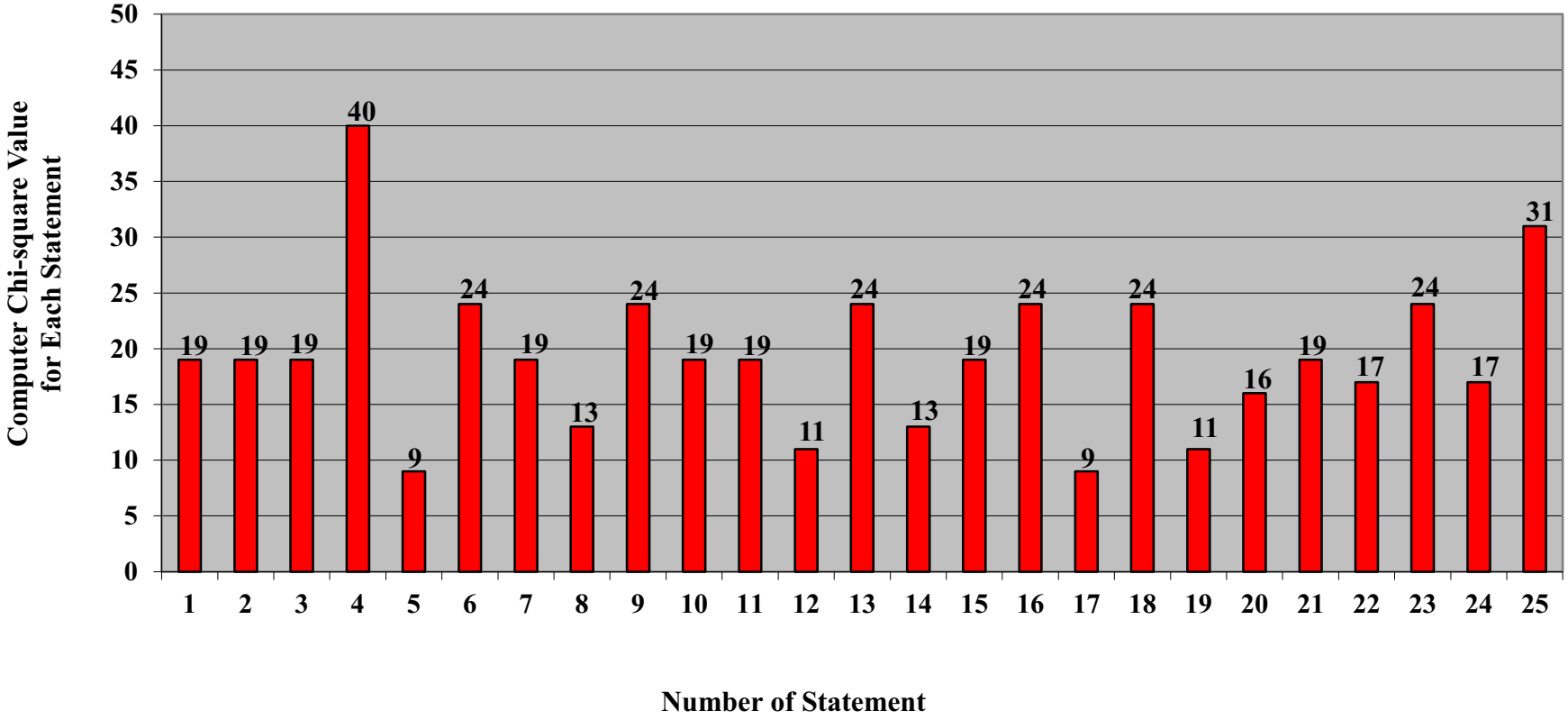
Table No. 5.7.a

Analysis of Data with respect to Opinions of Student Teachers towards the Developed Strategy in terms of Percentage as well as Observed Frequencies and Computed Chi-Square Value for Each Statement (N = 10)

Sr. No.	Opinions of the Student Teachers	Strongly Agree	Partially Agree	Undecided	Partially Disagree	Strongly Disagree	Calculated Chi - square Value
1	The language used in the strategy was easy and explanation given on each topic cleared our doubts.	70%	30%				19**
2	The instruction given for each exercise was clear and easy to understand.	70%	30%				19**
3	The various slides & transparences shown for giving examples on different topics were proper.	30%	70%				19**
4	The pictures and photos from different sources could help to make language items more interesting.	100%					40**
5	Combination of text and graphics could not make learning interesting for different topics.			20%	50%	30%	9
6	Learning does not become enjoyable when interaction takes place in a group of four or five students, seeking help and taking guidance from one another.				20%	80%	24**
7	Different types of exercises with the help of different means led to a greater understanding.	30%	70%				19**
8	Content presented in the strategy was sequentially arranged.	60%	30%	10%			13*
9	The way the content presented in the strategy was interesting.	80%	20%				24**
10	Time allotted in learning different content through this strategy was not enough.				30%	70%	19**
11	The total duration of the strategy was very short.				30%	70%	19**
12	The topics included in the strategy could not help to overcome many of the mistakes.		10%	10%	60%	20%	11*
13	The testing and subsequent feedbacks were quite useless.				20%	80%	24**
14	Immediate feedback to the responses does not help to boost up the confidence.		10%		30%	60%	13*
15	Revision at the end of each unit was not quite helpful.				30%	70%	19**
16	Selection of the language items was according to your level of understanding and ability.	80%	20%				24**
17	The methods and techniques used in the strategy could not sustain individual differences.			20%	30%	50%	9
18	Such type of strategy is not helpful for all students.				20%	80%	24**
19	Such type of strategy cannot be implemented in present class room situation as it is very time		10%		40%	50%	11*
20	The language items learnt through this strategy cannot be applied in different life like situations.				40%	60%	16**
21	This strategy could improve the overall performance with respect to different skills of learning.	70%	30%				19**
22	This strategy enabled to implement communicative approach during practice teaching session.	20%	70%	10%			17**
23	Such type of strategy for teaching English content should be implemented by every English teacher.	80%	20%				24**
24	Such type of strategy should be prepared and used in all subjects.	70%	20%	10%			17**
25	The teaching programme including such type of strategy should be held frequently.	90%	10%				31**

**** significant at .01 level** *** significant at .05 level** **NS = Not Significant**

Figure No. 5.7.a
Computed Chi-square Value for Each Statement



The data collected through an opinionnaire were analyzed and interpreted as under :

5.7.1 Analysis and interpretation of data in the form of opinions of the student teachers towards the implemented strategy in terms of percentage, observed frequencies and computed chi-square value for each statement

5.7.2 Analysis and interpretation of data in the form of views pointed out by the student teachers about the implemented strategy.

5.7.1 Analysis and Interpretation of Data in the form of Opinions of the Student Teachers towards the Implemented Strategy in terms of Percentage, Observed frequencies and Computed chi-square value for each statement

In this phase, the data obtained from Section - A of opinionnaire were analysed through frequency distribution, percentage analysis and chi-square. For carrying out the percentage analysis, the frequency-wise perceptions of student teachers against the particular statement were calculated and converted into percentage. The obtained data were analyzed in terms of observed frequencies and then the chi-square was computed considering the observed frequency for each statement wherein the researcher attempted to find out whether there was any significant difference between the observed frequencies and expected frequencies against equal probability hypothesis.

The statistical computation of Chi-square **(χ^2)** carried out in the present study for the quantitative analysis of the data obtained through the opinionnaire were as follow :

Step : 1	***fo***	Observed Frequencies (***fo***) were represented in figures in parenthesis within the different cells as per the adopted Likert's five point scale.
Step : 2	***fe***	Expected Frequencies (***fe***) were represented by the figures in parentheses within the different cells.
Step : 3	***fo-fe***	Observed Frequencies were subtracted from the Expected Frequencies.
Step : 4	***(fo-fe)²***	The scores obtained by subtracting Observed Frequencies from the Expected Frequencies were squared.

Step : 5 $\frac{(fo-fe)^2}{fe}$ The square of the scores obtained by subtracting Observed Frequencies from the Expected Frequencies were divided by Expected Frequencies.

Step : 6 $\sum\left[\frac{(fo-fe)^2}{(fe)}\right]$ All the scores obtained by administering the 5th step were computed.

Step : 7 The obtained chi-square value was compared with the Table – E value for degree of freedom '4' and the null hypothesis was tested.

Step : 8 The conclusions were drawn.

5.7.1.1 In response to the first statement i.e. "The language used in the strategy was easy and explanation given on each topic cleared our doubts", 70 % of the student teachers marked 'strongly agree' and 30 % of the student teachers marked 'agree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all the student teachers without a single exception considered the language used in the strategy to be easy and admitted that an explanation given on each topic cleared their doubts.

5.7.1.2 In response to the second statement i.e. "The instruction given for each exercise was clear and easy to understand", 70 % of the student teachers marked 'strongly agree' and 30 % of the student teachers marked 'agree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and

expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the instruction given for each exercise was clear and easy to understand for the student teachers.

5.7.1.3 In response to the third statement i.e. “The various slides & transparences shown for giving examples on different topics were proper”, 30 % of the student teachers marked ‘strongly agree’ and 70 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the slides and transparences showing examples on different topics were appropriate from the student teachers’ perception.

5.7.1.4 In response to the fourth statement i.e. “The pictures and photos from different sources could help to make language items more interesting”, all the student teachers marked ‘strongly agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 40. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the pictures and photos from different sources were very helpful to make language items more interesting.

5.7.1.5 In response to the fifth statement of negative polarity i.e. “Combination of text and graphics could not make learning interesting for different topics”, 50 % of the student teachers marked ‘disagree’ and 30 % of the student teachers marked ‘strongly disagree’ whereas 20 % of the student teachers marked ‘undecided’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 09. As the calculated chi-square value is lower than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is not rejected. In other words, it can be said that there is no significant difference between the observed frequencies and expected frequencies and it can be concluded that the combination of text and graphics made the learning of majority of the student teachers interesting for different topics.

5.7.1.6 In response to the sixth statement of negative polarity i.e. “Learning does not become enjoyable when interaction takes place in a group of four or five students, seeking help and taking guidance from one another”, 80 % of the student teachers marked ‘strongly disagree’ and 20 % of the student teachers marked ‘disagree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that from student teachers’ point of view, learning becomes enjoyable when interaction takes place in a group of four or five students, seeking help and taking guidance from one another.

5.7.1.7 In response to the seventh statement i.e. “Different types of exercises with the help of different means led to a greater understanding”, 30 % of the student teachers marked ‘strongly agree’ and 70 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all the student teachers considered different exercises to be helpful in leading to a greater understanding.

5.7.1.8 In response to the eighth statement i.e. “Content presented in the strategy was sequentially arranged”, 60 % of the student teachers marked ‘strongly agree’ and 30 % of the student teachers marked ‘agree’ whereas 10 % of the student teachers marked ‘undecided’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 13 which is higher than chi-square table value 9.488 at 0.05 level of significance but lower than the chi-square table value 13.277 at 0.01 level of significance. As the calculated chi-square value is higher than the chi-square table value at either of the two levels, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies but not so high and it can be concluded that the majority of the student teachers found the content presented in the strategy to be sequentially arranged.

5.7.1.9 In response to the ninth statement i.e. “The way the content presented in the strategy was interesting”, 80 % of the student teachers marked ‘strongly agree’ and 20 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all the student teachers considered the way of content presentation to be interesting.

5.7.1.10 In response to the tenth statement of negative polarity i.e. "Time allotted in learning different content through this strategy was not enough", 70 % of the student teachers marked 'strongly disagree' and 30 % of the student teachers marked 'disagree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that from student teachers' perception, the time allotted in learning different content through this strategy was enough.

5.7.1.11 In response to the eleventh statement of negative polarity i.e. "The total duration of the strategy was very short", 70 % of the student teachers marked 'strongly disagree' and 30 % of the student teachers marked 'disagree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the

observed frequencies and expected frequencies and it can be concluded that the total duration of the strategy was sufficient from student teachers' point of view.

5.7.1.12 In response to the twelfth statement of negative polarity i.e. "The topics included in the strategy could not help to overcome many of the mistakes", variation was revealed in the opinions of the student teachers wherein 60 % of the student teachers marked 'disagree', 20 % of the student teachers marked 'strongly disagree', 10 % of the student teachers marked 'agree' and 10 % of the student teachers marked 'undecided'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 11 which is higher than chi-square table value 9.488 at 0.05 level of significance but lower than the chi-square table value 13.277 at 0.01 level of significance. As the calculated chi-square value is higher than the chi-square table value at either of the two levels, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies but not so high and it can be concluded that the topics included in the strategy could help the majority of the student teachers to overcome many of their mistakes.

5.7.1.13 In response to the thirteenth statement of negative polarity i.e. "The testing and subsequent feedbacks were quite useless", 80 % of the student teachers marked 'strongly disagree' and 20 % of the student teachers marked 'disagree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that

all the student teachers considered the testing and subsequent feedback to be quite useful.

5.7.1.14 In response to the fourteenth statement of negative polarity i.e. “Immediate feedback to the responses does not help to boost up the confidence”, 60 % of the student teachers marked ‘strongly disagree’ and 30 % of the student teachers marked ‘disagree’ whereas 10 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 13 which is higher than chi-square table value 9.488 at 0.05 level of significance but lower than the chi-square table value 13.277 at 0.01 level of significance. As the calculated chi-square value is higher than the chi-square table value at either of the two levels, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies but not so high and it can be concluded that majority of the student teachers considered immediate feedback to the responses to be helpful in boosting up the confidence.

5.7.1.15 In response to the fifteenth statement of negative polarity i.e. “Revision at the end of each unit was not quite helpful”, 70 % of the student teachers marked ‘strongly disagree’ and 30 % of the student teachers marked ‘disagree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that from student teachers’ perception, the revision at the end of each unit was very helpful and useful.

5.7.1.16 In response to the sixteenth statement i.e. “Selection of the language items was according to your level of understanding and ability”, 80 % of the student teachers marked ‘strongly agree’ and 20 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the language items selected in the strategy were according to their understanding level and ability of the student teachers.

5.7.1.17 In response to the seventeenth statement of negative polarity i.e. “The methods and techniques used in the strategy could not sustain individual differences”, 50 % of the student teachers marked ‘strongly disagree’ and 30 % of the student teachers marked ‘disagree’ whereas 20 % of the student teachers marked ‘undecided’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 09. As the calculated chi-square value is lower than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is not rejected. In other words, it can be said that there is no significant difference between the observed frequencies and expected frequencies and it can be concluded that the methods and techniques used in the strategy could sustain the individual differences of majority of the student teachers.

5.7.1.18 In response to the eighteenth statement of negative polarity i.e. “Such type of strategy is not helpful for all students”, 80 % of the student teachers marked ‘strongly disagree’ and 20 % of the student teachers marked ‘disagree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all the student teachers considered such type of strategy to be helpful for all types of student.

5.7.1.19 In response to the nineteenth statement of negative polarity i.e. "Such type of strategy cannot be implemented in present class room situation as it is very time consuming", 50 % of the student teachers marked 'strongly disagree' and 40 % of the student teachers marked 'disagree' whereas 10 % of the student teachers agreed with this statement.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 11 which is higher than chi-square table value 9.488 at 0.05 level of significance but lower than the chi-square table value 13.277 at 0.01 level of significance. As the calculated chi-square value is higher than the chi-square table value at either of the two levels, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies but not so high and it can be concluded that the majority of the student teachers did not find such type of strategy to be time consuming and considered such type of strategy to be applicable in present classroom situation.

5.7.1.20 In response to the twentieth statement of negative polarity i.e. "The language items learnt through this strategy cannot be applied in different life like situations", 60 % of the student teachers marked 'strongly disagree' and 40 % of the student teachers marked 'disagree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 16. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all student teachers considered the language items learnt through the strategy to be applicable in different life like situations.

5.7.1.21 In response to the twenty first statement i.e. "This strategy could improve their overall performance with respect to different skills of learning", 70 % of the student teachers marked 'strongly agree' and 30 % of the student teachers marked 'agree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 19. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that the strategy could improve the overall performance of all the student teachers with respect to different skills of learning.

5.7.1.22 In response to the twenty second statement i.e. "This strategy enabled to implement communicative approach during practice teaching session", 20 % of the student teachers marked 'strongly agree' and 70 % of the student teachers marked 'agree' on the statement that whereas 10 % of the student teachers marked 'undecided'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 17. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and

expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that this strategy enabled the majority of the student teachers to implement communicative approach during practice teaching sessions.

5.7.1.23 In response to the twenty third statement i.e. "Such type of strategy for teaching English content should be implemented by every English teacher", 80 % of the student teachers marked 'strongly agree' and 20 % of the student teachers marked 'agree'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 24. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that from student teachers' viewpoint, such type of strategy for teaching English content should be implemented by every English teacher.

5.7.1.24 In response to the twenty fourth statement i.e. "Such type of strategy should be prepared and used in all subjects", 70 % of the student teachers marked 'strongly agree' and 20 % of the student teachers marked 'agree' whereas 10 % of the student teachers marked 'undecided'.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 17. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that majority of the student teachers were of the view that such type of strategy should be prepared and used in all subjects.

5.7.1.25 In response to the twenty fifth statement i.e. “The teaching programme including such type of strategy should be held frequently”, 90 % of the student teachers marked ‘strongly agree’ and 10 % of the student teachers marked ‘agree’.

The χ^2 critical values for 4 *df* as given in the Table - E are 13.277 at 0.01 and 9.488 at 0.05 level of significance and the calculated chi-square value is 31. As the calculated chi-square value is higher than the table value at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis is rejected. In other words, it can be said that there is a significant difference between the observed frequencies and expected frequencies and it can be concluded that all the student teachers without a single exception were in favour of organizing teaching programme including such type of strategy frequently.

As analysed above, the opinionnaire contained 13 statements having positive nature. Through these statements student teachers were asked to give their opinions regarding language used in the strategy, instruction given for exercises, various slides, transparences, pictures and photos as means of presentation used in the strategy, content presented in the strategy, way of content presentation, selection of the language items, helpfulness of strategy in improving overall performance of the student teachers in different skills of learning, helpfulness of strategy in implementing communicative approach during practice teaching session, implementation of such type of strategy by every English teacher, use of such type of strategy in all subjects and arrangement of various teaching programmes including such type of strategy. By analyzing the overall opinions of the student teachers towards the statements having positive polarity in terms of percentage, it was found that 97.69 % of the student teachers marked on ‘strongly agree’ or ‘agree’ whereas only 2.31 % of the student teachers marked on ‘undecided’. Through the analysis of these responses, it was revealed that majority of the student teachers possessed positive attitude towards the above stated 13 statements of positive polarity and showed their agreement to the statements while few student teachers were found to be uncertain with respect to these statements.

The opinionnaire contained 12 statements having negative nature. Through these statements student teachers were asked to give their opinions regarding the role of combination of text and graphics on making language learning interesting, interaction in group and its effectiveness from different perspectives, time allotment for learning different content items, total duration of strategy, importance of covered topics in overcoming mistakes, role of immediate feedback in boosting up student teachers' confidence, role of revision at the end of each unit, methods and techniques sustaining individual differences, helpfulness of the strategy for all types of student teachers, implementation of such type of strategy in present classroom situation as well as in different real life situations. By analyzing the overall opinions of the student teachers towards the statements having negative polarity in terms of percentage, it was found that 93.33 % of the student teachers marked on 'strongly disagree' or 'disagree', 4.17 % of the student teachers marked on 'undecided' whereas only 2.50 % of the student teachers marked on 'agree'. Through the analysis of these responses, it was revealed that a majority of the student teachers (i.e. 93.33 %) possessed negative attitude towards the above stated 12 statements of negative polarity and showed their disagreement to the statements while few student teachers (i.e. 4.17 %) were found to be uncertain with respect to these statements.

By analyzing the overall opinions of the student teachers towards the implemented strategy in terms of observed frequencies and computed chi-square value for each statement, it was found that for the statements no. 5 and 17, the computed chi-square values were 09 and 09 respectively which were lower than the χ^2 critical values for 4 *df* as given in the Table - E i.e. 13.277 at 0.01 and 9.488 at 0.05 level of significance. As the calculated chi-square values were lower than the chi-square table values at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis were not rejected for the statement no. 5 and 17. So, it can be said that no significant difference was found between the observed frequencies and expected frequencies. In other words, it can be concluded that majority of the student teachers (80 %) showed their disagreement to these statements and admitted that combination of text and graphics made learning interesting for different topics and the methods as well as techniques used in the strategy could sustain the individual differences of majority of the student teachers.

With respect to the statements no. 8, 12, 14, and 19, it was found that the computed chi-square values for these statements were 13, 11, 13, and 11 respectively. The calculated chi-square values were higher than χ^2 critical values for 4 *df* i.e. 9.488 at 0.05 level of significance but lower than the chi-square table value 13.277 at 0.01 level of significance. As the calculated chi-square values were higher than the chi-square table value at either of the two levels, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis were rejected for the statement no. 8, 12, 14, and 19. So, it can be said that a significant difference was found between the observed frequencies and expected frequencies but not so high. In other words, it can be concluded that the majority of the student teachers (87.50 %) showed their agreement to these statements and found the content presented in the strategy to be sequentially arranged and the topics to be very helpful in overcoming many of their mistakes. Majority of the student teachers also considered immediate feedback to the responses to be helpful in boosting up the confidence and did not find such type of strategy to be time consuming but to be applicable in present classroom situation.

With respect to the statements no. 1, 2, 3, 4, 6, 7, 9, 10, 11, 13, 15, 16, 18, 20, 21, 22, 23, 24 and 25, it was found that the computed chi-square values for these statements were 19, 19, 19, 40, 24, 19, 24, 19, 19, 24, 19, 24, 24, 16, 19, 17, 24, 17 and 31 respectively which were higher than the χ^2 critical values for 4 *df* as given in the Table - E i.e. 13.277 at 0.01 and 9.488 at 0.05 level of significance. As the calculated chi-square values were higher than the table values at both the 0.01 and 0.05 level of significance, the null hypothesis that there will be no significant difference between the observed frequencies and expected frequencies against equal probability hypothesis were rejected for the above mentioned statements. So, it can be said that a significant difference was found between the observed frequencies and expected frequencies. In other words, it can be concluded that majority of the student teachers (98.95 %) showed their agreement to these statements and possessed positive attitude towards the components mentioned in the above stated 19 statements.

5.7.2 Analysis and Interpretation of Data in the form of views pointed out by the student teachers about the Implemented Strategy.

In this phase, the data obtained from the Section - B of opinionnaire were in the form of views pointed out by the student teachers with respect to different questions about the implemented strategy and the data were analyzed through content analysis.

In response to the **first** question where the student teachers were asked if they thought that the present strategy was superior to the traditional classroom teaching, all the student teachers replied positively and admitted that the present strategy was superior in the comparison of the traditional classroom teaching. The student teachers justified their views where they reflected that the strategy is meant for all those student teachers who are very much concerned with the syllabus following communicative language teaching or communicative approach. The student teachers also added that the strategy is useful for both the student teachers and a student in general as it is concerned with the communicative and functional aspects of English language. The student teachers were of the view that the strategy helped them to improve their day to day conversational fluency and provided them more and more opportunities to express themselves. All the student teachers agreed that the knowledge acquired through the strategy is very useful and easily applicable to carry out various activities as a part of day to day routine life. They further pointed out that the strategy provided them knowledge about how to deal in simple English for carrying out various functions and tasks. The student teachers acknowledged that through the various modes of the strategy like individual work, pair work, group work and class work, they could develop their conversational skills, interactive aptitude and language efficiency.

By evaluating the above mentioned views of the student teachers, it was revealed that out of all the student teachers, 70 % of the student teachers were of the view that through the strategy they could increase their general awareness regarding the communicative approach and its utilization. The student teachers were of the view that through the strategy, they could enhance their conversational fluency and interactive abilities. 30 % of the student teachers responded to have betterment in their speaking, listening and writing skills, and acknowledged to have improvement in their use of English language for carrying out their day to day activities.

In the **second** question the student teachers were informed to give their opinions regarding the teachability of the implemented strategy. By evaluating the obtained opinions of the student teachers, it was revealed that out of all the student teachers,

60 % of the student teachers had common perception and gave their views in general whereas 40 % of the student teachers gave their views with the specification of the language components namely vocabulary, comprehension, activities, writing task and speaking task. In their opinions, the student teachers acknowledged that the content integrated in the strategy succeeded to a great extent in making them the read and independent users of the language. Moreover the student teachers found the activities and material interesting and relevant to their usual needs. The student teachers were also of the view that the strategy taught them how to work in group and in pair; how to prepare a notice; how to convey a message; how to make a request, suggestion, advice, proposal and order and how to develop the art of describing pictures. Through the strategy, the student teachers knew the pattern of rhyming words and learnt how to pronounce words by putting stress, they also learnt how to prepare telephonic message, how to describe a picture as well as a story and how to form a dialogue. The student teachers admitted that the strategy enabled them to speak with proper pronunciation to a great extent, to converse in English about day to day activities. They also acknowledged that the strategy made their understanding clear about how to learn and teach grammar functionally without following traditional methodology of structure and rules. As a result, they could get rid of the burden of cramming and memorizing structure patterns and rules. The student teachers were also of the view that through this strategy, they could develop their vocabulary to a great extent as while solving the blanks with multiple choices they could not only practice their active vocabulary but also enrich their passive vocabulary. They also pointed out that various comprehension exercises namely questions based on notice, advertisement, dialogue and sentence completion helped them a lot to develop their comprehensive abilities. The student teachers were of the view that the activities like role play, jokes competition, classroom conference, making a poster, skit making etc. were really interesting and they could enhance their knowledge from different perspectives.

The student teachers also confessed that the activities like dialogue completion, questions based letter formation, demonstration, message formation based on telephonic talk, paragraph based on points and questions, reporting observation, and picture interpretation made their writing aspect very easy and burdenless. Through their opinions, it was revealed that the strategy enriched their speaking abilities through the activities like creative speaking, natural expression, situational presentation, dramatization, role play and interpretation of movie as well as pictures.

In the **third** question, the student teachers were appealed to give their suggestions to enhance the effectiveness of the strategy so that proper modifications can be made before implementing the same strategy at any other level and its practical reliability can be enhanced. In response to this question, the researcher obtained some suggestions. Out of all the student teachers, 40 % of the student teachers suggested that more and more exercises should be given for homework for the concrete practice of particular content. 30 % of the student teachers were of the view that more and more audio-visual aids should be used to make the content livelier. 20 % of the student teachers were of the view that the use of internet can be a great alternative to introduce some innovative topics and the rest 10 % of the student teachers suggested that models can be used with respect to certain subject matter.

All the student teachers showed highly favourable opinions towards the evolved strategy as it enhanced their study skills and enriched their efficiency with respect to the mentioned language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task.

This is to be noted with reference to question no. 1, 2 and 3 that most of the mentioned views, opinions and suggestions were given by more than one student teacher and were repeated by some of the student teachers. So, by omitting the repeated views, the researcher quoted only those views which were different by nature and subject matter.

CHAPTER – VI SUMMARY

6.1 INTRODUCTION :

In the present chapter, the researcher provides the comprehensive view of the summary of the study divided into two different phases. The first phase tells in nutshell about the methodology of the study containing the details regarding statement of the problem, objectives of the study, delimitation of the study, population and sample of the study, tools of the study, data collection and data analysis. The second phase deals with the major and general findings of the study, discussion based on the obtained findings, conclusion, implications of the present study and suggestions for further research in this area.

The second phase provides a detailed review of the findings obtained as an outcome of the administration of information schedule, pre-test, post-test, observation schedule, and opinionnaire. Under the section entitled 'Discussion', the researcher make a discussion on the findings of the present study supported by the previous research studies and their suggestions for further research. Conclusion as a substance of the entire experiment narrates the relevance of the present study in the area of English language teaching and learning with respect to the importance of communicative approach in the present scenario. Through the implications of the present study, the researcher enlightens the significance and uniqueness of the present study from different point of views. Under the title of 'suggestions for further research', the researcher displays the probable areas where the present study can be extended or the areas where the horizons are open to conduct similar type of research from various perspectives considering levels, standards and mediums. The experiment carried out in the present study yielded productive as well as dynamic results as seen through the details presented in chapter – V of analysis and interpretation.

6.2 PRESENT SCENARIO OF COMMUNICATIVE LANGAUGE TEACHING AND IT'S SCOPE

English language teaching is a global phenomenon. Teachers all over the world have become conscious about English language teaching and the researchers round the world are engaged in studying the issues like language acquisition and the innovative practices of language teaching – learning process. With this transformation, come new demands and challenges for teaching English as a second or foreign language. At this juncture, when the entire system of teaching and learning English language has to keep pace with the changing needs of the time, it is felt that the entire system of teaching and learning English language should be molded in accordance with the aspirations of the learners. The existing system of teaching and learning English language is highly expected to suffice the knowledge and skills that can help the learners to cope up with the changing scenario. It has always been felt that certain modifications are needed to be thought about and to be practiced with respect to the betterment of the process of teaching and learning English language. With the passage of time, various attempts have ever been made to overcome the limitations and shortcomings felt in the process of teaching and learning of English language which has ultimately led to the origin of various methods, approaches and techniques.

In the history of English language teaching, various methods starting from 'Grammar Translation Method' to 'Structural approach' are symbolic of the progress English language teaching ideology underwent in the last century. A range of methods that came and went influenced or gave birth to new methods but the changing scenario has witnessed that the most of the methods could only make the learners competent enough to compose grammatically correct sentences; and the fact is that by and large the learners are found unable to perform a simple interactive or communicative task. In such a case, the appearance of the recent concept of the communicative approach in language known as Communicative Language Teaching (CLT) has brought a new revolution in the area of English language teaching. Now the question, "Can we teach English language in a communicative way ?" is like dilemma. More than being a dilemma the teachers are skeptical about the issue and feel uncertain that English language can be best taught in a communicative way.

As the communicative approach oriented new syllabus and the new textbooks of English have been introduced in Gujarat from June, 2005, the student teachers as well as learners in general have to follow functional textbooks based on communicative approach for their teaching learning process. The challenge for them is that they have studied through structural syllabus all through these years. They are never exposed to communicative language teaching methodology. They were immersed in structural set up and now they are asked to implement a novel method. The student teachers are having a definite mind set about language which includes rules, labels and other nuances of language. Many a times they are puzzled by the question whether a language can be taught without rules of grammar or without using meta-language and it seems an exceptional task to them. The way they are asked to teach/learn the subject is very different from the way it was taught to them. The challenge for them is first of all they have to mould their mind set and should be ready to accept the winds of change.

In the above mentioned contexts, the present research will primarily be of use to school and college teachers of English, either those already in service who have experience but feel the need for a firmer theoretical grounding or those with a teaching career in mind. With the changing time, the question has been raised by many and the question is : What does the teacher of English as a first / second language need to know ? The obvious answer will be that such a teacher must know how to teach English language effectively, efficiently and economically within given limited time and facilities available. The present study would help the student teachers to know the rationale behind the choice of a particular method, technique, activity or mode of work that they are likely to utilize while teaching to suit the learning style of their learners. The content selected for the present research presents ideas relating to the theories of language acquisition, language skills, learning techniques and testing. This is to be kept in mind that every communicative activity is different. It will not always be appropriate or practical to use all of the techniques or activities bearing communicative or functional approach without considering the needs of the learners. It is also worth remembering that the way content is sufficed should have realistic communicative context of situation. It is necessary that the likely conversational framework should be relevant and useful and if required, the students should be given enough time for preparation. For enhancing their involvement and attachment with the content, appropriate groups of learners should be framed and should be provided such an atmosphere where they can self-correct their errors.

Looking at the nature of the present study and its scope for the student teachers and the learners in general, the present study would provide plenty of communicative approach oriented materials and guidelines for the practicing teachers and the student teachers to build up smooth and genuine communicative atmosphere for the learning to take place at its best. For the school and college authorities, the present study would provide a guideline about how to adopt flexible seating arrangement to carry out activities according to the demanding situations leading to natural and stress free learning. The present study would also be beneficial for the material producers and the thorough study of the present research would guide the material producer about how to utilize the available teaching materials and the supporting resource materials, variety of charts, pictures, advertisements, cartoons, maps, news items, different official and formal forms, notices and various tables.

In all, there is no exaggeration in saying that the present research would provide sufficient opportunities to the future teachers to be prepared to teach through the communicative approach at the earlier stage. The present study would turn out to be an exercise in futility enabling the student teachers to cultivate the required communicative competence and to create functional atmosphere.

6.3 STATEMENT OF THE PROBLEM

Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers.

6.4 OBJECTIVES OF THE STUDY

(1) To develop a strategy to enhance communicative approach for English language teaching among the student teachers.
(2) To implement the strategy developed for the student teachers.
(3) To study the effectiveness of the developed strategy
    a. in terms of the achievement of the student teachers.
    b. in terms of the opinions of the student teachers towards the strategy.

6.5 DELIMITATIONS OF THE STUDY

(1) The present study was delimited to only one self-financed B.Ed College affiliated to the Hemchandracharya North Gujarat University, Patan.

(2) The present study was delimited to only those student teachers who were having English as a major method of teaching at B.Ed. level.

6.6 POPULATION OF THE STUDY

The present study was conducted for the student teachers (B.Ed. Students). All the student teachers from non grant-in-aid B.Ed colleges (affiliated to the Hemchandracharya North Gujarat University, Patan) with Teaching of English as a major method constituted the population for the proposed study.

6.7 SAMPLE OF THE STUDY

All those B.Ed students having Teaching of English as a major method and belonging to the Banaskantha Kadva Patidar Sanskar Mandal, College of Education, Palanpur (B.K. District, Gujarat) constituted the sample for the present study.

6.8 TOOLS OF THE STUDY

6.8.1 Information Schedule

The researcher designed an Information Schedule **(Appendix - B)** to be familiar with the background of the selected sample of student teachers and to identify their entry behaviour. The information schedule was validated with the help of experts in the area of English education. The information schedule comprised of both close-ended items and open-ended items. While responding to the close-ended items, the respondent had to put a tick mark according to their perception. While responding to open-ended items, the respondent had freedom to express their views in a written form.

6.8.2 Pre Test and Post Test

The researcher constructed the parallel type of pre-test and post-test **(Appendix – C & D)** to study the effectiveness of the developed strategy in terms of the achievement of the student teachers. The pre-test was validated with the help of experts in the area of English education. The pre-test was conducted with the intention of testing the previous knowledge of the student teachers in the area of English communication prior to the implementation of the developed strategy. The post-test was administered to determine the achievement of the student teachers after the implementation of the developed strategy.

6.8.3 Observation Schedule

The observation schedule **(Appendix - E)** was constructed to make a note of the application level of communicative approach in the actual classroom teaching process by the student teachers and to observe the expected desirable changes in the teaching aspect of the student teachers due to the implementation of the developed strategy. The observation schedule was validated with the help of experts in the area of English education.

6.8.4 Opinionnaire

The opinionnaire **(Appendix - F)** was designed to study the effectiveness of the developed strategy in terms of the opinions of the student teachers towards the strategy. The opinionnaire was validated with the help of experts in the area of English education.

The opinionnaire contained open ended as well as close ended items included in two different sections i.e. Section - A and Section - B. Section - A comprised of the close ended items in the form of twenty five statements including both positive and negative statements by nature which were to be responded by the student teachers by putting a tick mark against the term they felt most appropriate out of the given five rating points. Section - B comprised of open ended items in the form of three questions asking for the opinions of the student teachers regarding the comparative status of the implemented strategy with that of the traditional classroom teaching, teachability of the programme and suggestions of the student teachers to enhance the effectiveness of the strategy if any.

6.9 DATA COLLECTION

Throughout the study, the data were personally collected by the researcher using Information Schedule, Observation Schedule, Pre-test, Post-test and Opinionnaire.

6.10 DATA ANALYSIS

The data collected in the present study were analyzed qualitatively as well as quantitatively. The data collected through the information schedule were analyzed with the help of content analysis, frequency distribution and percentage analysis.

The data obtained through the pre-test and post-test were analyzed both quantitatively and qualitatively. The content explained in the given answers of the pre-test and the post-test were analyzed qualitatively while the marks obtained in the tests as a whole by the student teachers were analyzed quantitatively. The data obtained through the observation schedule were analyzed qualitatively. The data collected through the observation schedule were in the form of observation details of the student teachers teaching English subject in actual classroom situation during the practice teaching programmes and internship programme which were analyzed through content analysis and percentage analysis based on frequency distribution of the moves of communicative approach. The data collected through the opinionnaire were analyzed qualitatively through content analysis, frequency distribution, percentage analysis and quantitatively through chi-square.

6.11 FINDINGS OBTAINED FROM THE ANALYSIS OF THE DATA

This section provides a detailed review of the findings obtained as an outcome of the administration of information schedule, pre-test, post-test, observation schedule and opinionnaire.

6.11.1 Findings based on the analysis of Information Schedule Data

6.11.1.1 The use of English language by the student teachers in their writing aspect was found to be very good while the use of English language by the student teachers in their speaking aspect was not found comparatively so good as 80 % of the student teachers used English language sometimes or rarely in their verbal communication while 80 % of the student teachers often used English language in their writing..

6.11.1.2 Through the student teachers' perceptions about their efficiency in LSRW skills, reading efficiency of 90 % of the student teachers was found to be fairly good to good. Listening efficiency of 60 % of the student teachers was found to be average. Writing efficiency of 70 % of the student teachers was found to be average to poor and the speaking efficiency of 70 % of the student teachers was found to be average.

6.11.1.3 All the student teachers were found to have common perception that the knowledge of English language is very essential at present.

6.11.1.4 With reference to the use of English language for carrying out verbal communication, the student teachers were found to be using English language at a very restricted level and in exceptional circumstances at college, in class, home and in other places.

6.11.1.5 With respect to the use of English language for attaining various language purposes like thanking, requesting, apologizing, complaining, greeting and so on, less than 50.0 % of the total number of student teachers were found to be using English language often or sometimes. The extensive use of English was found in their verbal communication but less in their writing which highlights the prevailing imbalance in the speaking and writing aspects of the student teachers.

6.11.1.6 Through the responses of the student teachers regarding the use of English language to attain different language tasks like to enjoy programme on Radio, T.V.,Video and Movies, to read English newspaper, magazines, books and so on, it was found that 95 % of the student teachers considered English language very important in that respect.

6.11.1.7 Through the probable causes expressed by the student teachers behind their not being good at English language, it was found that 50 % of the student teachers firmly believed the lack of proper guidance, lack of proper background, and deficient teaching methods to be responsible causes behind their not being good at English, 20 % of the student teachers pointed out the lack of proper guidance and deficient teaching methods to be the probable causes behind their not being good at English, 20 % of the student teachers admitted that lack of sincerity on their side was the probable cause behind their not being good at English, and the rest 10 % of the student teachers considered toughness of the language as a probable cause behind their not being good at English.

