

**EFFECTIVENESS OF AN ESP PROGRAM TO DEVELOP
LANGUAGE COMPETENCE OF PRE-SERVICE TEACHERS
OF GUJARATI MEDIUM COLLEGES**

*A Dissertation Submitted to the Sardar Patel
University, Vallabh Vidyanagar in partial fulfillment
of the requirement for the degree of*

MASTER OF EDUCATION

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CERTIFICATE

*This is to certify that the work incorporated in the dissertation bearing the title **Effectiveness of an ESP program to develop language Competence of pre-service teachers of Gujarati medium colleges** submitted by Nisha Chavda comprises the results of independent and original investigations carried out by her. The materials that have been obtained (and used) from other source have been duly acknowledged in the dissertation.*

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Chapter 1

Conceptual Framework

1.1 Introduction

Importance of English Language

Education plays a vital in giving human being proper equipment to lead a glorious and harmonious life, it leads the individual from darkness to light. It is also essential for the existence of human beings as well as the society. Moreover, it is a powerful instrument for the national development in social, economic and cultural fields. In modern society, literacy has become an indispensable necessity for even a modest level of the development, for each individual as member of modern community.

Language plays an important role for mankind. Without language, the existence of human being is difficult. Language facilitates our thoughts, meditates our relations with others and even creeps in our dreams. The overwhelming bulk of human knowledge is stored and transmitted through language. Every society, irrespective of its size either big or small, always possesses its own linguistic culture. Many different languages are developed in this world by different people of a particular state, but English for a variety of reasons, enjoys a global states in the world, which is next only to the Chinese language.(Stevens 1980). It is also known as link language between the people of different languages, a library language in which is stored the modern scientific and technological knowledge and a window to the world. It is being used for several international purposes and therefore learning and teaching of an English language hold due importance in the modern context. Thus English is very necessary for the people to learn to compact with the world. And in this learning teacher plays a very importance role in development of any language among students and to this development teachers need to learnt correct use of English language. It is proved by the researchers done in English that teachers need to improve their language competence. Through they study English language for a long period teachers need to learn it properly.

As teachers shape the life sketch of a child they need to be very effective in their language and their teaching methods. Teachers should adopt new methods to teach students effectively. They should use student cantered teaching. Many research

studies have been done to improve English competence of students but researchers have proved that there should be more research on the part of teachers also. As government arranging many programs for the improvement of there should be more training and research on teachers English language proficiency. This can be done with help of ESP that is English for specific purpose which provides course as per the need of learners. The present study deals with same purpose which presents a course for pre-service teachers. This will help them to communicate comfortably in the schools.

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code that is use to express individual's feelings and to communicate. It is an oral communication. It is the mental process or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, sings or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voce and sound articulated by the organs of the throat and month is a language. This is a system for communication. A language is the written and spoken method of combining words to creating meaning used by a particular group of people.

English in India

In the history of English in India, it is finding that English has dominated the teaching learning programmed from beginning. There was no hatred against this language. It has been taught and learnt with affection and love. It has been definitely enjoyed an honored position. The persons not studying it might have felt some sort of inferiority complex. There have been good teachers of this subject. Not only foreigners along but Indians as well some of them came cut to be more sincere and dedicated to the teaching of this language. With them, a study of the subject was always a point of inspirations they have not only done their but in addition they contributed a lot. It goes without saying that English is a language borrowed from six thousand miles away and it belongs to an entirely different nation. But that does not mean that it has no relationship with Indians. Every human being is free to study any language. English is only a national language of the Englishmen it is an international language. It may be called the language of the world civilization. The different points explained

here bellow show very clearly that English has its unique importance in the country. It can hardly bear dispensing with it from mother land India.

Educational importance

From educational point of view, English played a prominent role in the past. Before independence, it was the medium of instruction both at the school stage and the college stage higher eructation in science, medicine, engineering, technology, etc. even now advanced in all these subjects are available in English only. But Indian languages have not been developed enough to meet the demands of difficult subjects. If one decides to give up English altogether, she/he would cut selves off from steam of ever growing knowledge.

Role in Trade, Industry and Commerce

English an importance role in the industrial and commercial life of correspondence is done mainly in English. National and international trade, development of industry and the working in commercial establishments take place in English. Efficiency and success in these fields depends upon an adequate of instruction and correspondences with others are manly conducted through English medium.

International Status

It is the first language in U.K, U.S.A, Canada, India, Russia, France, Pakistan, etc. The number of people speaking this language is about 350 million which is next to the Chinese language. The Chinese language is confined to that country only whereas English is popular with people living in different countries of the world. Naturally popularity is on the basis of its utility all over the globe determines its strength.

It is English which can bring greater and greater number of people in closer contacts with one another; it can help very nation to study the culture and civilization of the other nations. It is through English that we can establish political, cultural, intellectual, and economical relation with the rest of the world. F.G.French in his book, Teaching English as an International Language says, "By accidents of history and by the rapid spread of industrial development, science and technology, international trade and by something like an explosion in the speed and ease of travel and by all factors which have broken down frontiers and forced nations into closer

interdependence English has become a world language. English is the means of international communication” The following points indicate very clearly the international importance of English language: it helps in international trade and industry. It leads to better understanding between the nations of the world.

English for Administrative Facility

English has been official language in our country for more than 150 years. Even now, this language has almost the same position in the offices of the country. No doubt some states strong efforts for developing their own regional language and propagated its use in the offices. But the hard fact is that in majority cases. They not been able to replace English almost every level administration, English is alone being used in the district courts, high court and Supreme Court. Cases are presented in English so it remains a proved fact that English dominates in India at the level of administration.

A Language for Library

By library language, it means that the carriers must study that much English which should help the reader to understand the subject matter. Contain in the library books, readers may not become speakers of the language. Readers must not even acquire the ability of writing nicely in correct English. But they must learn English which should insure then comprehension of the reading material. So aim is here is to teach reading. Now the questions arise whether reading is taught without giving practice. No it is not possible for all purposes; one must begin with speech practice in listening is needed- which will help in speaking. Speech is important for learning reading of the language. The ability to recognize the written symbols is required. So by starting struggle speech, language should be learnt and ultimate aim should reading with comprehension. Only then a person will be able to use English as a library- language.

English Language Teaching in Gujarat

After independence there was a rise in nationalistic feelings. There was appreciation of Indian culture and language. Educationists wanted that Indian languages be made the medium of instruction beginning from primary to college level. People were emotionally charged and considered English as a vestige of slavery. Thus there was a strong undercurrent of anti-English sentiment; in 1960 the stat Gujarat was formed.

The language policy was influenced by gentian leaders. They considered using or encouraging English as unpatriotic. Ironically these very leaders sent their own children to expensive English medium school. The outcome of this thinking was disastrous. English was introduced rather late; that is from class 8th in the secondary level. Moreover, it was made optional at the board examination. This affected learning of English adversely in two ways. First, the late beginning created psychological problem for learners second; they were less enthusiastic to learn English because there was a provision of doing without it. In those days English was taught apparently through grammar translation method.

Later on English was introduced from class 5th optionally. That led to two groups of learners with different proficiency level in class 8th. English continued to be optional at the Board Examination and even at the college. There was no required amount of seriousness in teaching of English as it was relegated to an optional subject. In those days the structural approach was in vague and oral work was introduced in the class.

The government of Gujarat made English compulsory from class 5th and offered state-wide training through DPP scheme with the help of H. M. Patel Institute. The textbooks start following the functional approach. English was treated as a language of communication. More emphasis was given to oral work and communication tasks were introduced. There was a kind revolution in textbook. Now the textbooks were bigger in size with more pictures and more learners friendly. Earlier the government was in favor of introducing English from 1st as a compulsory subject. Later on due to political compulsions it was decided to start from class 3rd.

Another significant change was making English compulsory at the Secondary Board Examination from year 2007. There are all positive changes and the impact can seen in the year to come, the whole generation of Gujarat learners suffered a lot due to the in consistent language policy of the politicians after Independence. These days the English Language has been made compulsory in board examination that has changed the learner's attitude to English.

Methods and Approaches of Teaching English

1) The Grammar Translation Method

The Grammar Translation Method is a cross lingual technique. It is used in language learning. Grammar is given more importance in this method. Learners understand the

grammar rules better. The exercises in the method put the learners into an active problem-solving situation. In the schools, the teachers often follow the traditional method of translation technique. It is easy to explain thing. Great Indian leaders are the past had attained remarkable progress in this method. Reading and writing are the major focus. Vocabulary selection is based solely on the text used. The words are introduced through bilingual word lists dictionary and memorization. The grammar rules are presented. A list of vocabulary items is presented with their translation meanings. Translation exercises are prescribed. Grammar is taught inductively. Mother tongue is the medium of instruction.

2) The Direct Method

The Direct method was introduced in France and Germany. In U.S., it is known as Berlitz Method. The main aim of this method is to help the students to speak the target language (L2) fluently and correctly. In the method, a short text is presented and difficult words are explained in L2 to the learners. The understanding is tested by questioning and the students learn grammar rules on their own. Question-answer sessions, interaction exercises, intensive classroom drills, dictation, free composition, pronunciation are done in the classroom to develop and strengthen L2.

3) The Bilingual Method

Dr. C.J. Dadson developed the Bilingual Method. This method needs L1 and L2. The approach begins from Bilingual and monolingual at end. The teachers use both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination of the Direct method and Grammar Translation Method.

4) S.O.S(The Structural- Oral-Situational approach)

The SOS approach was officially accepted by the Madras Presidency in 1950. Till 1990, the SOS has been practiced in schools in South India. It is a communication of certain aspect of the Direct Method, oral and Audio Lingualism. The basic important features of the approach are:

1. Learning a language is not only learning its words but also the syntax
2. Vocabulary is presented through grades.

3. The four skills of (LSRW) Listening, Speaking, Reading and Writing are presented in order.
4. Sentence patterns exist and form the basis of a language course.
5. Class room teaching exists can form the basis of a language course.
6. Concrete linguistic items are taught through Demonstration
7. Abstract ideas are taught through association.
8. It helps to develop learners' competence in the use of structure in L2.

5) Communicative Language Teaching (CLT)

CLT is a functional approach to language learning. In 1972, this language course was proposed in Europe. The main aim is to develop the communicative competency of the learner. His need of understanding and expressing in the L2 is the main focus of this method.

1.2 An Overview of ESP

Meaning of ESP

One simple clarification will be made here: special language and specialized aim are two entirely different notions. It was Perren (1974) who noted that confusion arises over these two notions. If we revisit Mackay and Mountford's restricted repertoire, we can better understand the idea of a special language. Mackay and Mountford (1978) state:

The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation (p. 4).

On the other hand, a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn (Mackay & Mountford, 1978). Consequently, the focus of the word 'special' in ESP ought to be on the purpose for which learners learn and not on the specific jargon or registers they learn.

