

**IMPROVING L2 PROFICIENCY, CLASSROOM ENGLISH,
AND AWARENESS LEVELS (L2 SELF-EFFICACY,
TEACHING EFFICACY, LEARNING STRATEGIES) OF
FIRST-YEAR PRE-SERVICE TEACHERS UNDER
KAKATIYA UNIVERSITY USING TBLT**

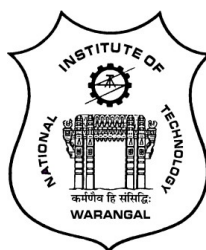
Submitted in partial fulfilment of requirement
for the award of the degree of

Doctor of Philosophy

By
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**DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
NATIONAL INSTITUTE OF TECHNOLOGY
WARANGAL, TELANGANA, INDIA – 506004
NOVEMBER -2023**

Dedicated to

My family

B.V. Sri Rama Murthy, B V Ratna Prabha

B Vamsi Krishna, B Durga Hari Kiran, B Ramya Devi

My Guides and Mentors

Dr Madhavi Kesari

Dr P Madhumathi

Dr Raja Kumar Guduru

and

to my protectors

Almighty and Nature

APPROVAL SHEET

This Thesis entitled “**IMPROVING L2 PROFICIENCY, CLASSROOM ENGLISH, AND AWARENESS LEVELS (L2 SELF-EFFICACY, TEACHING EFFICACY, LEARNING STRATEGIES) OF FIRST-YEAR PRE-SERVICE TEACHERS UNDER KAKATIYA UNIVERSITY USING TBLT**” by Lalitha Devi B, Roll No: **701975** is approved for the degree of Doctor of Philosophy

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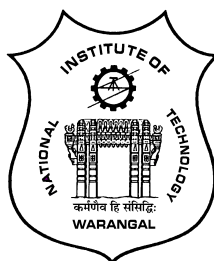
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CERTIFICATE

This is to certify that the dissertation work entitled “**IMPROVING L2 PROFICIENCY, CLASSROOM ENGLISH, AND AWARENESS LEVELS (L2 SELF-EFFICACY, TEACHING EFFICACY, LEARNING STRATEGIES) OF FIRST-YEAR PRE-SERVICE TEACHERS UNDER KAKATIYA UNIVERSITY USING TBLT**”, which is being submitted by **Ms. Lalitha Devi B** (Roll No: 701975), is a bonafide work submitted to National Institute of Technology, Warangal in partial fulfilment of the requirement for the award of the degree of **Doctor of Philosophy** in Humanities and Social Sciences. To the best of our knowledge, the work incorporated in this thesis has not been submitted elsewhere for the award of any degree.

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DECLARATION

This is to certify that the work presented in the thesis entitled “**IMPROVING L2 PROFICIENCY, CLASSROOM ENGLISH, AND AWARENESS LEVELS (L2 SELF-EFFICACY, TEACHING EFFICACY, LEARNING STRATEGIES) OF FIRST-YEAR PRE-SERVICE TEACHERS UNDER KAKATIYA UNIVERSITY USING TBLT**” is a bonafide work done by me under the supervision of **Dr. Madhavi Kesari, Professor & Head**, Department of Humanities and Social Sciences, National Institute of Technology, Warangal, India and was not submitted elsewhere for the award of any degree.

I declare that this written submission represents my ideas in my own words and where others ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will be a cause for disciplinary action by the institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

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ABSTRACT

In Asian nations (Thailand, Vietnam, Malaysia, China, Japan, and India) where English is the national language or the primary medium of instruction, the significance of raising school teachers' English Language Proficiency (ELP) levels is becoming increasingly apparent (Hayes, 2015; Tsang, A. 2017; Mackenzie, 2019). Freeman et al. (2015), Burns (2017), and Thi Hong Nhung (2017) suggest that there is a need to improve teachers' Classroom English Proficiency (CEP) levels. Prior research highlighted non-native English as a Foreign Language (EFL)/English as a Second Language (ESL) teachers at the school level. However, fewer studies have addressed pre-service teachers' ELP and CEP needs as part of teacher education programs.

Researchers have previously discussed the link between language competence levels and non-native teachers' self-efficacy levels in EFL situations, including Chacón, 2005; Ghasemبولand & Hashim, 2013; Sabokrouh, 2014; Alagözlü, 2016; and Choi & Lee, 2016. According to Richards (2020), boosting instructors' confidence in the target language they employ in class can have an excellent emotional effect and a lasting effect on their instruction. Pre-service teachers' teaching practicum is where they will gain a more profound knowledge of the connections between these factors. For this reason, the current study focuses on improving pre-service teachers' English language proficiency (ELP) and classroom language proficiency (CEP), awareness of language strategies (SILL)

(Berne, 2004; Cohen & Henry, 2019), L2 self-efficacy, and teaching efficacy using a task-based approach.

Pre-service teachers' teaching practicum objectives are differently perceived at global, national, and local levels. The difference is due to the diverse language needs of pre-service teachers. At the global level, in the CELTA course, the training is offered to pre-service teachers in Language skills and pedagogic knowledge to teach adult learners. At the national level, NCERT looks at 'language across the curriculum' and aims to offer training in LSRW skills related to content areas and classroom communication to pre-service teachers teaching secondary-level learners. The Bachelor of Education (B.Ed) entrance exam conducted by the State Council of Educational Research and Training (SCERT), Telangana, does include an English language component but only grammar, vocabulary, and reading comprehension, which does not provide a complete picture of the language needs of pre-service teachers.

In Kakatiya University, selected for the present study, pre-service teachers are provided training in communicative English to teach secondary-level learners, yet need specific guidelines. It is observed that pre-service teachers of all methodologies in all the B. Ed colleges affiliated with Kakatiya University are informed about the TBLT approach and language activities such as role-plays and dialogue writing. However, the training needs of pre-service teachers are not considered. This study addresses those needs by enhancing ELP, CEP, and awareness (SILL, self-efficacy, teaching efficacy) through tasks, connecting them to task preparation for lesson plans.

In other words, the present study focuses on improving second language (L2) proficiency, particularly in classroom English for instruction and communication, among first-year pre-service teachers. The study aims to raise awareness levels regarding L2 self-efficacy (confidence in using the second language) and teaching efficacy (confidence in using English for instruction). It also explores learning strategies these individuals use to acquire and retain language skills. Conducted at Teacher Education colleges under Kakatiya University, this research suggests using Task-Based Language Teaching (TBLT) as an effective method to enhance L2 proficiency and teaching efficacy among first-year pre-service teachers.

The following are the objectives of the study:

- To gauge the gap between the existing English language proficiency and classroom English proficiency and the required language proficiency of pre-service teachers, according to global standards.

- To examine the relationship among ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers.
- To evaluate the impact of task-based language training on English language proficiency levels, classroom English, and awareness (self-efficacy, LLS, teaching efficacy) levels of pre-service teachers.
- To explore the impact of improvement in the ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers on their task preparation for lesson plans.

The study is conducted in three stages, viz., preliminary, pilot, and main study. The preliminary stage included a pre-test (Converse & Presser, 1986) and a screening test. For all three stages (pre-test, screening test, pilot study, main study), ‘Aptis for teachers’ developed by the British Council and which is aligned with CEFR, is used for the English Language Proficiency Test (ELPT), and ELTeach 3.0 developed by Anne Katz, Donald Freeman, Anne Burns is used for Classroom English Proficiency Test (CEPT). The ELPT has three levels based on marks that are A1-A2 (basic), B1 (Intermediate), and B2 (above Intermediate). Similarly, the CEPT has three levels: band 1 (basic), band 2 (Intermediate), and band 3 (above intermediate). The study adopted a quasi-experimental design and convenience sampling technique.

As part of the preliminary study, a sample pre-test (Converse & Presser, 1986) was conducted with first- and second-year pre-service teachers from teacher education colleges affiliated with Osmania University (N=50) and Kakatiya University (N=50). The test was conducted to select one state university for the screening test. The research tools used for the screening test included diagnostic tests and informal interviews. The diagnostic test was conducted on reading, writing, and classroom English with 402 first-year, second-semester pre-service teachers from 12 teacher educational colleges, Warangal, affiliated with Kakatiya University in Telangana. Along with the test, informal interviews were conducted with ten pre-service teachers and ten teacher educators related to teaching practicum. The informal interviews with teacher educators helped adapt the questionnaires used in the present study as per the needs of the pre-service teachers. The informal interviews conducted with pre-service teachers revealed language problems of pre-service teachers and also their need for more awareness about SILL, L2 self-efficacy, and teaching efficacy. The need to connect their language training with their task preparation for lesson plans for secondary school-level learners was recognized. Therefore, based on the screening test findings, 402 pre-service teachers were categorized as ‘A1-A2’, band 1

(332) learners, and 'B1', band 2 (70) learners. Out of 332 'A1-A2' band 1 level learners, 80 students were selected for the pilot study, and 202 students were selected for the main study.

Before conducting the main study, the tasks, questionnaires (SILL, L2 self-efficacy. Teaching efficacy), and task evaluation checklist were piloted with 80 pre-service teachers from four teacher educational colleges, Warangal, Telangana. They were categorised as experimental and control groups using the convenience sampling technique. The experimental and control groups were given pre-test and post-test, and questionnaires were administered to the experimental group. The Intervention was given only to the experimental group. They were made to prepare tasks for lesson plans. A follow-up interview was conducted with ten pre-service teachers about the Intervention. A follow-up interview was conducted with ten pre-service teachers about the Intervention. The pilot study allowed the researcher to adapt tasks and tailor guidelines provided to pre-service teachers to prepare tasks for lesson plans as per the research objective (4) of the study.

The main study was conducted with 202 pre-service teachers from 5 teacher education colleges in Warangal in the state of Telangana. They were divided into groups of experimental (N=101) and control (N=101). They were given a pre-test followed by administering questionnaires to the experimental group. Then, the Intervention was provided to the experimental group for six months with 60 hours of Instruction. The final step included

- conducting a post-test for both groups,
- administering questionnaires to the experimental group and
- triangulation of the data with the findings of the task-evaluation checklist given to the experimental group.

A follow-up interview was conducted with 10 pre-service teachers about the effectiveness of the intervention.

The findings from the main study showed an improvement in the scores of the experimental group (N=101) from 'A1-A2' (ELPT), band 1 (CEPT) level in the pre-intervention phase to 'B2' (ELPT), band 3 level (CEPT) in the post-intervention phase. For the questionnaire on awareness and use of Language Learning Strategies (SILL), the students reported a high use of compensation strategies ($m = 3.96$), which is related to guessing, which improves the ability to guess the meanings of the sentences using contextual clues. Hence, there is a tremendous enhancement in the reading skills

acquisition of the pre-service students, as drawing contextual clues is essential during reading. For the strategy that is 'I connect the sound of the new English word to the image of the word to help remember the word' used for listening, the students report a high mean value ($m= 3.53$).

The productive skills such as speaking and writing also improved. The students performed well in the speaking-related task, reflected in the high mean value ($m=3.76$) of the statement on memory strategies: 'I think of the relationship between what I already know and new things I learn in English.' The scores on writing tests are also high with the help of mastery over the select strategies of SILL. The mean values of memory strategies are reported to be higher. The strategy 'I use new English words in the sentence so I can remember them' is one of the highly used strategies of SILL that reflects the level of improvement in the use of new vocabulary and language acquisition of the students.

The Introductory Chapter 1 provides an overview of the key aspects related to the present study and the rationale of the study. Chapter 2 elaborates on the aspects mentioned in Chapter One, along with the theoretical framework and Task-based language teaching (TBLT) models. Chapter 3 includes research methodology and a description of data collection tools. The development of course materials for the study based on the screening test findings was also discussed. As a continuation of Chapter 3, a detailed description of the tasks, along with the teacher guidelines for task preparation for lesson plans, was provided in Chapter 4. Chapter- 5 provides an analysis of the data collected during the pilot and main study phases through the execution of the tasks that were mentioned in Chapter 4. The conclusion chapter that is chapter- 6 provides important conclusions and implications of the study.

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ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
CEP	Classroom English Proficiency
ELP	English Language Proficiency
LLS	Language Learning Strategies
LSE	Language Self Efficacy
NCF	National Curriculum Framework
SILL	Strategy Inventory of Language Learning
TBLT	Task Based Language Teaching
TE	Teaching Efficacy
TEFT	Test of English for Teaching



Chapter-1

Introduction

This introductory chapter emphasizes the importance of English language training for pre-service teachers, highlighting the need to address their low language proficiency levels. The chapter discusses the relevance of improving English language skills for pre-service teachers, especially in English as a Second Language (ESL) classrooms. It also outlines the research objectives and the scope of the study, which aims to assess the impact of training on language proficiency, classroom English, and awareness levels of pre-service teachers. The chapter sets the stage for a more detailed exploration of these aspects in the subsequent chapters.

1.1 Introduction

English language training for pre-service teachers is essential to improve their language proficiency and that of their learners. Borg et al. (2022) stated through their study that the need to address pre-service teachers' low language proficiency levels through need-based training programmes. Unless their language levels improve, the pre-service teachers cannot engage well in the knowledge dissemination process (Brutt-Griffler, 2017). However, by the time the students enter this professional course (B.Ed), they should have reasonable language proficiency levels in the second language they will use while teaching. This assumption is not going to help the pre-service teachers who lack good language proficiency levels in English and who struggle to communicate the information and knowledge. It is helpful for pre-service teachers to engage in discussions, collaboration, interaction, and reflection to improve their teaching self-efficacy levels (Wang, 2021).

The 2019 NCERT publication “Learning Outcomes for the Secondary Stage” mentions the need to improve student’s English language abilities and learning strategies for students in the ninth grade (pg. 14–16), for which pre-service teachers require appropriate teacher training. *‘Language permeates all domains of learning. Therefore, strengthening the skills of one language positively supports and influences the learning of a second or third language and other subject areas as well. Hence, the content should be drawn from other domains of learning. The learning outcomes will facilitate improving teaching methods and assessment practices in English language learning (Pg. 11-12).*

As per the Telangana Socio-economic Outlook 2022 report, as part of the ‘Manu ooru manu badi scheme,’ the Telangana government has decided to introduce English as a

medium of Instruction in government schools for the following reason- *‘To improve the enrolment in government schools, the state has taken up several initiatives, which include the improvement of infrastructure, the introduction of English as a medium of instruction in Government schools, introduction of soft skills such as communication, Etc.’ (Pg. No. 161)*. With a proper review of previous literature, it is understood that the language needs of pre-service teachers need to be met to improve their language learning strategies, L2 self-efficacy, and teaching efficacy levels (Johnson & Poulter, 2015; Hoang & Wyatt, 2021; Kiely, 2019; Wang, 2021). To understand the language proficiency gaps of pre-service teachers’ the Aptis for Teachers’ test developed by the British Council is used.

1.2 Need for Classroom English Proficiency (CEP)

Considering the classroom language needs of teachers, Freeman et al. (2015) argue that general language proficiency is insufficient to handle a second language class where the use and purpose will vary. The Classroom English proficiency (CEP) that is English-for-teaching is a framework developed by (Freeman et al., 2015; Young et al., 2014). The framework is developed based on two main constructs: English for teaching and pedagogical knowledge for ELT (English Language Teaching). The present study considers EFT (English for teaching), and the components of the English teaching framework encompasses the following key components.

1. Managing the classroom
2. Understanding and communicating classroom content
3. Assessing students and providing feedback

These three aspects comprise the ELTeach 3.0 (English-For-Teaching) handbook developed by Donald Freeman and Anne Katz in 2020.

1.3 Awareness levels of Pre-service Teachers

The relationship between language strategies (SILL), language proficiency, and self-efficacy was demonstrated in studies by Wong (2005), Magogwe & Oliver (2007), Yilmaz (2010), Abedini et al. (2011), Bonyadi et al. (2012), Yang & Wang (2015), Montao-González & Cancino (2020), Hoang & Wyatt (2021), and Alashouri (2023).

The current study thus focuses on both the association and raising pre-service teachers’ awareness levels by including them in tasks and assessing their awareness levels

using questionnaires. Additionally, pre-service teachers will use a task evaluation checklist to rate their training by applying it. The following questionnaires and task evaluation checklist were utilized in the study.

1. SILL (strategy inventory for language learning) (Oxford & Burry-Stock, 1995). The study selected 32 out of 50 questionnaire items considering the language needs of the pre-service teachers.
2. Language self-efficacy questionnaire (Wang et al., 2013). Some of the selected items from this questionnaire were reframed to reflect the essence of the strategies selected.
3. Classroom English Proficiency Scale (Wang,2021) and teaching self-efficacy questionnaire (Eslami & Fatahi, 2008). From the classroom English proficiency scale, two sections, namely ‘Language of Interaction’ and ‘Language of Instruction’ sections, were selected, and from the teaching self-efficacy questionnaire, ‘Efficacy for student engagement’ (1 item), ‘Efficacy for class management’ (1 item), and ‘Efficacy for instructional strategies’ (2 items). The statements will look at the classroom English proficiency needs of pre-service teachers. The task evaluation checklist was linked to awareness questionnaires - SILL, language self-efficacy, and teaching efficacy (Jacobs et al., 2008).

1.4 Rationale for the study

The need to provide English language training to pre-service teachers, which was highlighted in the previous is given below:

Zein (2018) mentions the following points in the preface to ‘English Language Teacher Preparation in Asia’-

- Training of English pre-service teachers in Asia needs to be given more focus.
- Recent times have seen the expansion of Non-native speakers of the English community who outnumbered native speakers.
- Improvement of language proficiency of Teachers in multilingual communities is much needed to perform well in local and global contexts.

Low (2020) provides an exciting account of English Language teacher education in Singapore, which has received success despite Multilingualism. He further explains how Singapore's language teacher education system prepares itself to face 21st-century challenges. In Singapore, English is considered a first language, and the learners study significant languages, such as Malay, Tamil, and Mandarin, as a second language. As part of preparing pre-service teachers to use the English language for various professional contexts, a course called Communication Skills for Teachers (CST) is designed. Student teachers of English are trained in various aspects related to communicative competence. English proficiency development programmes are implemented in teacher education programmes in Vietnam for EFL pre-service teachers. These programmes aim at achieving a higher proficiency level which is C1.

It was found that the English language is perceived as an essential instrument in improving the subject learning of the school students, their communication skills in general, and participating in classroom communication as objectives of the language practicum in the B. Ed syllabus prescribed at the national level by NCERT and at the state level by SCERTs. On the contrary, in the state level B. Ed entrance exams conducted by the Telangana State Council for Education, Research and Training (TSCERT) only grammar, vocabulary, and reading comprehension are considered, which does not ensure that the pre-service teachers' readiness to practice the language strategies and classroom English required for real classroom contexts.

Therefore, improving the language proficiency levels and the Instructional language of first-year pre-service teachers is considered necessary, which will help them meet their language proficiency gaps and make them feel confident to pursue their language needs further in their second-year final semester. Also, encouraging pre-service teachers to connect their learning from the training with the task preparation for lesson plans will help them practice what they have learned in a much-informed way.

In the present study, the improvement in the language proficiency and classroom English of pre-service teachers is tested using the Aptis for Teachers proficiency test and classroom English proficiency test. The test improvement is also matched with the pre-service teachers' participation and performance scores in the tasks given in the Intervention phase and the mean scores of awareness questionnaires. It is further linked to the findings

of the task-evaluation checklist used to know the outcomes of pre-service teachers' training on their task preparation.

1.5 Component of Teaching Practicum

1.5.1 Importance of Language Strategy Learning

Improving the language performance of learners has been mentioned by many researchers. Berne (2004) notes that proficient users employ more language strategies. Cohen and Henry (2019) list language strategies for the four language skills, grammar and vocabulary. He opines that a 'good language learner' will use strategies in the language learning process. The researchers mention three 'learner characteristics' that can improve the teacher's Instruction- learning style, learner strategies, and motivation. He makes a distinction between 'language learning and language use strategies. Another distinction he refers to is 'strategies based on skill area, which are divided as 'metacognitive, cognitive, affective, and social.' The author suggests that the learners need to be informed about what strategies they are using so that they can know their learning processes. Then he mentions the 'skills-based strategies,' which include receptive, productive skills, vocabulary, grammar, and translation (Cohen & Henry,2019,173-174). These skill-based strategies and the other strategies mentioned form a cohesive approach to language learning.

As per CEFR, the language proficiency levels that are basic (A1-A2), Intermediate (B1-B2), and proficient (C1-C2) are provided descriptors that contain specific strategies used at each level of proficiency. Oxford (1998) Strategy Inventory for Language Learning (SILL), Teng (1998), Afflerbach & Cho (2009), Zhang & Goh (2006), Chien (2012), Zhou & Wei (2018) mentioned sub-strategies for each skill otherwise known as scaffolding strategies.

To explain further, SILL (Strategy Inventory of Language Learning) developed by Oxford (1998) consists of memory strategies that aim at "creating mental linkages, applying Images and sounds, reviewing well, and employing actions," cognitive strategies which aim at 'analyze new information and monitor comprehension,' compensation strategies which aim at 'guessing the meaning from context and using gestures or synonyms to conveying meaning when language is limited,' metacognitive strategies which aim at 'centering your Learning, arranging and planning your learning, and evaluating your

learning.”, affective strategies which aim at ‘anxiety reduction, and self-encouragement and reward’ and social strategies which aim at ‘asking questions, cooperating with peers, becoming culturally aware.’

Lessard-Clouston (1997) outlined three methods by which students can be taught language acquisition strategies in the classroom: 1. An analysis of the learner’s needs is conducted to prepare pupils for LLS (Language Learning Strategies) Instruction. Appropriate resources (audio-visual aids, handouts) and knowledge of the instructor’s teaching style are then selected. 2. The learner’s comprehension of techniques. 3. Encourage reflection among educators and students. The Grenfell and Harris (1999) paradigm elaborates on teaching language strategies to learners through various task stages.

- Awareness raising: Students complete a task and then identify their strategies. Modeling: The teacher models, discusses the value of the new strategy, and makes a checklist of strategies for later use.
- General practice: Students practice new strategies with different tasks.
- Action planning: Students set goals and choose strategies to attain those goals.
- Focused practice: Students carry out an action plan using selected strategies; the teacher uses prompts so that students use strategies automatically.
- Evaluation: The teacher and students evaluate the action plan’s success, set new goals, and the cycle begins again.

Hismanoglu (2000) mentions that teachers can understand the language needs of learners with their performance in tasks that are designed with language learning strategies in focus. Horváthová (2014) clearly explains the subtle differences in language learning strategies. Language learning strategies are classified based on three aspects- ‘goal, skill, and Function.’

1.5.2 Importance of Language Self-efficacy and Teaching Efficacy

According to Bandura (1986), self-efficacy is the conviction that one can complete a task. One and two sources—mastery experiences (strategies) and vicarious experience (modeling)—look at techniques that are essential sources of self-efficacy, according to Bandura et al.’s (1999) list of important sources of self-efficacy. According to Raoofi et al. (2012), three factors—strategies, styles, and contextual variables—influence self-efficacy.

The language self-efficacy questionnaire created by (Wang et al., 2013; Wang et al., 2014) is considered in the current study. As per the goals of the current investigation, the questionnaire is modified.

In the past, research was carried out to determine how using strategies improved the self-efficacy levels of each skill (LSRW). Rahimirad and Zare-ee (2015) and Milliner and Dimoski (2021) consider metacognitive listening techniques regarding listening self-efficacy. (Shang, 2010; Naseri & Zaferanieh, 2012) are two research that examined reading techniques and reading self-efficacy. English writing competency and writing efficacy levels of 66 EFL learners in China were correlated, according to Y. Zhang and Guo (2012).

According to Alibakhshi et al. (2020), teachers can influence their students with higher teaching efficacy levels. Understanding the language strategy, self-efficacy, and teaching efficacy awareness of pre-service teachers helps determine how the training has affected them. Researchers created some measurement measures to understand the levels of teaching efficacy. The Teaching Self-Efficacy Questionnaire (Tschannen-Moran et al., 1998) is the most well-known. With 40 EFL teachers in Iran, Eslami and Fatahi (2008) employed the self-efficacy beliefs scale. The three subscales of the scale are the effectiveness of student involvement, classroom management, and instructional methodologies. The scale has three components: 'efficacy for student engagement,' 'Efficacy for classroom management,' and 'Instructional strategies.' The researchers found that the teaching efficacy of the EFL teachers is high for instructional strategies over the other two components.

In contrast, it was found that 678 primary and secondary school teachers in a survey by Bedir 2015 had higher self-efficacy levels in "classroom management" than in "instructional strategies." With 188 teachers in a Chinese university, Wang (2021) employed a classroom language proficiency measure together with a teaching self-efficacy questionnaire (Tschannen-Moran et al., 1998) and discovered that teachers with high teaching efficacy are also proficient in the "language of instruction." For pre-service teachers working with English language learners (ELL) and coming from various methodology backgrounds, Fu and Wang (2021) created a scale. The measure considers pedagogical content efficacy, linguistic Efficacy, and sociocultural Efficacy. Hoang and

Wyatt observed the teaching efficacy and language self-efficacy ratings of 41 pre-service EFL teachers in Vietnam in 2021.

1.6 Importance of classroom English

Knowing the language strategies will help understand the content, and classroom English is proper for teacher and learner Interaction (Freeman et al., 2015). Freeman draws three main categories under classroom English- Managing the classroom (providing instructions related to activities, starting and finishing the lesson), understanding and communicating classroom content (checking whether the students are aware of what they have to learn from the classroom materials, textbooks), and assessing students and providing feedback (to observe students' participation and provide feedback accordingly). To promote interaction and communication in the classroom, the teacher needs to better understand the instructional phrases according to the classroom requirements.

1.7 Planning Teaching Practicum

This section discusses the theories, models, and important perspectives related to TBLT, which are relevant for planning a teaching practicum course for pre-service teachers.

1.7.1 Task-based Learning Theories and Frameworks

Shehadeh (2005) explains the theories associated with task-based learning: They are:

Interaction hypothesis: Long (1980) mentions that interaction, or the negotiation of meaning, is connected to language development. The interaction process involves the participants and their conveyance of meaning through processing the input. Learners will exchange information or outputs of the interaction as a result of their contact, and comprehending the input involves more than just how they understand it in the interaction process.

Output hypothesis: The emphasis in this claim (Swain, 2000) is on task types and variables because they impact how learners share information.

Cognitive perspective: The 'fluency, accuracy, and complexity' of tasks is the main focus of Skehan's (1998) research. He offers a set of instructions for assigning tasks that

concentrate on form, accuracy (structures), fluency (communication methods), task sequencing and selection, and learners' self-reflection.

Sociocultural perspective: This viewpoint, created from Vygotsky's (1987) writings, focuses on collaborative language learning. This viewpoint includes the scaffolding technique, emphasizing teamwork to complete the goal. According to Fahim and Haghani (2012), sociocultural theory connects the task, the teacher, and the students.

For the present study, we have chosen scaffolding theory (sociocultural theory), and we further explain the following TBLT frameworks in Chapter 2. Willis' TBLT framework (Three-stage task): The TBLT framework developed by Willis (1996) includes a pre-task (introducing the topic), a while-task (focus on meaning), and a post-task (focus on form).

Weaver's formative assessment framework: The TBLT framework developed by Weaver (2012) has four steps: selection, defining task purpose, selection of assessment mode, and collecting the learner responses.

1.7.2 Perspectives on TBLT

Researchers Hasnain and Halder (2023) rightly pointed out that training programmes in TBLT will help teachers in real classroom contexts. Jaruteerapan (2020) conducted a recent study discussing the training offered to EFL student teachers in TBLT. Conducting such studies is necessary to understand the implications of TBLT for student teachers in Indian contexts as well.

Researchers have reported some intriguing results regarding applying the Task-based language teaching (TBLT) approach in the context of teacher education. East (2014) discovered that secondary-level pre-service teachers in New Zealand had mixed feelings about using TBLT during their teaching practicum. Zheng & Borg (2014) conducted a similar study with Chinese secondary English school instructors. Li and Zou (2022) investigated the views of 39 pre-service teachers in China concerning TBLT.

Van Loi (2020) considers earlier literature that covered ideas and attitudes toward using TBLT in educational environments in Asia. He describes 14 East Asian countries (South Korea, Japan, Hong Kong) where the language skills of primary and secondary

school teachers hamper the adoption of TBLT. In a recent study, Jaruteerapan (2020) examined the pre-service EFL teacher training provided in TBLT.

We created the task modules for pre-service teachers by considering TBLT theories and various scholars' viewpoints on TBLT training programs. The task implementation process connects to the TBLT frameworks proposed by Willis (1996) and Weaver (2012) and sociocultural theory. As a result, students could get the necessary ELP and CEP and raise their awareness levels (L2 self-efficacy, SILL, and teaching efficacy). Additionally, they could adequately check lesson plans with tasks using the task evaluation checklist. Ma and Lee (2021) use a task feedback questionnaire to gather feedback from students after they complete the course.

1.8 Research Design

In this study, we have attempted to train students in tasks designed with elements of scaffolding theory, Willis (1996), and Weaver (2012) TBLT frameworks. Chapter 2 discusses these aspects. The tasks link to L2 self-efficacy, teaching efficacy, and language learning strategies. The tasks examine all four skills: listening, speaking, reading, and writing and classroom English. The skills included different strategies (cognitive, metacognitive, social, affective, memory, compensation, and memory). Chapter 4 contains the tasks.

The study comprises three phases, namely - a preliminary study, a pilot study, and a main study. The preliminary study, which included pre-testing, was done with 50 pre-service teachers from Osmania University and 50 from Kakatiya University. The second step in the preliminary study is screening 402 pre-service teachers from 12 teacher educational colleges (6 rural, six urban) in Warangal. Of the 402 pre-service teachers, 332 were selected under 'A1-A2', band one category. They were further categorised as the pilot group (80 students) and the main study group (202 students). The main study was conducted with pre-service teachers from 6 teacher education colleges (3 rural and three urban). Before the main study, the task modules, questionnaires, and task evaluation checklist were piloted. Chapter 3 contains the methodology. The tasks selected for the main study (see Table 1.1) are adapted from the British Council Learn English and Aptis for Teachers module tests. The content for the tasks was selected from e-newspapers,

online articles, podcasts, and educational videos on YouTube. The materials are selected carefully to suit the needs of the pre-service teachers.

Table 1.1: List of tasks

Module	Tasks
1	Classroom English - 3 tasks
2	Listening – 4 tasks
3	Speaking – 2 tasks
4	Reading – 4 tasks
5	Writing – 2 tasks
6	Tasks for lesson plan (Follow-up activity)

1.9 Objectives of the study

The following are the objectives of the study

- To gauge the gap between the existing English language proficiency and classroom English proficiency and the required language proficiency of pre-service teachers, according to global standards.
- To examine the relationship among ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers.
- To evaluate the impact of task-based language training on English language proficiency levels, classroom English, and pre-service teachers' awareness (self-efficacy, LLS, teaching efficacy) levels.
- To explore the impact of improvement in the ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers on their task preparation for lesson plan.

1.10 Scope of the study

The study examines the impact of training offered to pre-service teachers on their ELP, CEP, awareness levels (teaching efficacy, L2 self-efficacy, SILL), and on their task preparation for lesson plans. The preliminary data (screening test) of the study has been collected from pre-service teachers of 12 teacher education (6 rural and 6 urban) colleges

in Warangal affiliated with Kakatiya University. It is considered that student teachers from 12 teacher education colleges could form a representative sample of similar teacher education colleges affiliated with Kakatiya University in particular and teacher education colleges in Telangana in general. As, the scope of the study includes English language proficiency, classroom English proficiency, awareness levels (L2 self-efficacy, teaching efficacy, SILL), and task evaluation for lesson plans it is applicable for all the pre-service teachers who need training in these aspects to teach with confidence in real classroom contexts. To know the improvement levels of pre-service teachers from pre-test to post-test levels in a better way, 6 teacher education colleges were selected for the main study with a sample of 202 pre-service teachers.

1.11 Organisation of the study

The opening chapter provides a background and a rationale for the study. Chapter 2 focuses on perspectives related to the key aspects of the study such as L2 proficiency, classroom English, L2 self-efficacy, teaching efficacy, and SILL. There is a mention of the theories and frameworks related to TBLT. Along with that, there is a mention of the gaps that the present study addressed through a training course. Chapter 3 deals with research methodology and data collection tools. The findings in the preliminary study that led to the development of the course were also discussed.

Chapter- 4 describes the tasks along with teacher guidelines provided to pre-service teachers for task preparation for lesson plans. Chapter- 5 provides a quantitative analysis of the data collected during the pilot and the main study and findings from the follow-up interviews with pre-service teachers about the impact of the training were presented. The conclusion chapter discusses the conclusions and implications for future research work.

1.12 Summary

In this chapter, an overview of the study, the rationale of the study, the objectives of the study, and the scope of the study were provided. It leads to a further detailed discussion of all the key aspects of Chapter 1 in Chapter 2.

Chapter-2

Literature Review

2.1 Introduction

This chapter presents the opinions of researchers on the required ELP, including Butler (2004), Richards (2010), Tsang (2017), Mackenzie (2019), and Pani (2015), as well as the opinions of researchers on the requirement for CEP for pre-service teachers, including Hughes (1981), Nakata (2010), Elder & Kim (2013), Young et al. (2014), Freeman (2017), and Katz (2017). Then, the central issue is the neglect of the necessary ELP, Pre-service teachers' CEP, and awareness levels (L2 self-efficacy, teaching efficacy, and SILL) at the national and state level. B. Ed curriculum is discussed. The language proficiency, language proficiency tests, CEFR, and classroom English have all been briefly explained. With an emphasis on language self-efficacy, language learning strategies, and teaching efficacy, English language proficiency issues in the Indian setting are examined.

After this discussion, a brief explanation of TBLT, theories associated with TBL, important TBLT frameworks, and the studies conducted on language self-efficacy and teaching efficacy with TBLT are discussed. Then, the gaps in the teaching practicum offered to pre-service teachers at the state level (Kakatiya University) are given special attention. In a nutshell, the literature review encompasses all the aspects raised in Chapter 1.

2.2 Perspectives on English Language Proficiency

This section emphasizes the research done in the past and the perspectives of researchers from India and other countries on the required levels of ELP, the importance of English language proficiency for teaching, and the need to include language proficiency improvement as part of teacher education programmes. It is interesting to notice the growing literature on this aspect from the past two decades.

Trappes-Lomax (2002) tries to describe the concept of 'language acquisition,' which is realised differently in three different worlds: the real world, the classroom, and the LTE (Language Teacher Education) world. As the author says, 'In the real world, Language acquisition includes L1 acquisition and naturally acquired L2 or foreign language' in the classroom, learning and teaching influence language acquisition and learning as seen as input/output procedures. The LTE (Language Teacher Education) model views language learning as improving pre-service teachers' language skills and their comprehension of the teaching and learning of languages.

Butler (2004) argues that the government should specify the skill level in a second language needed to instruct pupils at a specific grade level. This shows that the language proficiency of instructors is frequently disregarded or stated vaguely without taking into account the various contexts in which teachers instruct. NCF 2005 mentions that teachers should have a basic command of English if they plan to utilize it in the classroom, but it needs to go into greater detail. The significance of linguistic ability is listed as follows in NCF 2009:

‘A teacher talks, explains, narrates, asks questions, illustrates, translates, guides, instructs, cautions, motivates, encourages and plays various other roles.’ As a result, besides having a solid knowledge basis, being an effective teacher, and having other professional abilities, the teacher’s language proficiency and communication skills are crucial to the quality of education in the classroom.

According to Richards (2010), teachers must have at least a B1 (d’Europa, 2001) level of language ability to carry out a particular set of competencies. Researchers such as Choi and Lee (2016) and Tsang (2017) mentioned the link between language proficiency and teaching ability. Choi & Lee (2016) mentioned that pre-service and in-service teachers should possess minimum levels of language proficiency and pedagogical competence, which will positively impact their use of the English language for classroom Instruction. Tsang (2017) found that the general language proficiency of teachers is essential, without which their ability to handle ELT classes will be low.

In the Indian context, there is no mention of what proficiency teachers should possess. A British Council survey showed that teachers aimed to enhance their skills, mainly speaking (Council, 2015). A study on the language proficiency levels of secondary-level school teachers in Sri Lanka showed that most teachers have B-level proficiency. The study has recommended fixing B2 as the proficiency level for teachers (Mackenzie, 2019). Johnson & Poulter (2015) aptly mention that Non-Native English Speaker Teachers (NNESTs) may still experience language anxiety even though they can use it in certain situations. Language proficiency matters for both Native and non-native teachers, aligning with teaching tasks: modeling, correction, and addressing learner needs.

Indian researchers (Pani, 2015; Sandhu, 2016; Ramanathan, 2016) stress that inadequate proficiency affects training and instruction quality. Eslami (2020) suggests that language

proficiency programs should be designed to help teachers better understand their contextual needs, increase their self-efficacy and language proficiency levels, and create teaching methods tailored to the skill and proficiency level covered. Floris and Renandya (2020) add that proficiency should encompass contextual language use for effective conversation, interaction, and adaptation to different contexts.

2.3 Importance of ELP and CEP for Pre-service Teacher Training

The combination of ELP and CEP needs to be part of the training programmes, as viewed by Van Canh & Renandya (2017) and Renandya et al. (2018). Van Canh and Renandya (2017) emphasized the need to use teachers' language proficiency to create a rich learning environment. In this regard, it is not only about the language proficiency level but how it is used to create a better learning environment in the classroom. The researchers believe that teachers with higher proficiency levels and classroom language proficiency can create ways for deeper learning of students through interaction. However, the evidence they provide includes only three teachers (Vietnam). They suggest that pre-service teachers should be given training to improve both aspects: language proficiency and classroom language proficiency. According to Willy A. Renandya (Dixon, 2017), extensive reading enhances language proficiency and teaching confidence. Renandya et al. (2018) further mention that a proficiency test should be designed for language teachers, including general language proficiency and pedagogical language proficiency.

The communicative aspect of the English language (LSRW) focuses on the global and national levels, and the English language is considered the tool to acquire knowledge. Both these aspects can be merged while preparing tasks for the lesson plan. However, the lesson planning process must be connected with pre-service teachers' teaching efficacy levels.

2.4 Testing ELP and CEP

This section focuses on the literature about tests related to ELP and CEP. So, details regarding the popular language proficiency framework and scale that is the Common European Framework of Reference (CEFR) are given. Also, details regarding the Test of English-for-teaching (TEFT) are provided.

Researchers have diverse perspectives on the elements of language proficiency. Canale and Swine (1980) viewed language proficiency as a cluster of sociolinguistic, linguistic, and

strategic competence. According to Kramsch (1986), language proficiency should enable learners to converse confidently. Thus, teaching proficiency should not restrict the instruction of vocabulary or grammar. Although this strategy might not produce results right away, it will assist students in becoming more prepared for communication issues. According to Bachman (1990), acquiring metacognitive strategies is related to language proficiency.

Language proficiency is a component of linguistic competence, which is one of the elements of the communicative competence model, according to Gilmore (2019). According to Harsch and Malone (2020), the widely recognized proficiency frameworks and scales include the Interagency Language Roundtable (ILR) scale, ACTFL Proficiency Guidelines (ACTFL), and the Common European Framework of Reference (CEFR). The researchers highlighted that the normative nature of proficiency scales needs to be balanced with proper need analysis done at the local level.

A brief description of CEFR levels was given by Hulstijn et al. (2010) and Little (2019). Hulstijn et al. (2010) describe how the horizontal and vertical dimensions of CEFR will help in designing language learning activities and selecting themes (horizontal) for each level of proficiency (vertical).

Little (2019) refers to the scales A1 to C2 for the receptive skills (reading and listening), which are seen to be helpful for comprehension, as well as for the productive skills (speaking and writing), when referring to the CEFR self-assessment grid (Council of Europe, 2001a, pp. 26–27). Speaking ability is further divided into spoken interaction and spoken production.

Several researchers tried to provide the importance of CEFR through their observations and reflections. Foley (2019) discusses the importance of CEFR as:

- Considering progress rather than grades with the use of ‘can-do’ statements
- Helping institutions set realistic targets for Individual Learners
- Emphasizing the importance of interaction in the learning and teaching processes.

Nishimura-Sahi (2020) mentions the main reasons behind adapting CEFR as per the employability needs of Japanese students. Some of them are International recognition, adaptability, communicative approach, and providing autonomy to learners. Kunschak

(2020) clarifies that TBLT can be linked easily with the ‘can-do’ CEFR statements, and it can provide scope for the teachers to incorporate strategies, language skills, activities, and other elements as per the language needs of the learners. Nagai et al. (2013) have adapted CRFR descriptors to use for the remedial classes for tertiary-level education in Japan.

Phaisannan et al. (2019) presented their findings about the positive impact of CEFR-based Task-based learning on the speaking skills of 34 pre-service teachers in Thailand. Tosun and Glover (2020) present the views of teachers in Turkey about their perceptions of CEFR, which the National Curriculum Board of Turkey recognizes. Charttrakul and Damnet (2021) mentioned that implementing CEFR in Thailand’s school education has pros and cons that must be considered by proper course evaluation. Mittal & Lata (2022) presented their idea that CEFR has to be aligned with the lesson planning for English classes in India, which will help the teachers to cater to the language needs of learners with different proficiency levels.

The language proficiency tests based on CEFR are conducted by two major institutions, Cambridge and the British Council, IELTS, Linguaskill, and Aptis. The present study focuses on the Aptis test (Aptis for teachers). Aptis test is of three types: advanced, Aptis for teachers, and Aptis for teens. Aptis for teachers assesses grammar, vocabulary, listening, speaking, reading, and writing (LSRW) skills from A1 to B2 levels. The main reasons for which the Aptis for Teachers test is conducted are- ‘Test-takers will be adults engaged in education-related training, employment or other activities’ (O’Sullivan & Dunlea, 2015, p. 43). Previous research explored Aptis with various age groups and proficiencies: 12-19 years (Zheng & Berry, 2015), Aptis writing tasks conducted with learners of different age groups and proficiency levels (Chen & Guan, 2022), a review of the Aptis test (Shin et al., 2022; Wali et al., 2022), Aptis listening and reading (Tran, 2021), speaking (Yan et al., 2021), professional development (Ma’rof & Yahaya, 2020).

Moving onto the Test of English-for-teaching (TEFT), Young et al. (2014) mention that teacher training programmes should also be on how teachers can provide classroom instruction and interact with students in the English language. English-for-teaching is a component of the ELTeach programme, which aims at the training requirements of both pre-and in-service teachers. Research done about the test is- structuring of the test (Gu et

al., 2015), finding the link between the test, confidence and performance of teachers in the TEFT test (Gu & Papageorgiou, 2016), about TEFT course (Freeman, 2017a).

The English-for-teaching component is part of the Knowledge-for-teaching framework. The framework has components such as task analysis, analysis of language skills, evidence-centered design claims, and design and development of learning materials and assessments. The TEFT is meant for the test takers those who meet the following criteria:

1. Those who have to use English as a Medium of Instruction (EMI)
2. Those who are familiar with the classroom tasks as part of teaching
3. Those who use materials with instructional English
4. Those who teach students with different language proficiency levels (A1-B1)
5. Those who have to interact with students in English.

Young et al. (2014) further clarify, ‘TEFT tests a group of functional uses for each skill (LSRW) based on classroom practices’.

2.5 Language Strategies and Language Proficiency

This section reviews the previous studies examining the relationship between language proficiency and language strategies (SILL). The Interventions done about language proficiency and language strategies were also mentioned.

Researchers such as R. L. Oxford (1992) and Mitchell & Myles (2004) try to provide a basic categorization of language strategies. Language learning strategies are also helpful in improving one’s second language/L2 proficiency and self-efficacy over some time (Oxford, 1992). The strategies mentioned in SILL developed by R. L. Oxford (1992) fall under two categories: Direct (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, social). Memory strategies help learners to remember and recall information, cognitive strategies help learners to comprehend and produce language, and compensation strategies help learners to help them overcome their ‘knowledge gaps’ related to language. On the contrary to direct strategies, indirect strategies will help learners to set goals and evaluate their learning (metacognitive), regulate their anxiety and motivation (affective), and promote interaction and peer support (social).

Gavriilidou & Psaltou-Joycey (2009) mention that as per O'Malley and Chamot (1990) and Oxford (1990), language learning strategies refer to the efforts taken by learners or directed by the teacher to allow learners to initiate the process of comprehension, storing, and using the newly learned language.

R. L. Oxford (2016) tries to give an overview of language strategies concerning language skills. According to the author, "Completely informed strategy instruction" refers to teaching students how to employ strategies to learners' individual learning needs.

According to the author, reading techniques are divided into two categories: bottom-up (reading the material at the letter, syllable, and word level to understand it) and top-down (inferring, skimming, memorizing context, summarizing, and rereading).

The author further mentions three writing approaches proposed by Gordon (2008): (a) writing process (planning, drafting, composing, revising), (b) genre (purpose, context, model imitation), and (c) functional (paragraph parts, coherence, cohesion). Oxford suggests metacognition strategies for process writing, socio-cultural aspects for genre writing, and cohesion/coherence for functional writing. For successful listening, strategies include context inference, coherence, comprehension monitoring, main ideas/details focus, seeking clarifications, and sharing responses. Kawai's (2008) findings on speaking strategies encompass metacognition (planning, monitoring), cognition (grammar, vocabulary), affect (anxiety reduction), and social (learner interaction).

Intervention studies demonstrating a positive link between language strategies and proficiency are- Magogwe & Oliver (2007) highlight the relationship between strategies, proficiency, and self-efficacy in Botswana students, suggesting explicit strategy instruction in schools. Bogale (2018) shows that strategy-based reading instruction enhances proficiency for Ethiopian EFL students, surpassing skill-based teaching. Griffiths & Soruç (2020) presents an overview of how studies in the past were conducted to know the language strategies used by 'successful language learner.'

A description of the strategies chosen for the present study is provided in Chapter 4, along with tasks used for the main study.

2.6 Language Proficiency and Teaching Efficacy of Pre-service Teachers

This section discusses the various aspects of teaching efficacy with a particular focus on linguistic aspects. Also, the relationship between language proficiency and pre-service teachers' teaching efficacy is mentioned.

Kiely (2019), Fu & Wang (2021), and Hoang & Wyatt (2021) stress language proficiency in pre-service teacher training. Kiely (2019) states that it is essential to consider the language proficiency levels of teachers while evaluating pre-service teacher education programmes. He gives evidence from past research which shows the impact of language proficiency levels on teachers' confidence levels.

Fu & Wang (2021) explains the three aspects of teacher self-efficacy associated with teaching English language learners (ELL)- pedagogic content domain, linguistic domain, and socio-cultural domain.

Hoang and Wyatt (2021) inform through their research the relationship between the language proficiency and teaching efficacy levels of pre-service teachers in Vietnam during their teaching practicum. They confirm that linguistic competence is essential, along with pedagogical competence and other factors, in increasing the confidence levels of pre-service teachers.

Researchers such as Freeman D. et al. (2013), Ciampa & Gallagher (2018), BALCI et al. (2019), and Thompson & Woodman (2019) focused on training pre-service teachers to improve their teaching efficacy levels in language Instruction. Freeman et al. (2013) presented the findings of 2,383 teachers (pre-service and in-service) regarding their confidence levels about the English-for-teaching course covering managing the classroom, understanding and communicating lesson content, and providing feedback. BALCI et al. (2019) stress proper focus on teaching self-efficacy, referring to Bandura's (1995) three self-efficacy belief types- self-efficacy of learners, which is connected to their mastery of academics, teacher self-efficacy connected to their ability to foster learners' progress and teachers' collective self-efficacy which is aimed at academic progression. All the factors which are connected to language practicum are presented in the figure below.

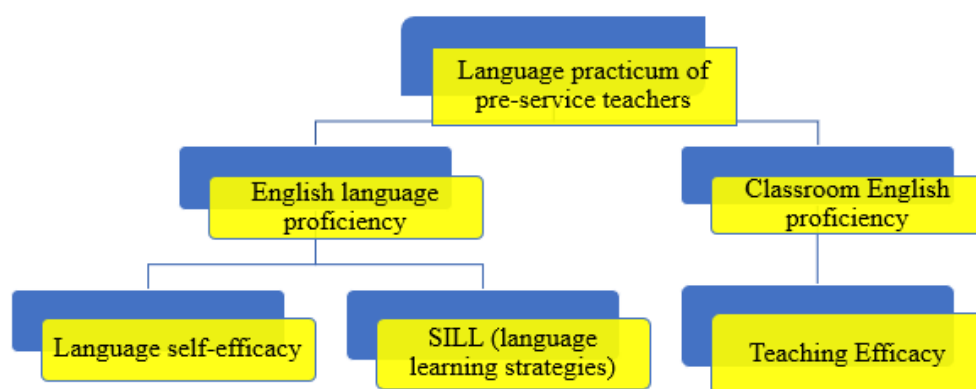


Figure 2.1: Language practicum and variables

Both language proficiency and classroom language proficiency need to be linked to the teaching efficacy levels of teachers. So, language (compensation, cognitive, metacognitive, affective, social) and classroom strategies (rubrics, instructions) must be imparted together in the teacher training sessions as per the requirement of the pre-service teachers. These aspects will provide adequate training for the pre-service teachers during micro-teaching.

2.7 ELP and CEP in India

This section provides an understanding of the importance of English in India. There is a mention of past research that discussed in-service teachers' English language proficiency problems and the need to provide training at the pre-service teacher level.

Researchers such as K. K. Sridhar & Sridhar (1986), Sridhar (2020), and Bhatia (2021) highlight the importance of the English language in teaching contexts in India. K. K. Sridhar & Sridhar (1986) state that learners at the school level are mostly exposed to the second language their teacher will use. Indirectly, the teacher remains a significant source of interaction in the second language. In this case, pre-service teachers and in-service teachers require language improvement programmes. Sridhar (2020) tries to provide a list of functions the English language fulfills in different contexts: "Instrumental, Regulative, Interpersonal, and Imaginative." Bhatia (2021) provides the timeline of the ELT (English language teaching) methods in the Indian context. He mentions the onset of the Audio-lingual method in 1963. This led to many other changes, such as teaching language skills (Listening, speaking, reading, and writing), using task-based second language learning,

establishing premier institutes to improve the quality of English teaching and learning, and introducing CCE (continuous comprehensive Evaluation).

Limited studies address Indian in-service teacher language proficiency. Hayes (2015) notes low English proficiency (n=193 Gujarat, n=65 Madhya Pradesh) and low confidence in learner-centered methods. Pani (2015) identifies low reading skills among Odisha high school teachers (n=6), emphasizing improving their proficiency. Borg et al. (2022) present that the language proficiency levels of teachers are not assessed, and it impacts their readiness to teach the textbooks that require a certain level of proficiency (Intermediate level). The researchers present the language proficiency levels of school teachers from Maharashtra, Bihar, and Madhya Pradesh, which must be up to the required level. The researchers further state that the pre-service teacher education programmes should focus on improving the language skills of pre-service teachers in the context of introducing an integrated teacher education programme (ITEP) based on the National Educational Policy (NEP) 2020.

2.8 ELP and CEP in India

This section emphasizes the usefulness of TBLT, the difference between TBLT and other methodologies, and designing TBLT-based programmes with a focus on strategies, language self-efficacy, and teaching efficacy. It provides information regarding task designing, further discussed in Chapter 4.

It is essential to know about considering TBLT for different proficiency levels. As tasks demand learner participation, the CEFR suggests an action-oriented approach to language learning, which includes “tasks.” North (2008) advocates that tasks at lower levels can be related to everyday situations, and tasks at higher levels can include exchanging information, summarizing, explaining words, and differences of opinion that emerge from the text chosen. Task goals should relate to the proficiency level of learners (Brandl, 2017). Ellis (2013), answering the misconceptions about TBLT, states that learners with low proficiency levels can be given input-based listening tasks, which will prepare them for speaking.

Some advantages of TBLT, challenges to implementing TBLT, and the ways to overcome those challenges are discussed by Hismanoglu & Hismanoglu (2011) and Robinson (2011).

Hismanoglu and Hismanoglu (2011) highlighted the advantages (learner focus, motivation, language input, meaning, and form focus) and challenges (compatibility with traditional settings) of TBLT. While TBLT limits L1 use, adapting it in bilingual/multilingual contexts like India can allow controlled L1 use without compromising L2 goals. Robinson (2011) refers to Candlin's Candlin's (1987, p. 19) criteria for task design, emphasizing needed information (visual, audio, text), learner role, group work, learner participation, expected results, and task evaluation as a part and as a whole.

The challenges to implementing TBLT in the Asian context are discussed by Lai (2015) and Hasnain and Halder (2023). Lai (2015) outlines challenges related to learners' varying proficiencies, teachers' roles, institutional constraints (class size, instructions), task design, and socio-cultural factors. Similar challenges exist globally. Research suggests more support for low-proficiency learners during the pre-task stage (Lai et al., 2011; Shintani, 2011). Hasnain & Halder (2023) mention teachers' difficulties in implementing TBLT due to low language proficiency, traditional approaches, misinterpretation of the concept of TBLT, exam-driven syllabus, large class size, and task assessment-related problems (figure 2, pg. 8). Hasnain & Halder (2023) suggests possible solutions about TBLT implementation which includes overcoming resistance to change is crucial. Collaboration with administrators and fellow teachers, curriculum adjustments, and specialized training can facilitate the adoption of TBLT, including addressing assessment challenges.

A detailed discussion regarding implementing TBLT for effective language learning is provided by Bygate (2016). The author elaborates on the role of tasks in allowing learners to use language in practical contexts where outcomes of the task (drawing or gathering pictures, preparing a model, providing a gist (oral or written), or putting forward the ideas through discussion are given due emphasis. He discusses four elements that can be considered in programmes that support the TBLT approach. They are:

1. Identifying the needs of target learners.
2. Including the three-phase-task formula (pre-task phase- providing inputs, post-task- to constantly guide the whole class towards the task goals, providing feedback related to the use of language, and laying focus on language form about the task.

3. Including a process that starts with meaning-focused and moves to form-focused tasks. So, learners gather language with teacher support to complete the task at hand, and at the end, the teacher reinforces specific language items with activities.
4. Including project-based tasks that emphasized communicative language use by learners.

The usefulness of strategy-based TBLT to improve language skills and self-efficacy levels is discussed by Motallebzadeh and Defaei (2013), Chou (2017), and Albelihi (2022). Motallebzadeh and Defaei (2013) found improvement in the listening self-efficacy levels of EFL learners in Iran with task-based listening activities. Chou (2017) found that the tasks based on metacognitive strategies improved listening skills in a study conducted with 88 Sophomores in Taiwan. Albelihi (2022) suggests that strategy-based writing instruction will help learners acquire writing skills better than traditionally teaching writing skills.

Considering the above observations and critical findings, the present study carefully links up the tasks specified in Aptis for teachers with strategies (SILL), CEFR descriptors, and L2 self-efficacy statements.

2.9 Pre-service Teacher Education

This section explores the beliefs of pre-service teachers related to language learning, provides details related to the pre-service teacher training in TBLT instruction along with language training through TBLT, and provides a discussion of the teaching practicum offered to pre-service teachers in Osmania and Kakatiya universities.

1.12.1 Beliefs of Pre-service Teachers about Language Learning Outside India

Some researchers, such as Peacock (2001), Wong (2010), Wong (2010), Kim (2019), and Karas and Faez (2020) examine the language learning beliefs of pre-service teachers. Knowing their beliefs will help design language improvement programmes (Peacock, 2001; Wong, 2010). Wong (2010) conducted a quantitative study using the Beliefs about Language Learning Inventory (BALLI) questionnaire to know the beliefs of 25 pre-service teachers in Malaysia. Karas and Faez (2020) studied Chinese pre-service teachers in Canada, revealing a desire to enhance language proficiency.

1.12.2 Training in TBTL instruction

Many researchers from the past two decades have researched pre-service teachers' training in TBLT instruction and language training of pre-service teachers using TBLT. Ogilvie & Dunn (2010) found that TBLT training for pre-service teachers helped them to understand the methodology but highlighted the need for institutional support. Lewis (2015) designed context-relevant tasks for Asian teachers. Hall et al. (2015) mention that TBLT can be adapted to suit the plurilingual contexts in Malaysian classrooms. The teacher training in TBLT should be meeting those requirements. Nguyen et al. (2015) stressed the importance of aligning TBLT practices with teacher beliefs about learners' motivation towards TBLT, teacher cognition, and learners' motivation levels at different task phases and other social and psychological factors. Duong & Nguyen (2021) presented the views of EFL teachers about implementing TBLT and found that the challenging aspects include classroom size, assessment, time constraints, and teacher role, and the positive aspects include teacher readiness and their required language proficiency levels. Similar findings were reported by Liu and Xiong (2016) about EFL pre-service teachers in China. Guapacha Chamorro and Benavidez Paz (2017) conducted action research with 33 pre-service language teachers at a Colombian university. The study focused on improving pre-service teachers' language performance and language strategies. Ross et al. (2014), Khanjani et al. (2016), and Ma'munMa'mun (2018) analyzed pre-service teachers' TBLT-based lesson planning considering their understanding of TBLT. Hasnain & Halder (2023) discuss how teacher autonomy can be promoted by allowing them to choose formative assessment for Task-based language teaching implementation in the actual classroom setting.

1.12.3 Pre-service Teacher Education in India with Special Reference to Osmania and Kakatiya Universities

In a multilingual nation like India, there is always a debate regarding English being the medium of Instruction. Menon et al. (2014) mention that bilingual proficiency should be part of the education system. The authors highlight the importance of the English language, widely used in the technological world. Erling et al. (2016) bring an important dimension that, even after implementing the mother tongue as a medium of Instruction in India, the results could be better. The authors suggest English language improvement training for the primary level teachers.

The following table provides features of teaching practicum offered to pre-service teachers at the global level, national, and state levels about the English language:

Table 2.1: Teaching Practicum- Features

	Global standards (CELTA)	NCERT	State Universities (other than Telangana)	State university syllabuses referred (Osmania, kakatiya, MANUU)	Selected university for the present study (Kakatiya)
Level	Pre-service teachers and beginner teachers	Pre-service teachers	Pre-service teachers	Pre-service teachers	Pre-service teachers
Level expected to be taught	Adult learners	Secondary level learners	Secondary level learners	Secondary level learners	Secondary level learners
English language component	yes	yes	yes	yes	yes
Training offered in	Language skills and pedagogic knowledge	Language across the curriculum (Includes language skills that as reading,	Language across the curriculum (Includes language skills that as reading,	Communicative English	Communicative English

		writing related to content areas, and the communication skills required for the classroom transactions)	writing related to content areas, and communication skills required for the classroom transactions.		
Required language proficiency level	C1	The English language component is included in the state entrance exam syllabus	The English language component is included in the state entrance exam syllabus	The English language component is included in the state entrance exam syllabus	The English language component is included in the state entrance exam syllabus

The language skills and strategies that are considered in the pre-service teachers' teaching practicum at the National and state level need to be understood properly to prepare a task-based language practicum for pre-service teachers.

In the B.Ed syllabus of Osmania, a practicum course titled 'Self-Development' is provided for all students in their first semester. The course comprises 'Communicative English' as a component. The specific objectives of the component which are mentioned in the syllabus is to develop the ability to communicate and understand intricate issues related to various skills of communication.

Kakatiya B. Ed syllabus also has a communicative English component as part of the teaching practicum but there was no syllabus provided to teach it. In the personal Interviews conducted with the teacher educators as part of the preliminary study, it came to be known that as part of the practicum course, pre-service teachers are expected to submit a record in which they will explain LSRW tasks and the activities that need to be given to students in real classroom contexts.

The B.Ed syllabus designed by NCERT emphasizes understanding the role of the English language in multilingual contexts. There is no mention of pre-service teacher's English language proficiency in the teaching practicum syllabuses prescribed for pre-service teachers at both state and national levels. It is assumed that pre-service teacher has the required language proficiency needed for classroom teaching. Whereas it was mentioned (NCFTE, 2009) that the language support that teachers require is an aspect that will have an impact on teaching and learning.