6.11.1.8 From the perceptions of the student teachers about the method or approach fulfilling various language requisites, direct method and communicative approach were revealed to be the most helpful method and approach from 80 % of the student teachers.

6.11.1.9 Only 40 % of the student teachers knew that the framework of the existing textbook syllabus is based on communicative approach while the rest 60 % of the student teachers were found to be unknown in that respect.

6.11.1.10 From the various definitions given by the student teachers about communicative approach, definitions given by 60 % of the student teachers were found to be nearer to the actual definitions while the rest definitions were found to have no relevance with the real definitions of communicative approach.

6.11.1.11 Most of the student teachers denied to have come across any technique to teach any content through the communicative approach taught by their teachers and all the student teachers refused to have any teaching experience with respect to communicative approach.

6.11.1.12 With respect to the most difficult areas felt by the student teachers in teaching learning English language, vocabulary, comprehension and grammar were reflected to be more difficult areas by 40 % of the student teachers and activity, writing task, pronunciation and speaking task were reflected to be more difficult areas by 30 % of the student teachers respectively.

6.11.1.13 From the various techniques listed by the student teachers to enhance vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task, it was found that each student teacher could list out hardly two to three techniques with respect to each component and out of the listed techniques, some of the techniques were repeated in more than one component. In all, most of the student teachers were found to be unfamiliar about various techniques used to introduce the prescribed language components.

6.11.2 Findings based on the analysis of Pre-Test & Post-Test Data

6.11.2.1 Among all the language components, ‘vocabulary’ is the language component where in 90 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 %. ‘Grammar’ is the language component where in 70 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 %. ‘Writing task’ and ‘speaking task’ are the language components where in respectively 50 % of the student teachers have shown very good performance with the scholastic achievement difference ranging from 26 % to 35 %. ‘Activity’ is the

language component where in 50 % of the student teachers have shown good to very good performance with the scholastic achievement difference ranging from 26 % to 35 %. 'Pronunciation' is the language component where in 10 % of the student teachers have shown excellent performance with the scholastic achievement difference ranging from 36 % to 55 %, 10 % of the student teachers have shown very good performance with the scholastic achievement difference ranging from 26 % to 35 % and 60 % of the student teachers have shown good performance with the scholastic achievement difference ranging from 16 % to 25 %. 'Comprehension' is the language component where in 60 % of the student teachers have shown good performance with the scholastic achievement difference ranging from 16 % to 25 %. In all, among all the language components, 'vocabulary', 'grammar', 'writing task' and 'speaking task' are the components wherein the student teachers have shown remarkable improvement after the implementation of the strategy while 'activity', 'pronunciation' and 'comprehension' are the components wherein student teachers have shown improvement after implementation of the strategy but not so significant.

6.11.2.1 Except only two cases of student teacher S**1** in 'comprehension' and student teacher S**2** in 'grammar' in post-test, the performance of each student teacher in terms of percentage scores on all the language components increased significantly from pre-test to post-test. (refer table no. 5.5.1.a.)

6.11.2.2 The score of each student teacher differed positively from pre-test to post-test wherein the lowest score obtained by the student teacher in the pre-test was 71 out of 150 marks (47.33 %) which increased to 109 marks (72.67 %) in the post test with the increase of 38.0 marks (25.33 %). The highest score obtained by the student teacher in the pre-test was 95 out of 150 marks (63.33 %) which increased to 129 marks (86.0 %) in the post test with the increase of 34 marks (22.67 %). (refer table & figure no. 5.5.2.8.)

6.11.2.3 Before implementation of the strategy, the pre-test was conducted wherein out of all the student teachers, 30 % of the student teachers (S2, S5, S8) showed 'good performance' by obtaining more than 60.0 %. 50 % of the student teachers (S1, S3, S6, S9, S10) showed 'average' performance by obtaining more than 50.0 % and the rest 20 % of the student teachers (S4, S7) showed 'poor' performance by obtaining less than 50.0 %.

6.11.2.4 After implementation of the strategy, the post-test was conducted wherein out of all the student teachers, 50 % of the student teachers (S_4, S_5, S_7, S_8, S_9) showed 'excellent' performance by obtaining more than 80.0 % and 50 % of the student teachers (S_1, S_2, S_3, S_6, S_{10}) showed 'very good' performance by obtaining more than 70.0 % while none of the student teachers showed 'average' or 'poor' performance. (refer table no. 5.5.1.b.)

6.11.2.5 The post-test mean achievement scores of the student teachers were found significantly higher than the pre-test mean achievement scores with respect to 'vocabulary', 'comprehension', 'grammar', 'activity', 'writing task', 'pronunciation', and 'speaking task'.

6.11.2.6 The obtained t-values for all the language components namely 'vocabulary', 'comprehension', 'grammar', 'activity', 'writing task', 'pronunciation', and 'speaking task' were found higher than the critical t-values.

6.11.2.7 The mean scholastic achievement scores of all the ten student teachers in the pre-test were 82.4 and post-test were 117.7 leading to the difference of 35.30. In all, the performance of the student teachers on all the language components was found better than their performance in the pre-test.

6.11.3 Findings based on the analysis of Observation Schedule Data

6.11.3.1 Among all the language component related techniques / activities learnt by the student teachers during strategy implementation, 'comprehension', 'grammar', 'vocabulary' and 'pronunciation' related techniques / activities were used comparatively more than the techniques / activities related to 'activity', 'writing task' and 'speaking task'. Among all the language components, 'comprehension' is the only component whose all the techniques / activities were used by the student teachers while 'grammar' related 91.67 %, 'vocabulary' related 82.35 % and 'pronunciation' related 80 % of the techniques / activities were used by the student teachers. Though 'activity', 'writing task' and 'speaking task' related techniques / activities were used comparatively less than 'comprehension', 'grammar', 'vocabulary' and 'pronunciation' related techniques / activities but 'activity' related 61.54 %, 'writing task' related 71.43 % and 'speaking task' related 64.29 % of the techniques / activities were used by the student teachers. (refer table no. 5.6.2.1.a)

6.11.3.2 Throughout the implementation of the strategy, student teachers had learnt 90 different techniques / activities related to language components. Among the learnt techniques / activities, 'vocabulary' related 82.35 % (14 out of 17) of the techniques / activities were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 17.65 % (3 out of 17) of the techniques / activities (viz. 'puzzles and problems', 'odd one out' and 'sorting out') were not used by the student teachers. 'Comprehension' related all the techniques / activities (10 out of 10) were used by the student teachers in the actual classroom teaching during various practice teaching phases. 'Grammar related 91.67 % (11 out of 12) of the techniques / activities were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 8.33 % (1 out of 12) of the activity namely 'information transfer' was not used by the student teachers. 'Activity' related 53.84 % (7 out of 13) of the activities were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 46.16 % (6 out of 13) of the activities (viz. 'future plan', 'notice making', 'open endedness', 'poster making', 'view manifestation' and 'natural expression') were not organized by any of the student teachers. 'Writing task' related 71.43 % activities were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 28.57 % (4 out of 14) of the writing tasks related activities (viz. 'advertisement formation', 'message formation', 'demonstration' and 'notice formation) were not organized by the student teachers. 'Pronunciation' related 80.0 % (8 out of 10) of the techniques / activities were used by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 20.0 % (2 out of 10) of the techniques / activities (viz. 'rhythm chart formation' and 'poem completion') were not used by the student teachers. 'Speaking task' related 64.29 % (9 out of 14) of the activities were organized by the student teachers in the actual classroom teaching during various practice teaching phases while the rest 35.71 % (5 out of 14) of the speaking tasks related activities (viz. 'telegraphic message formation', 'interpretation of movie', 'telephonic conversation formation' 'dramatization', and 'conversation formation') were not organized.

6.11.3.3 Among all the techniques used by the student teachers to deal with various language components, ‘use of synonym’, ‘look and say’, ‘use of word in a sentence’, ‘word related example’ and ‘explanation of word’ were the most commonly used techniques to introduce vocabulary. ‘Question – answer’, ‘true and false’, ‘sentence completion’ and ‘matching’ were the most commonly used techniques / activities to assess the comprehension of the subject matter learnt by the students’. ‘Drilling’ and ‘fill up with the fitting one’ were the most commonly used techniques to teach grammar. ‘Talking about..’, ‘information transfer’, ‘central talk’ and ‘role play’ were the most commonly organized activities. ‘Dialogue completion’, ‘picture description’, ‘paragraph formation’, ‘creative writing’ and ‘talking about’ were the most commonly organized writing tasks. ‘Similar but not the same’, ‘silent letter identification’, ‘spelling game’ and ‘drilling’ were the most commonly used techniques to improve the pronunciation of the students. ‘Creative speaking’, ‘sentence formation’, ‘picture description’ and ‘role play’ were the most commonly organized speaking tasks. (refer table no. 5.6.2.1.b)

6.11.3.4 The terminology related to students’ active vocabulary were found to be used more in the comparison of terminology related to students’ passive vocabulary.

6.11.3.5 Among all types of questions asked by the student teachers, questions testing the knowledge of the students were asked in 83.33 % of all the lessons, questions testing the understanding of the students were asked in 50.0 of all the lessons, questions testing the application level of the learnt knowledge of the student were asked in 33.33 % of all the lessons and the questions testing the skill of using learnt knowledge of the students were asked in only 16.67 % of all the lessons.

6.11.3.6 In the grammar related lessons presented before implementation of the strategy, the frequency of illustrations given by the teachers was found to be good while the frequency of illustrations given by the students was found to be average while in the lessons presented during implementation of the strategy and after implementation of the strategy, an improvement was found in the performance of students in this respect and the frequency of illustrations given by the students was also found to be good.

6.11.3.7 In the context of school students' involvement in the actual classroom interaction through the introduced activity, the classroom observation revealed that in general, the students were attentive to the procedures in the classroom but their participation was very less however in the instances where the content was taught through activity, the students were found to be more eager to participate in the activity.

6.11.3.8 In the context of the use of points to make the writing task simple, easy and straightforward by student teachers, the classroom observation revealed that in most of the lessons wherein the points used by student teachers were as same as they were given in the textbook, the notes prepared by the students didn't have much variation while the lessons wherein the points given by the student teachers were different than that of the textbook, the students were found to be more interested to write on their own with vivid ideas.

6.11.3.9 Variation was found in the pronunciation of student teachers in the context of the articulateness, accuracy and appropriateness in the lessons presented during various practice teaching phases. Before implementation of the strategy, the pronunciations of student teachers were found to be good in only 33.33 % of all the lessons and average in 66.67 % of all the lessons while during implementation of the strategy and after implementation of the strategy, an improvement was found in the pronunciations of student teachers and their pronunciation were found to be fairly good in 16.67 % of all the lessons, good in 66.67 % of the lessons and average in the rest 16.67 % (1 out of 6) of all the lessons.

6.11.3.10 In the context of the efforts made by student teachers to get the students' pronunciation better in the lessons presented during various practice teaching phases, the classroom observation revealed that before implementation of the strategy, most of the student teachers had hardly made any sincere attempt to improve the pronunciation of the students and so the efforts of student teachers to get the students' pronunciation better were found to be average. During implementation of the strategy and after implementation of the strategy, the efforts of student teachers to get the students' pronunciation better were found to be good in 60.0 % of the lessons while in 40.0 % of the lessons, the efforts of student teachers to get the students' pronunciation better were found to be average (refer table no. 5.6.2.d).

6.11.3.11 In the context of the appropriateness, fluency, and uniformity of the language used in the speaking task by student teachers in the actual classroom practices during various practice teaching phases, the verbal communication of 60 % of the student teachers (S_2, S_4, S_5, S_6, S_7, S_8) was found to be fairly good to good whereas the verbal communication of 40 % of the student teachers (S_1, S_3, S_9, S_{10}) was found to be average.

6.11.3.12 Throughout the observation of the student teachers during various practice teaching phases, it was found that the student teachers preferred mostly those techniques which were convenient and easy to them in terms of implication and meeting the needs of their students.

6.11.3.13 Throughout the strategy implementation, it was found that because of informal seating arrangement of group and pair work, those student teachers who were shy and introvert in the beginning of the programme were found to have developed their communicative competence to a great extent in the end. and the student teachers preferred more to learn in groups and pairs as it was observed that when emotionally attached or involved in groups or pairs, they could progress better in the comparison of normal learning when they work individually on their own.

6.11.3.14 Effects of the routine methodology adopted by the school teachers, botheration of finishing the given target of content, limited time period, changing classroom situation due to certain technical problem, medium of instruction, fixation of the content to be taught in the class were found to be the factors that had pessimistic impact on the classroom teaching of the student teachers during the various practice teaching phases.

6.11.3.15 Out of the total number of techniques / activities that the student teachers learnt through the strategy implementation, 77.78 % (70 out of 90) of the techniques / activities were used by the student teachers.

6.11.3.16 An improvement was found in the presentation skill of the student teachers as a result of the discussion held during the remedial sessions wherein the researcher provided them the tips and guidance regarding various skills required for effective classroom interaction.

6.11.4 Findings based on the analysis of Opinionnaire Data

6.11.4.1 In response to the first statement i.e. “The language used in the strategy was easy and explanation given on each topic cleared our doubts”, 70 % of the student teachers strongly agreed and 30 % of the student teachers agreed.

6.11.4.2 In response to the second statement i.e. “The instruction given for each exercise was clear and easy to understand”, 70 % of the student teachers strongly agreed and 30 % of the student teachers agreed.

6.11.4.3 In response to the third statement i.e. “The various slides & transparences shown for giving examples on different topics were proper”, 30 % of the student teachers strongly agreed and 70 % of the student teachers agreed.

6.11.4.4 In response to the fourth statement i.e. “The pictures and photos from different sources could help to make language items more interesting”, all the student teachers strongly agreed.

6.11.4.5 In response to the fifth statement of negative polarity i.e. “Combination of text and graphics could not make learning interesting for different topics”, 50 % of the student teachers disagreed and 30 % of the student teachers strongly disagreed whereas 20 % of the student teachers were found undecided.

6.11.4.6 In response to the sixth statement of negative polarity i.e. “Learning does not become enjoyable when interaction takes place in a group of four or five students, seeking help and taking guidance from one another”, 80 % of the student teachers strongly disagreed and 20 % of the student teachers disagreed.

6.11.4.7 In response to the seventh statement i.e. “Different types of exercises with the help of different means led to a greater understanding”, 30 % of the student teachers strongly agreed and 70 % of the student teachers agreed.

6.11.4.8 In response to the eighth statement i.e. “Content presented in the strategy was sequentially arranged”, 60 % of the student teachers strongly agreed and 30 % of the student teachers agreed whereas 10 % of the student teachers were found undecided.

6.11.4.9 In response to the ninth statement i.e. “The way the content presented in the strategy was interesting”, 80 % of the student teachers strongly agreed and 20 % of the student teachers agreed.

6.11.4.10 In response to the tenth statement of negative polarity i.e. “Time allotted in learning different content through this strategy was not enough”, 70 % of the student teachers strongly disagreed and 30 % of the student teachers disagreed.

6.11.4.11 In response to the eleventh statement of negative polarity i.e. “The total duration of the strategy was very short”, 70 % of the student teachers strongly disagreed and 30 % of the student teachers disagreed.

6.11.4.12 In response to the twelfth statement of negative polarity i.e. “The topics included in the strategy could not help to overcome many of the mistakes”, variation was revealed in the opinions of the student teachers wherein 60 % of the student teachers disagreed, 20 % of the student teachers strongly disagreed, 10 % of the student teachers agreed and 10 % of the student teachers were found undecided.

6.11.4.13 In response to the thirteenth statement of negative polarity i.e. “The testing and subsequent feedbacks were quite useless”, 80 % of the student teachers strongly disagreed and 20 % of the student teachers disagreed.

6.11.4.14 In response to the fourteenth statement of negative polarity i.e. “Immediate feedback to the responses does not help to boost up the confidence”, 60 % of the student teachers strongly disagreed and 30 % of the student teachers disagreed whereas 10 % of the student teachers agreed.

6.11.4.15 In response to the fifteenth statement of negative polarity i.e. “Revision at the end of each unit was not quite helpful”, 70 % of the student teachers strongly disagreed and 30 % of the student teachers disagreed.

6.11.4.16 In response to the sixteenth statement i.e. “Selection of the language items was according to your level of understanding and ability”, 80 % of the student teachers strongly agreed and 20 % of the student teachers agreed.

6.11.4.17 In response to the seventeenth statement of negative polarity i.e. “The methods and techniques used in the strategy could not sustain individual differences”, 50 % of the student teachers strongly disagreed and 30 % of the student teachers disagreed whereas 20 % of the student teachers were found undecided.

6.11.4.18 In response to the eighteenth statement of negative polarity i.e. “Such type of strategy is not helpful for all students”, 80 % of the student teachers strongly disagreed and 20 % of the student teachers disagreed.

6.11.4.19 In response to the nineteenth statement of negative polarity i.e. “Such type of strategy cannot be implemented in present class room situation as it is very time consuming”, 50 % of the student teachers strongly disagreed and 40 % of the student teachers disagreed whereas 10 % of the student teachers agreed with this statement.

6.11.4.20 In response to the twentieth statement of negative polarity i.e. “The language items learnt through this strategy cannot be applied in different life like situations”, 60 % of the student teachers marked ‘strongly disagree’ and 40 % of the student teachers marked ‘disagree’.

6.11.4.21 In response to the twenty first statement i.e. “This strategy could improve their overall performance with respect to different skills of learning”, 70 % of the student teachers strongly agreed and 30 % of the student teachers agreed.

6.11.4.22 In response to the twenty second statement i.e. “This strategy enabled to implement communicative approach during practice teaching session”, 20 % of the student teachers strongly agreed and 70 % of the student teachers agreed with the statement whereas 10 % of the student teachers were found undecided.

6.11.4.23 In response to the twenty third statement i.e. “Such type of strategy for teaching English content should be implemented by every English teacher”, 80 % of the student teachers strongly agreed and 20 % of the student teachers agreed.

6.11.4.24 In response to the twenty fourth statement i.e. “Such type of strategy should be prepared and used in all subjects”, 70 % of the student teachers strongly agreed and 20 % of the student teachers agreed whereas 10 % of the student teachers were found undecided.

6.11.4.25 In response to the twenty fifth statement i.e. “The teaching programme including such type of strategy should be held frequently”, 90 % of the student teachers strongly agreed and 10 % of the student teachers agreed.

6.11.4.26 All the student teachers admitted the present strategy’s being superior to the traditional classroom teaching.

6.11.4.27 Out of total twenty five statements bearing positive as well as negative nature, the computed chi-square values for nineteen statements were found to have higher values than the χ^2 critical values for 4 *df* as given in the Table - E i.e. 13.277 at 0.01 and 9.488 at 0.05 level of significance.

The computed chi-square values for four statements (i.e. statement no. 8, 12, 14, 19) were found to be higher at 0.05 level of significance but not at 0.01 level of significance and for the rest two statements (i.e. statement no. 5 & 17), the computed chi-square values were found to be lower than the chi-square table value 13.277 at 0.01 and 9.488 at 0.05 level of significance.

6.11.4.28 All the student teachers agreed that the knowledge acquired through the strategy is very useful and easily applicable to carry out various activities as a part of day to day routine life.

6.11.4.29 70 % of the student teachers were of the view that the strategy had succeeded to a great extent in increasing their general awareness regarding the communicative approach and through this strategy they could uplift their conversational fluency and interactive abilities.

6.11.4.30 30 % of the student teachers felt betterment in their speaking, listening and writing skills, and acknowledged to have improvement in their use of English language for carrying out their day to day activities.

6.11.4.31 All the student teachers felt that the strategy made their communicative as well as interactive abilities better than they were earlier.

6.11.4.32 All the student teachers acknowledged that the content integrated in the strategy succeeded to a great extent in making them the real and independent users of the language. Moreover the student teachers found the activities and material interesting and relevant to their usual needs.

6.11.4.33 All the student teachers showed a highly favourable opinions towards the evolved strategy and admitted that the implemented strategy enhanced their study skills and enriched their efficiency with respect to the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task.

6.12 DISCUSSION

In the responses to information schedule, the student teachers admitted to have good listening and reading efficiencies and average speaking and writing efficiencies (finding no. 6.11.1.2). This finding made it clear that much attention was required to be paid to strengthen the student teacher's speaking and writing efficiencies as these skills were average among them. This finding is supported by pre test - post - test finding no. 6.11.2.1 which states that 'Writing task' and 'speaking task' are the language components where in respectively 50 % of the student teachers have shown 'very good performance' with the scholastic achievement difference ranging from 26 % to 35 %.
In connection with this finding, observation schedule finding no. 6.11.3.11 shows that during various practice teaching phases, the verbal communication of 60 % of the student teachers (i.e. S_2, S_4, S_5, S_6, S_7, S_8) was found to be fairly good to good whereas the verbal communication of 40 % of the student teachers (i.e. S_1, S_3, S_9, S_{10}) was found to be average. Thus, in the context of finding no. 6.11.1.2, it can be interpreted from finding no. 6.11.3.10 that this enhancement in the verbal communication of student teachers could be the result of the strategy implementation.

Further, it was found from information schedule finding no. 6.11.1.4 that in spite of having English language as a principal subject of graduation and post-graduation, the student teachers admitted before implementation of the strategy that they used English language at a very restricted level and in exceptional circumstances at college, in class, home and at other places. In connection with this finding, finding no. 6.11.4.32 of opinionnaire states that the content integrated in the strategy succeeded to a great extent in making the student teachers the real and independent users of the language. It is obvious from the finding no. 6.11.4.32 that this could be due to the effect of the strategy including the activities and the materials relevant to their usual needs.

Through the review of the probable causes expressed by the student teacher behind their not being good at English language, it was found that 50 % of the student teachers firmly believed the lack of proper guidance, lack of proper background and deficient teaching methods to be the responsible causes behind their not being good at English (information schedule finding no. 6.11.1.7). It is very clear from this finding that just keep on teaching is not enough, the learners are needed to be guided as well as educated continuously by conducting remedial sessions very now and then so that the learners can enrich their knowledge and make a use of the learnt knowledge more effectively.

This is supported by observation schedule finding no. 6.11.3.15 which shows that the presentation skill of the student teachers has improved a lot through the remedial sessions. This improvement in the presentation skills of the student teachers could be the result of the various tips and guidance provided to the student teachers in the remedial sessions regarding various skills required for effective classroom interaction.

From the perceptions of the student teachers regarding the method or approach fulfilling various language requisites, direct method and communicative approach were found to be the most helpful method and approach in that respect (information schedule finding no. 6.11.1.8). It is worth mentioning that the finding of Bose (1985) is showing that communicative approach had the most learning conditions available in the class in the comparison of the structural approach. This is also similar as per researcher's study.

Further, it was found from the information schedule finding no. 6.11.1.9 that only 40 % of the student teachers were knowing that the communicative approach is at the centre of the present textbooks' syllabus prescribed by Gujarat Secondary and Higher Secondary Education Board while the rest 60 % of the student teachers were unfamiliar in that respect but if one goes to finding no. 6.11.4.29 of the opinionnaire, it is found that 70 % of the student teachers were of the view that the strategy had succeeded to a great extent in increasing their general awareness regarding the communicative approach and its utilization. Looking at this change, it can be said that this awareness could be due to the learner-centered and activity-oriented communicative approach used by the researcher in the implementation of the strategy.

In the context of the most difficult areas felt by the student teachers in teaching-learning English language, table no. 5.2.9 of the information schedule displays that vocabulary, comprehension and grammar were more difficult areas from student teachers' point of view than activity, writing task, pronunciation and speaking task. (information schedule finding no. 6.11.1.12). In connection to this finding, the pre test - post test fining no. 6.11.2.1 shows that among all the language components, 'vocabulary' is the language component where in 90 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 %. 'Grammar' is the language component where in 70 % of the student teachers have shown very good to excellent performance with the scholastic achievement difference ranging from 26 % to 55 % and 'comprehension' is the language component where in 60 % of the student teachers have shown good performance with the scholastic achievement difference ranging from 16 % to 25 %.

Thus, the contradiction in the perception of the student teachers about vocabulary, comprehension and grammar as the most difficult areas and remarkable scholastic achievement difference of the student teachers in the same language components after implementation of the strategy clearly shows that this variation may be either due to effect of the strategy or the student teachers might not have been aware of what actually the difficult areas for them were.

Through the list of various techniques suggested by the student teachers to introduce various language components in the information schedule, it was found that only a few student teachers could list out several techniques and out of total number of listed techniques, so many techniques were irrelevant and repeated more than once or twice (information schedule finding no. 6.11.1.13). It is very obvious from this finding that as the implementation of the strategy had not commenced then, majority of the student teachers were not aware of various techniques / activities to introduce various language components and so it can be said that the number of irrelevant techniques / activities suggested by the student teachers might have been based on guess-work or ambiguity in their minds. In this context, the observation schedule finding no. 6.11.3.14 shows that out of the total number of techniques that the student teachers learnt through the strategy implementation, 77.78 % (70 out of 90) of the techniques were used by the student teachers to enhance various language components. This shows that during implementation of the strategy and after implementation of the strategy, there is a drastic change in terms of the using language components related techniques by the student teachers. It can be interpreted from this finding that this significant upliftment must be only due to strategy implementation.

From the section no. 6.11.2, the pre test - post test finding no. 6.11.2.7 shows that the post-test mean achievement scores of the student teachers on each language component were significantly higher than their pre-test mean achievement scores as the mean scholastic achievement scores of all the ten student teachers in the pre-test were 82.4 and post-test were 117.7 leading to the difference of 35.30. This finding is further supported by pre test - post test finding no. 6.11.2.6 which states that the obtained t-values for all the language components namely ‘vocabulary’, ‘comprehension’, ‘grammar’, ‘activity’, ‘writing task’, ‘pronunciation’, and ‘speaking task’ were higher than the critical t-values.

On the basis of both the findings no. 6.11.2.7 & 6.11.2.6, it can be interpreted that this improvement in the performance of the student teachers must be only due to the implemented strategy.

The pre test - post test findings no. 6.11.2.3 & 6.11.2.4 also prove the effectiveness of the strategy wherein finding no. 6.11.2.3 shows that before implementation of the strategy, the pre-test was conducted wherein out of all the student teachers, 30 % of the student teachers (i.e. S_2, S_5, S_8) had shown 'good performance' by obtaining more than 60 %. 50 % of the student teachers (i.e. S_1, S_3, S_6, S_9, S_{10}) had shown 'average' performance by obtaining 50 % to 59 % and the rest 20 % of the student teachers (i.e. S_4, S_7) had shown 'poor' performance by obtaining less than 50 %. In connection with this finding, finding no. 6.11.2.4 shows that after implementation of the strategy, the post-test was conducted wherein out of all the ten student teachers, 50 % of the student teachers (i.e. S_4, S_5, S_7, S_8, S_9) showed 'excellent' performance by obtaining more than 80 % and 50 % of the student teachers (i.e. S_1, S_2, S_3, S_6, S_{10}) showed 'very good' performance by obtaining more than 70 % while none of the student teachers showed 'average' or 'poor' performance (refer table no. 5.5.1.b.). Thus, the result of the post-test clearly shows that after implementation of the strategy, the performance of the student teachers has remarkably improved and this remarkable improvement must be only due to the implemented strategy.

Generally it is observed that the techniques as are learner-centered and convenient in terms of implementation and teaching learning process are preferred more by the learners and by making a use of them in a proper manner, much better output can be brought out. The same thing was observed in the present study and is reflected in the observation schedule finding no. 6.11.3.12 which shows that the student teachers preferred mostly those techniques as were convenient and easy to them in terms of implication and meeting the needs of their students. In connection with this finding, the observation schedule finding no. 6.11.3.1 clearly shows that among all the language component related techniques / activities learnt by the student teachers during strategy implementation, 'comprehension' is the only component whose all the techniques / activities were used by the student teachers while 'grammar' related 91.67 %, 'vocabulary' related 82.35 % and 'pronunciation' related 80 % of the techniques / activities were used by the student teachers.

Though ‘activity’, ‘writing task’ and ‘speaking task’ related techniques / activities were used comparatively less than ‘comprehension’, ‘grammar’, ‘vocabulary’ and ‘pronunciation’ related techniques / activities as ‘activity’ related 61.54 %, ‘writing task’ related 71.43 % and ‘speaking task’ related 64.29 % of the techniques / activities were used by the student teachers. (refer table no. 5.6.2.1.a)

At the same time, observation schedule finding no. 6.11.3.2 shows that among all the learnt techniques / activities, ‘vocabulary’ related 17.65 % (3 out of 17) of the techniques / activities (viz. ‘puzzles and problems’, ‘odd one out’ and ‘sorting out’) were not used by the student teachers. ‘Grammar related 8.33 % (1 out of 12) of the activity namely ‘information transfer’ was not used by the student teachers. **‘**Activity’ related 46.16 % (6 out of 13) of the activities (viz. ‘future plan’, ‘notice making’, ‘open endedness’, ‘poster making’, ‘view manifestation’ and ‘natural expression’) were not organized by any of the student teachers. ‘Writing task’ related 28.57 % (4 out of 14) of the activities (viz. ‘advertisement formation’, ‘message formation’, ‘demonstration’ and ‘notice formation) were not organized by the student teachers. ‘Pronunciation’ related 20.0 % (2 out of 10) of the techniques / activities (viz. ‘rhythm chart formation’ and ‘poem completion’) were not used by the student teachers. ‘Speaking task’ related 35.71 % (5 out of 14) of the activities (viz. ‘telegraphic message formation’, ‘interpretation of movie’, ‘dramatization’, ‘telephonic conversation formation’ and ‘conversation formation’) were not organized by the student teachers.

This imbalance in terms of using various language component related techniques might have been there due to the time consuming nature of some of the techniques / activities, effect of routine methodology adopted by the school teachers, botheration of finishing the given target of content, limited time period, changing classroom situation due to certain technical problem, overcrowded classrooms, medium of instruction, and fixation of the content to be taught in the class. Similar type of problems were reported by Pham (2007) when he quoted that teacher’s desire to implement communicative language teaching conflicted with many contextual factors which ranged from ‘Systemic Constraints’ such as traditional examinations, large class sizes, to ‘Personal Constraints’ such as students’ low motivation and unequal ability to take part in independent active learning practices, and even to teachers’ limited expertise in creating communicative activities like group work.

Even though these findings indicate that with so many limitations and hurdles, hardly any teaching-learning process in the traditional classroom would run smoothly and become successful but at the same time, it is also very evident from the finding no. 6.11.3.15 that among all the language component related techniques / activities learnt by the student teachers during strategy implementation, 77.78 % (70 out of 90) of the techniques / activities were used by the student teachers and this must be only due to the implementation of the strategy.

Through the opinions of the student teachers, it was found that all the student teachers admitted the present strategy's being superior to the traditional classroom teaching wherein 70 % of the student teachers were of the view that through the strategy they could uplift their conversational fluency and interactive abilities while 30 % of the student teachers felt betterment and improvement in their use of English language for carrying out their day to day activities (opinionnaire findings no. 6.11.4.29 & 6.11.4.30). This finding is supported by the opinionnaire finding no. 6.11.4.26 which states that out of total twenty five statements bearing positive as well as negative nature, the computed chi-square values for nineteen statements were found to have higher values than the χ^2 critical values for 4 *df* as given in the Table - E i.e. 13.277 at 0.01 and 9.488 at 0.05 level of significance which shows that the student teachers had positive reaction and favourable attitude towards the statements carrying such higher values.

The finding no. 6.11.4.31 obtained from the opinionnaire reports that all the student teachers without any exception have felt that the strategy has made their communicative as well as interactive abilities better than they were earlier. This finding is further supported by finding no. 6.11.3.13 of observation schedule which states that because of informal seating arrangement of group and pair work, those student teachers who were shy and introvert in the beginning of the programme were found to have developed their communicative competence to a great extent in the end. Even the student teachers preferred more to learn in groups because of their emotional attachment and involvement with one another. It was also found that they progressed better in the comparison of their learning in isolation. It is worth mentioning that the finding obtained by Natraj (1984) is also similar to the finding no. 6.11.3.13 of the researcher's study. Natraj (1984) found that Group Method Techniques were effective in promoting real use of language and improving learner participation in the classroom teaching.

In all, in the light of the above mentioned various findings, it is also timely to consider that in the comparison of traditional classroom teaching-learning process where English is taught by filtering the content through the mother tongue and the learners remain passive spectators at large, the communicative language teaching based classroom would prove to be successful in creating lively atmosphere where English language is learnt naturally as a part of interaction.

6.13 CONCLUSION

Based on the discussion, the following conclusions have been drawn.

In the context of the performance of all the ten student teachers in pre-test and post-test in terms of percentage scores, it was found that except only two cases of student teacher S1 in 'comprehension' and student teacher S2 in 'grammar' in post-test, the performance of each student teacher in terms of percentage scores on all the language components increased significantly from pre-test to post-test. (refer table no. 5.5.1.a.) The post-test mean achievement scores of all the student teachers on each language component were significantly higher than their pre-test mean achievement scores as the mean scholastic achievement scores of all the ten student teachers in the pre-test were 82.4 and post-test were 117.7 leading to the difference of 35.30. Even the obtained t-values for all the language components namely 'vocabulary', 'comprehension', 'grammar', 'activity', 'writing task', 'pronunciation', and 'speaking task' were higher than the critical t-values. In all, the performance of the student teachers on all the language components has been found better than their performance in the pre-test and this enhancement could be due to the strategy implementation.

In their responses to the opinionnaire, all the student teachers admitted the present strategy's being superior to the traditional classroom teaching. Even out of total twenty five statements bearing positive as well as negative nature, the computed chi-square values for twenty three statements were found to have higher values than the χ^2 critical values which show that the student teachers were agree to these statements and possessed positive attitude towards the components mentioned in these statements. Among all the student teachers, 70 % of the student teachers were of the view that the strategy had succeeded to a great extent in increasing their general awareness regarding the communicative approach and through this strategy they could uplift their conversational fluency and interactive abilities and 30 % of the student teachers felt betterment in their speaking, listening and writing skills, and acknowledged to have improvement in their use of English language for carrying out their day to day activities. All the student teachers felt that the strategy made their communicative as well as interactive abilities better than they were earlier and acknowledged that the content integrated in the strategy succeeded to a great extent in making them the real and independent users of the language. Moreover, all the student teachers agreed that the knowledge acquired through the strategy is very useful and easily applicable to carry out various activities as a part of day to day routine life. In all, all the student

teachers showed a highly favourable opinions towards the evolved strategy and admitted that the implemented strategy enhanced their language skills and enriched their efficiency with respect to the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task.

Throughout the implementation of the strategy, student teachers had learnt 90 different techniques / activities related to language components namely 'vocabulary', 'comprehension', 'grammar', 'activity', 'writing task', 'pronunciation' and 'speaking task'. Out of the total number of techniques / activities that the student teachers learnt through the strategy implementation, 77.78 % (70 out of 90) of the techniques / activities were used by the student teachers while the rest 22.22 % of the techniques / activities were not used by the student teachers. Even in the context of the applied techniques or activities, it was found that the student teachers preferred mostly those techniques / activities which were convenient and easy to them in terms of implication and meeting the needs of their students. Throughout the observation, the researcher observed that effects of the routine methodology adopted by the school teachers, botheration of finishing the given target of content, limited time period, changing classroom situation due to certain technical problem, medium of instruction, fixation of the content to be taught in the class were the probable factors that had pessimistic impact on the classroom teaching of the student teachers during the various practice teaching phases. Definitely, due to the above mentioned factors, it was found least feasible and practical to implement all the techniques / activities including the unused one, but it should be kept in mind that what is needed is not a revolutionary change towards something that may prove counterproductive. There is a dire need to focus upon a gradual switch over to those techniques / activities which were not used at all.

At last conclusions can be drawn from the above discussion that the communicative approach is the only approach that has fundamental key aspects like learner-centered teaching, activity-oriented teaching-learning, healthy interaction opportunities for learners, a lot of scope for creativity and function based language items which can lead to natural learning of English language. As a whole, there is no exaggeration in saying that whatever improvement is observed in the teaching learning aspect of the student teachers in the context of language components could be only due to the effective implementation of the strategy.

6.14 IMPLICATION OF THE STUDY

Learners :

The communicative nature of the developed strategy presented English language teaching - learning procedure in such a way that learners learnt English language without taking much pain in memorizing its rules and could express themselves in such an atmosphere where committing errors is considered as a part of learning and does not have any negative impact on students' learning. Function based nature of the present strategy discouraged the learners to speak on the basis of memorizing and sufficed them with plenty of such situations where the learners got opportunities to use a range of expressions fulfilling their multiple needs in diverse situations e.g. thanking, requesting, apologizing, etc.

Considering the above mentioned features of the strategy, learners in general need to develop positive attitude towards English language learning, and should give up their old study habits of memorizing rules and cramming structure. The learners should use English language without any fear of committing errors. These are the only ways that can bring out the learners from disheartening situation and lead them to betterment.

Teachers :

On the one side where the learners have a lot of benefits to be gained from the present strategy, on the other side, the practicing teachers can benefit the most from the present strategy. It is widely seen picture that even though English is introduced from 1st standard and is learnt to the post-graduate level or higher level, our students are not found to be confident as well as competent enough to use English in their speech as well as in writing to the expected level. One of the probable reasons may be the authoritarian role of the teacher. The teachers just need to come out of their traditional practice of 'pin-drop-silence' in the classroom and get ready to change his/her role with the changing situations.

In the present study, the researcher has taken care that the role of a teacher should not stay limited to just a tutor with chalk and talk method. During the strategy implementation, the researcher introduced so many activities which built up such a platform for the student teachers where they were free to talk, discuss, participate and perform a leading role. Here the role of the researcher was of merely an overseer, classroom manager, co-worker, helper and facilitator.

The implication of the present study for the practicing teachers is that they need to change their authoritarian role and get ready to adopt radical changes by fixing their roles as per the requirements of the activities or situation. By adopting various modes of learning like class work, group work and pair work, the practicing teacher can help the learners to take their own responsibility. In place of becoming a centre of the activities, the teachers have to make a sincere effort to increase language exposure. He/she needs to create such an atmosphere where learners can get enough practice to use language freely, where committing error can be considered as a sign of improvement and not of weakness. It doesn't mean that the teacher does not have any role to play. While monitoring an activity, the teacher has to monitor the responses of the learners and tell them whether they are on the right track or not. Without interfering in the activities of the learners, the teacher has to facilitate the communication process among them and should get ready to offer advice or help wherever it is felt necessary.