English for Specific Purposes

Earlier the English language was learnt for pleasure sake and for learning the language for itself but later on the learner started learning the language in order to fulfill their needs and wants. The learners of English found learning general English to be of no

immediate utility and a waste of their recourses. Hence, they started focusing on their needs and wants, specific to their targets, which their work situations demanded. This kind of utilitarian approach of learning English resulted orienting learners to learners to learn the language in definite purposes. Thus, the need for learning English for specific purposes (ESP) was felt more strongly and widely than ever.

According to Stevens (1987) courses are those in which the aims and the content are determine principally or wholly, not by criteria of general Education (As when English is foreign language subject in a school) but by functional and practical English language requirements of the learners.

Robinson's (1991: 3) definition of ESP is based on two **criteria**: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of **characteristics** which explain that ESP courses are generally constrained by a *limited time period* in which their objectives have to be achieved and are taught to *adults* in *homogenous classes* in terms of the work or specialist studies that the students are involved in.

Each of these definitions have validity but also weaknesses. Considering Hutchinson and Water's definition, Anthony (1997) noted that it is not clear where ESP courses end and General English courses begin because numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on analysis of learner needs and their own specialist personal knowledge of English for real communication. Strevens' definition, by referring to content in the second absolute characteristic, may confirm the impression held by many teachers that ESP is always and necessarily related to subject content. Robinson's mention of homogenous classes as a characteristic of ESP may lead to the same conclusion. However, much of ESP work is based on the idea of a common-core of language and skills belonging to all academic disciplines or cutting across the whole activity of business. ESP teaching should always reflect the underlying concepts and activities of the discipline. Having all these on mind, Dudley-Evans and St John (1998) modified Strevens' definition of ESP

1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres. Appropriate to these activities.

2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

ESP for Teachers:

As ESP teaching is extremely varied some authors (Dudley-Evans and St John, 1998)

Use the term “practitioner” rather than “teacher” to emphasize that ESP work involves much more than teaching. ESP practitioner can have several roles.

The ESP practitioner as a teacher the methodology changes as the teaching become more specific. In the case of ESP classes, the researcher is no longer a “Primary Knower”. In the case of very specific courses, the students themselves is frequently the primary knower of the carrier content of the material. The teacher’s main role is to classroom on the ground of ground of students’ knowledge.

The ESP practitioner as course designer and material provider Due to the lack of materials for ESP courses the more specialized the course, the greater the rarity of teaching materials-one of ESP teacher’s roles is planning the course and providing materials for it. Provision does not only mean choosing materials and making a suitable of copies for the class: The teacher’s task also includes adopting material when published materials are unsuitable, or writing his/her own materials.

The ESP practitioner as researcher An ESP teacher should also be a researcher to fulfill the students’ needs. First of all, s/he should research their aims in what they really want to achieve. Then research is necessary to design a course, to write teaching materials, And to find out the ESP students’ particular interests.

The ESP practitioner as collaborator Dudley-Evans & St. John (1998) also see the ESP teacher as a collaborator. By this term they mean cooperating with subject specialists. In their perspective, it could be a simple cooperation in which ESP teacher gains information carry out in their professional environment or collaboration when there is integration between specialist studies or activities and the language.

The ESP practitioner as evaluator An evaluator is not a new function, and evaluation is actually performed in General English classes also-but in the case of ESP, this role seems to be very significant. All teachers should be involved in various types of evaluation: the most popular is testing students. Tests are conducted to evaluate the students' progress and teaching effectiveness. However, in the ESP classes, an additional kind of testing should take place. It is the evolution is crucial. General English courses have been well studied and improved by a group of methodology specialists. On the other hand, ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students; therefore, the evaluation of such a course is a must.

Characteristics of ESP

ESP is defined to meet specific needs of the learner.

ESP is centered on the language, skills, discourse and genres appropriate to these activities.

ESP may be related to or designed for specific disciplines.

ESP may use a different methodology from that of general English.

ESP is likely to be designed for adult learners either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

ESP is generally designed for intermediate or advance students.

Types of ESP

According to **Carter (1983)**, there are three types of ESP

1. English as a restricted language. The language used by air traffic controllers *or by waiters are examples of English as a restricted language.*
2. English for academic and occupational purpose: English for science and technology(EST), English for Business and Economic (EBE), English for social studies (ESS), English for academic purposes (EAP), and English for occupational purposes (EOP).
3. English with Specific topics: This types is concerned with anticipated future English needs of, for Example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

B) Origin of ESP

Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) note that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale · for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology

(EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

C) Growth of ESP

From the early 1960's, English for Specific Purpose (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP and in the number of ESP courses offered to overseas students in English Speaking countries. There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG group of the IATFFL and TESOL are always active at their national conferences.

In Japan too, the ESP movement has shown a slow but definite growth over the past few years. In particular, increased has been spurred as result of the mombusho's decision in 1994 to largely hand over control of university curriculums to the universities themselves. This has led to a rapid growth in English courses aimed at specific disciplines, e.g. English for Chemists, in place of the more tradition 'General English' courses. The ESP community in Japan has also become more defined, with the JACET ESP SIG set in 1996 (currently with 28 members) and the JALT N-SIG to be formed shortly. Finally, on the November 8th this year the ESP community came together as a whole at the first Japan Conference on English for Specific Purposes, held on the campus of Aizu University, Fukushima Prefecture.

1.3 Statement of the Problem

Effectiveness of an ESP Program to Develop Language Competence of pre-service teachers of Gujarati medium colleges

1.4 Hypotheses

For the research the researcher selected the null hypothesis

H₀₁: There will be no significant different between the mean achievement scores of pre-test and pos-test of the pre-service teachers' competence in English

H₀₂: There will be no significant difference between the expected frequency and observed frequency in the reaction of pre-service teachers in reaction scale

1.5 Objectives of the Study

- To study needs of Pre- service teachers
- To prepare an ESP program for Pre-service Teachers
- To implement ESP program
- To evaluate the achievement of Pre-Service Teachers before implementing the program
- To evaluate the achievement of Pre-service teachers after implementing the program
- To study effectiveness of ESP program through reaction scale

1.6 Rationale of the Study

English is global and international language for upward mobility. Knowledge of English is required. But it is sad to see that not only students but also teachers do not have competence using English language critically. In this time of worldwide competition, India has to present herself as a developed country in higher education at global level. Teacher should be effective in teaching through English language. Teacher should be competent in use of proper words. Today in the era of importance of English of language at the global level, all the learners are aware of the need to learn the English language. Parents also want that they are children should have fluency in English. It is really very sad that teachers themselves lack fluency and knowledge of grammar. They are not able to communicate effectively that is why the researcher has select this topic. As the researcher is an M.Ed scholar and M.A in

English language teaching, she decided to pursue this research she wished to improve language skills of pre-service teachers.

1.7 Variables of the Study

Independent variable

ESP program

Dependent variable

Improvement in English competency of per-service teachers

1.8 Operationalisation of Terms

Effectiveness

Effectiveness means in this study success of the program which will be measured through post-test. The researcher will find out effectiveness through achievement test.

ESP program

In broader term it means English for specific purpose. But in this research the researcher has used it for a language teaching program which is useful for teachers.

Language Competence

It means using the language correctly in speaking and writing.

Pre-service teachers

In these study pre-service teachers, means B.Ed students who are going to be teachers after getting their degree

Delimitations of the study

The researcher delimited her study to those aspects which are useful for teachers such as Leave application, Describing pictures, writing report, writing notice etc.

1.9 Scheme of Chapterization

Chapter: 1 Conceptual Framework

This Chapter begins with an introduction of the problem of study. It also, consists of the objectives of the study, delimitations of the study, Operationalisation of the terms, hypothesis, rationale of the study and variables of the study.

Chapter: 2 Review of Related Literature

Review of related literature comprises research reviews. It includes different studies reviewed for the present study.

Chapter: 3 Research Methodology

Research Methodology deals with the methodology adopted for the present study. It describes in detail the research design selected for the present study, tools used and procedure adopted for data collection and data analysis.

Chapter: 4 Data Analysis and Interpretation

Analysis and interpretation deal with the analysis of the data interpretation based on the calculated scores of pre test and post test. It also presents the analysis of reaction scale from collected by the researcher.

Chapter: 5 Findings, Implications and Conclusion

Findings, Implications and Conclusion are the last chapter which deals with the findings of the study and their educational implications. It also presents some suggestions for future studies that can be undertaken in the field.

The next chapter in this dissertation is about the review of related literature.

Chapter 2

Review of Related Literature

2.1 Introduction

Review of related literature is an essential aspect of a research project. The study of the related literature is a central aspect of planning the study; it is nevertheless, a wise investment. Reviewing the related literature provides one with the aspiration for undertaking the study and lays a sound foundation for one's entire investigation. It helps the researcher to identify the area of needed research. It acquaints one with methods of investigating with facts concept, theories, bibliographies etc. and prevents pitfalls that have plagued previous researchers. It avoid duplication and comparative data on the basis on which one can evaluate and interpret the significance of one's finding, this happen as an outcome of the researcher's reaction to the design, finding and conclusion of other investigation.

This Chapter studies reviews of the related literature. It presents the review of already done research students in the same area.

2.2 Research reviews

The following section is about reviews of book, articles and research projects and dissertations undertaken by the researcher.

The researcher has studied various courses on developing English competence to get insight about the tools, techniques, methods of employment of program, research design for her research. The reviews can be categorized into two categories.

2.3 1. Developing course to improve language skills

Vamdatt, D.A (1976) conducted a study on '*English for the Post Graduate students of Economics in the University of Gujarat*' (Ph.D. English, South Gujarat University). The objective of the study was exploration in the field of developing English as library language. It aimed at studying the linguistic patterns occurring in the advance book of economics with an ybook on economics in English and who desired to improve comprehension of this books.

The major findings of the study were Students needed to study various types of embeddings while characterized the technical language of economics. Among these were non-finite infinitival and participle constructions, reduced relatives, complementation, extra position and compound noun phrases including active nominal, agentive nominal, questions nominal and abstract nominal. It was enough to develop competence in English syntax only. Students also needed to grasp the structure of the text as a whole and logical patterns of thoughts embodied in it. It was also necessary for them to know the phonic references, coherence and equivalence by means of which the rhetorical acts were realizes. The students needed to develop ability in following the extra linguistic materials which were pre- dominantly used in the text of economics.

Charles, D. (1981) conducted a research on *Developing Language Skills in Adults Attending English Improvement Classes*, (Ph.D. Edu., M. S. University). The objective of the investigation were to prepare auto- instructional and support material in English for the development of language skills, to sequence the course with lecture, tape-recorder, discussion, practical work, unit tests and feedback session, to study the effectiveness of the course as a whole in terms of students performance, to study the effectiveness of different techniques used in the study in terms of students' reaction, to study the relationship of achievement through the with intelligence, academic qualification and socio-economic status and to compare the achievement of students of higher and lower levels of intelligence and of higher and lower academic qualifications. The sample for the study consisted of all the adult learners who attended the English improvement class run by the Department of Adult and continuing Education of M. S. University, Baroda.