Teaching practicum aspects related to the English language in particular as given in the B.Ed. syllabuses at the central and state levels are shown in the table below:

Table 2.2: Language Practicum at National & State level

NCERT	SCERTs	Osmania, MANUU	Kakatiya university
<p>The practicum includes the following activities to be performed by pre-service teachers:</p> <ol style="list-style-type: none"> 1. Teaching language learning strategies related to reading. 2. Provide writing tasks 3. Encouraging learners' ability to question, discuss, and interact. 4. Understanding the language problems of learners about understanding the content. 	<p>The practicum includes the following activities to be performed by pre-service teachers:</p> <ol style="list-style-type: none"> 1. Teaching reading and writing skills to secondary-level learners related to the content areas (social sciences, science, and mathematics) 2. Pictorial presentation of content provided in textbooks. 3. Encouraging learners' participation through 	<p>The practicum includes the following activities to be performed by pre-service teachers:</p> <ol style="list-style-type: none"> 1. Any two activities related to LSRW (listening, speaking, reading, writing) Resume/letter-writing/preparing-invitation/notice/circular/agenda/minutes of a meeting (writing for communication) 2. Resume/letter writing/preparing invitation/notice/circular/agenda/minutes of a meeting (writing for communication) 	<p>The practicum includes</p> <ol style="list-style-type: none"> 1. communicative English and the syllabus is not specified 2. (the students were asked to participate in activities such as role-plays and group discussions and also submit records related to LSRW tasks) 3. The connection between the practicum and lesson plan is not mentioned.

	discussions and questioning. 4. Providing activities and assignments to develop the LSRW skills of learners.		
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The following aspects are incorporated in the practicum related to the pre-service teachers:

- Pre-service teachers need to prepare tasks/activities related to LSRW (listening, speaking, reading, writing) skills
- Pre-service teachers have to encourage learners to ask questions, discuss, and interact.
- Pre-service teachers have to teach language skills that is reading and writing skills in the context of content areas.
- Pre-service teachers need to learn to write for different occasions.

The requirement to train the pre-service teachers as per their needs has to be considered which the present study aims at and the procedure is further explained in chapter 3 and chapter 4.

2.10 Task-based Language Proficiency Courses

This section provides information related to types of tasks, task features, planning a task-based syllabus in general, Interventional studies related to strategy training, and planning a task-based syllabus for pre-service teachers.

Prabhu (1987) classifies tasks as: Information-gap, reasoning-gap and opinion-gap. Regarding presenting tasks in a classroom, Prabhu opines that the learners' needs, outcomes, teacher observation, and intuitive reflection must be considered. Willis (1996) defines a task as something that helps learners interact among themselves with a primary focus on 'meaning.'

Ellis (2019:12) provides the characteristics of a task: meaning-focused, containing a gap, learners' use of verbal (L1, L2) non-verbal resources, and communication-focused outcomes. He further classifies tasks as pedagogic and real-world, input-based and output-based, focused and unfocused tasks. He further mentions that tasks can be selected based

on themes that are relatable to learners or based on learners' needs. Dörnyei (2019) provides the features of a task that engages the learner and motivates them to learn- task presentation, goals, content, ownership, structure, and collaboration.

Researchers such as Brumfit (1984) and Ellis (2019) provided insights into the task-based syllabus. Brumfit (1984) provides his argument for planning a syllabus with a combined focus on product and process at different stages of a curriculum. Ellis further defines the idea of 'Implicit learning,' which contributes to the use of language for communicative purposes, whereas 'Explicit knowledge' plays a crucial role in proficiency. He further lists three ways in which a curriculum can be planned for learners:

1. To give equal importance to structural and task-based activities throughout the curriculum
2. To aim at structural activities first and then move to fluency-oriented activities.
3. To start with fluency-focused activities and then proceed to structural activities.

Previous Intervention studies that looked at strategy training through TBLT-based instruction for pre-service teachers are- Hanington & Pillai (2016) mention the necessity of improving the personal language proficiency of 61 pre-service teachers of Singapore. They also designed a short-blended course focusing on writing and speaking needed for language classrooms and observed the impact of the training on their teaching practicum. The researchers believe that practices like this will help to bridge the gap between theory and practice. Turkan et al. (2017) suggest that training related to language skills required for specific language teaching tasks (LTT) should be incorporated into teacher education programmes.

The strategy-based TBLT instruction provided in the classroom should be based on a set of criteria as per Cohen and Henry (2019) and Tomlinson (2020). Cohen and Henry (2019: 181-2) mention a few steps in using strategy-based instruction by teachers:

1. Make learners aware of the strategies
2. Teach strategies through modeling
3. Emphasize strategy importance
4. Apply strategies practically

5. Create situations promoting strategy use and encourage the sharing of learning experiences

Tomlinson (2020) suggests that the following aspects should be considered while assessing learners' second language proficiency:

- Tasks should match the actual language needs of learners
- Tests should include topics or texts that are from learners' experiences
- Results should inform the performance of the learners in the variety of English they require
- Learners should be provided constructive feedback.

2.11 Theoretical background

This section provides an overview of the TBLT frameworks, the TBLT theory selected for the present study, the scaffolding theory, the scaffolding strategies used for designing tasks, and the language learning strategies selected for the present study.

There are some popular TBLT models and frameworks that shaped TBLT beginning from Skehan (1996) to González-Lloret & Ortega (2014). The present study considered the following TBLT frameworks:

Willis' TBLT framework (Three-stage task): Willis's TBLT framework includes a pre-task, a while-task, and a post-task. Ellis (2019:16) mentions that the Willis TBLT model includes learners' Interaction through group work in the while-task phase, whereas the teacher guides the pre-task and post-task phases.

The pre-task phase includes the teacher introducing the topic and providing needed vocabulary support to learners. The next phase is the task cycle, which includes learners working in pairs or groups. In this phase, students will focus on the meaning aspects of language. In the post-task phase, learners will be asked to focus on the grammatical forms used in the task-cycle phase (Willis, 1996). Willis mentions the essential features of their framework that aid the language learning process: 1. providing input 2. using L2 3. learner motivation 4. language form.

Weaver's formative assessment framework: Weaver (2012) explains the framework framed for the formative assessment process in TBLT. The first includes selecting a

pedagogical task based on learners' needs. The second step includes defining the task's purpose. The third step includes choosing the mode of assessment, which can include discourse analysis or scoring rubrics, which will provide information to learners regarding their performance. The fourth step includes recording the learners' responses in oral or written form. The fifth step includes measuring learners' performance in valid and reliable ways. The sixth step includes giving feedback to learners, which will help them to keep track of their progress.

The present study considers the sociocultural theory, one of the TBLT theories (mentioned in Chapter 1). Considering the principal objective of the study is using TBLT instruction to improve English language proficiency, classroom English of pre-service teachers about their language self-efficacy, language learning strategies, and teaching efficacy, scaffolding theory which is part of the sociocultural theory of Vygotsky (Gonulal & Loewen, 2018) is considered as pertinent for the present study. Scaffolding pre-service teachers in the language learning strategies improved their language proficiency and self-efficacy. Adding this practical knowledge to the lesson planning helped pre-service teachers improve their teaching efficacy awareness levels. Knowing the scaffolding techniques will help pre-service teachers improve the language self-efficacy levels of learners in real classroom contexts (Ortlieb & Schatz, 2020).

Researchers such as (Storch, 2002) and Myles & Mitchell (2014) provide an understanding of the scaffolding theory. Storch (2002) says scaffolding is a form of support offered by the teacher or the support offered by a competent learner to a less competent learner till a satisfactory level of improvement is reached, or the scaffolding happens through collaborative activities. The scaffolding that happens among learners can be with the same level of proficiency or with mixed proficiency levels (Storch, 2002). Myles and Mitchell (2014) discuss the perspectives of SLL theorists of Vygotskian theory and what the theory encompasses. So, the authors explain mediation and mediate learning, regulation, scaffolding and the Zone of Proximal Development, microgenesis, private and Inner speech, and activity theory.

Different types of teacher scaffolding exist, such as modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition (Walqui, 2006). The present study considered 'modeling' in the teaching phase of language

strategies to pre-service teachers. Another scaffolding technique considered in the study was ‘metacognition,’ a modeling strategy provided through a self-assessment scoring rubric. Shepard (2005) also mentioned in their studies that scaffolding and formative assessment are the same.

Wood et al. (1976) mentioned that the benefits of scaffolding will help the learner perform better than an individual. He further explains the scaffolding through different steps involved in it:

1. Recruitment: to know the needs of learners and then help the learners to understand the tasks at hand.
2. Reduction in degrees of freedom: using feedback for correcting the learner’s understanding of the task.
3. Direction maintenance: setting objectives for learners
4. Marking critical features: giving feedback on specific aspects of the task.
5. Frustration control: enabling learners to work together.
6. Demonstration: Whatever the tutor is teaching has its source, and the person demonstrating is imitating and using it in a context.

Van Lier (2004) presents some scaffolding strategies- using context-specific visuals, learner collaboration, setting learning goals for learners, encouraging learner autonomy, and encouraging Interaction. McNeil (2012) mentions the scaffolding steps followed during the discussion phase in a classroom context- Reformulation, repetition, and elaboration. Kayi-Aydar (2013) mentions the criteria for impactful scaffolding- explaining the uses of the scaffolding to students, encouraging learners to participate in the scaffolding process, and appreciating the participation of the students. Amerian and Mehri (2014) mention that scaffolding provided to learners should match their learning needs.

Some Intervention studies related to scaffolding are presented here about aspects such as scaffolding strategies. Ghafar Samar and Dehqan (2013) observed an improvement in the reading comprehension skills of 126 EFL learners (18-40 years) from two universities in Iraq with the help of teacher scaffolding. Rezaee et al. (2018) conducted a study with 100 EFL university students (18 to 24 years) in Iraq and found an improvement in the language learning strategies of learners with teacher scaffolding. Milliner and

Dimoski (2021) mention that the listening self-efficacy levels of 129 EFL learners (18-21 years) in Japan improved with teacher scaffolding.

National Curriculum Framework (NCF) 2023 also highlights scaffolding as a teaching technique. Scaffolding in education involves systematically supporting students as they learn new knowledge, balancing challenge and manageability. This support includes structured guidance during instruction, gradually decreasing as students become more proficient. The “Gradual Release of Responsibility” (GRR) is a common scaffolding approach, starting with teacher modeling, progressing to collaborative work with guided support, and ultimately enabling independent student practice. Scaffolding helps students acquire new knowledge effectively with assistance from experienced individuals like teachers or peers (pg no. 105).

The following are the aspects of the scaffolding which can be effectively incorporated into tasks:

Rubrics: Rubrics used for self-assessment can be developed in three steps: 1. Setting clear expectations 2. Conducting self-assessment and 3. Revising (Andrade,2008). Here, the first step involves the teacher, or it may include both teacher and learner in designing the rubrics. In the second step, the learner will assess their performance, and in the third step, learners will act on the feedback to improve their language, or the teacher can scaffold the learners. These rubrics are used for self-assessment (Gonulal & Loewen, 2018) related to strategy and self-efficacy awareness. For all task modules, analytic rubrics are used (Brookhart, 2018).

Reading: KWL (know, want to know, learned) charts developed by Ogle (1986) are used as a metacognitive strategy to understand a reading text, which involves checking the prior knowledge of learners (schemata theory) related to the text, then allows readers to create a purpose for reading the text, then involves learners in monitoring their comprehension of the text, and finally helps them in linking their prior knowledge to the information newly learned. They also encourage Interaction between teachers and learners. They are also one of the graphic organizers used for language learning, especially when introducing a topic (Alfares, 2019).

Buran & Filyukov (2015) mention how mind maps can improve reading comprehension, such as ‘connecting all the details, exchange of information, classifying

the information, understanding the learning material and using information for collaborative work.’

Listening: Transcripts: Using transcripts and podcasts will help learners focus on the vocabulary and content they are expected to listen to and lay focus (Cross, 2014).

Modeling: The modeling technique is used for LSRW. Yildiz and Celik (2020) mention that modeling leads to practical solutions the teacher presents to learn a strategy or concept. It also helps the learners to complete the task given. Modeling also helps improve learners’ self-efficacy levels.

Prompts: Prompts that are used for improving writing (Raimes, 1983) and speaking skills (Albino, 2017) include questions, statements, or picture cues to help students produce spoken or written responses. These prompts will help learners to produce structured and coherent responses.

Formative assessment: Formative assessment helps assess learners during the learning process and provides feedback regarding their strengths and areas that require improvement. The formative assessment can include quizzes, discussions, and interactive activities to determine student comprehension (Nunan, 2004) and make instructional decisions (Morris et al., 2021). National Education Policy (NEP) 2020 has stated formative assessment as one of the fundamental principles to be considered in the teaching and learning process (pg no.5).

Language learning strategies: Knowing about the language learning strategies related to different learning theories is essential. Griffiths and Oxford (2014) mention that language learning strategies are closely related to cognitivism because the learners are involved in information processing steps. Then, learners also use their metacognition to regulate their learning. The language learning strategies are also linked to audiolingual and behaviourism because they include ‘repetition/memory strategies.’ Then, the LLS are also linked to the sociocultural theory as they include Interaction. Rao (2016) mentions that a combination of strategies in a task will help learners to learn language effectively.

There are six learning theories to know about the learning process. They are behaviorism (Skinner, 1953), cognitivism (Gagne, 1984), constructivism (Boyle, 1997),

experiential (Kolb, 1984), humanistic (Huitt, 2009), and social-situational (Bandura, 1977) learning theories.

Behaviorist learning theory: This theory states that learning includes repetition and positive reinforcement to achieve the intended behavior of the learner. Language learning strategies included under this learning theory are memory strategies.

Cognitivist learning theory: This theory emphasizes the active learning of learners through questioning and finding answers on their own. Cognitive strategies include practicing sounds in English, summarizing information, conversing in English, skimming and scanning techniques, using words in sentences, and writing e-mails in English.

The compensation strategies part of SILL is linked to communicative competence theory. Canale and Swain (1980) have included ‘grammatical competence, sociolinguistic competence, and strategic competence’ under communicative competence. Compensation strategies are part of strategic competence, which helps learners, especially those with low language proficiency levels. They will help them to use synonyms, guessing, asking for help, rephrasing, and so on to express an idea in L2.

2.12 Links to Methodology: From Theory to Practice

This section provides an understanding of the theories related to TBLT and TBLT frameworks that helped inform the task design and provide guidelines to pre-service teachers to prepare tasks for lesson plans.

After reviewing all definitions of a task, consider the following aspects to be included in the task-based course designed for pre-service teachers:

1. The task can have a gap related to information or opinion, which leads to Interaction.
2. The task can focus on both ‘meaning’ and ‘form.’
3. Tasks can be prepared by reducing the cognitive load on learners and allowing them to collaborate, interact, and self-assess.
4. Tasks can follow a three-step process- pre, while, and post.

5. Tasks can have formative assessments in the form of objective tests and activity/task exercises, which provide feedback to learners.

The present research considers the following teacher scaffolding strategies to be used with the TBLT instruction to improve the language strategy use of learners:

- Using scoring rubrics based on task-specific strategies, self-efficacy, and teaching efficacy statements. The learners will use rubrics to self-assess their language strategy and collaborative work.
- Using transcripts and related matching tasks for listening and KWL charts, mindmaps, and related task exercises for reading to encourage Interaction and provide scaffolding for strategy learning
- Using prompts and related task exercises to improve speaking and writing skills
- Using modeling as the scaffolding strategy in each task.
- Using classroom English to help learners with their task completion.

The study's conceptual framework has considered CEFR standards and the EFT (English for teaching) construct proposed by Young et al., 2014. The mode of Instruction is Task-based language teaching (TBLT) Instruction. The different aspects of the task assessment which are considered to achieve the desired outcomes with the help of the formative assessment tool 'rubrics' are shown in the figure below:

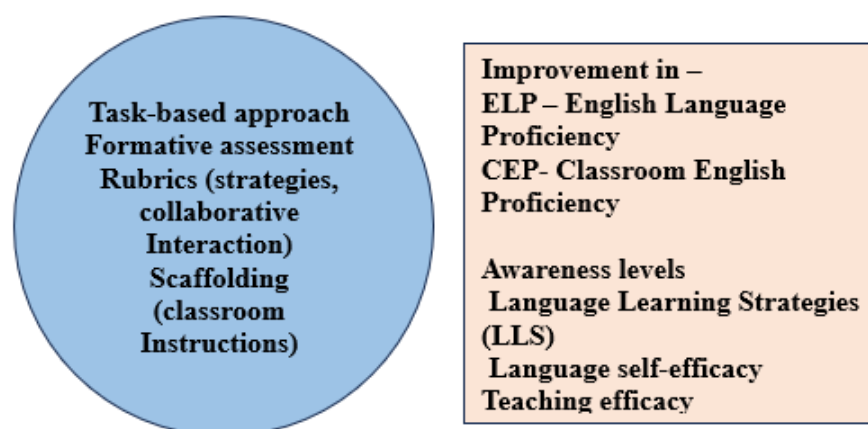


Figure 2.2: TBLT Instruction with Targeted Outcomes

Based on the scaffolding theory and perspectives related to TBLT methodology, the following guidelines were provided to pre-service teachers for preparing tasks for lesson

plans as part of their micro-teaching session (teaching practicum). These guidelines are linked to the fourth objective of the study:

1. To give specific feedback in English to students about their strategy learning with the help of rubrics
2. To use appropriate English to ask questions or to provide clues, and hints and to scaffold content in clear English.
3. To give clear instructions in English when conducting activities
4. To mention the strategy (SILL) and language self-efficacy statement/statement used as per the task.

These guidelines are prepared so that learners can prepare the tasks for lesson plans and also evaluate their learning process.

The course components and the task components are discussed in Chapter 3.

2.13 Summary

On the whole, the two major gaps identified from the literature review are discussed. Those are:

- The relation among the variables such as English language proficiency, Classroom language proficiency, awareness of strategies, teaching efficacy, and language self-efficacy of pre-service teachers is not identified which will help in training the pre-service teachers in better ways.
- How can a task-based approach improve pre-service teachers' language self-efficacy and teaching efficacy levels? which is not addressed in the Indian context.

In this chapter, a detailed discussion of the relevant aspects related to the main study such as L2 proficiency, L2 Self-efficacy, language learning strategies, classroom English proficiency, and teaching efficacy was explored. A detailed picture of the pre-service teacher education about teaching practicum offered at the state level is compared to

the National and global level. This process helped in highlighting the aspects to be covered in practicum training. A thorough understanding of the theories and frameworks of TBLT also helped the researcher in designing task modules which are presented in chapter 4. The literature review also helped in addressing the gaps-

- Enough focus on all strategies (memory, compensation, cognitive, metacognitive, social, and affective)
- Modeling helps reduce the cognitive load of the learners
- Scaffolding is provided at each stage using feedback from the formative assessment (objective test) to encourage collaborative interaction and strategy use (rubrics).
- Classroom Instructions are provided to help the learners will also improve the teaching efficacy of the teacher.

Chapter-3

Research Methodology

3.1 Introduction

The literature review done in the previous chapter provided the perspectives of the researchers related to different aspects related to pre-service teacher teaching practicum. These aspects included English language proficiency, classroom English proficiency, L2 self-efficacy, language learning strategies, and teaching efficacy. A detailed discussion of TBTL theories and frameworks was also provided which was linked to the practical part of the study. This chapter deals with the research methodology, and data collection used in three phases of the study that is a preliminary study, a pilot study, and a main study. The chapter also presents the analysis and interpretation of the findings of the preliminary and pilot study.

This chapter introduces step-by-step the procedures that helped in the proper development and execution of the main study. To begin with, the preliminary study helped in identifying the sample by conducting a pre-test. Then a screening test was conducted. Along with that informal interviews were conducted with the teacher educators (N=10) and pre-service teachers (N=10) which helped in adapting the questionnaires selected from the literature review and also informed the researcher about the ELP, CEP problems, and awareness levels (L2 Self-efficacy, language learning strategies, teaching efficacy) of pre-service teachers which required improvement. It also helped the researcher in selecting the content and planning the tasks with a due focus on language learning strategies (SILL), L2 self-efficacy, and teaching efficacy which are further explained in Chapter 4. This chapter also provides details regarding the data collection tools that are used for the pilot and main study that is ELP (Aptis for teachers), CEP test, tasks, questionnaires, and task evaluation checklist. The analysis of the data is presented in Chapter 5.

3.2 Research Design

The data for the preliminary study was collected using diagnostic test and informal interviews. The data for the pilot and main study was collected using proficiency test, questionnaires, tasks, task evaluation checklists, and informal interviews. The preliminary study which included a pre-test and screening test was conducted with pre-service teachers of Kakatiya (N=50) and Osmania University (N=50) from which Kakatiya University was selected for the screening test. The screening test was conducted with 402 pre-service teachers from 12 teacher education colleges (6 rural, 6 urban). Warangal. From that sample, 80 pre-service teachers were selected for the pilot study and 202 pre-service

teachers (6 teacher education colleges-rural and urban), Warangal were selected for the main study. The research design of the entire study is presented in the figure below:

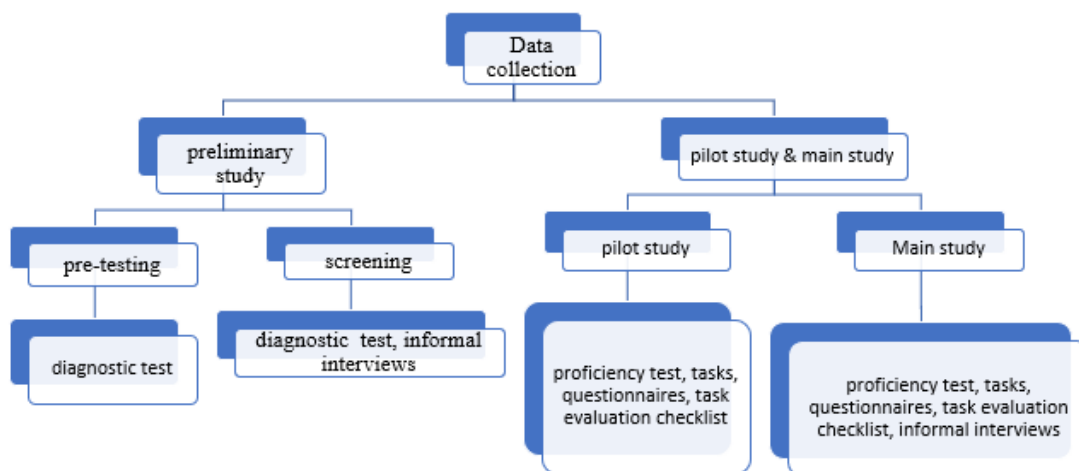


Figure 3.1: Research design of the entire study

3.3 Tools used in the Preliminary Study

This section provides details regarding the tools used for data collection during the preliminary study. The preliminary study was conducted to select the sample from the universe of the study. The tools used are diagnostic tests for both the pre-test and screening test and informal interviews during the screening test. A convenience sampling technique was used for the preliminary study phase. The demographical details of pre-service teachers such as age, gender, methodologies selected, area (rural/urban), medium of Instruction at school level, years of exposure to the English language, and participant's interest in taking the test were gathered.

Demographic details of the participants who participated in the pre-test are- 50 participants from 5 teacher education colleges in Kakatiya University and 50 participants from 5 teacher education colleges in Osmania University. There are 70% women and 30% men in the sample. Participants' age ranged from (21-25 years). They belong to both urban and rural areas. They opted for different methodologies such as Physics, Biological science, and social sciences with English as the common methodology. The participants are from both Telugu and English medium of Instruction at their school level. All the participants showed their willingness to take the test.

Demographic details of the participants who participated in the screening test are- 402 participants from 12 B. Ed colleges (6 rural, 6 urban) across Warangal affiliated with Kakatiya University. There are 75% women and 25% men in the sample. Participants' age ranged from (21-25 years). They are pursuing methodologies such as Physics, Biological science, and social sciences with English as the common methodology. They have either Telugu or English medium of Instruction at their school level with variation in the years of exposure to English as a medium of Instruction.

- A. Diagnostic test: The diagnostic which includes both the ELP test that 'Aptis for teachers' and the CEP test was explained below and the diagnostic test is used for both the pre-test and screening test phases. The test has five sections. The first section looks at vocabulary and grammar from A1-A2, B1, and B2 levels provided for 25 marks and focuses on contextual vocabulary words is word and their meaning/definition, collocation, and sentence structure. The second section is related to writing tasks which include A1-A2, B1, and B2 levels, and focuses on word and sentence-level responses, and e-mail writing. The skills are evaluated based on the checklist provided in the Aptis manual. The third section is related to reading tasks of A1-A2, B1, and B2 levels and focuses on sentence-level meanings, Jumbled paragraphs, and short and long text comprehension. The last section includes the CEP test which is evaluated based on EFT and has three band levels (band1,2,3) which focus on English language related to classroom management, understanding and communicating classroom content, and assessing and providing feedback.

The question paper used for both the pre-test and screening test and the assessment criteria which is provided by 'Aptis for teachers' is given in the appendix (A1). Informal interviews were conducted with teacher educators and pre-service teachers at the end of the screening test. Those findings are discussed further in the chapter.

3.4 Data Collection Tools used for Pilot Study

This section includes the tools that are piloted in the pilot study and further used in the main study. The tools include questionnaires, tasks, and a task evaluation checklist.

Along with these tools, a proficiency test was given which includes an English language proficiency test and a classroom English proficiency test.

Demographic details of the participants who participated in the pilot study are- 80 participants from 4 teacher education colleges under Kakatiya University. They are made into experimental and control group. There are 75% women and 25% men in the sample. Participants' age ranged from (21-25 years). They belong to both urban and rural areas. They opted for different methodologies such as Physics, Biological science, and social sciences with English as the common methodology. The years of exposure to English as medium of Instruction varies for Individual participants.

3.4.1 Proficiency test (Aptis for teachers)

The proficiency test is based on 'Aptis for teachers' developed based on the CEFR parameters. The test is developed by British Council experts for three main purposes- benchmarking, language training requirements, and recruitment. The proficiency test given to the participants has five sections- Listening, reading, writing, speaking, and classroom English proficiency and the components included under each test are shown in the tables below:

Table 3.1: Aptis for Teachers- Reading Items

Part	Skill focus	Level	Task focus	No.of items	Marks allotted
1	Sentence level meaning	A1	careful, local reading	4	4m
2	Inter-sentence cohesion	A2	careful global reading	2	4m
3	Text-level comprehension of short texts	B1	careful global reading	1	4m
4	Text-level comprehension of long text	B2	global reading, both careful and expeditious	1	6m

Aptis technical manual version 2.2 final (table 22)

Table 3.2: Aptis for Teachers- Writing Items

Part	Skill focus	Level	Expected output	No.of items	Marks allotted
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1	E-mail writing	B1	100-150 Words The following aspects of performance are addressed (not all aspects are assessed for each task): 1) task completion 2) grammatical range and accuracy 3) lexical range and accuracy 4) cohesion and coherence 5) punctuation and spelling. 100-150 words	1	6
2	Paragraph writing	B2		1	6

Aptis technical manual version 2.2 final (table 23) (this section is adapted based on the needs of the pre-service teachers) (each item is given A1-B2 marking as per the performance).

Table 3.3: Aptis for Teachers- Speaking Items

Part	Skill focus	Level	Expected output	No. of items	Marks allotted
1	Describe, and express opinions, provide reasons and explanation	B1	The following aspects of performance are addressed: 1) grammatical range and accuracy 2) lexical range and accuracy 3) pronunciation 4) fluency 5) cohesion and coherence.	1	5
2	Describe, compare, and provide reasons and explanation	B1		1	4

Aptis technical manual version 2.2 final (table 23) (each item is given A1-B2 marking as per the performance).

Table 3.4: Aptis for Teachers- Listening Items

Part	Skill focus	Level	Task focus	No. of items	Marks allotted
1	Lexical recognition	A1	Specific information	7	7M
2	Identifying specific, factual information	A2	Specific information	5	5M
3	Identifying specific, factual information	B1, B2	Speaker's opinion or intention	5	5M

Aptis technical manual version 2.2 final (table 22).

Table 3.5: Classroom English Proficiency Test Items

Classroom English proficiency	Marks
Managing the classroom: The learning environment and setting up learning opportunities	9
Understanding lesson content: Planning content for student understanding	8
Communicating lesson content: Engaging students	15
Assessing student work	9
Giving feedback: Encouraging student Independence	9

The proficiency test question papers used for the pilot and main study in the pre-test and post-test phases are provided in the Appendices.

3.4.2 Student Questionnaires

A total of four questionnaires were selected from the literature review conducted and they were slightly adapted based on the suggestions of the teacher educators. The questionnaires given below are piloted with 80 participants in the pilot study and those details are discussed further in this chapter.

- *SILL (strategy inventory for language learning) (Oxford & Burry-Stock, 1995)*
- *English self-efficacy questionnaire (Wang et al., 2013)*
- *Classroom English Proficiency Scale (Wang,2021)- 0.73 Teaching self-efficacy questionnaire (Eslami & Fatahi, 2008)*
- *Task feedback questionnaire (Ma & Lee, 2021)*
- *Task evaluation checklist (Jacobs et al., 2008)*

The first questionnaire that is Oxford's Strategy Inventory of Language Learning (SILL) (1990) has 50 items out of which 32 items are selected to suit the needs of the pre-service teachers. The adapted questionnaire is based on 5-point Likert scale and has 32 items which contain memory (8), compensation (2), cognitive (6), metacognitive (9), social (3) and affective (4). The second questionnaire, which is the English self-efficacy questionnaire (Wang et al., 2013) has 32 items out of which 18 items are selected and adapted as per the needs of the pre-service teachers. The items are related to listening, speaking, reading, and writing self-efficacy. To suit the needs of the present study the 6-point Likert scale is reduced to 5-point Likert scale. The third questionnaire which is the teaching efficacy questionnaire is a merge of two questionnaires- The teaching self-

efficacy questionnaire (Eslami & Fatahi, 2008) and Classroom English Proficiency Scale (Wang,2021). Some sections from both questionnaires were selected and adapted to meet the language teaching needs of pre-service teachers. the adapted questionnaire has 11 items and has sections- Language of Interaction (3) Efficacy for Student Engagement (1), Language of Instruction (4), Efficacy for class management (1), and Efficacy for instructional strategies (2). The adapted questionnaire used a 5 point-Likert scale. The fourth questionnaire is used to gather feedback in the post-intervention phase and the questionnaire has 13 items which include sections- relevance (3), satisfaction (7), attention (1), and confidence (2)

3.4.3 Task-evaluation checklist

The checklist used for evaluating the tasks (see table 3.6 and 3.7) was linked to awareness questionnaires - SILL, language self-efficacy, and teaching efficacy (Jacobs et al., 2008). The task evaluation checklist is given to both the pre-service teacher and evaluator. They will use the checklist based on Likert scale ratings to evaluate the tasks prepared for the lesson plan in the post-intervention phase.

Table 3.6: Task evaluation checklist- Evaluator

Objective: Evaluator	Items	Very good (5)	Good (4)	Acceptable (3)	Poor (2)	Very poor (1)
TBLT	To have a clear idea of the task phases that is pre-, while and post-task phases					
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics					
	To use appropriate English to ask questions or to provide clues and hints					
Language of Instruction	To give clear instructions in English when conducting activities					
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through					
SILL	To mention the strategies that are used as per the SILL questionnaire					
	To model the strategy by using the					

	relevant material					
L2 Self-efficacy	To mention the language self-efficacy statement/statements as per the task					

Table 3.7: Task evaluation checklist- Learner

Objective: Learner	Items	Strongl y agree (5)	agree (4)	Neutral (3)	disagree (2)	Strongl y disagree (1)
TBLT	To have a clear idea of the task phases that is pre, while and post-task phases					
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics					
	To use appropriate English to ask questions or to provide clues and hints					
Language of Instruction	To give clear instructions in English when conducting activities					
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities					
SILL	To mention the strategies that are used as per the SILL questionnaire					
	To model the strategy by using the relevant material					
L2 Self-efficacy	To mention the language self-efficacy statement /statements as per the task					

3.5 Findings

3.5.1 Findings of the Preliminary Study

This section contains the findings of the pre-test and screening test which helped in selecting the sample, and adapting questionnaires for the study.

The pre-test conducted for the pre-service teachers included vocabulary, grammar, reading, writing, and classroom language. The test was evaluated for 85 marks (65 marks for EPT and 20 for CEPT) based on the CEFR and TEFT benchmarks (provided in the appendix). The details of the quantitative data gathered from the pre-service teachers are given below:

Sample 1: pre-service teachers (first and second year) from teacher education colleges under Osmania University (N=50) are divided into A1-A2 (EPT), band 1 (CEPT), B1 (EPT), band 2 (CEPT) and B2 (EPT), band 3 (CEPT) based on the scores they attained out of 65 in EPT and 20 marks in CEPT. As per the marks scored, those who scored A2, band 1 are 15, B1, band 2 are 20, and B2, band 3 are 15.

Sample 2: pre-service teachers (first and second year) from teacher education colleges under Kakatiya University (N=50) are divided into A1-A2 (EPT), band 1 (CEPT), B1 (EPT), band 2 (CEPT) and B2 (EPT), band 3 (CEPT) based on the scores they attained out of 65 in EPT and 20 marks in CEPT. The students who scored A1-A2, band1 are 25, B1, band2 are 20, and B2, band3 are 5.

It is evident that the pre-service teachers from Osmania University scored more when compared to pre-service teachers from Kakatiya University. So, in the next step for the screening test, pre-service teachers from Kakatiya University are selected.

The data gathered from 402 pre-service teachers as part of the screening test are categorised as A1-A2 (EPT), band 1 (CEPT), B1 (EPT), band 2 (CEPT) based on the scores they attained out of 65 in EPT and 20 marks in CEPT. The band scores are provided in the appendix. There are no participants in the B2 (EPT), band 3 (CEPT). Their mean scores for individual test components are given below.

Table 3.8: Diagnostic test mean scores A1-A2 level, band 1 (n=332)

Grammar and Vocabulary (25 marks)	Reading (20 marks)	Writing (20 marks)	Classroom language (20 marks)	Total (85 marks)
8	10	5	8.34	31.12

Table 3.9: Proficiency test Pilot EG (n=40) post-test mean scores

Grammar and Vocabulary (25 marks)	Reading (20 marks)	Writing (20 marks)	Classroom language (20 marks)	Total (85 marks)
13.3	14	12.1	15	54.1

There are no scorers in the third category that is B2, band 3.

3.5.2 Findings of Screening Test

The findings of the screening test can be summed up as below:

1. ‘A1-A2’, band 1 performers performed well in some aspects of reading (sentence-level meaning), writing (personal Informal, informal e-mail), grammar (pronouns, adjectives, prepositional phrase), vocabulary (synonyms), and classroom language (managing the classroom).
2. ‘B1’, band 2 scorers performed well in sentence-level meaning (reading), Personal Information, informal, semi-formal, and Formal e-mail (writing), managing the classroom, assessing students, and providing feedback (classroom English), modal verbs, tense, connectives, pronouns, adverbs (grammar), synonyms, contextual clues, collocations (vocabulary).
3. The screening test also helped the researcher to know the differences between ‘A1-A2’, band 1, and ‘B1’, band 2 level performers.

After conducting the screening test with 402 pre-service teachers, they were categorised as ‘A1-A2’, band 1 (332) learners and ‘B1’, band 2 (70) learners. Out of 332 ‘A1-A2’, band 1 level learners, 80 students were selected for the pilot study and 202 students were selected for the main study. The convenience sampling technique is used for this purpose.

3.5.3 Informal Interviews

The Informal interviews conducted with teacher educators helped the researcher in knowing about the teaching practicum provided to pre-service teachers. The teacher educators opined that English language skills need to be improved along with a special focus on communicative English for classroom. The interviews also helped the researcher to know about the gaps in the teaching practicum related to the improvement of the awareness levels of pre-service teachers with regard to language learning strategies,

teaching efficacy, and language self-efficacy. This will further help pre-service teachers in task preparation for lesson plans. The researcher also noticed that the task-based lesson plans prepared by pre-service teachers as part of the teaching practicum lacked focus on the classroom needs of learners that is language learning strategies and language self-efficacy. Also, it is observed that the use of rubrics as a formative assessment tool, and the use of classroom English as part of classroom interaction with learners is much required by pre-service teachers with regard to their teaching practicum. Based, on the suggestions and observations tasks were prepared by the researcher. The prepared tasks were verified by experts from the field of teacher education.

After discussing the features of lesson plans (CELTA, NCERT) with the teacher educators the following aspects are pertinent to be included.

1. Explicit instructions to initiate collaborative Interaction and incorporating rubrics for assessment.
2. Including explicit language learning strategies in the lesson plan can enhance the effectiveness of language instruction and better support students in improving their English language skills.

The interviews with pre-service teachers revealed their low language self-efficacy levels (listening, reading, speaking, writing) and also their need for classroom English (managing the classroom, understanding and communicating lesson content, and providing feedback). Their awareness of language strategies (Memory, cognitive, metacognitive, compensation, social, and affective) also required improvement. They also shared their views that preparing tasks for real classrooms needs more improvement so that it impacts their teaching efficacy levels (Language of Interaction, Efficacy for student engagement, Language of Instruction, Efficacy for class management, Efficacy for instructional strategies). It is observed that the pre-service teachers required training in scaffolding the language strategies as part of using the tasks effectively in real classroom contexts. Based on their views, the modules are further modified. The questionnaires which are selected based on the literature review are adapted as per the needs of pre-service teachers. The language problems faced by pre-service teachers are also identified through these interviews apart from the diagnostic test. They are: speaking (fluency, contextual vocabulary), Reading (skimming, scanning, guessing), listening (limited exposure and

strategies), and writing (spelling errors, connectives, tense). Regarding classroom English, pre-service teachers faced problems with the use of instructional language in different classroom contexts.

The Informal interviews conducted with teacher educators and pre-service teachers helped in adapting questionnaires- SILL, language self-efficacy, and teaching efficacy per the needs of the pre-service teachers. The task-based modules are further modified by linking them to the questionnaires (SILL, language self-efficacy, teaching efficacy) chosen for the study.

3.6 Findings of the Pilot Study

The pilot study was planned for 2 months. During these two months a pre-test, and post-test were conducted with the entire sample (n=80), experimental group (n=40), and control group (n=40). The experimental group was given questionnaires. In the Intervention, the learners of experimental group were provided with tasks. The tasks focused on the improvement of ELP, CEP, and awareness levels of pre-service teachers (L2 self-efficacy, teaching efficacy, and LLS). The pre-task phase will include a mention of the language strategy/strategies and language self-efficacy in focus, modelling of the strategy, an objective test, and learner self-assessment rubric which are linked to learner collaboration. The while-task phase. Both individual and pair/group work is encouraged in the pre-task phase. In the while-task phase, learners are given a matching task related to the strategy use and then they are involved in using different strategies to complete the task given. In the post-task phase, teacher and learner interaction is encouraged and learners are made to self-assess their language strategy use with the help of scoring rubrics. An assessment test was given at the end of each task.

Description of the questionnaires with the purpose they were used with their Cronbach values:

1. SILL questionnaire ($\alpha=0.78$)
2. Language self-efficacy questionnaire ($\alpha=0.98$)
3. Classroom English Proficiency Scale – (0.73) and Teaching self-efficacy questionnaire ($\alpha=0.88$)
4. Task feedback questionnaire ($\alpha=0.93$)

5. Task-evaluation checklist ($\alpha=0.85$)

The mean scores of the pilot group, experimental group for EPT and CEPT in pre- and -post-test phases are provided below. The mean scores showed improvement from A1-A2, band1 in pre-test phase to B2 level, band 3 in the post-test phase.

Table 3.10: Proficiency test Pilot EG (n=40) pre-test mean scores

Listening (17)	Speaking (9)	Reading (18)	Writing (12)	Classroom language	Total (106 marks)
4	3.17	5.47	5	16.17	33.4

Table 3.11: Proficiency test Pilot EG (n=40) post-test mean scores

Listening (17)	Speaking (9)	Reading (18)	Writing (12)	Classroom language	Total (106 marks)
13.1	8	16	9	32.9	78.07

The mean scores of the pilot group of the control group for EPT and CEPT in pre-and post-test phases are provided below. There is no significant improvement in their mean scores from pre-test to post-test phase. They recorded A1-A2 levels in both pre-and post-test phases. Those scores are given below:

Table 3.12: Proficiency test Pilot CG (n=40) pre-test mean scores

Listening (17)	Speaking (9)	Reading (18)	Writing (12)	Classroom language	Total (106 marks)
4	3	6	5.19	16	33.25

Table 3.13: Proficiency test A1-A2 level, band 1 (n=40) CG post-test mean scores

Listening (17)	Speaking (9)	Reading (18)	Writing (12)	Classroom language	Total (106 marks)
5	3.58	8	5	22.41	44

3.6.1 Data from Learners' Questionnaires

The questionnaire data collected from learners in the pre-task phase is provided below:

3.6.1.1 SILL

The mean scores reported for all the SILL items by the pre-service teachers from the experimental group in the pre-test phase are given below:

Table 3.14: Pilot EG responses for the SILL questionnaire

S.No	SILL	Mean
	Memory strategies	
1	I think of relationships between what I already know and new things I learn in English.	2.46
2	I use new English words in a sentence so I can remember them.	2.88
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	2.03
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	2.39
5	I use flashcards to remember new English words.	2.13
6	I physically act out new English words.	2.36
7	I review English lessons/content often.	1.97
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	1.97
	Cognitive strategies	
9	I say or write new English words several times.	2.60
10	I practice the sounds of English.	2.60
11	I start conversations in English.	2.33

12	I write notes, messages, letters, or reports in English.	2.34
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.	2.34
14	I make summaries of information that I hear or read in English.	2.33
	Compensation strategies	
15	I make guesses to understand unfamiliar English words	2.03
16	I try to guess what the other person will say next in English.	2.39
	Metacognitive strategies	
17	I try to find as many ways as I can to use my English.	2.13
18	I notice my English mistakes and use that information to help me do better.	2.36
19	I pay attention when someone is speaking English.	1.97
20	I try to find out how to be a better learner of English.	1.97
21	I plan my schedule so I will have enough time to study English.	2.60
22	I look for people I can talk to in English.	2.60
23	I look for opportunities to read as much as possible in English.	2.33
24	I have clear goals for improving my English skills.	2.34
25	I think about my progress in learning English.	2.34
	Affective strategies	
26	I encourage myself to speak English even when I am afraid of making a mistake.	2.33
27	I give myself a reward or treat when I do well in English.	2.33
28	I notice if I am tense or nervous when I am studying or using English.	2.34
29	I talk to someone else about how I feel when I am learning English.	2.33
	Social strategies	
30	If I do not understand something in English, I ask the other person to slow down or say it again.	2.03
31	I practice English with other students	2.39
32	I ask questions in English.	2.13

3.6.1.2 L2 efficacy

The mean scores reported for self-efficacy levels for all the skills of listening, reading, writing, and speaking by the pre-service teachers from the experimental group in the pre-test phase are given below

Table 3.15: Pilot EG responses for the self-efficacy questionnaire

S.No	Self-efficacy	Mean
	Listening	
1	Can you understand the listening materials and provide a gist of what you have listened to in English?	0.22
2	Can you understand podcasts in English and discuss them with your classmates?	0.37
3	If your teacher gives you listening materials on different topics, can you understand the views of different speakers and answer questions in English?	0.37
	Speaking	
4	Can you describe any picture in English?	0.37
5	Can you share/express your opinions in English?	0.22
6	Can you discuss in English with your classmates some topics assuming all of you are interested?	0.37
7	Can you respond to your peers in English?	0.22
8	Can you introduce yourself and say about your likes/dislikes in English?	0.37
	Reading	
9	Can you finish your homework of English reading independently?	0.37
10	When you read English articles, can you guess the meaning of unknown words?	0.37
11	Can you understand the English news on the Internet?	0.22
12	Can you read English newspapers?	0.37
13	Can you find the meaning of new words by using English-English dictionaries?	0.22
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	0.37
	Writing	
15	Can you write English compositions assigned by your teachers?	0.37
16	Can you leave a message for your classmates in English?	0.37
17	Can you make new sentences with the words just learned?	0.22
18	Can you send emails in English?	0.37

3.6.1.3 Teaching efficacy

The mean scores reported for self-efficacy levels for all the skills of listening, reading, writing, and speaking by the pre-service teachers from the experimental group in the pre-test phase are given below:

Table 3.16: Pilot EG responses for the Teaching efficacy questionnaire

S.No	Teaching efficacy	Mean
	Language of Interaction	
1	I can use appropriate English to ask questions (prompts) or to provide clues and hints.	2.96
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation	2.34
3	I can give specific feedback in English to students about their language strategy use with the help of rubrics/checklists.	2.96
	Efficacy for student engagement	
4	I can make students appreciate the potential benefits associated with learning English	1.54
	Language of Instruction	
5	Using questions to scaffold content in clear English	2.73
6	I can give clear instructions in English related to activities linked to language strategies	2.96
7	I can give clear instructions in English when conducting activities, giving homework, and managing the classroom.	2.34
8	I can use appropriate English signals (e.g., first, second, next) to indicate stages of a lesson.	2.34
	Efficacy for class management	
9	Using classroom English for pair/group activities	2.96
	Efficacy for instructional strategies	
10	I can provide examples in English wherever required	2.46
11	I can prepare good questions in English to engage learners in understanding the content.	2.34

Table 3.17: Pilot EG responses for the task feedback questionnaire

S.No	Task feedback	Mean scores
	Relevance	
1	The subject matter of the course seems important	4
2	The things I am learning in this course will be useful to me	4
3	In order to accomplish my goals it is important that I do well in	4

	the course	
	Satisfaction	
4	Working together with peers in language learning motivates me	4
5	Teacher support which is provided whenever needed motivates me to complete the task	4
6	I feel that this course gives me lot of satisfaction	4
7	The instructor uses an interesting variety of teaching strategies	4
8	The content of this course relates to my expectations and goals	4.29
9	My curiosity is often stimulated	4
10	I enjoy working for this course	4.05
	Attention	
11	The feedback provided motivates me in my language learning process.	4
	Confidence	
12	As I am making taking this course, I believe I can succeed if I try hard	4.03
13	I feel confident that I do well in this course.	4.29

3.6.1.4 Task evaluation checklist

The task evaluation checklist consists of 8 items and they are filled in by both learner and the evaluator. The task evaluation data revealed that there is positive impact of the training on pre-service teachers' task preparation for lesson plans. The mean scores of each evaluation item provided by the learner (pre-service teacher) and the evaluator are given below.

Table 3.18: Task-evaluation checklist mean scores of pilot EG

Objective: Learner	Items	Learner	Evaluator
TBLT	1. To have a clear idea of the task phases that is pre, while, and post-task phases	3.82	3.78
Language of Interaction	2. To give specific feedback in English to students about their strategy learning with the help of rubrics	3.82	3.78
	3. To use appropriate English to ask questions or to provide clues and hints	3.9	3.87
Language of Instruction	4. To give clear instructions in English when conducting activities	3.86	3.87
Efficacy for	5. To make students appreciate the potential	3.88	3.81

student engagement	benefits associated with learning English through activities		
SILL	6. To mention the strategies that are used as per the SILL questionnaire	3.85	3.83
	7. To model the strategy by using the relevant material	4.07	3.92
L2 Self-efficacy	8.To mention the language self-efficacy statement/statements as per the task	4	4

The pilot study helped the researcher to draw the following conclusions:

1. The scores of the experimental group improved from ‘A1-A2’ (EPT), band 1 (CEPT) level in the pre-intervention phase to ‘B2’ (EPT), band 3 level (CEPT) in the post-intervention phase.
2. The task rubrics used with learners are kept simple to help learners to assess and reflect on their progress.
3. The improvement in English language proficiency and classroom English proficiency levels of the experimental group have to be considered along with the improvement in the language self-efficacy, LLS, and teaching efficacy levels of pre-service teachers in the experimental group in the main study. So, the questionnaires should be used both in the pre and post-test phase only with the experimental group.
4. The guidelines provided to pre-service teachers to prepare tasks for lesson plans were tailored as per the research objectives (4) of the study.

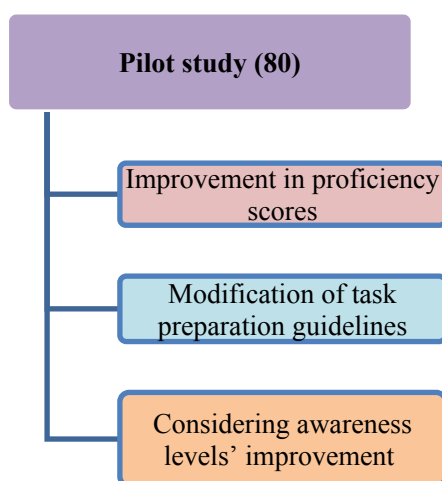


Figure 3.2: Pilot study EG findings

3.6.1.5 Factors leading to the Main study

Based on the screening test results 202 students were selected for the main study in which 101 students are considered as the experimental group and 101 students are considered as control group. For the main study, 6 teacher education colleges (rural and urban) were selected. The convenience sampling technique was used to suit the needs of the study. There are 75% women and 25% men in the sample. They have chosen different methodologies as their specialisation which comprises subjects such as Physics, Biological science, and social sciences with English as the common methodology. The participants are from both Telugu and English medium of Instruction at their school level. The sample details are also provided in the diagrammatic form. The years of exposure to English as a medium of Instruction varies for Individual participants. All the participants showed their willingness in participating the study. Based on the findings of the pilot study the task modules and task evaluation checklist were slightly adapted for the main study.

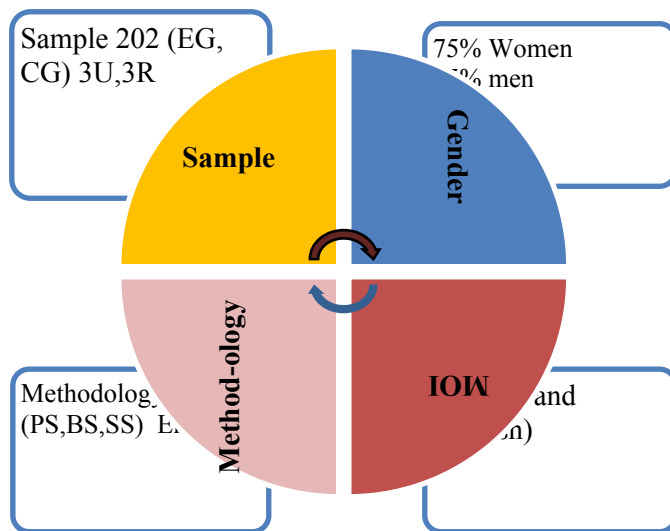


Figure 3.3: Profile of Experimental group (n=202), main study

The training planned for pre-service teachers is presented in the table below:

Table 3.19: Task Module Items

	Task 1	Task 2	Task 3	Task 4	Formative Assessment /scaffolding
Listening	Information recognition	listening to opinions	Information matching	comprehension questions	YES
Speaking	Describe, express	compare two	-	-	YES

	opinion, and provide reasons and explanation	pictures and express opinions			
Reading	understanding the main idea and identifying opinions	Mind-mapping (long text comprehension)	text cohesion (sequencing information)	predicting (KWL charts)	YES
Writing	Paragraph writing	E-mail writing	-	-	YES
Class-room English	Managing the classroom: environment and activities	Managing the classroom: environment and activities	assessing student work and giving feedback	-	YES
Follow-up activity – Objective tests and Tasks for lesson plan					

3.6.1.6 Data collection tools used for the main study

Along with the tools used for the pilot study such as proficiency test, student questionnaires, task evaluation checklist the main study included informal interviews. These interviews are conducted with pre-service teachers as follow-up interviews in order to gather information from them about the impact of the training on their understanding of tasks to be used in real classroom situations. The data gathered from the data collection for the main study are discussed in chapter-5.

3.7 Research design of the Main Study

The diagram below shows the research design of the main study:



Figure 3.4: Research design of main study

3.8 Research questions of the Main Study

The research questions of the main study are prepared on the basis of the results of the pilot study:

1. Is there any relationship among ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers?
2. Will there be an improvement in the EP, CEP and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers with task-based language training?
3. How does the improvement in the EP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers impact their task preparation for lesson plan?

Hypothesis: Task-based language training will improve ELP, CEP, and awareness levels (self-efficacy, LLS, teaching efficacy) of pre-service teachers.

3.9 Summary

In this chapter, an overview of the data collection tools used for the preliminary study (pre-testing, screening test), pilot study, and main study are provided. Along with that the findings of the preliminary study which helped in sample collection, the findings of the pilot study which informed the researcher in effective execution of the main study are provided. The task modules are explained in detail in chapter 4.

Chapter-4

Task-Based Modules

4.1 Introduction

This chapter discusses the details of the task modules prepared for the study. The English language proficiency needs and classroom English needs of pre-service teachers are considered along with their language learning strategies, L2 self-efficacy, and teaching efficacy levels. The modules focus on one particular skill such as listening. Speaking, reading, writing, and also classroom English. The tasks contain pre-while-post task phases. The pre-task phase focuses on the language strategy and L2 self-efficacy to be modeled with learners and then includes an objective test that includes strategy-related questions, one particular grammar aspect, and also an aspect of vocabulary. After, that the learners will self-assess their collaboration with the help of scoring rubrics. Learners will do individual and pair work in the pre-task phase. In the while-task phase, learners are given a task on a topic along with a matching activity. Learners will use different language strategies (cognitive, metacognitive, compensation, memory, social, and affective) to complete the task. While-task phase involves individual work. In the post-task phase, there will be teacher and learner interaction and also peer interaction. Learners will use scoring rubrics and self-assess their language strategy use at the end of the task. Learners are given a test at the end of each module. The materials for the tasks include newspaper articles, podcasts, YouTube videos, and web-based articles on the chosen topics. The tasks also included activities taken from the British council ‘Learn English’ and Aptis web sources as part of the objective tests in the pre-task phase. This chapter also includes the follow-up activity provided to pre-service teachers as part of the task preparation for lesson plans by pre-service teachers in the post-intervention phase.

4.2 Framework for Designing Task Modules

The selections of task components are done based on a detailed literature review which are mentioned in chapter 2. They include: Tasks with a gap related to information or opinion, focus on both ‘meaning’ and ‘form’, and scope for collaboration, interaction and self-assessment, using Willi’s three task phase model, and including have a formative assessment in the form of objective test and activity/exercises as per the Weaver’s model.

The scaffolding theory which is one of the task-based language teaching theories is also included in the tasks by using scoring rubrics for all tasks, using mind maps and KWL charts for reading tasks, and using modelling for all tasks.

The course consists of 5 modules. Each module consists of tasks and assessment

1. Classroom English (3)
2. Listening (4)
3. Speaking (2)
4. Reading (4)
5. Writing (2)

Follow-up activity: Tasks for lesson plan. This section consists of guidelines, an example task to be used for lesson plan, and a task evaluation checklist. The task format which is based on Scaffolding theory, Willis (1996) pre-while-post phases, and Weaver (2012) is given in diagram and tabular form below.

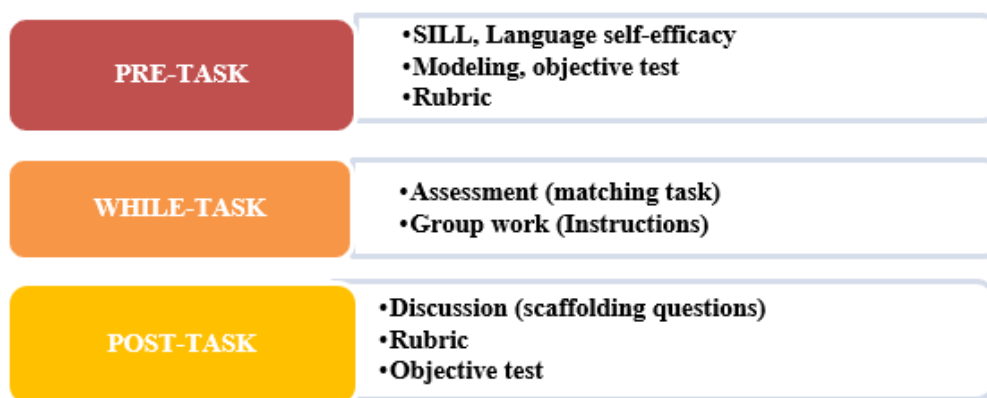


Figure 4.1: Task description

Some common instructions which are used in the training programmes with pre-service teachers are given below:

Table 4.1: Classroom Instructions for tasks

The following classroom Language/Instructions are used for the tasks:

Instructions for collaboration and Interaction:

- Understanding Instructions: Have you understood the Instructions?
- Participating Actively: Participate in the task, ask questions if you have any/ Ask for help
- Supporting Peers: Pay attention to your peers, help each other when support is required, explain the point clearly, sit in groups of three, and discuss your points from the podcast you listened to/ the text you read.
- Checking Answers: Take the time to review your answers/ Double-

check your work before submitting

- Asking for Help: If you stop in the middle of the task, do not hesitate to ask your peer or the teacher for assistance.
- Self-Assessment: assess your performance based on the provided self-assessment criteria/ be honest in your self-evaluation.

Classroom Instructions for strategy use:

- Encouraging strategy use: Pay close attention to any vocabulary words or phrases that are new or unfamiliar to you, make a note of these words or phrases for further exploration, take notes on key points, facts, or examples presented in the video, discuss all the important details of the video/text given, encourage your peers to do the same.
- Taking support: Help your peers who find the task difficult/challenging, explain the difficult words, summarize the content, and don't hesitate to ask questions or seek support.

Feedback:

- Appreciation: Well, done, good job, excellent teamwork, you have interacted well, keep up your teamwork, and support each other for a better learning experience, you did a good job, keep up the active participation, Keep up the great work!
- Improvement: Focus on the key details/keywords, understand the context clearly, work on the difficult words, you missed a few important details, listen actively and note down important information, keep practicing and improving.

4.3 Task Modules

Based on the task format mentioned above the following tasks are prepared for each skill. The tasks are provided in order.

1.12.4 Listening Tasks

The listening module has a list of tasks which are given below:

Table 4.2: Listening tasks

Skill- Listening	Strategy in focus	Self-efficacy	Task exercises
TASK-1 Information Recognition	memory, metacognitive, social	Understand podcasts and discuss with classmates (Transcripts)	Classification, matching task (Strategy, Vocabulary, Grammar)
TASK-2 Listening to opinions	compensation, memory, metacognitive, social	Understanding the views of different speakers	
TASK-3 Information matching	cognitive, memory, social	Understanding the listening materials and providing a gist	
Task-4 Listening comprehension	Metacognitive, Affective, Social	answering questions in English	

4.3.1.1 Task 1: Information recognition

Strategies in focus: memory (Remembering the words in context, reviewing the content), metacognitive (Finding ways to improve listening), social (practicing with peers)

Listening self-efficacy: Understand podcasts in English and discussing with classmates

Procedure

Pre task:

Modelling of the strategy: The strategy is modelled by helping learners to listen to the supporting details, and key vocabulary. Learners are encouraged to listen to the audio until they understand the information clearly. They are given transcript to check their understanding of the content.

Transcript used for modelling:

Listen to the video ‘reasons for 69% fall in world wildlife population’ and choose the details which support the main Idea (here reasons for wildlife decline)

- A. Agriculture, hunting, logging, introduction of invasive species, pollution and diseases are also bringing down the wild life population drastically.
- B. Latin America and the Caribbean regions have seen the largest decline of monitored wild populations globally.
- C. Bio-diversity loss, climate crisis are major reasons for the steep fall.
- D. Global wild population has declined by 69%. This is according to the world wild life

funds living planet report 2022.

- E. Habitat loss and barriers to migration routes were found to be responsible for about half the threats to monitored migrated fish species.
- F. The International Union for Conservation of Nature (IUCN) Red list shows Cycads are the most threatened species.
- G. Cycads grow in tropical forests and are facing extinction due to loss of habitat.