Training Institutes and Teacher Trainers :

There is no use of just talking about the importance of Communicative Language Teaching and trying to make our present syllabus more and more communicative by adding interesting content, tasks and activities unless and until the in-service teachers as well as the would be teachers (B.Ed. students) are made fully aware about this new teaching methodology and the proper ways of implementing it.

At the initial stage of the strategy, the researcher himself oriented all the student teachers about the basic concept of communicative approach and personally presented demonstrations on how to conduct different activities. Even groups and pairs were formed considering the individual differences and mutual comfort of the student teachers. The researcher tried his best to maintain basic principles of communicative approach by opening up maximum learner participation and minimum teacher interference.

The implication of the present study for the teacher training institutes and teacher students is that the general awareness programmes with respect to communicative language teaching should be held frequently for the practicing teachers as well. On demand, experts and resource persons from the area of Communicative Language Teaching (CLT) should be invited to throw light in this direction. The teacher trainees should be provided with plenty of communicative approach oriented materials and guidelines for how to prepare such material on their own.

School and College Authorities :

Though English is introduced from standard - I and is studied to the post-graduation as well as higher level, the poor attainment of the students in English language is a matter of great concern for the school and college authorities. Some of the probable reasons behind this pitiable condition may be too much stress laid down on the teachers by the authorities to complete the syllabus in a fixed time and less freedom on the part of the teachers to make necessary changes for the better enhancement of English language among the learners.

Considering this factor, the researcher practiced flexible seating arrangement according to the nature of the assigned activity like group work, pair work, individual work and class work. The implication of the present study for the school and college authorities is that if the teachers and students are permitted to adopt flexible seating arrangement to carry out activities according to the demanding situations, it would definitely lead to natural and stress free learning.

Textbook Writers :

In the present study, the researcher sorted out different exercises related with the language components namely vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task, arranged them in a particular sequence taking care of difficulty level, and gave them a unique form comprising of necessary details like title of the activity, objective of the activity, language component used in the activity, mode of work, teacher's role, student's role, and instruction for carrying out the assigned activity. Under this unified form, the researcher provided plenty of exercises so that the student teachers can master one language component at a time and after achieving excellence in one component, they can move to the other.

The implication of the present study for the textbook writers is that the textbook writers need to separate out all the components under different sections with number of exercises so that the learners can master each language component separately. Even it would be easy for the teachers to pay proper attention to one language component at a time and give justice to it. These sections can be set as a part of revision section.

For Testing and Evaluation :

In the present study, the researcher had made constant attempts to see that the performance of the student teachers should be tested and evaluated not in a traditional way of just an exam, but in the course of a continuous assessment of their communicative attainment as well as expression in different activities. Through his role of an observer, the researcher made a note of the role performed by the student teachers in a group, pair, class and as an individual. Care was taken on the part of the researcher to see that in modifying the mistakes of the student teachers, they are not discouraged. The frequent feedbacks and positive reinforcement given to the student teachers helped the researcher to a great extent to smoothen his dealings with them.

The implications of the present study for the testing and evaluation is that the person who is dealing with the communicative approach must have clear vision in his / her mind about how to test and evaluate the performance of the learners. On-going assessment of the students through their oral presentation and written assignments should be the initial step for the testing and evaluation procedure. Periodic assessment of the learners should be arranged. The continuous responses from the learners and their achievements as well as deficiencies should also be taken into consideration. The learner should be assessed on the basis of the fluency of the language expressed by them in the given task than the accuracy of the language they used in the given task. It does not mean that errors should not be corrected, the errors should be corrected but it is advisable to handle one or two grammar items on the basis of difficulty value. The errors should not be corrected at a time. At the end of the activities, the most frequently committed errors should be pointed out and corrected in general. In short, the best way to evaluate the learners' performance should be to assess the learners as a part of pair or a group and not as an individual.

6.15 SUGGESTIONS FOR FURTHER RESEARCH

Looking at the scope of the researches in the area of research with respect to English Language Teaching as well as Communicative Language Teaching, the researcher would like to point out some suggestions for the other researchers to carry out further studies. The following are some of the suggestions.

- The sample of the present study being small for getting more conclusive picture and greater generalization ability, a study involving a larger sample may be carried out.
- Similar type of study can be developed on other subjects.
- A similar type of study can be replicated by including all the student teachers who have English as their principle subject and those who don't have English as their principle subject.
- The strategy can be developed to enhance communication ability of the teachers teaching at primary level.
- Similar type of instructional strategy can be developed for the student teachers of other than Gujarati medium to judge its effectiveness.
- Research in the development of strategies dealing with each component in isolation also deserves attention.
- Various CALM (Computer Assisted Learning Material) and CAIM (Computer Assisted Instructional Material) can be developed by taking an account of the material used in the present strategy.
- Similar type of instructional strategy can be prepared by covering those topics of vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task which have not been dealt with in the present strategy.
- Similar type of instructional strategy can be developed for enhancement of LSRW (Listening, Speaking, Reading and Writing) skills of other languages.
- This strategy can be used for the students of other faculties also with necessary modifications and changes if necessary.
- The same experiment may be carried out by adopting other experimental designs of experimental study.
- This strategy will prove beneficial for training all those students, teachers, student teachers and personnel who are concerned with Communicative Language Teaching Learning process.

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http://www3.oup.co.uk/eltj/ (The ELT Journal : A Journal that seeks to bridge the gap between the everyday practical concerns of ELT professionals and related disciplines such as education, linguistics, psychology, and sociology that may offer significant insights.)

http://www3.oup.co.uk/iral/ (The International Review of Applied Linguistics in Language Teaching : IRAL is devoted to problems of general and applied linguistics in their various forms.)

http://www.polyglot.iss.wisc.edu/mlj/index (Modern Language Journal : MLJ is devoted to research and discussion about the learning and teaching of foreign and second languages.)

http://www.tesol.org/pubs/magz/tj (TESOL (Teaching of English to Speakers of Other Languages) Journal publishes articles on ESOL methodology, curriculum materials and design, teacher development, literacy, bilingual education, and classroom inquiry and research.)

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APPENDIX - A

FORWARDING LETTER FOR DATA COLLECTION

FORWARDING LETTER

To,
The Principal,
Shree Banaskantha Kadva Patidar Sanskar Mandal
B.Ed. College,
Palanpur. (North Gujarat)

Sub : Permission to collect data for Ph. D. research work

Dear Sir,

I am, the undersigned Ph. D. student doing my research work at CASE, The Centre of Advanced Study in Education, The M. S. University of Baroda, Vadodara, Gujarat. I am doing my Ph. D. work under the guidance of Prof. Mrs. Harshaben J. Patadia. My Ph. D. registration number is 7628. The title of my study is **"Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers."**

As an essential requirement of my research work, I need to collect data in the form of Information Schedule, Pre-test, Post-test and Opinionnaire from the student teachers of your college having English as their special (First) method. As my study is an Experimental study, I need to conduct an experiment and train the student teachers through communicative and functional as well as participatory approach for the duration of round about two to three months. This is to inform you that my research work will not affect the college schedule and will be conducted in the spare hours.

So, this is to request you to give me permission to collect the data and conduct an experiment for the said duration.

Please do the needful in this matter.

Thanking you,

Yours Sincerely,

(**Thakkar Bhavesh S.**)
Lecturer (English Method)
Shree Banaskantha Kadva Patidar Sanskar Mandal B.Ed. College,
Palanpur

APPENDIX - B

INFORMATION SCHEDULE

INFORMATION SCHEDULE

Name of Student Teacher :-_____ **Sr. no : _____**

Name of College :- _____

Mother Tongue :-_____ **Medium of Instruction** :-_____

(1) How often do you use English language ?

(Put a √ mark according to your perception)

Form	Often	Very often	Sometimes	Rarely
Spoken				
Written				

(2) Your efficiency in the LSRW skills

(Put a √ mark according to your perception)

Skill	Fairly Good	Good	Average	Poor
Reading				
Listening				
Writing				
Speaking				

(3) At present, the knowledge of English is essential.

(Put a √ mark according to your perception)

Do you - Agree [ ] To some extent [ ]

Disagree [ ] Indifferent [ ]

(4) Where do you speak English ?

(Put a √ mark according to your perception)

At home [ ] In college [ ]

In class [ ] Other than these [ ]

(5) Do you use English language for the following linguistic purposes ?

(Put a √ mark according to your perception)

Note :- ***Sp. : Spoken,*** ***Wr. : Written***

Purpose	Very often		Often		Some-times		Rarely		Never	
	Sp	Wr	Sp	Wr	Sp	Wr	Sp	Wr	Sp	Wr
Thanking and responding										
Requesting and responding										
Apologizing and responding										
Complaining and responding										
Greeting and responding										
Inquiring and responding										
Informing and responding										
Advising and responding										
Offering help and responding										
Asking for help and responding										
Taking and giving message on telephone and responding										
Giving or Receiving instruction and responding										
Complementing or Appreciating and responding										
Agreeing or Disagreeing and responding										
Scolding and responding										
Asking for …...and responding										
Predicting & Planning for future										
Narrating stories, events of past										

(6) Do you need English language for the following routine tasks ?

(Put a √ mark according to your perception)

Note :- V.Imp. : Very Important, Imp. : Important, N.Imp. : Not Important

No.	Tasks	V.Imp.	Imp.	N.Imp
1	To enjoy programme on Radio, T.V.,Video and Movies			
2	To read English newspaper, magazines, books, journals, periodicals			
3	To understand lectures, commentaries, notices, job advertisement			
4	To understand letters, telegrams, applications			
5	To take part in discussion, debate, seminar			
6	To discuss, seek clarification, to argue, to ask questions			
7	To get and give information and direction			
8	To write letters, applications, assignment, reports			

9	To fill in the form of examination, scholarship, concession, reservation and cancellation in railway			
10	To fill in the form of new account in bank / post office, draft, cheque, depositing and withdrawing money			

(7) If you feel that you are not good at English, what are the probable causes behind that ? *(Put a √ mark according to your perception)*

Lack of proper guidance [ ]
Lack of proper background [ ]
Lack of sincerity on our side [ ]
Deficient Teaching methods [ ]
The toughness of the language [ ]

(8) Which approach or method do you think can help you in fulfilling the above mentioned various linguistic requisites ? How ? *(Put a √ mark in more than one bracket in case of your choice is of more than one option)*

The Direct Method [ ]
The Grammar Translation Method [ ]
The Structural Approach [ ]
The Communicative Approach [ ]

Write the reason for your perception in the lines given below.

Ans:_____

_____

_____

_____

(9) Which approach has recently been adopted in framing syllabus of Present English textbook ?

Ans :-_____

(10) Define the Communicative Approach in your words.

Ans:-_____

_____

_____

_____

_____

(11) Have you ever come across any technique to teach any content through the Communicative Approach taught by your teachers ? If yes, please specify the technique/s.

Ans :-_____

_____

_____

_____

_____

(12) Have you ever taught to your students through the Communicative Approach ? If yes, please specify the unit and the techniques.

Ans :- _____

_____

_____

_____

(13) Which area do you find the most difficult while learning / teaching English language ? *(Put a √ mark in more than one bracket in case of your choice is of more than one option)*

Vocabulary	[ ]	Writing Tasks	[ ]
Comprehension	[ ]	Pronunciation	[ ]
Grammar	[ ]	Speaking Tasks	
Activity	[ ]		

(14) Which different techniques do you know to introduce the following items in English language ? Please specify the techniques.

(1) Vocabulary :-

(a) _____

(b) _____

(c) _____

(d) _____

(2) Comprehension :-

(a) _____

(b) _____

(c) _____

(d) _____

(3) Grammar :-

(a) _____

(b) _____

(c) _____

(d) _____

(4) Activity :-

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(5) Writing Tasks :-

(a) _____

(b) _____

(c) _____

(d) _____

(6) Pronunciation :-

(a) _____

(b) _____

(c) _____

(d) _____

(6) Speaking Tasks :-

(a) _____

(b) _____

(c) _____

(d) _____

Date : _____ _____

Place : _____ Signature of the Student Teacher

APPENDIX - C

PRE - TEST

PRE - TEST

Name :_____ **Sr. no :**_____

College : _____

Date :_____ **Time :** _____ **Marks :** _____

Obtained Marks :_____

Note : Write your answers in the given blanks.

SECTION : I **VOCABULORY** **Marks : 20**

Que : 1 Put a √ mark against the word with a similar meaning to the underlined word. (05)

(1) There was a great <u>battle</u> among the Kauravas and the Pandavas.

opposition [ ] familiarity [ ] combat [ ]

(2) The bell rang and the students <u>ran</u> to their classes.

rushed [ ] arrived [ ] marched [ ]

(3) We are sure that India will <u>win over</u> Pakistan in the next match.

command [ ] conquer [ ] lose [ ]

(4) The baby is sleeping. Please, <u>speak without making much noise</u>.

whisper [ ] keep mum [ ] speak noisily [ ]

(5) Ketan likes <u>boasting</u> even in a small and useless matter.

shout loudly [ ] self praise [ ] lose temper [ ]

Que : 2 Fill in the blanks with appropriate word given in the brackets. (10)

(1) Our _____ does not have any end. (imaginary, imaginative, imagination)

(2) Varun is often cheated due to his _____ nature. (sensible, sensitive, sensational)

(3) The government has prohibited the _____ drugs. (spirit, spirituous, spiritual)

(4) The opinions _____ from person to person. (vary, various, variation)

(5) The service that R.S.S. gave was _____. (credulous, credible, creditable)

(6) Mr. Pratap's position in the society is really _____. (enviable, envious, envy)

(7) We should be _____ in our dealings with others. (humane, humility, humiliation)

(8) The criminal was sent in a _____ custody. (judicious, judicial, judicable)

(9) In some cities, water is given on the _____ day. (alternative, alternate, alteration)

(10) Ultimately, all his arguments were found _____ and he lost the case. (special, specious, specific)

Que : 3 Fill in the blanks by using the word with correct spelling given in the bracket. (05)

(1) We must _____ ourselves to the changing circumstances. (adapt, adept, adopt)

(2) The _____ are grazing in the field. (kittle, kettle, cattle)

(3) Our teachers often _____ examples from various books while teaching. (sight, cite, site)

(4) Don't _____ your courage if the luck doesn't favour you. (loose, lose, loss)

(5) These events happened during Akbar's _____. (rain, rein, reign)

SECTION : II COMPREHENSION Marks : 15

Que : 4 Read the following dialogue carefully and answer the questions given below. (05)

Passenger : Excuse me, is there any train for Bombay this evening ?

Clerk : Yes, there is a train that leaves at 7:40 p.m.

Passenger : Which train ? On which platform ? When will it reach Bombay ?

Clerk : "Gujarat Express." Platform no. 2. It will reach at 6:30 a.m.

Passenger : Please give me two tickets.

Clerk : Do you want first class or second class ?

Passenger : Second class.

Clerk : Give me Rs. 450.

Passenger : Thank you.

Questions :

(1) What does the passenger want to know ?

Ans : _____

_____

(2) Give the details about the train.

Ans : _____

_____

(3) How much time will the train take to reach Bombay ?

Ans : _____

_____

(4) Which options does the passenger have for buying tickets ?

Ans : _____

_____

(5) How much will each ticket cost ?

Ans : _____

_____

Que : 5 Read the following passage carefully and answer the questions given below. (05)

King John ruled over England seven hundred years ago. The Abbot of Canterbury was one of the priests in his kingdom. King John was displeased with him because people said that he was richer than the king. So the king summoned him to come to his court.

King : I have heard that you keep a better house than I do. Do you think you are greater than the king ?

Abbot : No, Your Majesty. I don't I'm a humble servant of God.

King : I don't believe you. you can't be so rich. And besides, you shouldn't be so rich. You are a priest. A priest should be learned and wise, not rich. Are you a learned and wise man ?

Abbot : How can I answer that question, Your Majesty ?

Questions :

(1) What was Abbot ?

Ans : _____

(2) Why was the king displeased with Abbot ?

Ans : _____

_____

(3) According to the king, why shouldn't the Abbot be rich ?

Ans : _____

_____

(4) Why did the king ask questions to the Abbot ?

Ans : _____

_____

(5) 'To summon' means _____

(a) to suggest (b) to call (c) to request

Que : 6 Read the following advertisement and answer the questions in one sentence each. (05)

CHANDAN SANDAL SOAP
Net Weight 100 gms
Max. Retail Price Rs. 13.00
(Inclusive of all taxes)
NEW ECONOMICAL PACK OF 6 SOAP CAKES
FREE…….! FREE……..!
500 gms Ujala Washing Powder with this pack
Mfd. : Mysore Soaps Ltd.

Questions :

(1) What is this advertisement about ?

Ans : _____

(2) How much is the weight of the soap ?

Ans : _____

(3) What is the price of the soap ?

Ans : _____

(4) What is the special offer in this advertisement ?

Ans : _____

(5) What is the name of the manufacturing company of the soap ?

Ans : _____

SECTION : III **GRAMMAR** **Marks : 25**

Que : 7 Complete the following paragraph selecting the correct word/s from the bracket. (05)

Lata Mangeshkar is the _____ (more / most) famous playback singer of Indian cinema. She _____ (born / was born) on September 29, 1928 in Indore, Madhya Pradesh. Her father, Deenanath gave her training _____ (with / in) music in the first _____ (few / little) years. Lata _____ (sings / has sung) for films _____(by / with) well-known singers like Mohammad Rafi, Mukesh and Kishor Kumar. She has sung _____ (on / over) 26,000 songs in Hindi, _____ (beside / besides) many other languages. She has sung film songs, bhajans, devotional songs and classical songs. Her melodious voice _____ (captivated / captivates) the audience and enthralls them. Even _____ 75, (of, at) her voice hasn't lost its sweetness. She is a spinster, who has devoted herself, her life and soul to music.

Que : 8 [A] Fill in the blanks with the appropriate forms of the verbs given in the brackets. (05)

When Alan _____ (reach) the cricket ground, the match _____ already _____ (start). So Alan _____ not _____ (can + play). Alan was greatly disappointed. He_____not_____his teacher anything in his defense. He _____ home sadly.

[B] Join the following sentences and make one sentence. (03)

A born patriot, Subhash Chandra Bose addresses his soldiers and says to take an oath that they will give fight to the enemy till the last breath of their life. He says that freedom can never be had _____ (if, or, unless) you beg for it. Die for nation and every soldier _____ (who, which, whom) is martyred in this holy war will have a monument in free India. He also says, "We should prepare ourselves as early as possible _____ (so…that, in order to, so that) we can perform the duties we have shouldered."

[C] Convert the simple sentence into complex sentence by using participle. (02)

(1) Megha showed me her medal. It was shining.

Ans : _____

(2) Jatin went to return the goods. It was spoilt.

Ans : _____

Que : 9 [A] Convert the verbs of the following text into passive voice and rewrite it. (05)

Remember that natural resources are limited. We waste them without thinking about future. We have done a great harm to them. So, we should not cut trees. We should not waste food and electricity. We should grow more trees.

Ans : _____

_____

_____

[B] Rewrite the following text by replacing the underlined parts with those given in the bracket below the text. Make necessary changes. ***(make up its mind, goes back immediately, look out)*** **(03)**

Once a beautiful flower peeped out from the grass. But it read the notice on the gate; it felt so sorry for the children that it stepped back into the ground again. It decided not to grow.

Ans : _____

_____

_____

[C] Arrange the jumbled parts and make meaningful sentences. (02)

(1) to face / situation / I / and / difficult / have / tasks / may.

Ans : _____

_____

(2) a few steps / to take rest / I was / that / after / I had / so exhausted.

Ans : _____

_____

SECTION : IV ACTIVITY Marks : 20

Que : 10 Study the information given in the table and answer the questions given below. (05)

Diamond mining countries	Cutting centers	Principal markets
1. Angola	1. Belgium	1. Australia
2. Brazil	2. France	2. Canada
3. South Africa	3. India	3. France
4. India	4. Brazil	4. Brazil
5. Zaire	5. South Africa	5. South Africa
6. Botswana	6. Israel	6. Japan

1. Which country does all the activities : mining, cutting and marketing ?

Ans : _____

_____

2. Which countries are engaged in two of the activities ?

Ans : _____

_____

3. In which continent have you located most number of countries ?

Ans : _____

_____

4. What are the activities done by India ?

Ans : _____

_____

5. Which countries are the principal markets for diamonds ?

Ans : _____

_____

Que : 11 We can contribute significantly to keep our environment balanced and undisturbed from noise pollution. Prepare a list of Do's and Don'ts. Note down your points in the table given below. (05)

HOW TO KEEP ENVIRONMENT BALANCED AND UNDISTURBED FROM NOISE POLLUTION

Do's	Don'ts
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Que : 12 Imagine that an earthquake has caused a great disaster in some villages near to your village. Your school plans to take up some voluntary work for the people affected by this incident. Your group is the Leader Group. Now, plan for the rescue work. Take the help of the following questions and prepare a detailed note. Write your answer in the lines given below. (05)

1. Which committees will you need ?
2. How will your group guide other groups ?
3. Which things will you need ?
4. Whose help will you need ?
5. Which type of important instructions, notices and slogans will you prepare ?

Ans :_____

_____

_____

_____

_____

_____

_____

_____

_____

Que : 13 Imagine that you were a representative of the Science Club run by school during the year. Now, it is the end of the year. Prepare a speech giving details of the activities done by your club and thank your classmates and teachers for their support. Include these points. Write your answer in the lines given below. (05)

Guiding points :
- Activities organized by your club during the year.
- Thank the classmates for their support.
- Thank the teachers for their co-operation and encouragement.

Guiding expressions :
- I am thankful to……
- I am indeed grateful to your warm support.
- Thank you very much for the encouragement.
- Thanks once again…….
- Let me say thanks to……..

Ans : _____

_____

_____

_____

_____

_____

_____

_____

SECTION : V **WRITING TASKS** **Marks : 20**

Que : 14 Write a paragraph on Mahatma Gandhi, our father of nation, a renowned philosopher. His birthday is celebrated in entire India as well as World with great enthusiasm. Use the following details. (05)

Birth : Porbandar in Saurastra (Gujarat), 2nd October 1869.

Education : Primary education at Porbandar, Secondary education at Rajkot, Higher education at Bhavnagar and L.L.B. in England (from 1889 to 1891).

Previous life : (In Abroad) Satyagrah in South Africa from 1892 to 1914.

Later life : (In India) Returned India in 1914.

- Establishment of Sabarmati Ashram in 1917.
- Dandi March from Sabarmati to Dandi in 1930.
- Initiated Basic Education in 1938.
- Establishment of Phinix Ashram and Tolstoy Farm in 1940.

Works : *Autobiography* : Experiments of Truth; *Journals* : 'Harijan Bandhu', 'Young India', 'Lok Jivan'; 'Theory of Head, Heart and Hand'.

Death : In January, 1948.

Ans : _____

Que : 15 Complete the following letter using the clues given in the box. (05)

rewarded, success, proud of, heartily congratulate, regularity and sincerity, thoroughly, really exciting, achievement, hard labour, brilliant success,

Anand Bhavan,
Green Chawk,
Limbdi – 363 421.
February 8, 2008

Dear Sunil,

It was _____to see your name as a centre first student. I _____ you on your _____. _____ always requires a hard labour. You did _____under proper guidance. With the help of your teachers you prepared yourself fully. You attempted the questions _____. As a result of your right labour you have shone out in your town. I congratulate you, your teachers and your parents. We are all _____ your wonderful _____. My parents say that your hard work, _____ for your study have been _____.

Yours loving friend,
Shailesh

Que : 16 Read the following telephonic talk and on behalf of Mayur prepare Mr. Desai's message for Mr. Shah in about 30 words. Write your answer in the lines given below. (05)

Mr. Desai : Hello, is it 122334 ?
Mayur : Yes.
Mr. Desai : May I speak to Mr. Shah ? I am the manager of Reliance Industries Ltd.
Mayur : No, he has gone out. Is there any message for him ?
Mr. Desai : Tell him that his interview will be held on next Monday. Tell him to ring me up the moment he comes.

Start this way : Papa, Mr. Desai, manager of Reliance Industries Ltd. had called when you had…….....

Ans : _____

_____

_____

_____

Que : 17 You won the first prize in the elocution competition at the District level and one of your friends talks to you. Reply him/her and rewrite the complete dialogue. (05)

Mayank : Congratulations, Hardik on your bright success.

You : _____

Mayank : How do you feel now ?

You : _____

Mayank : On which topic did you speak ?

You : _____

Mayank : Did you find this competition tough ?

You : _____

Mayank : Were you confident enough to win this competition when you finished your speech ?

You : _____

Mayank : Did you take the help of newspapers, magazines and reference books for preparation ?

You : _____

Mayank : Did you get coaching from an expert ?

You : _____

Mayank : Whom will you thank most for your success ?

You : _____

Mayank : Are you going to take part in the competition at the State level ?

You : _____

Mayank : Good luck for the next competition.

You : _____

SECTION : VI PRONUNCIATION Marks : 25

Que : 18 Here is a list of some words with blanks. Write the words by indicating stress sign at appropriate place in given blanks. (05)
[*Example :* *tradition - tra`dition*]

magic	: _____	magician	: _____
success	: _____	annoyed	: _____
prince	: _____	princess	: _____
before	: _____	declare	: _____
contrast	: _____	earthquake	: _____

Que : 19 Below is given a list of words for your understanding. Note that the underlined letters are silent. They are not pronounced. Now underline the silent letters in given words. (05)

Example : ta<u>l</u>k dam<u>n</u>

knock	write	hour	psalm	psychology
half	fetch	assign	straight	climb

Que : 20 Here are some pairs of words, which look similar, but only some of them rhyme similarly while others don't. Put (√) mark against the pair where the words rhyme and (×) mark against the pair where they don't. (05)

view – dew		turn – learn	
cut – put		would – hood	
dove – move		tact – fast	
trays – prays		show - shot	
bring – string		Bar – bare	

Que : 21 Read the following pairs of words. Write the meanings of the words with pronunciation in mother tongue in the given blanks. (05)

No.	Word	Pronunciation		Meaning	
1	bag – beg				
2	then – than				
3	get- gate				
4	sad – shade				
5	major - measure				

Que : 22 Here are some pairs of words / groups of words which reflects on the pronunciation system of words when placed together. Study the examples carefully and solve the given pairs of words / groups of words accordingly. (05)

Example : Let it alone :- Le ti talone Run away :- ru naway

put out : _____ pull off : _____

clean up : _____ break into : _____

carry on : _____

SECTION : VI **SPEAKING TASKS** **Marks : 25**

Que : 23 Look at the picture carefully. Describe it in your own words and give a suitable title. Write your description in the lines given below. Present your answers to the class. (05)



Title : _____

Ans :_____

_____

_____

_____

_____

_____

_____

Que : 24 Here are given some expressions. Study them watchfully and write about the situations in which such expressions are used. Write your answers in the given blanks. Make use of such expressions in sentences. Present your answer to the class. (05)

1. Thank you

Situation : _____

***Example* : A :**_____

B :_____

2. Pardon

Situation : _____

***Example* : A :**_____

B :_____

3. All right

Situation : _____

***Example* :** **A :** _____

B : _____

4. Really ?

Situation : _____

***Example* :** **A :** _____

B : _____

5. Certainly

Situation : _____

***Example* :** **A :** _____

B : _____

Que : 25 Here is one situation for you : "Your younger brother / sister has failed in a preliminary exam. Advise him / her variously to work hard and sincerely." Write your advices in the lines given below. Present your answer to the class. (05)

Advice 1 : _____

_____

Advice 2 : _____

_____

Advice 3 : _____

_____

Advice 4 : _____

_____

Advice 5 : _____

_____

Que : 26 Write a paragraph in about 100 to 125 words using the points given below. Entitle the paragraph. Present your answer to the class. (05)

Points : Books – symbols of human culture – different subjects – different styles – different forms – provide information – recreate new ideas – encourage thinking – creativity – best friends in leisure time – old age – loneliness – source of regeneration – real friends

Title : _____

Ans : _____

_____

_____

_____

_____

_____

_____

_____

Que : 27 Here are some functions of language namely 'request', 'advise', 'order', 'warning', and 'proposal'. Write one statement conveying each function in the lines given below. Present your answer to the class. (05)

(1) request

Ans : _____

_____

(2) advice

Ans : _____

_____

(3) order

Ans : _____

_____

(4) warning

Ans : _____

_____

(5) proposal

Ans : _____

_____

Date : _____ _____

Place: _____ Signature of the Student Teacher

APPENDIX - D

POST - TEST

POST - TEST

Name :_____ **Sr. no :**_____

College : _____

Date :_____ **Time :** _____ **Marks :**_____

Obtained Marks :_____

Note : Write your answers in the given blanks.

SECTION : I **VOCABULORY** **Marks : 20**

Que : 1 Put a √ mark against the word with a similar meaning to the underlined word. (05)

(1) We require taking <u>instant</u> step against this injustice.

concrete [ ] immediate [ ] gradual [ ]

(2) We need to <u>ponder over</u> the problems of over population.

think about [ ] realize [ ] solve [ ]

(3) There has been a constant change in the <u>traditions</u> for ages.

customs [ ] conditions [ ] fashions [ ]

(4) These days no one can <u>flee</u> the terror of noise.

fight [ ] prevent [ ] escape [ ]

(5) The human body never gets <u>used to</u> noise.

tired of [ ] trained to [ ] habituated to [ ]

Que : 2 Fill in the blanks with appropriate word given in the brackets. (10)

(1) You are requested to do the _____ in this matter. (need, needy, needful)

(2) They built a _____ in the remembrance of a king. (memorial, memory, memorable)

(3) The _____ nature of the boss made him unpopular. (officious, office, official)

(4) Gandhiji believed in Hindu-Muslim _____. (united, union, unity)

(5) There is always _____ in the thinking of people. (variety, variation, various)

(6) He enjoys only the _____ powers. (virtuous, virtue, virtual)

(7) Are you _____ to accept this offer ? (will, willful, willing)

(8) His father is a man of hot _____. (temperance, temperature, temperament)

(9) Animals are _____ to live a peaceful life. (rightful, righteous, right)

(10) It is a _____ that the students of today are weak in English. (pity, piteous, pitiable)

Que : 3 Fill in the blanks by using the word with correct spelling given in the bracket. (05)

(1) Subhash came _____ than I. (later, latter, letter)

(2) The time that passes once doesn't come _____. (bake, beck, back)

(3) All _____ that truth always wins. (expect, except, accept)

(4) I could not understand the _____ case. (whole, hole, hall)

(5) Nirali fainted when she _____ a lion in front her. (sow, saw, show)

SECTION : II COMPREHENSION Marks : 15

Que : 4 Read the following dialogue carefully and answer the questions given below. (05)

Travel Agent : Good morning, Can I help you ?
Customer : Good morning, I want a ticket for Mumbai on 7th September.
Travel Agent : What is the name, please ?
Customer : Sunil Sharma. What time does the plane leave ?
Travel Agent : Just a moment, please. Yes, your plane leaves at 4 p.m.
Customer : Thank you.

Questions :

(1) Is the travel agent polite or rude ? How can you say so ?

Ans : _____

_____

(2) What was the customer's demand ?

Ans : _____

(3) Was the customer a lady or a gentleman ?

Ans : _____

(4) What information did the customer want to seek from the travel agent ?

Ans : _____

_____

(5) Why did the customer thank the travel agent ?

Ans : _____

Que : 5 Read the following paragraph carefully and answer the questions given below. (05)

Wise people say that laughter is the best medicine. If you laugh, you may remain healthy. It is true that a smiling face is always admired and welcomed everywhere. Even your critics will have a high regard for you. Gandhiji gave a lot of importance to laughter. During the serious discussions he never missed a single chance to laugh at certain follies. He used to collect money for the 'Harijan Welfare Fund'. He gave his autograph by charging one rupee from the visitor. When Sardar Patel asked about it, he simply said that he was a 'Bania'. And Sardar Patel along with Nehru burst into a hearty laughter.

Questions :

(1) Why do wise people say that laughter is the best medicine ?

Ans : _____

_____

(2) What are the advantages of smiling face ?

Ans : _____

_____

_____

(3) How did Gandhiji collect money for the 'Harijan Welfare Fund' ?

Ans : _____

_____

_____

(4) What did Gandhiji call himself ?

Ans : _____

(5) 'To have a high regard for' means _____

(a) To approve of (b) to be afraid of (c) to be away from

Que : 6 Read the following advertisement and answer the questions in one sentences each. (05)

SALE……..SALE……..SALE
40 % off
FASHION WEAR
(Readymade garments for kids)
Shirts, T-Shirts, Trousers, Shorts, Bermudas
Gandhi Road, Open on Sunday
Opp. Alka Cinema 10 a.m. to 9 p.m.

Questions :

(1) Where is the sale ?

Ans :_____

(2) What is the sale for ?

Ans :_____

(3) When is the sale open ?

Ans :_____

(4) Which varieties are available in the sale ?

Ans :_____

(5) What is the special offer of the sale ?

Ans :_____

SECTION : III GRAMMAR Marks : 25

Que : 7 Complete the following paragraph selecting the correct word/s from the bracket. (05)

When the world _____ (created, was created), it was a very _____ (happy, unhappy) place with no sorrow. _____ (Many, All) the people were pure and good. Then the gods created a beautiful and graceful girl _____ (who, whom) they called Pandora. They gave her a locked box and told her to keep it very safe and _____ (often, never) to open it. In the beginning, Pandora did as she _____ (told, was told) but as the time went _____ (by, on), she became _____(more and more, much and much) impatient. And one day, very slowly and cautiously, she opened the box a little bit. But the lid flews open and came _____ (in, out) the devils that the gods had locked inside – anger, sorrow, jealously, misery, greed and hatred ! Pandora _____ do nothing (could, would). She was horrified to see what she had done. The world was never the same again. It became a very unhappy place.

Que : 8 [A] Fill in the blanks with the appropriate forms of the verbs given in the brackets. (05)

Teacher entered the class an_____ (see) that some pupil _____ (talk) loudly. So she _____ (tell) them to stop _____ (talk). Later on, all the pupils _____ (divide) into small groups and assigned some activities.

[B] Join the following sentences and make one sentence. (03)

My father always says to me that you cannot achieve anything in life _____ (if, or, unless) you work hard. Those people _____ (who, which, whom) are committed to their work , succeed in life. He also says, "You should be punctual, hard working and sincere _____ (so..that, in order to, so that) you may reach your goals in life."

[C] Convert the simple sentence into complex by using participle. (02)

(1) The swimmer jumped into the water. It was flowing.

Ans : _____

(2) I want a picture. It should be coloured.

Ans : _____

Que : 9 [A] Convert the verbs of the following text into passive voice and rewrite it. (05)

We must save trees at any cost. Trees have benefited us a lot for ages. They give us life. We must not forget their obligation on us and we must make sincere efforts by all means to protect them.

Ans : _____

_____

_____

[B] Rewrite the following text by replacing the underlined parts with those given in the bracket below the text. Make necessary changes. (03)
(for ever, stop one from seeing, see off)

I went to the air-port to say good bye to my bosom friend. He was going to America permanently. I had tears in my eyes and it blurred my vision.

Ans : _____

_____

_____

[C] Arrange the jumbled parts and make meaningful sentences. (02)

(1) men and women / in rings / diamonds / by millions of / are worn / necklaces and watches.

Ans : _____

_____

(2) has damaged / I / to hear / your / my / am / that / flower-bed / sorry / dog.

Ans : _____

_____

SECTION : IV ACTIVITY Marks : 20

Que : 10 Study the information given in the table and answer the questions given below. (05)

Countries	Number of species		
	Reptiles	Flowering plants	Birds
India	398	15000	969
Brazil	-	55000	-
China	282	3000	1100
Indonesia	51	515	1519
Columbia	-	-	1721
Mexico	717	-	-

1. In which categories are the different species distributed ?

Ans : _____

_____

2. Why is India one of the richest nations in terms of biological diversity ?

Ans : _____

_____

3. Which nation is world's most biologically diverse nation with respect to flowering plants ?

Ans : _____

4. What is China's contribution in terms of biological diversity ?

Ans : _____

_____

5. How do Columbia and Indonesia differ with respect to number of birds ?

Ans : _____

_____

Que : 11 We can contribute significantly to keep our environment balanced and undisturbed from water pollution. Prepare a list of Do's and Don'ts. Note down your points in the table given below. (05)

HOW TO KEEP ENVIRONMENT BALANCED AND UNDISTURBED FROM WATER POLLUTION

Do's	Don'ts
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Que : 12 Imagine that due to heavy rains the water of a river near to your village has entered in your village. Your school plans to take up some voluntary work for the people affected by this incident. Your group is the Leader Group. Now plan for the rescue work. Take the help of the following questions and prepare a detailed note. Write your answer in the lines given below. (05)

1. Which committees will you need ?
2. How will your group guide other groups ?
3. Which things will you need ?
4. Whose help will you need ?
5. Which type of important instructions, notices and slogans will you prepare ?

Ans :_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Que : 13 Imagine that you were a representative of the Cultural Club run by school during the year. Now, it is the end of the year. Prepare a speech giving details of the activities done by your club and thank your classmates and teachers for their support. Include these points. Write your answer in the lines given below. (05)

Guiding points :
- Activities organized by your club during the year.
- Thank the classmates for their support.
- Thank the teachers for their co-operation and encouragement.

Guiding expressions :
- I am thankful to……
- I am indeed grateful to your warm support.
- Thank you very much for the encouragement.
- Thanks once again…….
- Let me say thanks to……..

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION : V **WRITING TASKS** **Marks : 20**

Que : 14 Write a paragraph on Dr. Sarvapalli Radhakrishnan a great teacher, a renowned philosopher and the second president of India. His birthday is celebrated as Teacher's Day. Use the following details. (05)

Birth : Tirutani near Madras, 5th September 1888.
Education : Graduated from Madras Christian College.
Teaching carrier : Taught philosophy at Madras, Mysore and Calcutta Universities Professor at Oxford in 1936.
Later life :
- Indian ambassador to the USSR in 1949.
- Vice President of India in 1952.
- President of India from 1962 to 1967.

Works : Many books. 'The Hindu way of life,' 'The Indian Philosophy', 'Eastern Religion and Thought' among his famous books.
Death : In 1975

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Que : 15 Complete the following letter using the clues given in the box. (05)

whenever I came, congratulations, convey my best regards, too must be thrilled, proud of you, when we meet next, but still, were very happy with you, you would tell me, more brilliant

21, Kunj Vihar,
Station Road,
Patan
February 5, 2007

Dear Raghav,

_____ ! I heard from my cousin Ravi that you have got first rank in your class in S.S.C. examination. Ravi said your teachers_____. As you have got such an excellent result, I hope you will join science stream. If you take the science stream, your career will be _____. Let us know your future programme.