The study involved single group design consisting of thirty students who attended the course regularly. The tools used in the study were programmed learning material, criterion referenced test, reaction scale, Raven's progressive Matrices and SES Scale. The collected data were analyzed using mean, standard deviation, percentiles, chi square and t-test. The findings of the investigation were mean differences, between the pretest and the posttest score of the experimental group were significant, the course in general, with all the particular techniques used there in was found to be effective in terms of learners' reaction and highly intelligent as well as less intelligent

adults gained significantly from the course. However, a comparison between their gains revealed that the graduates gained significantly more than the undergraduates.

Kudchedkar, S. (1981) conducted a study on “*The Development of Course in Spoken English at the college Level and the Study of Its Effectiveness*”. (Ph.D Edu. , SNDT). The objectives of the thesis were to develop a course in spoken English and study its effectiveness, to determine the principles on which the course in spoken English should be designed and to determine whether greater attention to speech in the language result in improving the proficiency in other language skill. The methodology consisted of designing the objectives for each subject. The various aspect of the basic courses were framed on the basic of grammatical syllabus. The intermediate courses were framed on the basis of a functional syllabus. The advance course aimed at preparing the students for communication in new and unfamiliar situations. The Researcher laid stress on micro skill. A field experiment was designed. The first version of the course was tried out with eighteen students in 1977. The second version of the course was tried out on a sample of 300 students divided into ten groups from colleges located in Bombay. The third version of the course was tried out with all the B.A Part 1 students of the SNDT University.

The intermediate course was tried out as a compulsory course unit with all the B.A Part 2 students of the university. The tools of the research were lessons used with cassette recorder, tape recorder and language laboratory. Special tests were prepared to accesses the result of the experiments. The experimental groups studied the newly designed basic course in spoken English in two tutorial periods per week for twenty-four weeks. They received specific training in grammar or composition. The control groups studied the course already in use and composition for two tutorial periods a week for twenty-four weeks. They received no specific training in speech. The t-test was used to test the significance of main course. The f-test also used.

The major findings were the students taught by traditional methods failed to acquire mastery over the language as a system, in the case of four pairs out of seven, the experimental groups obtained higher progress marks than the control groups in the subtest in writing. The major conclusions were a three year course in spoken English could prove of great at the SNDT University, the course must aim at communicative competence, it was necessary to design the basic course according to the grammatical

syllabus which began with the introduction of simple sentence patterns and preserved strict gradation and control, the course materials should take the form of simple natural dialogues strictly confine to the language items covered up to that point in the syllabus, the cassette recorder was the most practical, the language laboratory accorded faculties for recording, replay and comparison. The use of hardware was found to be worthwhile only if time could be assigned for subsequent discussion and follow up activities, students' attitude and motivation affected the and aptitude appeared to an even more important factor than methodology.

Pillai, S.S. (1988) conducted a study on *“Preparing a database for designing and developing a postgraduate diploma in teaching of English for the specific purpose of distance learning programme for teachers of English in professional institutions in India.”* independent study. Madras Technical teachers' Training institute. Objectives of the study were: to describe the curricular aspects such as syllabus, instruction materials and evolution, to bring out the professional relevance of the English curriculum as viewed by the faculty concerned, to explain the purpose of instruction including the time available, method adopted, facilities provided and teaching aid used, to extract adequate information for designing and developing a suitable training programme for teachers of English.

Major findings of the study were by and large, the lecture method of teaching is used by teachers of English. A few teachers also organize tutorial and guided composition exercises, most teachers commented on the independency of the syllabus in spelling out specifically the objectives. They also expressed a strong plea for preparing a textbook in English to meet the specific requirements, the principals and teachers of English felt that teaching of English should equip the students with the following skills, learning from engineering books written in English, writing simple sentences, letters and paragraphs, responding appropriately to quires made by employers, filling in the performance used in various social and professional situations, the use of teaching aids is virtually absent although a few charts were used at times by some teachers, guided exercise were mostly prepared by teachers and in a few cases some available exercises were also used.

Rao, Ramchandra, K; Nijalingappa P. And Pillai, Swaminathan S. (1988) conducted a study on *“The Need for Programmes to Improve Communication skills*

of diploma students.” Independent study madras: Technical Teacher’s Training Institute. The objectives of the study were to identify the general level of proficiency attained by students in the chosen aspects of, language ability, written communication, oral communication, listening comprehension and manipulative skills, to priorities the aspects in terms of their easiness/difficulty. 3. To suggest subjective measures to improve learners’ language skills.

Major findings of the study were Only 23 (30%) of students obtained more than 35% in the test. 45 students (59%) could not get the minimum expected standard in the first part- language ability for which maximum weight age was given in the test, the oral communicative ability of students were found to be fairly good. 4. Students’ proficiency in English was not up-to the expected level. The ratio of failure accounted for 52 person (68%): 18 (24%): 63 (90%) and 35 (45%) in the second third and fifth parts of the test respectively. 6. The recommendation made in chided , insisting on completion of at-least on comprehension exercise every week, opportunities for preparing their vocabulary and asking them to complete their exercises involving familiarity and usage of new and technical terms, giving practice in completing various grammar exercises and helping them to understand the rules of grammar.

Sarama V. (1989) conducted a study on “*Designing a course in written English for the High School Stage: A communicative approach*” in his Ph. D., Edu Osmania Univ. Objectives of the study were to find out selectively from the learners, teachers, and well informed citizen of the society following (Stage I) The present achievement levels in written English of the learners of classes VIII to X (Telugu medium) the needs of the high school students in respect of written English the types and frequency of composition exercises offered to students and nature of teaching methods and evolution procedures adopted by the teachers, and to find out the following. (Stage II) the communicative syllabus designed to develop writing skills among the students of class IX (Telugu medium) reading passage writing passage- analyzing it for writing skills; evaluate (not greed)-comment- ask for revision-discussion in a session-procedure as a mode of correcting the written English assignments.

Major findings of study were (stage I)-A large number of students were poor in written English in comparison to their proficiency in the other language skills, High

school students needed written English for both academic (note-taking, writing answers for home assignment and tests. And certain specified social activities, frequency of writing composition was very low and large number of students needed many writing exercises, Further, the teachers used 'impressionistic method' in their evolution of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. Stage II- the second stage of the investigation confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop, A well designed communicative syllabus incorporating the needs of classroom. Create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Chaudhari, H.S. (1995) conducted a research on *“Use of authentic materials to teach functional English at Higher Secondary Level, Standard IX”* in his M.Ed dissertation at S.P.University. The objectives of the study were to identify the problem areas of higher secondary learners in grammar and in basic language skills, to collect authentic material with a view to develop language skills. To measure the effectiveness of the authentic materials in class which were being used by learners. The samples of the study were fifty four students of F division of standard IX of T.V. Patel School, V.V.Nagar. The tools used for the study was Pre-test and post-test. the data was analyzed by Mean, SD and Z-test. The major findings were the materials improved basic language skills and grammar. The students found authentic materials interesting and different from the material are to be written in simple and clear language. The materials are to be written in simple and clear language. The materials are to include different types of exercise like reading comprehension, filling the blanks, matching, etc. The exercise should be absorbing, interesting and directly relevant to teaching point.

Vadiya, U. (1998) conducted a study on *“Preparation and try-out of ELT Material at F.Y.B.A. level”* in his M.Ed Dissertation at S.P. University. The objectives of the study were to survey existing ELT situation at UG Level, to participate in the academic exercise taken up by Sardar Patel University, to prepare a blue print of improved English Language Teaching- ELT Material at F.Y.B.A. level, to prepare sample material, to finalize the design- format of units, to produce adequate number

of units in line with new design, to study the impact of this academic effect on the participating teachers of English at F.Y.B.A. level.

The major finding of the study were the subject matter introduced in the new material is rich and varied and is quit related to the environment, needs and interest of the age-group concerned, values of practical utility in life are woven carefully throughout the text book, the teachers have thoughtfully worked out some lesson to keep the pupils aware with modern advancement giving the due emphasis on various fields. Students believed that the unit 'Sports' is innovation, infect text book itself is good tool to provide mental, spiritual and intellectual education to the students, the language dealt in the textbook is to a great extent simple and rich as well as of practical utility for day to day conversation, the text book is lacking in one of the chief characteristics of the text book that use of pictures, charts and to enable the pupils to develop various language skills to great extent keeping in mind the objectives suggested by Researcher.

Chauhan, K. (2001) investigated *“The Effectiveness of Simulation as a technique to develop the Skills of Public Spiking among the Pre-Service Teachers (B.Ed English)”* in his M.Ed dissertation at S.P. University. The objectives of the study were: to prepare a simulation program to develop the skills of public speaking for B.Ed. English trainees, to find out the effectiveness of Simulation Course at the level of Pre-Service teachers, to arrive at a set of guidelines for the production of the production of the Simulation Program and try out Simulation Program at the level of Pre-Service teachers. The Experimental Research Design was used under controlled variable. The Pre-service B.Ed. Teachers of English were selected as a sample. The result of the study concluded that the role of the teacher also gets with the learner. A teacher is no more an Authoritative phenomenon but an organizer, Facilitator, co-participant, constant assessor and many more. The teacher simulate the simulation in his mind prior to the actual 'simulation'

Rohit , M. (2001) conducted a study on *“Tryout of CLT techniques to teach spoken English at high school level”* in his M. Ed dissertation at S. P. University. The objectives of the study were the experiment aims at selecting, trying and verifying their spoken activity though experimentation, to prepare materials for spoken English & To measure students speaking ability of English in real life situations.

Major finding of the study were the experiment shows that the course was effective in expanding knowledge of spoken English of the secondary level learners to an extent, The students found that by expanding their abilities of speaking English they could get opportunity use in a life like situation, the learners learn with context, motivation is prior of any learning .The active involvement of the learners may affect learning process.

Shah, S. (2004) conducted a study on *“Preparation and try out of some material based functional English at the initial level of language instruction”* in his M.Ed dissertation at S. P.University. The objectives of the study were to enable the learner to acquire competence with special emphasis on different linguistic functions, to prepare material which will be helpful at the zero level of language instruction, to prepare material based on functional English, to find out the effectiveness of material based on functional English at initial level. The major findings of the study were learning about language learning through using language, use tasks that encourage learning by doing, the instability of the learning process, relating learning task to their own lives, seeing progress for their efforts.

Dake (2006) conducted a study on *“Developing a strategy for improving English language Comprehension of the B.Ed students of M.S.University”* in his M.Ed dissertation at M.S University. The objectives of the study were as follow: to develop an instruction strategy for improving the English language comprehension of the B.Ed students of the M.S.U., to find out the effectiveness of the instructional strategy prepared, to study the reaction of the students towards the instructional strategy prepared for improving their English language comprehension, the post test scores were significantly higher than the post-test scores, the students should favorable reaction to the course.

Sharma, Y. (2006) conducted a research on *“Preparation and Tryout of Materials for Teaching functional English at the undergraduate Level”* in his M.Ed dissertation at S.P. University. The main objectives of this study were to assess the relevance and scope of the vocational Functional English Course at the undergraduate level in India and Gujarat, to assess the needs of functional English through the questionnaire given to learners and teachers of the FE course and ELT specialists, to prepare the materials for teaching different functions, to materials in the F.A. Class, to

suggest different techniques for using the innovative materials in the classroom, to conduct the pre-test and post test and to suggest modification in the teaching of the FE course, if necessary. This study has used more than one research procedures i.e. 'Experimental design'.