Source: *The Hindu, YouTube video*

Vocabulary list: logging, drastically, crisis, steep fall, barriers, habitat

Objective test

Learners will listen to audio clips on different topics and will answer the questions

1. Listen to 'why do young people feel so lonely?' and tick mark the appropriate answer-
Which age group suffers most from loneliness? A. 12 to 16 B. 16 to 18 C. 16 to 24 D. 15 to 20
2. Listen to 'Clay refrigerators' and tick the appropriate answer.
The tap of a clay refrigerator is made of ---- material A. Clay B. copper C. plastic D. brass
3. Listen to 'what makes you happy?' and answer the following question:
In which two countries happiness is associated with 'shared experiences and 'family'?
A. Norway, Japan B. Japan, New Zealand C. Africa, India D. Norway, Africa
4. Listen to 'what can't computers do?' and tick mark the correct option. What is another term for AI? --A. Computer algorithms B. machine thinking C. human intelligent behavior
5. Listen to 'India's biggest virtual herbarium' and answer the following questions: ----- countries viewed the portal of Indian herbarium within 5 weeks of its launch. A. 25 B. 35 C. 45 D. 55

Source: *BBC 6-minute English podcasts*

Vocabulary-adjectives:

Listen to the audio <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/weather-forecast> and underline the right words which fall under dry and sunny weather

Dry weather	Sunny weather
Bright, wet weather, showers, dry, drizzle, thunderstorms, a heat wave	Bright, wet weather, showers, dry, drizzle, thunderstorms, a heat wave

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions. Medium (4): can understand the instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	Low (2): can partially support peers by explaining the task. Medium (4): can support peers by explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification. Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: The podcasts selected for this task phase are:

1. ‘What makes you happy?’
2. ‘What is the key to happiness?’

Learners will do the individual work. They will choose one podcast and then note down the key details related to the main idea and also vocabulary related to the video chosen by them. They also complete a matching task.

- | | |
|---------------------------------------------|---------------------------------|
| 1. We all have different ideas about | A. comes from gratitude. |
| 2. Happiness is an emotion | B. is the quality of our |
| 3. I do think that what we need to focus on | relationships. |
| 4. Malene also thinks happiness | C. that actually gets measured. |
| | D. what makes us happy. |
- i) 1-D, 2-C, 3-A, 4-B
 - ii) 1-D, 2-C, 3-B, 4-A
 - iii) 1-D, 2-B, 3-C, 4-A
 - iv) 1-A, 2-C, 3-B, 4-A

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Have you noted down the key details? 2. Do you find any word difficult to understand? 3. what is your idea of happiness? 4. What are the different ways for a happy life provided in the video?).

Self-assessment rubric -2 (strategy learning):

Vocabulary Understanding	Details Comprehension	Content Understanding and Discussion
Low (2): Found some of the vocabulary difficult to understand in the video provided.	Low (2): Missed some details in the video.	Low (2): Not able to understand the content completely
Medium (4): Understood the vocabulary in context in the video provided.	Medium (4): Noted down all the details from the video.	Medium (4): Understood the content
High (6): Understood the vocabulary in context in the video along with their meanings.	High (6): Noted down all the details from the video and able to recall those details.	High (6): Demonstrates understanding of content in English and is able to discuss it with classmates.

4.3.1.2 Task 2: Listening to opinions

Strategies in focus: Compensation (Guessing what comes next or what the speakers will say in English), memory (reviewing content, remembering the words in context), metacognitive (Paying attention when someone is speaking In English), social (practicing with peers).

Listening self-efficacy: Understanding the views of different speakers

Procedure:

Pre-task:

Modelling of the strategy: The strategy is modelled by helping learners to listen to the main idea, key vocabulary and to note down important views put forward by the speakers. Listen to the audio <https://www.youtube.com/watch?v=we4KiShNjIA> and note down the main idea and key vocabulary.

Transcript used for modelling: (read the transcript of the conversation on 'Improving your memory' and tick mark the correct option).

Neil : which type of food supports good memory function? Is it...a) eggs b) spinach, or c) bananas?

Rob : b) spinach.

Neil: In fact they were all correct – they are all examples of food that can help support

good memory. Apparently, foods rich in B vitamins are important as they provide protection for the brain as we age and support good memory function. I think it's time to change my diet!

Rob: That's interesting, Neil.

Neil: Memory is the ability to encode, store and recall information but a number of factors can affect people's memory processes including health, anxiety, mood, stress and tiredness.

- a. Dancing helps in improving the memory
- b. Egg is the only food that supports good memory
- c. B vitamin helps in remembering things well
- d. Stress will not create an effect on our memory processes

Source: BBC 6- minute English Podcast

Vocabulary list: apparently, encode, recall, affect

Objective test:

Learners will listen to the audio clip and provide answers- https://aptisweb.com/teacher-4/listening?view=home&a=listening_

Listen to a new teacher having a discussion with his boss. Read the statements and decide whose opinion matches the best: the man's, the woman's or both.

1. The man's lesson was unsuccessful (man/woman/both)
2. The man has a good relationship with his students (man/woman/both)
3. Having lesson modifications is helpful (man/woman/both)
4. 4.Peer observations are helpful for all teachers (man/woman/both)

Learners will listen to the audio clip and arrange the sentences in the order as they hear them <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/getting-advice>

1. Do regular physical activity as part of your lifestyle.
2. Talk to a doctor.
3. Do something to make your heart beat too fast.
4. Do something to keep your mind busy.
5. Make yourself breathe too fast on a purpose

vocabulary– adjectives

Heat is considered to be a water pollutant because it decreases the capacity of water to hold dissolved oxygen in solution, and it increases the rate of metabolism of fish. ----- species of game fish (e.g., trout) cannot survive in water with very ---- levels of dissolved oxygen. A ----- source of heat is the practice of discharging cooling water from power plants into rivers; the discharged water may be as much as 15 °C (27 °F) ----- than

the naturally occurring water.

- A. Valuable, warmer, low, major
- B. Valuable, low, major, warmer
- C. Major, low, valuable, warmer

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions. Medium (4): can understand the instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	Low (2): can partially support peers by explaining the task. Medium (4): can support peers by explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification. Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task:

The audio clip chosen for the main task is related to ‘social media and its Impact- positive and negative’. Learners will listen to different views, note down them and complete a matching task.

Matching task:

Match the opinions with the correct ‘person’ after listening to the audio:

1. Who says that e-learning will have no scope for practical learning?
2. Who provides statistical facts about students’ e-learning?
3. Who says that students cannot connect well with learners and teachers in an e-classroom?
4. Who says that e-learning is a substitute for classroom learning due to its accessibility at any given time?
 - i) person a, person b, person c, person d
 - ii) person c, person d, person a, person b
 - iii) person a, person c, person b, person d

Post-task: Learners discuss in groups. (Scaffolding questions: 1. What is the gist of the topic that you have listened to? 2. Do you agree with the positive uses of social media provided in the audio? 3. Can you say about the negative impact of social media?)

Self-assessment rubric- 2 (strategy learning):

Vocabulary Comprehension	Details Comprehension	Vocabulary Association	Listening Comprehension
Low (2): Found some of the vocabulary difficult to understand in the video provided.	Low (2): Missed some details in the audio clip.	Low (2): Not able to find the word and sound association.	Low (2): Finds it difficult to comprehend the listening materials
Medium (4): Understood the vocabulary in context in the video provided.	Medium (4): Noted down all the main details in the video.	Medium (4): Connecting the sound of a new English word to the image or picture of the word.	Medium (4): Partial understanding of the listening materials
High (6): Understood the vocabulary in context in the video along with their meanings.	High (6): Noted down all the details in the video and able to complete the matching task.	High (6): Connecting the sound of a new English word to the image or picture of the word and can recall it well.	High (6): Demonstrates understanding of listening materials about different topics and understands the views of different speakers

4.3.1.3 Task 3: Information matching

Strategies in focus: Cognitive (summarizing information), memory (connecting the sound of a new English word with the picture), social (taking teacher/peer support).

Listening self-efficacy: Understanding the listening materials and providing a gist

Procedure:

Pre-task:

Modelling of the strategy: The strategy is modelled by helping learners to listen to the main idea, key vocabulary and to note down important views put forward by the speakers. as a gist. ‘Three steps to boost your confidence’ and ‘8 traits of successful people’

Transcript used for modelling: (tick mark the right answer).

There are several factors that 1 confidence. One: what you're born with, such as your 2, which will impact things like the balance of neurochemicals in your 3. Two: how you're treated. This includes the 4 pressures of your environment. And three: the part you have control over, the choices you make, the risks you take, and how you think about and respond to challenges and 5. It isn't possible to completely untangle these three factors, but the personal choices we make certainly play a major role in confidence 6. So, by keeping in mind a few practical tips, we do actually have the power to 7 our own confidence.

- A. 1 impact 2 genes 3 brain 4 social 5 setbacks 6 development 7 cultivate
- B. 1 impact 2 brain 3 social 4 genes 5 setbacks 6 cultivate 7 development
- C. 1 impact 2 development 3 social 4 genes 5 setbacks 6 cultivate 7. Brain

Source: TED-Ed ‘3 steps to boost your confidence’

Objective test:

Pronunciation: Tick mark the right combinations after listening to the audio clips.

1.



- a. Cardiovascular
- b. Cardiovasalar
- c. Cardiovalar



- I. Swet
- II . sweet
- III. sweat

2. Listen to ‘why do young people feel so lonely?’ and answer the following questions: (any one question)

What are the reasons that young people feel so lonely than the older people?

- a. They need to control their emotions
- b. they experience identity change

- c. They need people d. A and B
3. Listen to ‘Clay refrigerators’ and answer the following question
The clay refrigerators are used to store -----
a. Fruits, vegetables, eggs b. fruits, milk, curd
c. curd, eggs, fruits d. vegetables, eggs, milk
4. Listen to a lecture on ‘India’s biggest virtual herbarium’ and answer the following questions: The herbarium was developed by -----
a. citizens b. founders c. scientists d. data analysts

Source: youtube videos

Listen to the audio <https://learnenglish.britishcouncil.org/skills/listening/b1listening/chemist> and answer the vocabulary activity

Describing illness

Dizzy, it hurts, a prescription, lozenges,
plasters, tablets, syrup, a sore throat, an
ache, a cough

Medicines and treatment

Dizzy, it hurts, a prescription, lozenges,
plasters, tablets, syrup, a sore throat, an
ache, a cough

Grammar:

Subject-verb agreement:

Choose the appropriate (singular/plural) verb:

- The cat is / are scratching on the tree. Answer : is subject: The cat verb: is
- Jenny want / wants a new bike.
- A boy is / are playing with a ball.
- Everyone at my party is / are eating cake and ice cream.
- Two dogs is / are running in circles.
- Mike’s turkeys is /are huge.
- There was / were three hot dogs steaming on the plate.
- I like / likes the blue dress with all the flowers on it.
- There was / were four planters on the porch.
- The trees was / were blowing in the wind from the storm

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the	Medium (4): can support peers by	Medium (4): can check whether the

instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.
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While-task: The topic for the main task: ‘E-learning: a substitute for classroom learning?’ Learners will listen to all the main ideas in the audio and note down the gist of the audio and complete the activity.

Listen to a dialogue between a man and a woman. Read the statements and decide whose opinion matches the best: the man’s, the woman’s or both.

1. social media creates awareness about various issues. (man/woman/both)
2. social media will bring people of different cultures together (man/woman/both)
3. social media encourages violence (man/woman/both)
4. social media does not create meaningful relationships (man/woman/both)

Post task: Learners discuss in groups. (Scaffolding questions: 1. Which person/persons’ views will you agree with? 2. Which type of learning do you support face-to-face learning or online learning or blended learning?)

Self-assessment rubric- 2 (strategy learning):

Vocabulary Understanding	Main Ideas Comprehension
Low (2): Found some of the vocabulary difficult to understand in the video provided.	Low (2): Missed some main ideas in the audio.
Medium (4): Understood the vocabulary in context in the video provided.	Medium (4): Noted down all the main ideas in the audio.
High (6): Understood the vocabulary in context in the video along with their meanings.	High (6): Noted down all the main ideas in the audio and able to recall those main ideas and prepare a gist.

4.3.1.4 Task 4: Listening comprehension

Strategies in focus: Metacognitive (Finding ways to improve listening, Setting listening improvement goals) Affective (self-appraisal), social (asking questions in English).

Listening self-efficacy: Answering questions in English

Procedure: Answering comprehension questions

Pre-task:

Objective test/re-test scores:

Listen to the video 'is genetically modified rice grown in India?' and answer the following questions:

1. Which plants are used to create the Golden rice crop?
 - a. Daffodils and Maize
 - b. Maize and wheat
 - c. Daffodils and butterflies
 - d. Daffodils and sunflowers
2. Genetically modified food crops are given approval for commercial cultivation by the Indian government (true/false)
3. What is the quantity of Basmati rice of the total rice exports of India as per the video?
 - a. Half
 - b. Two-thirds
 - c. Quarter
 - d. One
4. What are the three major benefits of genetically modified crops as per the video?
 - a. Increase in the yield
 - b. disease resistance
 - c. enough tolerant
 - d. salinity tolerant
 - e. nutrient-rich
 - f. rich colours.

Source: *The Hindu, YouTube video*

Listen to audio clip and complete the vocabulary task

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/creating-study-group>:

A. It is impossible	1. in a big way
B. Make something possible	2. go away
C. Leave	3. There is no way
D. Very much	4. Find a way
E. A long time from now	5. Way off
I A4, B3, C2, D1, E5	
II A3, B2, C1, D5, E4	
III A3, B4, C2, D1, E5	

Grammar: Sentence structuring

(<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/arriving-late-class>)

1. Have what I missed?

2. About say anything did the mid-term? He
3. Didn't that. I catch
4. Meant to be are page on? we what
5. Mean? What SEO does
6. What with the American revolution? Does this have to do.

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: Listening to the demo test (Aptis) and answering the comprehension question.

Post-task: Scaffolding questions: (which listening strategy you found difficult to understand and use? Which listening strategy do you want to improve?)

Self-assessment rubric- 2 (strategy learning):

Vocabulary Understanding	Main Ideas Comprehension	Question Answering
Low (2): Found some of the vocabulary difficult to understand in the video/audio provided.	Low (2): Missed noting down some main ideas in the audio/video played.	Low (2): Finds it difficult to answer the questions given
Medium (4): Understood the vocabulary in context in the	Medium (4): Noted down all the main details in the video/audio provided.	Medium (4): finds it partially difficult to answer the questions

video/audio provided. High (6): Understood the vocabulary in context in the video along with their meanings.	High (6): Noted down all the main ideas in the audio/audio provided and able to recall those main ideas and prepare a gist.	High (6): Can answer questions given in English by understanding the listening materials.
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Assessment (based on Aptis test) (see Appendix)

4.3.2 Speaking

The tasks which are included in the speaking module are given below:

Table 4.3: Speaking tasks

Skill- Listening	Strategy in focus	Self-efficacy	Task exercises
TASK-1 Describe, express an opinion, and provide reasons and explanation (Role-play)	memory, cognitive, compensation, metacognitive, affective, social	Expressing opinions/ discussing on a topic and responding to peers in English (prompts-fluency, self-evaluation)	Matching exercise, fill-in-the blanks (Strategy, vocabulary, grammar)
TASK-2 compare two pictures and express opinions (Role-play)	memory, cognitive, compensation, metacognitive, affective, social	Expressing opinions/ discussing a topic and responding to peers in English	

4.3.2.1 Task 1: Describe, express an opinion and provide reasons and explanation (Role-play)

Strategies in focus: Using new English words in a sentence, cognitive (Conversing in English), compensation (noticing mistakes and practice), metacognitive (noticing mistakes), affective (self-evaluation, self-appraisal), social (practising with peers, taking teacher/peer support)

Speaking self-efficacy: Expressing opinions/ discussing on a topic and responding to peers in English

Procedure:

Pre-task:

Modelling of the strategy: The strategy is modelled by helping learners to understand the speaking task that is describing the picture (using adjectives-grammar) expressing opinions, provide reasons and explanations (vocabulary, fluency and pronunciation) task fulfilment and task relevance). They will refer to the model answers provided in the Aptis website and British Council Learn English website.

Task used for modelling:



Say a few words about the picture above by using all/some of the vocabulary given below:

Enthusiastic, engaging, modern, traditional approach

Expressing opinions (I think/ In my opinion/I would say/I feel/In my opinion

- Which profession gives you more satisfaction? (I would say, teaching is the most satisfying profession)
- Why do you think so? (For this question provide reasons: 1. Teaching moulds a person's life. As a profession, teaching demands innovative thinking and problem solving. (Complete the answer)

Two students discuss on a topic: (Role-play)

- **Student 1:** Today is international women's day. Women are entering into every field and they are performing even better than men. One of the reasons for such progress is the way women are treated equally along with men at their homes. I think women empowerment begins at home.
- **Student 2:** In my opinion there are many other factors which will help in empowering women other than family. One of them is encouragement from the society. Even though women are given equal opportunities at home, they are not treated equally in the society. Women have to struggle a lot to prove their capabilities. We not only need a supportive family but also a supportive society in order to achieve women empowerment.

Prepare a simple dialogue on the topic ‘Education should be free’ (use the above example).

Objective test/re-test scores:

You have to explain the topic ‘teamwork’ to students. Use the following cues and speak on the topic for 45 seconds for each question:

- What is the importance of teamwork in successful completion of task?
- How will you engage your learners in ‘teamwork’? what instructions will you give for your learners?



Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: (learners will do the task as role-play)

Speaking: You have to explain the topic ‘teamwork’ to students. Use the following cues and speak on the topic for 45 seconds for each question.

1. What is the importance of teamwork in successful completion of task?
2. How will you engage your learners in ‘teamwork’? what instructions will you give for your learners?

Learners will be given reading inputs related to which they will complete exercises (see appendix)



Post-task: Learners discuss in groups. (Scaffolding questions: 1. Which person/persons’ views will you agree with? 2. Are you able to use words in context?)

Self-assessment rubric- 2 (strategy learning):

Grammar	Vocabulary Use	Pronunciation	Cohesion and Structure
Low (2): makes basic mistakes.	Low (2): Insufficient range of vocabulary for the task	Low (2): Mispronunciations are noticeable	Low (2): Responses tend to be a list of points.
Medium (4): makes some mistakes	Medium (4): Sufficient range of vocabulary for the task.	Medium (4): Pronunciation is intelligible with inappropriate mispronunciations	Medium (4): Uses only simple linkers
High (6): No grammatical errors related to the task.	High (6): Sufficient range and control of vocabulary for the task.	High (6): Pronunciation is intelligible.	High (6): Uses simple and exhibits control of linkers.

4.3.2.2 Task 2: Compare two pictures and express opinions (Role-play)

Strategies in focus: Using new English words in a sentence, cognitive (Conversing in English), compensation (noticing mistakes and practice), metacognitive (noticing

mistakes), affective (self-evaluation, self-appraisal), social (practising with peers, taking teacher/peer support)

Speaking self-efficacy: Expressing opinions/ discussing on a topic and responding to peers in English

Procedure:

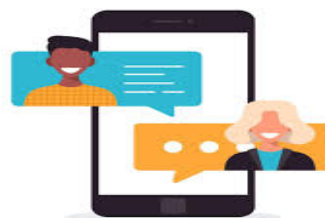
Pre-task:

Modelling of the strategy: The strategy is modelled by helping learners to understand the speaking task that is comparing two pictures (using adjectives-grammar) expressing opinions (vocabulary, fluency and pronunciation) task fulfilment and task relevance). They will refer to the model answers provided in the Aptis website.

What do you see in the pictures? (hints: hard-working, collective, innovative, burdensome, effortless, beneficial)



What do you see in the two pictures? B. which mode of communication do you think has more benefits and why? C. which type of communication do you think should be encouraged in a classroom learning process



Objective test:

1. How important is decision taking in life?
2. Which decisions do you consider as right and as wrong?

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions. Medium (4): can understand the instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	Low (2): can partially support peers by explaining the task. Medium (4): can support peers by explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification. Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: (learners will do as role-play)



1. How important is decision taking in life?
2. Which decisions do you consider as right and as wrong?

Learners will be given reading inputs related to which they will complete exercises (see appendix)

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Which person/persons' views will you agree with? 2. Are you able to use words in context?)

Self-assessment rubric- 2 (strategy learning):

Grammar	Vocabulary Use	Pronunciation	Cohesion and Structure
Low (2): makes basic mistakes.	Low (2): Inappropriate vocabulary use for the task are noticeable.	Low (2): Mispronunciations are noticeable and put a strain on the listener.	Low (2): Responses tend to be a list of points.
Medium (4): use of grammatical structures with some mistakes	Medium (4): Sufficient range of vocabulary for the task.	Medium (4): Pronunciation is intelligible with inappropriate mispronunciations	Medium (4): Uses simple linkers
High (6): Control of simple grammatical structures.	High (6): Sufficient range and control of vocabulary for the task.	High (6): Pronunciation is intelligible.	High (6): Uses simple and exhibits control of linkers.

Assessment (Aptis test) (see Appendix)

4.3.3 Reading

The reading tasks which are introduced as part of reading module are given below:

Table 4.4: Reading tasks

Skill- Listening	Strategy in focus	Self-efficacy	Task exercises
TASK-1 understanding the main idea and identifying opinions	cognitive, social	Understand reading materials	Matching task, fill-in the gaps (Strategy, vocabulary, grammar)
TASK-2 Mind-mapping (long text comprehension)	cognitive, compensation, social	Guessing the meanings of unknown words	
TASK-3 Text cohesion (sequencing information)	compensation, metacognitive, social	Using reading strategies to complete a reading task (questioning, guessing)	
Task-4 predicting (KWL charts)	memory, cognitive, metacognitive,social	Using reading strategies to complete a reading task (prior knowledge)	

4.3.3.1 Task 1: Understanding the main idea and identifying opinions

Strategies in focus: cognitive (skimming and scanning the text), social (practicing with peers)

Reading self-efficacy: Understanding reading materials

Procedure: skim and scan the text

Warm-up activity

Pre-task:

Modelling of the strategy: The strategy is modelled by helping learners to find the main idea by skimming through the text and then they were asked to underline the important ideas put forward in each paragraph in the text given. They were asked to check the meanings of key words. Questions are also provided at the end of the text.

The text used for modelling:

A. A few years ago, the thing that was barely used by any educational institution has become a big part of every student's life today. Since 2020, most universities and schools in India have switched over to online learning for safety reasons. Though online

education was in a nascent stage before COVID-19, the pandemic has seen it grow exponentially. If not for the digital sphere, the educational world would have come to a standstill.

- B. Today, with the advent of video-sharing social media platforms, many education-related activities are streamed and news viewed digitally for the benefit of students and educators. E-learning has helped people learn anywhere, anytime. Those who wanted to upskill or reskill themselves have also benefited. Many people have been able to upgrade their qualifications and move up the corporate ladder thanks to completing online courses.
- C. Besides using the Internet for productive purposes, students also use it for entertainment purposes and to share things. However, this can lead to various problems, if they are not aware of safety measures. Scammers lurk online to lure the unwary into trouble. Phishing, cyberbullying, fake news, exposure to inappropriate content, and scams are all issues that students must be made aware of, especially now when they are spending more time online.
- D. While preparing for exams, students should be advised to turn off notifications or stay away from social media so that they can concentrate. Teachers and parents can set time limits on the use of the device to prevent addiction.
- E. Another deficiency of e-learning is the lack of individual attention to learners' issues. Lack of connectivity and access to devices among the economically weaker sections, and inadequate exposure to digital tools both among the students and teachers need to be addressed. Apart from teacher training, continuous feedback from students is vital for quality assurance.
- F. However, what is required is high-speed and constant Internet services, especially in rural areas. This will ensure that youth in those areas are not left behind in this process. Ensuring digital equity to all is vital for a nation's progress and to provide education for all, at any time, at any place and at any pace.
 - 1. Who says about the requirements to make online learning available for everyone?
 - 2. Who offers some measures to ensure quality of e-learning?
 - 3. Who says that the students need to be aware of the online frauds?
 - 4. who offers suggestions to students, teachers and parents?
 - 5. Who says about the benefits of online learning?

Source: The Hindu e-news article

Vocabulary list: switch over, nascent, exponentially, standstill (1) advent, upskill (2) lurk, unwary, Phishing, cyberbullying (3)

Objective test:

There are some essential skills required for successful goal setting and achievement.

Person A- Without the desire to achieve, our attempts at goal setting are doomed to fail. Motivation to achieve a goal encourages us to develop new techniques and skills in order to succeed. In more challenging circumstances, the motivation to keep going is a powerful contributor to goal attainment.

Person B- While setting goals is commonly considered being a specific time management behaviour, time management is also required to successfully accomplish a goal. If we do not properly consider the timescale required to attain a goal, we will inevitably fail. Additionally, the time we allocate to planning our goals directly impacts task performance – the more time spent on the planning stage, the more likely we are to succeed.

Person C- Planning and organizational skills are integral to the goal achievement process. Through proper planning, we can prioritize and maintain focus on the task at hand, while avoiding extraneous distractions that can draw us away from the end goal.

Person D- Inevitably, at some point, things aren't going to go as planned. Having the flexibility to adapt to barriers, the perseverance to sustain your efforts and to carry on in the face of adversity is essential to reaching your goal.

Source: *Online article*

1. Who thinks that only through proper planning one can stay focused?
2. Who opines that motivation is part of goal setting?
3. Who says that facing challenges is part of achieving goals?
4. Who thinks that achieving goals is dependent on the way one plans their time?
 - A. Person B, person A, person C, person D
 - B. Person A, person C, person B, person D
 - C. person C, person A, person D, person B

Vocabulary: prefixes

Make the opposite of these words using the following prefixes:

UN- IN- DIS- IL- IM- IR

Employ- Visible- legible- Legal- patient- Honest- Appear- Polite

Grammar: past tense

Yesterday night somebody _____ (break) into our neighbour's house. He ----- (steal) everything he found. They saw him while he was running away but they could not catch him. This morning an inspector _____ (come) and asked some questions:

The Inspector: what ----- (be) you doing when your husband was in the kitchen?

Mrs white: I ____ (be) drinking my coffee.

The Inspector: Coffee? But your husband was preparing tea.

Mrs. White: Tea? No. We ----- (do) drink tea last night.

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions. Medium (4): can understand the instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	Low (2): can partially support peers by explaining the task. Medium (4): can support peers by explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification. Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: Texts chosen for the task

1. Ten things you can do for your mental health
2. How to improve mental health

Learners will work on the task individually and then as a group. They also complete a matching task.

Person A- Like it or not, stress is a part of life. Practice good coping skills: Try One-Minute Stress Strategies, do Tai Chi, exercise, take a nature walk, play with your pet or try journal writing as a stress reducer. Also, remember to smile and see the humor in life. Research shows that laughter can boost your immune system, ease pain, relax your body and reduce stress.

Person B- Decide what you want to achieve academically, professionally and personally, and write down the steps you need to realize your goals. Aim high, but be realistic and

don't over-schedule. You'll enjoy a tremendous sense of accomplishment and self-worth as you progress toward your goal. Smart phones can help you develop goals and stay on track through mobile applications.

Person C- Humans are social creatures, and it's important to have strong, healthy relationships with others. Having good social support may help protect you against the harms of stress. It is also good to have different types of connections. Besides connecting with family and friends, you could find ways to get involved with your community or neighbourhood. For example, you could volunteer for a local organization or join a group that is focused on a hobby you enjoy.

Person D- It is important to allow yourself a moment to enjoy that you had the positive experience. Practicing gratitude can help you to see your life differently. For example, when you are stressed, you may not notice that there are also moments when you have some positive emotions. Gratitude can help you to recognize them. (source: online article)

1. Who says that stress can be cut down by fostering healthy relations?
2. Who thinks that being grateful will help a person to stay positive?
3. Who thinks that dealing with stress is an important skill?

Who opines that tracking one's progress with mobile applications is a part of accomplishing goals?

- I. person C, person A, person B, person D
- II. person B, person C, person D, person A
- III. person C, person D, person A, person B

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Did you use dictionary to find the meaning of new words? 2. Can you guess the meaning of unknown words? 3. Which are the things will you try to do to improve your mental health?

Self-assessment rubric- 2 (strategy learning):

Locating Key Words	Identifying Main Idea	Locating Opinions	Providing a Gist	Understanding Information
Low (2): Can locate key words.	Low (2): Can identify the main idea.	Low (2): Unable to locate some of the opinions stated	Low (2): can provide a partial gist of the text.	Low (2): Can understand the information
Medium (4): Can locate key words	Medium (4): Can	Medium (4): Can locate all the	Medium (4): can provide a	provided

and guess their meaning. High (6): Can locate key words and accurately determine their meaning.	identify the main idea and provide some relevant details. High (6): Can identify the main idea and provide a comprehensive understanding of the text.	opinions stated. High (6): Can locate the opinions stated and analyze their context and significance.	complete gist of the text High (6): can provide a gist and able to explain it to the peers well.	partially. Medium (4): can understand the information effectively. High (6): Can understand the information provided in-depth and make connections within the text.
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4.3.3.2 Task 2: Mind-mapping (long text comprehension)

Strategies in focus: cognitive (skimming the text), compensation (making guesses), social (asking questions in English)

Language self-efficacy: guessing the meanings of unknown words

Procedure: skimming the text

Pre-task:

Modelling of the strategy: The strategy is modeled by helping learners to find the mind ideas by skimming through the paragraphs in the text and then they were asked to match the paragraphs with their titles. They were asked to check the meanings of key words.

The text used for modelling:

Strategies to Increase Critical Thinking Skills in students

The learning acquired in schools serves multi-dimensional purposes. It shapes your interests, future education plans, career plans, and personality. This cannot be accomplished solely through the school curriculum, but rather through a combination of

academic learning and the development of life skills such as critical thinking.

How to increase critical thinking skills as a student?

- A. It is often seen that students hesitate to ask questions in the classroom. It could be the result of a fear of speaking in public or of embarrassment. But don't hold back from asking questions that could help you learn better. Asking questions enhances your critical thinking in learning. You can often wait for your class to finish before personally approaching your teacher and clearing up your questions. One question may lead to another, and that will further help in clearing your concepts. If nothing else, then you can always turn to the Internet and ask questions without being judged.
- B. Critical thinking skills for students can be developed through social experiences. If you get opportunities to participate in discussions, both online and offline, you must go ahead with it. This will help you come across different perspectives, it will introduce you to new information, you will face disagreements and more. It can give you a lot to think about and analyze. Plus, it helps you develop better communication skills.
- C. If you want to remember what you studied through understanding and not just by reciting it innumerable times, then you must practise active learning. It is a method of learning that is based on an experiential approach. Active learning can be achieved through group learning, case studies, demonstrations, visual learning, etc.
- D. It is easy to remember information through examples and stories as they reflect the practical implications. They contribute to mindful learning. Real-life examples, anecdotes, analogies, and facts help develop critical thinking skills.
- E. The academic curriculum helps you lay the foundation for further learning. It is impossible to gather every piece of knowledge in the world or even on a particular subject. But if something strikes your curiosity, then go beyond your academic textbooks and indulge in more research and learning with the help of the Internet.
 - 1. Practice active learning
 - 2. Ask questions
 - 3. Go beyond academic learning
 - 4. Study with the help of examples
 - 5. Participate in discussions

Source: Online article

Vocabulary list: Embarrassment, clear up (A) Implications (D) Indulge (E)

Objective test:

Tick mark the right combinations:

Topic: Lifelong learning

- A. Learning starts and ends with the individual. But is there a limit to how much a person can learn? Is intelligence fixed at birth or can it be developed? Many studies have confirmed that it is not intelligence that creates expertise but effort and practice—that is, hard work.⁴ The most successful people devote the most hours to deliberate practice, tackling tasks beyond their current level of competence and comfort, observing the results, and making adjustments.⁵ Such studies show that intelligence can be developed and that there are no limitations on what we can learn throughout our lives. Indeed, the brain is like a muscle that gets stronger with use, and learning prompts neurons in the brain to make new connections. People with a fixed mind-set believe that their learning potential is predetermined by their genes, their socioeconomic background, or the opportunities available to them. They might have thoughts like, “I’m not good at public speaking, so I should avoid it.”

Those with a growth mind-set, however, believe that their true potential is unknown because it is impossible to foresee what might happen as a result of passion, effort, and practice. They appreciate challenges because they see them as opportunities for personal growth. Ultimately, they may achieve more of their potential than someone with a fixed mind-set.

- B. Many researchers have suggested that learning takes place only when people stretch outside their comfort zone. When people work on tasks that aren’t entirely comfortable, they are said to be in their learning zone, where they acquire new knowledge and develop and practice new skills. When people first encounter a new task, they experience “good” stress, leading to a higher level of performance. However, too much stress can cause anxiety (“bad” stress) and have a negative impact on performance. So, while it’s important for people to stretch outside their comfort zone, it’s critical to choose the right tasks and the right pace.
- C. Most people are in the workforce for 40 to 50 years, and they spend a lot of their waking hours at work. As such, work has a huge impact on a person’s health and well-being, so it’s imperative that people do what they love. A sense of purpose is essential for a well-lived life. In Japan, the term *ikigai* means “reason for being,”

and it encompasses all elements of life—including career, hobbies, relationships, and spirituality. To find ikigai, start by answering four questions- What do you love? What does the world need? What can you be paid for? What are you good at?

- D. The ability to stay vital can contribute significantly to a person's development. This goal demands that individuals make health and well-being a priority—paying attention to exercise, nutrition, sleep, and relaxation (for example, mindfulness and yoga) and developing good, sustainable habits. The impact of such personal care and self-nurturing can be far-reaching: sufficient sleep has a huge impact on our ability to acquire, retain, and retrieve knowledge. Sleep also affects attention and concentration, creativity, development of insight, pattern recognition, decision-making, emotional reactivity, socioemotional processing, development of trusted relationships, and more.

Source: *Online article*

1. Stay energetic
2. Do what you love
3. keep learning
4. Focus on growth

Vocabulary: synonyms in context

Depending on your life circumstances, community, values, age, geographic place, and other factors, these skills can be more or less important to you. The World Health Organization established the following list of life skills in 1999:

1. Interpersonal and communication skills: This generally describes the abilities required to get along with and work with others, especially the ability to send and receive written and verbal messages.
2. Problem-solving and decision-making: This term refers to the abilities needed to analyze problems, find solutions to them (alone or with others), and then act on them.
3. Critical and creative thought: This defines the ability to think about issues in new and unusual ways in order to find new solutions or create new ideas, as well as the ability to carefully analyze knowledge and consider its importance.
4. Emotional intelligence (self-awareness and empathy): It's important to know yourself and be able to empathize with others as if their experiences were your own.
5. Self-control, assertiveness, and equanimity: These are the abilities needed to defend yourself and others while remaining calm in the face of provocation.

6. Resilience and problem-solving skills: These refer to the ability to bounce back from losses and see them as learning opportunities or simply experiences

Tick mark the appropriate synonym based on the context in which they are used in the above text:

Assertive (5): 1. Confident 2. Indecisive 3. Negative 4. soft

Resilience (6): 1. Resist 2. Adaptable 3. Skilled 4. remarkable

Empathy (4): 1. Mistake 2. Feel lost 3. Understand 4. locate

Grammar: tense (future plans)

- I _____ (am flying/ fly) by plane tomorrow.
- (Are you traveling /do you travel) _____ to Paris this evening?
- I _____ (am going/go) to the cinema tonight.
- They always (are having/have) breakfast at 7:30 a.m.
- The library _____ (opens/is opening) at 8:30 a.m. and _____ (closes/is closing) at 7:30 p.m.
- The parents _____ (have/are having) a meeting on Saturday.

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

peers in the task.		
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While-task: Skills Good Leaders Need

Learners will work on the task individually and then as a group. They will identify the main ideas in each paragraph and summarize the information.

Skills Good Leaders Need:

There are a number of broad skill areas that are particularly important for leaders:

- A. Perhaps the most important skill a leader needs and what really distinguishes leaders from managers is to be able to think strategically. This means, in simple terms, having an idea or vision of where you want to be and working to achieve that.

The best strategic thinkers see the big picture, and are not distracted by side issues or minor details. All their decisions are likely to be broadly based on their answer to the question *‘does this take me closer to where I want to be?’*

Of course, as well as being able to create a compelling vision, they must also be able to communicate it effectively to their followers, which is partly why communication skills are also vital to leaders.

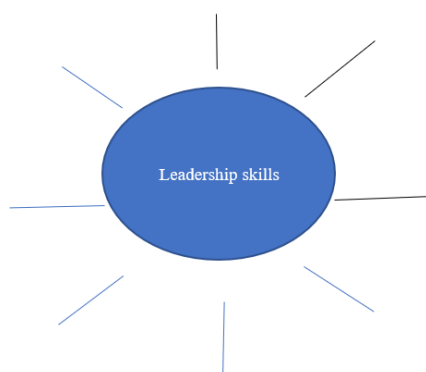
- B. While it is important to be personally organised and motivated as a leader it is perhaps even more important to be able to plan. The best vision in the world is no good without the plan to turn it into reality. Alongside strategic thinking, therefore, go organising and action planning, both essential for delivery of your vision and strategy. Good risk management is also important to help you avoid things going wrong, and manage when they do. Leaders also need to be able to make good decisions in support of their strategy delivery, and solve problems. With a positive attitude, problems can become opportunities and learning experiences, and a leader can gain much information from a problem addressed.

- C. Without followers, there are no leaders. Leaders, therefore, need skills in working with others on a one-to-one and group basis. One of the first skills that new leaders need to master is how to delegate. This is a difficult skill for many people but, done well, delegation can give team members responsibility and a taste of leadership themselves, and help them to remain motivated.

D. Good leaders tend to be extremely good listeners, able to listen actively and elicit information by good questioning. They are also likely to show high levels of assertiveness, which enables them to make their point without aggression, but firmly. They know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or subordinates. These skills come together to help to build charisma, that quality of ‘brightness’ which makes people want to follow a leader. Leaders also need to know how to give others their views on personal performance in a way that will be constructive rather than destructive, and also hear others’ opinions of them.

They are usually very good at effective speaking, equally skilled at getting their point across in a formal presentation or Board meeting, or in an informal meeting or casual corridor conversation.

Instructions: You can prepare a mindmap which provides the gist of the article.



Post-task: Learners discuss in groups. (Scaffolding questions: 1. Did you use dictionary to find the meaning of new words? 2. Can you guess the meaning of unknown words? 3. Can you prepare a mind map of the text you have read?)

Self-assessment rubric- 2 (strategy learning):

Identifying Main Idea	Skimming for Main Details	Understanding Information
Low (2): Can identify the main idea.	Low (2): Can skim through some of the main details related to the topic.	Low (2): Can understand the information provided.
Medium (4): Can identify the main idea and provide some relevant details.	Medium (4): Can effectively skim through most of the main details related to the topic.	Medium (4): Can understand the information provided effectively.
High (6): Can identify the main idea and provide a	High (6): Can efficiently skim	High (6): Can understand the information provided

comprehensive understanding of the text.	through all the main details related to the topic.	comprehensively and make connections within the text.
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4.3.3.3 Task 3: Text cohesion (sequencing information)

Strategies in focus: Compensation (making guesses), metacognitive (allocating time for reading), social (asking questions in English)

Reading self-efficacy: Using reading strategies to complete a reading task

Procedure: arranging ideas in a sequence

Pre-task:

Modelling of the strategy: The strategy is modeled by helping learners to guess the sequence of ideas and also use questioning technique regarding the order of arranging the ideas in a sequence. The focus is also given to ‘connectors’.

Arrange the sentences in order:

- A. Let your failure settle in, take it positively, and half your job is done.
- B. The next step is to analyse the process and see what went wrong.
- C. Now is the time for action. Draw your strategy with all your understanding and learning.
- D. The first and most important step is to understand that failure is inevitable and realise the undeniable wisdom of learning that it brings.
- E. Write down everything and analyse it point by point

After completion of the above task, fill in the boxes with one word each which provide a gist of the re-arranged paragraph

Objective test/re-test scores:

Rearrange the paragraphs as per the sections -before, while and during Interview.

Tick mark the right option

While the thought of an interview might appear daunting for most of us, interview preparation is not as hard as it seems. All that one needs to do is stay organized and be proactive. In this blog, we are going to discuss everything related to the interview preparation. So, let's look at the interview preparation process step by step: Things to do before, during, and after an interview.

- A. **Inform your references:** Inform your references beforehand that they might receive a call from the company you interviewed for. Speak to them about the position and emphasize the points that you would like to be recommended for.
- B. **Company information:** The most important step is to read and research the company/Institute you are interviewing for. Go through the company/Institute website, blog, and social media pages for accurate information related to their objectives, vision, and their activities. These details can most likely be found on the website of the company in 'About us' or 'Who we are' section.
- C. **Questions for the interviewer:** It is most likely that the interviewer will end the interview with the question - 'Do you have any questions for me?'. Use this opportunity to ask smart questions about the company/Institute, position, and culture.
- D. **About the interviewer:** If you know the interviewer's name already, research about him/her. Visit his/her profile on LinkedIn or on the official website. Prepare for the interview accordingly.
- E. **Follow up:** If you do not hear from the interviewer within the expected number of days, do not hesitate to drop an email and ask for an update.
- F. **Evaluate job description:** The recruiter puts the effort into mentioning a detailed job description for a reason. They are looking for someone who perfectly complements the job profile and role. So, make a good effort to go through the job description so that you are aware of the expectations the company/Institute has for the position.
- G. **Timing:** It is best to arrive 20-25 minutes before prior to the interview time. It will give you time to relax. You can also use the time to check yourself in the mirror and freshen up before the process starts.
- H. **Fit in skills and qualities:** While you analyze the job description, outline the knowledge, skills, and abilities required. Analyze what the employer is seeking concerning your qualifications. Update your resume accordingly.
- I. **Analyze the interview:** It is one of the most important exercises to do post an interview. Sit down for a few minutes and write down the questions that you were asked during the interview. Furthermore, assess your responses to these questions and make points of things that you forgot to mention or would have said in a better way. This will help you prepare better for future interviews.
- J. **Make a list of questions:** As per the company/Institute background and job role, make a list of questions you can expect to be thrown at you. Research answers to these questions via the company/Institute website, social media pages, company

news, etc.

K. Interview body language: While waiting for your turn, sit properly and maintain a good body posture. Be polite to the guards, receptionists, and other candidates. Keep a smile on your face. In the interview room, sit and answer questions confidently. Be firm, yet polite. In case you do not have an answer, be honest about it and pass on to the question.

Source: Online article

Before the interview: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

During the interview: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

After the interview: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Vocabulary in context:

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and effective relationships, then no matter how smart you are, you are not going to get very far." These words are from the American psychologist Daniel Goleman, who has written and spoken extensively about emotional intelligence (EI).

Tick mark the opposite meaning of the word 'distress'

a. worrying b. alarming c. comforting

After eight matches with just two points to their credit, Royal Challengers Bangalore found themselves in a tight spot in the recent game against Kolkata Knight Riders. Undeterred, by their spate of losses, they played on to score 213, with captain Virat Kohli scoring a century. KKR, though believed to be the stronger team, managed only 203 in response.

Tick mark the appropriate meaning of the word 'undeterred'

a. not happy b. not discouraged c. not courageous

In this fast-changing era, employers often recognize everyday problem solving as integral to the success of their organizations. Developing a problem-solving element for employees can be used for practical and creative solutions, and to show independence and initiative to employers. This skill can empower you in your personal and professional life.

Tick mark the appropriate meaning of the word 'Integral'

a. necessary and important b. necessary and impotent c. necessary and urgent

As India grapples with COVID-19 , a widely prevalent belief is that the crisis is purely driven by the disease. However, the truth is that confused, and often disempowering communication, has contributed equally to our present predicament.

Tick mark the opposite meaning of the word ‘disempower’

- a. to make more powerful b. to make most powerful c. to make less powerful

Having attended a few motivation classes and having resolved to become a motivation trainer in my own right, I decided to reinforce an area which has always failed me right from my birth — time management, TM for short. I say right from my birth because I was rather in a hurry to make my entry into the world, doing it two months ahead of schedule. This could be the physiological reason for my poor TM.

Tick mark the appropriate meaning of the word ‘reinforce’

- a. to make something stronger b. to make something weaker c. to make something lesser

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: Jumbled text is provided.

The paragraphs are also provided in jumbled order. Learners will rearrange the text and also rearrange the paragraphs. Learners will work on the task individually and then as a group. They also complete a matching task.

Jumbled text is provided. The paragraphs are also provided in jumbled order.

Learners will rearrange the text and also rearrange the paragraphs).

- 1
 - a. Include physical activities such as aerobic, muscle strengthening, and balance training.
 - b. Being unable to do everyday activities is called a functional limitation.
 - c. Physically active middle-aged or older adults have a lower risk of functional limitations than people who are inactive.
 - d. Everyday activities include climbing stairs, grocery shopping, or playing with your grandchildren.
 - e. For older adults, doing a variety of physical activity improves physical function and decreases the risk of falls or injury from a fall.
- 2
 - a. Benefits include improved thinking or cognition for children 6 to 13 years of age and reduced short-term feelings of anxiety for adults.
 - b. It can also reduce your risk of depression and anxiety and help you sleep better.
 - c. Regular physical activity can help keep your thinking, learning, and judgment skills sharp as you age.
 - d. Some benefits of physical activity on brain health happen right after a session of moderate-to-vigorous physical activity.
- 3
 - a. Regular physical activity can also lower your blood pressure and improve your cholesterol levels.
 - b. You can reduce your risk even further with more physical activity.
 - c. Heart disease and stroke are two leading causes of death in the United States.
 - d. Getting at least 150 minutes a week of moderate physical activity can put you at a lower risk for these diseases.
- 4
 - a. People vary greatly in how much physical activity they need for weight management.
 - b. Work your way up to 150 minutes a week of moderate physical activity, which could include dancing or yard work.
 - c. You may need to be more active than others to reach or maintain a healthy weight.
 - d. You could achieve the goal of 150 minutes a week with 30 minutes a day, 5 days a week.

Source: online article

Instructions: Use the titles below to rearrange the paragraphs

(Immediate benefits, weight management, Reduce Your Health Risk, Improve Your Ability to do Daily Activities and Prevent Falls.

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Do you find it difficult to arrange the sentences in order? 2. Can you guess the meaning of unknown words? 3. Can you use different strategies to complete the task?

Self-assessment rubric- 2 (strategy learning):

Identifying Main Idea	Skimming and Identifying Order with Connectors	Understanding Information
Low (2): Can identify the main idea.	Low (2): Can skim through details but struggles to identify their order using connectors.	Low (2): Can understand the information provided.
Medium (4): Can identify the main idea effectively.	Medium (4): Can skim through details and identify their order with connectors effectively.	Medium (4): Can understand the information provided effectively.
High (6): Can identify the main idea accurately and comprehensively.	High (6): Can efficiently skim through details and accurately identify their order using connectors.	High (6): Can understand the information provided comprehensively and make connections within the text.

4.3.3.4 Task 4: Predicting (KWL charts)

Strategies in focus: Memory (drawing connections between known and unknown information), cognitive (skimming), metacognitive (finding opportunities to practice reading), social (practicing with peers)

Reading self-efficacy: Using reading strategies to complete a reading task

Procedure: arranging ideas in a sequence

Pre-task:

Modelling of the strategy: The strategy is modeled by helping learners to use guessing technique and also find the relation between the known and unknown things. Learners are encouraged to skim through the text.

A pandemic in an unequal India



What comes to your mind after you read the title and see the picture?

Two example sentences are given for you.

Clues: pandemic, inequalities, job loss, poor, lock down

- ❖ The title says about the pandemic situation in India
- ❖ Inequality increased with pandemic situation

Read the paragraph below and add point or points which you have not mentioned.

The measures adopted by the government to prevent the progress of the virus were first to introduce a 'work from home' measure, to urge people to wash their hands frequently, physical distancing, and then a 21-day lockdown. Public health experts are divided about whether this lockdown was absolutely necessary and indeed implementable. It should have been clear that a total lockdown was possible only for the rich and the middle class with assured incomes during the period, homes with spaces for distancing, health insurance and running water supply. But how is it useful to the poorer sections? The poorer sections include casual daily-wage workers; self-employed people such as rag-pickers, rickshaw

pullers and street vendors; and people forced to survive by alms. The visuals of thousands of migrants, suddenly left with no food and work, walking to their homes hundreds of miles away showed clearly that the lockdown is ineffective.

What must be done

For two months, every household in the informal economy, rural and urban, should be given the minimum wages a month until the lockdown continues. Pensions must be doubled and home-delivered in cash. There should be free water tankers supplying water in slums. In addition, for homeless children and adults, and single migrants, it is urgent to supply cooked food to all who seek it, and to deliver packed food to the aged and the disabled in their homes using the services of community youth volunteers.

Source: *online article*

What I already know?	What I want to know?	What I learned?	How can I extend this learning?
During pandemic times so many people lost their lives.	How did the pandemic affect poorer sections of society?	The measures to be taken to support poorer sections.	

Objective test/re-test scores:

Break free from limitations



We are full of potential but sometimes, we are held back because of our fixed mindset and limited thinking

- A. A fixed mindset needs to be fixed
- B. Opportunities can be created with limited thinking
- C. One should be aware of their strengths
- D. People with growth mindset are afraid of taking challenges.

Instructions: write **THREE options** which are relevant to the title and picture. Title:

Online Classes: The future of Education. **Answer:** -----



- A. Students can learn from home without attending classes
- B. Teachers need training for online mode of teaching
- C. Educational institutions should make necessary arrangements for online learning of students
- D. Online learning has many disadvantages.

Vocabulary: fill-in-gap exercise

Complete the sentences (often, by, a, once, every, twice, often)

- 1. I am going to cook for my friends ----- a month.
- 2. I want to be able to run 10km ----- the end of the year.
- 3. I am planning to go running three times ----- week.
- 4. I am going to watch a film in English ----- a week.
- 5. I am aiming to revise my English notes for ten minutes ----- day.
- 6. I want to cook food at home more -----.

Grammar (Verbs): (includes, affects, helps, help, make, work, realize)

Mental health ----- our emotional, psychological, and social well-being. It -----how we think, feel, and act as we cope with life. It also -----determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging.

Why is mental health important?

Mental health is important because it can help you to:

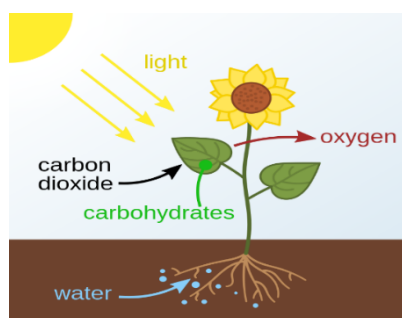
- 1. Cope with the stresses of life
- 2. Be physically healthy
- 3. ----- good relationships
- 4. ----- meaningful contributions to your community
- 5. ----- productively
- 6. ----- your full potential.

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
<p>Low (2): can understand the instructions but cannot participate in the activity by asking questions.</p> <p>Medium (4): can understand the instructions and participate in the activity by asking questions.</p> <p>High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.</p>	<p>Low (2): can partially support peers by explaining the task.</p> <p>Medium (4): can support peers by explaining the task.</p> <p>High (6): Can support peers by explaining the task and can attend to their queries related to task completion.</p>	<p>Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.</p> <p>Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.</p> <p>High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.</p>

While-task: Learners will work on the task individually and then as a group. They also complete a KWL chart.

Photosynthesis in plants (predicting):



What comes to your mind after you read the title and see the pictures? Discuss and read the following paragraph.

Photosynthesis is the process by which green plants and certain other organisms transform light energy into chemical energy. During photosynthesis in green plants, light energy is captured and used to convert water, carbon dioxide, and minerals into oxygen

and energy-rich organic compounds.

It would be impossible to overestimate the importance of photosynthesis in the maintenance of life on Earth. If photosynthesis ceased, there would soon be little food or other organic matter on Earth. Most organisms would disappear, and in time Earth's atmosphere would become nearly devoid of gaseous oxygen. The only organisms able to exist under such conditions would be the chemosynthetic bacteria, which can utilize the chemical energy of certain inorganic compounds and thus are not dependent on the conversion of light energy.

Energy produced by photosynthesis carried out by plants millions of years ago is responsible for the fossil fuels (i.e., coal, oil, and gas) that power industrial society. In past ages, green plants and small organisms that fed on plants increased faster than they were consumed, and their remains were deposited in Earth's crust by sedimentation and other geological processes. There, protected from oxidation, these organic remains were slowly converted to fossil fuels. These fuels not only provide much of the energy used in factories, homes, and transportation but also serve as the raw material for plastics and other synthetic products. Unfortunately, modern civilization is using up in a few centuries the excess of photosynthetic production accumulated over millions of years. Consequently, the carbon dioxide that has been removed from the air to make carbohydrates in photosynthesis over millions of years is being returned at an incredibly rapid rate. The carbon dioxide concentration in Earth's atmosphere is rising the fastest it ever has in Earth's history, and this phenomenon is expected to have major implications on Earth's climate.

Source: *online article*

After reading the above paragraph on photosynthesis you can prepare a table as shown below and share the information with others:

What I already know?	What I want to know?	What I learned?	How can I extend this learning?
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Post-task: Learners discuss in groups. (Scaffolding questions: 1. Do you find it difficult to fill the KWL chart 2. Can you identify the key/important words in the text?)

Self-assessment rubric- 2 (strategy learning):

Understanding Instructions and Reading Information Low (2): Understood the instructions but could not complete the process after reading the information. Medium (4): Understood the instructions, read the information, and completed the activity. High (6): Understood the instructions, read the information, and completed the activity by clearly mentioning the relevant points under the appropriate column.	Finding Relation Between Known and Unknown Information Low (2): able to find the relation between known and unknown information Medium (4): able to find the relation between the known and unknown information and able to express that High (6): Demonstrates the ability to find relations between known and unknown information, and helps peers.
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Assessment (Aptis) (see Appendix)

4.3.4 Writing

The two writing tasks which are part of the writing module are given below:

Table 4.5: Writing tasks

Skill- Listening	Strategy in focus	Self-efficacy	Task exercises
TASK-1 Paragraph writing	memory, cognitive, metacognitive, affective, social	writing English composition (self-evaluation, teacher feedback)	Matching exercise, fill-in-the blanks (Strategy, vocabulary, grammar)
TASK-2 E-mail writing	metacognitive, affective, social	Writing for specific audience	

4.3.4.1 Task 1: Paragraph writing

Strategies in focus: Memory (understanding the process of writing), cognitive (using words in sentences), metacognitive (evaluation of writing performance), affective (sharing progress with others), social (taking teacher/peer support)

Writing self-efficacy: writing English composition

Procedure: paragraph writing

Pre-task:

Modelling of the strategy: The strategy is modeled by helping learners to understand paragraph structuring, processes of paragraph writing with focus on text cohesion, vocabulary (contextual) and grammar (linkers).

Organising paragraphs (source: IELTS)

Topic sentence Encouraging people to use bicycles or public transport would have many

benefits for us as individuals and as a society.

First reason Firstly, it would help us to be healthier and happier.

Evidence to support the first reason: Cycling to work or walking between your home or place of work and the nearest bus stop or train station will help you maintain or even improve your fitness. They are also less stressful ways of commuting than sitting in a traffic jam and cycling can even help you reduce your stress

Second reason Secondly, these ways of travelling are better for our cities and more environmentally friendly.

Evidence to support the second reason: If more people cycled or took public transport to work there would be a dramatic reduction in traffic congestion making our cities less stressful places to be. Less traffic also means less pollution and cleaner air

Concluding statement Encouraging greater use of cycles and public transport could therefore improve our standard of living through better health and a more pleasant, greener environment.

Benefits of healthy lifestyle (organise your paragraph like the paragraph given above)

Healthy habits, disciplined lifestyle, health is wealth, overall health

Complete the paragraph:

My favourite subject is history because this subject lands me into the world of mysteries. The best part of knowing history is to know about historical monuments and their architecture. They reveal a lot about the rule of dynasties. ----- Next, they stand as architectural marvels. ----- One of them is Iron pillar in pillar, Delhi. --- -----These are the aspects which make me feel interested in history.

1. These monuments give us a sense of identity.
2. Even today scientists could not know find the architecture behind these wonderful structures.
3. Though I was introduced to history as a subject at college level, I never considered it as a subject to study for exams.
4. In Indian context, we can know about successful rulers who constructed at least one monument of historical importance during their ruling times.

Objective test:

Rearrange the following paragraph

- A. It is always desirable to pursue physical activities that are integrated into our daily

work, including household work, walking to the office, market, or bus top, taking stairs over lifts and morning walks.

- B. Can these environments be shaped differently? Yes, there is sufficient evidence globally that there are many policy—level interventions that help create an enabling environment.
- C. Now, let us understand why our intention to walk or exercise does not convert into actual practice.
- D. Socio-cultural barriers are equally important, especially for women not being able to do physical activity—their role within the house.
- E. Thus, physical, economic, and socio—cultural environments in which we make decisions about purchasing, preparing and consuming food or doing physical activity are unsupportive of healthy choices.
- F. However, we do not do it as we have many barriers to walking in our environment—air pollution, weather (hot-cold-rains), unusable footpaths, lack of parks or, when available, often unsafe and poorly lit.

Vocabulary: Fill-in-the gap activity



(Healthy habits, disciplined lifestyle, health is wealth, overall health.... You can add more words and make sentences by keeping the above picture in view)

Linkers: (although, also, due to, I think, so)

1. -----we have to register first to submit the application.
2. The market was closed ----- bandh.
3. ----- she is my friend, I never asked her any help.
4. He played well. ----- he was praised by everyone
5. Kids liked the cake, ----- they asked for chocolates

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers Low (2): can partially	Checking Answers and Seeking Clarification
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Low (2): can understand the instructions but cannot participate in the activity by asking questions. Medium (4): can understand the instructions and participate in the activity by asking questions. High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	support peers by explaining the task. Medium (4): can support peers by explaining the task. High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification. Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification. High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.
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While-task: Topic: prepare a paragraph on ‘Benefits of healthy lifestyle’. Learners will complete task exercises (see appendix)

1. What are the advantages of adopting a healthy lifestyle?
2. How does a healthy lifestyle impact mental and emotional well-being?
3. How does a healthy lifestyle contribute to stronger immune system?

Post-task: Learners discuss in groups. (Scaffolding questions: 1. What are your views on the given topic? 2. How did you find the process of structuring the paragraph?)

Self-assessment rubric- 2 (strategy learning):

Relevance to the Topic	Grammar	Spelling and Punctuation	Vocabulary Use	Use of Connectors and Cohesive Devices
Low (2): Response is partially on topic. Medium (4): Response is almost on topic. High (6): Response is completely on topic	Low (2): Errors lead to improper understanding in parts of the response. Medium (4): Uses simple grammatical structures to produce writing at the sentence level. Errors do not lead to improper understanding of the response. High (6): Control of simple	Low (2): Spelling mistakes are noticeable. Mostly inaccurate punctuation. Medium (4): Mostly accurate punctuation and spelling. High (6): Spelling is mostly accurate. Mostly accurate punctuation.	Low (2): Vocabulary is mostly sufficient to respond to the question(s), but inappropriate lexical choices are noticeable. Medium (4): Vocabulary is almost sufficient to respond to the question(s). High (6):	Low (2): Response is a list of sentences Medium (4): Some attempts at using simple connectors to link sentences. High (6): Uses simple cohesive devices to

	grammatical structures. Errors occur when attempting complex structures.		Vocabulary is sufficient to respond to the questions.	organize responses as a sequence of sentences.
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4.3.4.2 Task 2: Email writing

Strategies in focus: Metacognitive (self-evaluation of writing process), affective (sharing language progress with others), social (taking teacher/peer support)

Language self-efficacy: Writing for specific audience

SILL: finding opportunities to use English, noticing mistakes

Procedure: E-mail writing

Pre-task:

Modelling of the strategy: The strategy is modeled by helping learners to understand e-mail writing with focus on phrases to be used for formal and informal e-mail, text cohesion, and grammar (subject-verb agreement, linkers). Students are given some exercises related to the aspects stated above.