I wish _____ how you do it ! I study so hard _____I do not get the highest in any subject. I am sure your parents are _____. Your grandfather _____. I remember how he always helped both of us _____ to your house.

I expect a party from you _____. Please _____ to your parents.

Yours loving friend,
Tirth

Que : 16 Read the following telephonic talk and on behalf of Mr. Pathak prepare Vishal's message for Nishit in about 30 words. Write your answer in the lines given below. (05)

Vishal : Hello, is it 222333 ?
Mr. Pathak : Yes. Whom do you want to talk ?
Vishal : Can I speak to Nishit ?
Mr. Pathak : Sorry, he has gone for swimming. Is there any message for him ?
Vishal : Yes, I am Vishal Mehta, his class-mate. Our school will arrange a science fair; therefore we will have a meeting of the members of the Science Club at 4:00 p.m. tomorrow.

Start this way : Nishit, your class-mate Vishal had phoned when you had……

Ans :_____

_____

_____

Que : 17 You stood first among all the students of your class in your school. One of your friends talks to you. Reply him/her and rewrite the complete dialogue. (05)

Pradip : Congratulations, Rajesh on your bright success.

You : _____

Pradip : How do you feel now ?

You : _____

Pradip : How did your parents help you ?

You : _____

Pradip : Whom will you thank most for your success ?

You : _____

Pradip : Did you use guides and magazines ?

You : _____

Pradip : Did you get coaching from an expert ?

You : _____

Pradip : In what way did your school support you ?

You : _____

Pradip : And what about entertainment ?

You : _____

Pradip : How will you prepare yourself for std X examination ?

You : _____

SECTION : VI **PRONUNCIATION** **Marks : 25**

Que : 18 Here is a list of some words with blanks. Write the words by indicating stress sign at appropriate place in given blanks. (05)
[*Example :* *tradition - tra`dition*]

economic : _____ dispassionate : _____

tonight : _____ contribution : _____

sympathetic : _____ transportation : _____

conduct : _____ attribute : _____

telegraphic : _____ celebration : _____

Que : 19 Below is given a list of words for your understanding. Note that the underlined letters are silent. They are not pronounced. Now underline the silent letters in given words. (05)

Example : talk damn

knee wrist honour calm pneumonia

calf snatch reign neighbour comb

Que : 20 Here are some pairs of words, which look similar, but only some of them rhyme similarly while others don't. Put (√) mark against the pair where the words rhyme and (×) mark against the pair where they don't. (05)

bass – base		hall – wall	
sing – sign		bid – bide	
rip – ripe		doer - poor	
low – now		kit – kite	
rock – shock		shy – by	

Que : 21 Read the following pairs of words. Write the meanings of the words with pronunciation in mother tongue in the given blanks. (05)

No.	Word	Pronunciation		Meaning	
1	bit – bite				
2	poor – pour				
3	talk – talc				
4	rise – raise				
5	mat – mate				

Que : 22 Here are some pairs of words / groups of words which reflects on the pronunciation system of words when placed together. Study the examples carefully and solve the given pairs of words / groups of words accordingly. (05)

Example : Let it alone : Le ti talone Run away : ru naway

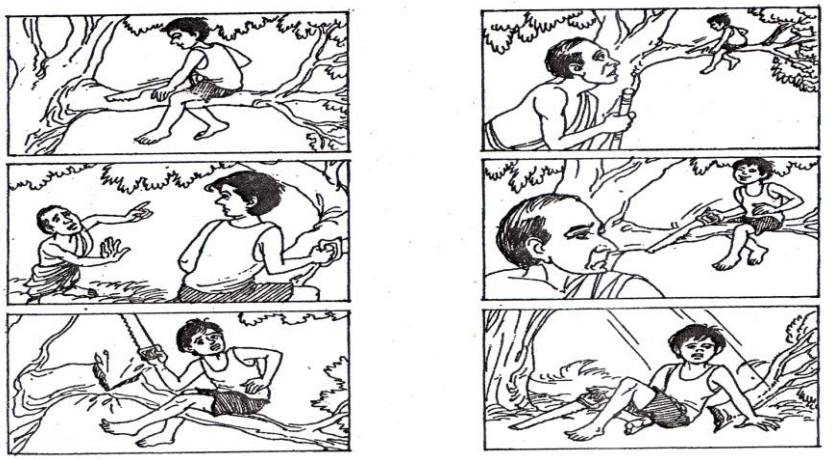
work out : _____ cut off : _____

get away : _____ lead upto : _____

knock at : _____

SECTION : VI SPEAKING TASKS Marks : 25

Que : 23 Look at the picture carefully. Describe it in your own words and give a suitable title. Write your description in the lines given below. Present your answer to the class. (05)



Title : _____

Ans : _____

_____

_____

_____

_____

_____

_____

Que : 24 Here are given some expressions. Study them watchfully and write about the situations in which such expressions are used. Write your answers in the given blanks. Make use of such expressions in sentences. Present your answer to the class. (05)

1. Welcome

Situation : _____

***Example* :** **A :** _____

B : _____

2. No mention

Situation : _____

***Example* :** **A :** _____

B : _____

3. Don't mind

Situation : _____

***Example* :** **A :** _____

B : _____

4. Of course

Situation : _____

***Example* :** **A :** _____

B : _____

5. Well done

Situation : _____

***Example* :** **A :** _____

B : _____

Que : 25 Here is one situation for you : "Your friend, Nayan often falls ill due to his certain careless food habits. Give him various advices to take care of his health." Write your advices in the lines given below. Present your answer to the class. (05)

Advice 1 : _____

_____

Advice 2 : _____

_____

Advice 3 : _____

_____

Advice 4 : _____

_____

Advice 5 : _____

_____

Que : 26 Write a paragraph in about 100 to 125 words using the points given below. Entitle the paragraph. Present your answer to the class. (05)

Points : Every teacher sets an example – his knowledge – scholarship – character – behaviour – his thoughts, work and deeds – inspires his student – a good teacher's advice – suggestions – help – wins student's heart – discipline – shapes future generation.

Title : _____

Ans : _____

_____

_____

_____

_____

Que : 27 Here are some functions of language namely 'request', 'advise', 'order', 'warning', and 'proposal'. Write one statement conveying each function in the lines given below. Present your answer to the class. (05)

(1) request

Ans : _____

_____

(2) advice

Ans : _____

_____

(3) order

Ans : _____

_____

(4) warning

Ans : _____

_____

(5) proposal

Ans : _____

_____

Date : _____ _____

Place: _____ Signature of the Student Teacher

APPENDIX - E

OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

Name : _____

Sr. no : _____ Std. :_____ No. of Observation :_____

Name of School : _____

Topic / Lesson : _____

No.	Justice given to the Component	Types of Moves				Fairly Good	Good	Average	Poor	Fairly Poor
1.	Vocabulary	Introduction of vocabulary through the techniques pointed out in the Strategy **List of Techniques :**								
		Word Completion		Flash Card Description						
		Fill up with Fitting one		Picture Description						
		Use of Synonym		Explanation of Word						
		Use of Antonym		Word Formation						
		Similar but not the Same		Odd one Out						
		Look and Say		Sorting Out						
		Puzzles and Problems		Matching						
		Use of Word in a Sentence		Miming						
		Word related Example								
		Introduction of terminology related to students' active vocabulary								
		Introduction of terminology related to students' passive vocabulary								
		Enrichment of relevant vocabulary								
		Appropriateness and relevance of used techniques								

<table>
<tr><td rowspan="11">2.</td><td rowspan="11">Comprehension</td><td colspan="4">Assessment of comprehension through the techniques pointed out in the Strategy
List of Techniques :</td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td></tr>
<tr><td>Information Transfer</td><td></td><td>Sentence Completion</td><td></td></tr>
<tr><td>Who speaks the Statement ?</td><td></td><td>Memory Challenge</td><td></td></tr>
<tr><td>Paragraph Completion</td><td></td><td>Jumbled Sentences</td><td></td></tr>
<tr><td>Question – Answer</td><td></td><td>Group Discussion</td><td></td></tr>
<tr><td>True or False</td><td></td><td>Matching</td><td></td></tr>
<tr><td colspan="4">Questions testing Knowledge</td></tr>
<tr><td colspan="4">Questions testing Understanding</td></tr>
<tr><td colspan="4">Questions testing Application</td></tr>
<tr><td colspan="4">Questions testing Skill</td></tr>
<tr><td colspan="4">Clarity of the taught subject matter with respect to the responses of the students</td></tr>
<tr><td rowspan="11">3.</td><td rowspan="11">Grammar</td><td colspan="4">Introduction of grammatical points through the techniques pointed out in the Strategy
List of Techniques :</td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td></tr>
<tr><td>Information Transfer</td><td></td><td>Inter-questioning</td><td></td></tr>
<tr><td>Two – way Narration</td><td></td><td>Language Game</td><td></td></tr>
<tr><td>Fill up with Fitting one</td><td></td><td>Sentence Completion</td><td></td></tr>
<tr><td>Complex Construction</td><td></td><td>Jumbled Words</td><td></td></tr>
<tr><td>Paragraph Redrafting</td><td></td><td>Paragraph Completion</td><td></td></tr>
<tr><td>Matching</td><td></td><td>Drilling</td><td></td></tr>
<tr><td colspan="4">Frequency of the illustrations given by the teacher as well as students</td></tr>
<tr><td colspan="4">Clarity of the taught grammatical point with respect to the responses of the students</td></tr>
</table>

<table>
<tr><td rowspan="11">4.</td><td rowspan="11">Activity</td><td colspan="4">Introduction of activities through the techniques pointed out in the Strategy
List of Techniques :</td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td><td rowspan="11"></td></tr>
<tr><td>Information Transfer</td><td></td><td>View Manifestation</td><td></td></tr>
<tr><td>Future Plan</td><td></td><td>Role Play</td><td></td></tr>
<tr><td>Dialogue Formation</td><td></td><td>Natural Expression</td><td></td></tr>
<tr><td>Notice Making</td><td></td><td>Central Talk</td><td></td></tr>
<tr><td>Open Endedness</td><td></td><td>Picture Description</td><td></td></tr>
<tr><td>Poster Making</td><td></td><td>Talking about..</td><td></td></tr>
<tr><td>Chain Story</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Way of presentation and liveliness of activities</td></tr>
<tr><td colspan="4">Students’ involvement in classroom interaction through the introduced activity</td></tr>
<tr><td colspan="4">Management of the activity, overall performance of the teacher and summing up of the activity</td></tr>
<tr><td rowspan="12">5.</td><td rowspan="12">Writing Tasks</td><td colspan="4">Use of the techniques pointed out in the Strategy to enrich students’ writing aspect
List of Techniques :</td><td rowspan="12"></td><td rowspan="12"></td><td rowspan="12"></td><td rowspan="12"></td><td rowspan="12"></td></tr>
<tr><td>Dialogue Completion</td><td></td><td>Letter Formation</td><td></td></tr>
<tr><td>Advertisement Formation</td><td></td><td>Reporting Observation</td><td></td></tr>
<tr><td>Message Formation</td><td></td><td>Dialogue Formation</td><td></td></tr>
<tr><td>Demonstration</td><td></td><td>Strip Story</td><td></td></tr>
<tr><td>Picture Description</td><td></td><td>Creative Writing</td><td></td></tr>
<tr><td>Letter Completion</td><td></td><td>Talking about…..</td><td></td></tr>
<tr><td>Paragraph Formation</td><td></td><td>Notice Formation</td><td></td></tr>
<tr><td colspan="4">Presentation and appropriateness of the subject matter through the assigned writing tasks</td></tr>
<tr><td colspan="4">Use of the points to make the writing tasks simple, easy and straightforward</td></tr>
</table>

6.	**Pronunciation**	Use of the techniques pointed out in the Strategy to improve students' pronunciation **List of Techniques :**						
		Similar but not the Same		Rhyme Identification				
		Silent Letter Identification		Rhythm Chart Formation				
		Sound Identification		Word Identification				
		Stress Identification		Poem Completion				
		Spelling Game		Drilling				
		Articulateness, accuracy and appropriateness of teacher's pronunciation						
		Efforts to get the students' pronunciation better						
		Improvement and perfection in the pronunciation of the students						
7.	**Speaking Tasks**	Use of the techniques pointed out in the Strategy to enrich students' speaking aspect **List of Techniques :**						
		Telegraphic Message Formation		Telephonic Conversation Formation				
		Creative Speaking		Dialogue Formation				
		Sentence Formation		Matching				
		Interpretation of Movie		Interpretation of Picture				
		Dramatization		Role Play				
		Situational Presentation		Conversation Formation				
		Picture Description		Natural Expression				
		Body language of the teacher consisting of gestures, posture, eye contact, use of hands, voice modulation and personal presence						

		Appropriateness, fluency, and uniformity of the language used in the speaking tasks by the teacher					
		Improvement and enhancement in the speaking aspect of the student					

Signature : _____

Name of the Observer : _____

Designation : _____

_____

APPENDIX - F

OPINIONNAIRE

OPINIONNAIRE

SECTION - A

Name : _____

Sr. no : _____ College: _____

Dear Students,

You have been exposed to a special strategy for enhancing communicative approach and you might like to offer your opinions regarding the various aspects of the strategy you underwent. Your views / opinions on the strategy will be appreciated. Various aspects of the strategy are listed below in the form of statements. To get your opinions regarding the methods and techniques used by the teacher; the design of the strategy with respect to topics or units, language, duration, quality of material, etc., and your general view regarding the strategy as a whole, twenty five statements are given below. Please read each statement carefully and rate your opinion by putting a tick mark (√) against the term you feel appropriate out of five rating points. Strongly Agree, Partially Agree, Undecided, Partially Disagree and Strongly Disagree.

Sr. No	Opinions of the Student Teachers	Strongly Agree	Partially Agree	Undecided	Partially Disagree	Strongly Disagree
1	The language used in the strategy was easy and explanation given on each topic cleared our doubts.					
2	The instruction given for each exercise was clear and easy to understand.					
3	The various slides & transparences shown for giving examples on different topics were proper.					
4	The pictures and photos from different sources could help to make language items more interesting.					

5	Combination of text and graphics could not make learning interesting for different topics.					
6	Learning does not become enjoyable when interaction takes place in a group of four or fives students, seeking help and taking guidance from one another.					
7	Different types of exercises with the help of different means led to a greater understanding.					
8	Content presented in the strategy was sequentially arranged.					
9	The way the content presented in the strategy was interesting.					
10	Time allotted in learning different content through this strategy was not enough.					
11	The total duration of the strategy was very short.					
12	The topics included in the strategy could not help to overcome many of the mistakes.					
13	The testing and subsequent feedbacks were quite useless.					
14	Immediate feedback to the responses does not help to boost up the confidence.					
15	Revision at the end of each unit was not quite helpful.					
16	Selection of the language items was according to the mental age and ability of the students.					
17	The methods and techniques used in the strategy could not sustain individual differences.					
18	Such type of strategy is not helpful for all students.					
19	Such type of strategy can not be implemented in present class room situation as it is very time consuming.					
20	The language items learnt through this strategy can not be applied in different life like situations.					
21	This strategy could improve the over all performance with respect to different skills of learning.					

22	This strategy enabled to implement communicative approach during practice teaching session.					
23	Such type of strategy for teaching English content should be implemented by every English teacher.					
24	Such type of strategy should be prepared and used in all subjects.					
25	The teaching programme including such type of strategy should be held frequently.					

SECTION - B

1. Do you think that this strategy is superior to the traditional classroom teaching? Justify Your answer.

Ans:_____

_____

_____

_____

2. Give your opinion regarding the teachability of the programme.

Ans:_____

_____

_____

_____

3. Give your suggestions to enhance the effectiveness of the strategy.

Ans:_____

_____

_____

_____

Date : _____ _____

Place : _____ Signature of the Student Teacher

APPENDIX - G

STRATEGY

STRATEGY

Name : _____ **Sr. no :** _____

College:_____

SECTION : I VOCABULARY

(1) Word Completion

Teacher presents some blanks to be filled with suitable word. For making it easy, first letter of that word is given. Students have fill in the blanks by keeping the first letter of the word in mind.

Objective : To develop the skill of using appropriate word.
Language Components : Common Terminology (Vocabulary)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :
Find out a suitable word to fill in the blanks. The first letter of that word is given to help you. It may have more than one answer. Work on your own.

1. Draw a s _____, not a triangle.
2. About fifty years ago, people used bullock carts for t _____.
3. The highway was very good. Our car was running very r _____.
4. Strong wind is blowing. Because of its f _____ it is difficult to walk against it.
5. I cannot use this bag. Its h _____ is broken.

(2) Odd one out

Students are provided some sentences. In each of the sentences there is one word which does not fit in. Students will have to select the right word from the brackets and put it at a proper place to make the sentence meaningful.

Objective : To develop an understanding among the students about the use of appropriate words.
Language Components : Common Terminology (Vocabulary)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Conversational Partner, Working Partner

Instruction :
In each of the following sentences there is one word which does not fit in. Take the right word from the brackets and put it at a proper place to make the sentence meaningful. Write your answers in the lines given below. Work on your own.

Example : Dhaval fell down on the platform because he had **gone** from the compartment before the train stopped. (got down, realized)
Dhaval fell down on the platform because he had **got down** from the compartment before the train stopped.

(1) 15th August 1947 is a famous day in the history of our great country. (memorable, holiday)
(2) Manisha gave a superb speech. So, all the students surprised for her. (applauded, unsporting)
(3) Suma had worked very hard but the result disliked her. She scored only 35 in Maths and 40 in English.
(disappointed, hesitated)
(4) There are two animals grazing in the field, can you confuse which is donkey and which is horse ?
(create, make out)
(5) Amit is a film star. He is always surrounded by his charity wherever he goes. (fans, policemen)

Answers :

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

(3) Look and Say

Teacher presents one picture and a concerned paragraph with the words given in the box. Students will have to study the picture carefully and fill the blanks of the paragraph with the words given in the box and indicate the words at the suitable place in the picture.

Objective : To develop an art of picture reading among the students.
Language Components : Fitting Terminology (Vocabulary)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :
Look at the picture carefully and complete the paragraph with the words given in the box. These words are available there in the picture in the pictorial form. Now indicate the words at the suitable place in the picture. Work on your own.



(fence, fishing rod, silkworm, hollow, raft, tiny, piece, bamboo plants)

Kinu is sitting on a _____. He has a _____in his hand. There are _____ behind him. There is a small _____of bamboo near Kinu. A _____ black _____ is moving on it. It will go inside the bamboo because it is _____. A small house is there behind the _____. It is Kinu's new hut.

(4) Use of Synonym / Use of Antonym / Use of Word in a Sentence

Teacher sets some sentences with the underlined words and tells the students to put a √ mark against the word with a similar meaning.

Objective	**:** To develop an understanding among the students about the use of correct words.
Language Components	**:** Synonyms (Vocabulary)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :
Look at the following sentences having underlined words. Under every sentence, there are some words among which one word has a similar meaning to the underlined word. Put a √ mark against the word with a similar meaning. Work on your own.

1. The eagle can see very far. It has <u>sharp</u> eyes.

   Powerful [ ] big [ ] quick [ ]

2. The bee stung on the lion's nose. The lion was very much <u>annoyed</u>.

   became angry [ ] roared [ ] became unhappy [ ]

3. My cousin hoped to become a doctor but he became a compounder.

worked hard [ ] liked [ ] expected [ ]

4. I urged all of my friends but nobody came to help me.

convinced [ ] asked [ ] appealed [ ]

5. There is a strong wind. The leaves of the trees are shaking.

making sound [ ] flying [ ] shivering [ ]

6. The wicket-keeper should be very watchful at every moment.

relax [ ] alert [ ] tension free [ ]

7. Gandhiji says that character is our real capital.

ownership [ ] wealth [ ] valuation [ ]

(5) Puzzles and Problems / Word Formation

Students are divided into the groups having three to four students. They are given some puzzles in the form of description. Students are required to make guesses, draw on their general knowledge and use their logical reasoning to find out the answer. In order to make their task easy they are provided the answers with missing letters.

Objective : To enable the students to use their imagination and test their powers of logical reasoning.
Language Components : Common Terminology (Vocabulary)
Mode : Group Work
Teacher's role : Facilitator, Overseer, Instructor, Helper
Student's role : Conversational Partner, Active Participant

Instruction :

Here are some puzzles. Read their description carefully and write the proper answer. For your convenience, the first and the last letter of the word are given in the box. Work in groups.

e---y, n-----s, g---s, t-----t, c-------y, s----e, c------r, s----w, c----------n, i-------t

(1) I am very famous. People are mad after me. You can see my photographs on the cover page of a magazine. I am a _____.

(2) I have four sides. All of them are equal. You can meet me in a geometry lesson. I am _____.

(3) You always fight against me. You also like to defeat me. We are against each other. I am for you what you are for me. I am an _____.

(4) I have lost my confidence. I am not able to take any action. I feel powerless. I need some encouragement. I am _____.

(5) I am a sudden change. I have brought something quite new with me. You can see my effect on many persons and practices. I am _____.

(6) I will not wait anymore. I am eager to move on. I am so excited that I don't think about my action. I am _____.

(7) I am totally focused. I do not know what is happening around me. Nothing can break my attention. I am _____.

(8) I live in your mind. I come out with a great speed as response. You become happy or unhappy because of me. You cannot plan me. I am your _____.

(9) I take birth from you. I always remain with you wherever you go but you cannot touch me. I am Your _____.

(10) I live in the minds of people but I am not steady. I can reach anywhere at a moment. Nothing is speedy like me. I am a _____.

(6) Miming / Explanation of Word

Some explanations related to different physical drawbacks are provided to the students in the form of sentences but the names of those physical drawbacks are indicated together in the box. One of the students will come on the stage and perform mime related to all these physical drawbacks while other students will have to identify that explanation and tell its name. Students will have to fill in the gaps accordingly.

Objective	**:** To make the students aware of the terminology related to physical drawbacks.
Language Components	**:** Terminology related to Physical Drawbacks (Vocabulary)
Mode	**:** Class Work
Teacher's role	**:** Overseer, Classroom Manager, Instructor, Helper
Student's role	**:** Working Partner, Active Participant

Instruction :

In your booklet you can see some explanations related to different physical drawbacks whose names are given in the box. Here one of the students will perform mime related to all these physical drawbacks; identify that explanation and tell its name. Fill in the gaps accordingly.

lame, blind, squint, deaf, dumb, mumble, handicapped

(1) One who cannot see is _____

(2) One who cannot hear is _____

(3) One who cannot speak at all is_____

(4) One who cannot speak clearly is _____

(5) One who has a defective walk is _____

(6) One who has some physical defect is _____

(7) One who has cross eyes is a _____

(7) Matching

Students are provided a list of words with three options. Students will have to select the option which has a similar meaning by putting √ mark in the given box.

Objective : To develop an understanding among the students about the use of correct words.
Language Components : Synonyms (Vocabulary)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :

Put a √ mark in the box to select a word which has similar meaning. Work on your own.

1. **Council**
   group [ ] committee [ ] crowd [ ] company [ ]
2. **Candidate**
   secretary [ ] monitor [ ] contestant [ ] companion [ ]
3. **Progress**
   profit [ ] move ahead [ ] height [ ] going fast [ ]
4. **Declare**
   decide [ ] announce [ ] complete [ ] desire [ ]
5. **Oath**
   order [ ] promise [ ] request [ ] speech [ ]
6. **Furious**
   unhappy [ ] very happy [ ] polite [ ] very angry [ ]
7. **Boast**
   lose temper [ ] roar angrily [ ] shout loudly [ ] praise oneself [ ]

(8) Use of Synonym

Students are provided one paragraph with underlined words. The similar meanings of these words are given in the box. Students will have to replace the underlined words with the words close to their meanings given in the box.

Objective : To develop an understanding among the students about the use of similar words.
Language Components : Synonyms (Vocabulary)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Conversational Partner, Working Partner

Instruction :
Here is one paragraph with underlined words whose similar meanings are given in the box. Replace the underlined words with words close to their meanings. Work on your own.

Desired, value, appearance, ancient, appoint, civilization, progressed, replaced, determined, to store, damage, derived, spoil, guarantee, vanished

The modern culture differs a lot from the olden one. In olden days people wished to save money, but today we do not wish to keep money for future purposes. Our forefathers judged the importance of things from their uses, but as time passed, we started giving more importance to the outer show of the things. Has this created any loss to our culture ? Shall we thing on this by ourselves or give a job to someone to think for us ?

Write your answers in the paragraph given below :

The modern _____ differs a lot from the olden one. In _____ days people _____ to save money, but today we do not wish _____ money for future purposes. Our forefathers judged the _____ of things from their uses, but as time _____, we started giving more importance to the _____of the things. Has this created any _____ to our culture ? Shall we thing on this by ourselves or _____ to someone to think for us ?

(9) Fill up with Fitting One

Teacher presents some blanks to be filled with correct alternatives given in the brackets.

Objective	**:** To develop an understanding among the students about the correct use of words.
Language Components	**:** Words often confused (Vocabulary)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :
Here are some blanks with two alternatives. Fill in the blanks with correct alternatives. Work on your own.

(1) We should show _____ in our dealings with others. (humane, humility, humiliation)

(2) We don't have any _____ in this case. So accept it. (alternative, alternate, alteration)

(3) They do not _____ to interfere in this matter. (need, needy, needful)

(4) Her first visit is the most _____ day in my life. (memorial, memory, memorable)

(5) The _____ matters should not be discussed at home. (officious, office, official)

(6) I can show you plenty of _____ in this pattern. (variety, variation, various)

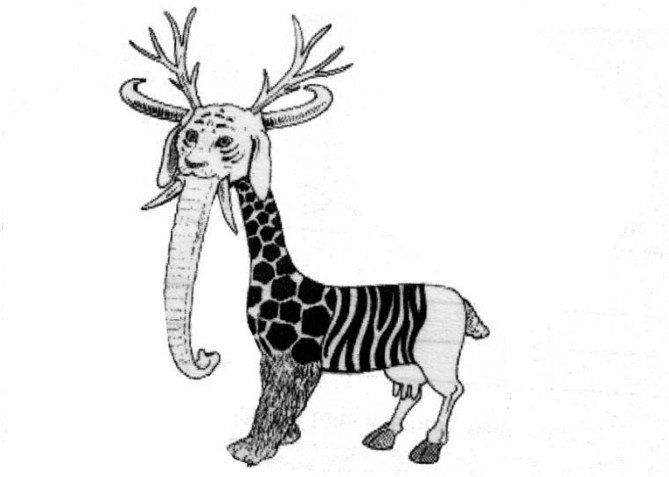
(10) Picture Description

Teacher presents two types of activities here. In the first activity, students are provided one picture. This picture is a combination of different animals. Students will have to identify those different animals and indicate their names at the suitable place in the picture. In the second activity, teacher presents some pictures showing facial expressions. Students are provided the words which describe these facial expressions. Students will have to study the pictures carefully and write the fitting words in the given column under the pictures.

Objective	**:** To enable the students to use their imagination and creative ability to interpret the picture.
	: To develop an art of picture reading among the students.
Language Components	**:** Name of Animals (Vocabulary) Terminology related to Facial Expression (Vocabulary)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

[A] Work in pairs. Identify different animals given in the picture and indicate their names at the suitable place in the picture. Work in pairs.



Name of the animals :

(1) _____ (2) _____ (3) _____ (4) _____

(5) _____ (6) _____ (7) _____ (8) _____

(9) _____ (10) _____

Instruction :

[B] Study the facial expressions carefully in the pictures. Read the words given in the bracket, which describe these expressions. Match them with pictures given and write them in the column given under the pictures. Work in pairs.

(Words: curiosity, despair, indifference, surprise, fear, disbelief, happiness, anger)

Facial Expressions :

(1)_____ (2) _____ (3) _____(4)_____



(5) _____(6) _____(7) _____ (8) _____

(11) Similar but not the Same

Teacher presents some blanks to be filled with correct alternatives given in the brackets.

Objective	**:** To develop an understanding among the students about the correct use of words.
Language Components	**:** Words often confused (Vocabulary)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Here are some blanks with two alternatives. Fill in the blanks with correct alternatives. Work on your own.

(1) This is my golden _____ (advise / advice) to you to join an M.B.A.

(2) Cold weather will _____ (effect / affect) your health.

(3) Ramukaka was the member of a village _____ (council / counsel).

(4) This is the _____ (cite / site) where I am to build a hospital.

(5) We find a lot of sand in _____ (desert / dessert).

(6) Who has _____ (born / borne) all the expenses of the party ?

(7) America was _____ (invented / discovered) by Columbus.

(8) We don't want to _____ (raise / rise) any objection in this case.

(9) He was born of a noble _____ (cast / caste).

(10) Amitabh played a _____ (dual / duel) role in the film.

(12) Matching

A list of specialist doctors and the parts of the body they treat is given in Column A and Column B. Students will have to match Column A with Column B and write the fitting word from Column B in the brackets given in the middle of two columns.

Objective : To teach the terminology related to specialist doctors and the parts of the body they treat.

Language Components : Terminology related to specialist doctors and the parts of the body they treat.(Vocabulary)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor

Student's role : Conversational Partner, Working Partner

Instruction :

Given below is a list of specialist doctors and the parts of the body they treat. Match Column A with Column B and write the fitting word from Column B in the brackets given in the middle of two columns. Work on your own.

Column A			**Column B**
Cardiologist	[	]	teeth
Dentist	[	]	eyes
Dermatologist	[	]	heart
Pediatrician	[	]	bones
Ophthalmologist	[	]	skin
Neurologist	[	]	children
Orthopedist	[	]	brain, nerves

(13) Word Formation / Word related Example

Teacher presents three tables which show different prefixes & suffixes, their meanings and examples. Students will have to study the table carefully and add at least two more examples of each type.

Objective : To enable the students to learn word building and spellings also.

Language Components : Use of Prefixes to make Antonyms & Use of Suffixes to make Noun & Adjective - Vocabulary)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor

Student's role : Active Participant

Instruction :

[A] The table given below shows you different prefixes, their meanings and examples. Write at least two more examples of each type and find out their meanings. Work on your own.

(A) For Making Antonyms

Prefix	Meaning	Examples
Un	Not	untrue, ----------, ----------, ----------
dis	not, without	dishonest, ----------, ----------, ----------
pre	before	pre-task, ----------, ----------, ----------
re	back, again	recall, ----------, ----------, ----------
ex	out of	extract, ----------, ----------, ----------

[B] The tables given below show you different suffixes, their meanings and examples. Write at least two more examples of each type and find out their meanings. Work on your own.

(B) For making nouns

Suffix	Meaning	Examples
er / or	doer / agent	painter, actor, ----------, ----------, ----------
ness	condition	illness, ----------, ----------, ----------
ship	state	friendship, ----------, ----------, ----------
ment	action	punishment, ----------, ----------, ----------

(C) For making Adjectives

Suffix	Meaning	Examples
ed	having	talented, ----------, ----------, ----------
en	made of	wooden, ----------, ----------, ----------
ful	full of	joyful, ----------, ----------, ----------
less	without	fearless, ----------, ----------, ----------
y	with quality of	healthy, ----------, ----------, ----------
ish	somewhat like	reddish, ----------, ----------, ----------

(14) Flash Card Description / Explanation of Word

The class is divided into two groups and given two exercises. In exercise A, One group is furnished with some flash cards having some description related to the words frequently used in the court of law. The other group has the matching word to the description on some flash cards. A student from one group will read the description and the student form other group will respond by telling the matching word. Later on, students will have to fill in the gaps accordingly. In exercise B, One group is furnished with some flash cards having some definition. The other group has the matching word to the definition on some flash cards. A student from one group will read the definition and the student form other group will respond by telling the matching word.

Objective : To make the students aware of the terminology related court of law and the verbs ending with suffix 'ify'.

Language Components : Terminology related to Court of Law and Use of Suffixes 'ify' to make Verb (Vocabulary)

Mode : Group Work

Teacher's role : Facilitator, Classroom Manager, Instructor, Helper

Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :

[A] You have some flashcards in your hand in which you can see some description related to the words frequently used in the court of law. On the other hand, some of you have some flashcards having the matching word related to the description. A student from one group will read the description and the student form other group will respond by telling the matching word. At the end of the activity you all will have to fill in the gaps accordingly. Work in groups.

crime, oath, witness, summons, advocate, verdict, accused, hearing, affidavit, court of law

(1) a person who pleads in the court of law _____

(2) an order to appear before a judge _____

(3) a trial of a case before a judge _____

(4) a written statement used as a legal proof _____

(5) place where the case is decided _____

(6) a decision reached by a judge in a case _____

(7) an illegal action for which a person is likely to be punished _____

(8) a promise to tell the truth _____

(9) a person who claims to have seen the event and describes it to the court of law _____

(10) a person against whom a legal action is brought _____

[B] You have some flashcards in your hand in which you can see some definition related to the words. On the other hand, some of you have some flashcards having the matching word related to the definition. A student from one group will read the definition and the student form other group will respond by telling the matching word. At the end of the activity you all will have to fill in the gaps accordingly. Work in groups. **(modify, qualify, classify, simplify, clarify, purify)**

(1) Make something pure :- _____

(2) Make something easy to understand :- _____

(3) Arrange things according to their category :- _____

(4) Change something :- _____

(5) Make one eligible for :- _____

(15) Sorting Out

A list of words describing people's characteristics is given to the students. Students will have to put them into two groups namely 'Positive Characteristics' and 'Negative Characteristics'.

Objective **:** To make the students aware of the terminology showing different characteristics of people..

Language Components **:** Qualitative Adjectives (Vocabulary)

Mode **:** Pair Work

Teacher's role **:** Facilitator, Overseer, Classroom Manager, Instructor

Student's role **:** Conversational Partner, Working Partner

Instruction :

Work in pairs and classify the words describing people's characteristics into two groups namely 'Positive Characteristics' and 'Negative Characteristics'.

Mean, clever, nice, lazy, relaxed, hard-working, tense, cheerful, generous, unpleasant, stupid, miserable, soft spoken, selfish, sociable, frank, bossy, intelligent, rude, confident, cautious, jealous, kind hearted, self centered, honest, sincere, helpful

Positive Characteristics		**Negative Characteristics**	
e.g. Generous		e.g. Mean	

SECTION : II COMPREHENSION

(1) Question - Answer

Teacher provides photocopies of the lesson 'Let's Go Shopping' to all the students as different activities related to the same lesson are to be arranged. Here students are allotted some time to read the lesson aloud as well as silently before the activities are assigned to them. One by one student reads the lesson aloud while other students listen the lesson consciously and silently. After their reading being completed, the students are asked some questions that are to be answered form the lesson.

Objective **:** - To enable the students to read the lesson aloud from the textbook with expression, understanding, correct pauses, the pronunciation and intonation being fairly accurate.
- To enable the students to understand spoken English in the form of simple conversation.
- To enable the students to express themselves correctly in simple sentences.
- To make the students aware of the kind of language a customer and a shopkeeper speak.

Language Components **:** Questions based on lesson (Comprehension)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Overseer
Student's role **:** Active Participant

Instruction :
You are provided photocopies of the lesson 'Let's Go Shopping' as different activities related to the same lesson are to be arranged. Here you are allotted some time to read the lesson aloud as well as silently before the activities are assigned to you. You all students will have to read the lesson one by one. As soon as you finish the reading, you will be given some questions that are to be answered form the lesson. Write your answers in the space given under the questions. Work on your own.

Let's Go Shopping

Neetaben and her daughter Asha are at a grocery shop. Neetaben gives a list ot Nathalal, the grocer. He calls his assistant Dalumal and reads aloud the list.

- Sun biscuit : 3 packets
- Badal washing powder : 1 packet
- Bengalgram : 1 kilo
- Coffee packet : 50 grammes
- Mellet flour : 2 kilos
- Chandni Sandal Soap cakes : 4 pieces
- Basmati rice : 1 kilo
- Star milk : 2 pouches

Dalumal puts the biscuit packets on the counter and goes back to collect other things. Asha picks up a biscuit packet and reads aloud.

- Sun Biscuit, Double Taste
- Extra 25 Grams
- Ingredients : Wheat flour, sugar, edible oil, milk, citric acid and salt.
- Contains permitted synthetic food colours and added flavours.
- Net weight : 50 grams + 25 extra = 75 grams
- M.R.P. Rs. 7.50 (Inclusive of all taxes)
- PKD. 5/2007 Best before 6 months from packaging
- Mfg. by : Zilmil Industries Ltd., Ratanpur, Gujarat

Neetaben : Asha, check the date of manufacture, please.
Asha : Certainly mummy. It is May, 2004.
Asha picks up the soap cake, looks at it and reads aloud.

CHANDNI SANDAL SOAP

Net Weight when packed : 100 grams

Max. Retail Price : Rs. 12.75

Packed : June, 2004

Manufactured by : Rosery Industries

Sunddarpur, Gujarat

Then she picks up a milk pouch and reads.

STAR MILK

Pasteurized Standard Milk

Fat .45 % minimum

M.R.P. Rs. 7.50

(inclusive of all taxes)

Packed 22nd July

Best before two days from packaging

When stored under refrigeration below 8'C

Manufactured by : Star Dairy, Porbandar, Gujarat

Asha : Mummy, do we need standard milk ?
Neetaben : No, we need whole milk with more fat.
Asha : This is standard milk.
Neetaben : (To the grocer) Please change this. Give me whole milk.
Grocer : Here you are. Madam, please check your things. And here is the bill.

Cash Memo

ZARURAT KIRANA STORE

Register No. N / 7441 Date : 22 – 7 – 07

Shri / Smt.----------

No.	**Items**	**Quantity**	**Rs.**
1	Sun biscuits	3	22.50
2	Badal washing powder	1	19.50
3	Bengalgram	1 Kilo	35.00
4	Coffee	50 Gms	28.50
5	Millet flour	2 Kilos	16.75
6	Chandni sandal soap cakes	4	51.00
7	Basmati rice	1 Kilo	33.00
8	Star milk	2 Liter	16.00
		Total amount	**222.25**

Neetaben : What is the total amount ? Asha, please check the total.
Asha : Mummy, it is Rs. 222 and 25 paise. Look (She reads on the coffee packet.) **FREE – One coffee mug with this packet**
Grocer : I'm sorry. (to Dalumal) Where is the mug ?
Assistant : Here you are, Madam.
Neetaben : Thank you, it's a nice mug.
Neetaben : Here is the money.
Grocer : Thank you ma'm.