The sample of the study consisted of thirty students of SPT Arts and Science College, Godhra. The tools used in the study were three questionnaires, pre-test and post-test. The tools used to analyze data were Mean, SD and t-test. The major finding of the study was that the students perceive that it is helpful in developing skills needed for self-employment while teacher view it as a remedial course by stressing more on improvement in students English. FE as one of the main subject will definitely bring changes in the classroom activity, provided topic of their interest is used for preparing materials for FE course. The present study shows that 'From Filling Job Application, Letter writing, Discussion, Interviewing and Writing and Reporting' are considered being important forms of communication. The present study reveals that the package of innovative materials has immensely helped the learners in enhancing their communicative competence. The tasks designed are successful in producing authentic communicative situation inside the classroom.

Jadav, K (2009) conducted a research on *"Development and try out an activity package to enhance fluency in English language at higher secondary level"*. in his M.Ed dissertation at S.P. University. The objectives of the study were: to prepare a set of activity package, to apply activities with a view to improve the student's fluency, to find out the effectiveness of activities in enhancing fluency in English language. The population of the study consists of all the class XI- Arts student of Anand city, who are studying English subject in Gujarati medium school of Anand city following the Gujarat Secondary Education Board 2008-09. The design of the study was a pre-experiment design: single group pre-test intervention post-test design. The sample of the study contains thirty students for the purpose of the study. The tools in the pre-test, the researcher recorded the speech of the thirty students. Students were allowed to speak on a topic of their choice for two minutes.

The fluency measurement tool was used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. After giving interventions through activities again the researcher recorded speech of all the thirty students were allowed

to speak on a topic of their choice for two minutes. The fluency measurement tool was again used to assess pronunciation, vocabulary, grammatical mistakes variety of ideas. The major findings of the research were: the activity package developed for the present study was found to be effective in enhancing fluency in English language. It was safely inferred from the analysis that the treatment through the activity has been found very effective.

Patel, J. (2013) conducted a research on *“Effectiveness of Language Games to Enhance Spoken Competence of ESL of Class VIII Students”* in his M.Ed Dissertation at S. P.University. the objective of the study were to design language games to enhance language competence, to prepare and implement lesson plan based on language game, to evaluate the effectiveness of the language games by comparing the mean scores of the pre test and post test of the students and to study the feedback of the students towards learning through language games. The sample comprised of 35 students of class VIII students of Shree Shiva Primary School (Mandvi-Kutch) .

The research is one group pre-test and post-test and post-test experimental design. The research is both quantitative and qualitative. The tolls used in research were pre-test and post-test and feedback from. The tools used in analysis data were MEAN, S.D., SEM and t-test. The major findings were that the students can learn better through the language games and their spoken competence improved. The language games were interesting, challenging and joyful, which made class more effective and interactive. The language games had helped to develop confidence level.

2.4 ESP Program

Yi- Husan, G. (2012) conducted study entitled *“A case study of an ESP program for Vocational high school students of Tourism”*. The researcher questions for the study were what effect did this ESP program have on the participates’ oral interpretation competence and their overall learning of ESP? What effect did this ESP program have on the participates’ overall English proficiency? Major finding of the study were the positive responses on the questionnaires reveal the overall effectiveness of the program in their learning of ESP, effect on oral interpretation competence, the ESP program on the participates English proficiencies on their perceived improvement in four skills and their overall English learning.

17. Yadav, K. (2014) conducted a research on *“Development of An ESP program for Pre-service teacher”*. In this M.Ed dissertation at S. P.University. The objectives of the study were to identify the present research study was undertaken with the following objectives view. The research method for the present research the researcher has used the experimental method. Sample and sampling procedure in this study the researcher had comprised “Shree I.J Patel College of education.” Affiliated to Sardar Patel University. Selection of the college was done though convenient sampling technique and selection of the per-service students were voluntary. The tools used for researcher employed following tools for data collection, Tools for data analysis. They were analyzed using t-test. It was found that all the sessions helped pre-service teachers to develop English language competence. The researchers has provide so no suggestions based on her experience gained during this study.

2.5 Conclusion

In this Chapter the researcher has presented reviews of various research studies. These reviews provided the researcher a clear view about the methodology used by the researchers in past.

This chapter is followed by the next chapter Methodology of Research or Plan and Procedure.

Chapter- 3

Research Methodology

3.1 Introduction

This chapter deals with the plan of the study and procedure adopted by the researcher for the research on hand. This chapter gives a clear understanding about the plan and procedure followed by the researcher for carrying out the study and all the aspects of the methodology adopted by the researcher. Plan and procedure provide the direction at every moment to the researcher and the proper completion of the study.

3.2 Research method

For the present research the researcher used the experimental method as the researcher implemented an ESP program and checked its effectiveness.

3.3 Research Design

For the present study the researcher used single group Pre-test and Post-test design.

E O₁ X O₂

E - Experimental group

O₁ - Pre-test

X - Treatment

O₂ – Post test

3.4 Population

The population of this study comprised of all the pre-service teachers of Gujarati Medium B.Ed Colleges affiliated to the Sardar Patel University for academic year 2014-15.

3.5 Sampling and Sampling Procedure

In this study the sample comprised of pre-service teachers of ‘Shree P.K. Inamdar College of Education’ affiliated to Sardar Patel University. Selection of the college was done through convenient sampling technique.

30 students were selected as the sample for the present study.

3.6 Construction of tools

Tools enable the researcher to interact with the subjects and get their responses. In the present study the researcher used pre-test, post-test and reaction scale to get the result. The table below clearly elicits the purpose of the tools and its significance.

Sr. No	Tool	Purpose
1	Achievement Test: i) Pre-test ii) Post-test	To know the students language competence. To check the effectiveness of ESP program to develop language competence.
2	Reaction scale	To get the reaction from the pre service towards the program.

Tools for Data Collection as well as for Data Analysis and Interpretation

The researcher employed following tools for the study.

Tools for Data Collection

- Achievement test
Pre-test
Post test
- Reaction scale

Construction of the Tools

Preparation of Pre-test

To know the level of the per-service students a pre-test was prepared keeping mind the common needs of pre-service teachers. And then it was administered on the pre-service teachers.

Preparation of Post test

Keeping in mind the ESP course practiced by Pre-service teachers a post-test was prepared to know the effect of the course the experimental group.

Preparation of Reaction Scale

The researcher prepared the reaction scale to get the students reaction scale about the program. The researcher wanted to check the effectiveness of the program and how did the program help the students to develop their ESP Program. Researcher has taken 30 students and asked the answer in 5 point scale. The purpose of the reaction scale was to know whether the students found teaching through program interesting and motivating.

3.7 Preparation of an ESP course

The researcher has completed her B.Ed and is well aware of the language needs of a teacher. A teacher has to ask questions, give instruction, write report and notice.

The researcher did need analysis. The researcher talked with many school teachers informally and came to know of their difficulty in using English in the classroom.

3.8 Preparation of Modules

The researcher tested the status of ESP program among the students through pre-test. Pre-test was based on the competence required according to the ESP program. Then the researcher worked out for ten sessions (45 minutes each). The tasks selected for the program were pre-service teacher centered, participatory in nature, activity based and process oriented. These modules were prepared after consultation with the experts.

Keeping in mind the needs of pre-service teachers the researchers had prepared an ESP course which includes following content.

No	Content	Methodology
1	Pre-test	
2	Simple Present Tense	Demonstration, discussion, activity
	Present Continuous Tense	Demonstration, Discussion, activity
3	Simple Past Tense	Demonstration, Discussion, activity
	Past Continuous Tense	Demonstration, Discussion, activity
4	Classroom instruction	Group work
5	Examination hall instruction	Group work
6	Application writing	Demonstration, group work
7	Report writing	Demonstration, Discussion, activity
8	Notice writing	Demonstration, Discussion, activity

9	Post-test	
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After the preparation of the researcher had it validated from some experts. Then it was modified as per the suggestions of the experts of the finally it was implemented on the 30 pre-service teachers of Shree P.K. Inamdar College of Education from 9/12/2014 to 14/12 2014. The Experts helped the researcher to also decide some components of the course. Even the experts have also helped the researcher to decide the structure of the course, to decide the methodology for the different component of the course.

Session Wise Conduct of the Study

The major activities had been done in small groups.

Session 1

On the very first day the researcher administered the pre-test in order to measure the knowledge of English of the pre-service teachers' in content of prepared program.

Session 2

On the second day the researcher worked on tenses with the pre service teachers and helped them through demonstration, discussion, activities.

Session 3

On the third day the researcher worked on tenses with the pre service teachers and helped them through demonstration, discussion, activities.

Session 4

On the fourth day researcher discussed different instructions used in school. The methods like group work were employed for instruction.

Session 5

On the fifth day researcher discussed different instructions used in examination hall. The methods like group work were employed for instructions.

Session 6

On the six day the researcher worked on application writing with the pre-service teachers and helped them through demonstration and group work.

Session 7

On the seven day the researcher worked on report writing with the pre-service teachers and helped them through demonstration, discussion, activity.

Session 8

On the eight day the researcher worked on notice writing with the per-service teachers and helped them through demonstration, discussion, activity.

Session 9

On the ninth day a post- test was administered in order to know the effectiveness of the ESP program. The researcher also collected reaction scale of the pre-service students.

3.9 Data analysis technique

t- test was used to compare the mean achievement score of pre-test and post- test.

This is experimental study researcher analyzed the data by using t-test. Reaction scale was analyzed by using χ^2 . Thus the researcher used quantitative data analysis techniques.

3.10 Conclusion

Thus, this chapter gives detailed information about the research design, population, sample, construction of tools, ESP program, need analysis, validation of program, session wise conduction of the program and techniques to analyze the data.

The next chapter in this dissertation is about the analysis and Interpretation of Data.

Chapter IV

Data Analysis and interpretation

4.1 Introduction

Once the data are collected and organized, the next step in a research process is the analysis and interpretation of the same in order to get a meaningful picture out of the raw information collected.

Analysis of data involves the breaking down of complex factors into simple parts and combining the parts in a new arrangement for the purpose of interpretation. Data are then studied from as many angles as possible to find nearer facts. Analysis requires an alert; flexible and open minded approach. Simple as well as complex statistical techniques generally form the basis of analysis in research work.

Interpretation of data is the process by which the analyzed data are given meaning and significance. Further whether or not answer to original problem is obtained. Careful and critical thinking is essential to safeguard against misinterpretation. In the present study, the researcher, tabulated and analyzed the data. The analysis of the data was carried out with the help of statistical treatment. Then keeping in view, the objectives of the study, the findings, have been meaningfully interpreted.