(Identify linkers)

Dear Principal,

Thank you for your email about the staff meetings for new teachers!

On one hand, I am quite excited about the idea. I am looking forward to learning from my colleagues. On the other hand, I am upset by the choice of day. After a long week of teaching, many of us new teachers would like to go home and relax. Instead, we have to spend our free time at work.

Although I am eager to participate in these training sessions, I am wondering if we could arrange another date. I have spoken to some other group members and we believe that a week night meeting after school would be best for all of our schedules. Could we consider Monday or Wednesday instead? Please let me know if this is possible.

Regards,

Julia

Put the email in the right order

A. I can call you then if it is convenient. B. Nguyen Minh Chau C. Are you free to talk about it on the phone tomorrow at about 3.30? D. Head Teacher – Vietnam International School E. Could you please let me know? F. Dear Mr Chan, G. I look forward to hearing from you soon. H. With best wishes, I. Thank you for your last email.

Objective test: (attaching, know, made, again, talks, particularly, further, attend)

Dear Rachel

Thanks for offering me the opportunity to _____ the marketing technology conference last week. As you _____, I was _____ interested in the digital marketing presentations.

I saw some very useful _____ and I've _____ some new contacts that will be good for our company. I'm _____ information on two new digital marketing applications that I think we would could see.

Thanks _____ for this opportunity. I'm happy to discuss the applications _____ if you are interested.

Best regards

Chardine

Vocabulary: Match the appropriate phrase with the purpose of mail

- A. Dear Sir or Madam, could you please send me...
 - B. Morning everyone, just thought you might be interested to know that....
 - C. Hi there Shalini, Hope you're well. Might be a bit late on Saturday....
 - D. Dear Mr Bhaskar, I am writing to you because I am worried that....
1. Harini emailed all the maths teachers at his schools about some training -----
 2. Harini wrote her friend about their plans to play football at the weekend -----
 3. Harini sent an email asking for more information about a conference. She did not know the name of the person who will read her mail. -----
 4. Harini emailed a man called Bhaskar, father of a pupil at school. He wanted to know why Mr. Bhaskar's son was absent from school. -----

Grammar: (Jumbled sentences)

Put the phrases in the right order to make sentences.

1. I / forward / meeting / you. / to / look _____
2. hearing / to / forward / look / you. / from / We _____
3. to / speaking to / soon. / forward / you / I / look _____
4. on / forward / to / seeing / We / look / Saturday. / you _____
5. look / possible. / your / to / receiving / as soon as / reply / forward / I _____

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: Topic: Prepare an e-mail to the parents of your students explaining to them the advantages and disadvantages of mobile learning.

- a. Why is the information important for the receiver?
- b. How do you convey the information to parents?

Learners will also complete exercises given. (see appendix)

Post-task: Learners discuss in groups. (Scaffolding questions: 1. What are the different parts of an e-mail? 2. Which part of the mail is difficult to write?)

Self-assessment rubric- 2 (strategy learning):

Appropriate Use of E-mail format	Vocabulary Range	Use of Cohesive Devices
Low (2): Inappropriate use of format	Low (2): Insufficient range of vocabulary to discuss the topic required by the task.	Low (2): Insufficient linkers are used to indicate the links between ideas.
Medium (4): Appropriate format used consistently in the response.	Inappropriate lexical choices do not lead to misunderstanding.	Medium (4): A limited number of linkers are used to indicate the links between ideas.
High (6): Response on	Medium (4): Sufficient range	

topic and task fulfilled in terms of appropriateness of format.	of vocabulary to discuss the topic required by the task. High (6): Good range of vocabulary used to discuss the topics required by the task.	High (6): A good range of linkers are used to clearly indicate the links between ideas.
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Assessment (Aptis) (see Appendix)

4.3.5 Classroom English

The classroom English module has the following tasks:

Table 4.6: Classroom English tasks

Skill- Listening	Strategy in focus	Self-efficacy	Task exercises
TASK-1 Understanding and Communicating lesson content	Scaffolding (classroom Instructions)	Using questions to scaffold content in clear English	Matching exercise, fill-in-the blanks (Strategy, vocabulary, grammar)
TASK-2 Managing the classroom: environment and activities	Scaffolding (classroom Instructions)	Giving clear instructions in English when conducting activities	
TASK-3 Assessing and giving feedback	Formative assessment (rubrics), scaffolding	Use appropriate English to respond to students' responses	

4.3.5.1 Task 1: Understanding and Communicating lesson content

Teaching efficacy: Using questions to scaffold content in clear English, and giving clear instructions in English when conducting activities.

Modelling of the strategy: Learners went through Instructional phrases provided in the course material to be used for explaining the activities in the lesson plans.

Provide questions to students (e.g., What do you know about photosynthesis?)



Fig. Photosynthesis in plants

What I already know?	What I want to know?	What I learned?	How can I extend this learning?

Refer to ‘understanding lesson content’ unit in the course material and provide instructions accordingly for group/pair activity based on the text given below. (Example: practice saying the vocabulary)

Photosynthesis is the process by which green plants and certain other organisms transform light energy into chemical energy. During photosynthesis in green plants, light energy is captured and used to convert water, carbon dioxide, and minerals into oxygen and energy-rich organic compounds.

It would be impossible to overestimate the importance of photosynthesis in the maintenance of life on Earth. If photosynthesis ceased, there would soon be little food or other organic matter on Earth. Most organisms would disappear, and in time Earth’s atmosphere would become nearly devoid of gaseous oxygen. The only organisms able to exist under such conditions would be the chemosynthetic bacteria, which can utilize the chemical energy of certain inorganic compounds and thus are not dependent on the conversion of light energy.

Energy produced by photosynthesis carried out by plants millions of years ago is responsible for the fossil fuels (i.e., coal, oil, and gas) that power industrial society. In past ages, green plants and small organisms that fed on plants increased faster than they were consumed, and their remains were deposited in Earth’s crust by sedimentation and other geological processes. There, protected from oxidation, these organic remains were slowly converted to fossil fuels. These fuels not only provide much of the energy used in

factories, homes, and transportation but also serve as the raw material for plastics and other synthetic products. Unfortunately, modern civilization is using up in a few centuries the excess of photosynthetic production accumulated over millions of years.

Consequently, the carbon dioxide that has been removed from the air to make carbohydrates in photosynthesis over millions of years is being returned at an incredibly rapid rate. The carbon dioxide concentration in Earth's atmosphere is rising the fastest it ever has in Earth's history, and this phenomenon is expected to have major implications on Earth's climate.

Objective test:

Read the activity instructions. Then write true/false. (pg. no. 100)

Instructions: work with a partner. Take turns reading the text

1. The students should work by themselves. -----
2. The students should read. -----

Instructions: Answer the questions about your school. Answer with complete sentences.

3. The students should use complete sentences. -----

Instructions: Match the pictures to the words. Check your answers with a partner.

4. The students should do an underlining activity. -----

Instructions: Check the following words in your dictionary. Practice saying the words with a partner.

5. The students have to check the meaning of the words. -----

Instructions: Ask your partner about his or her family. Take notes on your partner's family.

6. The students should work with a partner. -----
7. The students have to write. -----

Instructions: Work in groups of three. Fill in the blanks using the chart.

8. The students should complete a chart.

Instructions: choose one of the following activities. Work in pairs.

9. The students have to do all the activities. -----

Instructions: Use the vocabulary to write sentences. Underline the verbs in the sentences.

10. The students should listen. -----

Instructional phrases for group activity.

Match 'Part A' with 'Part B' to make full sentences:

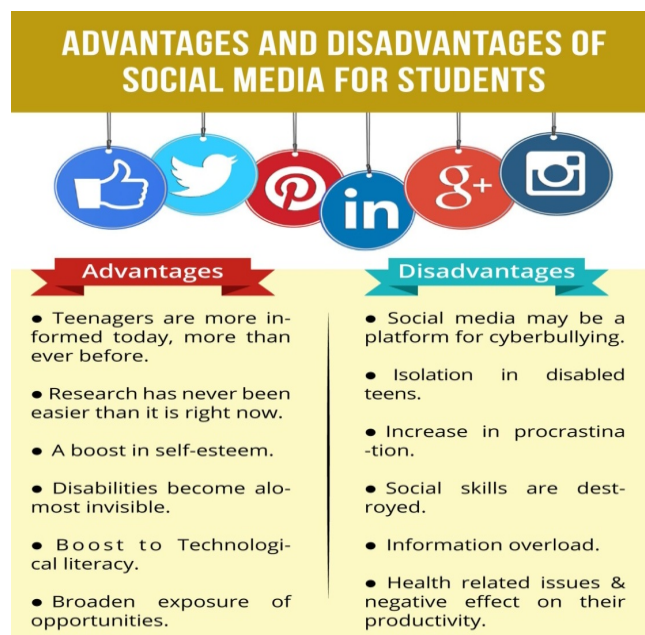
Please work	answering the questions
You have to get	another 10 minutes

You have until 10:30	into pairs
Work in groups	on your own
Take turns	to finish this activity
You have	of four/five
Instructional phrases for managing classroom.	
Use the flashcards	to practice vocabulary
The example is at	the bottom of page 28.
Do the exercise in the	middle of page 15
Remember to check	your work again
Now we are going to	have a test on 'photosynthesis'
I am going to read	the instructions again

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by asking questions and also can actively involve peers in the task.	High (6): Can support peers by explaining the task and can attend to their queries related to task completion.	High (6): Can check whether the answer/answers are correct/incorrect, seek clarification by asking the peer/teacher and helps peers.

While-task: (Identify display and referential questions for the given topic and ask each other those questions).



1. What is meant by self-esteem? (Display/referential)
2. What are the ways to overcome the disadvantages of social media? (display/referential)
3. What are the different ways in which social media can be used as mentioned in the picture? (display/referential)
4. What is the meaning of the word 'procrastination'? (display /referential)

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Are you able to relate the instructional phrases with the lesson plan? 2. Are you able to prepare questions to involve learners in discussion?)

Self-assessment rubric- 2 (strategy learning):

Providing Instructions	Providing Answers to Questions Raised by Learners
Low (2): Not able to focus on providing instructions effectively.	Low (2): Insufficient range of vocabulary to discuss the topic required by the task.
Medium (4): able to focus on providing instructions effectively.	Inappropriate lexical choices do not lead to misunderstanding.
High (6): able to focus on all the aspects of providing instructions effectively.	Medium (4): Sufficient range of vocabulary to discuss the topic required by the task.
	High (6): Good range of vocabulary used

	to discuss the topics required by the task.
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4.3.5.2 Task 2: Managing the classroom: environment and activities

Teaching efficacy: provide examples in English wherever required, and prepare good questions English to engage learners in understanding the content.

Procedure:

Pre-task:

Modelling of the strategy: Learners went through Instructional phrases provided in the course material to be used for engaging the learners.

Refer to page no. 128 and use proper instructions to engage learners in the topic, 'healthy lifestyle'.



Example: what are the words that are related to healthy lifestyle given in the picture?

Objective test:

Objective test (making announcements)

- | | |
|--------------------------|-------------------------------|
| 1. I have some important | for the test |
| 2. Please | important information for you |
| 3. Remember to study | write it down |
| 4. Don't forget about | we have a quiz next week |
| 5. Remember that | the quiz on Tuesday |
| 6. There will | is due June 2nd |
| 7. We are going | be a quiz tomorrow |
| 8. The project | to do a project on food |

Making announcements -2

Choose correct option

- Teacher: Don't forget about the class trip next Friday
Student: where are we going?
Teacher:

a. Give this invitation to your parents.
b. We will go to the theatre to see a play.
c. We are going to have a visitor next Friday.

2. Teacher: The break will be shorter today
Student: why?
Teacher:

a. We will not have a break today.
b. Give this notice to your parents.
c. We are going to have a guest.

3. Teacher: we will visit the museum today
Student: when are we coming back?
Teacher:

a. We will come back at 2:00 p.m.
b. There's a change in the schedule
c. We are going to finish class at 10:30 a.m. today

Motivating students:
Choose correct option: (do it, again, keep, give up, doing great).

1. Yes. You're _____
2. _____ trying. You can do it.
3. Don't _____ Keep trying.
4. Try that _____ You can do it.
5. You can _____ I will help you.

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): can understand the instructions but cannot participate in the activity by asking questions.	Low (2): can partially support peers by explaining the task.	Low (2): can check whether the answer/answers are correct/incorrect but hesitate to seek clarification.
Medium (4): can understand the instructions and participate in the activity by asking questions.	Medium (4): can support peers by explaining the task.	Medium (4): can check whether the answer/answers are correct/incorrect and also seek clarification.
High (6): can understand the instructions, actively participates in the activity by	High (6): Can support peers by explaining the task and can attend to	High (6): Can check whether the answer/answers are

asking questions and also can actively involve peers in the task.	their queries related to task completion.	correct/incorrect, seek clarification by asking the peer/teacher and helps peers.
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While-task: Choose one video from TED ED videos and write down the discussion questions related to the video and share with the group members.

Video name:

Discussion questions:

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Which part of the mail is difficult to write? 2. Have you revised and edited your writing? 3. Have you read the answers of your peers?)

Self-assessment rubric- 2 (strategy learning):

Understanding Different Classroom Situations	Laying Emphasis on Teacher and Learner Interaction	Understanding Phrases for Classroom Situations
Low (2): Not able to focus on different classroom situations effectively.	Low (2): Not able to focus on on teacher and learner interaction as per the classroom situations effectively.	Low (2): Not able to focus on understanding the phrases used for different classroom situations in the course material effectively.
Medium (4): able to focus different classroom situations effectively.	Medium (4): able to focus on teacher and learner interaction effectively as per the classroom situations.	Medium (4): able to understand the phrases used for different classroom situations in the course material effectively.
High (6): Follows all the aspects of understanding different classroom situations effectively.	High (6): Follows all the aspects of teacher and learner interaction effectively as per the classroom situations.	High (6): able to use the phrases used for different classroom situations in the course material effectively.

4.3.5.3 Task 3: Assessing and giving feedback

Teaching efficacy: Using appropriate English to ask questions or to provide clues and hints, and use appropriate English to respond to students' questions.

Procedure:

Pre-task:

Modelling of the strategy: Learners were asked to understand the rubrics/checklists which can be used to provide feedback regarding language strategy use. Then they went through Instructions phrases provided in the course material.

Look at the rubric used for reading comprehension which can also be used as a checklist. Try to relate the rubric/checklist to the activity/task you have prepared for the lesson plan.

Reading task: understanding main idea and identifying opinions.

Locating Key Words	Identifying Main Idea	Locating Opinions	Providing a Gist	Understanding Information
Low (2): Can locate key words.	Low (2): Can identify the main idea.	Low (2): Unable to locate some of the opinions	Low (2): can provide a partial gist of the text.	Low (2): Can understand the information provided
Medium (4): Can locate key words and guess their meaning.	Medium (4): Can identify the main idea and provide some relevant details.	Medium (4): Can locate all the opinions stated.	Medium (4): can provide a complete gist of the text	Medium (4): can understand the information effectively.
High (6): Can locate	High (6): Can identify the main idea and	High (6): Can locate the	High (6): can provide a gist and able to	High (6): Can understand the

key words	provide a	opinions stated	explain it to	information
and	comprehensive	and analyze	the peers well	provided in-
accurately	understanding	their context		depth and make
determine	of the text.	and		connections
their		significance.		within the text.
meaning.				

Objective test:

Read the passage. Then read a teacher's conversation with a student. Choose the correct answer for each question

Stay Healthy:

1. It is not fun being sick. You have to stay home. You can't play with your friends.
Do these things to stay healthy?

Response:

- a. Wash your hands often. Use hot water and soap. Wash for 20 seconds to kill the germs.
 - b. Get sleep. Get 7 to 8 hours every night to help your body fight sickness.
 - c. Never sneeze in your hand! Germs go on anything you touch. If you get a cold, sneeze into your arm to keep your family and friends healthy
2. Teacher: what do you have to do if you are sick?
Student: play with your friends
Is the student's answer correct?
 - a. The answer is correct.
 - b. The answer is incorrect. Answer: You have to stay home, and you can't play with your friends.
 - c. The answer is incorrect. Answer: There are some things you can do to stay healthy.
 3. Teacher: what is one thing you can do to stay healthy?
Student: Wash your hands
Is the student's answer correct?
 - a. The answer is correct.
 - b. The answer is correct. Answer: Put germs on anything you touch.
 - c. The answer is incorrect. Answer: sneeze into your hand
 4. Teacher: How long should you wash your hands?

Student: 20 minutes

Is the student's answer correct?

- The answer is correct.
- The answer is incorrect. Answer: 20 seconds.
- The answer is incorrect. Answer: 7 to 8 hours.

5. Teacher: What is another way to stay healthy?

Student: Get sleep

Is the student's answer correct?

- The answer is correct.
- The answer is incorrect: Answer You have to stay home.
- The answer is incorrect. Answer: Sneeze into your arm

Instructional phrases for self-correction:

Match 'Part A' with 'Part B' to make full sentences:

Remember to	example
Does this	a different word
Try using	off the topic
This sentence is	sound, right?
Look at the	follow the example

Self-assessment rubric- 1 (collaborative Interaction):

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): Not able to focus on understanding the instructions and does not actively participate in the activity by asking questions.	Low (2): Not able to focus on supporting peers by explaining the task.	Low (2): Not able to focus on checking whether the answer/answers are correct/incorrect or seeking clarification.
Medium (4): Not able to focus on one or two of the following steps: understanding the instructions and participating in the activity by asking questions.	Medium (4): Not able to focus on one or two of the following steps: supporting peers by explaining the task.	Medium (4): Not able to focus on one or two of the following steps: checking whether the answer/answers are correct/incorrect or seeking clarification.
High (6): Follows all the steps for understanding the instructions and actively	High (6): Follows all the steps for	High (6): Follows all the steps for checking whether the answer/answers are

participates in the activity by asking questions.	supporting peers by explaining the task.	correct/incorrect and seeking clarification by asking the peer/teacher.
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While-task: In the while-task phase learners looked at different types of reading, listening, speaking and writing activities/tasks which can be prepared for learners. They selected one activity each. *Source: British council learn English website.*

speaking and writing activities/tasks which can be prepared for learners. They selected one activity each. *Source: British council learn English website.*

Listening (categorizing/ fill-in-the gap, comprehension exercises, matching phrases with meanings/ jumbled paragraph, reordering the sentences/ sentence completion exercises, summarizing)

Reading (true/false, fill-in the gaps, matching words with meanings, Jumbled order, categorizing, matching paragraphs with headings, giving a title for the text, comprehension exercises, mind map, KWL chart)

Writing (fill-in-the gaps, rearranging sentences, Jumbled paragraph, matching questions with appropriate answers, categorizing, joining sentences)

Speaking (true/false, rearranging sentences, dialogue writing, role-play, discussions)

Mention the activity:

Post-task: Learners discuss in groups. (Scaffolding questions: 1. Are you able to relate the instructional phrases with the lesson plan? 2. Are you able to understand the rubrics/checklists used to give feedback?)

Self-assessment rubric- 2 (strategy learning):

Understanding Different Activities Related to LSRW Skills	Understanding Phrases for Self-Correction	Providing Feedback to Learners on Language Strategies
Low (2): Not able to focus on understanding different activities related to LSRW	Low (2): Not able to focus on the phrases used for self-correction	Low (2): Not able to focus on providing feedback to learners related to language strategies

skills effectively. Medium (4): able to understand some activities related to LSRW skills effectively. High (6): understands different activities related to LSRW skills effectively.	effectively. Medium (4): able to understand the phrases used for self-correction effectively. High (6): understands and uses the phrases used for self-correction effectively.	effectively. Medium (4): able to provide feedback to learners related to some language strategies effectively. High (6): able to provide feedback to learners related to all language strategies effectively.
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Assessment (CEP) (see Appendix)

4.4 Guidelines for pre-service teachers

As part of the study, after training the pre-service teachers in ELP, and CEP the guidelines were provided to pre-service teachers to prepare tasks for lesson plan in order to see the impact of the training on pre-service teachers' understanding of the task preparation procedure. Along with guidelines a sample task is provided to pre-service teachers. The guidelines include: giving specific feedback about strategy learning, using questions or providing clues, hints for scaffolding content in English, providing clear instructions, and mentioning the language strategy and self-efficacy statement which is used in the task. The task contains a self-assessment rubric (see table 4.7) and teacher assessment rubric for strategy learning (see table 4.8).

Sample Task for Lesson Plan:

Topic: Agriculture in India

SILL: Memory/ compensation/Cognitive/ metacognitive/affective/social

Self-efficacy: Listening/speaking/Reading/Writing

Task phases

Pre-task

Modelling the strategy: understanding main idea and identifying opinions

The strategy is modelled by helping learners to find the main idea by skimming through the text and then they were asked to underline the important ideas put forward in each paragraph in the text given. They were asked to check the meanings of key words.

Text used for Modelling: mention about the text used.

- To use instructions /questions to scaffold content in clear English.

Table 4.7: Self-assessment rubric- 1 (collaborative Interaction)

Understanding Instructions and Participation	Supporting Peers	Checking Answers and Seeking Clarification
Low (2): Not able to focus on understanding the instructions and does not actively participate in the activity by asking questions.	Low (2): Not able to focus on supporting peers by explaining the task.	Low (2): Not able to focus on checking whether the answer/answers are correct/incorrect or seeking clarification.
Medium (4): Not able to focus on one or two of the following steps: understanding the instructions and participating in the activity by asking questions.	Medium (4): Not able to focus on one or two of the following steps: supporting peers by explaining the task.	Medium (4): Not able to focus on one or two of the following steps: checking whether the answer/answers are correct/incorrect or seeking clarification.
High (6): Follows all the steps for understanding the instructions and actively participates in the activity by asking questions.	High (6): Follows all the steps for supporting peers by explaining the task.	High (6): Follows all the steps for checking whether the answer/answers are correct/incorrect and seeking clarification by asking the peer/teacher.

While task: provide the activity to learners based on the text used for modeling (mention the activity)

- Instructions related to the activity

Post-task: teacher and student interaction related to the activity

- To use questions/clues/hints.

Table 4.8: Teacher assessment rubric-strategy learning (for feedback)

Vocabulary Understanding	Details Comprehension	Content Understanding and Discussion
Low (2): Found some of the vocabulary difficult to understand in the video provided.	Low (2): Missed some details in the video.	Low (2): Not able to understand the content completely
Medium (4): Understood the vocabulary in context in the video provided.	Medium (4): Noted down all the details from the video.	Medium (4): Understood the content
	High (6): Noted down all the details from the video and able to recall those details.	High (6): Demonstrates

High (6): Understood the vocabulary in context in the video along with their meanings.		understanding of content in English and is able to discuss it with classmates.
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4.5 Summary

This chapter deals with the design of task modules leaded to ELP and CEP. The modules are developed based on the findings of preliminary study and also based on the perspectives related to TBLT theory (scaffolding), and frameworks. The task modules are also linked to the objectives of the study and also to the questionnaires (L2 self-efficacy, SILL, teaching efficacy). In order to understand the impact of training, guidelines with a sample task are provided to pre-service teachers which is linked to the fourth objective of the study. In the next chapter, the results obtained from the pre-test, Intervention and post-test phases are provided.

Chapter-5

Data Analysis

5.1 Introduction

This chapter presents details of the main study group and tools used for data analysis of the main study. A detailed analysis of the data gathered through pre-test, Intervention, and post-test phases with the experimental group in the main study phase were provided. The findings include data collected with the help of data collection tools such as questionnaires, proficiency test (pre- and post-test), Intervention, task evaluation checklist, and informal Interviews.

5.2 Data collection and procedure

Based on the screening test results 202 students were selected for the main study in which 101 students are considered as experimental group and 101 students are considered as control group. The convenience sampling technique was used to suit the needs of the study. Participants specialized in various methodologies, including subjects such as Physics, Biological Science, and Social Sciences, all of which shared English as their common medium of instruction. The duration of exposure to English as the medium of instruction varied among individual participants.

The study has adopted quasi-experimental design and the sample is made into two groups after conducting the proficiency test in a non-randomized way during both the pilot and main study phases. Both the groups are given pre-test and post-test. With this, the study adopted a pretest-post-test group design (Rogers & Revesz, 2019). The data analysis and Interpretation were also done accordingly.

Convenience sampling technique is used for selecting the sample for the main study and the intervention time lasted for 6 months with 60 hours of Instruction. The intervention started in the second semester of B.Ed students and continued to the third semester of the B.Ed course that is into the second year of B.Ed course. Experimental group is provided training in TBLT instruction with a focus on the English language proficiency of learners, classroom English and also their awareness levels. The control group is not provided any training. Prior permission is taken from the Institute heads and principals for conducting the survey. The schedule of the intervention is provided below:

Table 5.1: Intervention plan

Week-wise distribution	Topic	Hours spent
Week 1,2,3,4,5,6, 7,8,9, 10,11, 12,13,14,15,16	The course consists of 5 modules. Each module consists of tasks and also includes assessment 1. Classroom language (3) 2. Listening (4) 3. Speaking (2) 4. Reading (4) 5. Writing (2)	42
Week 17, 18, 19,20, 21	Preparing tasks for lesson plan (Follow-up activity)	18
Total		60

In The findings of the pilot study (provided in chapter 3) were considered for further modification of tasks and adapting the guidelines provided to pre-service teachers for task preparation for lesson plans.

The reliability analysis for the performances of the students to the ELPT and CEPT in the experimental group in the main study phase was reported .886 which is highly valid test which is given below.

Table 5.2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.866	2

1.12.5 Experimental group data reliability

Sample reliability test- Test of normality is performed in the SPSS to understand the frequency of distribution and the distribution of the mean in the chosen sample. It showed normal distribution of the data and the reliability of the Instrument is high with Cronbach alpha score .866. The normal distribution of the data is shown with the with the help of normal QQ plot given below. It can be observed from the diagram below that the

data is normally distributed as the points fall on the 45-degree reference line. The diagram is provided along with the data set.

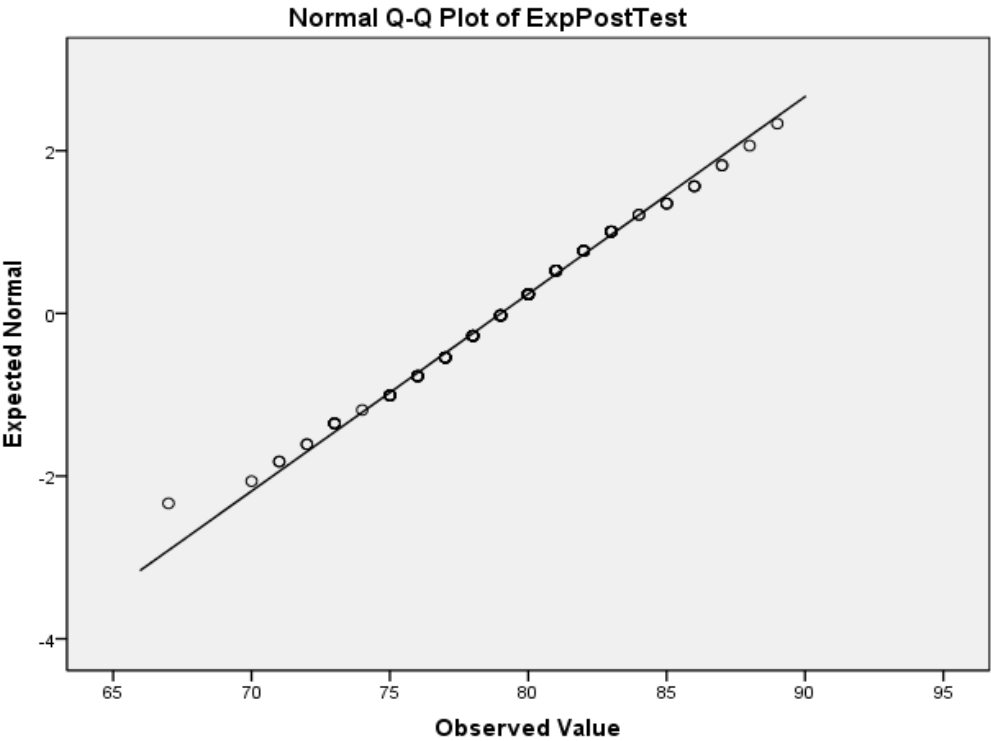


Figure 5.1: Normal Q-Q plot

Table 5.3: Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ExpPreTest	.119	101	.001	.980	101	.140
ExpPostTest	.067	101	.200*	.991	101	.723
ContPreTest	.082	101	.090	.977	101	.082
ContPostTes	.110	101	.004	.978	101	.087
t						

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

1. Experimental group pre-test, post-test 2. Control group pre-test, post-test

5.3 Data analysis tools

Descriptive statistics is used to understand the students' performances in the ELPT, CEPT and the mean value of the questionnaires used for the study. The mean values of experimental group for the questionnaires (L2 self-efficacy, teaching efficacy, LLS), ELP and CEP tests are used. Independent sample t-test is used to know the differences in the mean values of the pre and post test results of experimental group and control group. The paired sample t-test is used to find the differences in the performance percentage of students for the ELPT and CEPT from the pre-test to the post-test results within the experimental group. Correlation is done to find the significant relationship between the ELPT, CEPT and non-linguistic factors such as self-efficacy, teaching efficacy, SILL. All the tests were statistically done with SPSS version 18. All the data analysis tools used for the study are given in the following figure:

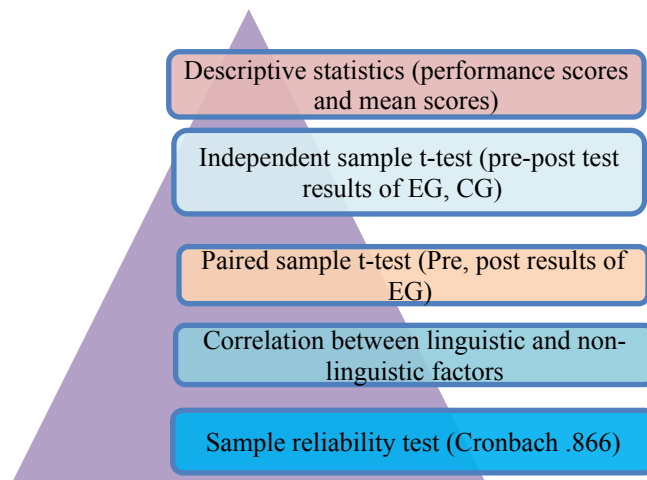


Figure 5.2: Data analysis tools

The way the research questions are addressed through the data collection is presented in the following figure:

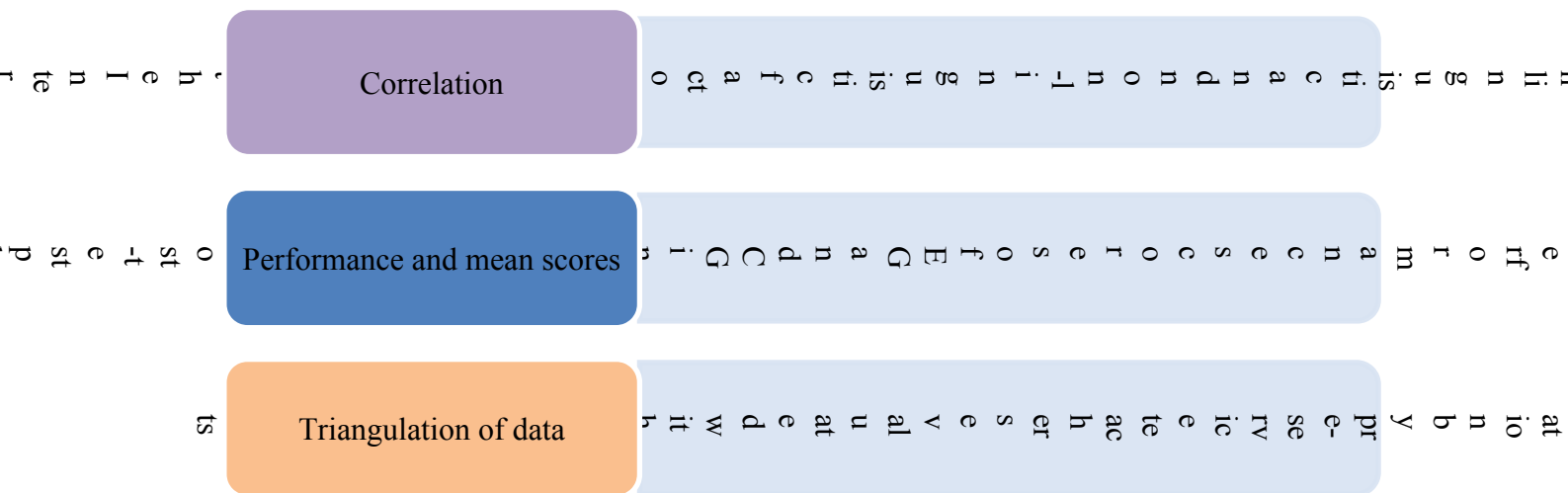


Figure 5.3: Purpose of data collection

5.4 Correlation among pre-test ELPT, CEPT, and L2 self-efficacy, teaching efficacy, SILL

As part of the main study, the correlation of the mean values of the questionnaires and the pre-test ELPT and CEPT mean scores of the experimental group was done which helped in laying focus on all the factors throughout the intervention. The correlation among all the factors is presented in the table below.

Table 5.4: Correlation table

	Exp Pre-Test	CEPT Pre-Test	Tea. Self Eff. Pre- Exp.	L2 Self Efficacy Pre- Experience	SILL Pre. Exp.
Exp group Pre-test	1	.640**	.194	.119	.251*
		.000	.052	.235	.011
	101	101	101	101	101
CEPT Pre-test	.640**	1	.264**	-.011	.181
	.000		.008	.912	.070
	101	101	101	101	101
Teaching Self Eff.	.194	.264**	1	.009	.183

Pre. Exp.	.052	.008		.933	.067
	101	101	101	101	101
L2 Self Efficacy Pre-test	.119	-.011	.009	1	.216*
	.235	.912	.933		.030
	101	101	101	101	101
SILL Pre-test	.251*	.181	.183	.216*	1
	.011	.070	.067	.030	
	101	101	101	101	101

1. Experimental group pre-test 2. CEPT pre-test 3. Teaching self-efficacy pre-test 4. L2 self-efficacy pre-test 4. SILL pre-test

5.5 Analysis of Proficiency test results of experimental and control group

The main study was conducted in three phases:

- First phase comprised of conducting pre-test (language proficiency and classroom language) to both experimental and control groups and administering questionnaires to pre-service teachers in the experimental group.
- Second phase or Intervention phase aimed at improving the language proficiency, classroom language and awareness levels of pre-service teachers in task preparation for lesson plans through TBLT instruction. During this phase, learners were given assessment at the end of every task module. This assessment is considered as mid-test.
- Final phase included a post-test to know the improvement in the performances scores of pre-service teachers, and administering questionnaires to the experimental group.

The control group was not given Intervention and they participated in the teaching practicum provided in their respective institutions. Descriptive Statistics for the proficiency performance percentage mean of pre-service teachers in both experimental and control group is given below.

Table 5.5: Proficiency test mean scores of EG & CG

Score of	Number of	Mean of Performance	S.dv
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Test	Students	Percentage	
Pre Test EG	101	31	3.14
Post Test EG	101	79	3.89
Pre Test CG	101	32	2.73
Post Test CG	101	44	2.84

The descriptive statistics results depict that overall proficiency of the pre-service teachers have drastically improved in the experimental group (79%) and moderately (44%) improved in the control group respectively. There is a 48% improvement in the proficiency performance of the experimental group when compared with the results of the pre-test of EG (31%) and the results of the post-test of EG is (79%). There is only an 12% of improvement in the proficiency levels of the pre-service teachers' performance from pre-test to post-test in control group. Overall, there is a minor improvement in the performance of the students in the CG and major improvement in the performance of EG.

Along with the pre-test and post-test scores of the EG the mid-test scores that is assessment scores are considered in order to see the improvement in the ELP and CEP levels of pre-service teachers in the pre intervention, while intervention and post-intervention phases (see figure 5.4).

Further, the performance of the pre-service students for LSRW skills are analysed. The Overall proficiency performance percentage of EG is 79%. The listening performance percentage is 23% in the pre-test, 52% in the mid-test and 78% in the post test respectively. Secondly, the reading proficiency performance for the EG is 30.4% in the pre-test, 70.5% in the mid test and 90% in the post test. Similarly, the writing proficiency performance percentage of the EG Pre-service teachers are 40% in pre-test, 57% in the mid-test and 73% in the post test. Lastly, the speaking proficiency performance of the EG were 30% in the pre-test, 62.37% in the mid-test and 75% in post-test. Therefore, the reading skills have improved tremendously showing 90% of students' achievement in the test. There is more than 70% of students' achievement in listening, writing and speaking skills of EG. Moreover, the classroom language proficiency of the students has also improved from 32% in the Pre-Test to 66.2% in the Post-test. The students have performed well for the CLP (66.2%). The table given below shows the improvement levels of EG in listening, reading, speaking and the overall score of ELP and the CEP scores from pre-test to mid-test to post-test phases.

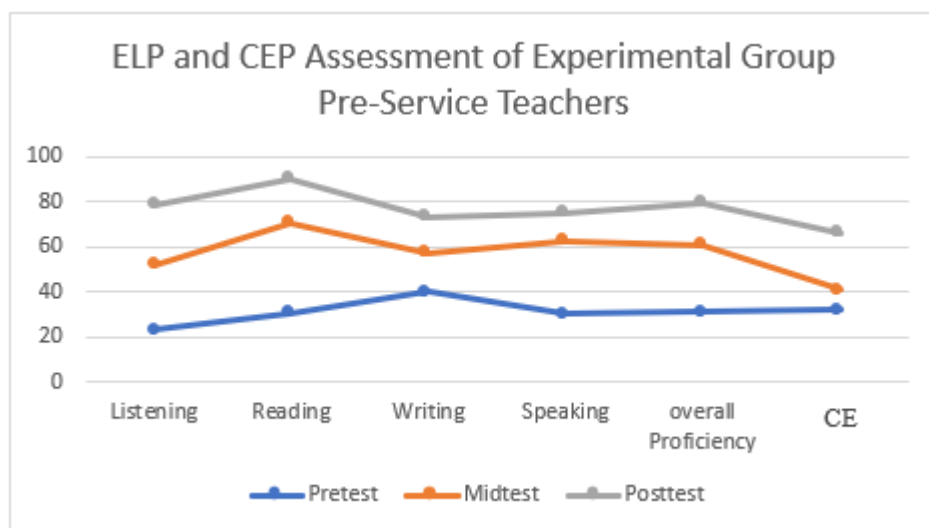


Figure 5.4: Graphical representation of Pre-Mid-Post-test scores of EG

5.5.1.1 Comparison of Pretest Proficiency ELP, CEP Results of Control Group, Experimental group

The proficiency scores of the experimental and control group in the pre-test phase are given in the figure and table below:

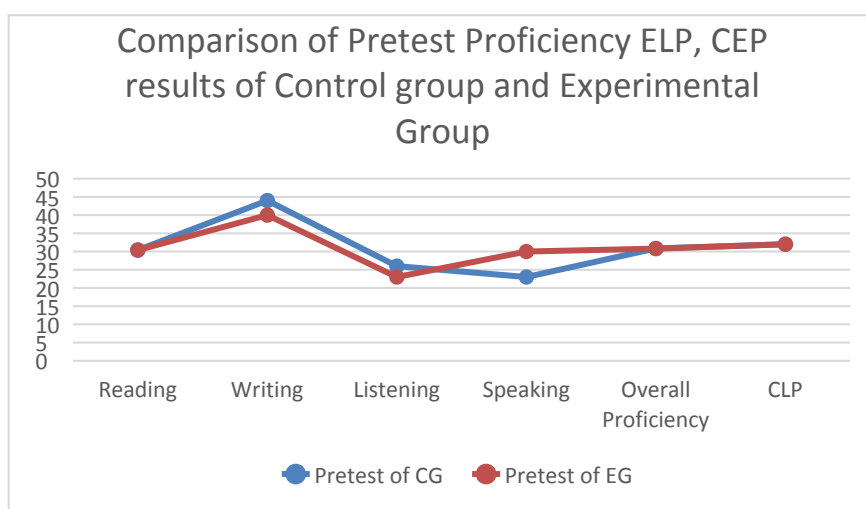


Figure 5.5: Graphical representation of pre-test scores of CG, EG

Table 5.6: Pre-test scores of CG, EG

	Pretest of CG	Pretest of EG
Reading	30.4	30.4
Writing	44	40
Listening	26	23
Speaking	23	30

Overall Proficiency	30.85	30.8
CEP	32	32

There is no considerable difference in the pre-test results of control and experimental group which shows validity of the test results. The above figure 5.5 and table 5.6 show the average performance of experimental group and control group in ELP and CEP.

5.5.1.2 Comparison of post Test ELP and CEP results of Control and Experimental Group

The Reading proficiency has improved to 48% in the CG and 90% in EG. Similarly, the results of writing also shows significant improvement in EG (73%) compared to CG (48%). The students' performance percentage is low for listening skills (39%) and speaking skills (31%) respectively. However, the performance percentage for skills such as speaking (75%) and listening (78%) in EG are higher. This shows that control group has moderately improved in Reading and writing, however, skills related to listening and speaking are not improved post-intervention. The results are shown in the figure below:

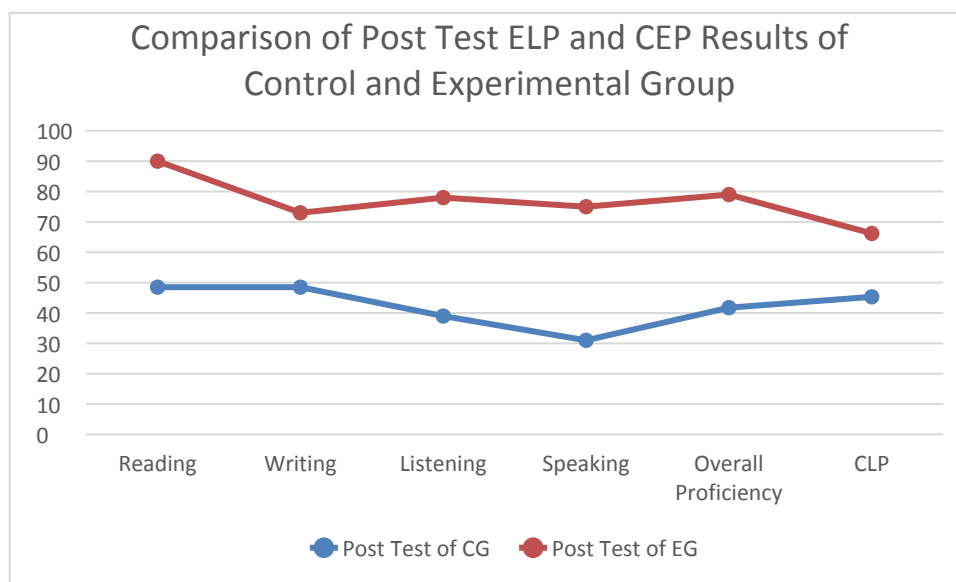


Figure 5.6: Graphical representation of post-test scores of CG, EG

Moreover, the Classroom Language Proficiency (CLP) of the Pre-service students have moderately improved in CG (45%) and highly improved in EG (66%). Therefore, it is evident that Experimental Group has performed well and acquired higher levels of English

proficiency when compared with Control group proficiency test performances. A comparison of the post-test results of experimental and control group are given below.

Table 5.7: Post-test statistics of EG, CG

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Experimental Group	101	79.009 9	4.12431	.41038
	Control Group	101	47.613 9	3.01652	.30016

The standard deviation and standard error mean values provide information about the spread and reliability of the data within each group. These results suggest that the Experimental Group have experienced a positive impact due to intervention, as reflected in their higher post-test scores.

5.5.1.3 Test Results of Pre and Post-test of CG and EG

The independent sample T-Test (see table 5.8) is performed to post test score of experimental and control group to examine the differences in the proficiency achievements of the Preservice teachers between groups.

The average scores of control group students are $m = 47.6$ which is low when compared with Experimental group ($m = 79$). It is identified that there is a significant difference ($p = 0.01$) in the scores secured by the pre-service teachers of CG and EG with a two-tail significance in t-test for equality of means. Thus, it is evident that there is a difference ($t = 61.75$) in the language proficiency achievement levels of the students. Moreover, the proficiency achievement levels of EG is higher when compared with CG performances for the EPT test. Therefore, the TBLT instruction has effectively improved the proficiency levels of Experimental group pre-service teachers. Whereas, CG students scored low levels of achievement in EPT test. Hence, there is a significant difference in the achievement levels of CG and EG.

Table 5.8: Independent Samples Test

	Levene's Test for	t-test for Equality of Means
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	Equality of Variances				
	F	Sig.	t	df	Sig. (2-tailed)
Post test Equal variances assumed	5.741	.017	61.750	200	.000
Equal variances not assumed			61.750	183.18 5	.000

The impact of TBLT-based intervention on pre-service teachers' ELP and CEP performance was also assessed using a paired-sample t-test. The paired sample statistics are provided below:

Table 5.9: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ExpPreTest	33.71	101	3.333	.332
	ExpPostTest	79.01	101	4.124	.410
Pair 2	ContPreTest	34.089 1	101	2.89862	.28842
	ContPostTest	47.613 9	101	3.01652	.30016

Secondly, a T-test was conducted within the groups of Experimental and Control for the scores of pre-test and post-test. The mean score of Experimental Pre-test is $m = 33.71$ and the EG Post-test is $m = 79$. When the paired sample T-Test is conducted for Pre-test and post test score of EG, the results showed significant difference ($p=0.00$) in the ELP and CEP scores of the pre-service teachers. Similarly, the paired sample T test (see table 5.10) was conducted to the pre-test and post-test scores of CG, it results showed differences in the ELP and CEP scores of the students. Even though there is a significant difference between the pre and post-test results of both EG and CG, it is identified that the percentage of improvement in the English language proficiency test was much higher for the EG and lower for the CG.

Table 5.10: Paired Samples Test

	Paired Differences			
	Mean	N	Std. Deviation	Std. Error Mean

				n	
Pair 1	ExpPreTest	-45.297	-170.714	100	.000
	ExpPostTest				
Pair 2	ContPreTest	-13.52475	-48.756	100	.000
	ContPostTest				

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Exp. PreTest & Exp. PostTest	101	.764	.000
Pair 2 Cont. PreTest & Cont. PostTest	101	.556	.000

Moreover, there seems to be a high correlation in the pre-test and post test scores of Experimental groups (.764). Similarly, there is a moderate correlation between the pre-test and post test scores of Control group (.556). It shows that there is a significant relationship between the skills possessed by the students in the pre-test and their improvement in the skills acquisition after intervention as reflected in the post test results. However, there is a significant difference within groups when compared to achievement attained by the students at pre-test and the actual achievement attained by the students at post-test levels. Thus, the correlation results report that there is a similarity in the skills required for students attempting pre-test and post-test. However, the T-test results show significant difference in the growth of proficiency performance of the students from pre-test scores to post-test scores after intervention.

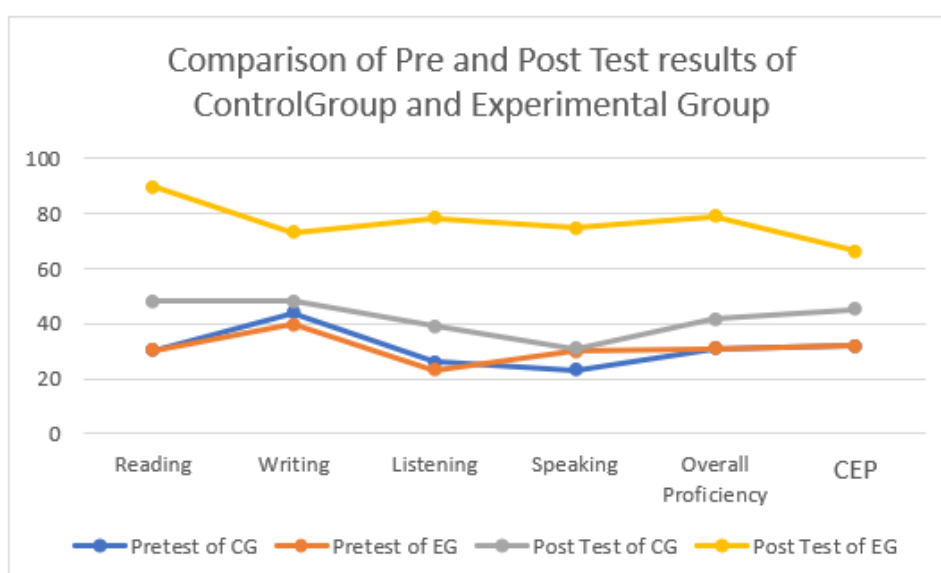


Figure 5.7: Graphical representation of post-test scores of CG, EG

The differences in the pre-test results and post-test results of both experimental group and control groups are combinedly shown through the diagram given below:

Table 5.11: Pre and post-test scores of CG, EG

	Pretest of CG	Pretest of EG	Post Test of CG	Post Test of EG
Reading	30.4	30.4	48.5	90
Writing	44	40	48.5	73
Listening	26	23	39	78
Speaking	23	30	31	75
Overall Proficiency	30.85	30.8	41.75	79
CEP	32	32	45.32	66.2

1.12.6 ELP and CEP results of control group and experimental group

This section will provide the proficiency for each skill and also for CEP of control group for pre-test and post-test phases and that of experimental groups in the pre-mid-post phases. The statistics related to the total scores of EG and CEG groups were also provided.

5.5.1.4 Reading results of the experimental group and control group

Reading proficiency scores of the control group in the pre and post-test phases are given below.

Table 5.12: Pre and post-test reading scores of CG

		Pretest	Post-test
Reading CG	Contextual Clues	31.4	65.8
	Text Cohesion	19.3	40.8
	Short text Comprehension	42.8	68
	Long text Comprehension	28.8	29
	Total Reading	30.4	48.5

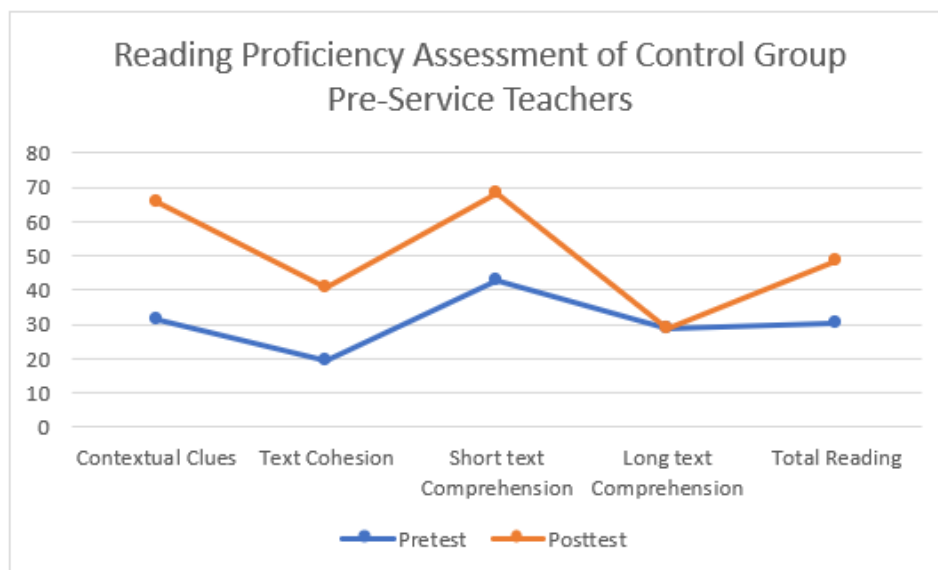


Figure 5.8: Graphical representation of pre and post-test reading scores of CG

Pre-test and post-test reading results of the pre-service teachers which are provided above shows good improvement in the performance scores of CG for contextual clues that is 34% increase and 26% rise for short-text comprehension.

5.5.1.5 Pre-Mid-Post Reading results of the Experimental Group

The pre-test, mid-test and post-test reading performance of the experimental group steadily increased with a percentage of 30.41% (pre-test) , 70.51% (mid-test) and 90% (post-test) respectively (see figure 5.9 and table 5.13).

It is observed that learners have set their reading goals well and steadily performed well through mod-test and post-test. Another key finding was that the reading techniques such as contextual grammar, vocabulary learning, guessing, asking questions, re-reading, mind-mapping, predicting which were modelled and also scaffolded through tasks helped learners to improve their reading comprehension.

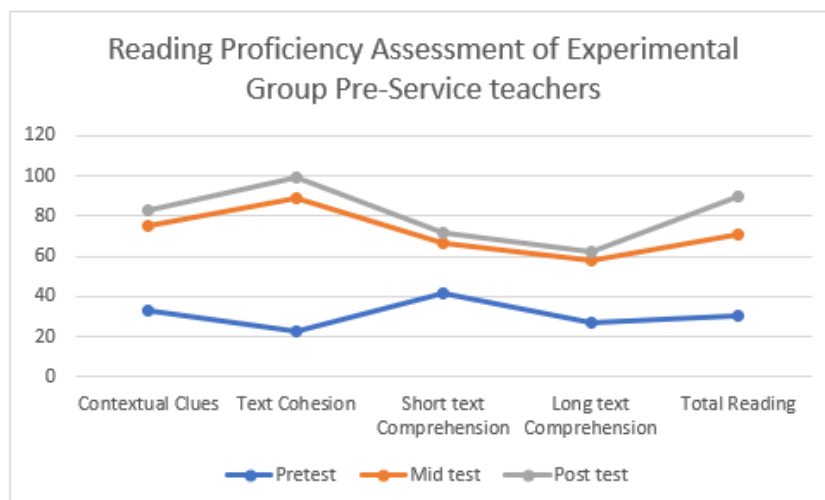


Figure 5.9: Graphical representation of pre-mid-post-test reading scores of EG

Table 5.13: Pre-mid-post-test reading scores of EG

		Pretest	Mid test	Post test
Reading	Contextual Clues	32.67	75	82.92
	Text Cohesion	22.77	88.61	99.5
	Short text Comprehension	41.33	66.33	71.53
	Long text Comprehension	26.73	58.25	62.2
	Total Reading	30.41	70.51	90

In a nutshell, the interpretation of the data shows that the participants experienced significant improvements in their reading abilities across various aspects, including contextual clues, text cohesion, short text comprehension, and overall reading ability

5.5.1.6 Listening results of the experimental group and control group

The Listening proficiency of the control group in pre and post-test phases are given below in both table and diagram forms:

Table 5.14: Pre and post-test listening scores of CG

		Pretest	Post-test
Listening	Information Recognition	20.8	22
	Information Matching	38	52
	Listening to opinions	46	50

Listening comprehension	26	39
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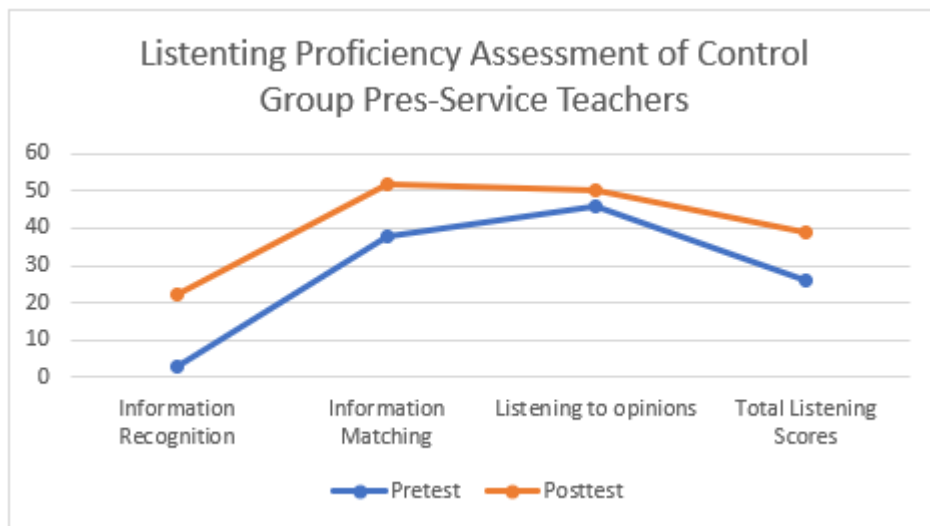


Figure 5.10: Graphical representation of pre and post-test listening scores of CG

There is not much improvement in the listening scores of the control group from pre-test to post-test phase:

5.5.1.7 Pre-Mid-Post Listening results of the Experimental Group

There is considerable improvement in the listening performance of pre-service teachers which is reflected through a rise in the percentage from pre-test (23%) to Mid test (52.12%) and post-tests (78.04%) respectively (see table 5.15 and figure 5.11).

It is observed that using transcripts, contextual vocabulary learning, note-taking, and collaboration helped learners in the experimental group to improve their listening performance from pre-test to post-test.

Table 5.15: Pre-mid-post-test listening scores of EG

		Pre-test	Mid-test	Post
Listening	Information Recognition	24.8	65.25	79.63
	Information Matching	35.64	85.94	99

	Listening to opinions	7.72	45.94	54.85
	Listening comprehension	23	52.12	78.04

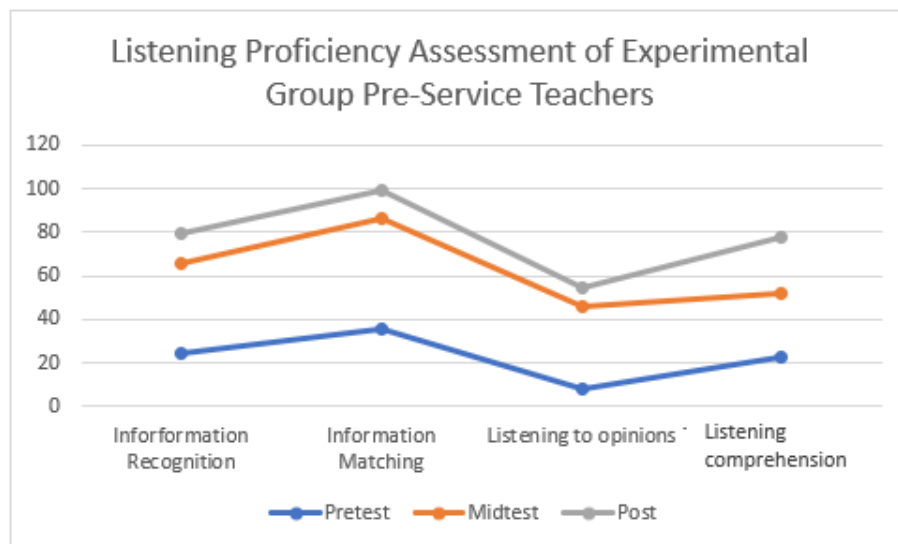


Figure 5.11: Graphical representation of pre-mid-post-test listening scores of EG

The data indicates that the participants made significant and consistent improvements across all listening skills from the pre-test to the mid-test and further to the post-test. These improvements suggest that the training or intervention had a positive impact on their listening abilities.