(1) Where are Neetaben and Asha ?

Ans :_____

(2) How much coffee is there in the packet ?

Ans :_____

(3) What was the manufacturing month of CHANDNI SANDAL SOAP ?

Ans :_____

(4) Did Neetaben buy millet flour ? How much ?

Ans :_____

(5) On which date was the cash memo issued ?

Ans :_____

(6) Why did Neetaben need whole milk ?

Ans :_____

(2) Question - Answer

Based on the lesson 'Let's Go Shopping', students are given one dialogue. Students will have to read the dialogue carefully and answer the questions given below.

Objective **:** - To enable the students to express themselves correctly in simple sentences.
- To make the students aware of the kind of language a customer and a shopkeeper speak.

Language Components **:** Questions based on Dialogue (Comprehension)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Overseer
Student's role **:** Active Participant

Instruction :

Here is one dialogue for you from the lesson. Read the dialogue carefully and answer the questions given below. Write your answers in the space given under the questions. Work on your own.

Neetaben : What is the total amount ? Asha, please check the total.
Asha : Mummy, Rs. 222 and 25 paise. Look (She reads on the coffee packet.) FREE – One coffee mug with this packet
Grocer : I'm sorry. (to Dalumal) Where is the mug ?
Assistant : Here you are, Madam.
Neetaben : Thank you, it's a nice mug.
Neetaben : Here is the money.
Grocer : Thank you ma'm.

Questions :

(1) What did Neetaben request to Asha ?

Ans :_____

(2) What was the total amount of the memo ?

Ans :_____

(3) What was free with the coffee packet ?

Ans :_____

(4) Why did the grocer feel sorry ?

Ans :_____

(5) Is the grocer polite or rude ? How can you say so ?

Ans :_____

(3) Information Transfer

Based on the lesson 'Let's Go Shopping' students are given one table to be filled up with the information readily available in the lesson.

Objective : To enable the students to arrange the provided details into tabular form.
Language Components : Product Details (Comprehension)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :

You are familiar with the lesson Let's Go Shopping. Based on this lesson, you are given one table to be filled up with the information readily available in the lesson. After completing this table, collect different products that you find around; study them carefully and add more details to this table accordingly. Work on your own.

Item	Brand name	Weight	Price	Manufacturer	Special Information
Biscuits					
Soap					
Milk					
Toothpaste					
Notebook					
Medicine					

(4) Question - Answer

Teacher displays an advertisement to the students to which they will have to study carefully. On the basis of this advertisement, the students are asked some questions whose answers are available in the advertisement.

Objective : To enable the students to acquire the skill of organizing the tabular material in the form of sentence.
Language Components : Question based on an Advertisement (Comprehension)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :

An advertisement is displayed here. Study the advertisement carefully. On the basis of this advertisement, you will be asked some questions whose answers are available in the advertisement. Write your answers in the lines given under the questions. Solve this exercise on your own.

Sale……Sale……Sale…... Ph. 02692 2233939

Pooja Dresses

Readymade Garments for Kids

Dresses for all Occasions

25 % Off

Shirts, T-shirts, Frocks, Shorts, Pants, Trousers, Party Dresses

Gamdi Char Rasta **Open on all days**

Gamdi **Time: 9 a.m. to 9 p.m.**

(1) Where is the sale ?

Ans :_____

(2) What is this sale for ?

Ans :_____

(3) When is the shop open ?

Ans :_____

(4) Are dresses for young girls available in this shop ?

Ans :_____

(5) On which day is the shop closed ?

Ans :_____

(6) Which varieties are available in the sale ?

Ans :_____

(7) What is the special offer of the sale ?

Ans :_____

(5) Information Transfer

Based on the lesson 'Let's Go Shopping' students are informed to study the 'Cash Memo' of Zarurat Kirana Store carefully and prepare a short note comprising the details narrating the register no and date of memo, name of customer, the number of items purchased, their quantity, rupees / paisa, and total amount.

Objective **:** To enable the students to write a short composition in the form of a paragraph within the range of their experience.

Language Components **:** Cash Memo (Comprehension)

Mode **:** Individual Work

Teacher's role **:** Facilitator, Overseer, Instructor, Helper

Student's role **:** Conversational Partner, Working Partner

Instruction :

You are familiar with the lesson Let's Go Shopping. Based on this lesson, write a short note on the subject 'Cash Memo' of Zarurat Kirana Store comprising the details narrating register no, date of memo, name of customer, the number of items purchased, their quantity, rupees / paisa, and total amount. Write your answer in the lines given below. Work on your own.

Short note : Cash Memo of Zarurat Kirana Store

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

(6) Who speaks the Statement ?

Based on the lesson 'Let's Go Shopping' students are sufficed some sentences. Here students will have to say and write who speaks the particular sentence. Students will have to read the sentences carefully and write the name of the speaker in a given blank.

Objective	**:** To get the students recall and write down the learnt language material.
Language Components	**:** Character and Statement (Comprehension)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Active Participant

Instruction :

Based on the lesson 'Let's Go Shopping' you are sufficed some sentences which are spoken by the different characters of this lesson. Identify the speaker of the sentence, tell his name and write the name of the speaker in a given blank. Work on your own.

(1) Check the date of manufacture, please. :- _____

(2) This is standard milk. :- _____

(3) Please check your things. :- _____

(4) Here is your mug. :- _____

(7) Sentence Completion

Teacher provides photocopies of the lesson 'The Golden Touch' to all the students as different activities related to the same lesson are to be arranged. Here students are allotted some time to read the lesson aloud as well as silently before the activities are assigned to them. One by one student reads the lesson aloud while other students listen the lesson consciously and silently. After their reading being completed, the students are given some incomplete sentences which are to be completed without taking the help of the lesson. Once they complete all the sentences, they will be allowed to compare them with that of the lesson.

Objective	**:** - To enable the students to read the lesson aloud from the textbook with expression, understanding, correct pauses, the pronunciation and intonation being fairly accurate. - To get the students recall and write down the learnt language material.
Language Components	**:** Incomplete Sentence related to the Lesson (Comprehension)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

You are provided photocopies of the lesson 'The Golden Touch' as different activities related to the same lesson are to be arranged. Here you are allotted some time to read the lesson aloud as well as silently before the activities are assigned to you. You all students will have to read the lesson one by one. As soon as you finish the reading, you will be given some incomplete sentences which are to be completed without taking the help of the lesson. Once you complete all the sentences, you will be allowed to compare them with that of the lesson. Write your answers in the blank. Work in pairs.

The Golden Touch

Once upon a time, there was a king called Midas. He was a very rich king. He had a vast kingdom and a huge army. He lived in a huge palace. He had a beautiful daughter. He loved her very much. But he was not satisfied with all these things. He wanted to be very rich. He was greedy. So, he started praying to god. He prayer and prayed for many days. Once the kind God appeared before him in a dream and said, "Midas, I am pleased with you. What do you want ? Ask for a boon. You will get whatever you ask for."

"Oh ! Almighty, I want to be very rich." "But you are already very rich." King Midas pleased with God, "Yes, I know that. But I want lots of gold. I want a boon from you. please bless me so that everything I touch becomes gold."

"Be careful, Midas. Do you know what you are asking for ? I will grant you this boon. But don't be greedy. Think over this again."

"Oh Lord, Please grant me a golden touch. I shall never ask for anything else."

"Alright, I bless you with this boon. Now onwards, whatever you touch will turn into gold. Are you happy now ?"

"Thank you very much Lord. Now I shall never complain," said Midas.

Then God disappeared. Midas opened his eyes. He rubbed his eyes. He remembered the dream. He couldn't believe it. He wanted to test the boon. So he got up from his bed and went into the bathroom to wash his face. He touched the tap. Lo and behold ! the tap turned into gold. Water started flowing from the tap. Midas put his hand under the flowing water and the water turned into gold. The king was mad with joy. He ran here and there. He touched this and that. Everything he touched turned into gold: tables, chairs, beds, walls, mirrors, spoons, plates. Even the clothes he was wearing had turned into gold. The king was overjoyed. He ran to his daughter's room. He wanted to tell her about this miracle. She was sleeping on her bed. On seeing her father, the princess got up to greet him. The king rushed to her. "It's a miracle, it's a miracle," saying this he held her in his arms. Suddenly, the princess turned into gold.

The king was shocked. He couldn't believe his eyes. He shook the princess but she had turned into a statue. The king became miserable. She was his only child.

It was evening. By now, everything in the palace had turned into gold. Midas could not eat anything; the food also turned into gold. The water turned into gold. The king was thirsty, hungry and tired. He was extremely miserable.

The king prayed to God, the Almighty. He pleaded, "O Lord, please take away your boon. Please return my daughter to me."

He heard God's voice. "Are you sure you don't want the boon."

"Yes….yes. Take away all the gold, my palace, everything. Please return my daughter to me. Please forgive me, O merciful Lord ! I was greedy."

The Almighty blessed the king.

Once again, things were usual in the king's palace. His daughter came running to the king and hugged him. Tears of joy rolled down the king's cheeks.

Complete the sentences with the help of the lesson :

(1) But the king was not satisfied _____.

(2) _____ that everything I touch becomes gold.

(3) So he got up from his bed _____.

(4) Midas put his hand under the flowing water _____.

(5) _____ mirrors, spoons, plates.

(6) Suddenly the princess_____.

(7) _____she had turned into a statue.

(8) By now everything in the palace _____.

(9) _____ hungry and tired.

(10) Once again, _____.

(8) Paragraph Completion

Based on the lesson 'The Golden Touch' students are given one paragraph with some blanks to be filled up. Students will have to fill up these blanks without taking the help of the textual material provided to them and no clues will be provided to them.

Objective **: -** To get the students recall and write down the learnt language material.
- To enable the students to reproduce the learnt language material in the form of blanks.

Language Components **:** Terminology related to the Lesson (Comprehension)
Mode **:** Pair Work
Teacher's role **:** Facilitator, Overseer, Instructor
Student's role **:** Conversational Partner, Working Partner

Instruction :
You are familiar with the lesson 'The Golden Touch'. Based on this lesson you are given one paragraph with some blanks to be filled up. Fill up the blanks without taking the help of textual material provided to you and you won't be provided any clues. While filling up the blanks, take care that the sentences must retain its sense and appropriate interpretation. Work in pairs.

King Midas was a rich but _____ man. He wanted lots of gold. _____ he prayed to God to grant _____ a boon. The almighty lord granted _____ the boon. Next day, everything Midas _____ turned into gold. The greedy king _____ overjoyed. But then he touched his beautiful _____. She turned into a golden _____. He became _____. He_____ not eat or drink anything. So, _____again Midas prayed to God. This time the king requested God to take _____ the boon. He did not want _____ be very rich.

(9) 'True' or 'False'

Based on the lesson 'The Golden Touch' students are given some statements. Students will have to say whether the statement is 'True' or 'False', and to correct the false statement.

Objective **:** To get the students recall and write down the learnt language material.
Language Components **:** 'True' or 'False' Statements (Comprehension)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Overseer, Instructor
Student's role **:** Conversational Partner, Working Partner

Instruction :
Here are some statements from the lesson. Read the statements carefully and say whether the statement is 'True' or 'False'. Correct the false statement and write in the lines given below. Work on your own.

(1) Once the kind God appeared before the King in the moon light. [_____]

Ans :_____

(2) As the king was not very rich, he wanted lots of gold. [_____]

Ans :_____

(3) God warned the king to think over his wish once again. [_____]

Ans :_____

(4) First of all water turned into gold. [_____]

Ans :_____

(5) The King was happy with joy. [_____]

Ans :_____

(6) The King ran to his son's room to tell him about this miracle. [_____]

Ans :_____

(7) The King became happy when he found his daughter turned into gold. [_____]

Ans :_____

(8) Everything in the palace had turned into gold. [_____]

Ans :_____

(9) The King prayed the God again to thank him for his boon. [_____]

Ans :_____

(10) Tears of sorrow rolled down the King's cheeks. [_____]

Ans :_____

(10) Paragraph Completion

Based on the lesson 'The Golden Touch' students are given one paragraph with some blanks to be filled up. Students will have to fill up these blanks by selecting the correct word from the bracket without taking the help of the textual material provided to them.

Objective **:-** To get the students recall and write down the learnt language material.
Language Components **:** Terminology related to the Lesson (Comprehension)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Overseer
Student's role **:** Conversational Partner, Working Partner

Instruction :
You are familiar with the lesson 'The Golden Touch'. Based on this lesson you are given one paragraph with some blanks to be filled up. You will fill up the blanks by selecting correct word from the bracket without taking the help of textual material provided to you. Work on your own.

Once upon a time, there was a king called Midas. He was a very _____ (poor, rich) king. He had a _____ (vast, small) kingdom and a huge _____ (army, family). He lived in a huge _____ (place, palace). He had a beautiful _____ (son, daughter). He loved her very much. But he was _____ (satisfied, not satisfied) with all these things. He wanted to be very rich. He was _____ (greedy, generous). So, he started praying to God. He prayed and prayed for many days. Once the kind God _____ (disappeared, appeared) before him in a dream and said, "Midas, I am very _____ (angry, pleased) with you. What do you want ? Ask for a boon. You will get whatever you _____ (think, ask for)."

(11) Sentence Completion

Teacher provides photocopies of the lesson '26th January 2001' to all the students as different activities related to the same lesson are to be arranged. Here students are allotted some time to read the lesson aloud as well as silently before the activities are assigned to them. One by one student reads the lesson aloud while other students pay attention to the lesson consciously and silently. After their reading being completed, the students are given some incomplete sentences which are to be completed with the help of the lesson.

Objective	**:-** To get the students recall and write down the learnt language material.
Language Components	**:** Incomplete Sentences related to the Lesson (Comprehension)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :
You are provided photocopies of the lesson '26th January 2001' as different activities related to the same lesson are to be arranged. Here you are allotted some time to read the lesson aloud as well as silently before the activities are assigned to you. You all students will have to read the lesson one by one. As soon as you finish the reading, you will be given some incomplete sentences which are to be completed with the help of the lesson. Write your answers in the blank. Work in pairs.

26th January 2001

The 26th of January, 2001 will remain in the memory of the people of Gujarat as the most horrifying day. That was the day when many people lost their lives. Earthquake of a very high magnitude had occurred on that day. It was measured at 8.7 on the Richter scale.

Drhang – Godai is a village located at the tip of the Runn of Kutch. This place was the centre of the earthquake. There, the earth had split sending vibrations all over the State of Gujarat. The earthquake had occurred at 8.45 in the morning. The quake caused damage on a huge scale. Thousands of people had lost their lives. Thousands of houses and other constructions had collapsed. The damage was gigantic.

Nature's fury continued for a couple of weeks. Buildings were collapsing like castles of cards because of the aftershocks. Many people were trapped in these houses. Gigantic trees and electric poles were uprooted due to the tremors. People became homeless. Animals too, were helpless. It was like a sad dream.

However, the nature's fury brought out the best in human nature. Within no time, the news spread all over the world. Governments, individuals and social organizations sent food packets, first aids, tents and even money. The army and volunteers were quick to act. They removed the debris and pulled out people trapped under it. They saved their lives of people by giving medicines, food and clothes. Many children had become orphans. They needed care. Lots of people had become homeless. They were provided shelter.

Calamities such as earthquakes cannot be controlled by human beings. However, in countries like Japan and North America, people have learnt to face such situations. In these countries, earthquakes occur very often. Therefore, people have learnt how to save their lives and belongings. Even schools train children to protect themselves in such situations. We too must learn to face such natural calamities, more efficiently. Here are some tips about what we should do during such difficult situations.

During the Earthquake	
Do's	**Don'ts**
1. Come out in an open area immediately. 2. Keep away from any big building. 3. If you can't come out hide yourself under a big table or a cot. 4. If you are driving a vehicle, stop it and stand away from the road.	1. Don't crowd at public places such as temples, shops, factories, schools, halls, etc. 2. Don't stand near glass windows, mirrors, cupboards and such other sharp or heavy object. 3. Don't stand near a building or under a tree.

After the Earthquake	
Do's	**Don'ts**
1. Switch off the gadgets that can cause fire: gas-stove, kerosene stove etc. 2. Check if any member of the family is hurt. 3. Listen to radio / T.V. news bulletin. 4. Be prepared for aftershocks.	1. Don't spread rumours. 2. Don't rush to see the damaged buildings.

Let's learn to face such natural calamities. Complete the sentences with the help of the lesson :

(1) During the earthquake, I would not stand near a building or a tree because _____

_____

(2) During the earthquake, I would hide myself under a table because _____

_____

(3) During the earthquake, I would come out of my vehicle because _____

_____

(4) After the earthquake, I would listen to news bulletins because _____

_____

(5) After the earthquake, I should not spread rumour because _____

_____

(6) After the earthquake, I would check the gas stove because _____

_____

(12) Memory Challenge

Based on the lesson '26th January 2001' students are given some sentences asking the details about incident of 26th January 2001. Here students will have to tell whether the incident indicated in the sentence had happened on 26th January 2001. The students will have to write 'Yes' or 'No' in the box accordingly without taking help of the textual material.

Objective : To get the students recall and write down the learnt language material.

Language Components : Affirmative and Negative responses with 'Yes' or 'No' (Comprehension)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor

Student's role : Conversational Partner, Working Partner

Instruction :

You are familiar with the lesson '26th January 2001'. Based on this lesson you are given some sentences asking the details about incident of 26th January 2001. Tell whether the incident indicated in the sentence had happened on 26th January 2001. Write 'Yes' or 'No' in the box accordingly without taking help of the textual material. Work on your own.

1. Many children died due to aftershocks. [_____]
2. The earthquake occurred around 9.00 p.m. [_____]
3. Newspapers spread this news in the world. [_____]
4. Many buildings could not stand on the ground. [_____]
5. Soldiers saved many people trapped in broken houses. [_____]
6. People felt that their houses were trembling. [_____]
7. The intensity of the tremor was 8.7. [_____]
8. Volunteers took the orphan children to some shelters. [_____]

(13) Jumbled Sentences

Based on the lesson '26th January 2001' some sentences are placed before the students which are taken from the lesson. These sentences are placed in an improper order. Students will have to rearrange the sentences in a proper order without taking help of the textual material and put their number in the given box.

Objective : To get the students recall and write down the learnt language material.
Language Components : Rearrangement of Lesson related Sentences in Proper Order (Comprehension)
Mode : Pair Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Conversational Partner, Working Partner

Instruction :

You are well acquainted with the content of the lesson '26th January 2001'. Based on this lesson here are some sentences. These sentences are placed in an improper order. Rearrange the sentences in a proper order and put their number in the given box. Rewrite the sentences in the lines given below. Please note that you are not allowed to take the help of the textual material provided to you. Work in pairs.

1. Lots of people had become homeless. [_____]
2. It was measured at 8.7 on the Richter scale. [_____]
3. Nature's fury continued for a couple of weeks. [_____]
4. Calamities such as earthquakes cannot be controlled by human beings. [_____]

5. The 26th January, 2001 will remain in the memory of the people of Gujarat as the most horrifying day. [_____]
6. The army and volunteers were quick to act. [_____]
7. Buildings were collapsing like castles of cards because of the aftershocks. [_____]
8. Dhrang – Godai is a village located at the tip of the Runn of Kutch. [_____]
9. Within no time, the news spread all over the world. [_____]
10. The earthquake had occurred at 8.45 in the morning. [_____]

Ans :

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

(14) Sentence Completion

Teacher provides photocopies of the poem 'Growing Smiles' to all the students as different activities related to the same poem are to be arranged. Here students are allotted some time to read the poem silently before the activities are assigned to them. After their reading being completed, the students are given some incomplete statements carrying three alternatives. Students will have to complete the statements by selecting appropriate alternatives.

Objective : To verify students' understanding regarding the message interwoven in the poem.
Language Components : Incomplete Sentences related to the Lesson (Comprehension)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :

You are provided photocopies of the poem 'Growing Smiles' as different activities related to the same poem are to be arranged. Here you are allotted some time to read the poem silently before the activities are assigned to you.

As soon as you finish the reading, you will be given some incomplete statements carrying three alternatives. Complete the statements by selecting appropriate alternatives. Work on your own.

Growing Smiles

A smile is quite a funny thing,
It wrinkles up your face,
And when it's gone, you never find
It's secret hiding place.
But far more wonderful it is
To see what smiles can do;
You smile at one, he smiles at you,
And so one smile makes two.
He smiles at someone since you smiled,
And that one smiles back;
And that one smiles, until in truth
You fail in keeping track.
Now since a smile can do a great good
By cheering hearts of care,
Let's smile and smile, and not forget
That smiles go everywhere !

Complete the statements by selecting appropriate alternatives :

(1) A smile is a funny thing because _____.

(a) It goes on multiplying.

(b) It makes our face funny looking.

(c) It wrinkles up our face. And when it's gone, we do not know its hiding place.

(2) One smile makes two when _____.

(a) You smile at someone.

(b) You smile in front of a mirror.

(c) Two persons smile together.

(3) We cannot keep a record of the smiles because _____.

(a) They are wonderful.

(b) They go on multiplying.

(c) We do not know the place where our smile hides itself.

(15) Group Discussion

Based on the poem 'Growing Smiles' some points / topics are kept open to the students to be discussed in the class in a group of three to four students.

Objective **:-** To enable the students to express their views on the given topics in simple English.
- To furnish more and more opportunities to the students to talk, discuss and share their view and ideas with one another.

Language Components **:** Importance of Smile (Comprehension)

Mode **:** Group Work

Teacher's role **:** Facilitator, Overseer, Co-worker, Helper

Student's role **:** Conversational Partner, Working Partner, Active Participant

Instruction :

You are well acquainted with the content of the lesson 'Growing Smiles'. Based on this poem, here are some points / topics on which a group discussion will be held. By keeping the topics into centre, express your views. Along with discussion, you can make a note of your views regarding the particular topic in the lines given below the topics. Work in groups.

Topics of Discussion :

(1) Should we smile even when we are not quite happy ?

Ans : _____

_____

_____

_____

(2) Make a list of things smile can do for you.

Ans : _____

_____

_____

_____

_____

(3) Do you like a smiling face ? Why ?

Ans : _____

_____

_____

_____

SECTION : III GRAMMAR

(1) Inter-questioning

This activity is assigned in the form of a inter-questioning. The students are shown one example in which a question and an answer are framed with the help of some clues. Then students are given some more clues to make some more questions and answers accordingly.

Objective	**:** To enable the students to construct sentences (question-answer) by using clues.
Language Components	**:** How much – How Many (Grammar)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

This activity is called inter-questioning. You will be shown one example in which a question and an answer are framed with the help of some clues. Later on, you will be given some more clues with the help of which you will have to make some more questions; ask to each other and answer them accordingly. Work in pairs and write your questions and answers in the lines given below.

Example : milk – pouch – 500 ml St. 1 : How much milk is there in the pouch ?
St. 2 : There is 500 gms. milk in the pouch

1. water – bottle – 250 ml

Que : _____.

Ans : _____.

2. ice cream – box – 1 litre

Que : _____.

Ans : _____.

3. days – year – 365

Que : _____.

Ans : _____.

4. tea – packet – 500 gms

Que : _____.

Ans : _____.

5. pencils – box – 10

Que : _____.

Ans : _____.

(2) Two-way Narration

Teacher shows different tables and situations giving an idea about doing the same process in two ways as shown in the examples. Students are assigned the task of framing the sentences by following the given examples.

Objective : To enable the student to learn the skill of making meaningful sentences by using learnt language material.
Language Components : Active Passive Voice – Simple Present Tense
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor, Helper
Student's role : Conversational Partner, Working Partner

Instruction :
Here is a table that describes the process of preparing potato chips at home. This process can be expressed in two ways as shown in the boxes. Study them carefully and fill in the second column as shown. Work on your own.

Buy big potatoes from market.	Big potatoes **are bought** from market.
Peel them carefully	**are peeled**
Slice them with a knife	They with a knife.
Put them in boiling salty water.	
Dry them in the sun for some time.	
Store them in a dry container.	
Fry them and serve.	

(3) Drilling

Teacher puts forward some examples of Modal Auxiliary (Should, Must, Have to, Used to) showing their use in giving instructions in different ways. Here students will have to study the sentence carefully and try to understand the interwoven structure. Later on, students will have to frame some more examples accordingly.

Objective : To enable the students to frame more sentences based on learnt language material.
Language Components : Modal Auxiliary - Should, Must, Have to, Used to (Grammar)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor, Helper
Student's role : Conversational Partner, Working Partner

Instruction :
[A] Imagine that you are the owner of a hotel. Study the following example carefully. Write instructions using 'must', 'should', or 'have to' in the lines given under the sentences. Work on your own.

Example : ***People throw garbage on the road.***
People <u>should</u> not throw garbage on the road.

1. Some people are making loud noise.

Ans : _____.

2. Cars have been parked outside the hotel entrance.

Ans : _____.

3. Some visitors have brought their dogs inside.

Ans : _____.

4. A visitor had a fight with a waiter.

Ans : _____.

5. The time of check out is 10 a.m.

Ans : _____.

[B] Study the following examples showing the past habit and try to understand the interwoven structure. Rewrite the sentences using 'used to' pattern as shown in the examples. Work on your own.

Examples : ***1.*** ***In his school days my grandfather <u>played</u> volleyball.***
In his school days my grandfather <u>used to play</u> volleyball.
2. ***There <u>was</u> a banyan tree in front of my house.***
There <u>used to be</u> a banyan tree in front of my house.

In the above sentences 'used to' denotes a frequent practice in the past and the existence of something in the past.

(A) Now rewrite the following sentences using the same '<u>used to</u>' pattern as shown in the sentences given above :

1. In ancient times some people **sent** messages through pigeons.

Ans : _____.

2. In my childhood I **called** my elder sister by her nickname 'Moty'.

Ans : _____.

3. Mr. Shah **got** up at four o'clock everyday before his retirement.

Ans : _____.

4. There **were** a number of trees in this area in the past.

Ans : _____.

5. My grandfather **told** a story every night when I was child.

Ans : _____.

Read the following sentences :

1. *My father **is** quite **accustomed to** working hard.*
   *My father **is** quite **used to** **working** hard.*
2. *My sister **is habituated to** watching TV very closely.*
   *My sister **is** **used to** **watching** TV very closely.*

(B) Now rewrite the following sentences using the same 'used to' pattern as shown in the sentences given above :

1. I have the habit of taking bath with cool water.

Ans : _____.

2. Nobody in our village was accustomed to traveling by train in those days.

Ans : _____.

3. My professor is habituated to saying 'followed ?' repeatedly.

Ans : _____.

4. Nishad had the habit of speaking a lie without any reason.

Ans : _____.

5. I am accustomed to studying for hours together.

Ans : _____.

(4) Drilling

Teacher puts forward some examples showing the reaction of movie goers towards the movie in different ways. Here students will have to study the given example cautiously and try to understand the interwoven structure. Later on, teacher gives one situation on which students will have to frame some more examples accordingly.

Objective	**:** To enable the students to frame more sentences based on learnt language material.
Language Components	**:** Adverb Clause of Result – so…that (Grammar)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Helper
Student's role	**:** Conversational Partner, Active Participant

Instruction :

Here different reactions of movie-goers towards the movie are given. Read them and rewrite them as per the given example. Take one more situation on which such sentences can be framed. Work in groups.

Example :

Seema : ***The movie was very boring. I left the theatre in the interval.***
The movie was so boring that I left the theatre in the interval.

Rahul : The music of the movie was very melodious. I have become a fan of the music-director.

Ans : _____.

Jayant : The dialogues were very effective. I clapped on almost every other dialogue.

Ans : _____.

Asha : Amitabh's acting was very realistic. I shall watch all his movies in future.

Ans : _____.

Nitin : The story of the movie was very dry. I did not find it interesting.

Ans : _____.

Neeta : The songs of the movie were very fine. I desired to dance in the theatre.

Ans : _____.

(5) Drilling

Teacher puts forward some incomplete statements showing the result. Students will have to study the sentence carefully; complete them by mentioning their reasons and convert them by using As / Since as shown in the example.

Objective	**:-** To enable the students to frame more sentences based on learnt language material. - To enable the students to use language of reasoning.
Language Components	**:** Adverb Clause of Reason – Because / As / Since (Grammar)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Active Participant

Instruction :

Here are some incomplete statements showing the result. Study them carefully and complete them by mentioning the reasons as shown in the example. Convert them by using As / Since as shown in the example. Work in groups and share your views with the class.

Example : **I like my grandmother *because* *she is caring and affectionate.***
***As / Since my grandmother is caring and affectionate,* I like her.**

1. I like my grandfather because _____

As / Since_____

2. I love my elder brother because _____

As / Since_____

3. I appreciate my mother because _____

As / Since_____

4. I favour my friend because _____

As / Since_____

5. My father sometimes scolds me because _____

As / Since_____

(6) Fill up with Fitting one

Students are given two paragraphs and a dialogue with some blanks. In order to fill the blanks options are given in brackets. Students will have to select the correct word from those options and fill in the blanks.

Objective	**:** To enable the students to select right word.
Language Components	**:** Fill in the Blanks - Verbs, Prepositions, Articles, Adverbs, Conjunctions, Nouns, Exclamations, (Grammar)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

[A] Instruction :

Rewrite the following paragraph selecting the correct word from the brackets. Work on your own.

Vishi, see what I have_____(bring, brought) for you. Six years old Anand rushed _____ (to, for) see the gift his mother has bought for him. She pulled out a box _____ (of, from) her bag. Little Vishi watched _____ (patiently, impatiently) as she opened the box.

_____ "(Oh, Ouch) I know it is a chessboard. Let's set _____ (a, the) board and play a game, Amma," He _____ (said, sad) impatiently. His Amma explained to him _____ (when, where) to set the pawns and _____ (when, where) to set the _____ (peaces, pieces). They started the game. After some moves, Anand said, "Amma, suppose, I move my bishop here, I can _____ (capture, captur) your king."

[B] Instruction :

Read the following passage carefully. Complete the passage by choosing the correct word / phrases from those given in the brackets. Work on your own.

(A, An, The, One) _____bus stopped and a man got _____(of, on, off, into) it. Rohini saw him. So, she _____ (run, ran, has run, running) to the policeman and quickly _____ (telling, told, tells, tell) him about the thief. "(where, when, who, what) _____ is he now ?" asked the policeman. "Over there, (on, in, to, at) _____ the bus-stop." said Rohini, "He is (talk, talked, talks, talking) _____to the taxi-driver." The policeman (has stopped, has stop, stopped) _____ him. The bag was (full, fill, filled, filling) _____of stolen watches.

[C] Instruction :
Read the following dialogue and select the right word from the pair given in the brackets and complete the sentences. Work on your own.

Host : Welcome, we were waiting for you _____ (eager / eagerly).
Guest : Actually, the train was late. Moreover, driver drove the train very _____ (slow / slowly).
Host : Please, have a cup of tea.
Guest : (sipping tea) The tea is very _____ (nice / nicely).
Host : How is you father now ? Was he too _____ ? (serious / seriously)
Guest : He is all right now. It was _____ (normal / normally) heart pain. We _____(immediate / immediately) admitted him _____(to / in) the hospital.
Host : As he is old, he should be _____ (careful / carefully) about his health.
Guest : You're right. But he doesn't like to sit _____ (idle / idly).

(7) Matching & Sentence Completion

Teacher puts forward some examples showing the purpose behind different action. Here students will have to study the sentence carefully and try to understand the interwoven structure. One matching test is given to them in which students join column A with column B by putting 'so that'. Later on, teacher gives some incomplete statements on which students tries to frame some more examples on their own.

Objective : To enable the students to frame more sentences based on learnt language material.
Language Components : Adverb Clause of Purpose – so that (Grammar)
Mode : Pair Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Conversational Partner, Working Partner

Instruction :

Read the following table. In Column A the first half of each sentence is given. They show some actions. In Column B, the purposes are shown. Match them appropriately by using 'so that' and make complete sentences. Write the complete sentences in the lines given below. After completing this exercise, you have some incomplete statements to be completed by giving probable purposes. Work in pairs.

Example : Talk slowly <u>so that</u> I can follow you.

Column A	**Column B**
1. Talk slowly	- you can enrich your G. K.
2. Speak loudly	- you can get entry in the hall.
3. Give me your phone no.	- everyone can listen to you.
4. Stop playing tape recorder	- I can contact you.
5. Read newspapers	- your father can have a sound sleep.
6. Keep this pass with you	- I can follow you.

1. Talk slowly _____
2. Speak loudly _____
3. Give me your phone no. _____
4. Stop playing tape recorder_____
5. Read newspapers_____
6. Keep this pass with you _____

Complete the incomplete statements given below

1. Take medicine regularly so that _____.
2. Read the form carefully so that _____.
3. Prepare your subjects regularly so that _____.
4. Save water and light so that _____.
5. Drive slowly so that _____.

(8) Information Transfer

Teacher presents one table in which number of cities have been compared with respect to area, population, average temperature, and rainfall during the year. Students are expected to make at least 10 sentences using the given information.

Objective **:** To enable the students to acquire the skill of organizing the tabular material in the form of sentence.
Language Components **:** Degree of Comparison (Grammar)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Overseer, Instructor
Student's role **:** Conversational Partner, Working Partner

Instruction :

Study the following table in which a number of cities have been compared. Make at least 10 sentences using the information. Here are some examples for your understanding. Work on your own.

City	Area (in sq. km)	Population	Average Temperature in June	Average Temperature in December	Rainfall during the Year
Mumbai	415	9,800,000	36° C	28° C	820 mm
Kolkata	385	10,200,000	40° C	20° C	720 mm
Delhi	475	7,700,000	45° C	5° C	400 mm
Hyderabad	400	3,800,000	42° C	16° C	350 mm
Chennai	380	5,300,000	41° C	26° C	750 mm

We can make some statements as given under. Now make more statements.

1. Mumbai is larger in area than Kolkata, Hyderabad and Chennai.
2. Mumbai is not so large as Delhi.
3. Delhi is the largest city in area.

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

Study the table. Frame sentences comparing the income of these people. See the example.

Name	Annual Income
Mr. Desai	185000
Mrs. Roy	14700
Mr. Soni	185000
Ms. Rani	192000
Ms. Basu	146900

Example : ***Mr. Desai is as rich as Mr. Soni.***

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

(9) Language Game

Teacher gives an example of a complex structure and teaches the students how two or more sentences are combined in a variety of ways and are converted into complex one. Then he gives two more example for practice.

Objective	**:** To enable the student to learn the skill of making meaningful sentences through complex structure by avoiding unnecessary words.
Language Components	**:** Complex Sentence Structure (Grammar)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Classroom Manager, Instructor, Helper , Companion, Co-worker
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

Observe the following examples for making complex structure. Now here are two more examples, observe them minutely, remove unnecessary words from them, arrange them in a proper way and frame one meaningful sentence from them. Now compare your answers and see the difference. Work in groups.

Example : I have a dog.
My dog is brown.
My dog is big.
My dog eats a lot.

You may respond in the way given under.

- I have a dog. He is brown and big. He eats a lot.
- I have a god that is big and brown. He eats a lot.
- I have a big brown dog, and he eats a lot.
- I have a big brown dog that eats a lot.

Now solve this one:

(1) Jack went up the hill.
Jill went up the hill.
Both carried heavy luggage with them.
Both went to find out treasure.

Ans : _____

_____.

(2) The Mississippi is a river.
The Mississippi is the largest river in the United States.
The Mississippi flows from Minnesota to Louisiana.

Ans : _____

_____.

(10) Jumbled Words

Teacher presents some sentences having jumbled parts. Students will have to arrange the jumbled parts and make meaningful sentences.

Objective : To develop among the learners an ability to arrange the jumbled parts and make meaningful sentence.
Language Components : Make Meaningful Sentences (Grammar)
Mode : Pair Work
Teacher's role : Facilitator, Overseer, Instructor, Helper
Student's role : Conversational Partner, Working Partner

Instruction :

Here are some sentences having jumbled parts. Arrange the jumbled parts and make meaningful sentences. Write your answers in the given blanks. Work in pairs.

Example : ***some food / my wounds / they washed / and offered me / with salt water.***
They washed my wounds with salt water and offered me some food.

(1) stand / and / divided / united / fall / we / we
(2) sins / will / you / save / your / God / you / if / confess
(3) pledge / every / to / should / his / motherland / citizen / serve
(4) of / is / in / the / Mr./ the / Patel / camp / charge
(5) Mumbai / other / is / no / as / sea / the / in / port / world / good / as

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

Ans : _____.

(11) Sentence Completion

Some pairs of sentences are given to the group of three to four students to study and understand the concept of adverbs indicating time, place and reason to construct complex sentences. On the basis of that practice, they are given more examples to solve on their own.

Objective : To enable the student to learn the skill of making meaningful sentences by using learnt language material.
Language Components : Relative Adverbs – When, Where, Why (Grammar)
Mode : Pair Work
Teacher's role : Facilitator, Instructor, Helper, Co-worker
Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :
Observe the following examples how sentences indicating time, place and reason are framed. Now here are some incomplete statements, complete them as shown in the example. Work in pairs. Make maximum number of sentences and compare your answers with your partner.

Example : 1. I know the place. The saint was born there.
I know the place **where** the saint was born.
2. Disha knows the reason. Her brother could not pass the examination.
Disha knows the reason **why** her brother could not pass the examination.
3. The doctor knew the time. The patient breathed his last then.
The doctor knew the time **when** the patient breathed his last.

Now complete these sentences.

1. We know the reason why _____.
2. Tell me the time when _____.
3. The traveler invited me to the spot where _____.
4. Nobody knows the reason why _____.
5. Porbandar is the place where _____.
6. It is Sunday when _____.

(12) Complex Construction

Teacher presents a table divided in column A and column B. The sentences given in column 'A' describe simple structure of sentences while the sentences given in column 'B' describe the complex structure of sentences framed by using participles. Students are assigned the task of converting simple sentence into complex sentence and complex into simple as shown in the examples.

Objective	**:** To enable the student to learn the skill of making meaningful sentences by using learnt language material.
Language Components	**:** Participles – Present & Past (Grammar)
Mode	**:** Individual Work
Teacher's role	**:** Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :
Look at the table how complex structure is framed by using participles. The sentences given in column 'A' describe simple structure of sentences while the sentences given in column 'B' describe the complex structure of sentences. Now convert simple sentence into complex sentence and complex into simple as shown in the examples. Work on your own.