In the present study the researcher had first administered the pre-test in order to know the level of English of pre-service teachers then the researcher had worked for eight days with the program. Scores of pre-test and post test were compared to know the effect of the program. Scores of pre-test and post-test are recorded even mean was found and then at last phase the mean of both the test compared to know the effect of the ESP course.

4.2 Data Analysis of Pre-test & Post-test

Pre-Test:

The main objective of study was to test effectiveness of an ESP program to develop language for pre-service teachers. For this the researcher checked the competence of the pre-service teachers through pre-test.

Post-Test:

After teaching the students through a program for six days the researcher again conducted the Post-test.

Tables

Table No: 4.1 RESULT OF EXPERIMENT

Experimental Group	Mean	S.D	SEM	r	't' Value(cal)	df	't' value(0.01)
Pre-test	11.27	3.04	0.30	0.73	20.16	29	2.462
Post-test	18.73	2.47	0.20				

**Significant at 0.01 level*

$$'t' (cal)20.16 > 't'(0.01)2.462$$

Interpretation

As the table indicates the value of mean of the pre-test was 11.27 and post-test was 18.73, S.D. of pre-test was 3.04 S.D. of post-test was 2.47 the t value was 20.16. the table value of t at 29 degree of freedom is 2.462 at 0.01 of significance. Thus calculated t is more than table value of 't'. This t value is found significant at 0.01 level. It means the null hypothesis formed by the researcher "There will be no significant difference between the mean scores of pre-test and post-test of the effectiveness of an ESP program to develop language competence for pre-service teacher students" is rejected . It means teaching of ESP program through helped in developing ESP program to develop language for pre-service teachers.

4.3 Reaction Scale

The researcher took per-test and post-test to check the effectiveness of an ESP program to develop language competence of pre-service teachers. Value of **t-test** was also calculated on the basis. In order to triangulate the data, the researcher also took reaction from the pre-service teachers. The researcher wanted to know about pre-service teacher's reaction preparation about the ESP program, ESP program and whether they found the teaching fun and motivating.

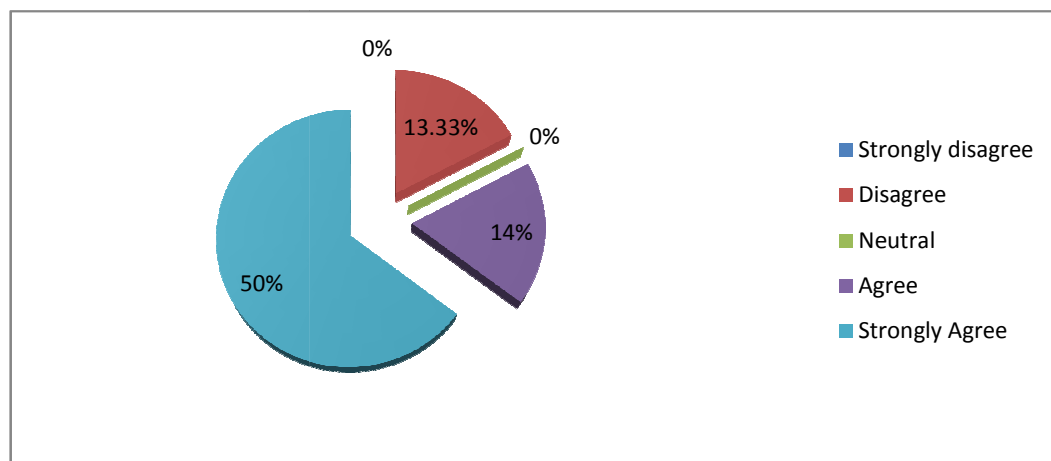
Data analysis and interpretation of reaction scale

Statement: 1 The task given by the teacher during the session developed my confidence level

Analysis of responses of pre-service teachers on STATEMENT-1

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
Fo	0	1(13.33%)	0	14 (46.66%)	15 (50%)	13.27 0.01
fe	6	6	6	6	6	

Chart -1 The task given by the teacher during the session developed my confidence level



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

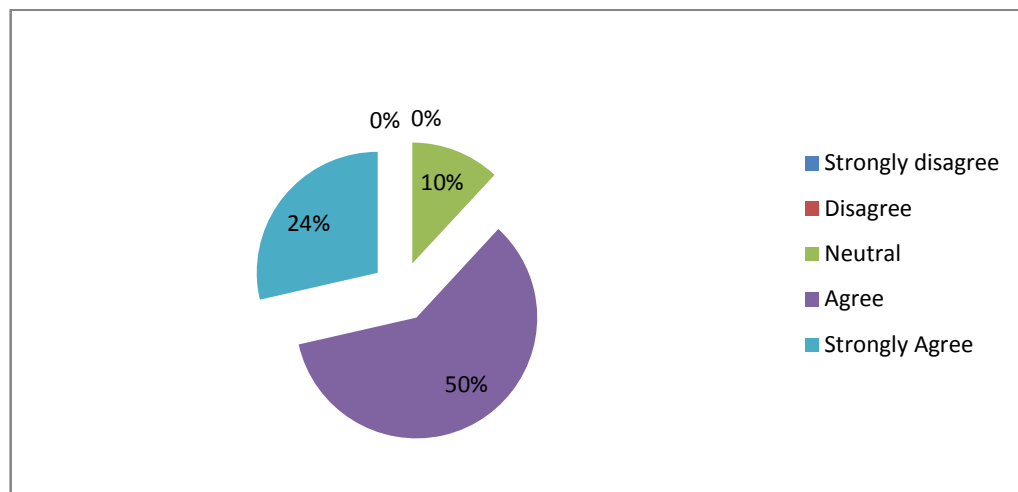
Therefore, there is significant difference in expected and observed frequencies. A large majority of respondents 50% strongly agree that the task given by the teacher during the session developed their confidence level, whereas 46.66% respondents agree, and 13.33% respondents disagree.

Statement:2 The class was interesting.

Analysis of responses of pre-service teachers on STATEMENT-2

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	0	3(10%)	15 (50%)	12 (24%)	13.27 0.01
fe	6	6	6	6	6	

Chart :2 The Class was interesting



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

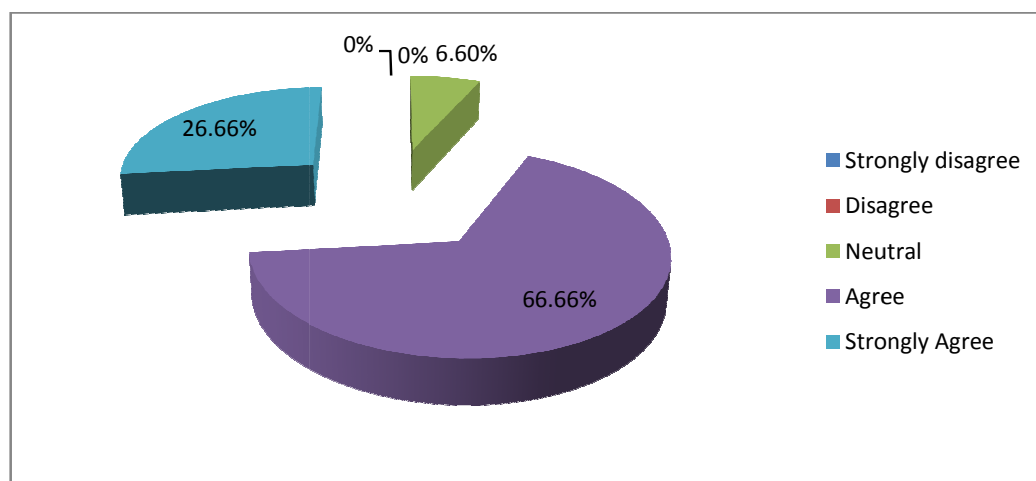
Therefore, there is significant difference in expected and observed frequencies. A large majority of respondents 50% found the class was interesting. Whereas 24% respondents strongly agreed and 10% respondents were neutral.

Statement: 3 Learning of English language became easy through different class

Analysis of responses of pre-service teachers on STATEMENT-3

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	0	2(6.6%)	20 (66.66%)	8(26.66%)	13.27 0.01
fe	6	6	6	6	6	

Chart 3 learning of English language became easy through different class



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, here is significant difference in expected and observed frequencies.

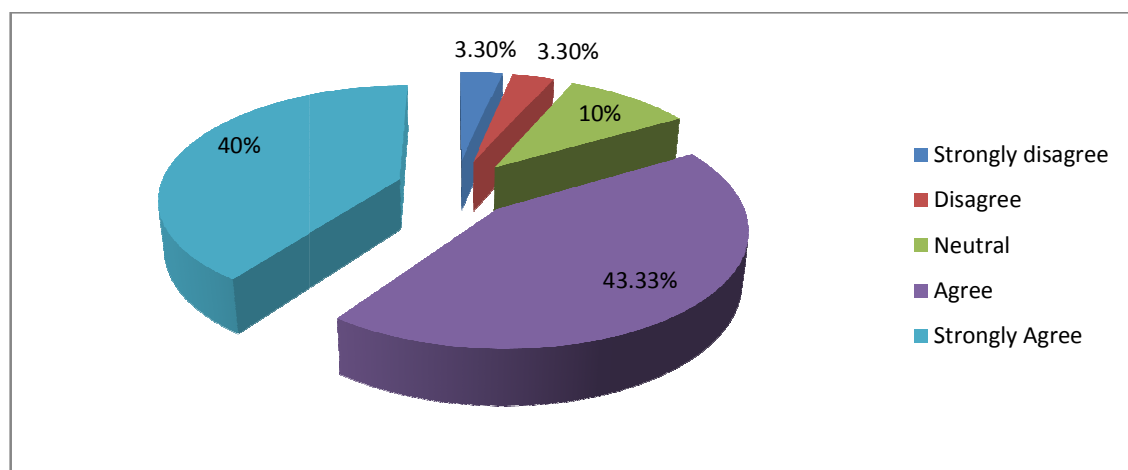
A large majority of respondents 66.66% found learning of English language become easy after attending this programme. 26.66% were strongly agreed, when whereas 6.6% found it neutral.