5.5.1.8 Writing results of the experimental group and control group

Writing proficiency of control group from pre and post-test phases are presented below in tabular and diagram forms:

Table 5.16: Pre and post-test writing scores of CG

Writing CG	Short text writing	42	46
	Email Writing	46	48.6
	Total Writing	44	47.3

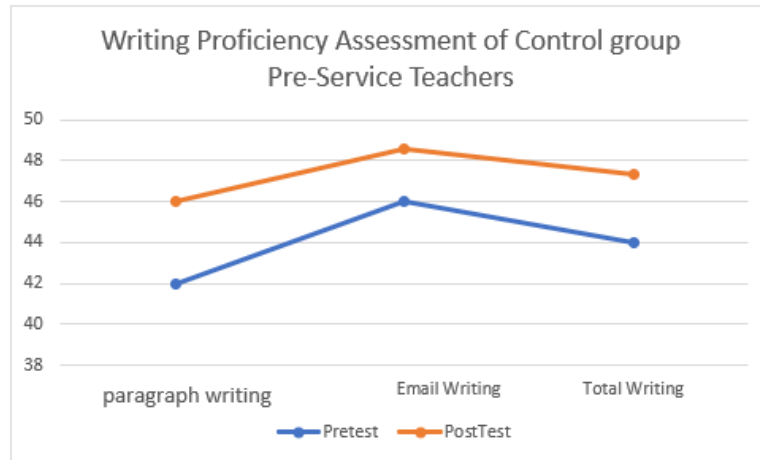


Figure 5.12: Graphical representation of pre -and post-test writing scores of CG

There is not much improvement in the writing proficiency of control group from pre-test to post-test.

5.5.1.9 Pre-Mid-Post writing results of the Experimental group

The overall writing performance of the pre-service teachers increased from pre-test to mid-test by 17% that is from 40 to 57% and then in the post-test it has improved to 73% that is by 16%. With regard to short text writing of pre-service teachers the improvement from pre-test to mid-test is 14% and then it has improved by 20% in the post-test (see table 5.17 and figure 5.13).

It is observed that the pre-service teachers' preference for feedback improved their writing skills. Self-evaluation and readiness for feedback have also contributed to the improvement of pre-service teachers in the experimental group. Due focus on grammar (using connectives, error correction-tenses), and spelling (self-evaluation), use of picture prompts for task completion helped learners to improve their paragraph writing.

With regard to e-mail writing pre-service teachers showed improvement with the format of the e-mail writing, spelling errors, and task completion by employing self-evaluation (metacognitive), peer support (social), and using question prompts (memory) properly.

Table 5.17: Pre-mid-post-test writing scores of EG

		Pre-test	Mid-test	Post-Test
writing	Paragraph writing	37	51	71
	Email Writing	43.56	55	75
	Total Writing	40	57	73

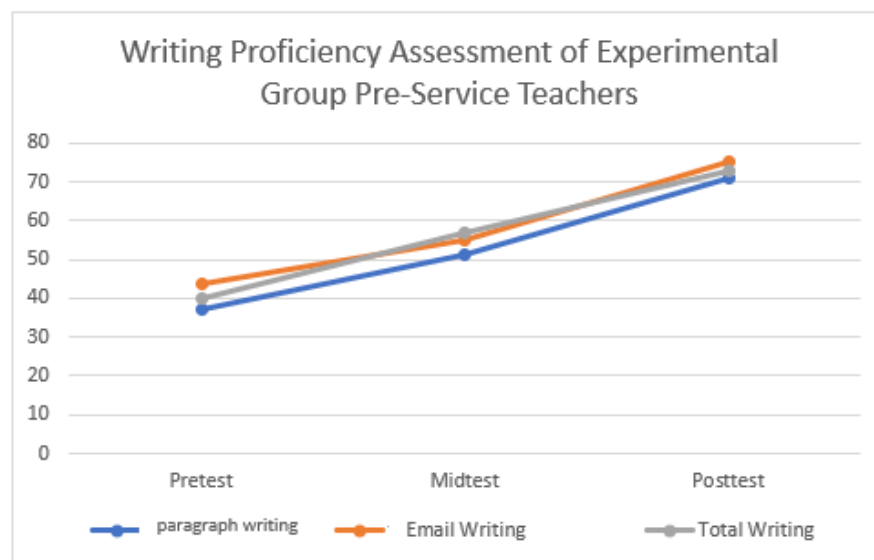


Figure 5.13: Graphical representation of pre -and post-test writing scores of EG

Overall, the data indicates that the participants made significant and consistent improvements in their writing skills, whether in paragraph writing, email writing, or the combined total writing skills, from the pre-test to the mid-test and further to the post-test. These improvements suggest that the training or intervention had a positive impact on their writing abilities.

5.5.1.10 Speaking results of the Experimental group and Control group

Speaking proficiency of the control group in pre and post-test phase are presented in the table (5.18) and figure (5.14) below:

Table 5.18: Pre and post-test speaking scores of CG

		Pre-test	Post-Test
Speaking	Express opinion	32	44
	Providing Reasons	23	31
	Total speaking	27.5	37.5

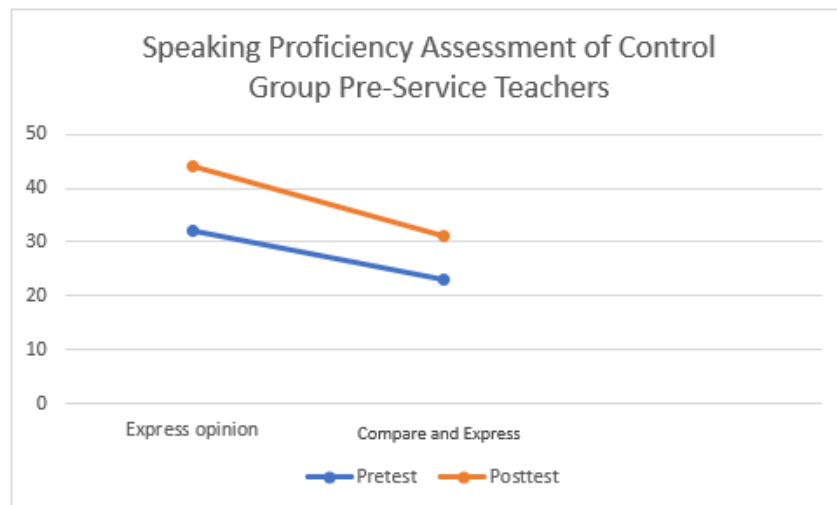


Figure 5.14: Graphical representation of pre -and post-test speaking scores of CG

There is minimal increase in the speaking proficiency of the pre-service teachers in the control group.

5.5.1.11 Pre-Mid-Post speaking results of the Experimental Group

The speaking performance of the pre-service teachers in the experimental group improved from pre-test to mid test by 32% that is from 30% to 62.37% and then the improvement from mid-test to post-test is 13% that is from 62.37% to 75.14% (see table 5.19 and figure 5.15). Learners' improvement is high in the speaking task 'expressing opinions and the improvement from pre-test to mid-test is 23% whereas from mid-test to post-test is 19%. With regard to the improvement in the speaking task 'providing reasons' the improvement from pre-test to mid-test is 32% and from mid test to post test is 13%.

It is observed that learners improved their speaking performance with continuous reflection and feedback (metacognitive), role-plays (social), and task exercises that focus on grammar and cohesion (cognitive, memory). Strategies helped them to be fluent, and choose words appropriate for the task.

Table 5.19: Pre-mid-post-test speaking scores of EG

		Pre-test	Mid-test	Post-Test
Speaking	Express opinion	38.21	61.38	80.39
	Compare and express	23.36	63.36	69.9
	Total Speaking	30	62.37	75.145

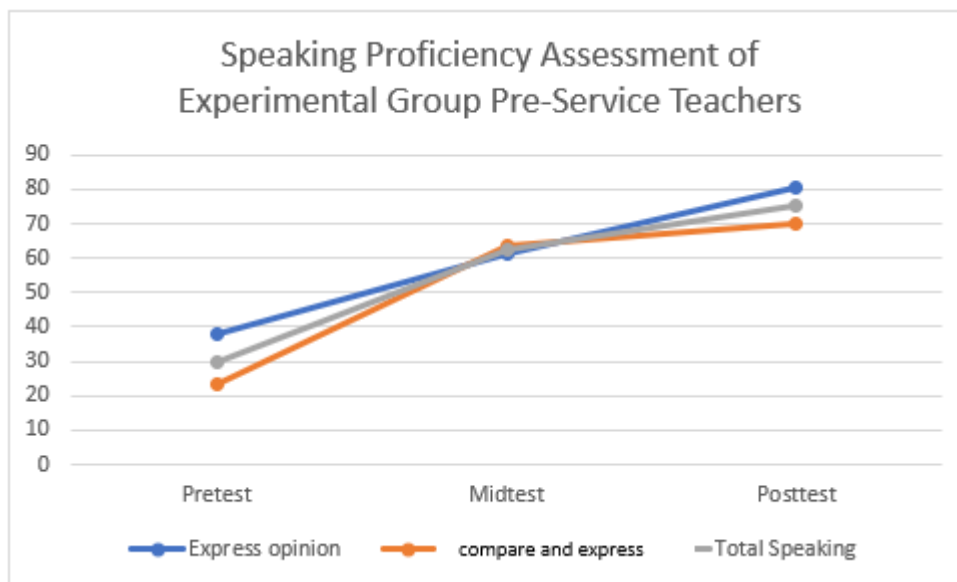


Figure 5.15: Graphical representation of pre-mid- post-test speaking scores of EG

The data indicates that the participants made significant and consistent improvements in their speaking skills, particularly in expressing opinions and to a slightly lesser extent in comparing and expressing opinions, from the pre-test to the mid-test and further to the post-test.

5.5.1.12 CEP (classroom language proficiency) results of the experimental group and control group

The classroom English proficiency scores of the experimental group and control group are presented in the table (5.20) and figure (5.16) below:

Table 5.20: CEP results of control group (pre-test and post-test)

		Pre-test	Post-test
CEP	Managing the Classroom	46.4	46.6
	Understanding lesson content	40	64.6
	Communicating lesson content	25	27.6
	Assessing students work	31	40.9
	Giving Feedback	22	63
	Total CEP	32	45.32

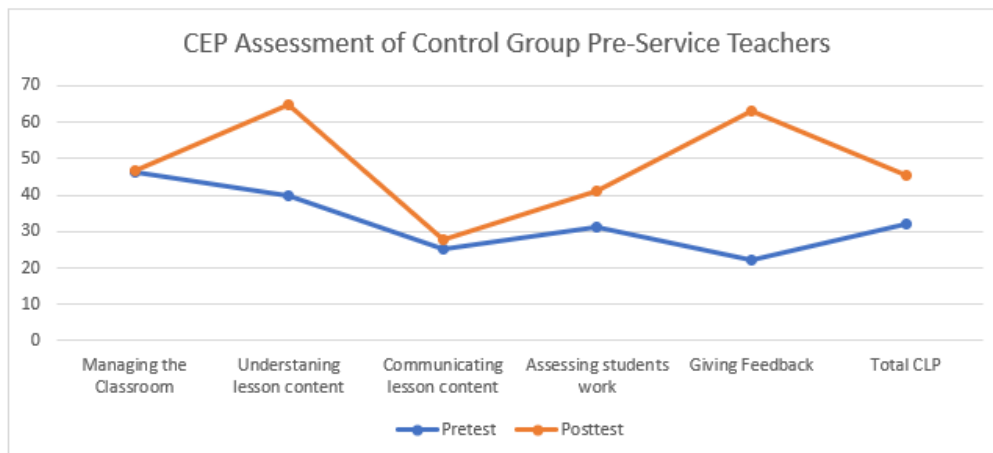


Figure 5.16: Graphical representation of pre-and post-test CEP scores of CG

There is a high rise in the control group performance for ‘giving feedback’ that is 41% followed by 24% increase in performance for ‘understanding classroom content’.

5.5.1.13 Pre-Mid-Post CEP (classroom language proficiency) results of the experimental group

The CEP performance of pre-service teachers in the experimental group has improved by 11% from pre-test to mid-test that is from 32 to 41% (see table 5.21). From mid-test to post-test the performance pre-service teachers increased by 25% that is from 41 to 66.2%. With regard to ‘giving feedback’ pre-service teachers showed high improvement percentage that is by 36 % from mid test to post test. Then they showed high percentage increase in ‘communicating lesson content’ that is from 36% in mid-test to 71.5% in post-test. Followed by that there is improvement by 20% in ‘assessing student work’ from mid test to post test. The improvement in the percentage of scores from mid test to post test is same for ‘managing the classroom’ and ‘understanding lesson content’. Along with the improvement in the performance scores there is a corresponding increase in the teaching efficacy mean scores of pre-service teachers which are measure with the help of Language proficiency assessment of teachers (English language) (Wang,2021) and teaching efficacy questionnaires (Eslami & Fatahi, 2008). The improved percentage scores in ‘managing the classroom’ are reflected through the improvement in the mean scores ($m=4.17$) ‘I can use appropriate English to ask questions’ and (4.13) ‘I can give clear instructions in English when managing the classroom. The high improvement in the percentage scores of ‘giving feedback’ reflected in the high rise in the mean score ($m=4.31$) ‘I can give specific

feedback in English to students about their learning’. Next to this, the improvement in the mean scores ($m=4.13$) ‘I can use appropriate English to respond to students’ questions, such as seeking clarification, giving confirmation’ is reflected in the improvement in the performance scores of pre-service teachers in ‘communicating lesson content’. The pre-service teachers’ performance improved in ‘understanding lesson content’ reflected in their mean scores ($m=4.06$). ‘I can provide an alternative explanation or example when students are confused’ and ($m=4.28$). ‘I can prepare good questions for students’ in the improvement in the performance scores in ‘assessing student work’ (See figure 5.17).

It is observed that pre-service teachers’ improvement in the performance of classroom language proficiency is related to their improvement in instructional language, understanding and comprehending the content in their textbooks available in English, understanding teaching the language strategies through modelling technique and providing feedback to learners related to their strategy using rubrics.

Table 5.21: CEP results of experimental group (pre-mid- post-test)

		Pretest	Mid-Test	Post Test
CEP	Managing the Classroom	46.6	50	67.9
	Understanding lesson content	41	44	61
	Communicating lesson content	26	37	67.6
	Assessing students work	31	41	61.4
	Giving Feedback	23	36.4	71.5
	Total CEP	32	41	66.2

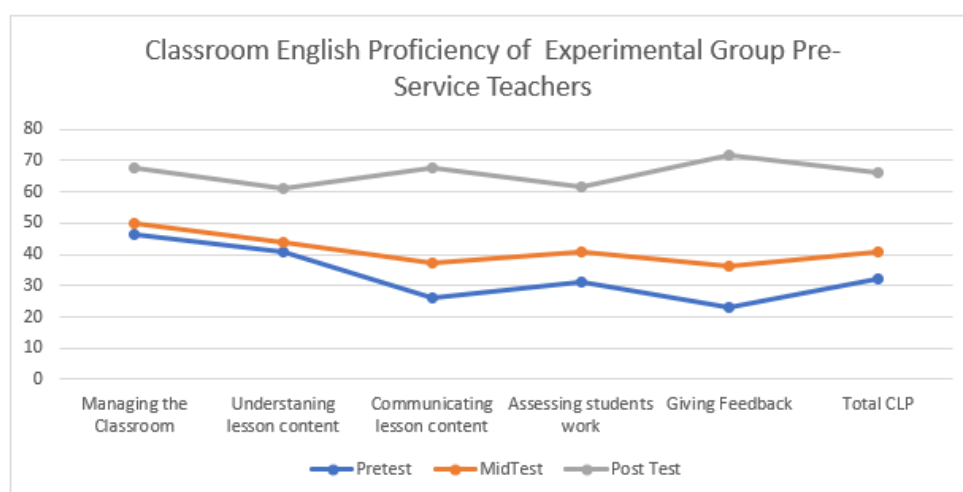


Figure 5.17: Graphical representation of pre -mid-and post-test CEP scores of EG

Overall, the data indicates that the participants made significant and consistent improvements in various aspects related to classroom effectiveness, from the pretest to the mid-test and further to the post-test. These improvements suggest that the training or intervention had a positive impact on their classroom management, content understanding, communication, assessment, and feedback skills, leading to overall improved classroom effectiveness.

5.5.1.14 Overall proficiency results of EG, CG

The following are the overall proficiency results of experimental and control groups presented in tabular and graph forms:

Table 5.22: ELP and CEP results of control group (pre-test and post-test)

Pre-and post-test ELP, CEP of CG	Reading	30.4	48.5
	Writing	44	48.5
	Listening	26	39
	Speaking	23	31
	Overall Proficiency	30.85	41.75
	CLP	32	45.32

As

explained above the proficiency of the control group improved in two aspects related to reading and two aspects related to CEP. There is no significant difference in the performance scores for other tasks under ELP and CEP.

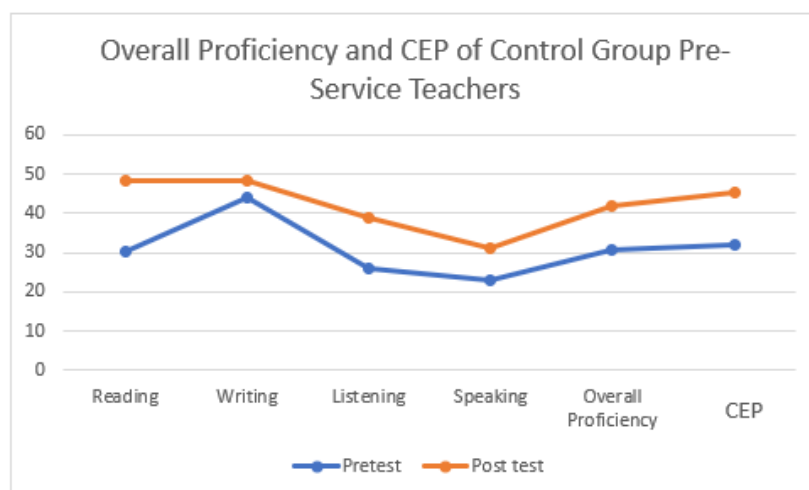


Figure 5.18: Graphical representation of ELP, CEP scores of CG (pre-post test)

In contrast, participants from experimental group made significant and consistent improvements in various language skills, overall language proficiency, and classroom effectiveness from the pre-test to the mid-test and further to the post-test. These improvements suggest that the training or intervention had a positive impact on their language skills and teaching effectiveness.

Table 5.23: ELP and CEP results of Experimental group (pre-mid- post-test)

	Pretest	Mid-test	Post-test
Listening	23	52.12	78.04
Reading	30.41	70.51	90
Writing	40	57	73
Speaking	30	62.37	75.145
overall Proficiency	30.8525	60.5	79.04625
CEP	32	41	66.2

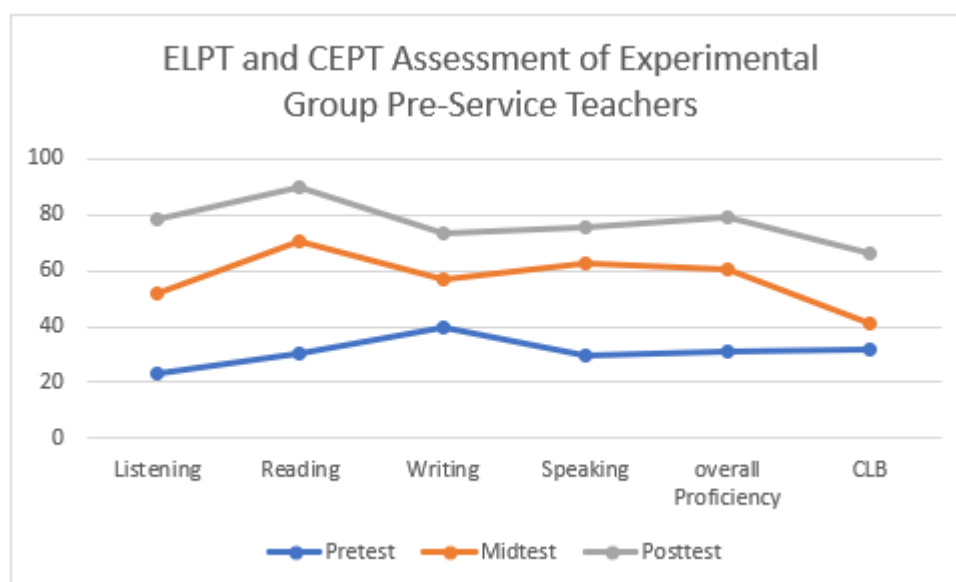


Figure 5.19: Graphical representation of ELP, CEP scores of EG (pre-mid-post test)

As explained above there is significant difference in the performance scores of experimental group for ELP and CEP in the pre-test followed by mid-test (Intervention) and post-test phase.

5.6 Intervention results and questionnaire data of the experimental group

This section further explains the performance of the pre-service teachers of experimental group in the Intervention phase:

The Intervention data includes objective test scores (conducted in the beginning of the pre-task phase and at the end of the post-task phase), and self-assessment data gathered from pre-service teachers related to their self-assessment of collaboration levels during the pre-task phase and related to their strategy use during the post-task phase.

The details related to learners' self-assessment of language strategy use and collaboration (Listening, speaking, reading, writing, and classroom English) are provided below.

1.12.7 Listening

The mean scores for objective tests conducted in the pre-task phase and at the end of the post-task phase are: Pre-task phase- Information recognition (5.15), listening to opinions (7.89), Information matching (6.08), and listening comprehension (6.05) and Post-task phase- Information recognition (9.20), listening to opinions (9.88), and information matching (9.64), and listening comprehension (9.61).

The following scaffolding was implemented by the researcher within the tasks:

- Encouraging learners to listen to the audio/video for more than one time for better understanding with focus on a specific strategy and key words.
- Encouraging learners to read the comprehension questions before they listen to the audio
- Encouraging learners to note down important information.

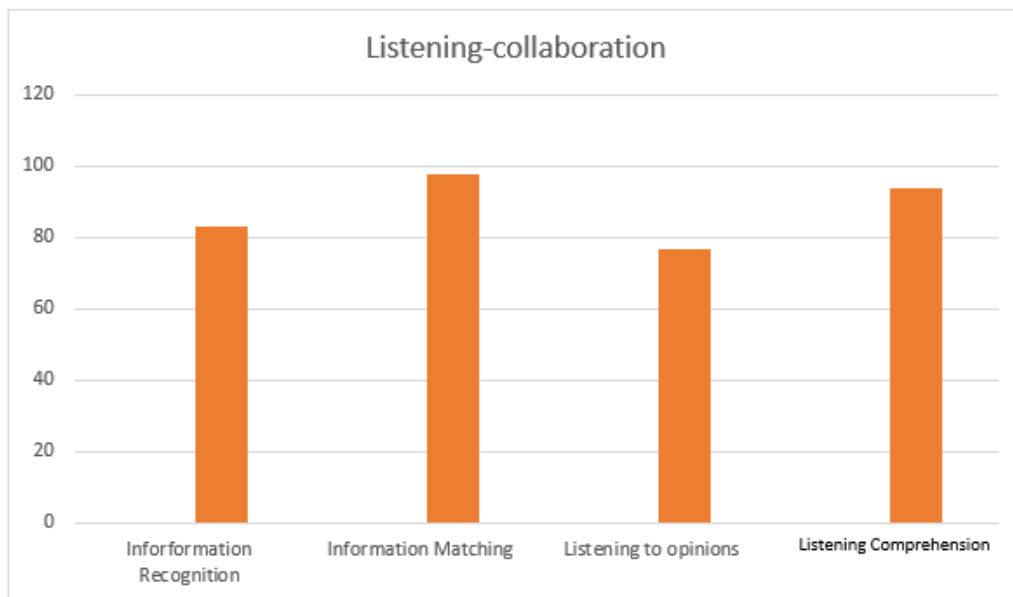


Figure 5.20: Graphical representation of collaborative Interaction rubric data (listening)

The above figure shows that the pre-service teachers' collaboration is high for information matching and comprehension task followed by information recognition and listening to opinions tasks. The collaborative work enabled learners to use social strategies.

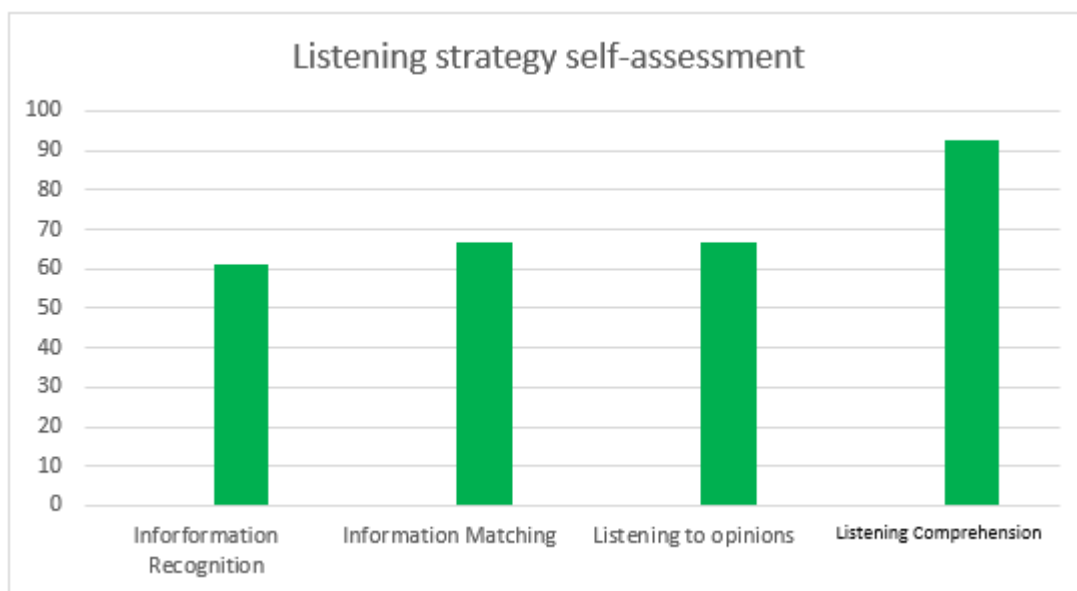


Figure 5.21: Graphical representation of strategy learning rubric data (listening)

From the above figure it is understood that the Pre-service teachers rated themselves high in listening strategy use under the information matching task and listening to opinions tasks and they also have higher levels of strategy use in listening task four that is

related to comprehension questions which also involved use of different listening strategies by the learners. The listening self-efficacy levels of the pre-service teachers are also high for listening comprehension task.

In a nutshell it appears that pre-service teachers perform collaboratively well in tasks requiring comprehension and information matching. In addition to actively using social strategies, they also have high levels of self-efficacy for listening comprehension tasks and assess their own listening strategy use favorably. They have a strong chance of becoming good teachers who can help students improve their listening and comprehension abilities because of their ability to work together, employ strategies, and have self-efficacy.

1.12.8 Speaking

The following ways were implemented to attend to learners' problems with speaking:

1. Encouraging learners to complete the speaking tasks to provide an idea related to answering the prompts.
2. Encouraging learners to use prompts (audio/visual) to speak
3. Encouraging learners to listen to their recorded responses and find what was lacking in their speech.
4. Encouraging learners to get peer and teacher support in order to rectify their speaking errors (sentences structures), and fluency and problems.

The objective test mean scores of speaking tasks conducted during pre-task phase are- task 1(6.87), and task 2 (6.57) and post-task phase are-task 1(9.04), and task 2 (9.20) (see figure 5.22). The self-assessment scores and collaborative rubric scores of pre-service teachers shows that the pre-service teachers have more collaboration for task 2 that is 'compare and express opinions' and high levels of strategy use and self-efficacy levels with task 1 that is 'describe and express opinions' (see figure 5.23).

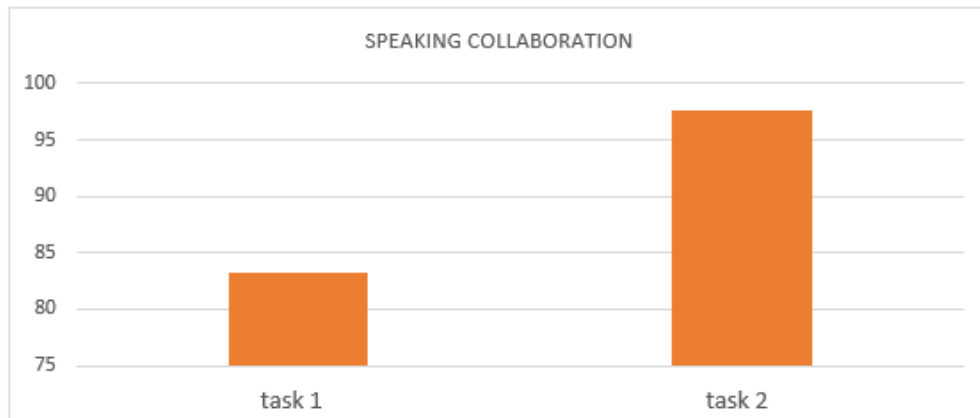


Figure 5.22: Graphical representation of collaborative Interaction rubric data (speaking)

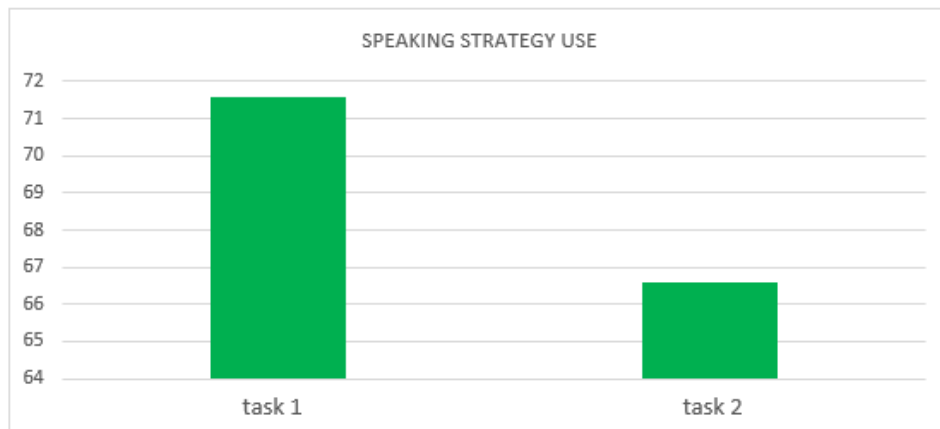


Figure 5.23: Graphical representation of strategy learning rubric data (speaking)

In summary, the strategies implemented to address speaking problems focus on idea generation, prompt utilization, self-assessment, and collaborative work. The analysis of the pre-service teachers' scores reveals that they excel in collaborative efforts for opinion comparison tasks (Task 2) and exhibit strong strategy use and self-efficacy in tasks that involve describing and expressing opinions (Task 1). This suggests that they are well-equipped to guide learners in improving their speaking skills, particularly in these specific areas of speaking tasks.

1.12.9 Reading

The following ways were suggested to learners to overcome their reading problems:

- Encouraging learners to re-read the details with a clear objective in mind.
- Encouraging learners to use questioning as technique to know the topic of the text and opinions stated in the text.

The objective test mean scores of readings conducted during pre-task phase are: task 1(8.84), task 2 (8.22), task 3 (6.61), and task 4 (7.00) and post-task phase are: task 1(10), task 2 (9.36), task 3 (9.42), and task 4 (9.82). The self-assessment scores for reading strategy by pre-service teachers shows that the pre-service teachers actively used reading strategies to complete the different reading tasks. The collaboration of pre-service teachers is higher (see figure 5.24) for predicting task followed by long text comprehension task, contextual clues and main idea identification. The strategy use (see figure 5.25) is higher in completing text cohesion task, followed by long text comprehension and predicting tasks. The reading self-efficacy levels of pre-service teachers are high for text cohesion task.

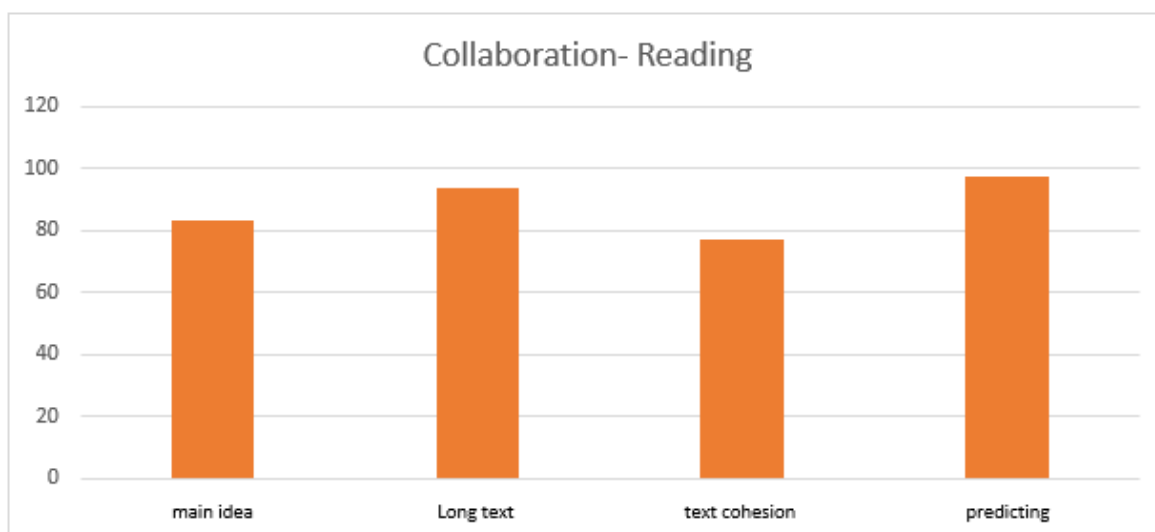


Figure 5.24: Graphical representation of collaborative Interaction rubric data (reading)

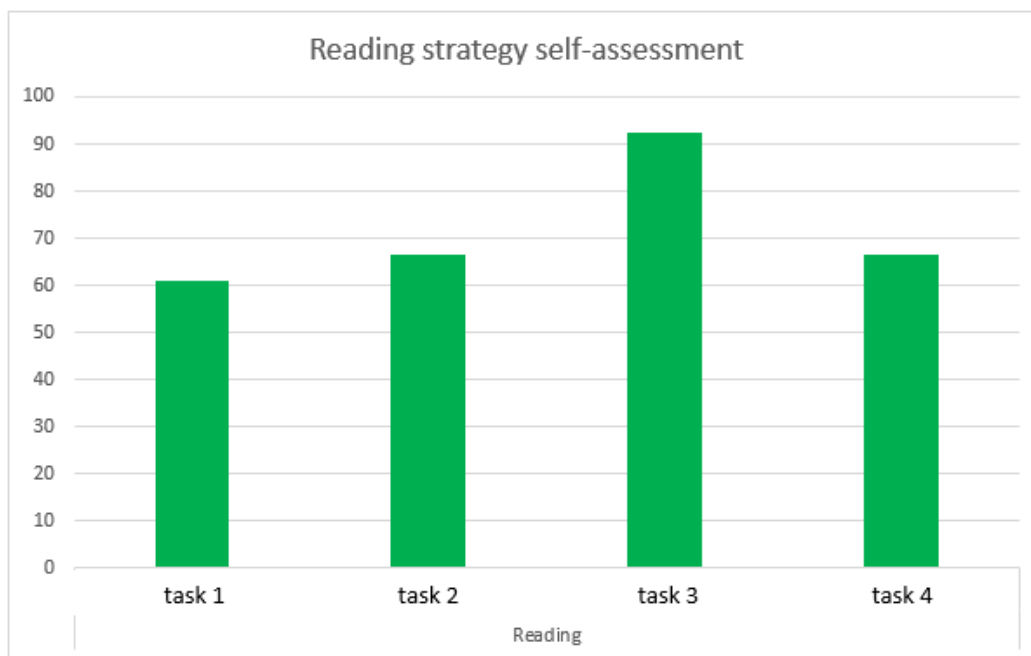


Figure 5.25: Graphical representation of strategy learning rubric data (reading)

In summary, the suggested reading strategies focus on re-reading with a clear objective and using questioning techniques to enhance reading comprehension. The pre-service teachers' self-assessment scores show their active use of reading strategies. Their collaboration and strategy use vary across different reading tasks, indicating their adaptability and readiness to support learners in various aspects of reading. Additionally, their high self-efficacy levels in certain tasks suggest their confidence in guiding learners effectively in those areas.

1.12.10 Writing

The following measures were repeatedly suggested to learners to overcome their writing problems.

1. To use connectives
2. To use vocabulary appropriate to the topic.
3. To self-evaluate writing

The objective test mean scores of writing conducted during pre-task phase are- task 1(6.87), and task 2 (6.57) and post-task phase are- task 1(9.80), and task 2 (9.82).

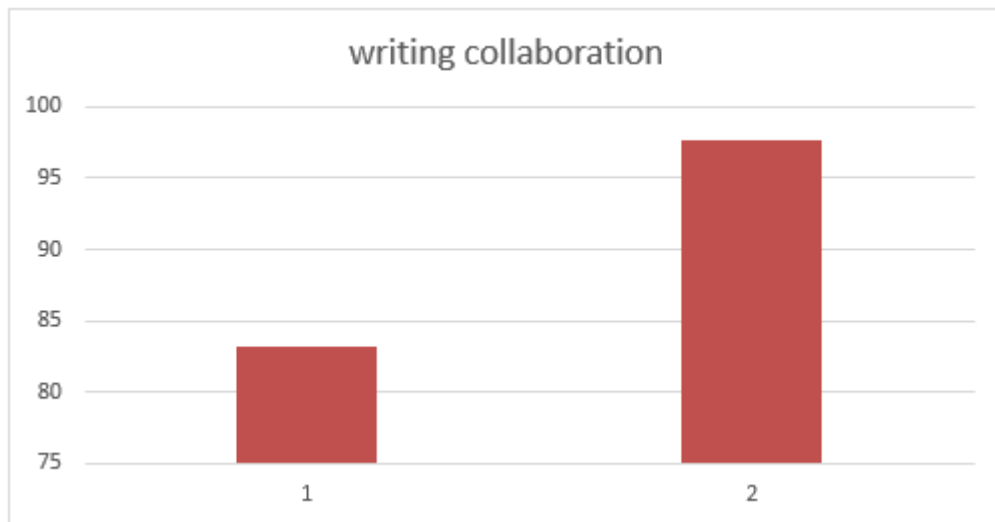


Figure 5.26: Graphical representation of collaborative Interaction rubric data (writing)

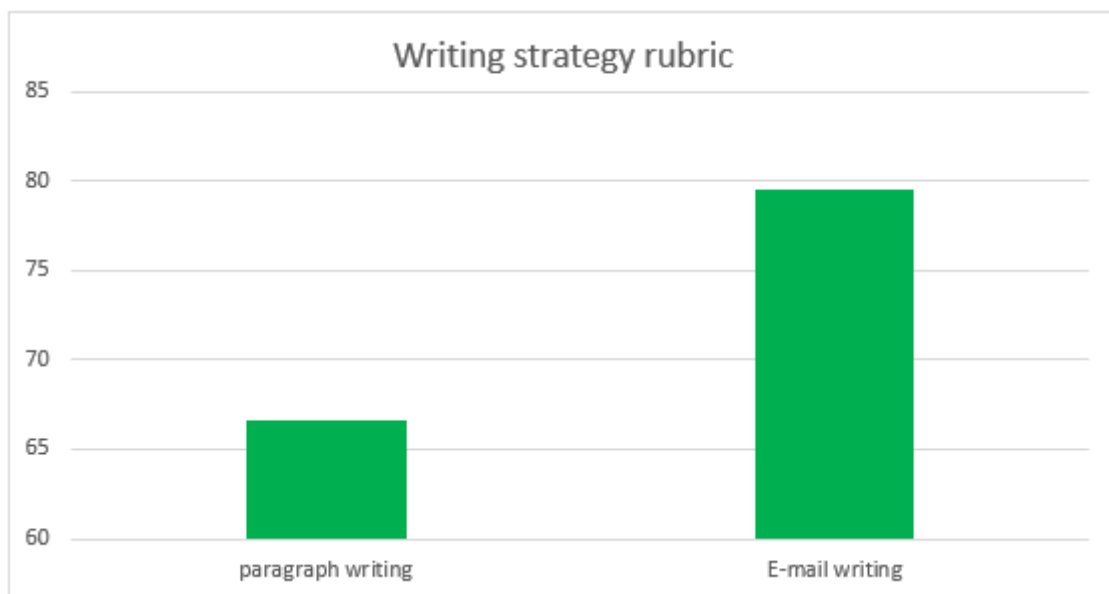


Figure 5.27: Graphical representation of strategy learning rubric data (writing)

Pre-service teachers collaborated more for e-mail writing task (see table 5.26) and they used more writing strategies for completion of e-mail writing task. The writing self-efficacy levels of pre-service teachers are also high for e-mail writing (see figure 5.27).

In summary, the suggested measures for overcoming writing problems focus on the use of connectives, appropriate vocabulary, and self-evaluation. The pre-service teachers' collaboration and strategy use is particularly strong in the context of e-mail writing, indicating their preparedness to guide learners effectively in this area. Furthermore, their

high self-efficacy levels for e-mail writing suggest their confidence in supporting learners in mastering this specific writing skill.

1.12.11 Classroom English

The following measures were followed by learners throughout the tasks related to classroom English

- Making the pre-service teachers to understand the instructional phrases provided in textbooks and encouraging them to reflect on their use in real classroom contexts.
- Linking classroom activities with language strategies
- Laying focus on the scaffolding questions provided while conducting pair/group activities
- Highlighting using rubrics for language strategy use.

The objective test mean scores of CEP conducted during pre-task phase are- task 1(5), task 2 (6.5), and task 3 (5) and in the post-task phase are: task 1(14.09), task 2 (14.69), and task 3 (12.35). The collaboration of pre-service teachers is high for ‘understanding and communicating classroom content’ task (see figure 5.28) and teaching efficacy levels of pre-service teachers are high for ‘managing the classroom’ task (see figure 5.29).

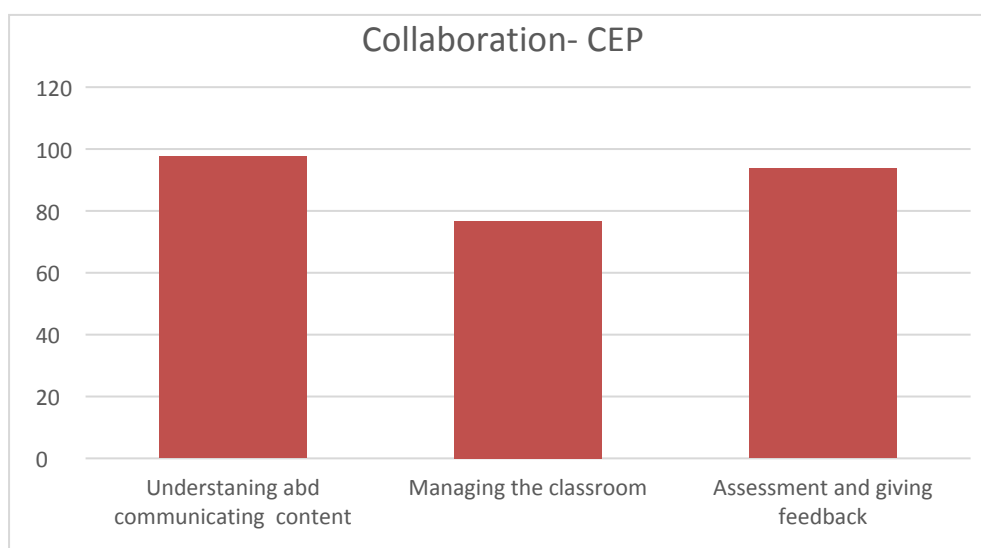


Figure 5.28: Graphical representation of collaborative Interaction rubric data (CEP)

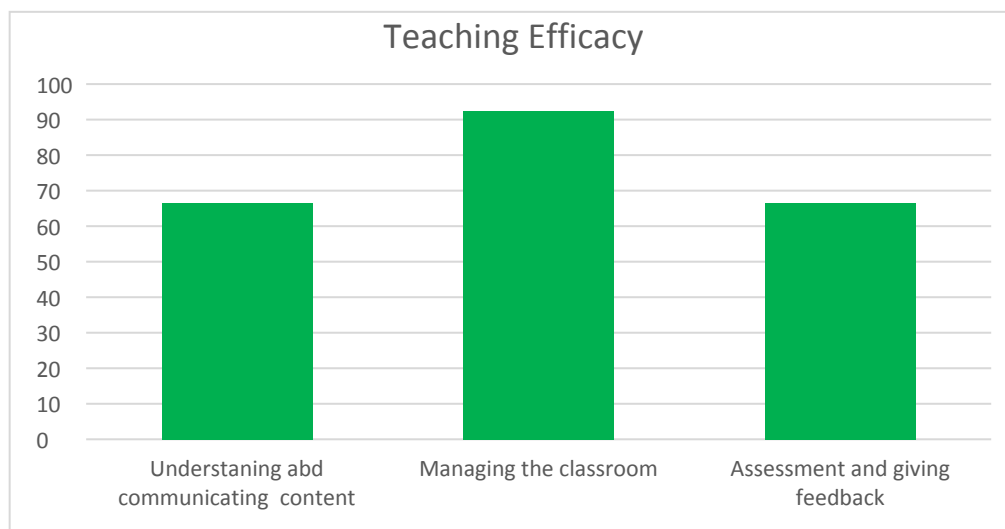


Figure 5.29: Graphical representation of strategy learning rubric data (CEP)

In summary, the measures taken by learners in the context of classroom English tasks focus on understanding instructional phrases, linking classroom activities with language strategies, utilizing scaffolding questions, and using rubrics for language strategy assessment. The high level of collaboration among pre-service teachers in understanding and communicating classroom content underscores their commitment to effective teaching practices. Additionally, their high teaching efficacy levels in managing the classroom reflect their confidence and preparedness for creating conducive learning environments by using classroom English.

Conclusion

For all tasks under each skill and also for CEP, the feedback is provided to learners for their performance in the objective tests conducted during Intervention phase helped learners to improve their strategy learning.

1.12.12 Questionnaires' data of experimental group

5.6.1.1 SILL Questionnaire

The improvement in the mean scores of pre-service teachers in the experimental group for different strategies in the pre-test and post-test phase are given below.

Table 5.24: Main study EG responses for the SILL questionnaire (pre-post-test)

SILL		Pre- test mean (EG)	Post- test mean (EG)
	Memory strategies		
1	I think of relationships between what I already know and new things I learn in English.	2.51	3.79
2	I use new English words in a sentence so I can remember them.	2.91	3.96
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	2.05	3.53
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	2.41	3.41
5	I use flashcards to remember new English words.	2.17	3.09
6	I physically act out new English words.	2.35	3.42
7	I review English lessons often.	2	3.07
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	2	3.07
	Cognitive strategies		
9	I say or write new English words several times.	2.47	3.43
10	I practice the sounds of English.	2.47	3.43
11	I start conversations in English.	2.38	3.20
12	I write notes, messages, letters, or reports in English.	2.33	3.35
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.	2.38	3.35
14	I make summaries of information that I hear or read in English.	2.51	3.20
	Compensation strategies		
15	To understand unfamiliar English words, I make guesses	2.91	3.79
16	I try to guess what the other person will say next in	2.05	3.96

	English.		
	Metacognitive strategies		
17	I try to find as many ways as I can to use my English.	2.41	3.53
18	I notice my English mistakes and use that information to help me do better.	2.17	3.41
19	I pay attention when someone is speaking English.	2.35	3.09
20	I try to find out how to be a better learner of English.	2	3.42
21	I plan my schedule so I will have enough time to study English.	2	3.07
22	I look for people I can talk to in English.	2.47	3.07
23	I look for opportunities to read as much as possible in English.	2.47	3.43
24	I have clear goals for improving my English skills.	2.38	3.43
25	I think about my progress in learning English.	2.33	3.20
	Affective strategies		
26	I encourage myself to speak English even when I am afraid of making a mistake.	2.33	3.35
27	I give myself a reward or treat when I do well in English.	2.33	3.35
28	I notice if I am tense or nervous when I am studying or using English.	2.38	3.20
29	I talk to someone else about how I feel when I am learning English.	2.47	3.09
	Social strategies		
30	If I do not understand something in English, I ask the other person to slow down or say it again.	2.38	3.42
31	I practice English with other students	2.33	3.07
32	I ask questions in English.	2.33	3.07

The table shows the improvement in the mean scores for different strategies (memory, compensation, cognitive, metacognitive, social, affective) in the SILL questionnaire. The high rise in the memory strategies is for ‘I use new English words in a sentence so I can remember them (m=3.79)’, and ‘I think of relationships between what I already know and new things I learn in English (m=3.96)’ which shows the correlation

with improvement in writing with the help of picture prompts under the task ‘paragraph writing’ and in reading for the ‘predicting task’.

Then the improvement in the listening of pre-service teachers has seen improvement with the use of transcripts for ‘information recognition’ and ‘information matching tasks’ which is reflected in the improvement in the mean score ($m=3.43$) ‘I say or write new English words several times’. The use of podcasts helped in improving their cognitive strategy that is ‘I practice the sounds of English ($m=3.43$)’.

Then the improvement in the compensations strategies has showed improvement in the reading ‘To understand unfamiliar English words, I make guesses’ under the task ‘text cohesion’, and listening ‘I try to guess what the other person will say next in English’ under the task ‘listening to opinions’.

Then the improvement in all the skills is correlated with the improvement in the metacognitive strategy, ‘I have clear goals for improving my English skills I try to find as many ways as I can to use my English’ and affective strategies, ‘I encourage myself to speak English even when I am afraid of making a mistake’, ‘I give myself a reward or treat when I do well in English’ and social strategy, ‘If I do not understand something in English, I ask the other person to slow down or say it again’. A proper understanding of these improvements is shown through the intervention data presented further in this chapter.

5.6.1.2 L2 Self-efficacy Questionnaire

The data gathered from the questionnaire responses from the pre-service teachers in pre and post-test phases are given below.

Table 5.25: Main study EG responses for the self-efficacy questionnaire (pre-post-test)

S.No	Item	EG Pre-test mean	EG Post-test mean
1	<i>Listening</i> Can you understand the listening materials and provide a gist of what you have listened to in English?	2.64	4.49
2	Can you understand podcasts in English and discuss with your classmates?	2.21	4.43
3	If your teacher gives you listening materials on different topics, can you understand the views of different speakers and answer questions in English?	2.21	4.42
4	<i>Speaking</i> Can you describe any picture in English?	2.21	4.52
5	Can you share/express your opinions in English?	2.66	4.45
6	Can you discuss in English with your classmates some topics assuming all of you are interested?	2.23	4.49
7	Can you respond to your peers in English?	2.64	4.51
8	Can you introduce yourself and say about your likes/dislikes in English?	2.24	4.41
9	<i>Reading</i> Can you finish your homework of English reading independently?	2.25	4.51
10	When you read English articles, can you guess the meaning of unknown words?	2.24	4.41
11	Can you understand the English news on the Internet?	2.54	4.57
12	Can you read English newspapers?	2.56	4.54
13	Can you find the meaning of new words by using English-English dictionaries?	2.53	4.48
14	Can you understand new reading materials (e.g., news) selected by your instructor?	2.60	4.39
15	<i>Writing</i> Can you write English compositions assigned by your teachers?	3	4.54
16	Can you leave a message to your classmates in English?	2.68	4.42
17	Can you make new sentences with the words just learned?	2.40	4.60
18	Can you send emails in English?	2.59	4.47

The table shows the improvement of mean scores from pre-test to post-test phase of Experimental group. A high mean score was reported for ‘can you understand the listening materials and provide a gist of what you have listened to in English?’ (m=4.49) which indicates use of cognitive strategy to improve listening. Next, the highest mean score for ‘can you respond to your peers in English?’ (m=4.51), which is a cognitive strategy indicates improvement in speaking. After that, the highest mean score reported for ‘Can you finish your homework of English reading independently?’ (m=4.51), which is an affective strategy reported improvement in reading. Finally, the highest mean score is reported for, ‘can you make new sentences with the words just learned?’ (m=4.60), which is a cognitive strategy shows improvement in speaking. The improved ELP and CEP also correlated with some SILL items which is provided in chapter 6.

5.6.1.3 Teaching efficacy Questionnaire

The improvement in the teaching efficacy levels of pre-service teachers in the experimental group is provided through the improvement in the mean scores of the teaching efficacy questionnaire from pre-test to post-test phase. The mean scores are given below.

Table 5.26: Main study EG responses for the Teaching efficacy questionnaire (pre-post-test)

S.No	Item	EG Pre-test mean	EG Post-test mean
1	Language of Interaction I can use appropriate English to ask questions (prompts) or to provide clues and hints.	2.14	4.17
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation	2.43	4.13
3	I can give specific feedback in English to students about their language strategy use with the help of rubrics/checklists.	2.14	4.31
4	Efficacy for student engagement I can make students appreciate the potential benefits associated with learning English	2.43	4.13
5	Language of Instruction Using questions to scaffold content in clear English	2.31	4.13
6	I can give clear instructions in English related to activities	3	4.06

	linked to language strategies		
7	I can use appropriate English signals (e.g., first, second, next) to indicate stages of a lesson	2.43	4.28
8	I can use appropriate English signals (e.g., first, second, next) to indicate stages of a lesson	1.47	4.13
9	Efficacy for class management Using classroom English for pair/group activities	3	4.13
10	Efficacy for instructional strategies I can provide examples in English wherever required	2.43	4.06
11	I can prepare good questions English to engage learners in understanding the content	2.33	4.28

The table shows the improvement of mean scores of pre-service teachers in all the aspects of teaching efficacy such as ‘Efficacy for student engagement, efficacy for class management, efficacy for instructional strategies, language of Interaction and language of Instruction’. This shows the improvement in the instructional language use of pre-service teachers in different contexts with the help of the training offered.

The improvement in the awareness levels of pre-service teachers in the experimental group for L2 self-efficacy, teaching efficacy and SILL is triangulated with their task preparation for lesson plans. A further discussion of that is provided below.

5.7 Task evaluation checklist analysis

In the post-intervention phase pre-service teachers used a task evaluation checklist (5 point-likert scale) to rate their task preparation for lesson plan. Their scores are high for all statements (see figure 5.29). It is observed by the evaluator that their instructional phrases used for interaction varied as per the task and topic. Getting trained in instructional language gave the required support for pre-service teachers.

The scores given by the evaluator slightly varied to that of the pre-service teachers’ scores but the variation is minimal as the pre-service teachers followed the guidelines while preparing the tasks.

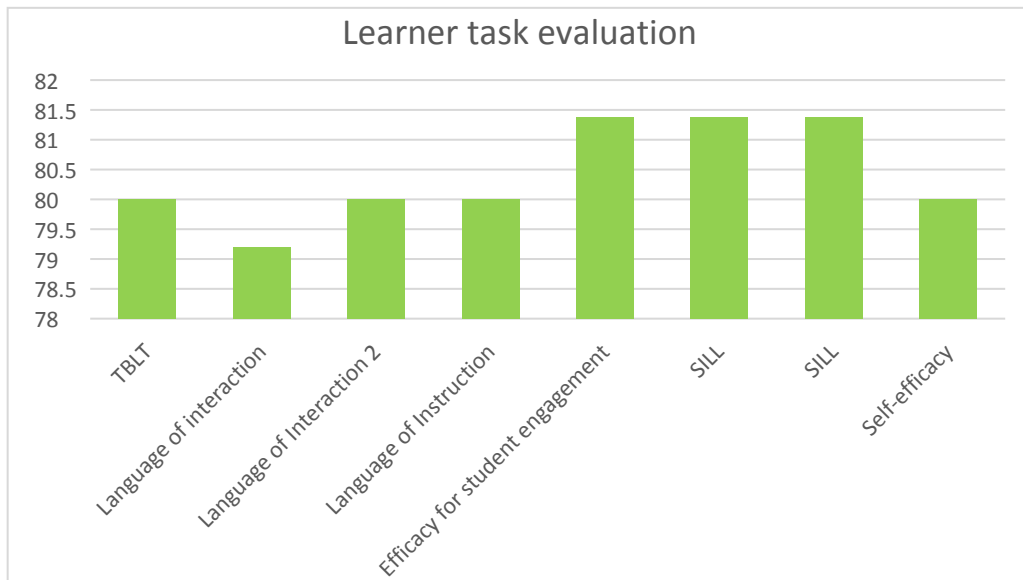


Figure 5.30: Graphical representation of task-evaluation checklist data (learner)

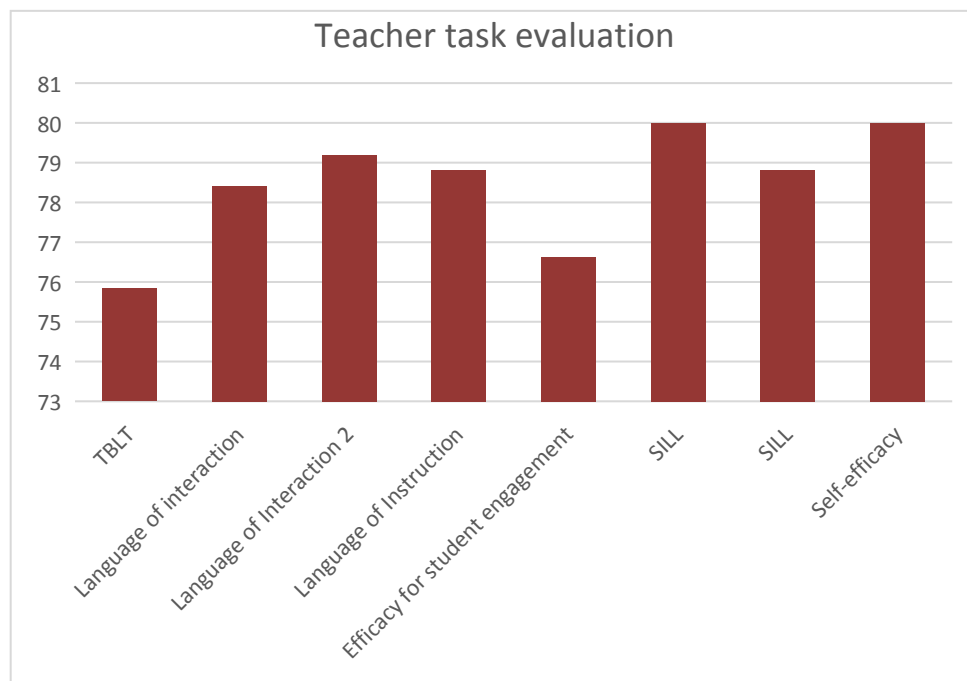


Figure 5.31: Graphical representation of task-evaluation checklist data (evaluator)

The task evaluation checklist analysis shows that the pre-service teachers are able to use some specific components of the training provided to them in their task preparation for lesson plans effectively. It shows the positive impact of the training on pre-service teachers in the experimental group.

Table 5.27: Task-evaluation checklist mean scores (learner, evaluator)

Objective	Items	Learner	Evaluator
Learner			
TBLT	To have a clear idea of the task phases that is pre, while and post-task phases	3.96	3.79
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics	3.96	3.92
	To use appropriate English to ask questions or to provide clues and hints	4	3.96
Language of Instruction	To give clear instructions in English when conducting activities	4	3.94
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities	4.06	3.83
SILL	To mention the strategies which are used as per the SILL questionnaire	4.06	4
	To model the strategy by using the relevant material	4.06	3.94
L2 Self-efficacy	To mention the language self-efficacy statement/statements as per the task	4	4

The mean scores of the pre-service teachers are also presented in the tabular form given above. As stated above, the difference in the mean scores given by the learner and the evaluator is minimal.

5.8 Informal Interviews and feedback questionnaire results

1.12.13 Informal Interviews

At the end of the post-intervention phase a follow-up informal interview was conducted with 10 pre-service teachers. The pre-service teachers responded to questions related to the ‘usefulness of training in real classroom contexts, pre-service teachers’ understanding of the classroom English, pre-service teachers’ perception about using language strategies for further language improvement’. The responses of the pre-service teachers include the following points:

1. Modelling a strategy is highly useful for learners to understand the use of a particular strategy to complete a reading, listening, speaking, and writing activity.

2. Teacher and learners' interaction can be promoted well with task-based language practice.
3. Using rubrics to help learners know about their language strategy use will help learners with their language proficiency improvement.
4. Proper use of classroom English will help in promoting teacher-learner interaction.
5. The classroom English component of the training has helped in understanding the use of English for teaching purposes.
6. Pre-service teachers are also of the opinion that strategy learning will help them in further language improvement.
7. The formative assessment done with the help of rubrics and quizzes are useful for the real classroom teaching.