Column A	Column B
a. I saw a kite. It was torn.	a. I saw a torn kite.
b. Listen to the bird. It is singing.	b. Listen to the singing bird.
1. We took a dip in the water. It was flowing.	1. We _____.
2. _____.	2. I give chocolate to a crying baby.
3. The mother found her child. It was lost.	3. _____.
4. _____.	4. She knocked at the closed door.
5. Read that story. It is interesting.	5. _____.
6. _____.	6. Richa mended the broken toy.
7. All like the face. It should be smiling.	7. _____.
8. _____.	8. Police found out the hidden goods.

(13) Matching

Teacher presents some paragraphs having some underlined parts in them. Students are instructed to replace the underlined parts with those given in the bracket below the text by making necessary changes.

Objective **:** To increase the knowledge of the students about the parallel words and phrases used in English language.

Language Components **:** Replacing Words / Phrases (Grammar)

Mode **:** Individual Work

Teacher's role **:** Facilitator, Overseer, Instructor

Student's role **:** Conversational Partner, Working Partner

Instruction :

Rewrite the following text by replacing the underlined parts with those given in the bracket below the text. Make necessary changes. Work on your own.

Example :

King Midas was a very rich king. He had a <u>vast</u> kingdom. He had a <u>giant</u> army. But he was not <u>satisfied</u> with all these things.**(content, very large, huge)**

Ans **:** <u>King Midas was a very rich king. He had a **very large** kingdom. He had a **huge** army. But he was not **contented** with all these things.</u>

(1) A large herd of elephants lived in a jungle. A huge majestic elephant named Mottu lived there. Once there was a drought in that place. The elephants were in great trouble. (beautiful, crowd, difficulty)

Ans :_____

_____

_____

(2) Once there was a king. He did not want his daughter to marry at all. He was a magician. He practiced magic. So, he set three difficult tests. (arrange, wish, trick)

Ans :_____

_____

_____

(3) People have always valued and desired money. The appearance of money has changed from time to time. Long ago copper, silver, gold coins were used as money. (look, before a long time, wish)

Ans :_____

_____

_____

(4) We feel restless during summer. We are forced to protect ourselves from the harsh rays of the sun. We have invented many ways of protecting ourselves from the scorching heat. (burning, severe, uneasy)

Ans :_____

_____

_____

(5) First I congratulated the students who took part in the drama. It was a very interesting topic. The participants performed very well. (theme, present, participate)

Ans :_____

_____

_____

(6) Yash is fond of playing chess. He is in the habit of playing chess. He always takes part in chess tournament. (like, participate, used to)

Ans :_____

_____

_____

(14) Paragraph Completion

Teacher gives a letter to the students. This letter is having some blanks which are to be filled with prepositions given in the bracket.

Objective	**:** To enable the students to fill in the blanks by filling appropriate word.
Language Components	**:** Prepositions (Grammar)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Complete the following application choosing appropriate options from those given below. Work in pairs. **(on, to, for, in, of, as, as to, at)**

To,
The Manager,
Kavita Pharma,
16, G.I.D.C., Ankleshwar

Sir,

Sub : Application for the post of Quality Controller

In response _____ your advertisement _____ page 5 _____ yesterday's Rojgar Samachar, I hereby offer my services for the post.

I am an ex-student _____ the famous Institute of Pharmacology, Mumbai. I have a Master's degree _____ Pharmacology. _____ the last seven years I have been working as the Chief Chemical Analyst of the Kavita Pharma. _____ that capacity I have acquired skills and experience _____ how to refine fine chemicals in order to improve their quality.

I believe working _____ the Quality Controller _____ your laboratory will put my expertise _____use. It will be a challenge. I enclose a resume _____ my education and experience.

Yours faithfully,

X.Y.Z.

(15) Paragraph Redrafting

Teacher gives one passage to the students. The passage is having so many errors related to punctuation marks. Students will have to punctuate the passage and make necessary changes where necessary.

Objective	**:** To enable the student to construct error free sentences related to punctuation marks.
Language Components	**:** Punctuation Marks (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Active Participant

Instruction :

Punctuate the following passage. Make necessary changes where necessary and rewrite the passage. Work on your own.

all the animals of the jungle were worried the king of the forest a big strong lion was very cruel it killed many small animals so all the animals met and talked about what they could do there were many ideas presented by different creatures finally it was decided to send one animal to the lion.

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION : IV ACTIVITY

(1) Information Transfer

Teacher puts forward a time table. This time table gives information about the schedule of periods for a week. Students will study the time table carefully and find out the answers to the questions related to the time table.

Objective : To enable the students to acquire the skill of organizing the tabular material in the form of question and answer.

Language Components : Questions based on Time Table – Simple Present Tense (Activity)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor

Student's role : Active Participant

Instruction :

Students of Shri Vinay Vidyalay, Ganganagar have sports competitions this week. So they have only three classes everyday. Here is their time-table for this week. Study the information given in the table carefully and answers the questions given below. Work on your own.

Shree Vinay Vidyalaya, Ganganagar

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:00 to 11:35	Ms Pandit Maths	Mr Parekh English	Mr Makwana Science	Ms Pandit Maths	Mr Parekh English
11:35 to 12:10	Mr Parekh English	Ms Sharma Hindi	Mr Thakor Gujarati	Mr Panchal Social Studies	Mr Thakor Gujarati
12:10 to 12:45	Mr Makwana Science	Ms Pandit Maths	Mr Panchal Social Studies	Mr Makwana Science	Ms Sharma Hindi
12:45 to 2:00	Lunch Break				
2:15…					
	Volley ball	Skating	Basket ball	Swimming	Chess

1. Who teaches English ?

Ans : _____.

2. When is the recess ?

Ans : _____.

3. Do the students have six classes everyday ?

Ans : _____.

4. What does Mrs Makwana teach ?

Ans : _____.

5. Which subjects do the students learn on Tuesday ?

Ans : _____.

6. Which game do they play on Wednesday ?

Ans : _____.

7. Will they have carom competition ?

Ans : _____.

8. What does Ms Pandit teach ?

Ans : _____.

9. Who teaches Hindi ?

Ans : _____.

10. What does Mr Thakor teach ?

Ans : _____.

(2) Future Plan

Teacher puts two different situations to the students. Teacher provides them some questions which can help them to make a plan and preparation. Students will take the help of these questions and prepare paragraphs on the basis of the answers obtained from the asked questions.

Objective **: -** To give more and more opportunities to the students to talk, discuss and share their ideas with one another.
- To enable the students to express views on given topic in simple English.
- To enable the students to use language English in an imaginative situation.

Language Components **:** Conversation based on Questions - Simple Future Tense (Activity)

Mode **:** Group Work

Teacher's role **:** Facilitator, Overseer, Classroom Manager, Instructor

Student's role **:** Conversational Partner, Working Partner, Active Participant

Instruction :

[A] Here is one situation that your class is going to visit a fun park or a water park next Sunday. Work in groups and talk to your friends about it. Take the help of the questions given below and prepare a conversation on the basis of the answers obtained from the asked questions.

1. How will you go ?
2. What will you carry with you ?
3. What will you see ?
4. What games will you play ?
5. What else will you do ?
6. When will you return ?

Conversation :

A : _____

B : _____

A : _____

B : _____

A : _____

B : _____

A : _____

B : _____

A : _____

B : _____

A : _____

B : _____

[B] Imagine that fire has broken out in some areas near to your area. Your school plans to take up some voluntary work for the people affected by this incident. Your group is the Leader Group. Now plan for the rescue work. Take the help of the following questions and prepare a detailed note. Write your answer in the lines given below. Work in groups.

1. Which committees will you need ?
2. How will your group guide other groups ?
3. Which things will you need ?
4. Whose help will you need ?
5. Which type of important instructions, notices and slogans will you prepare ?

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(3) Viewpoint Manifestation

Teacher keeps the forum open for the students to discuss some questions / points related to the lesson 'The Golden Touch' with their teacher and friends in a group. Here they are allowed to make the judicious use of their mother tongue.

Objective	**: -** To enable the students to express their views on a given topic in English. - To enable the students to speak in a totally unknown situation.
Language Components	**:** Ideology related to the Lesson – Simple Present Tense, Simple Past Tense, Simple Future Tense (Activity)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Classroom Manager, Instructor, Helper, Co-worker
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

As you are well familiar with the lesson 'The Golden Touch', here are some questions and points related to that lesson. Discuss the following questions and points with your teacher and friends in a group. You can make the judicious use of your mother tongue for this. Work in group.

1. What did you feel in your heart when the lovely daughter turned into a golden statue ?
2. What was foolish about Midas' demand ?
3. If God appears before you, what will you ask for ? Why ?
4. Do you think that King Midas was worthy of the golden touch ? If Yes, Why ? If No, Why ?
5. Explain 'Greed' in your words.

(4) Dialogue Formation

Teacher displays a page from Dr. Amrita Solanki's diary for tomorrow i.e. 9th September (Sunday). Students will have to read this page of diary and make a dialogue with his / her partner about Dr. Amrita Solanki's Sunday.

Objective	**:** To enable the students to develop interactive skill in English communication while talking about third person.
Language Components	**:** Questions based on Diary - Simple Future Tense (Activity)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :
Read this page from Dr. Amrita Solanki's diary for tomorrow i.e. 9th September (Sunday). Make a dialogue with your partner about Dr. Amrita Solanki's Sunday by questioning and answering. Use the given points to frame your dialogues. Here is an example for your understanding. Write your questions and answers in given lines. Work in pairs.

A Page from Dr Amrita Solanki's diary for 9th September (Sunday)

- Get up 5 : 30 a.m.
- Go for a walk 6 : 00 – 6 : 30
- Get ready 7 : 00
- Eat breakfast 7 : 15
- Go to the hospital 7 : 30

Example :
Que *: **When** will Dr Solanki get up ?*
Ans *: She will get up at **5:30** in the morning.*

Que :_____

Ans :_____

Que :_____

Ans :_____

Que :_____

Ans :_____

Que :_____

Ans :_____

(5) Role Play

Teacher presents a dialogue for the situation of doctor and patient. Students are instructed to study the dialogues carefully and frame some dialogues on given situation. Students are stimulated to perform the given dialogues with their partners.

Objective **:-** To enable the students to develop interactive skill in English communication.
- To teach the students to react properly in a given situation at the time of group work, pair work or individual work.

Language Components **:** Situation based Dialogue (Activity)
Mode **:** Pair Work
Teacher's role **:** Facilitator, Instructor, Helper, Co-worker
Student's role **:** Conversational Partner, Working Partner

Instruction :

Study the dialogue for the situation of doctor and patient attentively. Now frame dialogues on the following situations and perform the framed dialogues with your partner. Work in pairs. Here is an example for you.

Example : ***Situation : Doctor and Patient***

Patient : I've got cough and I can't sleep at night.
Doctor : well, you should stop taking ice-cream and cold drinks. I'll give you some tablets and cough syrup. You must take these medicines for three days.
Patient : Thank you very much.
Doctor : Don't worry. You will be alright soon.

Now frame dialogues on the following situations :

Situation I : teacher and students
Situation II : father and son

Situation I : Teacher and Student

Teacher : _____.

Students : _____.

Teacher : _____.

Students : _____.

Teacher : _____.

Students : _____.

Situation II : Father and Son

Father : _____.

Son : _____.

Father : _____.

Son : _____.

Father : _____.

Son : _____.

(6) Information Transfer

Teacher provides a passage giving details about Raghu which are to be filled up in the membership form of Sardar Sports Club. Students will have to read these details carefully and use them to fill up the form. The format of form is given under.

Objective	**:** To enable the students to acquire the knowledge / skill of filling up form.
Language Components	**:** Sports Club Membership Form (Activity)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Instructor, Helper
Student's role	**:** Active Participant

Instruction :

Here is a passage giving details about Raghu which are to be filled up in the membership form of Sardar Sports Club. Read these details carefully and use them to fill up the form. The format of form is given under. Work on your own.

Raghu studies in class IX. He was born on 19th May 1990. He is interested in many things such as music, chess, clay modeling, sports, etc. Raghu's father, Mr. Ankit Dikshit, is an architect. His mother, Alkaben is a teacher. They live at the third cross, station road. Their house namer 'Trupti' is the largest house in Bhuj. At the age of 14 years, Raghu is already five feet and five inches tall. He weighs fifty kilos. He is strong and healthy. He is a cheerful young man.

SARDAR SPORTS CLUB

Membership Form

Name : _____ _____ _____

First Middle Last

Address : _____

_____

Date of Birth : _____

Father's Occupation : _____

Mother's Name & Occupation : _____

Height : _____ Weight : _____

Hobbies : _____

Signature_____

(7) Open Endedness

Teacher organizes a joke-competition in the class and asks the participants to tell a joke in English. While one student presents his joke, the other students will have to judge the joke and to find out three winners at the end of competition. The students are provided a format to be used while judging performance of the student telling jokes.

Objective : - To provide exhaustive practice in the exhaustive use of English in day to day situation.
- To enable the students to speak in a totally unknown situation

Language Components : Joke competition (Activity)
Mode : Class Work
Teacher's role : Facilitator, Overseer, Classroom Manager, Instructor
Student's role : Active Participant

Instruction :
This activity is open for the whole class. A joke-competition is to be organized in our class. All the participants will have to come to the stage one by one to tell a joke in English. Other students will have to judge the joke and find out three winners at the end of competition. Use the following format to judge the performances.

Sr. No.	Name of the student	Selection of the joke (5 marks)	Expression (5 marks)	Confidence (5 marks)	Total (15)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

(8) Open Endedness

In this activity, a conference is held. Students are offered some topics related to day to day life. One of the students takes up the role of an anchor. Teacher becomes an assistant . The class becomes the audience. Some of the students ask questions.

Objective : - To provide exhaustive practice in the exhaustive use of English in day to day situation.
- To enable the students to express views on a given topic in simple English.
- To enable the students to express themselves efficiently and with ease in a given situation.

Language Components : A Class room Conference (Activity)
Mode : Class Work
Teacher's role : Classroom Manager, Instructor, Co-worker
Student's role : Active Participant

Instruction :
This activity is open for the whole class. A conference will be held. You will be offered some topics related to day to day life. One of the students will take up the role of an anchor. Your teacher will become a Helper. The class will become the audience. Some of the students will ask questions. Your topics are as under.

Topics : **1. Discipline** **2. Examinations** **3. Watching TV** **4. Fashion**

(9) Notice Making

In this activity, teacher presents some notices. Students will have to study the prepared notices with explanation and on the basis of that understanding; they will have to prepare some more.

Objective	**:** To enable the students to acquire the knowledge of preparing notice on the basis of given explanation and to prepare explanation on the basis of given notice.
Language Components	**:** Notice and Explanation (Activity)
Mode	**:** Group Work
Teacher's role	**:** Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :
Here are given some notices. Study the prepared notices with explanation carefully and on the basis of that understanding prepare notices suiting to the explanation and prepare explanation suiting to the notices. Collect some more notices and write their explanations. Work in groups.

Stick no bills			***Please place your purchases here.***
You must not put up any poster here	People who walk on this private land will be taken to the court	Please don't smoke in the theatre hall	Please put the things you have bought here
No Vacancie			***Fishing strictly prohibited***
_____ _____ _____	We start sale of clearance today	You can buy cycles from here. You can get them on hire also	_____ _____ _____

(10) Central Talk

Teacher holds an interesting session based on environment. Here students will have to discuss about the necessary steps to be taken to keep our environment balanced and undisturbed. Students will have to work in groups, discuss and prepare a list of Do's and Don'ts. The students are provided a table to note down their points.

Objective **:** - To enable the students to express views on given topic in simple English.
- To increase the general awareness of the students about the environment.

Language Components **:** Environmental Awareness – Imperative Sentence (Activity)

Mode **:** Group Work

Teacher's role **:** Facilitator, Overseer, Instructor

Student's role **:** Conversational Partner, Working Partner, Active Participant

Instruction :

We can contribute significantly to keep our environment balanced and undisturbed. Work in groups, discuss with your group members and prepare a list of Do's and Don'ts. Note down your points in the table given below.

HOW TO KEEP ENVIRONMENT BALANCED AND UNDISTURBED

Do's	Don'ts
1. Plant trees.	1. Don't throw garbage anywhere.
2. _____.	2. _____.
3. _____.	3. _____.
4. _____.	4. _____.
5. _____.	5. _____.

(11) Poster Making

In this activity, teacher assigns the task of preparing a poster *'Silence Please'* in the given space and to put some important information, do's and don'ts, a picture, and a catchy slogan.

Objective **:-** To enable the students to use their imagination and creative ability to prepare a poster on a given topic.
- To enable the students to correlate the information with pictures.

Language Components **:** Poster Making on the theme of 'Silence' (Activity)

Mode **:** Individual Work

Teacher's role **:** Facilitator, Overseer, Classroom Manager

Student's role **:** Active Participant

Instruction :

Prepare a poster *'Silence Please'* in the given space. Put some important information, do's and don'ts, a picture, and a catchy slogan. Work on your own.

(12) Chain Story

Teacher mentions about the story of Valia, the robber, who became Saint Valmiki later on. In this activity, teacher gives the first sentence of the story; each student has to add one sentence to complete the story. As the sentences are added, they are written on the black board. When the story is completed, teacher assigns the task of preparing a skit based on the story and perform it to the class with their groups.

Objective	**:** - To involve students in comprehending, manipulating, producing and interacting in the target language. - To enable the students to use their imagination and creative ability to prepare a skit based on their knowledge.
Language Components	**:** Skit Making (Activity)
Mode	**:** Class Work
Teacher's role	**:** Facilitator, Overseer, Helper, Co-worker
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

This activity is open for the whole class. You are familiar with the story of Valia, the robber, who became Valmiki later on. You will be given only first sentence of the story; each student has to add one sentence to complete the story. As the story is completed, prepare a skit based on the story and perform it to the class.

Start the story like this……

Once there was a robber named Valia**…...…….……**

Prepare a skit of the story like this……

Saint : Hey ! Valia, Why do you rob and kill the innocent people ? It is a sin.

Valia : I do all this for _____

Saint : _____

Valia : _____

Wife : _____

Children :_____

Saint : _____

Valia : _____

(13) Picture Description

Teacher displays two pictures showing 'the surgery years ago and surgery now'. On the basis of the pictures, students will have to discuss and compare both the surgery types with reference to different aspects. Students will have to write their responses in the table given below.

Objective	**:** To enable the students to use their imagination and creative ability to interpret the picture.
Language Components	**:** Types of Surgery - Simple Present & Simple Past Tense (Activity)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer
Student's role	**:** Conversational Partner, Active Participant

Instruction :

You must be aware about surgery years ago and surgery now. These days, the surgery has become less painful for patients in the comparison of past. Look at the following pictures and discuss about 'the surgery years ago and surgery now' and compare both the surgery types with reference to different aspects. Write your responses in the table given below.





No.	Surgery Years Ago	No.	Surgery Now
1.	Very painful	1.	Less painful
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

(14) Natural Expression

Teacher puts two imaginative situation to the students. The students are provided guiding points and expressions according to which they will have to write their answer in the lines given below.

Objective **:** To give more and more opportunities to the students to talk, discuss and share their ideas with one another.
Language Components **:** Speech Presentation (Activity)
Mode **:** Class Work
Teacher's role **:** Facilitator, Overseer, Classroom Manager
Student's role **:** Conversational Partner, Active Participant

Instruction :

[A] Imagine that you were a representative of the Cultural Club run by school during the year. Now, it is the end of the year. Prepare a speech with the help of the group members giving details of the activities done by your club and thank your classmates and teachers for their support. Take the help of these points. Write your answer in the lines given below. Present your speech to the class.

Guiding points :
- Activities organized by your club during the year.
- Thank the classmates for their support.
- Thank the teachers for their co-operation and encouragement.

Guiding expressions :
- I am thankful to……
- I am indeed grateful to your warm support.
- Thank you very much for the encouragement.
- Thanks once again…….
- Let me say thanks to……..

Ans : _____

_____

_____

_____

_____

_____

_____

_____

(15) Talking about……

In this activity, teacher displays a table which describes the possible behaviour of the students with their friends. The columns against each statement show the frequency of that behaviour. Here students will have to put tick mark (√) to show their own frequency; count the tick marks and put total in each column. Later on, students are informed to multiply the total number of tick marks as per the figures given under and evaluate their score keeping in mind the given score board. Students are instructed to discuss their score with their friends and are advised to think about the changes they need to bring in their behaviour.

Objective : To develop students' ability to do self-assessment that leads to empowerment.

Language Components : Know Yourself with respect to your behaviour with Friends (Activity)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor

Student's role : Active Participant

Instruction :

Read these sentences carefully. They describe your possible behaviour with your friends. The columns against each statement show the frequency of that behaviour. Put tick mark (√) to show Your own frequency. Count the tick marks and put total in each column. Work on your own.

No	Statement	Always	Most of time	Sometime	Never
1	I defend my friends even when they are wrong.				
2	I keep on changing my friends.				
3	My friends care for me more than I care for them.				
4	I insist that my friend do not keep relations with persons I dislike.				
5	I send cards / gifts to maintain my friendship.				
6	I try to prove myself superior to my friends.				
7	I stick to my plans even when my friends press me to change them.				
8	I feel bad if my friends do not meet me every day.				
	Total :				

Now multiply the total number of tick marks as under :

Always by 1, Most of time by 2, Some time by 3, Never by 4

Add up all the figures. It is your **Friendship Score.**

Now evaluate your score keeping in mind the following score board.

The score 26 and above is EXCELLENT,

From 20 to 25 is GOOD,

From 15 to 19 is AVERAGE and

Below 15 means YOU NEED TO IMPROVE YOUR BEHAVIOUR WITH YOUR FRIEND

Discuss your score with your friends and parents. Think about the changes you need to bring in your behavior.

SECTION : V WRITING TASK

(1) Dialogue Completion

Teacher presents various dialogues having various situations. Students are instructed and are given lines to respond accordingly. Students are stimulated to perform the given dialogues with their partners.

Objective :- To enable the student to learn the skill completing dialogue by placing fitting responses.
- To make the students to arrange and comprehend dialogues.
- To enable the students to use the language fitting to the situation of given dialogue.

Language Components : Situation based Dialogue : Market visit, Witness of theft and Plan for Summer Vacation (Writing Task)

Mode : Pair Work

Teacher's role : Facilitator, Overseer, Instructor, Helper

Student's role : Conversational Partner, Working Partner

Instruction :

[A] Here is a situation for you: 'A thief has snatched away a woman's purse. You have witnessed this incident in a shopping center. A policeman arrives and asks you some questions. You answer him.' Here the lines for answers have been kept blank. Read the questions carefully and respond accordingly and rewrite the complete dialogue. Work in pairs.

Policeman : Where were you standing at that time ?

You : _____

Policeman : Where was the woman ?

You : _____

Policeman : Did you notice her ? What was she doing ?

You : _____

Policeman : How was the thief ? How was his look ?

You : _____

Policeman : What was he wearing ?

You : _____

Policeman : How did you see the thief ?

You : _____

Policeman : How did he steal away the purse ?

You : _____

Policeman : Is there anything else you want to say ?

You : _____

Policeman : Thank you for giving information.

You : _____

[B] Here is the conversation between Naren and Viren. They are talking about their plan for the summer vacation. Naren asks some questions to Viren about his plan. Viren's responses are given in the box. Rewrite the full dialogue using the expressions given in the box. Work in pairs.

With my parents, good night, cellular jail and natural beauty, Andman – Nikobar, in a three star hotel, for 7 days, by ship

Naren : What is your plan for the summer vacation ?

Viren : _____

Naren : Who will go with you ?

Viren : _____

Naren : How will you go there ?

Viren : _____

Naren : I see ! Which are the main attractions there ?

Viren : _____

Naren : Where have you planned to stay there ?

Viren : _____

Naren : For how many days are you going to stay there ?

Viren : _____

Naren : Great ! Have a nice trip. I take your leave. Good night.

(2) Letter Formation

Teacher assigns the task of preparing a letter to the students. Here students are provided some questions, the answers of these questions are to be utilized in preparing letter.

Objective	**:** To enable the student to write a short composition in the form of letter on a given topic within the range of their experience.
Language Components	**:** Letter Writing : Experience of Rainy Season (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :

It is a rainy season. All of you like rain very much. Write a letter to your friend describing how you enjoyed the rain. Take the help of these questions.

1. How was the weather before it rained ?
2. What were you doing when it started raining ?
3. What did you do when it was raining ?
4. How was the weather after it rained ?
5. Give a one – line message to the rain.

_____,

_____

_____.

_____,

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

Yours lovingly,

_____

(3) Demonstration

Teacher displays some instructions for making tea. Some of the instructions displayed by the teacher do not suit to the procedure of making tea. Students will have to select fitting instructions to make tea and put a tick mark (√) in the given bracket by avoiding the unnecessary instructions. Later on, students are instructed to connect these instructions in a proper sequence and write a paragraph.

Objective	**:** To enable the students to arrange the given material in a proper sequence and convert it in the form of paragraph
Language Components	**:** Imperative Instructions (Writing Task)
Mode	**:** Individual work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Active Participant

Instruction :

Read these instructions for making tea. Select the fitting instructions to make tea and put a tick mark (√) in the given bracket. Please remember that you may not use all these instructions and avoid unnecessary one. Work on your own.

( ) Stir with a spoon.	( ) Boil it.
( ) Pour the boiling water into the pot.	( ) Cover it with the lid.
( ) Pour the tea into the cups.	( ) Leave it for five minutes.
( ) Add tea leaves.	( ) Put sugar and milk into the cups.
( ) Take two cups of water in a pot.	( ) Add ginger and mint to it.
( ) Squeeze half a lemon into it.	( ) Add milk to it.
( ) Place it on the stove.	( ) Light the stove.
( ) Add sugar to it.	( ) Filter it.

Now, connect these sentences and write a paragraph.

First of all I, _____. Then _____ and _____. Next _____.

Instructions for making tea :

_____

_____

_____

_____

_____

_____

_____

_____

_____

(4) Advertisement Formation

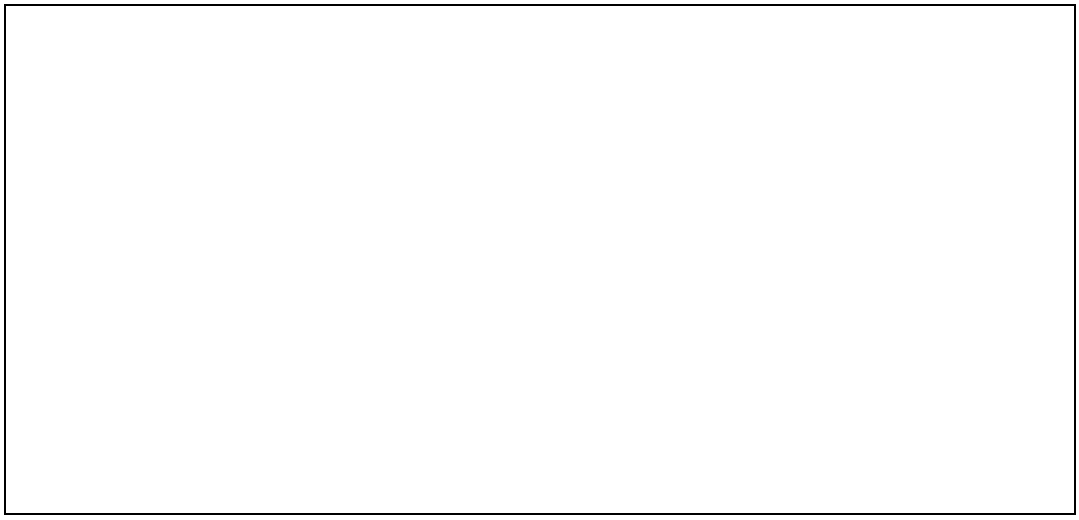
Teacher suffices some details about Sun Biscuit. Students will have to use the details, arrange them in a proper way and prepare an attractive advertisement in the given box.

Objective	**:** To enable the student to learn the skill of arranging the available details at proper place to make the advertisement attractive.
Language Components	**:** Advertisement of Product (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Active Participant

Instruction :

Here are the details about Sun Biscuit. Use the details, arrange them in a proper way and prepare an attractive advertisement in the given box. Work on your own.

- Sun Biscuit, Double Taste
- Extra 25 Grams
- Ingredients : Wheat flour, sugar, edible oil, milk, citric acid and salt.
- Contains permitted synthetic food colours and added flavours.
- Net weight : 50 grams + 25 extra = 75 grams
- M.R.P. Rs. 7.50 (Inclusive of all taxes)
- PKD. 5/2007 Best before 6 months from packaging
- Mfg. by : Zilmil Industries Ltd., Ratanpur, Gujarat



(5) Message Formation

Teacher presents a telephonic talk with a message prepared out of it. This telephonic talk shows how the conversation between two persons on phone is conveyed in the form of message. Later on students are provided one more telephonic talk and students will have to convert it into message form.

Objective : - To enable the students to compose a message from the available information.
- To enable the students to give detailed overview of the events, matters or the persons
- To enable the students to convey message from person to person.

Language Components : Message Writing based on Telephonic Talk (Writing Task)

Mode : Individual Work

Teacher's role : Facilitator, Overseer, Instructor, Helper

Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :

Below is given a telephonic talk with a message prepared out of it. This telephonic talk and the message show how the conversation between two persons on phone is converted and conveyed in the form of message. Now you have one more telephonic talk before you. Convert the telephonic talk into message form. Omit unnecessary information. Work on your own.

Example :

Reena : Hello ! is it 23467845 ?
Beena : Yes.
Reena : Can I speak to Bhoomika ?
Beena : Sorry, she has gone to the coaching class. Any message for her ?
Reena : I am Reena Shah, her classmate. Please tell her that our weekly test of English has been arranged on Monday instead of Saturday.

Start this way :

Bhoomika, your classmate Reena called / phoned / rang up when you had gone to the coaching class. She has asked me to give you the message that your weekly test of English has been arranged on Monday instead of Saturday.

Turn this telephonic talk into message :

Nayan : Hello ! Is this 1234567 ?
Rohit : Yes, please.
Nayan : Can I talk to Yagnesh ?
Rohit : Sorry. He has gone to market for some work..
Nayan : When will he return ?
Rohit : Within an hour. Is there any message for him ?
Nayan : Yes, I am his friend. Please tell him that our cricket match has been cancelled due to non-availability of ground.

Start this way :

Yagnesh, your friend Nayan_____

_____

_____

_____

_____

_____

_____

_____

_____

(6) Dialogue Formation

Teacher presents a dialogue related to railway inquiry. They are provided a timetable of trains at the Surat railway station. Students will have to use the details of the timetable and make a dialogue as shown in the example.

Objective : To enable the student to be aware of the kind of language used in railway inquiry.
Language Components : Language used for railway inquiry (Writing Task)
Mode : Individual Work
Teacher's role : Facilitator, Overseer
Student's role : Conversational Partner, Active Participant

Instruction :
Below is a dialogue related to railway inquiry. Study it carefully. Now you have a timetable of trains at the Surat railway station. Read it. Use the details of this timetable and make dialogues as shown in the example. Write your dialogue in the lines given below. Work on your own.

Read this dialogue.
Passenger : Hello, is it 131 ?
Inquiry : Yes, please.
Passenger : When will the Ranakpur Express arrive ?
Inquiry : It is expected to arrive at 6:05 on platform no. 2.
Passenger : When will it depart ?
Inquiry : It will depart at 6:15.
Passenger : Thank you.
Inquiry : You're welcome.

Use the details of this timetable and make dialogues as shown above.

Train No.	Name	Arrival	Departure	Platform
4707	Ranakpur Express	6:05	6:15	2
2954	August Kranti Express	6:28	6:33	2
9032	Kutch Express	7:04	7:12	1
4847	Jodhpur Express	7:43	7:50	2
2934	Karnavati Express	8:44	8:49	1
9602	Sayaji Nagari Express	9:25	9:30	1

Write your dialogue here :

Passenger : _____

Inquiry : _____

Passenger : _____

Inquiry : _____

Passenger : _____

Inquiry : _____

(7) Letter Completion

Teacher places two letters having some blanks in it. Students will have to complete the letters by using appropriate words and points given in the box.

Objective : To enable the students to acquire the skill of completing letter by correlating appropriate words and points.

Language Components : Letter of Congratulation & Response to Invitation (Writing Task)

Mode : Individual Work

Teacher's role : Overseer

Student's role : Active Participant

Instruction :

Here you have two letters before you. These letters have some blanks in them. Complete the following letters by using appropriate words and points from the box. Work on your own.

[Ajit, have a good command, 2005, keep it up, highway, best of luck, congratulations, write back, helped, convey my regards to your parents, an achievement]

16, Adarsh Society,

_____

Kalol.

November 6, _____

Dear Rupesh,

My hearty _____on winning the first prize in the essay competition. It was indeed _____. I know you _____ over the languages. Your hobby of reading _____you. _____, you will become a writer someday. _____ for the future. Please _____.

Do _____.

Yours lovingly,

_____

(8) Creative Writing

Teacher keeps some topics open to the students. These topics are related to totally unknown situations. Students will have to think over those subjects and write a paragraph.

Objective : - To enable the students to write creatively about totally unknown situation.
- To enable the students to express themselves correctly in simple written sentences.

Language Components : Paragraph Writing on Imaginative Situations and Assumption (Writing Task)
Mode : Individual Work
Teacher's role : Overseer, Instructor, Helper
Student's role : Active Participant

Instruction :

Here are some topics. Write a paragraph on any one of these topics. Work individually. Write your answer in the given lines.

Topics : **1. What will you do if you can disappear ?**
2. As a scientist what would you like to invent ? Why ?
3. If you could see the future.

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

(9) Paragraph Formation

Teacher provides some information about two different topics Gujarat and Sarvapalli Radhakrishnan. Students will have to use the available information and write paragraphs on them in about 50 words. Here the students are instructed not to change, add or omit any information.

Objective :- To enable the students to compose a paragraph by using the available material appropriately.
- To enable the students to express themselves correctly in simple written sentences.
Language Components : Paragraph Writing based on given points / information (Writing Task)
Mode : Individual Work
Teacher's role : Facilitator, Overseer
Student's role : Active Participant

Instruction :

Read the information about Gujarat and Sarvapalli Radhakrishnan and write paragraphs on them in about 50 words. Don't change, or add or omit any information. Write your answer in the lines given below. Work on your own.

Gujarat

State : Gujarat
Capital : Gandhinagar
Population : About 5 crores
Main professions : Farming and business
Language : Gujarati
Main attractions : Somnath, Dwarka, Saputara, Tithal etc.
Historical places : Mandavi, Adalaj, Patan, Lothal
Main cities : Amdavad, Vadodara, Surat, Rajkot
Rivers : The Narmada, The Tapi, The Sabarmati

Start this way : I live in India. Gujarat is my state……..

Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

(10) Paragraph Formation

Teacher provides some jumbled sentences. These sentences are having two different subject matters; one is related to Right-handed people and the other is related to Left-handed people. Students will have to arrange the sentences in the correct order to form two separate paragraphs. Each paragraph should have only one main idea.

Objective	**:** To enable the student to learn the skill of discriminating the available language material.
Language Components	**:** Paragraph Writing based on given points / information (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner

Instruction :

Below are given some jumbled sentences. These sentences are having two different subject matters; one is related to Right-handed people and the other is related to Left-handed people. Arrange the sentences in correct order to form two separate paragraphs. Each paragraph should have only one main idea. Write the paragraphs separately in the lines given below. Work on your own.

1. They are better at sports than right-handed people.
2. However, they are not as good at Mathematics and language.
3. Left-handed people can do certain things better than right-handed people.
4. They are better at music and dance, too.
5. The reason for this difference lies in the construction of the brain.
6. Therefore, left-handed people are better at music, sports and dance.
7. In left-handed people the right hemisphere of the brain is more highly developed.
8. The left controls reasoning and logical thinking.
9. But right-handed people are better at Mathematics and languages.
10. On the other hand, the left hemisphere is more highly developed in right-handed persons.
11. The right hemisphere of the brain controls ability in sports, music and dancing.

Ans : _____

_____

_____

_____

_____

_____

_____

_____

(11) Strip Story

Teacher writes a story of Mulla Nasruddin on strips of paper. Each strip carrying one sentence is distributed among the students. Each of them reads the sentence silently and tries to remember it. Strips are collected back and students will have to reconstruct the story by recalling and telling the sentence to the teacher.

Objective	**:** To enable the students to comprehend what they have heard and arrange them by correlating in a proper sequence.
Language Components	**:** Reconstruction of Story (Writing Task)
Mode	**:** Class Work
Teacher's role	**:** Facilitator, Overseer, Co-worker
Student's role	**:** Active Participant

Instruction :

You all may be aware about the story of Mulla Nasruddin. I have a story showing Mulla's habit of playing practical jokes. I shall divide the theme of this story in some strips of paper. Each strip carrying one sentence will be distributed among you. Read the sentence silently and try to remember it. After some time, strips will be collected back and you will have to reconstruct the story by recalling the sentence you read. Now tell the sentence to your teacher.

Mulla Nasruddin

1. Mulla Nasruddin was a witty person. Once he bought a melon. He then changed his mind. He exchanged the melon for grapes.
2. Again he changed his mind, so he exchanged grapes for bananas. Once again, he exchanged the bananas for mangoes.
3. He kept on exchanging one fruit for another. At last he took some oranges.
4. Mulla left the shop without paying money. So the shopkeeper was angry. He ran after Mulla. He shouted, "Stop, you cheat ! Why are you going away without paying for the oranges ?"
5. Mulla said, "But I bought oranges in place of mangoes." "Yes you did," said the shopkeeper. "So pay me for the mangoes."
6. Mulla said, "But I have bought mangoes instead of bananas, right ?" "Right," said the shopkeeper. "Pay me for the bananas."
7. "But those bananas were in exchange of grapes." "Well, pay for the grapes," said the angry shopkeeper.
8. "But my friend, those grapes were in exchange for the melon." Said Mulla. "For God's sake pay me for the melon," said the shopkeeper, now furious.
9. "But I never bought the melon," said Mulla. "So why should I pay for something that I have not bought ?" The shopkeeper was confused. Mulla walked away.
10. An old man standing near the cross roads gave him money. He also informed him that it was all fun. Mulla Nasruddin had a habit of playing practical jokes.

(12) Reporting Observation

Teacher displays a page from Inspector Singh's diary which has some important information related to a robbery. Students will have to read this page of diary and with the help of the given information draft a paragraph and give it a suitable title. Work in pairs.

Objective	**:** To enable the students to draft a paragraph and entitle it on the basis of the message interwoven in the available information.
Language Components	**:** Paragraph Drafting from available information (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Read this page from Inspector Singh's diary which has some important information related to a robbery. Draft a paragraph with the help of the given information and give it a suitable title. Work on your own. Write your answers in given lines.