Statement: 4 All the tasks given by the teacher developed my listening and speaking skill

Analysis of responses of pre-service teachers on STATEMENT-4

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	1(3.3%)	1(3.3%)	3(10%)	13(43.33%)	12(40%)	13.27
fe	6	6	6	6	6	0.01

Chart 4 All the tasks given by the teacher developed my listening and speaking skill



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

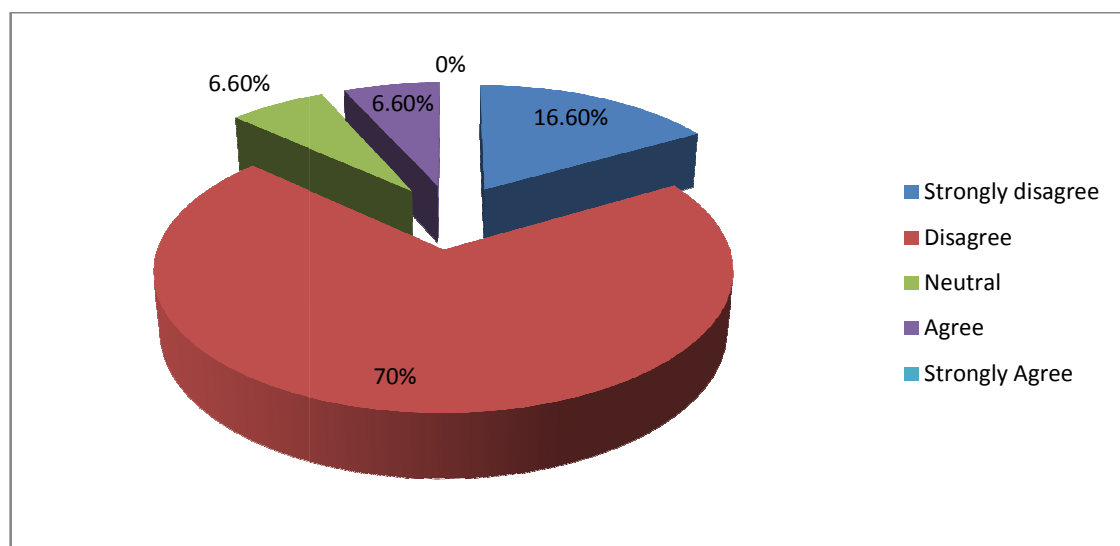
A large majority of respondents 43.33% found the task given by the teacher developed their listening and speaking skills, 40% strongly agreed, whereas 10% were neutral.

Statement: 5 I liked the tasks given by the teacher.

Analysis of responses of pre-service teachers on STATEMENT-5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	5(16.6%)	21(70%)	2(6.6%)	2(6.6%)	0	13.27
fe	6	6	6	6	6	0.01

Chart 5 I liked the tasks given by the teacher



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

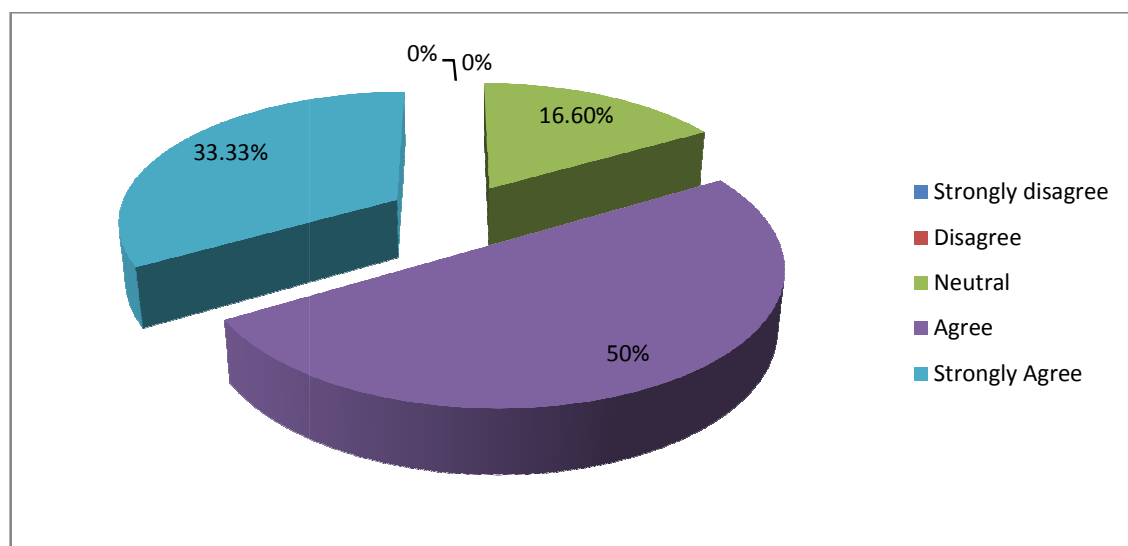
A large majority of respondents 70% found they did not like the task given by the teacher, 16.6% strongly disagreed.

Statement: 6 The task given by the teacher were appropriate

Analysis of responses of pre-service teachers on STATEMENT-6

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	0	5(16.6%)	15(50%)	10(33.33%)	13.27
fe	6	6	6	6	6	0.01

Chart 6 The task given by the teacher were appropriate



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

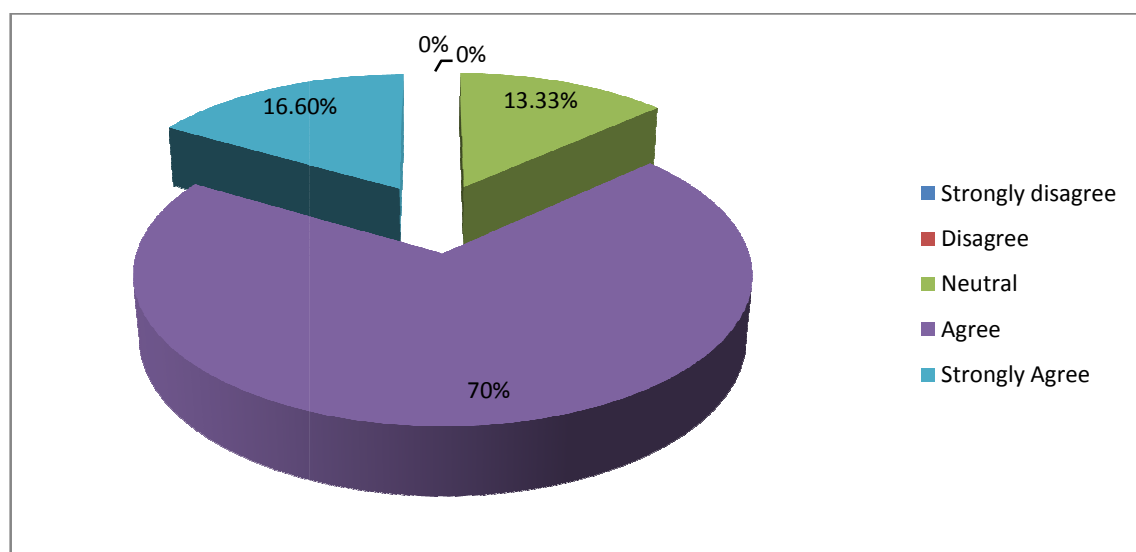
A large majority of respondents 50% found the task given by the teacher were appropriate. 33.33% strongly agreed, whereas 16.60% found it neutral.

Statement: 7 The picture used for the tasks were appropriate and interesting

Analysis of responses of pre-service teachers on STATEMENT-7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	0	4(13.33%)	21(70%)	5(16.6%)	13.27
fe	6	6	6	6	6	0.01

Chart 7 The pictures used for the tasks were appropriate and interesting.



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

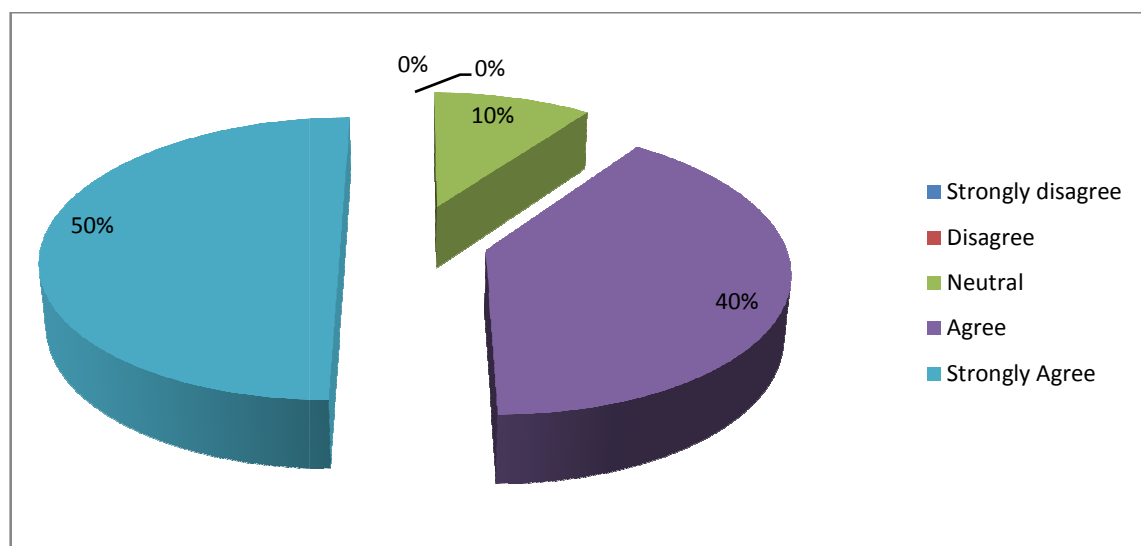
A large majority of respondents 70% found the picture used for the tasks were appropriate and interesting. 16.60% strongly agreed, whereas 13.33% were neutral.

Statement: 8 I enjoyed all the activities given by the teachers.

Analysis of responses of pre-service teachers on STATEMENT-8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	0	3(10%)	12(40%)	15(50%)	13.27
fe	6	6	6	6	6	0.01

Chart 8 I enjoyed all the activities given by the teachers.



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

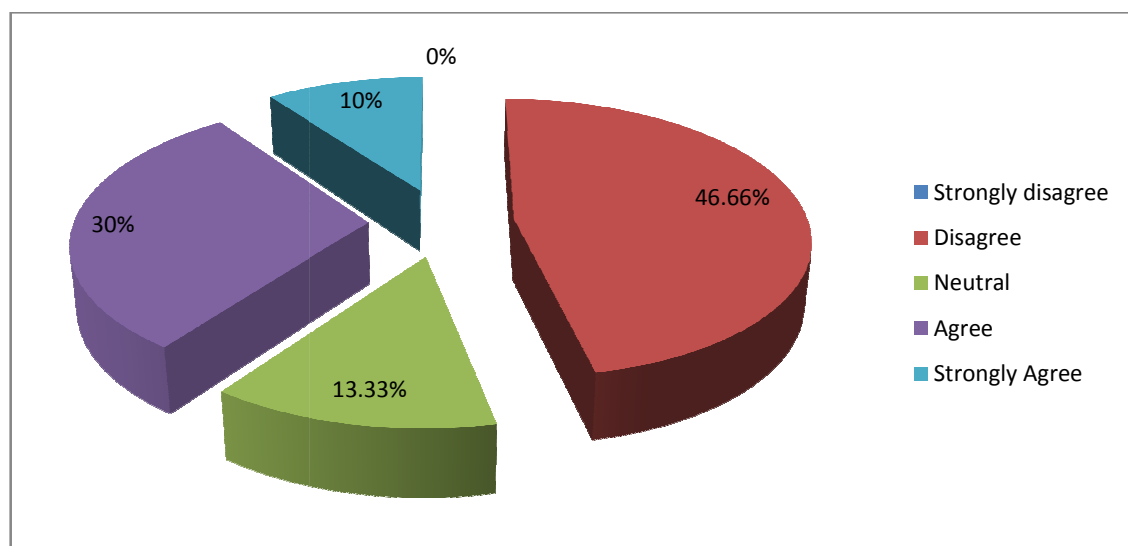
A large majority of respondents 50% found that they enjoyed all the activities given by the teacher. 40% agreed, whereas 10% were neutral.