The only challenge mentioned by pre-service teachers is tailoring their instructions as per the task. Then they were suggested to tailor the instructions as per the classroom needs, topic chosen with focus on modelling, learner collaboration, learner interaction and providing feedback.

1.12.14 Feedback questionnaire

Task perceptions/feedback (Learner feedback) questionnaire (5-point Likert scale) (given to experimental group in the post-test phase) EG=101. The means cores of the questionnaire are given below:

Table 5.28: Task feedback questionnaire responses of Experimental group (post-test)

Task Feedback		Mean Scores
	Relevance	
1	The subject matter of the course seems important	4.25
2	The things I am learning in this course will be useful to me	4.29
3	In order to accomplish my goals, it is important that I do well in the course	4
	Satisfaction	
4	Working together with peers in language learning motivates me	4

5	Teacher support which is provided whenever needed motivates me to complete the task	4.25
6	I feel that this course gives me lot of satisfaction	4
7	The instructor uses an interesting variety of teaching strategies	4.20
8	The content of this course relates to my expectations and goals	4.29
9	My curiosity is often stimulated	4.20
10	I enjoy working for this course	4.06
	Attention	
11	The feedback provided motivates me in my language learning process.	4
	confidence	
12	As I am making taking this course, I believe I can succeed if I try hard	4.13
13	I feel confident that I do well in this course.	4.29

The informal interviews and the data collected from feedback questionnaire revealed that the pre-service teachers thought the relevance of the training to their own learning and also to their profession contexts.

5.9 Summary

This chapter has dealt with the analysis of the tasks data gathered from pre-service teachers of the experimental group in the main study phase. The data analysis included questionnaire analysis, proficiency test analysis and task evaluation checklist analysis. The responses gathered from pre-service teachers through informal interviews were also provided. The findings from the analysis done will be presented in the next chapter with Implications of the study.

Chapter-6

Findings and Conclusion

6.1 Introduction

This chapter presents the significant findings of the study. The findings are arranged as per the research questions on which the study is developed. The findings include awareness levels of pre-service teachers related to L2 self-efficacy, SILL, and teaching efficacy. Then, the findings related to the language proficiency of pre-service teachers and their awareness of task preparation for lesson plans are also presented. The implications of the study are discussed. The limitations of the study, along with suggestions for future research, are presented.

6.2 Findings of the study

Keeping in view the below research questions, the findings of the study have been presented:

- Is there any relationship among ELP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers?
- Will there be an improvement in the EP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers with task-based language training?
- How does the improvement in the EP, CEP, and awareness levels (language self-efficacy, LLS, teaching efficacy) of pre-service teachers impact their task preparation for lesson plans?

The study aims to address the ELP and CEP problems faced by pre-service teachers and further improve their ELP and CEP along with awareness levels such as L2 self-efficacy, SILL, and teaching efficacy through TBLT. It is observed from the literature review that multi-dimensional aspects of improving the teaching practicum of pre-service teachers can be improved with a due focus on language strategies (SILL) and L2 self-efficacy for ELP improvement, and focus on teaching efficacy for CEP improvement which in turn help them with pre-service teachers' task preparation for lesson plans.

The findings of the study are presented below:

6.3 Findings related to the correlation of awareness questionnaires and ELPT, CEPT

The correlation helped the researcher focus on improving L2 self-efficacy, teaching efficacy, and SILL throughout the intervention. A two-tailed test was done to find the significant relationship between ELPT, CEPT (pre-test results of experimental group), and non-linguistic factors such as language self-efficacy, language motivation, motivational strategies, teaching efficacy, and SILL.

The findings are provided below:

1. Teaching efficacy and ELPT test ($r=.293$) Teaching efficacy and CEPT ($r=.264$)
2. ELPT and SILL (strategy Inventory for language learning) ($r=.251$), SILL and L2 self-efficacy ($r=.214$)

In the previous studies, scholars such as Renandya et al. (2018), Richards (2020), Alibakhshi et al. (2020), and Wang (2021) mentioned about the relationship between teaching efficacy and ELPT. Along with that (Freeman et al., 2015 Burns, 2017; Thi et al., 2017) mentioned the importance of CEP, which correlated with teaching efficacy. Berne (2004) and Cohen & Henry (2019) mentioned the relationship among ELPT and SILL. Johnson & Poulter (2015), Hoang & Wyatt (2021), Kiely (2019), and Wang (2021) mentioned about the relation among SILL and L2 self-efficacy.

Accordingly, there is an improvement in the mean scores of the L2 self-efficacy levels, SILL, and teaching efficacy of pre-service teachers in the experimental group from the pre-test to post-test phase, along with improvement in the ELPT and CEPT scores. It further helped pre-service teachers in their task preparation for lesson plans.

6.4 Findings from the proficiency test

1.12.15 ELPT

Pre-test and the benchmarking against CEFR. The A1 level of EG has outperformed the CG, showing a 48% improvement in the English language proficiency test score. There is only an 8% improvement in the performance percentage of CG. Thus, it is evident that the Experimental group has acquired English language proficiency well when compared to the Control group students. Overall, the Pre-service students' English

language proficiency has improved highly and reached B2 levels of proficiency when compared with CEFR benchmarks (Phaisannan et al., 2019).

- The pre-service teachers have effectively acquired receptive skills such as reading and listening after intervention. Moreover, there is a strong correlation between the SILL and the post-test score of the proficiency test. In that context, the strategies implemented for training the LSRW skills have highly enhanced these students' receptive skills. Most of the strategies that are used in the training have concentrated on compensation, comprehension, cognitive, and memory, which are related to metacognition.
- For the questionnaire on awareness and use of Language Learning Strategies (SILL), the students reported a high use of compensation strategies ($m = 3.96$), which is related to guessing, which improves the ability to guess the meanings of the sentences using contextual clues. Hence, there is a tremendous enhancement in the reading skills acquisition of the Pre-service students as drawing contextual clues is essential during reading. There is a corresponding improvement in the reading self-efficacy for the statement 'When you read English articles, can you guess the meaning of unknown words?' ($m=4.41$). The students reported a high mean value ($m=3.76$) of the statement on memory strategies, 'I think of the relationship between what I already know and new things I learn in English,' which reflected a parallel improvement in the reading self-efficacy for the statement 'Can you understand new reading materials selected by your instructor?' ($m=4.39$).
- For the statement 'I connect the sound of a new English word to an image of the word to help remember the word,' the students report a high mean value ($m= 3.53$). It showed their improvement in using the memory strategy linked to listening. Concerning the cognitive strategy, 'I make summaries of information that I hear or read in English,' the students report a mean score of ($m=3.20$). A corresponding improvement is shown in the listening self-efficacy for the statement, 'Can you understand the listening materials and provide a gist of what you have listened to in English?' that is ($m=4.41$).
- The productive skills such as speaking and writing also improved. The students performed well for speaking-related tasks, which is reflected in the high mean values

($m=3.41$) and ($m=3.42$) for the statements on metacognitive strategies (Kawai, 2008), ‘I notice my English mistakes and use that information to help me do better,’ and ‘I try to find out how to be a better learner of English.’ The improvement correlated in the speaking efficacy levels of pre-service teachers with mean scores ($m=4.45$) and ($m=4.49$) for the statements Can you share/express your opinions in English?, ‘Can you discuss in English with your classmates some topics assuming all of you are interested?’ respectively.

- The scores in writing are also high with the help of mastery over the select strategies of SILL. The mean value of memory strategies is reported to be higher. The statement on memory strategy, ‘I use the new English word in the sentence so I can remember them,’ is one of the highly used strategies of SILL that reflects the improvement in the use of new vocabulary and language acquisition that the students have received during the intervention. It related to the improvement in their writing self-efficacy levels in composition writing.
- For the statement ‘I tried to find as many ways as I can to use my English,’ the students have reported $m=3.53$, which is high, and it shows that the intervention has positively influenced these students to explore the English proficiency in various situations of academic and personal domain.

Researchers such as R. L. Oxford (1992) and Mitchell & Myles (2004) have mentioned the relation among English language proficiency, language strategies, and language self-efficacy, which supports the present study.

1.12.16 CEPT

The percentage scores of pre-service teachers for CEPT in the post-test phase are high for giving feedback (71.5%), managing the classroom (67.9%), and communicating lesson content (67.6%). These scores corresponded with the teaching efficacy levels of pre-service teachers in the post-task phase.

- The statement I can give specific feedback in English to students about their language strategy use with the help of rubrics/checklists was reported with a mean value ($m=4.31$) that shows the confidence that pre-service teachers gained using

rubrics as part of formative assessment in the classroom by relating them to language strategies and L2 self-efficacy.

- The statement ‘I can give clear instruction in English when conducting activity’ was reported with a mean value ($m=4.13$) that shows the students’ confidence level after the intervention concerning the language used for managing the classroom.
- The statement ‘I can prepare good questions in English to engage learners in understanding the content’ has reported a mean value of ($m=4.28$), which shows pre-service teachers’ improved teaching efficacy in using English to communicate lesson content.
- Pre-service teachers scored 61% in the aspects- of understanding lesson content and assessing student work which corresponded with the teaching efficacy statements’ I can use appropriate English to ask questions (prompts) or to provide clues and hints ($m= 4.17$) and Using questions to scaffold content in clear English ($m=4.13$).

In the previous research done by Freeman et al. (2013), Ciampa & Gallagher (2018), BALCI et al. (2019), and Thompson & Woodman (2019), it was suggested and recommended to train pre-service teachers to improve their teaching efficacy levels as a part of improving their language Instruction.

findings of the study are presented below:

6.5 Findings from the Intervention

The objective test, conducted as part of the pre-task phase and repeated in the post-task phase, helped pre-service teachers improve their language strategy use.

- Also, the self-assessment rubrics helped pre-service teachers evaluate their strategies and self-efficacy levels to improve further (Panadero et al., 2016). This showed the impact of formative assessment (Shepard, 2005; Clark, 2012; Weaver, 2012; Alrabai, F., 2015; Waluyo, 2019) on pre-service teachers’ language strategy and self-efficacy improvement.
- Using scoring rubrics for collaboration made the learners aware of their task participation. It allowed the instructor to provide the support required by the

Individual learners by observing their task participation in a group. This led to teacher, student, and peer-to-peer scaffolding (Ahmadi et al., 2017; Such, 2021).

- Adding the scaffolding strategy that is ‘modeling’ helped learners to improve their metacognition in the form of setting clear goals (Walqui, 2006).
- The feedback provided by teachers through formative assessment in the form of objective tests (Morris et al., 2021) given to pre-service teachers at the beginning of the pre-task phase and the end of the post-task phase and also the use of a scoring rubric which is part of self-assessment helped pre-service teachers in keeping up with their progress concerning language strategies, classroom English, language self-efficacy levels, and teaching efficacy levels. So, the teacher feedback coupled with self-assessment will help improve pre-service teachers’ ELP and CEP scores, improving their task preparation for lesson plans.
- Effective scaffolding will promote collaboration and interaction, which will help exercise social and affective strategies, which will further aid in improving compensation and memory strategies.
- The use of scoring rubrics improved the metacognitive strategies of learners, which further helped improve their cognitive strategies.
- Teacher scaffolding and learner collaboration and interaction positively impacted learners’ cognitive strategies.
- Effective use of different strategies throughout the tasks helped improve learners’ self-efficacy.

Skill-specific findings are given below:

Listening:

- Providing comprehension questions helped learners listen to specific information, which helped them collaborate well and use different listening strategies, improving their self-efficacy (Milliner & Dimoski, 2021).

Speaking:

- Using prompts (audio/visual) helped learners improve their speaking strategy use and self-efficacy levels (Ellis, 2013).
- Using role-play activities facilitated learners to practice speaking through collaboration (Jakob, 2018)

Reading:

- KWL charts helped in promoting collaboration and improve the metacognitive strategies of learners (Ogle,1986)
- Tasks linked to text cohesion or arranging the text allowed learners to use different strategies, such as skimming and scanning. Learners will arrange the jumbled sentences into a paragraph and check whether the paragraph is meaningfully arranged or not R. L. Oxford (2016).

Writing:

- Writing with a purpose and interactive element of the tasks motivated learners to improve their collaboration, language strategy use, and self-efficacy levels (Patterson et al., 2008).
- Providing input to learners through pictures helped them concentrate on their writing process (Lai et al., 2011).
- Reviewing one's writing and taking support from peers and teachers improved pre-service teachers' metacognitive and social strategies.

Classroom English:

- Scaffolding questions allowed pre-service teachers to improve their collaboration and self-efficacy levels (Catherine Elder, 2001).
- Classroom English use helped pre-service teachers meet their classroom teaching needs.

1.12.17 Other findings

- The listening comprehension task made learners collaborate more, allowed them to use different strategies, and improved their self-efficacy.
- Learners' collaboration is high for the speaking task 'compare and express opinions.'
- Speaking task that is 'describe and express opinions' allowed learners to use different strategies and improved their self-efficacy levels.
- The use of KWL charts encouraged learner collaboration.
- The reading task, 'text cohesion,' helped learners use different strategies and improved their self-efficacy.

- The e-mail writing task made learners collaborate, use different strategies, and improve their self-efficacy.

6.6 Findings from the task evaluation

- Training of pre-service teachers in language learning strategies and classroom English through tasks (Turkan et al., 2017) led to improvement in their language proficiency language self-efficacy levels, and adding this practical knowledge to the lesson planning helped pre-service teachers to improve their teaching efficacy (BALCI et al., 2019; Fu & Wang, 2021).
- Knowing the scaffolding techniques, such as modeling and instructional language, helped pre-service teachers improve their teaching efficacy levels (Walqui, 2006; Newton & Bui, 2020).

The outcomes of the training are presented in the figure below:

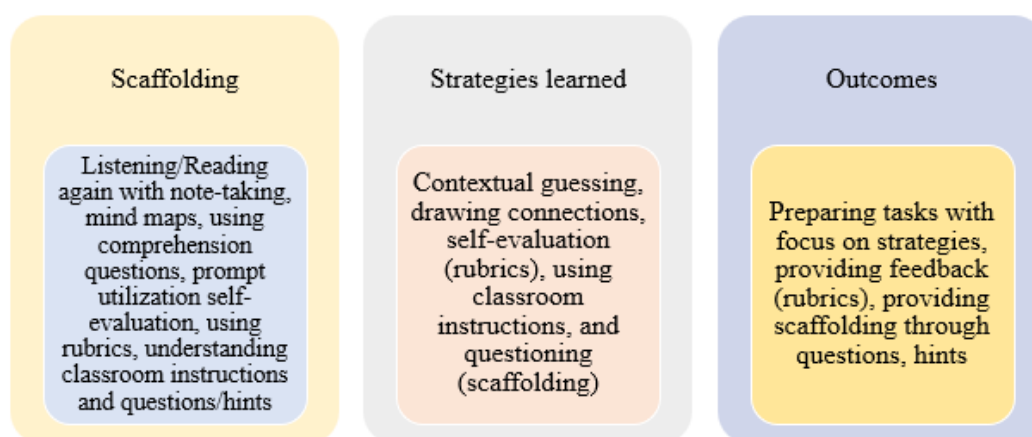


Figure 6.1 TBLT outcomes

6.7 Implication of the study

The following are the implications of the study:

1.12.18 Implication for teacher training courses

- Language tests with different language proficiency levels with classroom language can be created for pre-service teachers so that they will have an opportunity to reflect on their language skills and help their students with strategy learning.

- TBLT instruction needs to be explored with pre-service teachers with different language proficiency levels and identify how it will impact their teaching practice.
- Improving the language strategies of pre-service teachers will bring clarity to their teaching process and make it objective-specific. Learners can be introduced to the language strategies, which will help them do well in English as a medium of instruction.
- Knowing the scaffolding techniques will help pre-service teachers improve learners' language self-efficacy levels in real classroom contexts (Ortlieb & Schatz, 2020).
- Metacognitive awareness of the pre-service teachers can be improved, which will help them impart the same to learners, which suits learners' context.
- Pre-teachers' awareness of formative assessment tools such as rubrics must be developed with language proficiency improvement.
- The use of scaffolding questions by pre-service teachers has to be developed.

It is essential to consider pre-service teachers' awareness of L2 motivation, L2 anxiety, and teaching anxiety levels as part of their micro-teaching.

This will help them address the language problems that learners face in real contexts.

1.12.19 Implication for teachers

- Learners' formative self-assessment through rubrics can be explored further by including them in tasks that aim at improving different levels of language proficiency of learners.
- Learners' use of different strategies has to be promoted through different types of tasks.
- Learners' self-efficacy levels have to be considered in the task preparation process.
- Learners' collaboration and interaction must be monitored to promote better language learning.
- Using classroom English needs to help learners complete the assigned tasks without creating any apprehension in them.

- Scaffolding strategies will help learners/students to improve their strategy-based learning in beginner proficiency learner contexts.
- Apart from teacher scaffolding, enough opportunities should be given for peer-to-peer scaffolding for language improvement.
- Tasks with due focus on meaning and form should be encouraged to cater to the needs of learners with language proficiency gaps.

1.12.20 Implication for course developers

- Tasks prepared in the course are designed per the language and teaching needs of student teachers (Bygate, 2016). This is reflected through scaffolding (modeling, formative assessment through Rubrics), assessment, and follow-up activity through which learners practiced language strategies from learners' and teachers' points of view. So, planning task-based courses for pre-service teachers needs to be comprehensive.
- The course developers are urged to prepare courses promoting beginner teachers about scaffolding strategies.

6.8 Suggestions for future research

Future research may be pursued

- Further studies can include any particular subject stream of pre-service teachers and analyze their language learning strategy awareness.
- The language anxiety levels of pre-service teachers in real classroom teaching contexts can be studied to know more about the need for language teaching practicum.
- Through longitudinal studies, the impact of language proficiency training can be explored in real classroom contexts.
- The language practicum of pre-service teachers through blended modes can be explored.
- Language strategy training through HOTS (high-order thinking skills) has to be explored in teacher education in Indian contexts, focusing on the scaffolding principle as highlighted in the National Curriculum Framework (NCF) 2023.

6.9 Limitations of the study Scope for future work

The following are the limitations of the study:

1. The non-linguistic factors, such as language anxiety and language motivation levels of pre-service teachers, could not be included in the present study as the sample size is large.
2. Specific tasks are considered for research as the focus is on improving ELP and CEP.
3. The study has been limited to pre-service teachers with low language proficiency levels.
4. The study focused only on SILL, and skill-specific strategy questionnaires were not included.

6.10 Conclusion

The study has aimed at improving pre-service teachers' ELP, CEP levels, and awareness levels (SILL, L2 efficacy, teaching efficacy) through TBLT. Overall, the improvement in the above areas through intervention and the feedback from pre-service teachers have confirmed the positive impact of the training. The triangulation of data also proved the effectiveness of the intervention. It can be concluded that the training practicum of pre-service teachers has to be given more importance in the teacher training courses as it will impact the confidence levels of pre-service teachers in handling learners in real classroom contexts. Further research can be done to provide more insights into the future needs of pre-service teachers.

List of Publications

- [1] Lalitha Devi B, Dr P Madhumathi, "Teacher Interaction in Technology-Supported Learning Environment (TSLE): A Social Constructivist Perspective," *Canadian Journal of Educational and Social Studies*, vol. 1(1), pp. 1-13, Oct. 2021.
- [2] Lalitha Devi B, Dr P Madhumathi, "Teacher Perspectives on Synchronous Online Communication in India, " *International Journal of Multidisciplinary Educational Research*, vol. 10, no. 9(5), pp. 74-79, 2021.
- [3] Lalitha Devi B, Dr P Madhumathi, " Target language use in online classrooms at the school level: A language and non-language perspective," *Asian Journal of Sociological Research*, vol. 5, no. 2, pp. 62-70, 2021.
- [4] Lalitha Devi B, Dr P Madhumathi, "Technology-led Professional Development for Teachers: Challenges and Possibilities," *International Journal of English and Studies*, vol. 3, no. 9, pp. 129-132, 2021.
- [5] Lalitha Devi B, Prof Madhavi Kesari, "Communicative classroom English of pre-service teachers," *National Journal of Education*, vol. xx, no. 1, pp. 157-165, 2023.

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Plagiarism Report

<div>Turnitin Originality Report</div> <div>Processed on: 05-Oct-2023 20:14 IST ID: 2186480935 Word Count: 49103 Submitted: 1</div> <div>Improving L2 Proficiency, Classroom English, and Awareness Levels (L2 Self-Efficacy, Teaching Efficacy, Learning Strategies) of First Year Pre-service Teachers under Kakatiya University Using TBLT By Lalitha Devi Bommanaboina</div>							
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Appendix-A: Tools used for data collection

Appendix-A1: Tools used for data collection Diagnostic test (Grammar and Vocabulary, Reading, Writing, Classroom English) and assessment criteria

Section I: Grammar and vocabulary test (25M)

Tick mark the right option:

1. The baby boy saw -----in the mirror and started to cry.
a. itself b. herself c. himself
2. A lot of trains ----- late today due to heavy storms.
a. Are run b. run c. are running
3. ----- was a strong wind last night.
a. There b. Here c. This
4. Firstly, I want o congratulate you all. Secondly, I would like to wish you good luck and -
----- I hope you have enjoyed the course.
a. in the end b. at last c. finally
5. You -----clean your teeth twice a day to avoid having problems.
a. can b. should c. will
6. The children thought they were ----- when they saw the ball.
a. in a danger b. in danger c. in the danger
7. Jack: I think it is going to rain. Jill: I----- the clouds are clearing. Jack: we'll soon see.
a. Disagree b. complain c. argue
8. I really don't like this meal----- money in the world wouldn't get me to eat it.
a. Whatever b. enough c. all the
9. Last year, Joanna bought two----- coats in New York.
a. Long, black, leather b. black, long, leather c. leather, black, long
10. I must report to the meeting that Cyrus completed his first piece of work well ahead of schedule. ----- however, his work has been handled late.
a. Sequentially b. Subsequently c. Consequently
11. That's very good of you but you have paid me back until tomorrow.
a. needn't b. wouldn't c. couldn't

12. I ----- intending to stop smoking even before I got this bad enough.
a. Would have been b. had been c. have been
13. Anne: oh! I watched the new TV show last night. Jo: Was it any good? Anne: Yes....
the TV set is so old I could see very little. ()
a. Mind you b. still c. by the way
14. Consider (choose the word/phrase which has a similar meaning)
a. Think about b. seem well c. go for
15. Talk (choose the word/phrase which has a similar meaning)
a. Stroll b. point out c. converse
16. Complete (choose the word/phrase which has a similar meaning)
a. Finish b. go through c. full
17. Return (choose the word/phrase which has a similar meaning)
a. Account b. go back c. reverse
18. Report (choose the word/phrase which has a similar meaning)
a. Go after b. account c. respect
19. She hit her----- while she was playing football.
a. motor b. tail c. shoulder
20. The ----- went to the police.
a. Crime b. solicitor c. shoulder
21. It was bad but it was not a -----
a. Gate b. magazine c. crime
22. Some words are often used together, e.g. smelly socks. choose a word that is often used
with-Concrete ()
a. Builder b. thrill c. proposal
23. choose a word which is often used with- Tender
a. Diet b. words c. place
24. choose a word which is often used with- Sophisticated
a. Dress b. purse c. ship
25. choose a word which is often used with- Blunt
a. Movement b. proposition c. instrument

Section II: Reading section (20M)

1. Tick the right option from A, B, C, D: (3M)

(hearing, good, background, keen, attached, writing)

From: Teena

To: Rebecca, Principal

Subject: Application for the post of Adhoc faculty

I am -----in response to the job advertisement on the official website of your institute for the position of Adhoc faculty.

I have 5 years of experience as a teacher at the college level. For the last three years, I have worked as an Assistant Professor in an autonomous Engineering college. I have experience in training students of different proficiency levels with soft skills and communication skills.

I am ----- at teaching in a blended learning environment. I am always ----- on improving my skill set- professional and personal.

I have ----- my CV with more information about my ----- and qualifications.

I look forward to ----- from you soon.

Regards,

Teena

- a. Writing, background, hearing, keen, hearing, attached
- b. Writing, good, keen, attached, background, hearing
- c. Writing, background, hearing, attached, keen, good

2. Tick the right option from A, B, C, D (3M)

I believe that girls should be treated at home. This means that they should be given theto study and choose their career. If they are able to earn on their own, they can meet their expenses Parents and siblings play anrole in -----the academic and career life of a girl. Even to grow as a stronger personality women need an atmosphere at home. ()

- a. Equal, building, situation, confidence, less, encourage
- b. Equally, opportunity, confidently, importance, encourages, building
- c. Equally, opportunity, confidently, important, building, encouraging

d. Equal, situational, building, confidential, lesser, encouragement

3. Choose one right option from A, B, C, D (2M)

Elaborating on public policy, Narendra Jadhav, Rajya Sabha MP, economist, educationist, and author, said, “It is a government -----course of action with three key dimensions - definition of problems, goals the government would like to achieve, and what policies must be -----to achieve those goals. In any democracy, policymakers are legitimately -----people’s representatives — the PM, Council of Ministers, and their advisors. There are also non-elected officials such as the bureaucracy like the IAS, IPS, IRS, and others who are meant to implement policies -----by the government.” ()

- a. Employed, elected, chosen, announced
- b. Announced, elected, employed, chosen
- c. Chosen, employed, elected, announced
- d. Announced, employed, chosen, announced

4. Re-arrange the following sentences in proper order to form a paragraph. The first sentence and the ending sentences of the paragraph are provided. Tick the right option from A, B, C, D (2M)

S1: There are quite a few advantages to face-to-face classroom transactions.

S6: Therefore, it is argued that face-to-face interaction is better than online instruction.

P. The content, mode, and manner of delivery are already programmed for each module and teachers have little freedom once a module is prepared and delivered.

Q. The biggest is that teachers can think on their feet, strategize according to the content and the mood of their students and constantly monitor students intake.

R. Besides, the attention span of students in the online mode, especially in the asynchronous mode, is unpredictable.

S. Unfortunately, these are absent in online teaching-learning.

- a. PQRS b. QSPR c. PRQS D. QPSR ()

5. Re-arrange the following sentences in a proper order to form a paragraph. Tick the right option from A, B, C, D: (2M)

p. Teaching should be one of the highest-paid professions in the country.

q. The government, in collaboration with the industrial sector, must invest in continuous skill enhancement and training to bring our teachers on a par with global standards.

r. This will also help reduce the ‘brain drain’ and enable India to merge as one of the bigger education hubs.

s. Indian teachers, however versatile, are limited by opportunities and are highly underpaid. ()

a. PQRS b. RSPQ c. SPQR d. QSPR

6. Read the questions below and match them with the opinions of people. Tick the right option from A, B, C, D: (4m)

1. who thinks that social media makes you believe in fake things? 2. who thinks that social media connects people? 3. who thinks that adults will go through peer pressure because of social media? 4. who thinks that social media helps to fulfil personal interests? 5. Who opines that social media will have a negative impact on teenagers? 6. Who thinks that social media helps in reaching personal goals? 7. Who thinks that people can be cheated due to social media?

Name of the topic: social media and its impact

Person A: I think there are many advantages of social media. One of them is, you can connect with people from different parts of the world. It helped a number of people to stay connected during the times of pandemic. So, people can rely on social media during more difficult times like the pandemic.

Person B: Social media distracts teenagers easily. They have to be guided by their elders or teachers otherwise they will be wasting their precious time. Sometimes, adults also face peer pressure because of social media and they suffer from low self-image.

Person C: People can pursue their interests with the help of social media. For instance, we can search online groups with similar interests. One can extend their learning this way and can reach their goals. But they need to know the ways to select a group, and understand the rules of the group.

Person D: One cannot make a distinction between real and fake in social media. So, there is a chance that people will be ending up in unfortunate things like loss of money, fake relationships, fake news, and loss of peace. ()

a. person A, person B, person C, person D

- b. person D, person A, person B, person C
- c. person C, person B, person A, person D
- d. person D, person B, person A, person C

7. Read the paragraphs carefully and choose an appropriate heading for each paragraph.
(4m)

Title of the article: Build a positive mindset

1. Lack of motivation is a common concern for many students. While some struggle to cope with academic pressure, others find it difficult to develop an interest in what they are studying or pursuing. Often, students choose a professional course because of social or peer influence. In some cases, this lack of motivation comes from classroom structures where teachers do not give adequate attention to a student's individual needs. In other cases, it stems from unstructured thinking and a lack of clear direction. Here are some ways to regain the drive to achieve your goals.
2. Academic learning can be dull and monotonous particularly if your teachers don't make an effort to make it more engaging and interesting. However, do not need to limit yourself to classroom teaching or course books. Education is a never-ending subject, and the more you immerse yourself in it, the more you discover. Unfortunately, our education system is restricted by excessive focus on marks. Look at education as a vast expanse of learning, immerse yourself in different authors, and read multiple books on your subjects until you find a narrative that strikes a chord with you.
3. when we feel down and out, a powerful story of struggle and success tends to inspire us. So, read inspirational biographies of people who overcame difficult odds to achieve their goals. The company you keep is a key determinant of your success (or failure). Being around people who are driven and motivated helps you stay focused. Make friends with people who share your passion, and keep in regular touch with those who help you overcome your blues.
4. No matter which field of academics you are pursuing, there will always be an area that excites and drives you. Many students go through their academic routines without any vigor or excitement. This results in shallow learning and low motivation. Your passion may not necessarily come from your academic field. Be it theatre, music, or writing, finding and pursuing a new passion helps reset your mind and makes it more focused and driven. ()

- a. 1. reasons for low motivation 2. Feel good 3. Find your passion 4. Real learning
- b. 1. Reasons for low motivation 2. Real learning 3. Feel good 4. Find your passion
- c. 1. Find your passion 2. Feel good 3. Real learning 4. Reasons for low motivation
- d. 1. Reasons for low motivation 2. Feel good 3. Find your passion 4. Real learning

Section III: Writing section- Answer the following questions (20M)

1. What is your favorite sport? 2. What is your favourite TV show? 3. What is your favourite subject? 4. Who is your inspiration? 5. What is your aim/dream/goal? (3m)

Answers:

2. Write about your native place in 20-30 words. (3m)

Answer:

3. Your friends want to know about your travel experiences. Answer their questions in 30-40 words. 1. What was your most memorable trip so far? Explain why it was a memorable trip 2. Which places do you want to visit in future? and suggest reasons why others should visit those places. (3m)

Answer:

4. Write an e-mail to your friend discussing your summer vacation plans and asking about his/her summer vacation plans (50-60 words) (5m)
5. Write an e-mail to your principal, requesting to provide Internet facilities in classrooms. (100-120 words) (6m)
6. Mention the problems which you are facing due to lack of Internet facilities.
7. Mention how teachers and students will be benefitted with those facilities

Section IV: Classroom language (20M)

There are three sections in this test and the marks for each section are provided below:

sections 4x5=20m

Section-1 (5m)

1. **Tick mark the right from A,B,C, D to choose the appropriate phrases for blanks given below:– 3m**

[1] I have some important -----

[2] Remember to -----

[3] There will -----

[4] We -----

[5] The project -----

[6] You will do -----

- A. a report on your family, be a quiz tomorrow, is due June 2nd, will have a test tomorrow, information for you, study for the test
- B. a report on your family, be a quiz tomorrow, information for you, study for the test, is due June 2nd, will have a test tomorrow
- C. information for you, study for the test, be a quiz tomorrow, will have a test tomorrow, is due 2nd, a report on your family
- D. information for you, study for the test, will have a test tomorrow, is due 2nd, be a quiz tomorrow, a report on your family

2. Tick the appropriate option: (2m)

Students are not playing a game correctly. You say:

- 1. Don't you know how to play the game
- 2. This is not the right way to play the game
- 3. Let me explain you the game rules once again
- 4. Stop the game

You want to say the instructions again to students. You say:

Let us ----- the instructions.

- a. Understand b. listen to c. review d. revive

Section- II (5m)

3. Tick the skill (listening, reading, writing, speaking) against the instruction: (2m)

Check the following words in your dictionary. Practice saying the words with a partner (listening, reading, writing, speaking)

Answer the questions about your school in complete sentences. (listening, reading, writing, speaking)

Ask your partner about his or her family. Take notes on your partner's family. (listening, reading, writing, speaking)

Imagine life without metals and express your opinions to your partner (listening, reading, writing, speaking)

4. Tick mark the question numbers which match the reading passage given below: (3m)

Penguins are a type of bird. They are different from other birds because they cannot fly. Penguins spend much of their time underwater, and they are excellent swimmers. Penguins eat fish and other sea life. There are eighteen different kinds

of penguins in the world. The Fairy Penguin is the smallest and weighs only two pounds. The Emperor Penguin is the largest. I can weigh up to ninety pounds.

1. What is the name of the documentary film made on penguins?
2. Name the birds which can swim like Penguin
3. What does a penguin eat?
4. Which birds are considered as extinct?
5. What is the weight of the Fairy Penguin?
6. Which penguin is the largest one?

Section-III (10m)

Tick the right option

- 5. Mention whether the situation matches the instruction given or not with ‘yes/ no’ (2m)**

Situation: students should ask their partners about their friends.

Instruction: students gather information from their friends about their family members. (Yes/ no)

Situation: students should work in pairs to answer the questions.

Instruction: work in a group. Answer the questions. (yes/ no)

- 6. Tick the reviewing/summarizing/communicating goals/sequencing goals against each sentence. (4m)**

In this unit, you are going to study words about the family. (reviewing/ summarizing/ communicating goals/ sequencing goals)

Who remembers what we discussed about the topic in the last class? (reviewing/ summarizing/ communicating goals/ sequencing goals)

Today we talked about the parts of a plant. (reviewing/ summarizing/ communicating goals/ sequencing goals)

Next, you will play a game. Then, we are going to listen to a story. (reviewing/ summarizing/ communicating goals/ sequencing goals)

- 7. Match the expressions in column A with expressions in column B. Tick the right option. (4m)**

Column A	ColumnB
A. Don't forget	I. to pay attention to the explanation ()
B. You need	II. is off topic ()

C. This sentence	III. are missing	()
D. Some details	IV. to complete the chart	()

1. A IV B I C II D III 2. A III B II C IV D I

3. A II B III C IV D I 4. A I B II C III D IV

Marking criteria for writing section (pre-test and screening test) (A- 1) (1 to 4)

Areas assessed: Task fulfilment and communicative competence	
3 (above A1)	<ul style="list-style-type: none"> Fully intelligible responses for all five questions. Test taker completely achieves the task.
2 A1.2	<ul style="list-style-type: none"> Three or four of the responses are intelligible. Errors impede understanding in one or two responses.
1 A1.1	<ul style="list-style-type: none"> One or two of the responses are intelligible. Errors impede understanding in two or three responses.
0 A0	<ul style="list-style-type: none"> No intelligible responses.

Writing 3,4

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, punctuation, vocabulary range & accuracy, cohesion.	
5 B1 (or above)	Likely to be above A2 level.
4 A2.2	<ul style="list-style-type: none"> On topic. Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response. Mostly accurate punctuation and spelling. Vocabulary is sufficient to respond to the question(s). Some attempts at using simple connectors and cohesive devices to link sentences.
3 A2.1	<ul style="list-style-type: none"> On topic Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors impede understanding in parts of the response. Punctuation and spelling mistakes are noticeable. Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable. Response is a list of sentences with no use of connectors or cohesive devices to link sentences.
2 A1.2	<ul style="list-style-type: none"> Not fully on topic

	<ul style="list-style-type: none"> Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. Little or no use of accurate punctuation. Spelling mistakes common. Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s). No use of cohesion.
1 A1.1	<ul style="list-style-type: none"> Response limited to a few words or phrases. Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.
0 A0	<ul style="list-style-type: none"> No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

Writing 5

Areas assessed: task fulfilment & register, grammatical range & accuracy, vocabulary range & accuracy, cohesion.	
Above b2 6 marks	<p>Response shows the following features</p> <ul style="list-style-type: none"> Response on topic and task fulfilled in terms of appropriateness of register. Two clearly different registers. Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding. Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices. A range of cohesive devices is used to clearly indicate the links between ideas.
5 marks B2.2	<p>Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features</p> <ul style="list-style-type: none"> Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. Minor errors in punctuation and spelling occur but do not impede understanding. Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. A limited number of cohesive devices are used to indicate the links between ideas.
4 marks B2.1	<p>Response partially on topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. Response shows the following features</p> <ul style="list-style-type: none"> Some complex grammar constructions used accurately. Errors do not lead to misunderstanding.

	<ul style="list-style-type: none"> • Minor errors in punctuation and spelling occur but do not impede understanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • A limited number of cohesive devices are used to indicate the links between ideas.
2 B1.2	<p>Response partially on topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response. Response shows the following features</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling is mostly accurate. Errors do not impede understanding. • Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text. • Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
1 B1.1	<p>Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling is mostly accurate. Errors do not impede understanding. • Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text. • Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
0 A1/A2	<p>Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorized script, guessing).</p>

Appendix A2: Score band used for preliminary, pilot, and main study

a. Score band used for preliminary study

Based on CEFR percentage scores the Aptis scores for the test are provided below: (out of 65 marks) The scores mentioned below include grammar and vocabulary, reading comprehension, and writing skills

	Grammar and Vocabulary (25)	Reading (20)	Writing (20)	Total (65)
A1-A2	10	6	7	23
B1	14	10	10	34

B2	16	15	16	47
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Based on TEFT assessment score bands the following scores are considered as band 1,2,3 for the classroom language test scores: (out of 20 marks)

8 to 11	Band 1
12 to 16	Band 2
17 and above	Band 3

The above scores include managing classroom, understanding and communicating classroom content and assessing students and providing feedback

b. Score band for pilot, main study

Based on CEFR percentage scores the Aptis scores for the test are provided below: (out of 56 marks) The scores mentioned below include reading, listening, speaking, and writing skills

	Listening (17)	Reading (18)	Writing (12)	Speaking (9)	Total (56)
A1-A2	3	6	4	3	16
B1	7	9	6	5	27
B2	10	14	10	7	41

Based on TEFT assessment score bands the following scores are considered as band 1,2,3 for the classroom language test scores: (out of 50 marks)

20 to 27	Band 1
30 to 37	Band 2
40 to 50	Band 3

The above scores include managing classroom, understanding and communicating classroom content and assessing students and providing feedback.

Appendix A3: Marking criteria for task preparation

Task for lesson plans marking criteria

Item	Marks
Language strategy, teacher rubric	1 mark
Task phases	1 mark
Instructional language	3 marks
Total	5 marks

Based on the relevance of answers and task fulfilment learners are given 3 to 5 marks, where 3 marks indicate medium performance level, 4 marks indicate above medium performance level and 5 marks indicate high performance level. Below 3 marks is considered as low performance level.

Appendix B: Data Collection Consent

To
The Principal
St. Peter's B.Ed college
LB Nagar



Date:

Sub: Request for data Collection for research purposes


Dear Madam,

I am Lalitha Devi Bommanaboina, (701975) research scholar under the supervision of Dr. Madhavi, from the School of Humanities, request you to permit me to collect data regarding the language proficiency of pre-service teachers and also provide learning opportunities for student teachers to improve their language proficiency and teach effectively through Intervention.

I am going to employ some research tools such as language proficiency test, classroom observation, questionnaires, tasks as part of a pre-test and a post-test, interviews with learners and teachers, student feedback through the pre-stage, intervention stage, and post-stage of my study.

Thanking you,

Yours Sincerely,
Lalitha Devi Bommanaboina
Research Scholar
School of HSS
Dr Madhavi
Professor
Head of Department, Humanities and Social Sciences,
NIT Warangal


Principal
ST. PETER'S COLLEGE OF EDUCATION
Vidya Nagar, Hanamkonda.

To
ThePrincipal
Lal Bahadur college of Education
Warangal



Date:

Sub: Request for data Collection for research purposes

Dear Sir,

I am Lalitha Devi Bommanaboina, (701975) research scholar under the supervision of Dr. Madhavi, from the School of Humanities, request you to permit me to collect data regarding the language proficiency of pre-service teachers and also provide learning opportunities for student teachers to improve their language proficiency and teach effectively through intervention.

I am going to employ some research tools such as language proficiency test, classroom observation, questionnaires, tasks as part of a pre-test and a post-test, interviews with learners and teachers, student feedback through the pre-stage, intervention stage, and post-stage of my study.

Thanking you.

Yours Sincerely,
Lalitha Devi Bommanaboina
Research Scholar
School of HSS
Dr Madhavi
Professor
Head of Department, Humanities and Social Sciences,
NIT Warangal


Principal
L.B. College of Education
Warangal -506 002.

To
The Principal
College of Teacher Education
Hanamkonda,
Warangal

Date:

Sub: Request for data Collection for research purposes

Dear Sir,

I am Lalitha Devi Bommanaboina, (701975) research scholar under the supervision of Dr. Madhavi, from the School of Humanities, request you to permit me to collect data regarding the language proficiency of pre-service teachers and also provide learning opportunities for student teachers to improve their language proficiency and teach effectively through Intervention.

I am going to employ some research tools such as language proficiency test, classroom observation, questionnaires, tasks as part of a pre-test and a post-test, interviews with learners and teachers, student feedback through the pre-stage, intervention stage, and post-stage of my study.

Thanking you,

Yours Sincerely,
Lalitha Devi Bommanaboina
Research Scholar
School of HSS
Dr Madhavi
Professor
Head of Department, Humanities and Social Sciences,
NIT Warangal


PRINCIPAL
Govt. College of Teacher Education
Warangal.

To
The Principal
Viswambhara College of Education
Bollikunta
Warangal

Date:

Sub: Request for data Collection for research purposes

Dear Sir,

I am Lalitha Devi Bommanaboina, (701975) research scholar under the supervision of Dr. Madhavi, from the School of Humanities, request you to permit me to collect data regarding the language proficiency of pre-service teachers and also provide learning opportunities for student teachers to improve their language proficiency and teach effectively through Intervention.

I am going to employ some research tools such as language proficiency test, classroom observation, questionnaires, tasks as part of a pre-test and a post-test, interviews with learners and teachers, student feedback through the pre-stage, intervention stage, and post-stage of my study.

Thanking you,

Yours Sincerely,
Lalitha Devi Bommanaboina
Research Scholar
School of HSS
Dr Madhavi
Professor
Head of Department, Humanities and Social Sciences,
NIT Warangal


PRINCIPAL
Viswambhara College of Education
BOLLIKUNTA, Dist. Warangal (T.S.)

To
The Principal
Fatima College of Education
Kazipet

Date:

Sub: Request for data Collection for research purposes


Dear Sir,

I am Lalitha Devi Bommanaboina, (701975) research scholar under the supervision of Dr. Madhavi, from the School of Humanities, request you to permit me to collect data regarding the language proficiency of pre-service teachers and also provide learning opportunities for student teachers to improve their language proficiency and teach effectively through Intervention.

I am going to employ some research tools such as language proficiency test, classroom observation, questionnaires, tasks as part of a pre-test and a post-test, interviews with learners and teachers, student feedback through the pre-stage, intervention stage, and post-stage of my study.

Thanking you,

Lalitha Devi
Research Scholar
School of HSS
Dr Madhavi
Professor
Head of Department, Humanities and Social Sciences,
NIT Warangal


Principal
Fatima College of Education
Kazipet, Warangal-506006

Appendix C: Student responses

Appendix C1: Questionnaires

Pre-test and Post-test

1. SILL (Strategy Inventory of Language Learning)
2. Language self-efficacy
3. Teaching Efficacy

Post-test

1. Student feedback

Details of the participant
Methodology: *Biology, English*
Gender: *Female* **Location (Rural/urban):** *✓*
Medium of Instruction at school level: *English*
Mention exposure to English language in years: *9*
Are you willing to participate in the study: *✓* (yes/no)

Language strategy awareness of pre-service teachers

SILL		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Memory strategies					
1	I think of relationships between what I already know and new things I learn in English.			✓		
2	I use new English words in a sentence so I can remember them.				✓	
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.					✓
4	I remember a new English word by making a mental picture of a situation in which the word might be used.			✓		
5	I use flashcards to remember new English words.				✓	
6	I physically act out new English words.					✓
7	I review English lessons often.				✓	
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.			✓		

PRE-TEST

Teaching self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Language of Interaction					
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.			✓		
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation				✓	
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics					✓
	Efficacy for student engagement					
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.				✓	
	Language of Instruction					
5	I can explain/scaffold concepts, terms, or lesson content in clear English.			✓		
6	I can give clear instructions in English when conducting activities which are linked to language strategies				✓	
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies					✓
8	I can give clear instructions in English when managing the classroom.			✓		
	Efficacy for class management					
9	I can establish a classroom management system with each group of students					✓
	Efficacy for instructional strategies					
10	I can provide an alternative explanation or example when students are confused.				✓	
11	I can prepare good questions to engage learners in understanding the content.					✓

✓ 20

PRE-TEST

Total = 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>					
1	Can you understand stories told in English?			✓		
2	Can you understand radio programs in English speaking countries?				✓	
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?					✓
	<i>speaking</i>					
4	Can you introduce your university in English?			✓		
5	Can you ask questions to your teachers in English?				✓	
6	Can you discuss in English with your classmates some topics assuming all of you are interested?				✓	
7	Can you answer your teachers' questions in English?				✓	
8	Can you introduce yourself in English?					✓
	<i>Reading</i>					
9	Can you finish your homework of English reading independently?					✓
10	When you read English articles, can you guess the meaning of unknown words?				✓	
11	Can you understand the English news on the Internet?			✓		
12	Can you read English newspapers?				✓	
13	Can you find the meaning of new words by using English-English dictionaries?					✓
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?				✓	
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?			✓		
16	Can you leave a message to your classmates in English?				✓	
17	Can you make new sentences with the words just learned?					✓
18	Can you send emails in English?				✓	

B

Details of the participant

Methodology: *Social, English*

Gender: *Female*

Medium of Instruction at school level: *Telugu*

Mention exposure to English language in years: *6*

Willing to participate in the study: *(yes/no)*

Location (Rural/urban): *✓*

Language strategy awareness of pre-service teachers in experimental group 1 (n=101)

Sl. No.		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Memory strategies					
1	I think of relationships between what I already know and new things I learn in English.		✓	✓		
2	I use new English words in a sentence so I can remember them.				✓	
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.		✓			
4	I remember a new English word by making a mental picture of a situation in which the word might be used.				✓	
5	I use flashcards to remember new English words.					✓
6	I physically act out new English words.				✓	
7	I review English lessons often.			✓		
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.				✓	
	Cognitive strategies					
9	I say or write new English words several times.				✓	
10	I practice the sounds of English.					✓
11	I start conversations in English.			✓		
12	I write notes, messages, letters, or reports in English.		✓			
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.				✓	
14	I make summaries of information that I hear or read in English.					✓
	Compensation strategies					
15	To understand unfamiliar English words, I make guesses.			✓		
16	I try to guess what the other person will say next in English.				✓	
	Metacognitive strategies					
17	I try to find as many ways as I can to use my English.					✓
18	I notice my English mistakes and use that information to help me do better.			✓		
19	I pay attention when someone is speaking English.				✓	

		5	4	3	2	1
20	I try to find out how to be a better learner of English.			✓		
21	I plan my schedule so I will have enough time to study English.		✓			
22	I look for people I can talk to in English.				✓	
23	I look for opportunities to read as much as possible in English.					✓
24	I have clear goals for improving my English skills.			✓		
25	I think about my progress in learning English.				✓	
	Affective strategies					
26	I encourage myself to speak English even when I am afraid of making a mistake.					✓
27	I give myself a reward or treat when I do well in English.			✓		
28	I notice if I am tense or nervous when I am studying or using English.				✓	
29	I talk to someone else about how I feel when I am learning English.					✓
	Social strategies					
30	If I do not understand something in English, I ask the other person to slow down or say it again.				✓	
31	I practice English with other students			✓		
32	I ask questions in English.				✓	

Krishna

PRE-TEST QUESTIONNAIRE

Total - 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>			✓		
1	Can you understand stories told in English?				✓	
2	Can you understand radio programs in English speaking countries?					✓
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?				✓	
	<i>speaking</i>				✓	
4	Can you introduce your university in English?				✓	
5	Can you ask questions to your teachers in English?					✓
6	Can you discuss in English with your classmates some topics assuming all of you are interested?				✓	
7	Can you answer your teachers' questions in English?					✓
8	Can you introduce yourself in English?					✓
	<i>Reading</i>					✓
9	Can you finish your homework of English reading independently?				✓	
10	When you read English articles, can you guess the meaning of unknown words?					✓
11	Can you understand the English news on the Internet?				✓	
12	Can you read English newspapers?					✓
13	Can you find the meaning of new words by using English-English dictionaries?			✓		
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?			✓		
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?				✓	
16	Can you leave a message to your classmates in English?					✓
17	Can you make new sentences with the words just learned?			✓		
18	Can you send emails in English?				✓	

Krishna

PRE-TEST

Teaching self-efficacy		4 (strongly agree)	3 (agree)	2 (neutral)	1 (disagree)	0 (strongly disagree)
	Language of Interaction					
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.			✓		
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation					✓
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics				✓	
	Efficacy for student engagement					
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.				✓	
	Language of Instruction					
5	I can explain/scaffold concepts, terms, or lesson content in clear English.					✓
6	I can give clear instructions in English when conducting activities which are linked to language strategies			✓		
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies					✓
8	I can give clear instructions in English when managing the classroom.				✓	
	Efficacy for class management					
9	I can establish a classroom management system with each group of students				✓	
	Efficacy for instructional strategies					
10	I can provide an alternative explanation or example when students are confused.			✓		
11	I can prepare good questions to engage learners in understanding the content.					✓

Krishna

Details of the participant

Methodology: *Social, English*

Gender: *Female*

Location (Rural/urban): *✓*

Medium of instruction at school level: *Telugu*

Mention exposure to English language in years: *5*

Are you willing to participate in the study: *(yes/no)*

Language strategy awareness of pre-service teachers in experimental group 14: (6)

Sl. No.		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
Memory strategies						
1	I think of relationships between what I already know and new things I learn in English.			✓		
2	I use new English words in a sentence so I can remember them.				✓	
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.					✓
4	I remember a new English word by making a mental picture of a situation in which the word might be used.				✓	
5	I use flashcards to remember new English words.			✓		
6	I physically act out new English words.				✓	
7	I review English lessons often.					✓
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.				✓	
Cognitive strategies						
9	I say or write new English words several times.					✓
10	I practice the sounds of English.			✓		
11	I start conversations in English.				✓	
12	I write notes, messages, letters, or reports in English.					✓
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.				✓	
14	I make summaries of information that I hear or read in English.			✓		
Compensation strategies						
15	To understand unfamiliar English words, I make guesses.				✓	
16	I try to guess what the other person will say next in English.					✓
Metacognitive strategies						
17	I try to find as many ways as I can to use my English.			✓		
18	I notice my English mistakes and use that information to help me do better.				✓	
19	I pay attention when someone is speaking English.					✓

		5	4	3	2	1
20	I try to find out how to be a better learner of English.			✓		
21	I plan my schedule so I will have enough time to study English.			✓		
22	I look for people I can talk to in English.				✓	
23	I look for opportunities to read as much as possible in English.					✓
24	I have clear goals for improving my English skills.				✓	
25	I think about my progress in learning English.			✓		
Affective strategies						
26	I encourage myself to speak English even when I am afraid of making a mistake.				✓	
27	I give myself a reward or treat when I do well in English.				✓	
28	I notice if I am tense or nervous when I am studying or using English.					✓
29	I talk to someone else about how I feel when I am learning English.					✓
Social strategies						
30	If I do not understand something in English, I ask the other person to slow down or say it again.				✓	
31	I practice English with other students.			✓		
32	I ask questions in English.			✓		

Rohit Mukli

PRE-TEST

Teaching self-efficacy		1 (strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (strongly disagree)
	Language of Interaction					
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.			✓		
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation				✓	
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics					✓
	Efficacy for student engagement					
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.				✓	
	Language of Instruction					
5	I can explain/scaffold concepts, terms, or lesson content in clear English.			✓		
6	I can give clear instructions in English when conducting activities which are linked to language strategies				✓	
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies					✓
8	I can give clear instructions in English when managing the classroom.				✓	
	Efficacy for class management					
9	I can establish a classroom management system with each group of students			✓		
	Efficacy for instructional strategies					
10	I can provide an alternative explanation or example when students are confused.				✓	
11	I can prepare good questions to engage learners in understanding the content.					✓

Rohit Mukhi

PRE-TEST

Total - 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>			✓		
1	Can you understand stories told in English?					
2	Can you understand radio programs in English speaking countries?		✓	✓		
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?				✓	
	<i>speaking</i>					
4	Can you introduce your university in English?					✓
5	Can you ask questions to your teachers in English?			✓		
6	Can you discuss in English with your classmates some topics assuming all of you are interested?				✓	
7	Can you answer your teachers' questions in English?					✓
8	Can you introduce yourself in English?			✓		
	<i>Reading</i>					
9	Can you finish your homework of English reading independently?				✓	
10	When you read English articles, can you guess the meaning of unknown words?					✓
11	Can you understand the English news on the Internet?				✓	
12	Can you read English newspapers?			✓		
13	Can you find the meaning of new words by using English-English dictionaries?				✓	
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?					✓
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?					✓
16	Can you leave a message to your classmates in English?				✓	
17	Can you make new sentences with the words just learned?					✓
18	Can you send emails in English?				✓	

Rohit Kukhi

POST-TEST

Feedback questionnaire

Task perceptions feedback (Learner feedback questionnaire) is point Likert scales given in experimental survey in the post test phase (10-10)

Task feedback		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Relevance					
1	The subject matter of the course seems important	✓				
2	The things I am learning in this course will be useful to me		✓			
3	In order to accomplish my goals it is important that I do well in the course		✓			
	Satisfaction					
4	Working together with peers in language learning motivates me	✓				
5	Teacher support which is provided whenever needed motivates me to complete the task	✓				
6	I feel that this course gives me lot of satisfaction		✓			
7	The instructor uses an interesting variety of teaching strategies		✓			
8	The content of this course relates to my expectations and goals		✓			
9	My curiosity is often stimulated	✓				
10	I enjoy working for this course	✓				
	Attention					
11	The feedback provided motivates me in my language learning process.		✓			
	confidence					
12	As I am making taking this course, I believe I can succeed if I try hard	✓				
13	I feel confident that I do well in this course.	✓				

Krishna

Post-TEST

Feedback questionnaire

Look previous on feedback sheet for feedback questionnaire. Complete it about your experience in the experimental group in the post test phase. (10-15)

Task feedback		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Relevance					
1	The subject matter of the course seems important	✓				
2	The things I am learning in this course will be useful to me	✓				
3	In order to accomplish my goals it is important that I do well in the course	✓				
	Satisfaction					
4	Working together with peers in language learning motivates me		✓			
5	Teacher support which is provided whenever needed motivates me to complete the task	✓				
6	I feel that this course gives me lot of satisfaction		✓			
7	The instructor uses an interesting variety of teaching strategies	✓				
8	The content of this course relates to my expectations and goals		✓			
9	My curiosity is often stimulated	✓				
10	I enjoy working for this course	✓				
	Attention					
11	The feedback provided motivates me in my language learning process.		✓			
	confidence					
12	As I am making taking this course, I believe I can succeed if I try hard	✓				
13	I feel confident that I do well in this course.	✓				

Rohit Mukhi

POST-TEST

Feedback questionnaire

Last participants in feedback (learner feedback questionnaire) - post-Test will consist of experimental group in the post-test phase (16-10)

Task feedback		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Relevance					
1	The subject matter of the course seems important	✓				
2	The things I am learning in this course will be useful to me	✓				
3	In order to accomplish my goals it is important that I do well in the course	✓				
	Satisfaction					
4	Working together with peers in language learning motivates me	✓				
5	Teacher support which is provided whenever needed motivates me to complete the task	✓				
6	I feel that this course gives me lot of satisfaction	✓				
7	The instructor uses an interesting variety of teaching strategies	✓				
8	The content of this course relates to my expectations and goals		✓			
9	My curiosity is often stimulated	✓				
10	I enjoy working for this course		✓			
	Attention					
11	The feedback provided motivates me in my language learning process.	✓				
	confidence					
12	As I am making taking this course, I believe I can succeed if I try hard		✓			
13	I feel confident that I do well in this course.		✓			

Adriana

POST-TEST

Feedback questionnaire

Task perceptions feedback of course feedback questionnaire (5 points Likert scale) was experimental group in the post-test phase (LA: 10)

Task feedback		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Relevance					
1	The subject matter of the course seems important	✓				
2	The things I am learning in this course will be useful to me		✓			
3	In order to accomplish my goals it is important that I do well in the course	✓				
	Satisfaction					
4	Working together with peers in language learning motivates me		✓			
5	Teacher support which is provided whenever needed motivates me to complete the task	✓				
6	I feel that this course gives me lot of satisfaction		✓			
7	The instructor uses an interesting variety of teaching strategies	✓				
8	The content of this course relates to my expectations and goals	✓				
9	My curiosity is often stimulated	✓				
10	I enjoy working for this course		✓			
	Attention					
11	The feedback provided motivates me in my language learning process.	✓				
	confidence					
12	As I am making taking this course, I believe I can succeed if I try hard		✓			
13	I feel confident that I do well in this course.	✓				

MD

POST-TEST

Feedback questionnaire

Task perception and feedback of learner feedback questionnaire of 10-item Likert scale is given the experimental groups in the post-test phases 1 to 100.