09 : 50 robbed a bank took away about Rs. 5 lakh
11 : 15 stole diamonds worth a million from a jewellery shop
11 : 20 escaped in a white Maruti
12 : 15 stopped for lunch at a wayside restaurant
12 : 40 seen driving 100 kph along ring road
01 : 30 left car near the airport
01 : 35 took taxi to airport
02 : 00 caught the flight for Mumbai
04 : 00 arrested, stolen goods recovered

Start like this…..

A notorious thief was reported to have robbed a bank at 9.50 and took away about Rs 5 lakh._____

_____

_____

_____

_____

_____

_____

_____

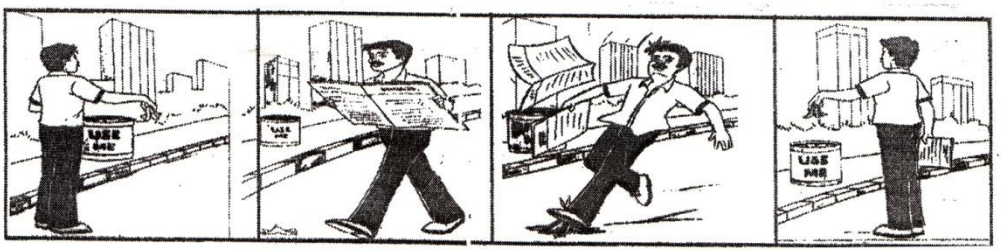
(13) Picture Description

Teacher shows some pictures having different themes. Students will have to observe the pictures carefully and narrate the stories in the lines given under the pictures.

Objective	**:** To enable the students to use their imagination and creative ability to interpret the picture and write a story based on it.
Language Components	**:** Interpretation of picture (Writing Task)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer
Student's role	**:** Conversational Partner, Working Partner

Instruction :

[A] Look at the pictures carefully. These pictures are related to an incident. Observe these pictures and narrate the story by using the given points and prepare a paragraph on the entire theme in the lines given under the points. Work in pairs.



Mr. Ramuji ate a banana and dropped its skin on the way -- He visited a bookstall. He returned reading a news paper -- He realized his mistake. -- We learn from the story that

Write the story here :

_____

_____

_____

_____

_____

_____

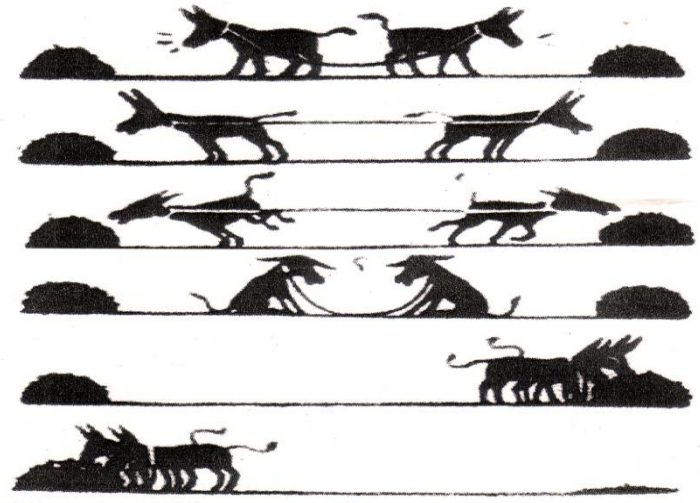
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_____

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[B] See these two sets of pictures carefully. Build up stories with the help of these pictures. Work in pairs. Write the story in the lines given below.

Picture : 1



Ans : _____

_____

_____

_____

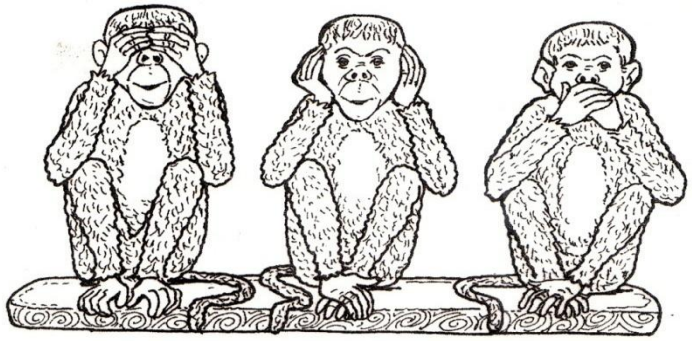
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_____

_____

_____

Picture : 2



Ans : _____

_____

_____

_____

_____

_____

_____

_____

_____

(14) Talking about…..

In this activity, students are assigned two tasks. The first task is of constructing paragraph about the friend he / she chooses. Students will have to write a paragraph on their friends by taking the following questions into consideration. In the second task, students will have to write a paragraph on 'HOW YOU FEEL WHEN YOU ARE ANGRY' with the help of guiding points given below.

Objective	**:** - To enable the students to construct compound sentences for narration and description both oral and written. - To enable the students to write a short composition in the form of a paragraph within the range of their experience. - To enable the students to compose a paragraph by making use of guiding points.
Language Components	**:** Paragraph Writing about the Well-known Friend (Writing Task)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

[A] Write a paragraph about the friend who is well known to you so that reliable details about him/her can be obtained. Write a paragraph by making use of the following questions. Write your answer in the lines given below. Work on your own.

- By what name do you call him / her ?
- How does he / she look like ?
- Where did you meet him / her for the first time ?
- What are your common interests ?
- Why do you like him / her ?
- How do you enjoy time together ?
- What do you learn from him / her ?

[B] Compose a paragraph on 'HOW YOU FEEL WHEN YOU ARE ANGRY'. Write the paragraph by making use of the guiding points given below. Write your answer in the lines given below. Work on your own.

HOW YOU FEEL WHEN YOU ARE ANGRY

Guiding Points : [Physical changes – mental changes – change in behaviour – how you feel when the anger is over]

Ans : _____

_____

_____

_____

_____

_____

_____

(15) Notice Formation

In this activity, students are shown a notice to study watchfully. Later on the students are provided some details regarding a programme; students will have to use the details and make an attractive notice.

Objective	**:** To enable the students to compose a notice by making use of given details.
Language Components	**:** Making a Notice on Dance Competition (Writing Task)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction : Study the notice :

The Cultural Association
Dance Competition
We are organizing a dance competition for students of classes 8, 9 and 10
On 20 July 2006 at 4 : 30 p.m. in the school auditorium.
There will be two categories : Folk and Classical
Interested students may give their names to their class teachers before 15 July.

You are the secretary of the Adventure Club in your school. Write a notice to inform students about a trekking programme that your club is organizing in August near Ambaji. Mention the following details. Make an attractive notice in the given box. Work in pairs.

- name of the organizing body
- when and where
- for how long
- last date for registration
- cost per person
- whom to contact

SECTION : VI PRONUNCIATION

(1) Sound Identification

Teacher displays some words which the students will have to say after their teacher by taking care of their sounds. In this exercise, the words given are having letters ‘s’ and ‘sh’ in their formation but they are pronounced differently. The students will have to add five words with ‘s’ sound and five words with ‘sh’ sound in the given blanks.

Objective **:** - To enable the students to acquire the skill of receiving various sounds.
- To enable the students to comprehend what they have heard.

Language Components **:** Identification of the sounds ‘S’ & ‘Sh’ (Pronunciation)

Mode **:** Individual Work & Class Work

Teacher’s role **:** Facilitator, Classroom Manager, Instructor, Co-worker

Student’s role **:** Active Participant

Instruction :

Here is an exercise related to words and their sounds. In this exercise some words are given which are having similar letters ‘s’ and ‘sh’ in their formation but they are pronounced differently. Say these words after your teacher by taking care of their sounds. Add five words with ‘s’ sound and five words with ‘sh’ sound in the given blanks. Work on your own. Present your answer to the class.

		s	**sh**
seat -	sheet	_____	_____
sip -	ship	_____	_____
sign -	shine	_____	_____
save -	shave	_____	_____
soot -	shoot	_____	_____
soap -	shop	_____	_____

(2) Drilling

A group of words is given to the students whose last sounds match with one another. Students will have to study them carefully and add some words matching with the last sound in each group.

Objective **:** To enable the students to acquire the skill of pronouncing words matching with the last sound.

Language Components **:** Words having parallel Last Sound Pronunciation / Rhyming words (Pronunciation)

Mode **:** Individual Work

Teacher’s role **:** Overseer, Instructor

Student’s role **:** Active Participant

Instruction :
Below is given a group of words whose last sounds match with one another. Study them carefully and add some words to match the last sound in each group. Work on your own.

Thing, swing, sting, _____, _____, _____, _____,

Attach, patch, batch, _____, _____, _____, _____,

Hold, fold, mould, _____, _____, _____, _____,

(3) Stress Identification

Teacher gives a list of words. Students will have to say these words after their teacher and study how stress is placed while speaking a word. The students are provided a list of some words which are to be written by indicating stress sign at appropriate place in given blanks.

Objective **:** To enable the student to acquire the skill of pronouncing words with proper stress.
Language Components **:** Identification of Stress in the words (Pronunciation)
Mode **:** Individual Work & Class Work
Teacher's role **:** Facilitator, Classroom Manager, Instructor, Co-worker
Student's role **:** Active Participant

Instruction :
Below is given a list of words for your understanding. Say this after your teacher and study how stress is placed while speaking a word. You are given a list of some words with blanks. Write the words by indicating stress sign at appropriate place in given blanks. Work on your own. Present your answer to the class.

Example :

[almost - `almost, tradition - tra`dition, representative - represen`tative]

during	: _____	never	: _____
celebration	: _____	election	: _____
worship	: _____	position	: _____
always	: _____	symbol	: _____
illumination	: _____	examination	: _____
often	: _____	contest	: _____
gracefully	: _____	congratulation	: _____

(4) Silent Letter Identification

Teacher presents a list of words. Students will have to say these words after their teacher and study how some letters remain silent and are not pronounced while speaking a word. The students are provided a list of some words, students will have to underline the silent letters in given words. They are instructed to add some more words by underlining the silent letter in given spaces.

Objective : To enable the students to acquire the skill of pronouncing words by omitting the silent letter.
Language Components : Identification of Silent Letter (Pronunciation)
Mode : Individual Work & Class Work
Teacher's role : Facilitator, Classroom Manager, Instructor, Co-worker
Student's role : Active Participant

Instruction :
Below is given a list of words for your understanding. Say these words after your teacher. Note that the underlined letters are silent. They are not pronounced. Underline the silent letters in given words. Add some more words by underlining the silent letter in given spaces. Work on your own. Present your answer to the class.

Example : climb catch knee wrist talk neighbour

Underline the silent letters in given words and add some words with silent letters.

comb thumb knock knot walk knowledge honour

_____ _____ _____
_____ _____ _____
_____ _____ _____

(5) Drilling

A group of words is given to the students which are having letters 'st' in their formation but they have been placed differently. Students will have to read these words aloud by taking care of the pronunciations of the sounds that have been underlined. Students are instructed to add some more words that are pronounced as shown in examples and underline them.

Objective : - To enable the students to acquire the skill of receiving various sounds.
- To enable the students to comprehend what they have heard.
Language Components : Sound Pronunciation of 'St' at different places in Words. (Pronunciation)
Mode : Pair Work
Teacher's role : Facilitator, Overseer
Student's role : Working Partner

Instruction :

Below is given a list of words. Read these words aloud. Be careful with the pronunciations of the sounds that have been underlined. Add some more words that are pronounced as shown in examples and underline them. Work in pairs.

Example : <u>St</u>udent pla<u>st</u>er mu<u>st</u>

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(6) Word Identification

Teacher presents a table which carries three columns respectively A, B, and C. Column 'A' displays some description; the letter fitting to the description is given in column 'C' which indicates a word in itself. Column 'B' shows the word fitting to description and is based on the pronunciation of the letter given in Column 'C'. One example is given, students will have to complete the table by writing the other words accordingly.

Objective : To enable the students to judge the right word based on the description.
Language Components : A word for Description (Pronunciation)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Conversational Partner

Instruction :

Look at the table. It carries three column respectively A, B, and C. Column 'A' displays some description; Column 'C' displays the letter fitting to the description and Column 'B' shows the word fitting to description and is based on the pronunciation of the letter given in Column C. Study the first example and complete the table. Work on your own.

No	A	B	C
1	A large body of water	Sea	C
2	Standing in a row		Q
3	A drink often called 'queen of all drinks'		T
4	A part of body		I
5	A vegetable		P
6	A present tense form of 'to be'		R
7	To be in debt		O
8	A woodcutter's tool		X
9	An insect that makes honey		B

(7) Similar but not the Same

Teacher presents some pairs of words whose pronunciations seem almost similar but not the same. Students will have to differentiate them by writing their meanings with pronunciation in mother tongue.

Objective : To enable the students to identify and differentiate the words pronounced almost similarly.
Language Components : Confusing Pronunciation (Pronunciation)
Mode : Individual Work & Class Work
Teacher's role : Overseer, Instructor, Helper
Student's role : Active Participant

Instruction :

Read the following pairs of words cautiously whose pronunciations seem almost similar but not the same. Differentiate them by writing their meanings with pronunciation in mother tongue. Write your answers in the given blanks. Work on your own. Present your answer to the class.

No.	Word	Pronunciation		Meaning	
1	at – eight				
2	bad – bed				
3	Back – bake				
4	hat – hate				
5	bat – bet				
6	rat – rate				
7	add – aid				
8	mat – mate				
9	beg – bag				
10	Letter - latter				

(8) Similar but not the Same

Teacher presents some pairs of words which are made up of vowel 'i' whose pronunciations seem almost similar but not the same. Students will have to read the following pairs of words and differentiate them by writing their meanings with pronunciation in mother tongue. Students will have to add some more words to this list.

Objective : To enable the students to identify and differentiate the words sounding almost similar.
Language Components : Confusing Pronunciation (Pronunciation)
Mode : Individual Work & Class Work
Teacher's role : Facilitator, Overseer, Helper
Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :

Read the following pairs of words aloud. Note, how the same letter 'i' has two different pronunciations. Write the meanings of the words with pronunciation in mother tongue. Write your answers in the given blanks. Work on your own. Find some more pairs to add to this list. Present your answer to the class.

No.	Word	Pronunciation		Meaning	
1	sit – site				
2	mill – might				
3	lit – light				
4	hid – hide				
5	did - died				
6					
7					
8					
9					
10					

(9) Rhyme Identification

Teacher presents some pairs of words, which look similar but the question is do they rhyme similarly ? Some do, others don't. Here students will have to study them carefully and put (√) against the pair where the words rhyme and (×) against the pair where they don't.

Objective : To enable the students to identify and differentiate the words which rhyme similarly.
Language Components : Identification of Rhyming Words (Speaking Tasks)
Mode : Individual Work
Teacher's role : Facilitator, Overseer, Instructor
Student's role : Active Participant

Instruction :

Here is a test for you. The following are pairs of words, which look similar. But do they rhyme similarly ? Some do, others don't. Put a (√) against the pair where the words rhyme and (×) against the pair where they don't. Work on your own.

blue – true		burn – learn		choose – house		cook – look	
But – put		could – good		fork – work		did – wide	
love – move		fact – packed		right – eight		much – touch	
says – ways		news – use		show – how		ski – sky	
tongue – young		what – hot		water - daughter		buy – bye	

(10) Drilling

Teacher presents some pairs of words / groups of words which reflect on the pronunciation system of words when placed together. Students will have to study the examples carefully and solve the given pairs of words / groups of words accordingly.

Objective	**:** To enable the students to acquire the skill of articulating the group of words by taking care of vowels and consonants.
Language Components	**:** Pronunciation of Group of Words (Pronunciation)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Co-worker
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Generally a, e, i, o, u, are used for vowel sounds. All other letters are consonants. When a word ends in a consonant and the next word begins with a vowel, the words should be joined together. Study the example carefully and solve the given pairs of words / groups of words. Work in pairs.

Example : Let it alone : Le ti talone Run away : ru naway

get up	: _____	get out	: _____
put off	: _____	turn over	: _____
take it away	: _____	put it on	: _____
pick it up	: _____	knock it off	: _____

(11) Sound Identification

Teacher displays some groups of words which the students will have to say after their teacher observing the sounds / s / and / z /. Later on, teacher gives one poem which the students will have to recite aloud by taking care of the sounds / s / and / z /. Students will have to find out the words having sounds / s / and / z / from the poem and classify them into appropriate boxes.

Objective	**:** To enable the students to recognize the sounds articulated differently.
Language Components	**:** Identification of the sounds - / s / and / z / (Pronunciation)
Mode	**:** Class Work & Individual Work
Teacher's role	**:** Facilitator, Classroom Manager, Instructor, Co-worker
Student's role	**:** Active Participant

Instruction :

Here are some groups of words. Say these words aloud. Make sure you pronounce / s / and / z / sounds clearly. Now recite the given poem aloud by taking care of the sounds / s / and / z / and find out the words having sounds / s / and / z / from the poem and classify them into appropriate boxes. Work on your own.

[sip – zip, ice – eyes, peace – peas, lacy – lazy, sink – zinc, rice – rise]

In Sonsez town lived a boy
And he wasn't anybody's joy.
Although his name was Mr. Wise
He made blunders of very big size.
In school he always slept in his classes
He hid old ladies' reading glasses.
He brushed his teeth, they said in town
Side ways instead of up and down.

/ S /	/ S /	/ Z /	/ Z /

(12) Sound Identification & Drilling

Teacher displays some words which have different letters but each word has / a / sound in it. The students will have to say these words after their teacher by observing the sound / a / and underline the letter / letters which stand for sound / a /. Later on, teacher gives one poem which the students will have to recite aloud and underline the words which have the same / a / sound as shown in the examples. Students will have to note the words and the letters which indicates the sound / a / into the given boxes.

Objective **:** To enable the students to identify the letter / letters indicating the sound / a / interwoven in the words.
Language Components **:** Identification of the sound - **/ a /** (Pronunciation)
Mode **:** Individual Work
Teacher's role **:** Facilitator, Classroom Manager, Instructor, Co-worker
Student's role **:** Active Participant

Instruction :

Say these words aloud. They have different letters but each word has an / a / sound in it. Study the examples carefully and underline the letter / letters in the given words which stand for sound / a /. Now recite the given poem aloud and underline the words in the poem which have the same / a / sound as shown in the examples. Make a note of the words and the letters which indicates the sound / a / into the given boxes. Make a list of the rhyming words used in the poem in the given box. Work on your own.

Example : b<u>i</u>rd, n<u>u</u>rse, w<u>o</u>rk

Study the given words carefully and underline the letter / letters which stand for sound / a /. **[turn, pearl, dirt, girl, mother, early, burst]**

Said the first little chicken
To her darling mum
'I wish I could find
A fat little worm'.
'Take a circle', said their mother
From the green garden patch,
If you want some breakfast
Just come here and scratch !
Said the other chicken
With a hungry brain
'I wish I could find
A fat little grain'.

Word	Letter / Letters	Word	Letter / Letters

Rhyming word in the poem :

(13) Rhythm Chart Formation and Stress Identification

Teacher demonstrates a chart drawn according to the degree of stress put in sentence while spoken. Students will have to read the sentences after their teacher and observe the stress system minutely. Later on, students are assigned one paragraph on the basis of which students will have to prepare rhythm-chart.

Objective **:** - To enable students to acquire the skill of pronouncing words with proper stress.
- To enable the students to prepare rhythm-chart based on the stress system.

Language Components **:** Identification of Stress and Preparation of Rhythm chart (Pronunciation)

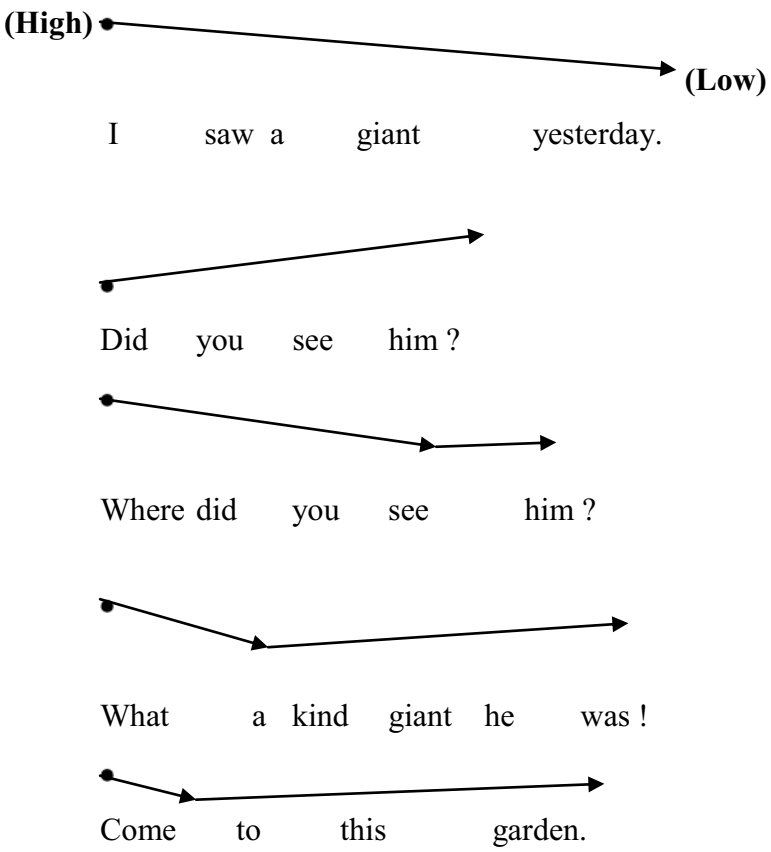
Mode **:** Pair Work

Teacher's role **:** Facilitator, Classroom Manager, Instructor, Co-worker

Student's role **:** Active Participant

Instruction :

English is spoken with a flow and rhythm. Just look at the sentences presented here. The chart shows degree of stress. Read after your teacher.



Sit in pairs and practice sentences in this paragraph and prepare rhythm-chart for them. Prepare your chart in the space given under the sentences.

It was a cold night.

I felt a cold hand on my shoulder.

What a beautiful face that was !

“Are you a fairy ?” I asked.

Why did you stop me ?”

Now my voice was trembling.

(14) Poem Completion

In this activity, teacher presents some poems in which the first line is given while the latter one is kept blank. Students will have to complete the poem in their own way and see that the last word of each line must be a rhyming word.

Objective	**:** To enable the students to acquire the skill of producing rhyming words.
Language Components	**:** Rhyming Words (Pronunciation)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Complete the following poem in your own way and see that the last word of each line must be a rhyming word. Work in pairs.

Poem : 1

Home ! You are a special place;

You're where I _____,

Brush my teeth and comb my hair,

*Change my socks and*_____.

Home ! You are where it's warm inside,

*Where my tears*_____,

Where I'm comforted and fed,

Where I'm forced _____,

Where there's always love to spare;

Home ! I'm glad _____.

Poem : 2

I'm never afraid of a test.

_____

I just don't like to read.

_____

Understand all questions – I can

_____

Therefore on exam's previous night

_____

Poem : 3

Strange ,isn't it ?

A pin has a head,

but has no hair _____ .

A clock has a face,

but _____

Needles have eyes,

but _____

A hill has a foot,

but _____

And rivers run,

but _____

(15) Spelling Game

In this activity, teacher presents a tongue twister in which a sentence is given. Most of the words of the sentence starts with the same letter. Students will have to read the sentences and speak out clearly. Later on, students are assigned the task of preparing similar type of tongue twisters in the given blanks.

Objective	**:** To enable the students to acquire the skill of framing sentence carrying words starting with the same letter.
Language Components	**:** Tongue Twisters (Pronunciation)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

Here is a Tongue Twister. Read it and speak out clearly. Work in pairs and prepare similar type of tongue twisters in the given blanks.

Example : A playing panda placed her paw on a piece of paper.

Ans : 1 _____

Ans : 2 _____

Ans : 3 _____

Ans : 4 _____

Ans : 5 _____

SECTION : VI SPEAKING TASKS

(1) Sentence Formation

In this activity, teacher asks the students to sit in a circle. The leader starts the game. He speaks out a word; the student sitting next to him speaks out another word suitable to the previous as well as to the next one as to be spoken out by the next student. This game proceeds further till the sentence indicating the complete sense is framed. These sentences are to be framed on Present Continuous Tense. This way the students learn as many sentences as they can. Other students may correct the sentence by producing reason if they find it going in improper direction.

Objective : To enable the students to learn sentence building and their pattern.
Language Components : Miscellaneous Sentences : Present Continuous Tense (Speaking Tasks)
Mode : Class Work
Teacher's role : Facilitator, Instructor, Co-worker
Student's role : Conversational Partner, Active Participant

Instruction :

This activity is open for the whole class. Form a circle. The student sitting first to you will give a word; listen to it carefully; give a word suitable to the previous one and the word that can lead the sentence further. Thus, proceed further by giving word one by one and stop when the sentence indicating a complete sense is framed. You are allowed to point out your neighbour's mistake and modify it. Frame sentences on 'Present Continuous Tense'. Carry on this procedure for the said time. Here is an example for you.

Example :

Student 1 : Tirth and Tanvi
Student 2 : are
Student 3 : going
Student 4 : to see
Student 5 : a movie
Student 6 : with their parents
Student 7 : tonight.

(2) Telegraphic Message Formation

Teachers displays two formats of letters. Out of these two letters, one letter is written in its complete form while the other is the short version of the first letter and is given in the form of telegraphic message. Students will have to study the letters minutely and learn the skill of making telegraphic message.

Objective : To enable the students to learn the skill of writing and expressing their message in the form of a telegraphic message.

Language Components : Preparing a Telegraphic Message (Speaking Tasks)
Mode : Pair Work
Teacher's role : Facilitator, Overseer, Instructor, Helper
Student's role : Conversational Partner, Working Partner

Instruction :
Look at the formats of letters. One letter is written in its complete form while the other is the short version of the first letter and is given in the form of telegraphic message. Study the letters minutely and learn the skill of making telegraphic message. Work in pairs.

Nandini Pathak
16, Subh Society,
Ahmedabad

Dear Mayur,

I got your letter yesterday and felt happy that you are studying very sincerely. Dear Mayur, there is one shocking news for you that papa is not well, he has been admitted in the hospital. Papa is missing you very much and wants you to meet him. So please if it is possible, come soon.

Yours loving sister,
Nandini

Mayur
Papa not well Come soon
Nandini

Make a telegraphic message on the basis of this letter.

Manoj
58, Shahibaug,
Ahmedabad–380007

My dear Mother,

I am very sorry to tell you that I failed in the first term examination. I spent more time after cricket. It was wrong on my part to neglect my studies. I have decided to work hard now. I will study regularly every day. I assure you that I shall pass in the next term examination with very good marks in all subjects.

Yours loving son,
Manoj

Now write a complete letter on the basis of this telegraphic message.

Asha Strike continues Test cancelled Nisha

Nisha
Ambica Nagar,
Mehsana

Dear Asha,

_____

_____

_____

_____

Yours loving friend,
Nisha

(3) Natural Expression

Teacher displays some expressions. Students will have to study them carefully and write about the situations in which such expressions are used. Students are given some blanks to write their answers. Students are also assigned the task of making use of such expressions in the class.

Objective	**:** To enable the students to learn the different ways of advising people.
Language Components	**:** Expressions relevant to various Situations (Speaking Tasks)
Mode	**:** Individual Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Active Participant

Instruction :

Here are given some expressions. Study them watchfully and write about the situations in which such expressions are used. Write your answers in the given blanks. Make use of such expressions in the class.

1. Excuse me

Situation :_____

_____

2. Pardon

Situation :_____

_____

3. By the way

Situation :_____

_____

4. Of course

Situation :_____

_____

5. Come on

Situation :_____

_____

6. Same to you

Situation :_____

_____

7. Thank you

Situation :_____

_____

Read the following sentences. They narrate different situations. The fitting expressions to these sentences have been given in the box. Select the fitting expression and place it in the given space. Work on your own.

Thank you, Pardon, Best of luck, You are welcome, I'm sorry, Excuse me, Nice to meet you, Wow !, I can't believe it !

1. You are talking with your guest and your mobile phone rings. [_____]
2. A stranger shows you the way in an unfamiliar city. [_____]
3. You step on someone's foot unknowingly. [_____]
4. Your uncle thanks you for getting him the book he wanted. [_____]
5. Your friend introduces you to her cousin. You shake hands with her. [_____]
6. Your sister is leaving for school to give examination. [_____]
7. You win a trip to Switzerland in a contest. [_____]
8. You can't understand what the person is telling. [_____]

(4) Creative Speaking

This activity illuminates several functions of language namely Expressing Agreement, Expressing Disagreement, and Seeking Agreement. Here teacher displays a few expressions that can be used to express agreement or disagreement or seeking agreement. Then after, teacher holds a debate on a topic and will divide the students into two groups. Students will have to express their views for or against by using the given expressions.

Objective : To enable the students to get agree, disagree or seeking agreement with the opinion or statement

Language Components : Language Functions : Expressing Agreement, Expressing Disagreement, and Seeking Agreement (Speaking Tasks)

Mode : Group Work

Teacher's role : Facilitator, Overseer, Co-worker

Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :

During our conversation we are likely to agree or disagree to statements made by other speakers. Sometimes we seek their agreement. There are a few expressions that can be used to express agreement or disagreement or seeking agreement. They are as follows. Study them carefully.

Expressing Agreement	Expressing Disagreement	Seeking Agreement
That's right / Right	I don't think so.	Do you agree ?
You're right.	I'm afraid I can't agree with you.	Don't you agree ?
I think so, too.	I'm not sure I agree with you.	Wouldn't you agree ?
That's a good point.	Yes, that may be true, but….	Don't you think so ?
I agree with you.	I see what you mean, but….	
I completely agree with you.	Not at all.	
Oh yes !	I don't think so.	
Absolutely !	Would you really say that…	
Sure. Let's try that…	It can't be…..	

Here is an interesting topic for debate. You can express your views for or against by using the above given expressions. Work in groups. Present your views in the class and make a note of them with particular reasons in the lines given below.

Topic :- Medium of Instruction : Mother Tongue or English

views :- _____

_____

_____

_____

_____

_____

_____

_____

_____

(5) Matching & Situational Presentation

Teacher presents one table having two columns. Column A reflects on advices / suggestions while Column B reflects on the responses to advices / suggestions. Students have study the table carefully. Later on, each pair will have to prepare a situation in which the first student will present a complaint about something while the second student would offer an advice, and the first student will again respond to that advice as shown in the table. Here students will have to work in pairs and enact on various situations.

Objective : - To enable the students to match the advices / suggestions with the fitting responses.
- To enable the students to learn the ways of responding to an advice or a suggestion.

Language Components : Situations relevant to Advices / Suggestions and their Responses (Speaking Tasks)

Mode : Pair Work

Teacher's role : Facilitator, Instructor, Helper, Co-worker

Student's role : Conversational Partner, Working Partner, Active Participant

Instruction :

Study the table carefully. Column A reflects on advices / suggestions while Column B reflects on the responses to advices / suggestions.

Column A	Column B
1. Why not take a rickshaw ?	1. That's very good idea. Thank you.
2. Take up a course in spoken English.	2. Thank you for suggesting it. I'll think over it.
3. Consult a good doctor.	3. That's very kind of you. I'll do that.
4. You can park your scooter in my compound	4. Of course, I didn't think of that. Thanks a lot.
5. Why don't you join us for the trip ?	5. It is very good of you to make the offer.
6. Take a loan from a bank.	6. I think I would rather not. But let me think.
7. Select the technical course.	7. It may be a good idea but let me think on it.
8. You are tired. Take rest.	8. I feel I must do that. Thank you for advice.

Now work in pairs and prepare a situation in which the first student will present a complaint about something while the second student would offer an advice, and the first student will again respond to that advice as shown in the table. Enact on various situations. Write down sentences you have spoken in the form of conversation in the blanks given below. Here is a sample for you.

(1) You : Oh ! Where is my watch ? It is not even in my bag.
Partner : I think you should report it to the principal.
You : That is a very good idea. Thank you.

(2) Partner : I tried hard but I could not do the sums. They are very difficult.
You : Why don't you tell the teacher that you have solved them but not brought them ?
Partner : I think I would rather not. But thank you for your concern.

Student 1 : _____

_____

Student 2 : _____

_____

Student 1 : _____

_____

Student 1 : _____

_____

Student 2 : _____

_____

Student 1 : _____

_____

(6) Matching

This activity throws light on different functions of language namely 'request', 'advise', 'order', 'warning', and 'purpose'. At first students are provided a number of sentences indicating 'request', 'advise', 'order', 'warn', 'purpose' for their understanding. Later on, some statements are kept open to them and students will have to say what do these statements convey and write them in the given box in front of the statements.

Objective **:** - To enable the students to match the statement with the fitting language function.
- To enable the students to identify the functions of language interwoven in the statements.

Language Components **:** Language Functions : **'request', 'advise', 'order', 'warning', and 'purpose'** (Speaking Tasks)

Mode **:** Individual Work

Teacher's role **:** Facilitator, Overseer, Helper

Student's role **:** Conversational Partner, Working Partner

Instruction :

Study the examples carefully. They indicate different functions of language namely 'request', 'advise', 'order', 'warning', and 'purpose'. Look at the statements, study them minutely and say what do these statements convey and write them in the given box in front of the statements. Work on your own. Here are some examples for your understanding.

Example : ***1. Will you please lend me you camera ?*** ***(request)***
2. Don't neglect your health. ***(advice)***
3. Pay your taxes in time. ***(order)***
4. Be regular or you will be penalized. ***(warning)***
5. Let's wind up the business. ***(proposal)***

Say what do these statements convey :

1. Let's not tease the monkeys. [_____]
2. Don't get down the moving bus. [_____]
3. Don't all anybody to enter the room or you will lose your job. [_____]
4. Don't keep absent without prior permissions. [_____]
5. Would you mind closing the window ? [_____]
6. Don't cut trees. [_____]
7. Can you help me with this sum ? [_____]
8. Don't eat too many chocolates. You will spoil your teeth. [_____]
9. Let's go out for a movie this evening. [_____]
10. Submit your form in time or you won't be able to appear in the exam. [_____]

(7) Dramatization

In this activity, teacher explains one situation in the form of dialogue which reflects on different ways of advising people. Students will have to study the dialogue carefully. Here teacher provides another situation on which students will have to work in a group and practice the ways of advising people by enacting this situation.

Objective **:** To enable the students to make use of various expressions in different situations.
Language Components **:** Ways of Advising (Speaking Tasks)
Mode **:** Group Work
Teacher's role **:** Facilitator, Overseer, Instructor
Student's role **:** Conversational Partner, Working Partner, Active Participant

Instruction :

Here is one situation for you: "In the meeting of teachers, one of the teachers, Mr Pathak faints and falls down suddenly. Many teachers come to help. After a while, Mr Pathak opens his eyes. He is seated on a chair. Then the teachers advise him differently." Study the dialogue carefully and work out accordingly in groups on the other situation given below the dialogue.

Teacher 1 : I hope, you are all right, Mr Pathak
Mr Pathak : Thanks. I feel better now.
Teacher 1 : I think you should go to a doctor.
Teacher 2 : It might be a good idea to go to a doctor.
Teacher 3 : Why don't you go to a doctor ?
Teacher 4 : I would go to a doctor if I were you.

Teacher 5 : It might not be a bad idea to go to a doctor.
Teacher 6 : Perhaps you should go to a doctor.
Teacher 7 : Have you thought of going to a doctor ?
Mr Pathak : Thank you, friends for the care. But presently, I am not able to think. Could you manage a strong cup of coffee ?
Teacher 8 : We have already ordered it for you, Mr Pathak. Here it is.
Mr Pathak : So kind of you !

Situation : "One of your friends lost his bag while you all were moving together in the bus station." Now advise him by suggesting different ways to get it back. Write your advices in the given blanks.

Advice 1 : _____.
Advice 1 : _____.
Advice 1 : _____.
Advice 1 : _____.
Advice 1 : _____.

(8) Conversation Formation

In this activity, teacher puts forward a conversation with certain expressions written in bold letters which convey the idea of inquiry, suggestion, apology, etc. Then after, teacher presents a table reflecting on several polite expressions and their use. Teacher puts forward a situation and students will have to build up a conversation between two persons based on that situation. Students are instructed to make use of the expressions they have learnt.

Objective	**:** - To enable the students to make use of the expressions with the fitting situations. - To enable the students to learn different functions of language like to make inquiry, to make suggestion and to make an apology.
Language Components	**:** Language Functions : to make inquiry, to make suggestion and to make an apology (Speaking Tasks)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :
Read the following conversation carefully. The expressions given in bold letters convey the idea of Inquiry, Suggestion, Apology, etc.

A stranger approached a policeman and made some inquiry :
A stranger : **Excuse me**, sir, **do you mind if** I park my vehicle here for a while ?
A policeman : **Sorry**, you can't. **You'd better** go to the parking area.

A stranger : Sir, I'm new to the town. Please direct me to the parking lot.
A policeman : I'm terribly sorry. I can't guide you. I'm also new to this place. **Better ask** someone else.
A stranger : Oh, is it really so ?
A policeman : **I'm afraid** it is.
A stranger : **Never mind**. I'll ask someone else. **Thank you, anyway.**

Now study the use of polite expressions given in the table :

Expressions		**When they are used**
Excuse me…	:-	Expressing regret for interruption or causing inconvenience
Do you mind if..	:-	Making polite suggestion
You'd better…	:-	Giving advice
Better ask…..	:-	Giving advice
I'm afraid…	:-	Indicating regret
Never mind…	:-	Indicating that it doesn't matter

Now build up a conversation between two persons. One of them is asking the other about the way to the bus depot. The other cannot provide him much information so he apologizes and suggests some other ways. Make use of the expressions you have learnt and present yourself to the class. Write your conversation in the lines given below. Work in pairs.

Stranger 1 : _____

_____

Stranger 2 : _____

_____

Stranger 1 : _____

_____

Stranger 2 : _____

_____

Stranger 1 : _____

_____

Stranger 2 : _____

_____

Stranger 1 : _____

_____

(9) Creative Speaking

This activity illuminates several functions of language namely 'Making a suggestion', 'Accepting a suggestion' and 'Rejecting a suggestion'. Here teacher displays a few expressions that can be used to make a suggestion, accept suggestion and reject suggestion. Students will have to study these expressions carefully and write the similar type of expressions in the given blanks. Then after, teacher gives a situation and students will have to express their views for or against by using the given expressions and enact the situation to the class.