Statement: 9 I don't think all the tasks were useful to improve the speaking and writing skill

Analysis of responses of pre-service teachers on STATEMENT-9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	14(46.66%)	4(13.33%)	9(30%)	3(10%)	13.27
fe	6	6	6	6	6	0.01

Chart 9 I don't think that all the tasks were useful to improve the speaking and writing skill



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

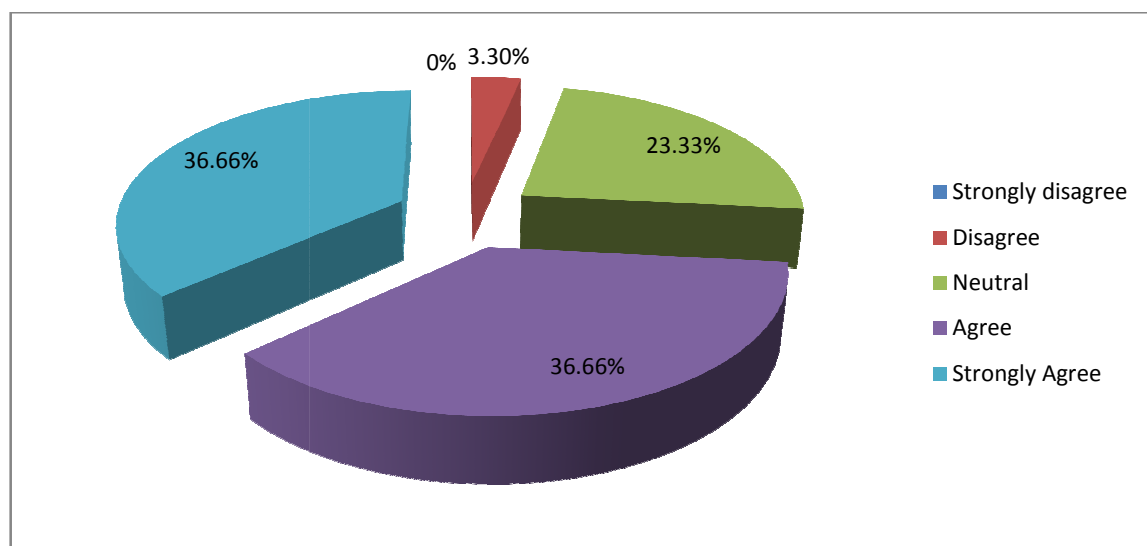
A large majority of respondents 46,66% found that they did not think that all the tasks were useful to improve the speaking and writing skill, 30% agreed, whereas 13.33% were neutral.

Statement: 10 Tasks of giving instruction helped me

Analysis of responses of pre-service teachers on STATEMENT-10

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	1(3.3%)	7(23.33%)	11(36.66%)	11(36.66%)	13.27
fe	6	6	6	6	6	0.01

Chart 10 Tasks of giving instruction helped me



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

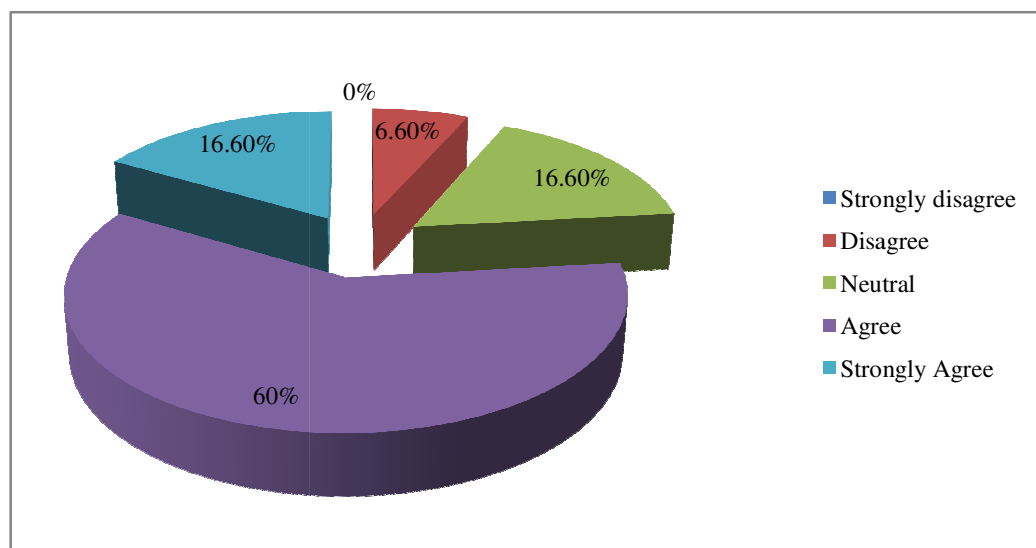
A large majority of respondents 36.66% found that task of giving instructions helped them. 23.33% were neutral.

Statement: 11 I learnt to speak correctly

Analysis of responses of pre-service teachers on STATEMENT-11

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	2(6.6%)	5(16.6%)	18(60%)	5(16.6%)	13.27
fe	6	6	6	6	6	0.01

Chart 11 I learnt to speak correctly



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

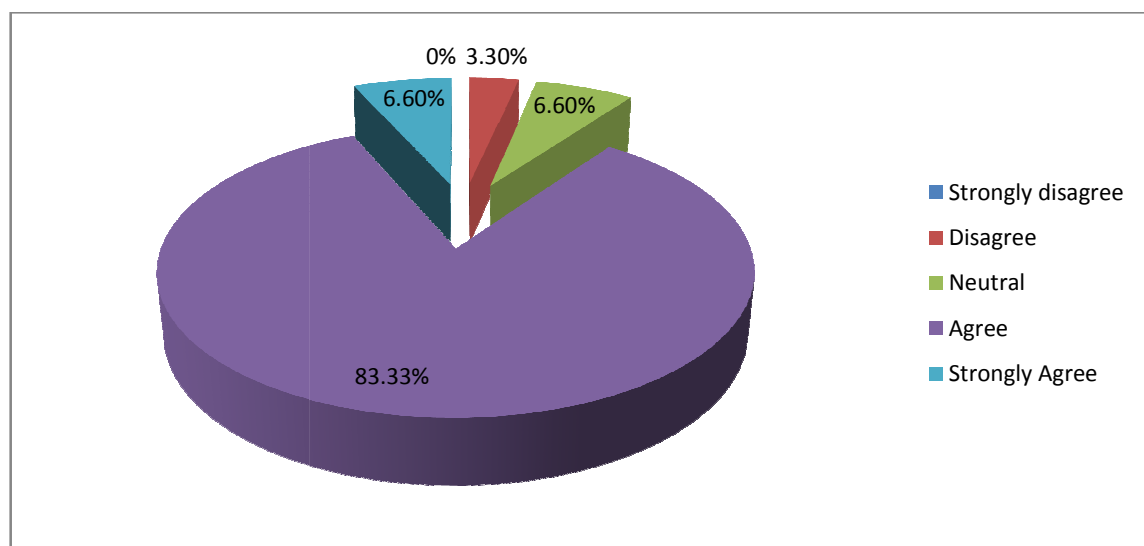
A large majority of respondents 60% found they learnt to speak correctly. 16.6% were neutral, whereas 6.6% were disagreed.

Statement: 12 The session and guidance by the teacher helped me to improve my formal letter writing

Analysis of responses of pre-service teachers on STATEMENT-12

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	1(3.3%)	2(6.6%)	25(83.33%)	2(6.6%)	13.27
fe	6	6	6	6	6	0.01

Chart 12 The session and guidance by the teacher helped me to improve my formal letter writing



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

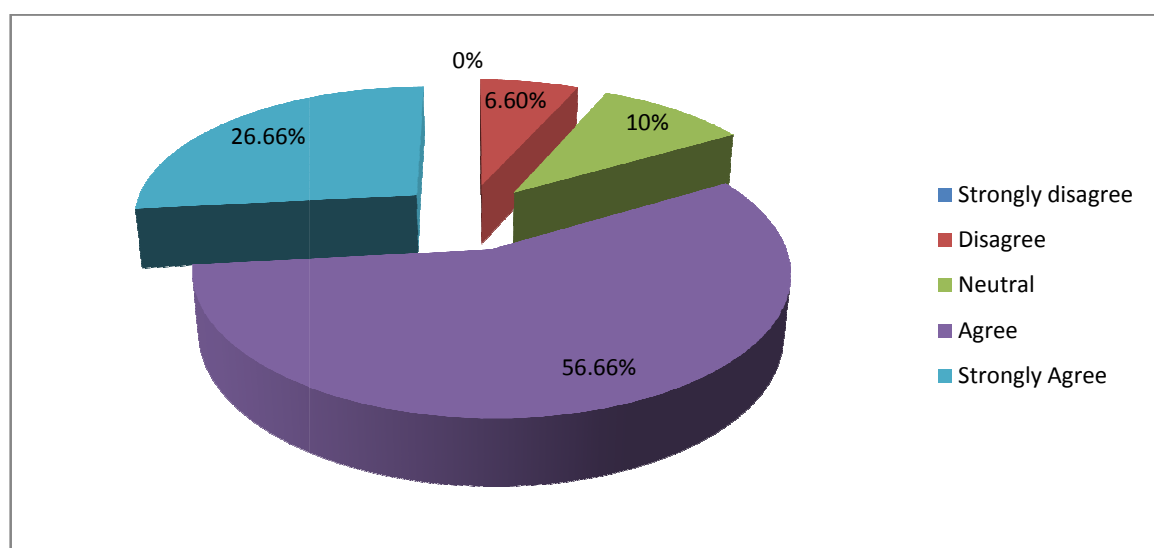
A large majority of respondents 83.33% found the session and guidance by the teacher helped them to improve their formal letter writing. 6.6% were neutral, whereas 3.3% disagreed.