Task feedback		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Relevance					
1	The subject matter of the course seems important	✓				
2	The things I am learning in this course will be useful to me		✓			
3	In order to accomplish my goals it is important that I do well in the course	✓				
	Satisfaction					
4	Working together with peers in language learning motivates me		✓			
5	Teacher support which is provided whenever needed motivates me to complete the task	✓				
6	I feel that this course gives me lot of satisfaction		✓			
7	The instructor uses an interesting variety of teaching strategies	✓				
8	The content of this course relates to my expectations and goals		✓			
9	My curiosity is often stimulated	✓				
10	I enjoy working for this course		✓			
	Attention					
11	The feedback provided motivates me in my language learning process.	✓				
	confidence					
12	As I am making taking this course, I believe I can succeed if I try hard	✓				
13	I feel confident that I do well in this course.	✓				

(M)

POST- TEST

Language strategy awareness of pre-service teachers in experimental group 1.6 - 101

S/N		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Memory strategies					
1	I think of relationships between what I already know and new things I learn in English.		✓			
2	I use new English words in a sentence so I can remember them.	✓				
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.		✓			
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	✓				
5	I use flashcards to remember new English words.		✓			
6	I physically act out new English words.					
7	I review English lessons often.	✓		✓		
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓			
	Cognitive strategies					
9	I say or write new English words several times.	✓				
10	I practice the sounds of English.		✓			
11	I start conversations in English.			✓		
12	I write notes, messages, letters, or reports in English.	✓				
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.		✓			
14	I make summaries of information that I hear or read in English.			✓		
	Compensation strategies					
15	To understand unfamiliar English words, I make guesses	✓				
16	I try to guess what the other person will say next in English.		✓			
	Metacognitive strategies					
17	I try to find as many ways as I can to use my English.		✓			
18	I notice my English mistakes and use that information to help me do better.	✓				
19	I pay attention when someone is speaking English.		✓			

		5	4	3	2	1
20	I try to find out how to be a better learner of English.		✓			
21	I plan my schedule so I will have enough time to study English.	✓				
22	I look for people I can talk to in English.		✓			
23	I look for opportunities to read as much as possible in English.	✓				
24	I have clear goals for improving my English skills.		✓	✓		
25	I think about my progress in learning English.			✓		
Affective strategies						
26	I encourage myself to speak English even when I am afraid of making a mistake.	✓				
27	I give myself a reward or treat when I do well in English.		✓			
28	I notice if I am tense or nervous when I am studying or using English.	✓	✓			
29	I talk to someone else about how I feel when I am learning English.		✓			
Social strategies						
30	If I do not understand something in English, I ask the other person to slow down or say it again.	✓				
31	I practice English with other students		✓			
32	I ask questions in English.	✓				

80

POST-TEST

Total - 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>					
1	Can you understand stories told in English?		✓			
2	Can you understand radio programs in English speaking countries?	✓				
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?		✓			
	<i>speaking</i>					
4	Can you introduce your university in English?	✓				
5	Can you ask questions to your teachers in English?	✓				
6	Can you discuss in English with your classmates some topics assuming all of you are interested?	✓				
7	Can you answer your teachers' questions in English?		✓			
8	Can you introduce yourself in English?		✓			
	<i>Reading</i>					
9	Can you finish your homework of English reading independently?	✓				
10	When you read English articles, can you guess the meaning of unknown words?	✓	✓			
11	Can you understand the English news on the Internet?		✓			
12	Can you read English newspapers?	✓				
13	Can you find the meaning of new words by using English-English dictionaries?		✓			
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	✓				
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?		✓			
16	Can you leave a message to your classmates in English?	✓				
17	Can you make new sentences with the words just learned?		✓			
18	Can you send emails in English?	✓				



Teacher self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
Language of Interaction						
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.	✓				
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation		✓			
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics			✓		
Efficacy for student engagement						
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.	✓				
Language of Instruction						
5	I can explain/scaffold concepts, terms, or lesson content in clear English.		✓			
6	I can give clear instructions in English when conducting activities which are linked to language strategies	✓				
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies		✓			
8	I can give clear instructions in English when managing the classroom.		✓			
Efficacy for class management						
9	I can establish a classroom management system with each group of students		✓			
Efficacy for instructional strategies						
10	I can provide an alternative explanation or example when students are confused.		✓			
11	I can prepare good questions to engage learners in understanding the content.		✓			

MD

POST-TEST

Language strategy awareness of pre-service teachers in experimental group LG-101

Sl. No.		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
Memory strategies						
1	I think of relationships between what I already know and new things I learn in English.	✓				
2	I use new English words in a sentence so I can remember them.		✓			
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	✓				
4	I remember a new English word by making a mental picture of a situation in which the word might be used.			✓		
5	I use flashcards to remember new English words.	✓				
6	I physically act out new English words.		✓			
7	I review English lessons often.	✓				
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓			
Cognitive strategies						
9	I say or write new English words several times.	✓				
10	I practice the sounds of English.		✓			
11	I start conversations in English.			✓		
12	I write notes, messages, letters, or reports in English.	✓				
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.		✓			
14	I make summaries of information that I hear or read in English.	✓				
Compensation strategies						
15	To understand unfamiliar English words, I make guesses		✓			
16	I try to guess what the other person will say next in English.	✓				
Metacognitive strategies						
17	I try to find as many ways as I can to use my English.		✓			
18	I notice my English mistakes and use that information to help me do better.	✓				
19	I pay attention when someone is speaking English.		✓			

		5	4	3	2	1
20	I try to find out how to be a better learner of English.	✓				
21	I plan my schedule so I will have enough time to study English.		✓			
22	I look for people I can talk to in English.			✓		
23	I look for opportunities to read as much as possible in English.	✓				
24	I have clear goals for improving my English skills.		✓			
25	I think about my progress in learning English.		✓			
	Affective strategies					
26	I encourage myself to speak English even when I am afraid of making a mistake.		✓			
27	I give myself a reward or treat when I do well in English.	✓				
28	I notice if I am tense or nervous when I am studying or using English.		✓			
29	I talk to someone else about how I feel when I am learning English.	✓				
	Social strategies					
30	If I do not understand something in English, I ask the other person to slow down or say it again.		✓			
31	I practice English with other students	✓				
32	I ask questions in English.		✓			

Aditya

POST- TEST

Total - 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>					
1	Can you understand stories told in English?	✓				
2	Can you understand radio programs in English speaking countries?		✓			
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?	✓				
	<i>speaking</i>					
4	Can you introduce your university in English?		✓			
5	Can you ask questions to your teachers in English?	✓				
6	Can you discuss in English with your classmates some topics assuming all of you are interested?		✓			
7	Can you answer your teachers' questions in English?	✓				
8	Can you introduce yourself in English?		✓			
	<i>Reading</i>					
9	Can you finish your homework of English reading independently?	✓				
10	When you read English articles, can you guess the meaning of unknown words?		✓			
11	Can you understand the English news on the Internet?	✓				
12	Can you read English newspapers?		✓			
13	Can you find the meaning of new words by using English-English dictionaries?	✓				
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?		✓			
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?	✓				
16	Can you leave a message to your classmates in English?		✓			
17	Can you make new sentences with the words just learned?	✓				
18	Can you send emails in English?		✓			

Aditga

POST-TEST

Teacher self-efficacy		1 (Strongly agree)	2 (agree)	3 (neutral)	4 (disagree)	5 (Strongly disagree)
Language of Interaction						
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.		✓			
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation		✓			
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics		✓			
Efficacy for student engagement						
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.		✓			
Language of Instruction						
5	I can explain/scaffold concepts, terms, or lesson content in clear English.	✓				
6	I can give clear instructions in English when conducting activities which are linked to language strategies	✓				
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies	✓				
8	I can give clear instructions in English when managing the classroom.		✓			
Efficacy for class management						
9	I can establish a classroom management system with each group of students	✓				
Efficacy for instructional strategies						
10	I can provide an alternative explanation or example when students are confused.		✓			
11	I can prepare good questions to engage learners in understanding the content.	✓				

Aditya

POST-TEST

Language strategy awareness of pre-service teachers in experimental group 141-161

SILL		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
Memory strategies						
1	I think of relationships between what I already know and new things I learn in English.		✓			
2	I use new English words in a sentence so I can remember them.	✓				
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.		✓			
4	I remember a new English word by making a mental picture of a situation in which the word might be used.		✓			
5	I use flashcards to remember new English words.	✓				
6	I physically act out new English words.		✓			
7	I review English lessons often.	✓				
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.		✓			
Cognitive strategies						
9	I say or write new English words several times.	✓				
10	I practice the sounds of English.		✓			
11	I start conversations in English.			✓		
12	I write notes, messages, letters, or reports in English.	✓				
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.		✓			
14	I make summaries of information that I hear or read in English.	✓				
Compensation strategies						
15	To understand unfamiliar English words, I make guesses		✓			
16	I try to guess what the other person will say next in English.	✓				
Metacognitive strategies						
17	I try to find as many ways as I can to use my English.		✓			
18	I notice my English mistakes and use that information to help me do better.	✓				
19	I pay attention when someone is speaking English.		✓			

		5	4	3	2	1
I try to find out how to be a better learner of English.			✓			
21	I plan my schedule so I will have enough time to study English.	✓				
22	I look for people I can talk to in English.			✓		
23	I look for opportunities to read as much as possible in English.	✓				
24	I have clear goals for improving my English skills.		✓			
25	I think about my progress in learning English.	✓				
Affective strategies						
26	I encourage myself to speak English even when I am afraid of making a mistake.		✓			
27	I give myself a reward or treat when I do well in English.	✓				
28	I notice if I am tense or nervous when I am studying or using English.		✓			
29	I talk to someone else about how I feel when I am learning English.	✓				
Social strategies						
30	If I do not understand something in English, I ask the other person to slow down or say it again.		✓			
31	I practice English with other students	✓				
32	I ask questions in English.		✓			

Krishna

POST-TEST

Self-efficacy		Strongly agree	Agree	Disagree	Strongly disagree
Language of Interaction					
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.		✓		
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation	✓			
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics		✓		
Efficacy for student engagement					
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/ interact by participating in classroom activities/tasks.	✓			
Language of Instruction					
5	I can explain/scaffold concepts, terms, or lesson content in clear English.		✓		
6	I can give clear instructions in English when conducting activities which are linked to language strategies	✓			
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies		✓		
8	I can give clear instructions in English when managing the classroom.		✓		
Efficacy for class management					
9	I can establish a classroom management system with each group of students	✓			
Efficacy for instructional strategies					
10	I can provide an alternative explanation or example when students are confused.		✓		
11	I can prepare good questions to engage learners in understanding the content.		✓		

Krishna

POST-TEST

Language strategy awareness of pre-service teachers in experimental group (N = 10)

S/N		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
Memory strategies						
1	I think of relationships between what I already know and new things I learn in English.	✓				
2	I use new English words in a sentence so I can remember them.		✓			
3	I connect the sound of a new English word and an image or picture of the word to help remember the word.	✓				
4	I remember a new English word by making a mental picture of a situation in which the word might be used.			✓		
5	I use flashcards to remember new English words.	✓				
6	I physically act out new English words.		✓			
7	I review English lessons often.			✓		
8	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	✓				
Cognitive strategies						
9	I say or write new English words several times.		✓			
10	I practice the sounds of English.	✓				
11	I start conversations in English.		✓			
12	I write notes, messages, letters, or reports in English.	✓				
13	I first skim an English passage (read over the passage quickly) then go back and read carefully.		✓			
14	I make summaries of information that I hear or read in English.	✓				
Compensation strategies						
15	To understand unfamiliar English words, I make guesses.		✓			
16	I try to guess what the other person will say next in English.	✓				
Metacognitive strategies						
17	I try to find as many ways as I can to use my English.		✓			
18	I notice my English mistakes and use that information to help me do better.	✓				
19	I pay attention when someone is speaking English.		✓			

		5	4	3	2	1
20	I try to find out how to be a better learner of English.	✓				
21	I plan my schedule so I will have enough time to study English.		✓			
22	I look for people I can talk to in English.			✓		
23	I look for opportunities to read as much as possible in English.	✓				
24	I have clear goals for improving my English skills.		✓			
25	I think about my progress in learning English.	✓				
	Affective strategies					
26	I encourage myself to speak English even when I am afraid of making a mistake.		✓			
27	I give myself a reward or treat when I do well in English.	✓				
28	I notice if I am tense or nervous when I am studying or using English.		✓			
29	I talk to someone else about how I feel when I am learning English.	✓				
	Social strategies					
30	If I do not understand something in English, I ask the other person to slow down or say it again.		✓			
31	I practice English with other students	✓				
32	I ask questions in English.		✓			

Rohit Mukhi

POST-TEST

Total – 101 participants

Language self-efficacy awareness of pre-service teachers in experimental group

Self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	<i>Listening</i>					
1	Can you understand stories told in English?	✓				
2	Can you understand radio programs in English speaking countries?		✓			
3	If your teacher gives you an audio-recorded English dialogue about school life, can you understand it?	✓				
	<i>speaking</i>					
4	Can you introduce your university in English?		✓			
5	Can you ask questions to your teachers in English?	✓				
6	Can you discuss in English with your classmates some topics assuming all of you are interested?		✓			
7	Can you answer your teachers' questions in English?	✓				
8	Can you introduce yourself in English?		✓			
	<i>Reading</i>					
9	Can you finish your homework of English reading independently?	✓				
10	When you read English articles, can you guess the meaning of unknown words?		✓			
11	Can you understand the English news on the Internet?	✓				
12	Can you read English newspapers?		✓			
13	Can you find the meaning of new words by using English-English dictionaries?	✓				
14	Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?		✓			
	<i>writing</i>					
15	Can you write English compositions assigned by your teachers?	✓				
16	Can you leave a message to your classmates in English?		✓			
17	Can you make new sentences with the words just learned?	✓				
18	Can you send emails in English?		✓			

Rohit Mukhi

POST-TEST

Teaching self-efficacy		5 (strongly agree)	4 (agree)	3 (neutral)	2 (disagree)	1 (strongly disagree)
	Language of Interaction					
1	I can use appropriate English to prepare prompts to engage learners in discussion and interact.		✓			
2	I can use appropriate English to respond to students' questions, such as seeking clarification, giving confirmation.	✓				
3	I can give specific feedback in English to students about their strategy learning with the help of rubrics.		✓			
	Efficacy for student engagement					
4	I can model language strategies and can make students appreciate the potential benefits associated with learning English and encourage them to communicate/interact by participating in classroom activities/tasks.		✓			
	Language of Instruction					
5	I can explain/scaffold concepts, terms, or lesson content in clear English.	✓				
6	I can give clear instructions in English when conducting activities which are linked to language strategies.		✓			
7	I can give clear instructions in English when giving assessment tasks which are linked to language strategies.	✓				
8	I can give clear instructions in English when managing the classroom.		✓			
	Efficacy for class management					
9	I can establish a classroom management system with each group of students.		✓			
	Efficacy for instructional strategies					
10	I can provide an alternative explanation or example when students are confused.	✓				
11	I can prepare good questions to engage learners in understanding the content.		✓			

Rohit Mukhi

Appendix C2: Proficiency test- Main study

Reading components (pre and post-test)**Marks: 18**

1. Contextual clues
2. Jumbled paragraph (2)
3. Short text comprehension
4. Long text comprehension

Listening**Marks:****17****Listening (pre-test) question paper**

1. What class was the teacher assigned?
a. English b. History c. Geography
2. What day is the Mathematics test?
a. Monday b. Tuesday c. Friday
3. What team will the teacher coach this year?
a. Volleyball b. Football c. Basketball
4. Where is the staff holiday party?
a. At school b. At a restaurant c. At a banquet hall
5. What was the class average on the English test?
a. 60% b. 70% c. 75%
6. Two coworkers are talking about their upcoming conference. What time is the meeting?
a. 4:45 pm b. 4:45 pm c. 4:00 pm
7. How much is the library's new late fee?
a. \$ 0.25 / a day b. \$ 1.00 / a day c. \$ 2.00 / a day
8. What room number is the substitute teacher's classroom?
a. 12 b. 13 c. 30
9. What did the student bring for show and tell?
a. A book b. A doll c. A pet
10. According to the new dress code, what can't the teachers wear?
a. Jeans b. Suits c. Shorts
11. Two friends are discussing the new teacher. What do they think?
a. She's easy to understand. B. She's friendly. C. She's young.

12. Listen to two teachers discussing potential modifications to their language school. Read the statements and decide whose opinion matches the best: the man's, the women, or both.

There should be a practical component (man/woman/both)

13. Listen to a new teacher asking a senior teacher about classroom management strategies. Read the statements and decide whose opinion matches the best: the man's, the women, or both.

Rules should be clearly defined. (man/woman/both)

14. Four high school teachers are discussing their views on various school subjects. Complete the sentences. Use each answer only once.

(I. Highlights the importance of learning a second language II. Is creating a course of his/her own III. Believes physical education should be compulsory IV. Incorporates art into the lessons V. Wishes the curriculum were more practical VI. Thinks second language instruction in other subjects is problematic.)

Person A I II III IV V VI

Person B I II III IV V VI

Person C I II III IV V VI

Person D I II III IV V VI

Person E I II III IV V VI

Person F I II III IV V VI

Listening (post-test) question paper

1. Listen to the substitute teacher. Which class did she cover?
a. Science b. Business c. Maths
2. Why was the school closed on Monday?
a. Holiday b. Flood c. Election
3. How many reports did the teacher complete?
a. 30 b. 20 c. 15
4. What did the teacher leave at home?
a. Her identification b. Her keys c. Her folders
5. Where is the teacher taking the class for the field trip?
a. Museum b. Park c. Cinema
6. Two colleagues are discussing a new policy. What are they least happy with?
a. Training program b. Meeting Length c. Preparation Time

7. What part of the school is closed for repairs?
a. Field b. Gymnasium c. Hallway
 8. During the sports match, what did the student injure?
a. His leg b. His arm c. His head
 9. According to the principal, what will be served at the staff dinner?
a. Salad b. Pizza c. Pasta
 10. How will the class get to the field trip?
a. Cars b. School bus c. Public transport
 11. Two colleagues are discussing the new teacher. How old is she?
a. 25 b. 40 c. 30
 12. Listen to a new teacher discussing with his boss. Read the statements and decide whose opinion matches the best: the man's, the woman's, or both.
Having lesson modifications is helpful.
 13. Listen to a new teacher discussing with his boss. Read the statements and decide whose opinion matches the best: the man's, the woman's, or both.
Peer observations are helpful for all teachers.
 14. Four people are discussing their views on shopping. Complete the sentences. Use each answer only once. You will not need two of the reasons.
(I. Learned a new strategy from someone II. Promote hard work III. Limits student rewards IV. Punishes bad behaviour V. Uses teamwork in the classroom VI. Struggles to deal with adults)
- Person A I II III IV V VI
- Person B I II III IV V VI
- Person C I II III IV V VI
- Person D I II III IV V VI
- Person E I II III IV V VI
- Person F I II III IV V VI

Writing (pre-test) task 1 and task 2

Marks allotted: 12

Time allotted: 12

minutes

Writing section

1. Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning. Provide your answer in 100-120 words.

Answer:

2. Paragraph writing

Use the clues (verbal) below and write a paragraph: (100-120 words).

Healthy habits, disciplined lifestyle, health is wealth, overall health

Answer:

Post-Test Writing

1. Share one memorable event in your life with your distant friend through mail. (Provide your answer in 80-100 words).

Answer:

2. paragraph writing- successful/unsuccessful people

Use the clues (verbal) below and write a paragraph: (100-120 words)

Mindset, success, failures, learning

Answer:

Pre-Test Speaking

Marks allotted: 9 MARKS

Time allotted: 6 minutes

1. You have to explain the topic 'self-motivation' to students. Use the following cues and speak on the topic for 45 seconds for each question.

Why is it important to stay motivated in life despite failures?

What tips do you provide to your learners to stay self-motivated in their personal and academic lives?



2. What do you see in the two pictures? B. Which mode of communication do you think has more benefits and why? C. Which types of communication do you think should be encouraged in a classroom learning process?

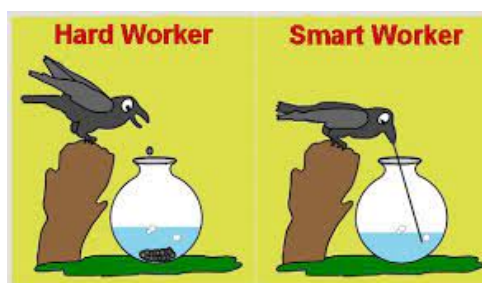


Post-Test Speaking

1. Describe the picture below b. How is technology useful to learners? C. do you think technology can replace a teacher in future?



2. You have to explain the topic ‘smart work vs hard work’ to students. Use the following cues and speak on the topic for 45 seconds for each question.
 - a. Describe the picture
 - b. What is the difference between smart work and hard work according to you?
 - c. Which one do you think is important for a successful career?



Classroom English components (pre and post-test)

Marks:

50

1. Managing the classroom

2. Understanding lesson content
3. Communicating lesson content
4. Assessing student work
5. Giving feedback

Appendix C3: Intervention (student responses)

CONTEXTUAL CLUES - low LONG TEXT - low
 JUMBLED PARAGRAPH (1) - ?
 JUMBLED PARAGRAPH (2) } Medium
 SHORT TEXT (1) - low

Pre-test questionnaire

Reading (18 marks)

Time allotted: 35 minutes

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

• Contextual clues (guessing meaning from context) (4m)

1. This 'urban-rural manufacturing shift' has often been interpreted as a mixed bag, as it has its share of advantages that could transform the rural economy, as well as a set of constraints, that could hamper higher growth.
 What is the meaning of the word 'hamper' in this context?
 a. to make something easier
 b. to make something difficult
 c. to make something convenient
2. While politicians, writers, artists, actors, and other celebrities have been given their due, science and scientists seem to have been largely ignored. The general *apathy* towards science, and the lack of scientific temper among the public and politicians, is a poor commentary on the Indian sensibility.
 What is the meaning of the word 'apathy' in the context?
 a. lack of interest
 b. lack of talent
 c. lack of difference
3. Parliament *underscored* our commitment to propagate scientific temper by including it as a duty in Article 51A of the Constitution through the 42nd Amendment. Article 51A says, "It shall be the duty of every citizen of India to develop the scientific temper, humanism, and the spirit of inquiry and reform."
 What is the meaning of the word 'underscore' in the context?
 a. to make something effective
 b. to make something evident
 c. to make something dutiful
4. As the keystone of the scientific revolution of the seventeenth century, Newton's work combined the contributions of Copernicus, Kepler, Galileo, and others into a new powerful synthesis.
 What is the antonym of the word 'synthesis' in this context?
 a. the combination of similar conceptions into a whole
 b. the combination of popular conceptions into a whole
 c. the combination of diverse conceptions into a whole

Rearrange the sentences into a paragraph (the first and last sentences are given to you): (2M)

S1 Isaac Newton was born in Woolsthorpe near Grantham, England.

S6. It was during this year that the incident of the apple falling on him is said to have occurred

A. He was born into a poor farming family but was not good at farming.

B. In 1665 a plague broke out in Cambridge and so Newton took a year off.

C. He is generally regarded as the most original and influential theorist in the history of science.

d. He was sent to study at Cambridge University in 1661.

A. ABCD B. CDAB C. DCAB D. CADB ()

Rearrange the sentences into a paragraph (2M)

P. A person of poor health can never be a good sportsperson and in countries where there are high levels of stunted growth, malnutrition, and anemia, we cannot expect good athletes

Q. There are many factors that are important in determining the performance of a nation in various sports.

R. The size of total GDP is hardly important in countries like India where a sizable segment is fighting hunger.

S. Beyond a threshold level, the average standard of living in a nation and the country's population size may be important determinants for its performance at the Olympics.

A. TQRS B. QSRP C. SRPQ D. QRSP ()

Short text comprehension: (4m)

Read the questions below and match them with the opinions of people:

Who thinks that the Chinese are not good swimmers due to their stature? 2. Who thinks that because of world-class training facilities sportspersons from rich countries can win over sportspersons in poor nations? 3. Who thinks that India is not able to perform best in any one sport compared to other Asian countries? 4. Who thinks that other countries in Asia and Africa started showing better performance in International sports when there was no proper allocation of resources for sports in India?

a. Mobilizing resources in world-class training provides an edge to sportspersons. Such infrastructure makes the U.S. the superpower in athletics and gymnastics, Germany in equestrian, and the U.K. in diving, sailing, and cycling. For poor nations, creating such infrastructure is a luxury.

b. Genetic factors are also no less important. The U.S., Australia, and the Netherlands are powerhouses in swimming, but not China. Perhaps, taller people have an advantage in swimming or basketball but height is not important in shooting or gymnastics. China excels in shooting along with the U.S. and Germany. East Asian nations do better at table tennis than Western nations. Russia, East European nations, and Central Asian countries do well in amateur boxing whereas China and Central Asian countries do better in weightlifting and wrestling.

c. During colonial rule, India got some exposure to international sporting events earlier than many Asian and African nations. The Calcutta Football League, for example, is the oldest football league in Asia. Durand Cup is the oldest existing football tournament in Asia. This exposure gave India an edge over other 'Third World' nations in the 1950s and early 1960s. Resources in India were spread thinly across sports disciplines. As more and more nations started coming into the international sports arena, India's relative position started declining in the 1970s.

d. Asian countries such as Kazakhstan, Singapore, and Malaysia may stand below India in the medal tally at the Asian Games but are ahead of it at the Olympics. This is primarily because India is moderately good at many sports but not good enough to be the best at any of them. In contrast, Jamaica does well at the Olympics in sprinting and Kenya gets medals in long-distance running. They perform better than India though they are not great sporting nations.

1. person D, person B, person A, person C

2. person B, person A, person D, person C

3. person C, person B, person A, person D

4. person A, person C, person B, person D

Read and match: (match the paragraphs with appropriate headings) (6m)

Title: Why students need to know about digital literacy

Digital literacy helps students to know how to use the Internet safely and responsibly. Here are a few ways in which students can be taught about digital literacy:

- A. The Internet is a vast resource with all kinds of information, all of which students have easy access to. Therefore, they are more vulnerable to fake news and misinformation. Encourage students to ask questions and finalise answers after comparing information from multiple sources.
- B. Most students are active on social media and adept at using it. They must be made aware that platforms like Twitter can be used to conduct research polls and Facebook and LinkedIn can be used to connect with peers.
- C. Students often cite a quote or a paragraph without giving due credit to the original work. They need to be taught the correct way to use citations, and quotes and support their answers by attributing information to the original author.
- D. With personal or sensitive information being stolen, students should know the necessity of having a strong password, what to do while using a public network, what phishing is, and more. Internet theft is a serious issue and digital literacy can help counter it.
- E. Students need to be taught how to get results that are relevant to their queries. Techniques like using "OR" between two search queries can combine results. A "related" in front of a web address can help get other similar sites.
- F. Constantly being around digital tools can make a person feel distant and drained. Digital literacy can help students learn distraction-management techniques such as taking multiple breaks and muting notifications while studying.

The titles of the paragraphs are given below. Tick mark the right option.

- a. Avoiding plagiarism b. Promote critical thinking for online content c. Managing digital distractions
D. Teach Internet safety e. Social media for learning f. Effective use of search engines

ABEDFC

B. CFDABE

☒ C. EBADFC

D. BEADFC

CONTEXTUAL CLUES - *high*
 JUMBLED PARAGRAPH (1) } *Medium*
 JUMBLED PARAGRAPH (2) }
 SHORT TEXT - *high*
 LONG TEXT - *high*

Post-reading questionnaire

Reading (18 marks)

Time allotted:

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Contextual clues (guessing meaning from context)

Most of us have a tendency to talk about a problem and not about the action to solve the problem. This would again result in negative energy being circulated and the Mind would further strengthen its tendency to revel in negativity and not look to the positive.

What is the meaning of the word 'tendency' in this context?

- ☒ a. that makes someone likely to think or behave in a particular way
- ☐ b. that makes someone unlikely to think or behave in a particular way.
- ☐ c. that makes someone unhappily to think or behave in a particular way

As competition becomes glaringly intense, many people even love to see the brilliant children of their friends and neighbours fail. The children feeling the heat of competition feel as if nobody understands them.

What is the meaning of the word 'glaringly' in this context?

- ☐ a. in a way that is very astounding
- ☐ b. in a way that is very interesting
- ☒ c. in a way that is very obvious

The youth in turn should explore every opportunity to serve the nation. They have a responsibility to ensure that India emerges as a frontline nation in science, technology, and other fields.

What is the meaning of the word 'frontline' in this context?

- ☒ A. with an undisputable position in an activity
- ☐ B. with a simple position in an activity
- ☐ C. with a leading position in an activity

But the bench wanted to address the larger questions arising from the indiscriminate use of plastic bags, which not only posed a grave threat to nature and the environment but also to the human race itself. 'All of us are watching how our lakes, ponds, and urban sewerage systems are getting choked by plastic bags.

What is the meaning of the word 'indiscriminate' in this context?

- ☐ a. Lack of careful choice or planning
- ☐ b. Lack of careless choice or planning

~~C.~~ Lack of intelligent choice or planning

Rearrange the sentences into a paragraph (2m)

P. Not only does this demotivate the majority, but also creates a lopsided one-size-fits-all approach.

Q. For any educated Indian, the next biggest challenge should be the implementation of a grading system that focuses on the holistic development of all students rather than honouring a select few who manage to achieve inexplicably high grades.

R. The implementation of a few changes can help overhaul the system and benefit all the students.

S. The pandemic has forced a transition of the established norm in many fields through work from home, e-learning, virtual exams, and so on.

a. SQPR b. RPQS c. SPQR d. QSPR ()

Rearrange the sentences into a paragraph (2m)

P. Other requisites include social awareness, respecting diversity, and relationship management skills that span social and cultural diversities.

Q. Additionally, technology has made the world smaller and faster than ever before.

R. Learning to learn will be a key skill to survive and adapt to a constantly changing and shrinking world.

S. So, youngsters also need to be digitally literate and require skills such as information synthesis, cognitive flexibility, and open-mindedness.

~~A.~~ PRSQ B. RSQP C. QRSP D. QSPR ()

Short text comprehension:

Read the questions below and match them with the opinions of people:

Who thinks that motivation can be improved by the way one treats oneself? 2. Who thinks that an age-old practice will help in stress reduction? 3. Who thinks that building confidence is possible by learning new things? 4. Who thinks that challenges will help a person to grow?

A. According to science, practicing a new skill increases the density of your myelin or the white matter in your brain that helps improve performance. Learning new skills also helps flex your memory muscles and improve your overall recall. It stimulates neurons in the brain, forming more neural pathways and allowing electrical impulses to travel faster across them. Combining these two things helps you learn things quickly and adapt to new situations with confidence.

B. Our internal dialogue is often very different from how we would speak to someone we care about. This is especially true of people who are perfectionists. Be mindful of being overly self-critical. Rather than beat yourself up over a failure or misstep, try to give yourself the same advice you would give to a trusted friend. Being too tough on yourself may hinder your performance. Multiple studies show that treating yourself with more kindness could be the best way to train your mind for success. Research has linked self-compassion to

everything from improved psychological well-being and better body image to enhanced self-worth and increased motivation.

C. Negative thoughts weigh you down and can take a toll on your professional and personal life. Shifting a negative mindset to a positive outlook requires practice. When you run up against a challenging situation, look for the hidden lesson. Ask yourself, "What good might come out of this?" Think of it this way; failure is the only way to grow and evolve. It isn't the end. It's the beginning.

D. Learning how to center yourself is one of the most important ways to train your mind for success. Try to become more aware of your breathing and take deep, slow breaths from your belly. Just doing this a few times a day can work wonders. Meditation is another way which reduce stress. In fact, it is an art form that has been around for thousands of years. The good news is that anyone can meditate.

A. ABCD b. BDAC c. CBAD d. BACD

Read and match: (match the paragraphs with appropriate headings)

Title: How to start running even if you kind of hate it Runners love to hate their sport. Here's advice for how to get past the pain and make running more fun. The Washington Post asked readers, "Do you hate running but want to do it anyway?" More than 100 people responded with stories of their love-hate relationship with running. Here's their advice.

A. The struggle of running is a shared experience with every other runner, from beginner to elite marathoners. Sam Naney, suggests an alternate jogging for 30 seconds and walking for 30 seconds — a run-walk-run training method popularized by Olympian Jeff Galloway. In his book, "I Hate Running and You Can Too: How to Get Started, Keep Going, and Make Sense of an Irrational Passion," Leonard recommends permitting yourself to struggle. Running takes time. It requires practice. You need the proper shoes and gear, which can be found at specialty running stores.

B. Listening to a running podcast or guided running app during your run is like having a personal coach by your side. You can search for a variety of apps for runners of all levels. Jess Mullen, 39, says that running is "always a difficult task." Listening to the NHS Couch to 5K podcast has helped. The episodes distract her from pain and offer reminders about form and breathing.

C. Music, audiobooks, and podcasts can also serve as entertainment and distraction in a long run. "It encourages dissociation, which means that runners are not so aware of the fatigue related symptoms from the organs and from the working muscles," Karageorghis said. Look for headphones with "bone conduction technology" and an open-ear design so you can listen to music but still hear traffic and stay aware of your surroundings.

D. A common question beginners ask is how to breathe. Heather Knight Pech, a running coach for McKirdy Trained, said one of the first things she tells her clients is to slow down their pace. One breathing exercise Knight Pech recommends to warm up before running is box breathing — inhaling and pausing for three to five seconds before exhaling through the mouth and pausing for three to five seconds. While running, Knight Pech suggests inhaling through the nose and mouth but exhaling deeper out of the mouth. The key is slowing it down

and avoiding short and shallow breathing. "You do not want to be breathing short," she said. "And if you are breathing short, that probably means you're under some sort of stress."

E. The struggle of running is a shared experience with every other runner, from beginner to elite marathoner. In his book, "I Hate Running and You Can Too: How to Get Started, Keep Going, and Make Sense of an Irrational Passion," Leonard recommends giving yourself permission to struggle. Running takes time. It requires practice.

F. A number of runners noted that the running community — during training and at race day events — can make running more fun. It makes the running activity more accountable and reignites a passion for learning.

The titles of the paragraphs are given below. Tick mark the right option.

A. Run with a personal coach in your ear. b. Find your running community c. Expect the struggle d. Practice breathing. Go slower. You can even walk sometimes f. Run with music or entertainment

☒ A. EAFDCB B. FCBDAE C. BCDFAE D. AEFBDC

CONTEXTUAL CLUES - Low | LONG TEXT - Low
 JUMBLED PARAGRAPH (1) } Medium
 JUMBLED PARAGRAPH (2) }
 SHORT TEXT - Low

Pre-test questionnaire

Reading (18 marks)

Time allotted: 35 minutes

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Contextual clues (guessing meaning from context) (4m)

1. This 'urban-rural manufacturing shift' has often been interpreted as a mixed bag, as it has its share of advantages that could transform the rural economy, as well as a set of constraints, that could hamper higher growth.

What is the meaning of the word 'hamper' in this context?

- ☒ a. to make something easier
 b. to make something difficult
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2. While politicians, writers, artists, actors, and other celebrities have been given their due, science and scientists seem to have been largely ignored. The general *apathy* towards science, and the lack of scientific temper among the public and politicians, is a poor commentary on the Indian sensibility.

What is the meaning of the word 'apathy' in the context?

- ☒ a. lack of interest
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3. Parliament *underscored* our commitment to propagate scientific temper by including it as a duty in Article 51A of the Constitution through the 42nd Amendment. Article 51A says, "It shall be the duty of every citizen of India to develop the scientific temper, humanism, and the spirit of inquiry and reform."

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4. As the keystone of the scientific revolution of the seventeenth century, Newton's work combined the contributions of Copernicus, Kepler, Galileo, and others into a new powerful synthesis.

What is the antonym of the word 'synthesis' in this context?

- ☒ a. the combination of similar conceptions into a whole
 b. the combination of popular conceptions into a whole
 c. the combination of diverse conceptions into a whole

Rearrange the sentences into a paragraph (the first and last sentences are given to you): (2M)

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S6. It was during this year that the incident of the apple falling on him is said to have occurred

A. He was born into a poor farming family but was not good at farming.

B. In 1665 a plague broke out in Cambridge and so Newton took a year off.

C. He is generally regarded as the most original and influential theorist in the history of science.

d. He was sent to study at Cambridge University in 1661.

☒ A. ABCD B. CDAB C. DCAB D. CADB ()

Rearrange the sentences into a paragraph (2M)

P. A person of poor health can never be a good sportsperson and in countries where there are high levels of stunted growth, malnutrition, and anemia, we cannot expect good athletes

Q. There are many factors that are important in determining the performance of a nation in various sports.

R. The size of total GDP is hardly important in countries like India where a sizable segment is fighting hunger.

S. Beyond a threshold level, the average standard of living in a nation and the country's population size may be important determinants for its performance at the Olympics.

A. PQRS B. QSRP C. SRPQ D. QRSP ()

Short text comprehension: (4m)

Read the questions below and match them with the opinions of people:

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a. Mobilizing resources in world-class training provides an edge to sportspersons. Such infrastructure makes the U.S. the superpower in athletics and gymnastics, Germany in equestrian, and the U.K. in diving, sailing, and cycling. For poor nations, creating such infrastructure is a luxury.

b. Genetic factors are also no less important. The U.S., Australia, and the Netherlands are powerhouses in swimming, but not China. Perhaps, taller people have an advantage in swimming or basketball but height is not important in shooting or gymnastics. China excels in shooting along with the U.S. and Germany. East Asian nations do better at table tennis than Western nations. Russia, East European nations, and Central Asian countries do well in amateur boxing whereas China and Central Asian countries do better in weightlifting and wrestling.

c. During colonial rule, India got some exposure to international sporting events earlier than many Asian and African nations. The Calcutta Football League, for example, is the oldest football league in Asia. Durand Cup is the oldest existing football tournament in Asia. This exposure gave India an edge over other 'Third World' nations in the 1950s and early 1960s. Resources in India were spread thinly across sports disciplines. As more and more nations started coming into the international sports arena, India's relative position started declining in the 1970s.

d. Asian countries such as Kazakhstan, Singapore, and Malaysia may stand below India in the medal tally at the Asian Games but are ahead of it at the Olympics. This is primarily because India is moderately good at many sports but not good enough to be the best at any of them. In contrast, Jamaica does well at the Olympics in sprinting and Kenya gets medals in long-distance running. They perform better than India though they are not great sporting nations.

1. person D, person B, person A, person C

2. person B, person A, person D, person C

3. person C, person B, person A, person D

4. person A, person C, person B, person D

Read and match: (match the paragraphs with appropriate headings) (6m)

Title: Why students need to know about digital literacy

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- B. Most students are active on social media and adept at using it. They must be made aware that platforms like Twitter can be used to conduct research polls and Facebook and LinkedIn can be used to connect with peers.
- C. Students often cite a quote or a paragraph without giving due credit to the original work. They need to be taught the correct way to use citations, and quotes and support their answers by attributing information to the original author.
- D. With personal or sensitive information being stolen, students should know the necessity of having a strong password, what to do while using a public network, what phishing is, and more. Internet theft is a serious issue and digital literacy can help counter it.
- E. Students need to be taught how to get results that are relevant to their queries. Techniques like using "OR" between two search queries can combine results. A "related" in front of a web address can help get other similar sites.
- F. Constantly being around digital tools can make a person feel distant and drained. Digital literacy can help students learn distraction-management techniques such as taking multiple breaks and muting notifications while studying.

The titles of the paragraphs are given below. Tick mark the right option.

- a. Avoiding plagiarism b. Promote critical thinking for online content c. Managing digital distractions
D. Teach Internet safety e. Social media for learning f. Effective use of search engines

ABEDFC

B. CFDABE

☒ C. EBADFC

D. BEADFC

CONTEXTUAL CLUES - High
 JUMBLED PARAGRAPH (1) } High
 JUMBLED PARAGRAPH (2) }
 SHORT TEXT - High
 LONG TEXT - High

Post-reading questionnaire Reading (18 marks) Time allotted:

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Contextual clues (guessing meaning from context)

Most of us have a tendency to talk about a problem and not about the action to solve the problem. This would again result in negative energy being circulated and the Mind would further strengthen its tendency to revel in negativity and not look to the positive.

What is the meaning of the word 'tendency' in this context?

- ☒ a. that makes someone likely to think or behave in a particular way
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- a. in a way that is very astounding
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The youth in turn should explore every opportunity to serve the nation. They have a responsibility to ensure that India emerges as a frontline nation in science, technology, and other fields.

What is the meaning of the word 'frontline' in this context?

- A. with an undisputable position in an activity
- B. with a simple position in an activity
- ☒ C. with a leading position in an activity

But the bench wanted to address the larger questions arising from the indiscriminate use of plastic bags, which not only posed a grave threat to nature and the environment but also to the human race itself. 'All of us are watching how our lakes, ponds, and urban sewerage systems are getting choked by plastic bags.

What is the meaning of the word 'indiscriminate' in this context?

- a. Lack of careful choice or planning
- b. Lack of careless choice or planning

✓ Lack of intelligent choice or planning

Rearrange the sentences into a paragraph (2m)

P. Not only does this demotivate the majority, but also creates a lopsided one-size-fits-all approach.

Q. For any educated Indian, the next biggest challenge should be the implementation of a grading system that focuses on the holistic development of all students rather than honouring a select few who manage to achieve inexplicably high grades.

R. The implementation of a few changes can help overhaul the system and benefit all the students.

S. The pandemic has forced a transition of the established norm in many fields through work from home, e-learning, virtual exams, and so on.

a. SQPR b. RPQS c. SPQR d. QSPR ()

Rearrange the sentences into a paragraph (2m)

P. Other requisites include social awareness, respecting diversity, and relationship management skills that span social and cultural diversities.

Q. Additionally, technology has made the world smaller and faster than ever before.

R. Learning to learn will be a key skill to survive and adapt to a constantly changing and shrinking world.

S. So, youngsters also need to be digitally literate and require skills such as information synthesis, cognitive flexibility, and open-mindedness.

A. PRSQ B. RSQP c. QRSP D. QSPR ()

Short text comprehension:

Read the questions below and match them with the opinions of people:

Who thinks that motivation can be improved by the way one treats oneself? 2. Who thinks that an age-old practice will help in stress reduction? 3. Who thinks that building confidence is possible by learning new things? 4. Who thinks that challenges will help a person to grow?

A. According to science, practicing a new skill increases the density of your myelin or the white matter in your brain that helps improve performance. Learning new skills also helps flex your memory muscles and improve your overall recall. It stimulates neurons in the brain, forming more neural pathways and allowing electrical impulses to travel faster across them. Combining these two things helps you learn things quickly and adapt to new situations with confidence.

B. Our internal dialogue is often very different from how we would speak to someone we care about. This is especially true of people who are perfectionists. Be mindful of being overly self-critical. Rather than beat yourself up over a failure or misstep, try to give yourself the same advice you would give to a trusted friend. Being too tough on yourself may hinder your performance. Multiple studies show that treating yourself with more kindness could be the best way to train your mind for success. Research has linked self-compassion to

everything from improved psychological well-being and better body image to enhanced self-worth and increased motivation.

C. Negative thoughts weigh you down and can take a toll on your professional and personal life. Shifting a negative mindset to a positive outlook requires practice. When you run up against a challenging situation, look for the hidden lesson. Ask yourself, "What good might come out of this?" Think of it this way; failure is the only way to grow and evolve. It isn't the end. It's the beginning.

D. Learning how to center yourself is one of the most important ways to train your mind for success. Try to become more aware of your breathing and take deep, slow breaths from your belly. Just doing this a few times a day can work wonders. Meditation is another way which reduce stress. In fact, it is an art form that has been around for thousands of years. The good news is that anyone can meditate.

A. ABCD ☒ B. BDAC c. CBAD d. BACD

Read and match: (match the paragraphs with appropriate headings)

Title: How to start running even if you kind of hate it Runners love to hate their sport. Here's advice for how to get past the pain and make running more fun. The Washington Post asked readers, "Do you hate running but want to do it anyway?" More than 100 people responded with stories of their love-hate relationship with running. Here's their advice.

A. The struggle of running is a shared experience with every other runner, from beginner to elite marathoners. Sam Naney, suggests an alternate jogging for 30 seconds and walking for 30 seconds — a run-walk-run training method popularized by Olympian Jeff Galloway. In his book, "I Hate Running and You Can Too: How to Get Started, Keep Going, and Make Sense of an Irrational Passion," Leonard recommends permitting yourself to struggle. Running takes time. It requires practice. You need the proper shoes and gear, which can be found at specialty running stores.

B. Listening to a running podcast or guided running app during your run is like having a personal coach by your side. You can search for a variety of apps for runners of all levels. Jess Mullen, 39, says that running is "always a difficult task." Listening to the NHS Couch to 5K podcast has helped. The episodes distract her from pain and offer reminders about form and breathing.

C. Music, audiobooks, and podcasts can also serve as entertainment and distraction in a long run. "It encourages dissociation, which means that runners are not so aware of the fatigue related symptoms from the organs and from the working muscles," Karageorghis said. Look for headphones with "bone conduction technology" and an open-ear design so you can listen to music but still hear traffic and stay aware of your surroundings.

D. A common question beginners ask is how to breathe. Heather Knight Pech, a running coach for McKirdy Trained, said one of the first things she tells her clients is to slow down their pace. One breathing exercise Knight Pech recommends to warm up before running is box breathing — inhaling and pausing for three to five seconds before exhaling through the mouth and pausing for three to five seconds. While running, Knight Pech suggests inhaling through the nose and mouth but exhaling deeper out of the mouth. The key is slowing it down

and avoiding short and shallow breathing. "You do not want to be breathing short," she said. "And if you are breathing short, that probably means you're under some sort of stress."

E. The struggle of running is a shared experience with every other runner, from beginner to elite marathoner. In his book, "I Hate Running and You Can Too: How to Get Started, Keep Going, and Make Sense of an Irrational Passion," Leonard recommends giving yourself permission to struggle. Running takes time. It requires practice.

F. A number of runners noted that the running community — during training and at race day events — can make running more fun. It makes the running activity more accountable and reignites a passion for learning.

The titles of the paragraphs are given below. Tick mark the right option.

A. Run with a personal coach in your ear b. Find your running community c. Expect the struggle d. Practice breathing. Go slower. You can even walk sometimes f. Run with music or entertainment

☒ A. EAFDCB B. FCBDAE C. BCDFAE D. AEFBDC

CONTEXTUAL CLUES - Medium
 JUMBLED PARAGRAPH (1) } Low
 JUMBLED PARAGRAPH (2) } Low
 SHORT TEXT - Low
 LONG TEXT - Low

Pre-test questionnaire

Reading (18 marks)

Time allotted: 35 minutes

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Contextual clues (guessing meaning from context) (4m)

1. This 'urban-rural manufacturing shift' has often been interpreted as a mixed bag, as it has its share of advantages that could transform the rural economy, as well as a set of constraints, that could hamper higher growth.

What is the meaning of the word 'hamper' in this context?

- a. to make something easier
- ✓ b. to make something difficult
- c. to make something convenient

2. While politicians, writers, artists, actors, and other celebrities have been given their due, science and scientists seem to have been largely ignored. The general *apathy* towards science, and the lack of scientific temper among the public and politicians, is a poor commentary on the Indian sensibility.

What is the meaning of the word 'apathy' in the context?

- a. lack of interest
- ✓ b. lack of talent
- c. lack of difference

3. Parliament *underscored* our commitment to propagate scientific temper by including it as a duty in Article 51A of the Constitution through the 42nd Amendment. Article 51A says, "It shall be the duty of every citizen of India to develop the scientific temper, humanism, and the spirit of inquiry and reform."

What is the meaning of the word 'underscore' in the context?

- a. to make something effective
- b. to make something evident
- ✓ c. to make something dutiful

4. As the keystone of the scientific revolution of the seventeenth century, Newton's work combined the contributions of Copernicus, Kepler, Galileo, and others into a new powerful synthesis.

What is the antonym of the word 'synthesis' in this context?

- ✓ a. the combination of similar conceptions into a whole
- b. the combination of popular conceptions into a whole
- c. the combination of diverse conceptions into a whole

Rearrange the sentences into a paragraph (the first and last sentences are given to you): (2M)

S1 Isaac Newton was born in Woolsthorpe near Grantham, England.

S6. It was during this year that the incident of the apple falling on him is said to have occurred

A. He was born into a poor farming family but was not good at farming.

B. In 1665 a plague broke out in Cambridge and so Newton took a year off.

C. He is generally regarded as the most original and influential theorist in the history of science.

d. He was sent to study at Cambridge University in 1661.

A. ABCD B. CDAB C. DCAB D. CADB ()

Rearrange the sentences into a paragraph (2M)

P. A person of poor health can never be a good sportsperson and in countries where there are high levels of stunted growth, malnutrition, and anemia, we cannot expect good athletes

Q. There are many factors that are important in determining the performance of a nation in various sports.

R. The size of total GDP is hardly important in countries like India where a sizable segment is fighting hunger.

S. Beyond a threshold level, the average standard of living in a nation and the country's population size may be important determinants for its performance at the Olympics.

A. PQRS B. QSRP C. SRPQ D. QRSP ()

Short text comprehension: (4m)

Read the questions below and match them with the opinions of people:

Who thinks that the Chinese are not good swimmers due to their stature? 2. Who thinks that because of world-class training facilities sportspersons from rich countries can win over sportspersons in poor nations? 3. Who thinks that India is not able to perform best in any one sport compared to other Asian countries? 4. Who thinks that other countries in Asia and Africa started showing better performance in International sports when there was no proper allocation of resources for sports in India?

a. Mobilizing resources in world-class training provides an edge to sportspersons. Such infrastructure makes the U.S. the superpower in athletics and gymnastics, Germany in equestrian, and the U.K. in diving, sailing, and cycling. For poor nations, creating such infrastructure is a luxury.

b. Genetic factors are also no less important. The U.S., Australia, and the Netherlands are powerhouses in swimming, but not China. Perhaps, taller people have an advantage in swimming or basketball but height is not important in shooting or gymnastics. China excels in shooting along with the U.S. and Germany. East Asian nations do better at table tennis than Western nations. Russia, East European nations, and Central Asian countries do well in amateur boxing whereas China and Central Asian countries do better in weightlifting and wrestling.

c. During colonial rule, India got some exposure to international sporting events earlier than many Asian and African nations. The Calcutta Football League, for example, is the oldest football league in Asia. Durand Cup is the oldest existing football tournament in Asia. This exposure gave India an edge over other 'Third World' nations in the 1950s and early 1960s. Resources in India were spread thinly across sports disciplines. As more and more nations started coming into the international sports arena, India's relative position started declining in the 1970s.

d. Asian countries such as Kazakhstan, Singapore, and Malaysia may stand below India in the medal tally at the Asian Games but are ahead of it at the Olympics. This is primarily because India is moderately good at many sports but not good enough to be the best at any of them. In contrast, Jamaica does well at the Olympics in sprinting and Kenya gets medals in long-distance running. They perform better than India though they are not great sporting nations.

1. person D, person B, person A, person C

2. person B, person A, person D, person C

3. person C, person B, person A, person D

4. person A, person C, person B, person D

Read and match: (match the paragraphs with appropriate headings) (6m)

Title: Why students need to know about digital literacy

Digital literacy helps students to know how to use the Internet safely and responsibly. Here are a few ways in which students can be taught about digital literacy:

- A. The Internet is a vast resource with all kinds of information, all of which students have easy access to. Therefore, they are more vulnerable to fake news and misinformation. Encourage students to ask questions and finalise answers after comparing information from multiple sources.
- B. B. Most students are active on social media and adept at using it. They must be made aware that platforms like Twitter can be used to conduct research polls and Facebook and LinkedIn can be used to connect with peers.
- C. Students often cite a quote or a paragraph without giving due credit to the original work. They need to be taught the correct way to use citations, and quotes and support their answers by attributing information to the original author.
- D. With personal or sensitive information being stolen, students should know the necessity of having a strong password, what to do while using a public network, what phishing is, and more. Internet theft is a serious issue and digital literacy can help counter it.
- E. Students need to be taught how to get results that are relevant to their queries. Techniques like using "OR" between two search queries can combine results. A "related" in front of a web address can help get other similar sites.
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The titles of the paragraphs are given below. Tick mark the right option.

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ABEDFC

B. CFDABE

☒ C. EBADFC

D. BEADFC

CONTEXTUAL CLUES - High
 JUMBLED PARAGRAPH (1) } High
 JUMBLED PARAGRAPH (2) } High
 SHORT TEXT - High
 LONG TEXT - High

Post-reading questionnaire

Reading (18 marks)

Time allotted:

Instructions: Tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Contextual clues (guessing meaning from context)

Most of us have a tendency to talk about a problem and not about the action to solve the problem. This would again result in negative energy being circulated and the Mind would further strengthen its tendency to revel in negativity and not look to the positive.

What is the meaning of the word 'tendency' in this context?

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Rearrange the sentences into a paragraph (2m)

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The titles of the paragraphs are given below. Tick mark the right option.

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☒ A. EAFDCB B. FCBDAE C. BCDFAE D. AEFBDC

Specific Information - Low

Speaker's opinion/Intention - Low

Pre-listening Marks allotted:- 17 marks Time allotted:- 35 min.

Instructions:- Use the link given and tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Question No.			
1	A ✓	B	C
2	A	B ✓	C
3	A	B ✓	C
4	A ✓	B	C
5	A	B ✓	C
6	A	B ✓	C
7	A ✓	B	C
8	A	B ✓	C
9	A	B ✓	C
10	A ✓	B	C
11	A	B ✓	C
12	A ✓	B	C
13	A	B ✓	C
14	<div>I</div> <div>(A)</div> <div>B</div> <div>C</div>	<div>II</div> <div>(A)</div> <div>(B)</div> <div>C</div>	<div>III</div> <div>(A)</div> <div>B</div> <div>C</div>
	<div>IV</div> <div>A</div> <div>(B)</div> <div>C</div>	<div>V</div> <div>A</div> <div>B</div> <div>(C)</div>	<div>VI</div> <div>A</div> <div>B</div> <div>C</div>
	<div>D</div> <div>E</div> <div>F</div>	<div>D</div> <div>E</div> <div>F</div>	<div>D</div> <div>E</div> <div>F</div>

Specific Information - High
Speaker's opinion/Intention - High

Post-listening Marks allotted: 17 marks Time allotted: 35 minutes

Link for the listening test:

<https://aptisweb.com/teacher-2/listening?view=home&a=listening>

Instructions: use the link above and tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Question No.							
1	A		B ✓	C			
2	A		B	C ✓			
3	A ✓		B	C			
4	A ✓		B	C			
5	A		B	C ✓			
6	A		B ✓	C			
7	A ✓		B	C			
8	A		B	C ✓			
9	A		B ✓	C			
10	A ✓		B	C			
11	A		B ✓	C			
12	A		B	C ✓			
13	A		B ✓	C			
14	I. II. III. IV. V. VI.	A ✓ B C D E F	A ✓ B C D E F	A B ✓ C D E F	A B C D E ✓ F	A B C D E F ✓	A B C D E F ✓
		I	II	III	IV	V	VI

Specific Information - low
Speaker's opinion/Intention - low

Pre-listening Marks allotted:- 11 marks Time allotted:- 35 min

Instructions:- Use the link given and tick mark (✓) the appropriate answer, avoid ~~double~~ tick marks and strike-offs.

Question No.	A	B	C		
1	A✓	B	C		
2	A	B✓	C		
3	A	B✓	C		
4	A✓	B	C		
5	A	B✓	C		
6	A✓	B	C		
7	A	B✓	C		
8	A	B	C✓		
9	A	B✓	C		
10	A✓	B	C		
11	A	B✓	C		
12	A	B	C✓		
13	A	B✓	C		
14	<div>I Ⓐ B C D E F</div>	<div>II A Ⓑ C D E F</div>	<div>III Ⓐ B C D E F</div>	<div>IV A Ⓑ Ⓒ D E F</div>	<div>V A B Ⓒ D E F</div>

Specific Information- High
 Speaker's opinion/Intention- Medium

Post-listening Marks allotted: 17 marks Time allotted: 35 minutes

Link for the listening test:

<https://aptisweb.com/teacher-2/listening?view=home&a=listening>

Instructions: use the link above and tick mark (✓) the appropriate answer, avoid double tick marks and strike-offs.

Question No.						
1	A		B	✓	C	
2	A		B		C	✓
3	A	✓	B		C	
4	A		B	✓	C	
5	A		B		C	✓
6	A		B	✓	C	
7	A	✓	B		C	
8	A		B		C	✓
9	A		B	✓	C	
10	A	✓	B		C	
11	A		B	✓	C	
12	A		B		C	✓
13	A	✓	B		C	
14	I. II. III. IV. V. VI.	(A) B C D E F I	A B (C) D E F II	A B (C) D E F III	(A) B C D E F IV	A B C D E (F) V

Task completion - low
 Grammatical range and accuracy - low
 Lexical range and accuracy - Medium
 Cohesion and coherence - low
 Punctuation and spelling - Medium
 Pre-test

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

- In now a days mobiles are very harmful to the human being as well very useful too.
- As well as without mobile phones there is no the day starts and the day ends.
- Mainly it is useful to the students as well parents
- Main advantage is with the mobile phone we can every thing we want, like money transactions and Address searching and so many things like this we want.
- Disadvantage is a human being get so many health problems like, headache, eyesight, obesity, and so many.

2. paragraph writing
 Use the clues (verbal and picture) below and write a paragraph: (100-120 words).
 Healthy habits, disciplined lifestyle, health is wealth, overall health



Answer: Healthy habits :- meditation, 8 hours of sleep, and drink more water, eat vegetables to get a good health, eat fruits and milk to get a vitamins, and proteins and after that do some exercises to be fit and healthy in your daily life

Task completion - Medium
 Grammatical range and accuracy - Low
 Lexical range and accuracy - Medium
 Cohesion and coherence - Low
 Punctuation -
 Spelling - Medium
 Pre-test

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

Advantages,: When the Parents, Proposed an e-mail the school must send e-mail to check the progress and management will send the information school things any holiday, any announcement so that the Parents, P e-mail, should thought e-mail so that the Parents know, to know everything from school, disadvantages:- When the Parents, P e-mail, very us children are discipline to mobile, by playing games, watching, you tube videos,

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words).

Healthy habits, disciplined lifestyle, health is wealth, overall health



Answer:

When we follow the healthy habits, our, lifestyle, is very. drink more water, fruits, fresh air, 8 hours of sleep. sunbathing, physical

activities listen to music, vegetables,
fresh air, keep journal, meditation, more
healthy habits. healthy food, and
healthy luxuries, and, healthy air, water,
healthy habits, healthy, habits life more.
better, in life, healthy, benefits, useful
in healthy life, then healthy habits,

Task completion - Medium
 Grammatical range and accuracy - Medium Punctuation & spelling - Medium
 Lexical range and accuracy - Medium
 Cohesion and coherence - Low
 Pre-test

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

Advantages:-
 Mobile learning is very useful in daily life
 To share the information from one to other and to
 improve the technology and ^{can} be creating new ideas.
 It helps to create so many things.

Disadvantages:-
 By using this mobile so many members are
 wasting their time and spend ^{the} all time with
 mobile. They are seeing so many things on mobile.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words).
 Healthy habits, disciplined lifestyle, health is wealth, overall health



Answer:

Every one should maintain the healthy
 lifestyle so to main this healthy lifestyle
 follow some rules i.e → Must and should sleep at least
 8 hours, eat fruits, vegetables. Take the fresh air
 drink more water. On the sunshine. Daily do the meditation.

- Meditation is very important to people.
- Read the books when we have free time.
- Drink water so much.
- Eat the vitamin food.
- Listen to the music when we are in frustration.

Task completion - Medium Punctuation & Spelling - Medium
 Grammatical range and accuracy - Medium - Medium
 Lexical range and accuracy - Medium
 cohesion and coherence - low

Pre-test

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

Advantages of mobile learning.

1. Access anywhere and anytime.

since mobile learning is all about studying through mobile using the internet.

2. Covers a huge distance.

The main benefit of mobile learning is that it covers a huge distance.

Disadvantages of mobile learning.

1. software issues.

2. Hardware issues

3. Distraction

4. Misuse

5. Lack of internet connection or electricity.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words).

Healthy habits, disciplined lifestyle, health is wealth, overall health



Answer: Good health is a boon. It is the real jewel of life, the most precious possession of man. If a man loses his health,

drinking water, playing only eating the healthy food but not the junk food, and eight hours of a sleep. playing exercise, fitness, yoga, meditation every day, sleep for a hours. listening the sunshine, like yoga, surya namaskar.

Task completion - High
 Grammatical range & accuracy - High
 Lexical range & accuracy - High
 coherence and cohesion - High
 Punctuation & spelling - High

Post-test

Share one memorable event in your life with your distant friend through mail. What was the event? When did it happen? Where did it happen? Who else was there with you when it happened? Why it was a happy event? (Provide your answer in 80-100 words).

Answer:

Hi friend,
 I write this mail I hope you are fine. I decided to write this mail to describe and share the event that is memorable in my life. I was very sick and my situations were worst when I was admitted in the hospital. It was like everything has come to an end and I thought I was dying due to the illness. Fear gripped me. I managed to pray to God and I write this with blooming joy that He saved me and I didn't deserve this life. But He forgave me and extended my life. At that time, my mother & sister were with me. I notice that the day was joyful & memorable day in my life.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words)

Mindset, success, failures, learning



Answer:

"Failure is a stepping stone to success".
 It is truly said. The way we look at each failure in our life determines our personality

and future. There are no unsuccessful people in this world as far as I see. Because God has gifted each and everyone with unique talents. But outwardly, people look at people and judge successful and unsuccessful. 'Successful attitude' persons take every failure, accept and try to find their mistakes and try to learn from them. They will not blame themselves their destiny, people or even God. While 'not-being successful attitude' persons consider every failure and blame themselves, people and God for not being successful and as a part of this, they carry burden.

Task completion - high
 Grammatical range and accuracy - Medium
 Lexical range and accuracy - high
 Punctuation & spelling - high
 cohesion and coherence - high

Post-test

Share one memorable event in your life with your distant friend through mail. What was the event? When did it happen? Where did it happen? Who else was there with you when it happened? Why it was a happy event? (Provide your answer in 80-100 words).