Objective	**:** - To enable the students to make use of the expressions with the fitting situations. - To enable the students to learn different functions of language like to make a suggestion, accept suggestion and reject suggestion.
Language Components	**:** Language Functions : Making a suggestion, Accepting a suggestion and Rejecting a suggestion (Speaking Tasks)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

During our conversation we are likely to make a suggestion, accept a suggestion and reject a suggestion made by other speakers. Here are a few expressions that can be used to perform these functions. Study them carefully and write similar type of expressions in the given blanks. Work on your own.

[A] Making a suggestion :

1. Let's listen to music.

1. _____

2. Why don't we play carom ?

2. _____

3. Why not help her ?

3. _____

4. What about a picnic ?

4. _____

5. How about watching a film ?

5. _____

6. I suggest that we go to a water park.

6. _____

[B] Accepting a suggestion :

1. Yes, of course, that's a good idea.

1. _____

2. Certainly, we can.

2. _____

3. By all means we should.

3. _____

4. Yes, that's good, let's go ahead.

4. _____

5. Yes, why don't we try that ?

5. _____

6. O.K. let's start right now.

6. _____

[C] Rejecting a suggestion :

1. Unfortunately I am busy.

1. _____

2. I'm sorry, it's not practical.

2. _____

3. Well, the problem is, we don't have enough time.

3. _____

4. I'm not sure whether the idea would work.

4. _____

5. I'm afraid; you are too late.

5. _____

Here is a situation for you, read it carefully and do as directed :

You and your friends are planning to visit certain places during your vacation. Different suggestions are made. Some of them are acceptable to one and all, while certain others are not. Work in groups. Hold a discussion and write down the suggestions which the friends accept and reject. Here are a few points about which the suggestions are made :

[The time, the places, the mode of travel, budget, stay at different places etc.]

Suggestions Made by the Group Members :

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

(11) _____

(12) _____

Suggestions Accepted by the Group Members :

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

Suggestions Rejected by the Group Members :

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(10) Role Play

This activity illuminates several functions of language namely to invite someone, to accept an invitation and to refuse an invitation. Here teacher displays a few expressions that can be used to invite someone, to accept an invitation and to refuse an invitation. Then after, teacher gives a situation and students will have to express their views for or against by using the given expressions and enact the situation to the class.

Objective	**:** To enable the students to invite someone, to accept an invitation, and to refuse an invitation on certain occasions or programmes.
Language Components	**:** Language Functions : To invite someone, To accept an invitation, To refuse an invitation (Speaking Tasks)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor
Student's role	**:** Conversational Partner, Working Partner

Instruction :

During our conversation we are likely to invite someone, to accept an invitation, and to refuse an invitation on certain occasions or programmes. There are a few expressions that can be used to invite someone, to accept an invitation and to refuse an invitation. They are as follows. Study them carefully and use them for the situation given below. Write the situation in the lines given below. Work in pairs.

To Invite Someone	**To Accept An Invitation**	**Refuse An Invitation**
- Would you like to..?	- I would be happy to…	- Thanks for asking, but I have…
- Do you want to..?	- Yes, I would love to...	- I would love to, but I am……..
- Why don't you…?	- Sure, that sounds great.	- It would be very nice, but……..

Here is a situation :

There is a new movie in a theatre. Your friends invite you to go with them to see it. You can accept an invitation or refuse an invitation. Respond to them by using the given expressions.

Friends :_____

You :_____

Friends :_____

You :_____

(11) Interpretation of Movie

In this activity, teacher divides the students into small groups and show them a story in two phases. In the first phase, the groups are shown the story only in a visual form; here students will have to write about the theme of the story in their own words as per their interpretation, then the group leader presents the interpretation of their group. In the second phase, the groups are shown the same story in an audio - visual form; this time also the students will have to write about the theme of the story in their own words as per their interpretation. Now their first and the second interpretations are compared to see the difference in their understanding with respect to audio as well as visual presentation.

Objective	**:** - To enable the students to get mastery over the language of description or narration. - To enable the students to acquire the skill of movie description. - To enable the students to use their imaginative and creating ability to interpret the picture.
Language Components	**:** Language of Narration : A Story (Speaking Tasks)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

For this activity, you will be divided into groups. You will be shown a story in two phases. In the first phase, the story will be shown only in a visual form; here you will have to write about the theme of the story in your own words as per your interpretation, then after your group leader will have to present the interpretation of your group. In the second phase, you will be shown the same story in an audio - visual form; this time also your group will have to write about the theme of the story in your own words as per your interpretation.

Now, compare your first and second interpretations so that we can see the difference in your understanding with respect to audio as well as visual presentation. Write your both of the interpretations in the lines given below. Work in groups.

Interpretation - 1

Ans : _____

_____

_____

_____

_____

_____

_____

Interpretation - 2

Ans : _____

_____

_____

_____

_____

_____

_____

(12) Picture Description

Students are divided into pairs and given two different activities. In the first activity, each pair is given a newspaper cutting. Students are asked to look at the picture, discuss about it and then one of the members from the pair writes the description as per the discussion and presents it to the class.

In the second activity, each pair is given a picture describing different themes of our day to day life. Students are asked to look at the picture, discuss about it and then one of the members from the pair writes the description as per the discussion and presents it to the class.

Objective	**:** - To enable the students to get mastery over language of description or narration. - To enable the students to acquire the skill of picture description.
Language Components	**:** Language of Narration : Newspaper Cuttings (Speaking Tasks)
Mode	**:** Pair Work
Teacher's role	**:** Facilitator, Overseer, Instructor, Helper
Student's role	**:** Conversational Partner, Working Partner

Instruction :

[A] Work in pairs. Your pair has a newspaper cutting. Discuss about it and write the description of it as per the discussion. Write the description in the lines given below. One of your pair member will have to present the description to the class.

Description :

_____

_____

_____

_____

_____

_____

_____

_____

[B] Work in pairs. Your pair has a picture describing different themes of our day to day life. Discuss about it and write the description of it as per the discussion. Write the description in the lines given below. One of your pair member will have to present the description to the class.

Description :

_____

_____

_____

_____

_____

_____

_____

(13) Interpretation of Picture

Teacher shows a picture to the students. Students are divided into small groups and discuss among themselves about the picture (What does it resemble to ? What is it ? etc.) and its probable title. After finishing the discussion, they are told to present their views in the class and the entire class opines for the best three interpretations.

Objective	**:** To enable the students to use their imaginative and creating ability to interpret the picture.
Language Components	**:** Language of Narration (Speaking Tasks)
Mode	**:** Group Work
Teacher's role	**:** Facilitator, Overseer
Student's role	**:** Conversational Partner, Working Partner, Active Participant

Instruction :

Here you can see a picture. Look at this picture carefully, it is about something. Work in groups. Discuss among yourselves about the picture; (What does this picture resemble to ? What is it ?), derive some interpretation and give a suitable title. Choose one group leader and present your views to the class. The entire class has to select the best three interpretations. Write the interpretation of your group in the lines given below.

Title : _____

Interpretation : _____

_____

_____

_____

_____

_____

_____

_____

_____

(14) Telephonic Conversation Formation

Class is divided into pairs. Teacher provides some cue cards to the pairs for particular situations. Taking the help of those cue cards the students will have to prepare a dialogue showing conversation. Each pair will have to present that conversation to the class. If the process hampers anywhere, the teacher is supposed to help and motivate them.

Objective : To enable the students to think at the time of some emergency and converse on telephone effectively.

Language Components : Language of Telephonic Conversation : Cue Cards (Speaking Tasks)

Mode : Pair Work

Teacher's role : Facilitator, Overseer, Co-worker

Student's role : Conversational Partner, Working Partner

Instruction :

Here are some cue cards containing particular situations. Work in pairs. Prepare some dialogues related to the situation and present them in a conversational form to the class. Cue cards with the particular situations are given as under. Write the dialogue in the lines given below.

Cue Cards	
A	B
Situation – I	**Situation – II**
Collapse of a building	Que: Address ? Name of the Building ? Injury ? Caller's Location ? Instructions ?
Situation – II	**Situation – II**
Accident on road	Que : Address & Location ? Caller's identity and number ? Vehicles ? Any fatal Injury ? Injured persons ? Instructions ?
Situation – III	**Situation – III**
A suicide case	Que : Address & Location ? Victim ? Age of the victim ? Condition of the victim ? Kind of suicide ? How ? Instructions ?
Situation – IV	**Situation – IV**
Fire in a house	Que : Address & Location ? Caller's identity and number ? Injury ? The reasons of fire ? Attempts to put out fire ? Instructions ?

Write your dialogue here :

Partner 1 : _____

Partner 2 : _____

Partner 1 : _____

Partner 2 : _____

Partner 1 : _____

Partner 2 : _____

Partner 1 : _____

Partner 2 : _____

(15) Dialogue Formation

Teacher presents one dialogue in spoken as well as in written form on OHP and instruct the students to observe language used in the dialogue carefully. The same dialogue is presented with some spoken as well as written modification. This time, students are told to point out changes made in the dialogue, its naturalness and its impact on speech. Later on the students are given one dialogue in an 'unnatural / ordinary' form and they are assigned the task to convert it in a natural form.

Objective **:** - To provide exhaustive practice in the exhaustive use of English in day to day situation.
- To enable the students to understand English used in conversation and talks delivered in fairly simple English.

Language Components **:** Language of day to day life (Speaking Tasks)

Mode **:** Pair Work

Teacher's role **:** Facilitator, Overseer, Co-worker

Student's role **:** Conversational Partner, Working Partner

Instruction :

Here are two dialogues for your practice, observe them minutely, you would find some minute changes in language of both the dialogues. Compare both the dialogues and discuss with your partner which one seems natural. Now you have one more dialogue that is written in an unnatural / ordinary way. Read it carefully and try to make it natural with required changes. Make a note of it and perform it to the class. Work in pairs.

Read the dialogues carefully.

Dialogue No. 1

Kiran : I am very cold. I thought it was supposed to become warmer today.

Mahesh : Yeah, I thought it was supposed to get warmer, too. That is what the weather forecast said, if I am not mistaken.

Kiran : It must be the wind that makes it so cold. I am so cold that I feel like I am freezing.

Mahesh : I am cold, too. Shall we go inside ?

Kiran : O.K. It is not very pleasant to stand out here even if the sun is shining.

Dialogue No. 2

Kiran : Brrrr ! I'm very cold. I thought it was supposed to get warmer today.
Mahesh : Yeah, I thought so, too. That is what the weatherman said.
Kiran : It must be the wind that makes it so cold. I'm freezing.
Mahesh : Me, too. Let's go inside ?
Kiran : O.K. It's no fun standing out here, even if the sun is shining.

Situation :-

You are traveling by train with your wife where one can reserve seat. You and your wife are given separate seats and you find one fellow who is traveling next to your wife is alone. On the other side you are alone on the opposite seat. So, you go to him and make a request as shown in the following dialogue. Do you think that it is the proper way to make request ? If no, then reframe it and present it to the class.

Dialogue :

You : Excuse me, is this seat taken ?
A Stranger : No, it is not.
You : Will you please go there to that seat, so that my wife and I can sit together.

Modified Dialogue :

You : _____
A Stranger : _____
You : _____
A Stranger : _____
You : _____
A Stranger : _____
You : _____
A Stranger : _____

Date :
Place :

_____
Signature of the Student Teacher

APPENDIX - H

CRITERIA SET FOR EVALUATION OF PRE-TEST & POST-TEST

CRITERIA SET

FOR

EVALUATION OF PRE-TEST AND POST-TEST

Section & Language Component	Question No.	Expected Points in the Corresponding Answer	Weightage in Marks	Total Number of Question and Marks	
				Marks	Que.
1. Vocabulary	1.	- Correctness of chosen Alternative	1	05	05
	2.	- Correctness of chosen Alternative	1	10	10
	3.	- Correctness of chosen Alternative	1	05	05
2. Comprehension	4.	- Correctness of content - Framework of answer	0.5 0.5	05	05
	5.	- Correctness of content - Framework of answer	0.5 0.5	05	05
	6.	- Correctness of content - Framework of answer	0.5 0.5	05	05
3. Grammar	7.	- Correctness of chosen alternative	1	05	05
	8.	a. Correctness of content b. Correctness of chosen alternative c. Correctness of content	1 1 1	05 03 02	05 03 02
	9.	a. Correctness of content b. Correctness of chosen alternative c. Correctness of content	1 1 1	05 03 02	05 03 02
4. Activity	10.	- Correctness of content - Framework of answer	0.5 0.5	05	05
	11.	- Relevance of content contained in the answer - Grammatical correctness	4 1	05	01
	12.	- Relevance of content in terms of commencement and conclusion of answer - Richness of subject matter - Use of given points	1 1		

		- Grammatical correctness - Logical sequence of subject matter	1 1 1	05	01
	13.	- Relevance of content in terms of commencement and conclusion of answer - Richness of subject matter - Logical sequence of subject matter - Use of given points - Grammatical correctness	1 1 1 1 1	05	01
5. Writing Tasks	14.	- Relevance of content in terms of commencement and conclusion of answer - Richness of subject matter - Logical sequence of subject matter - Use of given points - Grammatical correctness	1 1 1 1 1	05	01
	15.	Correctness of chosen Alternative	0.5	05	10
	16.	- Relevance of content in terms of commencement and conclusion of answer - Integration of given Information and clarity of message conveyed - Grammatical correctness	1 3 1	05	01
	17	- Relevance of answer to the asked question - Grammatical correctness in given answers	4 1	05	08
6. Pronunciation	18.	Appropriateness of stress indication in the word and pronunciation of word with proper stress	0.5	05	10
	19.	Appropriateness of silent letter indication in the word and pronunciation of word considering the silent letter	0.5	05	10
	20.	Selection of similarly rhyming words	0.5	05	10
	21.	Correctness of pronunciation Correctness of meaning	0.5 0.5	05	05

	22.	Appropriateness of the group of words in terms of their placement and pronunciation of words while placed together.	1	05	05
7. Speaking Tasks	23.	- Relevance of subject matter with the picture - Logical sequence of subject matter - Clarity of the message transmitted - Grammatical correctness in given answers - Appropriateness of title	0.5 0.5 0.5 0.5 0.5	05	1
	24.	- Relevance of the described situation with the given expression - Appropriateness of example in the context of described situation	0.5 0.5	05	05
	25.	- Variation in used words, phrases and expression - Clarity of the conveyed statement	0.5 0.5	05	05
	26.	- Relevance of content in terms of commencement and conclusion of answer - Logical sequence and richness of subject matter - Use of given points - Grammatical correctness - Appropriateness of title	1 1 1 1 1	05	01
	27.	Appropriateness of the statement and the context	1	05	05

APPENDIX – I

LIST OF EXPERTS FOR THE VALIDATION OF TOOLS

LIST OF EXPERTS FOR THE VALIDATION OF TOOLS

(1) Dr. Sulbha Natraj

The Principal,
Way Made College of Education,
Charutar Vidya Mandal Institution
Vallabh Vidyanagar.
Contact No. 02692 – 230050
www.waymadedu.org.
(Specialization : English Language Education)

(2) Dr. Manibhai. K. Patel

The Principal,
New Progressive College of Teacher Education
Mehsana.
Contact No. 9426336492
(Specialization : English Language Education)

(3) Dr. Sukeshprabha P. Sharma

The Principal,
L. N. K. College of Education,
Patan.
Contact No. 02766 – 220390, 226115
(Specialization : English Language Education)

APPENDIX – J

CERTIFICATES BY EXPERTS REFERRED FOR FINALIZATION OF TOOLS

(College) 02762 - 223095
(Trust) 253520
Fax : 02762 - 223095
E-mail : npcte@yahoo.co.in
Web : www.npcte.org

The New Progressive Education Trust
run

The New Progressive College of Teachers' Education, Mehsana

(ધિ ન્યૂ પ્રોગ્રેસિવ કૉલેજ ઓફ ટીચર્સ એજ્યુકેશન, મહેસાણા)

Prasad Building, Visnagar Road, Mehsana-384001.

Ref. No. **Date : / /200**

To whomsoever this may concern

Subject: Certificate by an Expert referred for Finalization of Tools.

This is to certify that Mr. Thakkar Bhavesh S., a Ph. D. student at CASE (The Centre of Advanced Study in Education), M. S. University of Baroda, Vadodara had personally approached me for obtaining suggestions required for finalization of the tools for his Ph. D. research work.

I, Dr. M. K. Patel, Principal, The New Progressive College of Teacher Education, Mehsana (North Gujarat) have thoroughly gone through the tools designed by him and found that the researcher has worked really hard and is concerned for quality work. Although he has worked rigorously on his research work, I have given some suggestions as well as pointed out modifications in the tools for finalization.

Date: 20/08/2007
Place: Mehsana

Principal
The New Progressive College
of Teachers' Education
Mehsana

Signature of the Expert with Seal

Dr. Sulabha Natraj
Principal

WAYMADE Learning is the supreme penance.
COLLEGE OF EDUCATION
(ENGLISH MEDIUM)
(Managed by Charutar Vidya Mandal)

To whomsoever this may concern

Subject: Certificate by an Expert referred for Finalisation of Tools.

This is to certify that Mr. Thakkar Bhavesh S., a Ph. D. student at CASE (The Centre of Advanced Study in Education), M. S. University of Baroda, Vadodara had personally approached me for obtaining suggestions required for finalisation of the tools for his Ph. D. research work.

I, Dr. Sulbha Natraj, Principal, Waymade College of Education, Vallabh Vidyanagar, have gone through the tools designed by him and found that the researcher has worked hard and is concerned about quality work. Although he has worked rigorously on his research work, I have given some suggestions as well as pointed out modifications in the tools for finalisation.

Date: 19/05/2008

Place: Vallabh Vidyanagar

Signature of the Expert with seal

PRINCIPAL
Waymade College of Education
Vallabh Vidyanagar

Vallabh Vidyanagar - 388 120, Gujarat, India.
Fax No.: 02692-230050 • E-mail: cedusn04@yahoo.co.in • Website: www.waymadedu.org

APPENDIX - K

PHOTOGRAPHS OF THE IMPLEMENTED STRATEGY

PHOTOGRAPHS OF THE IMPLEMENTED STRATEGY



The researcher observing the Student Teachers working in an Individual Mode of Work



A student teacher expressing his views with respect to the assigned activity



The student teachers performing their roles in an activity organized on Language Function 'Invitation'



A student teaching doing an action of a Lame and other student teachers making a guess of that action



The student teachers discussing in a group on the given theme 'Importance of Smile'



The student teachers describing the Newspaper cutting in a group of four



The researcher showing a picture to the student teachers to interpret in their own words



The student teachers watching a movie presented in a silent mode as a part of an activity 'Interpretation of a Movie'



The student teachers responding to Post-test



A student teacher expressing her views based on the activity 'Interpretation of a Picture'



The student teachers doing a Drilling work in a group on Adverb Clause of Reason 'As & Since'



The researcher with the selected sample group

APPENDIX – L

CRITICAL VALUES OF STUDENT'S DISTRIBUTION

&

ABRIDGED TABLE OF CRITICAL VALUES FOR CHI - SQUARE

Critical Values of Student's Distribution (t)

df	Two-tailed test level of significance .05	.01	One-tailed test level of significance .05	.01
1	12.706	63.557	6.314	31.821
2	4.303	9.925	2.920	6.965
3	3.182	5.841	2.353	4.541
4	2.776	4.604	2.132	3.747
5	2.571	4.032	2.015	3.365
6	2.447	3.707	1.943	3.143
7	2.365	3.499	1.895	2.998
8	2.306	3.355	1.860	2.896
9	2.262	3.250	1.833	2.821
10	2.228	3.169	1.812	2.764
11	2.201	3.106	1.796	2.718
12	2.179	3.055	1.782	2.681
13	2.160	3.012	1.771	2.650
14	2.145	2.977	1.761	2.624
15	2.131	2.947	1.753	2.602
16	2.120	2.921	1.746	2.583
17	2.110	2.898	1.740	2.567
18	2.101	2.878	1.734	2.552
19	2.093	2.861	1.729	2.539
20	2.086	2.845	1.725	2.528
21	2.080	2.831	1.721	2.518
22	2.074	2.819	1.717	2.508
23	2.069	2.807	1.714	2.500
24	2.064	2.797	1.711	2.492
25	2.060	2.787	1.708	2.485
26	2.056	2.779	1.706	2.479
27	2.052	2.771	1.703	2.473
28	2.048	2.763	1.701	2.467
29	2.045	2.756	1.699	2.462
30	2.042	2.750	1.697	2.457
40	2.021	2.704	1.684	2.423
60	2.000	2.660	1.671	2.390
120	1.980	2.617	1.658	2.358
∞	1.960	2.576	1.645	2.326

Abridged Table of Critical Values for Chi Square

df	Level of significance .05	.01
1	3,84	6.64
2	5.99	9.21
3	7.82	11.34
4	9.49	13.28
5	11.07	15.09
6	12.59	16.81
7	14.07	18.48
8	15.51	20.09
9	16.92	21.67
10	18.31	23.21
11	19.68	24.72
12	21.03	26.22
13	22.36	27.69
14	23.68	29.14
15	25.00	30.58
16	26.30	32.00
17	27.59	33.41
18	28.87	34.80
19	30.14	36.19
20	31.41	37.57
21	32.67	38.93
22	33.92	40.29
23	35.17	41.64
24	36.42	42.98
25	37.65	44.31
26	38.88	45.64
27	40.11	46.96
28	41.34	48.28
29	42.56	49.59
30	43.77	50.89

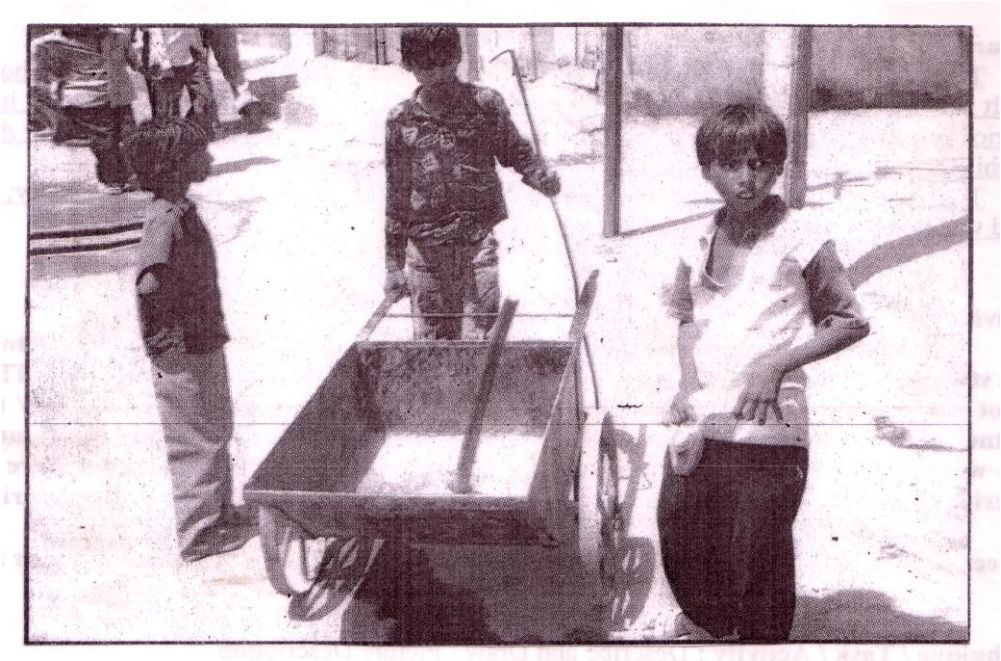
APPENDIX - M

NEWSPAPER CUTTINGS & PICTURES OBTAINED FROM VARIOUS MAGAZINES

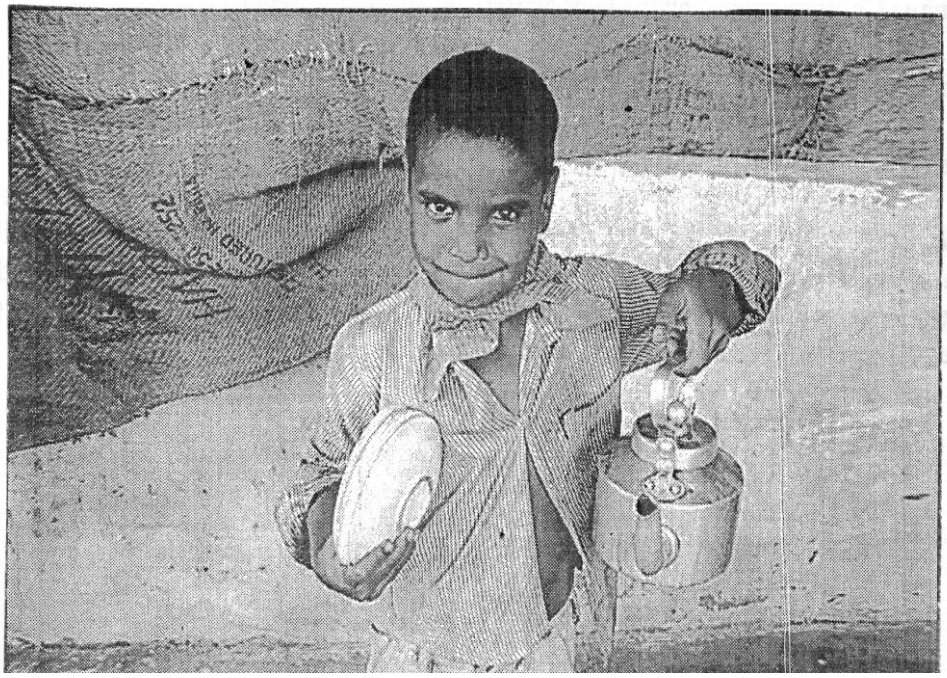
NEWSPAPER CUTTINGS
AND
PICTURES OBTAINED FROM VARIOUS MAGAZINES.

Speaking Tasks [Activity No. 12 (A)]

Newspaper Cutting No. 1



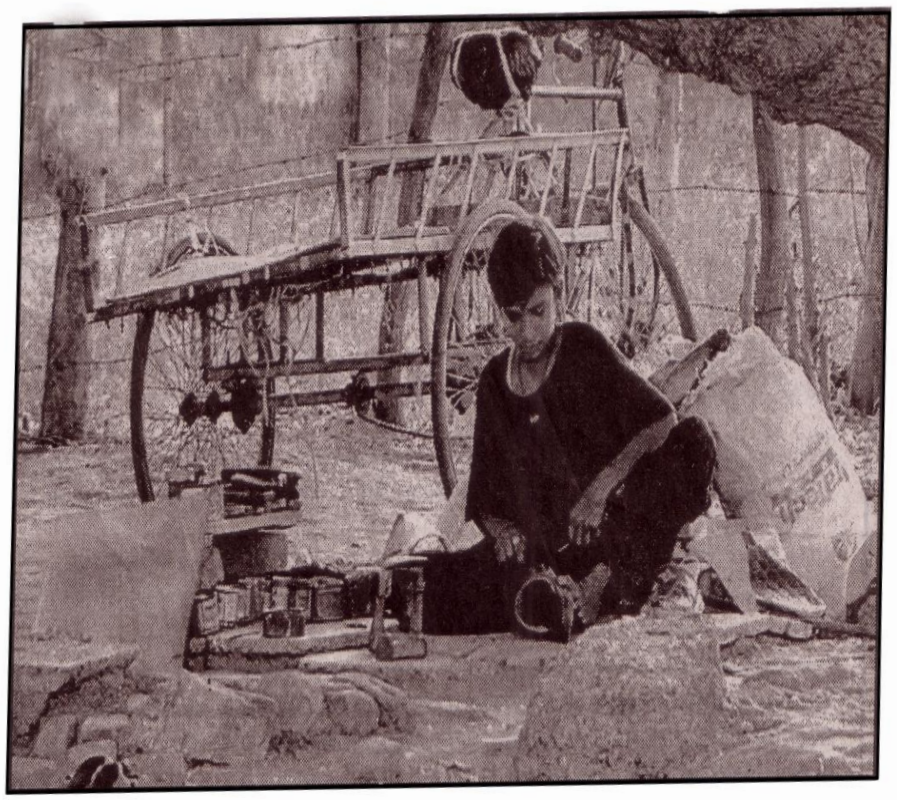
Newspaper Cutting No. 2



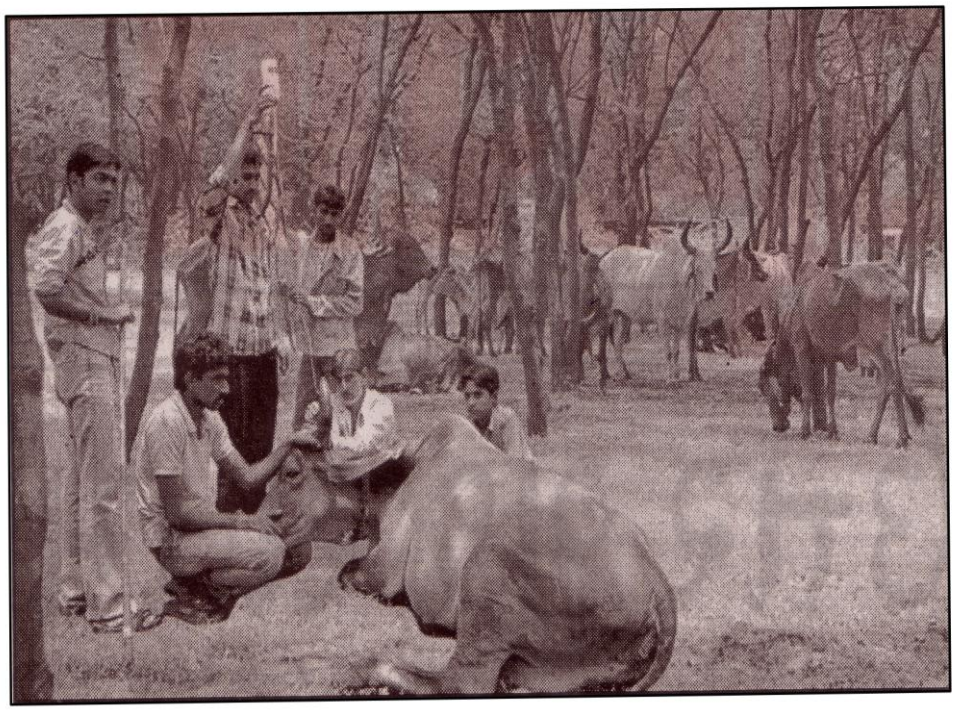
Newspaper Cutting No. 3



Newspaper Cutting No. 4

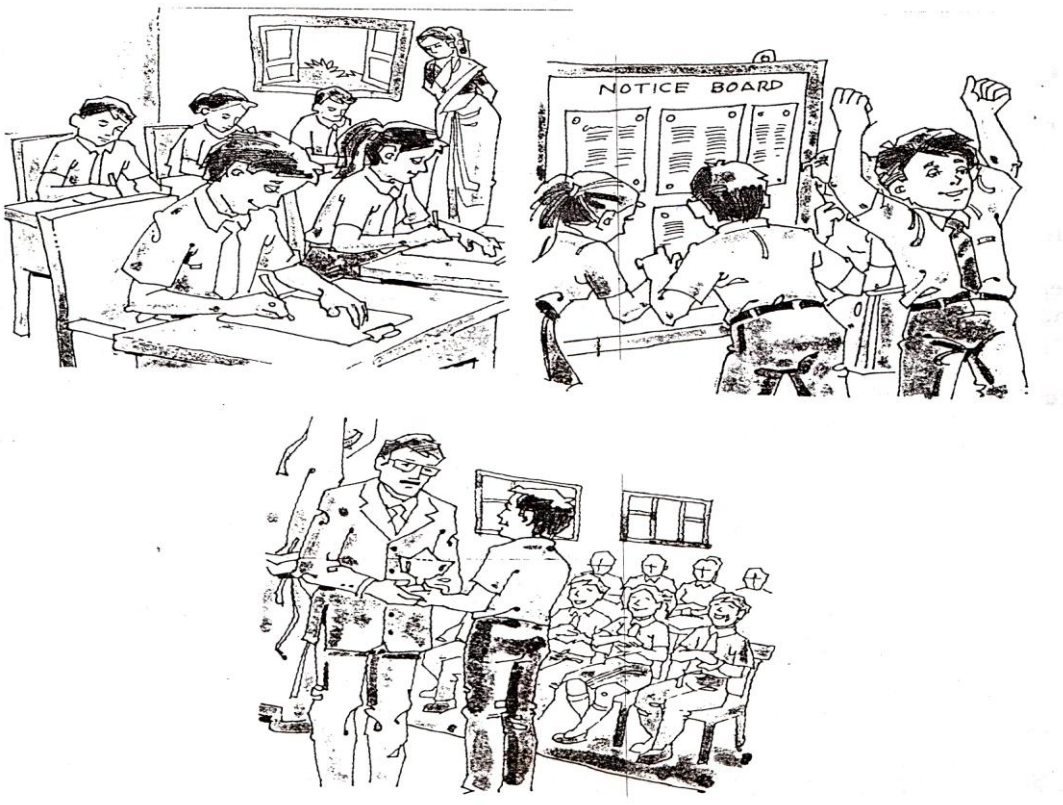


Newspaper Cutting No. 5

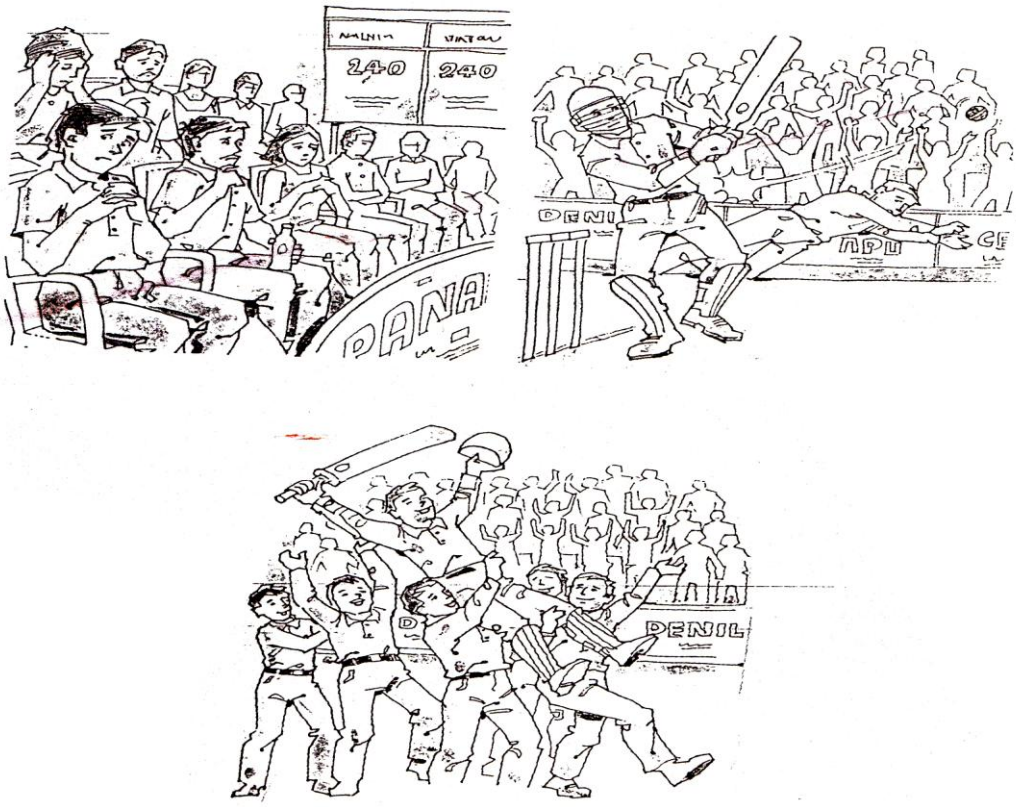


Speaking Tasks [Activity No. 12 (B)]

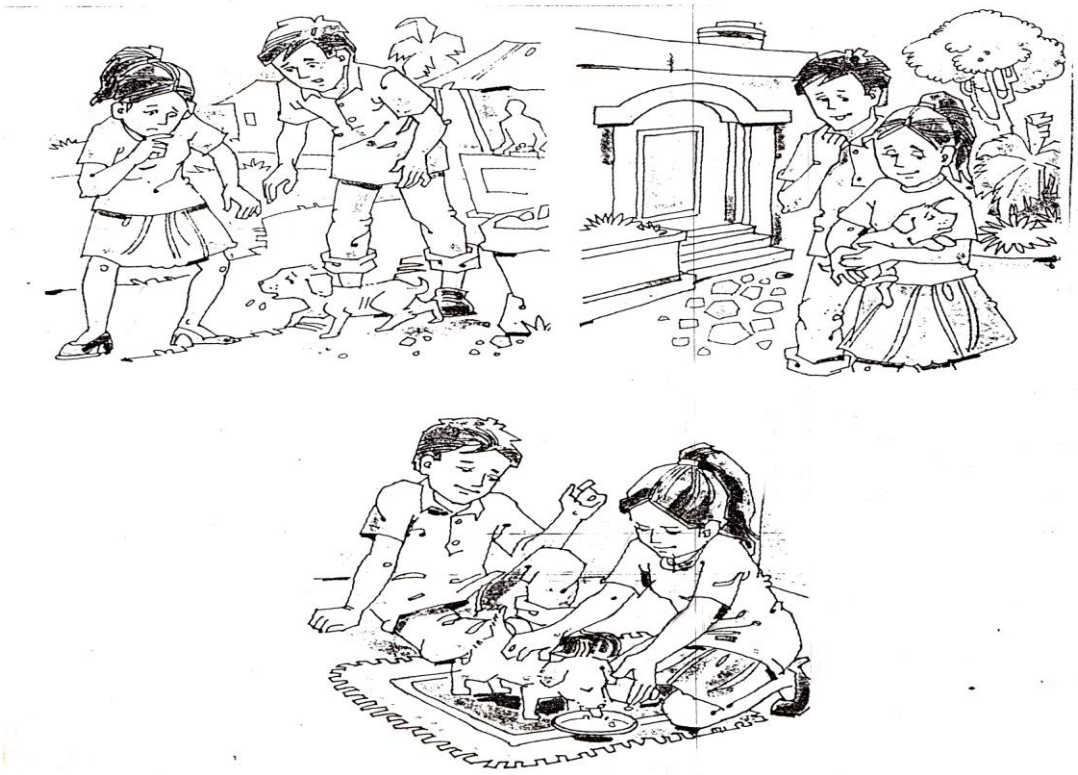
Magazine Picture No. 1



Magazine Picture No. 2



Magazine Picture No. 3



Magazine Picture No. 4



Speaking Tasks [Activity No. 13]