Statement: 13 I can now frame appropriate and correct sentences in English

Analysis of responses of pre-service teachers on STATEMENT-13

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	0	2(6.6%)	3(10%)	17(56.66%)	8(26.66%)	13.27
fe	6	6	6	6	6	0.01

Chart 13 I can now frame appropriate and correct sentences in English



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

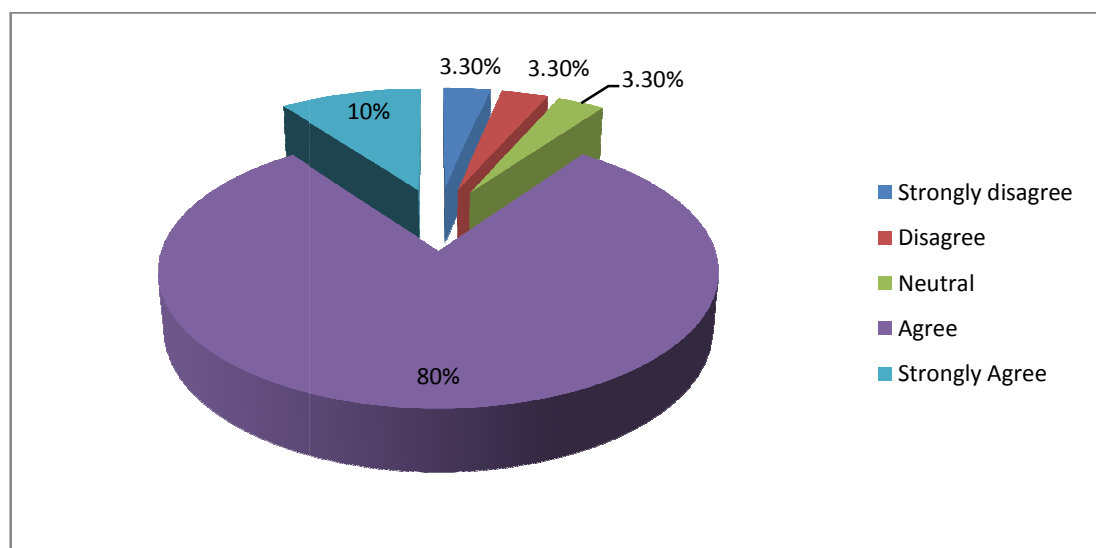
A large majority of respondents 56.66% found that they can now frame appropriate and correct sentence in English, 26.66% strongly agreed. Whereas 10% were neutral.

Statement: 14 During the tasks I was able to understand the writing of the report

Analysis of responses of pre-service teachers on STATEMENT-14

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	χ^2 And level of Significance
fo	1(3.3%)	1(3.3%)	1(3.3%)	24(80%)	3(10%)	13.27
fe	6	6	6	6	6	0.01

Chart 14 During the tasks I was able to understand the writing of the report



At 0.01 significance level, the table value at χ^2 against 4 degree of freedom is 13.27. Here calculated value of χ^2 is greater than table value of χ^2 so, the null hypothesis is rejected.

Therefore, there is significant difference in expected and observed frequencies.

A large majority of respondents 80% found that during the tasks they were able to understand the writing of the report, whereas 10% were strongly agreed.

4.4 Conclusion

Thus, this chapter gives the detailed analysis of per-test and post-test, it also presents the reaction scale of the pre-service teachers about program and also difficulties faced by the researcher during the program. Through the discussion it is clear that such a kind of program can be helpful for improvement of language competence of pre-service teachers.

The next chapter in this dissertation is about the Findings, Implications and Conclusion.

Chapter V

Findings, Implications and Conclusion

5.1 Introduction

The researcher conducted a study on development of ESP program for pre-service teachers to enhance their competence in English. The statistical as well as descriptive analyses have conformed in the previous chapter the positive outcome of the experiment. This positive outcome encourages the researcher to make generalization regarding ESP program used in the present work. This chapter includes the major findings of the researcher and their educational implications. A few areas of study have been suggested for further research.

English for Specific Purposes

Earlier the English language was learnt for pleasure sake and for learning the language for itself but later on the learners started learning the language in order to fulfill their needs and wants. The learners of English found learning general English to be of no immediate utility and a waste of their recourses. Hence, they started focusing on their needs and wants, specific to their targets, which their work situations demanded. This kind of utilitarian approach of learning English resulted orienting learners to learn the language in definite purposes. Thus, the need for learning English for specific purposes (ESP) was felt more strongly and widely than ever.

According to Stevens (1987) courses are those in which the aims and the content are determine principally or wholly, not by criteria of general Education (As when English is foreign language subject in a school) but by functional and practical English language requirements of the learners.

Robinson's (1991: 3) definition of ESP is based on two **criteria**: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of **characteristics** which explain that ESP courses are generally constrained by a *limited time period* in which their objectives have to be achieved and are taught

to *adults* in *homogenous classes* in terms of the work or specialist studies that the students are involved in.

5.2 Statement of the Problem

Effectiveness of an ESP program to develop language competence of pre-service teachers of Gujarati medium colleges

5.3 Hypotheses

For the research the researcher selected the null hypothesis

H_{01} : There will be no significant different between the mean achievement scores of pre-test and pos-test of the pre-service teachers' competence in English

H_{02} : There will be no significant difference between the expected frequency and observed frequency language in the reaction of pre-service teachers in reaction scale

5.4 Research Type and design

This is an Experimental research. Single group pre-test and post-test research design was used for this research.

5.5 Population

Pre-service teachers of B.Ed Gujarati medium Colleges of S.P. University.

5.6 Sample

Pre-service teachers of of P. K. Inamdar B.ED College of the academic year 2014-15.

5.7 Tools

Tools used by the researcher are:

1. Achievement test:
 - Pre-test
 - Post-test
2. Reaction scale

5.8 Findings

- The t value calculated is more than table value of t at 0.01 level. It means the program was successful and developed language competence of pre-service teachers of Gujarati medium college.
- In order to triangulate the data, the researcher also took the reaction of pre-service teachers of Gujarati medium colleges which provided the following result.
- Most of the pre-service teachers strongly agreed that tasks given by the researcher developed their confidence level.
- Most of the pre-service teachers agreed that class was interesting.
- Most of the pre-service teachers found learning of English language became easy after attending this program.
- Most of the pre-service teachers agreed that all the tasks given by the teacher developed their listening and speaking skills.
- Most of the pre-service teachers agreed that they liked the tasks given by the researcher.
- Most of the pre-service teachers agreed that the tasks given by the researcher were appropriate.
- Most of the pre-service teachers agreed that the pictures used for the tasks were appropriate and interesting.
- Most of the pre-services teachers strongly agreed that they enjoyed all the activities given by the researcher.
- Most of the pre-service teachers strongly agreed that the tasks of giving instructions helped them.
- Most of the pre-service teachers agreed that they learnt to speak correctly.
- Most of the pre-service teachers agreed that session and guidance by the researcher helped them to improve the formal letter writing.
- Most of the pre-service teachers agreed that they can now frame appropriate and correct sentence in English.
- Most of the pre-service teachers agreed that during the tasks they were able to learn the writing of the report.

5.9 Educational Implications

The success of the study proves that there is a need of change in existing teacher education system. The study proves that there is need to include such kind of course in the system so that pre-service teachers can improve their English language competence and in this way they can help their own students in future.

5.10 Suggestions for Pre-service teachers

Teachers need to be confident and fluent in their language. But they cannot devote much time to learn general English. When they learn through such a kind of program it would help them to communicate in their field at different levels. This ESP program is very useful in developing language competence.

Suggestions for Teachers of English

Similar to pre-service teachers this program can also help the teachers who are already in jobs. It can give them insights to teach their students using innovative methods rather than using simple chalk- talk method. If they can be trained using such kind of program they can also prepare program for their students by analyzing their needs so students also can use English language confidently.

5.11 Suggestions for Future Studies

Apart from Educational setup research can be done in different field like marketing, IT, Sales etc.

Preparation and try out of an ESP program for Sales development.

Preparation and try out of an ESP program for doctors.

Preparation and try out of an ESP program for receptionist at Hotel.

Preparation and try out of an ESP program for engineering students.

Preparation and try out of an ESP program for Science students.

Preparation and try out of an ESP program for Agriculture students.

Preparation and try out of an ESP program for Commerce students.

Preparation and try out of an ESP program for Home Science students.

5.12 Conclusion

The researcher developed an ESP program to develop language competence of pre-service teachers of Gujarati medium college. In this program the researcher made the pre-service teachers practice notice writing, report writing, and application writing. The pre-service teachers liked the program as they learnt useful components which will help them. Thus this ESP program was found useful and effective by pre-service teachers. Teachers of other colleges should provide such type of program to pre-service teachers.

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APPENDIX – I

Pre-test

P.K. Inamdar College

Name of Pre-Service teacher: _____

Method: _____

Date: _____

Roll No: _____

Duration: 35 minutes

Total marks: 30

Note: All the Questions are compulsory.

Each Question carries five marks.

- 1. You are Secretary of the school. The school is going to organize a blood donation camp. Write a notice and ask the volunteers to donate their blood to help the needy persons. (About 60 words) (6)**

This image shows a full page of primary-ruled paper. It features ten sets of horizontal lines, each set consisting of three parallel lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated down the entire page, providing a template for handwriting practice. The margins are consistent on all sides.

- 2. You are the culture of the college. Prepare a speech which you will deliver on the Independence Day. (About 60 words) (6)**

[illegible]

3. Write six instructions to be given by the teacher in the class. (One mark for each) (6)

[illegible]

- 4. Why should we study English Language? Write in 60 words. (6)**

5. Read the following telephonic conversation and prepare a message for Rutvi in about 30 words: (5)

Vinodbhai: Hello! Can I talk to Rutvi?

Ragini: Sorry. Rutvi has gone out to attend a meeting in her eco-club. She may come at 5 p.m. Any message for her?

Vinodbhai: I'm her principal. Please tell her that our school has arranged a music competition and she has been selected for it. Tell her to be present for the practice session tomorrow.

Ans.-----

APPENDIX -II

Post-Test

P. K. Inamdar College

Name of Pre-service teacher: _____

Method: _____

Date: _____

Roll No: _____

Duration: 35 minutes

Total marks: 30

Note: All the Questions are compulsory.

Each Question carries five marks.

- 1. Write five instructions to be given examination hall. (6)**

- 2. Write a Report of parents meeting organized at the school. (About 60 words) (6)**

3. Prepare a notice containing all the information and guidelines and regarding the board exam. (About 60 words) (6)

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4. Here is a conversation between Mr. Dave and Mrs. Dave. Some conversation is missing complete the dialogue: (6)

Mr. Dave: _____

Mrs. Dave: A quarter to nine.

Mr. Dave: _____

Mrs. Dave: About three kilometers.

Mr. Dave: _____

Mrs. Dave: I hope so.

Mr. Dave: _____

Mrs. Dave: Yes, but it will be heavier soon.

Mr. Dave: _____

Mrs. Dave: Because today is Saturday.

Mr. Dave: _____

5. Prepare Two Slogans each for the given topics. (6)

❖ Women Empowerment

❖ Clean India

❖ **Literate India**

APPENDIX - III

Reaction Scale

Name of the Pre-Service teacher:

Name of the College:

Date:

Instruction:

- Read the following Statement carefully and tick mark in the appropriate box.

Sr. no	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The tasks given by the teacher during the session developed my confidence level					
2	The class was interesting					
3	Learning of English language became easy through different class					
4	All the tasks given by the teacher developed my listening and speaking skill					
5	I liked the tasks given by the teacher					
6	The tasks given by the teacher were appropriate					
7	The pictures used for					

	the tasks were appropriate and interesting					
8	I enjoyed all the activities given by the teacher					
9	I think that all the tasks were useful to improve the speaking and writing skill					
10	Tasks of giving instructions helped me					
11	I learnt to speak correctly					
12	The session and guidance by the teacher helped me to improve my formal letter writing					
13	I can now frame appropriate and correct sentence in English					
14	During the tasks I was able to understand the writing of the report					