Answer:

To my dear friend XXXX,
 How are you my friend, hope you are fine.
 I am going to share a most memorable event with you is that I and my parents went to a long tour. We went to Dubai and this was the more memorable movement in my life when I was in schooling, my parents, brothers, sisters, altogether went to a wonderful trip that is Dubai. It was such an memorable event ever for me.

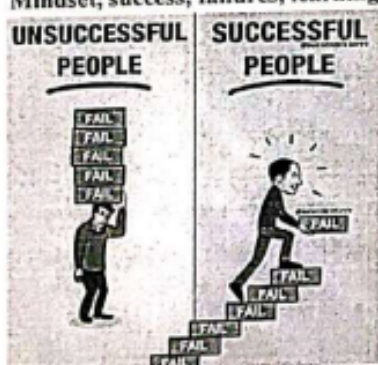
With Regards,

XXXXX.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words)

Mindset, success, failures, learning



Answer:

There is a lot of difference between successful people and unsuccessful people. The mindset of will be very different if he/she

Successful people The success will be ready to help them, because with success a man can able to reach the destination. A successful man does not afraid of failures. The successful man always reaches the goal which he/she determines. Unsuccessful man always suffer in his/her life

Task completion - High
 Grammatical range and accuracy - High
 Lexical range and accuracy - High
 Cohesion and coherence - Medium
 Punctuation - High
 Spelling - High

Post-test

Share one memorable event in your life with your distant friend through mail. What was the event? When did it happen? Where did it happen? Who else was there with you when it happened? Why it was a happy event? (Provide your answer in 80-100 words).

Answer:

Dear Moanika,

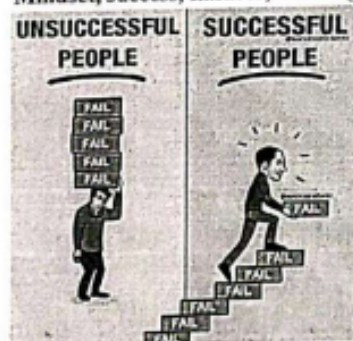
Today I remembered one event that we enjoyed a lot. When we are pursuing under graduation final year we went to Ramappa temple with our fellow friends. It was the best happy event in my life, because we enjoyed a lot.

We have enjoyed speed boating in Ramappa lake. We prayed to god with devotion. We have stored many memories in the form of photos.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words)

Mindset, success, failures, learning



Answer:

From the above picture we can observe that one person tries his lifetime to achieve his goal. But he always fails. We know that failures are stepping stones

to success. To be a successful person our mindset should be in positive way. Person who always fails should not feel that they never succeed in life. To be a successful person we have to accept the failures and learn from the mistakes so that your next step will be perfect. Make your failures as a steps and walk through the steps to achieve your goal.

Task completion - High
 Grammatical range and accuracy - High
 Lexical range and accuracy - Medium
 Cohesion and Coherence - Medium
 Punctuation -
 Spelling - High

Post-test

Share one memorable event in your life with your distant friend through mail. What was the event?
 When did it happen? Where did it happen? Who else was there with you when it happened? Why it
 was a happy event? (Provide your answer in 80-100 words).

Answer:

Subject:- My memorable event in my life.

Dear friend,

I am xxx and I am fine here and hope the same from
 you. I want to share my memorable event in my life with you.
 The event was my 10th farewell in my school, it was happened
 in 2017 in my School. All my School friends were there with
 me in that event. I enjoyed a lot and had many memories
 through this event, but I miss my School. even though it is
 my happy event in my life and lastly take care of yourself.

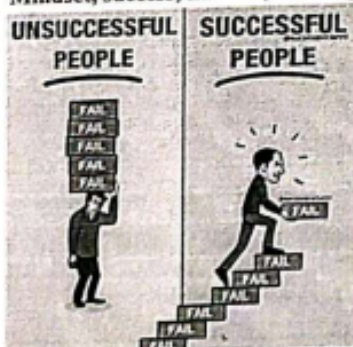
Yours lovingly,

xxxx,

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words)

Mindset, success, failures, learning



Answer:

* In our society, we see different types of people,
 in that we mostly see the successful people
 and unsuccessful people in the life.

* The Successful person learns from the failures whereas the unsuccessful person quits by his/her failures

* The reason behind the Successful person is, he/she changes their mindset and move forward and get success in their life .

* Quitters never win and Winners never quit.

Managing classroom - Medium
 Understanding lesson content - low
 Communicating lesson content - low

Assessing - low
 Giving feedback - Medium

Pre-test Classroom English

Pre-test CEP: (Classroom English proficiency)

Tick the correct option/options. Avoid double tick marks and strike-offs.

Section- 1

1. You want students to write about their families. You say: () 1m
 - a. Please write it down
 - ☒ b. We are going to report on food
 - c. You will prepare a report on your family
2. You want to make some important announcements to students regarding their class test which they have to listen to. What instructions can you give? Tick the incorrect one. 1M
 - ☒ a. There will be a test on June 7
 - b. Please copy from the board
 - c. The test is on Unit 6
3. You want to make some important announcements to students regarding their timetable. What instructions can you give? Tick the correct option. Answer: _____ 1M
 - ☒ a. please write down
 - b. I have an announcement to make
 - c. There is a change in the timetable
 - d. you will report on your family
4. Tick the right combinations of sentences (2m)

A. Please copyb. you may use	c. let us look at	d. let me explain
I the chart again	II the picture on page 37	III the sentences from the board
IV your word lists		

1. AIII	B IV	C II	D I
<input checked="" type="checkbox"/> 2. A I	B II	C III	D IV
3. A I	B II	C IV	D III
4. AII	B III	C III	DIV
5. Tick the appropriate phrases for the spaces provided below: (4m)

Teacher: we are going to _____. Does everyone have a pencil?

Class: Yes.

Teacher: _____ and the date. You have _____.

Class: Okay teacher.

Teacher: Read the instructions _____. You may use your dictionaries.

Student: I need a dictionary.

Teacher: Here it is.

 - ☒ a. Write your name, carefully, 10 minutes to complete the quiz, and have a quiz
 - b. Have a quiz, write your name, 10 minutes to complete the quiz, carefully
 - c. 10 minutes to complete the quiz, carefully, have a quiz, write your name
 - d. Have a quiz, carefully, write your name, 10 minutes to complete the quiz

Section-2

6. Tick the correct option to identify appropriate skills for the Instructions provided below 5m

a. Practice the conversation	()	
b. Underline the key words	()	
c. Check the following words in your dictionary	()	
d. Match the questions with the answers	()	
e. Ask your partner about his or her family	()	

- a. Speaking, reading, reading, reading, speaking
- ☒ b. Speaking, speaking, reading, reading, reading
- c. Reading, speaking, reading, speaking, reading

7. Tick the right option to provide appropriate verbs for the blanks provided below 3m

_____ at the sky in the morning and evening. Do you observe birds flying in groups? Note down the type of birds observed every day for at least a period of 6 months. Did you notice any new type of bird population in any season? _____ with your friends about the effect of the presence of such bird populations. Sometimes at night we birds fly in groups. Where do they fly? Do you think there is any reason behind the migration of Siberian cranes from Siberia to India in the winter season? _____ information about bird migration from your school library or Internet and make a booklet on bird migration.

- a. collect, discuss, look
- b. collect, discuss, look,
- ☒ c. Look, discuss, collect

Section -3

8. Student: Can you read the instructions again? Teacher: _____ () Tick the right option. (1m)

- a. No, but put away your books
- b. no, but write your name on the test
- ☒ c. yes, now we are going to have a quiz
- d. yes, but please pay attention to the instructions

9. Which of the following sentences communicates the goals/objectives of teaching? Tick two correct options. Answer: _____2m

- a. today, we talked about the importance of natural resources
- ☒ b. In this unit, you are going to study words about the family
- c. today, we are going to practice a conversation
- d. Who remembers what we talked about last class?

10. Students have to work alone. You say: 1m

- a. find a partner
- ☒ b. face each other
- c. work by yourself.

11. You want students to tell you the vocabulary word. You say: 1m

- a. look at the list
- ☒ b. guess the word
- c. play a game in pairs

12. You provide the following instructions to students. Tick the right options:

Choose a title _____ the article 1m

- ☒ a. of
- b. for
- c. on

Use your _____ to write a paragraph. 1m

- ☒ a. notes
- b. complete sentences
- c. exercise

13. Tick the right combinations : 3M

- a. what did we do yesterday? B. first, we are going to... c. what did we learn today?
- I summarizing lesson II Reviewing the previous class III sequencing lesson goals
- 1. AI B II CIII
- 2. ☒ A II B III C II
- 3. AIII B II C III

14. Tick the right combinations: 5m

- a. Did you ever see or observe photosynthesis in plants? B. Today we will practice the formulas from the first chapter c. Finally, we will have a quizd. What words do you know? E. please repeat after me.
- I. Engaging students in topic II communicating lesson goals III modeling and giving examples

- ☒ 1. A-I B- II C- II D-I E-III
- 2. A-II B-II C-I D-I E-III
- 3. A-III B-II C-I D-I E-II

Section-4

15. Tick the correct answers provided by students. Each correct response will carry two marks.
The answers provided by students related to a short text reading activity are provided below. Tick the appropriate ones. -2m

The Taj Mahal

The Taj Mahal is a famous mausoleum next to the river Yamuna in the Indian city of Agra. A mausoleum is a building where people bury the dead. The name is Taj Mahal means 'the crown of palaces'.

1. The most famous part of the Taj Mahal is the large white dome in the center. It is 35 meters high and is surrounded by four smaller domes. The rooms inside the building are decorated with beautiful archways and precious stones on the walls. The buildings are surrounded by gardens with pathways, pools, fountains, and green gardens.
2. The construction of the Taj Mahal began in 1632 and finished in 1653. It was built with materials from all over India and Asia, but the main material is white marble. Historians believe that the materials were transported by over 1,000 elephants for the construction.
3. The Taj Mahal is one of India's most famous landmarks. There are millions of visitors to the mausoleum every year. The Taj Mahal is almost always included in lists of famous buildings to visit and is considered one of the New Seven Wonders of the World. It is also a UNESCO World Heritage Site.

Answers provided by students are given below. Tick the correct option/options provided by students
2M

- | | |
|-------------------------------------------------|--------------|
| <input checked="" type="checkbox"/> Paragraph 1 | tourism |
| <input type="checkbox"/> Paragraph 2 | construction |
| <input type="checkbox"/> Paragraph 3 | architecture |

Tick the supporting details from the paragraph that are provided correctly by students- 2m

India is a vast country. The climatic conditions like temperature, humidity, and rainfall vary from one region to another. Accordingly, there is a rich variety of crops grown in different parts of the country. Despite this diversity, two broad cropping patterns can be identified. These are (i) Kharif Crops: The crops that are sown in the rainy season are called Kharif crops. The rainy season in India is generally from June to September. Paddy, maize, soya bean, groundnut, and cotton are kharif crops. (ii) Rabi Crops: The crops grown in the winter season (October to March) are called rabi crops. Examples of rabi crops are wheat, gram, pea, mustard, and linseed.

- A. Humidity varies from region to region
B. rich variety of crops grown
☒ C. two broad cropping patterns

Tick mark the answers provided by students for the gist of a conversation - 2M

Interviewer: You are called as 'Missile Man of India'. Could you please tell me about that experience and what were the main lessons you learned? Dr. A.P.J. Abdul Kalam:I learned one of the important things in these programs is that we should know not only how to handle success we should know how to handle failure. I want young people to understand how to manage failure. Because, in any task you do, you have to come across problems. Problems should not be the captain of the individual or project chief. The project chief should become the captain of the problems and defeat the problem. So, this is what I have learned.

Answers provided by students are given below. Tick mark the correct option/options provided by students 2M

- a. one should avoid failures
failures ☒ b. one should learn from failures c. one should overcome

16 The answers provided by students related to a sentence-matching activity are provided below. Tick the appropriate ones. (3m)

List A

1. My native place is situated
2. It is a semi-urban area and famous
3. I had good memories
4. People in our place
5. Every year, we have thousands of visitors
6. Visitors admire the natural beauty of our area

a. 1-f 2-e 3-d 4-b 5-c 6-a

~~b.~~ 1-e 2-d 3-c 4-a 5-b 6-a

c. 1-c 2-f 3-a 4-b 5-d 6-a

List B

- a. and spend good time in nature
- b. are generous, friendly, and warm-hearted
- c. in December and January
- d. with my friends in my home town
- e. for coconut plantations
- f. on the banks of the Narmada river.

UNIT-5

Tick mark three phrases which are used to encourage self-correction among students. Answer: —

- a. work in a group
- b. Something is missing
- ~~c.~~ we are going to
- d. add another word
- e. pay attention to the Instructions.
- f. there is problem with this sentence.

Tick mark three phrases used to give positive feedback to students. Answer: —

- ~~a.~~ good job!
- b. Keep trying!
- c. Nice work
- ~~d.~~ That's right
- e. take your time

If the students make mistakes with reading/listening comprehension, what kind of feedback will be helpful for students.

- ~~a.~~ read the question again
- b. You did not understand the content well
- c. read the passage again/listen to the audio again
- d. understand the meanings of key words
- e. don't make mistakes while reading and listening

Managing classroom - High
 Understanding lesson content - High
 Communicating lesson content - High

Assessing - High
 Giving feedback - High

**Post-test CEP: (Classroom English proficiency) Tick mark the correct option/options.
 Avoid double tick marks and strike-offs.**

Section- 1

1. Which of the following phrases is used to review students' work? 1m

- ~~A. D.~~ Raise your hand when I call your name.
~~B. E.~~ How was your vacation?
☒ ~~C. F.~~ What did you write in the blank for sentence 1?

2. Which of the following phrases is used to make announcements in the classroom? 1M

- A. we are going to do a project on family
 b. no, it is not correct. Check again.
 c. yes, that's correct.

3. Which of the following phrases is used to assign students homework? ----- 1M

- ~~A. e.~~ There is a change in the timetable
☒ ~~b. x.~~ Write five sentences using the vocabulary.
~~C. g.~~ Please hand in your papers.

4. Tick mark the right combinations (2m)

- a. Please put write your
 b. you can finish
 c. Don't forget
 d.
 I to bring your book
 II your name on paper
 III your books away
 IV the activity for the next class

- ① A III B IV C I D II
 2. A IV B III C II D I
 3. A IV B II C I D III

5. Tick mark the appropriate phrases for the spaces provided below: (4m)

Teacher: All right. Attention, please. Did everyone -----?

Class: yes.

Teacher: Good. Meera, can you help me?

Meera: Yes.

Teacher: please, help me collect the worksheets. Okay, everybody. Meera will collect your worksheets. Now let's move on to -----, Does everyone have their textbooks?

Class: Yes.

Teacher: Good. Let's get started. Please -----.

Class: what page?

Teacher: Turn to page 27. Let's look at the picture.

Class: which picture?

Teacher: Please look at the one at -----.

- a. open your books, the bottom of the page, finish the worksheet, and the next activity
- ☒ b. finish the worksheet, the next activity, open your books, the bottom of the page
- c. the bottom of the page, finish the worksheet, open your books, the next activity

Section-2

6. Tick mark the correct option to identify appropriate skills for the Instructions provided below 5m

- a. Tell your partner about your family ()
- b. take turns reading the dialog ()
- c. take notes about your partner ()
- G. repeat the sentences ()
- H. Fill in the blanks using the missing letters ()

- a. Speaking, reading, writing, speaking, writing
- ☒ b. Speaking, speaking, reading, reading, reading
- c. Reading, speaking, reading, speaking, reading

7. Tick mark the right option to provide appropriate verbs for the blanks provided below 3m

----- plastic and other waste material and make different articles by using that material. Next, ----- your articles in your class and encourage your schoolmates through eco-clubs to make such kinds of articles by using plastics, clothes, and other waste materials. ----- door mats, pen stands, dust bins, light hangings, etc., which reflect your creativity.

- a. Display, collect, prepare
- b. Prepare, display, collect
- ☒ c. Collect, display, prepare

Section-3

8. which of the following phrases is used to engage students in the topic? (1m)

- ☒ a. Look at the picture. What do you see?
- b. please read the instructions.

- c. Repeat after me, please.
- d. please exchange papers with a partner.

9. Which of the following sentences are used for sequencing lesson goals? Choose two correct options. Answer: -----2m

- a. choose one of the following activities.
- ☒ b. In this lesson, you're going to work on talking about houses
- ☒ c. today, we are going to continue our unit.
- d. draw a picture in your notebook.

10. which of the following phrases are used for modeling?

- a. find a partner
- b. face each other
- ☒ c. here' an example

11. Which of the following phrases are used for giving activity instructions?

- a. check your homework
- ☒ b. draw your ideas
- c. did you ever see a lion?

12. You provide the following Instructions to students. Tick mark the right options:

Let's review ----- you learned. 1m

- a. which
- b. when
- ☒ c. what

Match the vocabulary ----- the pictures. 1m

- A. at
- b. for
- ☒ c. with

13. Tick mark the right combinations: 3M

- a. Use flashcards B. Please finish upc. Come to the front
- I directing students II using classroom materials III giving test instructions
- 1. AII B III C I
- 2. AI B II C III
- ☒ 3. AIII B II C I

14. Tick mark the right combinations: 5m

- a. Do you know the difference between velocity and veracity? B. Today we will practice the formulas from the first chapter c. Finally, we will have a quizd. Have you ever been on a horse? E. please listen to the example
- I. Engaging students in topic II communicating lesson goals III modeling and giving examples
- 1. A-I B- II C- II D. I E. III
- ☒ 2. A-II B-II C-I D-I E-III
- 3. A-III B-II C-I D-I E-II

Section-4 Each correct response will carry two marks

Tick mark the correct answers provided by students. Answers provided by students are given below. Each correct response will carry two marks.

Mention 'agreeing, giving opinion, asking for opinion' against each phrase

- I don't think I agree with you....()
It would be best to.... ()
I think we should.... ().
That's right ()

- A. I don't think I agree with you.... (agreeing)
B. It would be best to.... (disagreeing)
☒ C. I think we should.... (giving opinion)
D. That's right (asking for your opinion)

Fill-in-the blanks with appropriate answers:

(understanding, attached, know, can't, back, could, writing)

Dear Professor Malini,

I am ----- to let you ----- that I ----- come to your next class. Unfortunately, I have to have an operation next Thursday. I have ----- a copy of the letter from the hospital. Fortunately, it is only a minor operation and hopefully, I will be able to come ----- to class on Friday. Please ----- you keep a copy of any handouts from Thursday's class? Thank you for your -----

Regards

Sameera (Class A01)

Answers provided by students are given below. Tick mark the correct option/options provided by students 2M

- ☒ a. writing, know, can't, attached, back, could, understanding
b. back, could, understanding, writing, know, can't, attached
c. understanding, writing, know, back, could, can't, attached

What is the topic of the paragraph?

Unlike courses offered in physical schools, online degrees allow students to save on transport costs, rent, hostel fees, and study material. It is more flexible too; instead of attending strict 9-5 offline classes, students can record and watch lectures at their convenience, ensuring they never miss a class. Online courses will allow them to experience customized learning. Unlike offline sessions, teachers can tune online learning platforms for greater interaction and feedback with students. Such platforms also allow teachers to integrate different formats like discussion boards/forums to improve learning. Online degrees will further encourage better class participation. According to a study by the National Institute of Mental Health, 74% of

students suffer from speech anxiety and find online participation intimidating. With online classes, a student won't have all eyes on him/her and just has to communicate through a device. This is also a great way for working professionals to pursue further education or upskill themselves.

Answers provided by students are given below. Tick mark the correct option/options provided by students 2M

a. Benefits of offline learning b. Benefits of online courses c. Disadvantages of offline courses

☒ d. Benefits of online courses and disadvantages of offline courses

True/false activity

Nutritional benefits of water

The percentage of nutrients present in the water you drink is decided by the source from where it comes. The following are the 5 top health benefits of drinking water:

Water may help in improving memory and mood- Research has shown that proper water intake will calm down the mind and body by cutting down anxiety levels. It may aid weight maintenance- Research has evidence that taking water before a meal will fill you up more and promote weight loss indirectly by keeping your appetite in balance. It may help in improving exercise performance-proper intake of water will help sportspeople in improving their performance. And it will also result in the proper functioning of the body. It will aid in preventing constipation-water helps to keep things moving in the digestive system, so staying hydrated may help in preventing constipation in children, adults, and the elderly. It may support the health of the urinary system- studies have shown that drinking adequate amounts of water may reduce the risk of bladder infections and urinary tract infections.

True/false

- Water taken from any source will have a high percentage of nutrients. ()
- Drinking water before a meal will increase the appetite ()
- Water will reduce constipation in children alone ()

Answers provided by students are given below. Tick mark the correct option/options provided by students 2M

☒ A Water taken from any source will have a high percentage of nutrients. ()
false

☒ B Drinking water before a meal will increase the appetite () true

☒ C Water will reduce constipation in children alone () false

18. Matching activity. - 3m

List A

A 19. All the details of the meeting

B 20. Residents reported that

C 21. Rini believes that

List B

a. to stop them

b. clean and orderly city

c. with that serene smile of his.

- D 22. It is a beautiful, d. justice will prevail
 E 23. He did not speak much, he just smiled e. they heard continuous gunfire.
 F 24. We will do whatever is necessary f. are fresh in my memory

The answers provided by students related to a sentence-matching activity are provided below. Tick mark the appropriate ones. -3m

- a. 1-f 2-e 3-d 4-b 5-c 6-a
 b. 1-e 2-d 3-c 4-a 5-b 6-a
 c. 1-c 2-f 3-a 4-b 5-d 6-a

Section -5

19 25. Tick mark three phrases that are used to encourage self-correction among students.

Answer: ----- 3M

- b. work in a group
☒ c. this sentence is incomplete
 d. we are going to
 e. there is an extra word here
 f. pay attention to the instructions
☒ g. something is missing *complete*

20 26. ~~Tick mark the right option for the matching activity provided below~~ 3M

1. Don't forget a. extra words here
 2. There is a problem. b. to follow the example
 3. There are c. with this paragraph

21 27. Read the student's response. Then choose the correct feedback- 3m

1. Student's response: There are six classes.
☒ a. This verb is ~~wrong~~ *correct*
 b. Don't add -es
 c. Try adding singular form of the verb
 2. Student's response: He is the happy.
☒ a. A word is missing
 b. There's an extra word
 c. I think you are trying to say 'happier'
 3. Student's response: There are many boys in the class.
 a. Add another verb.
 b. Something is missing.
 c. Don't add -s.
☒ d. The sentence is correct

PARTICIPANT-1

SPEAKING PRE-TEST

	Task 1	Task 2
1. Grammatical range and accuracy	Medium	low
2. Lexical range and accuracy	Medium	Medium
3. Pronunciation	Medium	Medium
4. Fluency	Medium	low
5. Cohesion and coherence	Low	low

PARTICIPANT-1

SPEAKING POST-TEST

	Task 1	Task 2
1. Grammatical range and accuracy	High	High
2. Lexical range and accuracy	High	High
3. Pronunciation	High	High
4. Fluency	High	High
5. Cohesion and coherence	High	Medium

PARTICIPANT-2

SPEAKING PRE-TEST

	Task 1	Task 2
1. Grammatical range and accuracy	Medium	low
2. Lexical range and accuracy	Medium	Medium
3. Pronunciation	Medium	Medium
4. Fluency	low	low
5. cohesion and coherence	Medium	low

PARTICIPANT-2

SPEAKING POST-TEST

	Task 1	Task 2
1. Grammatical range and accuracy	High	Medium
2. Lexical range and accuracy	High	High
3. Pronunciation	High	High
4. Fluency	High	High
5. cohesion and coherence	High	Medium

Intervention

Reading task- 1

Matching task:

There are some essential skills required for successful goal setting and achievement.

Person A- Without the desire to achieve, our attempts at goal setting are doomed to fail. Motivation to achieve a goal encourages us to develop new techniques and skills to succeed. In more challenging circumstances, the motivation to keep going is a powerful contributor to goal attainment.

Person B- While setting goals is commonly considered to be a specific time management behavior, time management is also required to accomplish a goal. If we do not properly consider the timescale required to attain a goal, we will inevitably fail. Additionally, the time we allocate to planning our goals directly impacts task performance – the more time spent on the planning stage, the more likely we are to succeed.

Person C- Planning and organizational skills are integral to the goal achievement process. Through proper planning, we can prioritize and maintain focus on the task at hand, while avoiding extraneous distractions that can draw us away from the end goal.

Person D- Inevitably, at some point, things aren't going to go as planned. Having the flexibility to adapt to barriers, the perseverance to sustain your efforts, and to carry on in the face of adversity is essential to reaching your goal.

Who thinks that only through proper planning one can stay focused?

Who opines that motivation is part of goal setting?

Who says that facing challenges is part of achieving goals?

Who thinks that achieving goals is dependent on the way one plans their time?

A. Person B, person A, person C, person D

☒ B. Person A, person C, person B, person D

C. person C, person A, person D, person B

Grammar: Fill in the gaps with the past form of the verb). Choose the appropriate option.

Yesterday night somebody _____ (break) into our neighbor's house. He _____ (steals) everything he found. They saw him while he was running away but they could not catch him. This morning an inspector _____ (come) and asked some questions:

The Inspector: what _____ (be) you doing when your husband was in the kitchen?

Mrs white: I _____ (be) drinking my coffee.

The Inspector: Coffee? But your husband was preparing tea.

Mrs. White: Tea? No.. We _____ (do) not drink tea last night.

☒ a. Broken, stole, came, was, was, does

b. broke, stole, came, were, was, did

c. break, steal, come, were, was, did

Matching task- 2

Person A- Like it or not, stress is a part of life. Practice good coping skills: Try One-Minute Stress Strategies, do Tai Chi, exercise, take a nature walk, play with your pet, or try journal writing as a stress reducer. Also, remember to smile and see the humour in life. Research shows that laughter can boost your immune system, ease pain, relax your body, and reduce stress.

Person B- Decide what you want to achieve academically, professionally, and personally, and write down the steps you need to realize your goals. Aim high, but be realistic, and don't over-schedule. You'll enjoy a tremendous sense of accomplishment and self-worth as you progress toward your goal. Smartphones can help you develop goals and stay on track through mobile applications.

Person C- Humans are social creatures, and it's important to have strong, healthy relationships with others. Having good social support may help protect you against the harms of stress. It is also good to have different types of connections. Besides connecting with family and friends, you could find ways to get involved with your community or neighborhood. For example, you could volunteer for a local organization or join a group that is focused on a hobby you enjoy.

Person D- It is important to allow yourself a moment to enjoy that you had a positive experience. Practicing gratitude can help you to see your life differently. For example, when you are stressed, you may not notice that there are also moments when you have some positive emotions. Gratitude can help you to recognize them.

Who says that stress can be cut down by fostering healthy relations?

Who thinks that being grateful will help a person to stay positive?

Who thinks that dealing with stress is an important skill?

Who opines that tracking one's progress with mobile applications is a part of accomplishing goals?

- I. person C, person A, person B, person D
- II. person B, person C, person D, person A
- III. person C, person D, person A, person B

Tick mark the right combinations:

Topic: Lifelong learning

A. Learning starts and ends with the individual. But is there a limit to how much a person can learn? Is intelligence fixed at birth or can it be developed? Many studies have confirmed that it is not intelligence that creates expertise but effort and practice—that is, hard work.⁴ The most successful people devote the most hours to deliberate practice, tackling tasks beyond their current level of competence and comfort, observing the results, and making adjustments.⁵ Such studies show that intelligence can be developed and that there are no limitations on what we can learn throughout our lives. Indeed, the brain is like a muscle that gets stronger with use, and learning prompts neurons in the brain to make new connections. People with a fixed mindset believe that their learning potential is predetermined by their genes, their socioeconomic background, or the opportunities available to them. They might have thoughts like, "I'm not good at public speaking, so I should avoid it."

Those with a growth mindset, however, believe that their true potential is unknown because it is impossible to foresee what might happen as a result of passion, effort, and practice. They appreciate challenges because they see them as opportunities for personal growth. Ultimately, they may achieve more of their potential than someone with a fixed mindset.

B. Many researchers have suggested that learning takes place only when people stretch outside their comfort zone. When people work on tasks that aren't entirely comfortable, they are said to be in their learning zone.

where they acquire new knowledge and develop and practice new skills. When people first encounter a new task, they experience "good" stress, leading to a higher level of performance. However, too much stress can cause anxiety ("bad" stress) and have a negative impact on performance. So, while it's important for people to stretch outside their comfort zone, it's critical to choose the right tasks and the right pace.

C. Most people are in the workforce for 40 to 50 years, and they spend a lot of their waking hours at work. As such, work has a huge impact on a person's health and well-being, so it's imperative that people do what they love. A sense of purpose is essential for a well-lived life. In Japan, the term *ikigai* means "reason for being," and it encompasses all elements of life—including career, hobbies, relationships, and spirituality. To find *ikigai*, start by answering four questions: What do you love? What does the world need? What can you be paid for? What are you good at?

D. The ability to stay vital can contribute significantly to a person's development. This goal demands that individuals make health and well-being a priority—paying attention to exercise, nutrition, sleep, and relaxation (for example, mindfulness and yoga) and developing good, sustainable habits. The impact of such personal care and self-nurturing can be far-reaching: sufficient sleep has a huge impact on our ability to acquire, retain, and retrieve knowledge. Sleep also affects attention and concentration, creativity, the development of insight, pattern recognition, decision-making, emotional reactivity, socioemotional processing, the development of trusted relationships, and more.

1. Stay energetic 2. Do what you love 3. Keep learning 4. Focus on growth

I A. 3 B. 4 C. 1 D. 2 ~~II A. 4 B. 3 C. 2 D. 1~~ III A. 2 B. 1 C. 3 D. 4

Vocabulary: synonyms in context

What are the 6 essential skills to teach children?

Depending on your life circumstances, community, values, age, geographic place, and other factors, these skills can be more or less important to you. The World Health Organization established the following list of life skills in 1999:

1. Interpersonal and communication skills: This generally describes the abilities required to get along with and work with others, especially the ability to send and receive written and verbal messages.
2. Problem-solving and decision-making: This term refers to the abilities needed to analyze problems, find solutions to them (alone or with others), and then act on them.
3. Critical and creative thought: This defines the ability to think about issues in new and unusual ways to find new solutions or create new ideas, as well as the ability to carefully analyze knowledge and consider its importance.
4. Emotional intelligence (self-awareness and empathy): It's important to know yourself and be able to empathize with others as if their experiences were your own.
5. Self-control, assertiveness, and equanimity: These are the abilities needed to defend yourself and others while remaining calm in the face of provocation.
6. Resilience and problem-solving skills: These refer to the ability to bounce back from losses and see them as learning opportunities or simply experiences.

Tick mark the appropriate synonym based on the context in which they are used in the above text.

Assertive (5): ~~1. Confident~~ 2. Indecisive 3. Negative 4. soft

Resilience (6): 1. Resist 2. Adaptable ~~3. Skilled~~ 4. remarkable

Empathy (4): 1. Mistake 2. Feel lost ~~3. Understand~~ 4. locate

Identify/underline the main ideas in each paragraph:

Skills Good Leaders Need

There are a number of broad skill areas that are particularly important for leaders:

A. Perhaps the most important skill a leader needs and what distinguishes leaders from managers is to be able to think strategically. This means, in simple terms, having an idea or vision of where you want to be and working to achieve that.

The best strategic thinkers see the big picture and are not distracted by side issues or minor details. All their decisions are likely to be broadly based on their answer to the question *'Does this take me closer to where I want to be?'*

Of course, as well as being able to create a compelling vision, they must also be able to communicate it effectively to their followers, which is partly why communication skills are also vital to leaders.

B. While it is important to be personally organized and motivated as a leader it is perhaps even more important to be able to plan. The best vision in the world is no good without a plan to turn it into reality. Alongside strategic thinking, therefore, go organizing and action planning, both essential for the delivery of your vision and strategy. Good risk management is also important to help you avoid things going wrong, and manage when they do. Leaders also need to be able to make good decisions in support of their strategy delivery and solve problems. With a positive attitude, problems can become opportunities and learning experiences, and a leader can gain much information from a problem addressed.

c. Without followers, there are no leaders. Leaders therefore need skills in working with others on a one-to-one and group basis. One of the first skills that new leaders need to master is how to delegate. This is a difficult skill for many people but, done well, delegation can give team members responsibility and a taste of leadership themselves, and help them to remain motivated.

d. Good leaders tend to be extremely good listeners, able to listen actively and elicit information by good questioning. They are also likely to show high levels of assertiveness, which enables them to make their point without aggression, but firmly. They know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or subordinates. These skills come together to help build charisma, that quality of 'brightness' that makes people want to follow a leader. Leaders also need to know how to give others their views on personal performance in a way that will be constructive rather than destructive, and also hear others' opinions of them.

They are usually very good at effective speaking, and equally skilled at getting their point across in a formal presentation, Board meeting, informal meeting, or casual corridor conversation.

Instructions: You can prepare a mindmap that provides the gist of the article.

Instructions: write **THREE** options that are relevant to the title. Title: Online Classes: The Future of Education.

Answer: -----

- a. Students can learn from home without attending classes
- ☒ b. Teachers need training for online mode of teaching
- ☒ c. Educational institutions should make necessary arrangements for online learning of students
- d. Online learning has many disadvantages

Vocabulary: fill-in-gap exercise

Complete the sentences

(i. often, ii. by, iii. a, iv once, v every, vi twice, vii often)

1. I am going to cook for my friends iv a month.
2. I want to be able to run 10km ii the end of the year.
3. I am planning to go running three times vi week.
4. I am going to watch a film in English vii a week.
5. I am aiming to revise my English notes for ten minutes v day.

6. I want to cook food at home more ~~-----~~^I.

Grammar: (verbs)

(i. includes, ii. affects, iii. helps, iv. help, v. make, vi. work, vii. realize)

Mental health ~~-----~~ⁱ our emotional, psychological, and social well-being. It ~~-----~~ⁱⁱ how we think, feel, and act as we cope with life. It also ~~-----~~ⁱⁱⁱ determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging.

Why is mental health important?

Mental health is important because it can help you to:

1. Cope with the stresses of life
2. Be physically healthy
3. ~~-----~~[✓] good relationships
4. ~~-----~~[✓] meaningful contributions to your community
5. ~~-----~~[✓] productively
- ~~✓~~[✓] your full potential

Rohit Mukhi

Listening - Intervention

Objective test

1. Listen to 'Why do young people feel so lonely?' and tick mark the appropriate answer-
Which age group suffers most from loneliness? A. 12 to 16, ~~B. 16 to 18~~ c. 16 to 24 d. 15 to 20
2. Listen to 'Clay refrigerators' and tick the appropriate answer.
The top of a clay refrigerator is made of ----- material
A. Clay ~~b. copper~~ c. plastic d. brass
3. Listen to 'What makes you happy?' and answer the following question:
In which two countries happiness is associated with 'shared experiences' and 'family'?
A. Norway, Japan B. Japan, New Zealand c. Africa, India ~~d. Norway, Africa~~
4. Read the transcript of 'What can't computers do?' and tick mark the correct option.
What is another term for AI? -----
a. Computer algorithms ~~b. machine thinking~~ c. human intelligent behavior
5. Listen to 'India's biggest virtual herbarium' and answer the following questions:
----- countries viewed the portal of the Indian Herbarium within 5 weeks of its launch.
A. 25 b. 35 ~~c. 45~~ D. 55

Vocabulary:

Listen to the audio <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/weather-forecast> and underline the rightwords that fall under dry and sunny weather.

Dry weather	Sunny weather
Bright, wet weather, showers, <u>dry</u> , drizzle, thunderstorms, a heat wave	Bright, wet weather, showers, <u>dry</u> , drizzle, thunderstorms, a <u>heat wave</u>

While-task

Matching activity (Tick mark the right option)

- | | |
|---------------------------------------------|-----------------------------------------|
| 1. We all have different ideas about | A. comes from gratitude. |
| 2. Happiness is an emotion | B. is the quality of our relationships. |
| 3. I do think that what we need to focus on | C actually gets measured. |
| 4. Malene also thinks happiness | D. what makes us happy. |

I 1 D 2 C 3 A 4 B

II 1 D 2 C 3 B 4 A

III 1 D 2 B 3 C 4 A

IV 1 A 2 C 3 B 4 A

Tick-mark the right combinations after listening to the audio clips

- I a. ☒ I. Cardiovascular II. cardiovascular III. cardiovascular
b. ☐ I. Sweet II. sweet III. sweat

2. Listen to 'Why do young people feel so lonely?' and answer the following questions: (one question)

What are the reasons that young people feel so lonely than older people?

- a. They need to control their emotions b. they experience identity change c. they need people ☒ A and B

3. Listen to 'Clay refrigerators' and answer the following question

The clay refrigerators are used to store -----

- ☒ A. Fruits, vegetables, eggs b. fruits, milk, curd c. curd, eggs, fruits d. vegetables, eggs, milk

4. Listen to a lecture on 'India's biggest virtual herbarium' and answer the following questions

The herbarium was developed by -----

- a. citizens b. founders c. scientists ☒ d. data analysts

Listen to the audio <https://learnenglish.britishcouncil.org/skills/listening/b1listening/chemist> and answer the vocabulary activity: Underline the words in the correct group

Describing illness	Medicines and treatment
Dizzy, it hurts, a prescription, lozenges, plasters, tablets, syrup, a sore throat, an ache, a cough	Dizzy, it hurts, a prescription, lozenges, plasters, tablets, syrup, a sore throat, an ache, a cough

vocabulary (adjectives): Tick mark the right option

- Heat is considered to be a water pollutant because it decreases the capacity of water to hold dissolved oxygen in solution, and it increases the rate of metabolism of fish. ----- species of game fish (e.g., trout) cannot survive in water with very ----- levels of dissolved oxygen. A ----- source of heat is the practice of discharging cooling water from power plants into rivers; the discharged water may be as much as 15 °C (27 °F) ----- than the naturally occurring water.

- A. Valuable, warmer, low, major
☒ B. Valuable, low, major, warmer
C. Major, low, valuable, warmer

Matching task:

Match the opinions with the correct 'person' after listening to the audio:

Who says that e-learning will have no scope for practical learning?

Who provides statistical facts about students' e-learning?

Who says that students cannot connect well with learners and teachers in an e-classroom?

Who says that e-learning is a substitute for classroom learning due to its accessibility at any given time?

I person a, person b, person c, person d

II person c, person d, person a, person b

~~III person a, person c, person b, person d~~

Listen to a dialogue between a man and a woman. Read the statements and decide whose opinion matches the best: the man's, the woman's or both.

1. social media creates awareness about various issues. (man/woman/both)
2. social media will bring people of different cultures together (man/woman/both)
3. social media encourages violence (man/woman/both)
4. social media does not create meaningful relationships (man/woman/both)

Listen to the video 'is genetically modified rice grown in India?' and answer the following questions:

1. Which plants are used to create the Golden rice crop?
~~a.~~ Daffodils and Maize
b. Maize and wheat
c. Daffodils and butterflies
d. Daffodils and sunflowers
2. Genetically modified food crops are approved for commercial cultivation by the Indian government (true/false)
3. What is the quantity of Basmati rice in the total rice exports of India as per the video?
a. Half
~~b.~~ Two-thirds
c. Quarter
d. One
4. What are the three major benefits of genetically modified crops as per the video?
~~A.~~ Increase in the yield ~~b.~~ disease resistance ~~c.~~ enough tolerance d. salinity tolerant e. nutrient-rich f. rich colours.

Listen to the audio clip and complete the vocabulary task

<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/creating-study-group>

- | | |
|----------------------------|--------------------|
| a. It is impossible | 1. in a big way |
| b. Make something possible | 2. go away |
| c. Leave | 3. There is no way |
| d. Very much | 4. Find a way |
| e. A long time from now | 5. Way off |

I A 4 B 3 C 2 D 1 E 5

II A 3 B 2 C 1 D 5 E 4

~~III A 3 B 4 C 2 D 1 E 5~~

Grammar: Sentence structuring (<https://learnenglish.britishcouncil.org/skills/listening/b1-listening/arriving-late-class>)

Have what I missed?

About say anything did the mid-term? He

Didn't that? I catch

Mean? What SEO does

What with the American Revolution? Does this have to do

Tick-mark the appropriate beginnings of the sentences:

- ☒ a. What...? did...? didn't...? what...? what...?
- b. Have...? He....? I? What....? Have....?
- c. I...? He...? I...? what...? Does---?

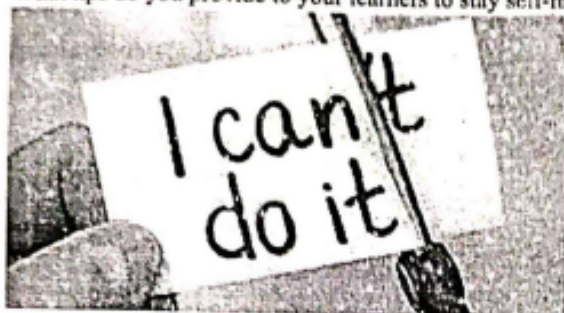
Speaking – Intervention

speaking:

Speaking: You have to explain the topic 'self-motivation' to students. Use the following cues and speak on the topic for 45 seconds for each question.

Why is it important to stay motivated in life despite failures?

What tips do you provide to your learners to stay self-motivated in their personal and academic lives?



Put the words in the correct group (tick mark the right option)

Group -A (question 1)	Group- B (question 2)
Maintaining motivation keeps you focused on your objectives, leading to ----- success. A motivated mindset ----- self-confidence, even in the face of challenges. Your ability to stay motivated can inspire others to ----- their setbacks. Motivation leads to continued effort, increasing the ----- of encountering new opportunities. The journey toward success, ----- failures, brings a sense of accomplishment and fulfillment.	Use planners, to-do lists, or digital tools to organize your tasks and keep ----- of your progress. ----- yourself with motivational quotes, books, or role models that inspire you. Prioritize your well-being by getting enough sleep, eating healthily, exercising, and taking ----- when needed. Share your goals with friends, family, or mentors who can ----- encouragement, advice, and accountability. Understand that ----- are a natural part of growth. Learn from your failures and use them as stepping stones toward success.

1. eventual 2. track 3. despite 4. Enhances 5. provide 6. Setbacks 7. Chances 8. Surround 9. Overcome 10. breaks

Put the sentences in the correct group (tick mark the right option)

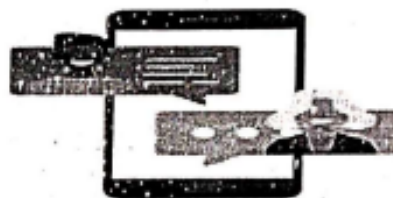
Group- A	Group- B
1) 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

1. Learning and Growth: Failures provide valuable lessons that contribute to personal development and growth.
2. Set Clear Goals: Define specific, achievable goals for yourself, both short-term and long-term, to give your efforts direction and purpose.
3. Stay Positive: Cultivate a positive mindset by focusing on your successes, and embracing challenges as opportunities for growth.
4. Resilience: Staying motivated builds resilience, helping you bounce back stronger from setbacks.

5. **Positive Mindset:** Motivation fosters a positive outlook, which improves mental and emotional well-being.
6. **Break Tasks Down:** Divide larger tasks into smaller, manageable steps. Achieving these milestones will boost your motivation and sense of accomplishment.
7. **Persistence:** It encourages perseverance and determination to overcome obstacles and achieve goals.
8. **Create a Routine:** Establish a daily routine that includes dedicated time for studying, relaxation, and pursuing your interests. Consistency breeds motivation.
9. **Adaptability:** Motivated individuals are more likely to adapt and find alternative paths after failures.
10. **Celebrate Achievements:** Reward yourself for completing tasks or reaching milestones. Celebrating progress reinforces motivation.

speaking task 2:

What do you see in the two pictures? B. which mode of communication (face-to-face and online) do you think is more beneficial and why? C. Which type of communication do you think should be encouraged in a classroom learning process?



Fill-in the gaps with appropriate responses (tick mark the right option)

2.A ☒ B ☐ C.....

a. Absolutely. But don't underestimate online communication. It offers convenience and flexibility. You can access resources, collaborate on projects, and interact with classmates beyond the classroom. Plus, it prepares us for the digital communication skills we need in today's world.

b. You make a good point, Bella. Online platforms do offer a lot of tools for learning, and they allow us to work on assignments at our own pace. It's like having the classroom available 24/7.

2.A ☒ B ☐ C.....

c. So, it's like having the best of both worlds – the personal touch of in-person discussions and the flexibility of online learning.

3.A ☐ B ☒ C.....

A. Exactly. And you know, combining both modes could be the best approach. We get the benefits of face-to-face interactions for immediate engagement and the advantages of online communication for extended collaboration and accessibility.

B. That's true, Bella. I enjoy the classroom discussions and being able to read people's expressions and body language. It keeps me engaged and motivated to participate actively.

C. Precisely! I think it's important for educators to create a balanced learning environment that integrates both modes, ensuring we develop strong interpersonal skills while also becoming comfortable with digital tools.

Fill in the blanks with appropriate words (tick mark the right option):

Face-to-face communication, often regarded as the cornerstone of traditional learning, ----- immediate engagement and interaction. It ----- us to immerse ourselves in real-time discussions, ask spontaneous questions, and benefit from the nuanced expressions and gestures that enrich our understanding. The warmth of human connection in a physical classroom ----- a sense of belonging and encourages active participation. It is during these in-person interactions that we form bonds with our peers and teachers, nurturing a supportive and collaborative environment that ----- our personal and interpersonal growth.

On the other hand, online communication ----- us to a world of limitless possibilities. With the advancements in technology, we have the power to access information and resources from around the globe at our fingertips. Online platforms ----- the flexibility to learn at our own pace, collaborate on projects beyond classroom hours, and engage with a diverse range of perspectives.

- a. fosters, enhances, introduces, provide, allows, offers
- b. Allows, offers, fosters, enhances, introduces, provide
- c. Introduces, provide, fosters, enhances, allows, offers

Writing Intervention

Intervention: Writing

Vocabulary:

1. I like only the ---- half of the movie. (latter/✓later)
2. Kalidas is one of the ----- dramatists of India. (✓eminent/imminent)
3. The hunter walked two miles -----in the forest and found a dead lion. (further/✓farther)
4. The ----- of the book explains how its thesis fits in with current thinking. (foreword/ ✓forward)
5. You should always ----- oil, water, and tyres before taking your car on a long trip. (✓check, cheque)

Grammar: Fill-in-the gaps with appropriate word

1 2 3 4 5
(although, also, due to, I think, so)

1. ⁴-----we have to register first to submit the application.
2. The market was closed ³----- bandh.
3. ¹----- she is my friend, I never asked her for any help.
4. He played well. ²----- he was praised by everyone
5. Kids liked the cake, ⁵----- they asked for chocolates

Fill in the gaps with appropriate words:

Topic: Benefits of a healthy lifestyle

1 2 3 4 5 6 7
(endurance, robust, multitude of, cultivates, optimal, Embracing, purpose-driven)

⁶----- a healthy lifestyle brings forth a ³----- benefits that harmoniously enhance physical, mental, and emotional well-being. Through regular exercise, the body gains strength, agility, and ¹-----, bolstering cardiovascular health and reducing the risk of chronic ailments. A balanced diet, rich in whole foods and essential nutrients, fuels the body's ²----- functioning and aids in maintaining a healthy weight. Sleep patterns improve, leading to enhanced cognitive abilities and emotional resilience. Alongside these physical advantages, a healthy lifestyle ⁴----- mental clarity, reduces stress, and fosters a positive outlook on life. Engaging in mindful practices like meditation and yoga fosters inner tranquility, while social interactions and engaging hobbies contribute to a ⁵----- emotional support system. Ultimately, the benefits of a healthy lifestyle ripple across every facet of existence, empowering individuals to lead fulfilling, energetic, and ⁷----- lives.

Match the following sentences of the paragraph with their respective roles:

1. An optimally functioning body is fueled by a balanced diet that is full of whole foods and necessary nutrients.
2. While social connections and mentally stimulating hobbies help build a strong emotional support network, contemplative practices like yoga and meditation promote inner peace.
3. Adopting a healthy lifestyle has a wealth of advantages that symbiotically improve one's physical, mental, and emotional well-being.
4. Regular physical activity improves cardiovascular health and lowers the risk of chronic illnesses by giving the body more strength, agility, and endurance.
5. It also helps to keep the body at a healthy weight.
6. A healthy lifestyle not only promotes these bodily benefits, but it also encourages mental clarity, lowers stress, and promotes a good attitude on life.
7. A healthy lifestyle ultimately has an impact on all aspects of life.

1. Introductory sentence, supporting sentence 1, supporting sentence 2, supporting sentence 3, concluding sentence, rounding-off sentence
2. supporting sentence 2, supporting sentence 3, Introductory sentence, supporting sentence 1, supporting sentence 2, rounding-off sentence, rounding-off sentence, concluding sentence
- ✓ 3. supporting sentence 1, supporting sentence 3, Introductory sentence, supporting sentence 2, concluding sentence, rounding-off sentence, rounding-off sentence.

Choose the correct sequence of ideas for the given sentences:

Adopting a healthy lifestyle is a holistic approach that interweaves various facets of well-being, resulting in a harmonious enhancement of overall health. ----- 1, 3, 2

1. Regular physical activity, such as exercise and outdoor activities, not only improves cardiovascular fitness but also boosts metabolism, which in turn aids in maintaining a healthy weight.

2. This, in conjunction with adequate hydration, forms the cornerstone of a robust physical foundation.

3. Additionally, a balanced diet that incorporates nutrient-dense foods, including fruits, vegetables, lean proteins, and whole grains, provides the necessary fuel for optimal bodily functions.

Moreover, the positive effects of a healthy lifestyle extend beyond the physical realm. ----- 3, 2, 1

1. In essence, a healthy lifestyle not only fortifies the body but also nurtures the mind and spirit, intertwining these elements into a tapestry of vitality and contentment.

2. Interpersonal connections and nurturing relationships further contribute to a robust support system, emphasizing the interconnectedness of mental and emotional well-being.

3. Engaging in mindfulness practices like meditation and deep breathing fosters mental clarity and emotional equilibrium, while sufficient sleep revitalizes cognitive functions and strengthens emotional resilience.

Match the appropriate phrase with the purpose of mail-

- A. Dear Sir or Madam, could you please send me...
- B. Morning everyone, just thought you might be interested to know that....
- C. Hi there Shalini, Hope you're well. Might be a bit late on Saturday....

D. Dear Mr Bhaskar, I am writing to you because I am worried that....

Harini emailed all the maths teachers at his schools about some training -----^B-----

Harini wrote her friend about their plans to play foo ball at the weekend -----^C-----

Harini sent an email asking for more information about a conference. She did not know the name of the person who would read her mail. -----^A-----

Harini emailed a man called Bhaskar, the father of a pupil at school. He wanted to know why Mr. Bhaskar's son was absent from school. -----^D-----

Grammar

Put the phrases in the right order to make sentences.

1. I / forward / meeting / you. / to / look -----^{1 6 2 5 3 4}-----
2. hearing / to / forward / look / you. / from / We -----^{7 4 3 2 1 6 5}-----
3. to / speaking to / soon. / forward / you / I / look -----^{6 7 4 1 2 5 3}-----
4. on / forward / to / seeing / We / look / Saturday. / you -----^{5 6 2 3 4 8 1 7}-----
5. look / possible. / your / to / receiving / as soon as / reply / forward / I -----^{9 1 8 4 5 3 7 6 2}-----

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning.

Complete the following exercises-

Fill in the gaps with appropriate words: (personalized, disrupted, preferences, focused, research, Independence)

Advantages of Mobile Learning:

Flexibility and Accessibility: Mobile learning allows students to access educational materials anytime, anywhere, fostering a sense of ----- and self-paced learning.

Engagement and Interactivity: Interactive apps and multimedia content can make learning more engaging and interactive, catering to different learning styles and -----.

Skill Development: Mobile learning encourages the development of digital literacy, technological skills, and online ----- abilities that are increasingly important in today's world.

Customized Learning: Some mobile learning platforms offer ----- learning paths, tailoring content to individual strengths and areas for improvement.

Disadvantages of Mobile Learning:

Distractions: The allure of social media, games, and other non-educational apps may divert students' attention from ----- learning.

Screen Time Concerns: Excessive screen time can lead to potential health issues, including eye strain and ----- sleep patterns.

Digital Fatigue: ----- use of digital devices for learning can lead to digital fatigue and decreased motivation.

a. personalized, disrupted, preferences, prolonged, focused, research, Independence

☒ b. Independence, preferences, research, personalized, focused, disrupted, prolonged

c. focused, Independence, personalized, preferences, disrupted, prolonged, research

Arrange the parts of the e-mail in proper order:

(purpose of the mail) We hope this email finds you well. As we continue to navigate the ever-evolving landscape of education, we believe it's important to explore the advantages and disadvantages of mobile learning, especially as it pertains to our students. We understand that technology plays a significant role in their lives, and we want to ensure that we make informed decisions to provide the best learning experience possible. Here, we outline some of the key benefits and potential drawbacks of mobile learning:

(closing line) Thank you for your continued support in our shared goal of providing the best possible education for your children.

(Conclusion) At our institution, we are carefully considering these advantages and disadvantages as we incorporate mobile learning into our educational approach. We encourage open communication and would love to hear your thoughts and concerns about mobile learning. Your insights are invaluable in helping us shape the best educational environment for our students. Please feel free to reach out to us with any questions or feedback.

(subject line) Subject: Exploring the Pros and Cons of Mobile Learning for Our Students

(e-mail sign-off) Sincerely,

[Your Name]

(providing explanation/reasons) Advantages of Mobile Learning:

Flexibility and Accessibility: Mobile learning allows students to access educational materials anytime, anywhere, fostering a sense of independence and self-paced learning.

Engagement and Interactivity: Interactive apps and multimedia content can make learning more engaging and interactive, catering to different learning styles and preferences.

Disadvantages of Mobile Learning:

Limited Social Interaction: Mobile learning may reduce face-to-face interactions, impacting the development of important social skills.

Internet Reliance: Access to mobile learning is contingent on a stable internet connection, which may not always be available to all students.

(salutation) Dear Parents,

/ a. subject line, salutation, stating the purpose of the e-mail, providing explanation/reasons, conclusion, closing line, e-mail sign-off

b. closing line, e-mail sign-off, salutation, stating the purpose of the e-mail, providing explanation/reasons, subject line, conclusion

c. closing line, e-mail sign-off, salutation, stating the purpose of the e-mail, conclusion, subject line, providing explanation/reasons

choose the appropriate option for a formal e-mail:

1. ----- you please tell me the start date for the course? (can/could)
2. ----- I must take a level test, kindly let me know. (if/whether)
3. ----- you mind telling me the cost of the course? (will/would)
4. ----- you tell me if you have the course details available? (can/could)

Intervention

CLP 1 (Objective test)

Read the activity instructions. Then write true/false.

Instructions: work with a partner. Take turns reading the text.

1. The students should work by themselves. ----- T -----
2. The students should read. ----- T -----

Instructions: Answer the questions about your school. Answer with complete sentences.

3. The students should use complete sentences. ----- T -----

Instructions: Match the pictures to the words. Check your answers with a partner.

4. The students should do an underlining activity. ----- f -----

Instructions: Check the following words in your dictionary. Practice saying the words with a partner.

5. The students have to check the meaning of the words. ----- f -----

Instructions: Ask your partner about his or her family. Take notes on your partner's family.

6. The students should work with a partner. ----- T -----
7. The students have to write. ----- T -----

Instructions: Work in groups of three. Fill in the blanks using the chart.

8. The students should complete a chart. ----- T -----

Instructions: choose one of the following activities. Work in pairs.

9. The students have to do all the activities. ----- f -----

Instructions: Use the vocabulary to write sentences. Underline the verbs in the sentences.

10. The students should listen. ----- f -----

Instructional phrases for group activities

Match 'Part A' with 'Part B' to make full sentences:

Please work	answering the questions
You have to get	another 10 minutes
You have until 10:30	into pairs
Work in groups	on your own
Take turns	to finish this activity

You have _____

of four/five

Instructional phrases for managing classroom

Use the flashcards _____ to practice vocabulary

The example is at _____ the bottom of page 28.

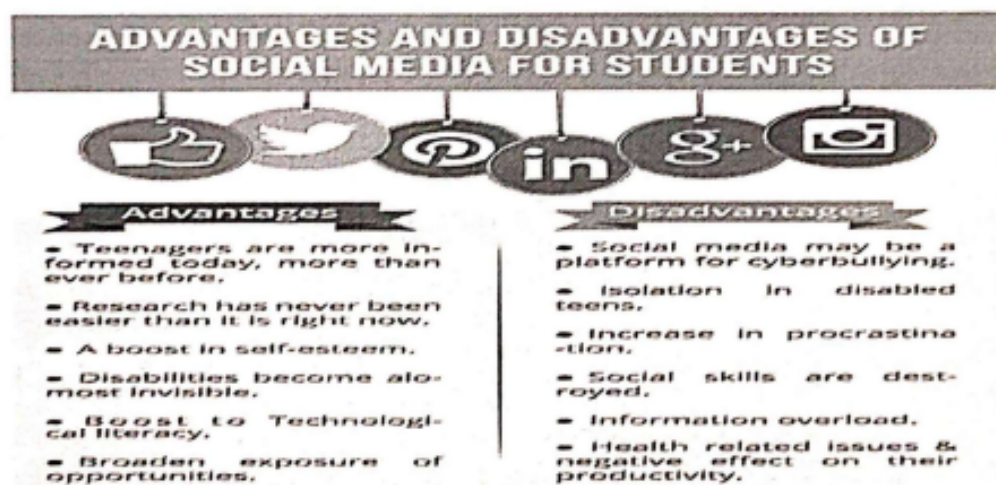
Do the exercise in the _____ middle of page 15

Remember to check _____ your work again

Now we are going to _____ have a test on 'photosynthesis'

I am going to read _____ the instructions again

While-task: (Identify display and referential questions for the given topic and ask each other those questions)



What is meant by self-esteem? (Display/referential)

What are the ways to overcome the disadvantages of social media? (display/referential)

What are the different ways in which social media can be used as mentioned in the picture? (display/referential)

What is the meaning of the word 'procrastination'? (display /referential)

CEP-2

Objective test (making announcements)

1. I have some important _____ for the test.

1. I have some important ~~for the test~~ important information for you
2. Please ~~write it down~~ write it down
3. Remember to study ~~we have a quiz next week~~ we have a quiz next week
4. Don't forget about ~~the quiz on Tuesday~~ the quiz on Tuesday
5. Remember that ~~is due June 2nd~~ is due June 2nd
6. There will ~~be a quiz tomorrow~~ be a quiz tomorrow
7. We are going ~~to do a project on food~~ to do a project on food
8. The project

Making announcements -2

Choose correct option:

1. Teacher: Don't forget about the class trip next Friday.
Student: where are we going?
Teacher:
a. Give this invitation to your parents.
☒ b. We will go to the theatre to see a play.
c. We are going to have a visitor next Friday.
2. The break will be shorter today.
Students: why?
Teacher:
a. We will not have a break today.
b. Give this notice to your parents.
☒ c. We are going to have a guest.
3. Teacher: we will visit the museum today.
Student: when are we coming back?
Teacher:
☒ a. We will come back at 2:00 p.m.
b. There's a change in the schedule
c. We are going to finish class at 10:30 a.m. today

Motivating students:

Tick the correct option:

1. Yes. You're ----- (do it, again, keep, give up, doing great)
2. ----- trying. You can do it. (do it, again, keep, give up, doing great)
3. Don't ----- Keep trying. (do it, again, keep, give up, doing great)
4. Try that ----- You can do it. (do it, again, keep, give up, doing great)
5. You can ----- I will help you. (do it, again, keep, give up, doing great)

While-task: Choose one video from TED ED videos and write down the discussion questions related to the video and share with the group members.

Video name: ✓

Discussion questions: ✓

INTERVENTION

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

Good morning parents,
Here i am going to explain about the mobile learning. The advantages are by mobile learning student can learn easily by the audio and video effects and he can remember for long time, where as disadvantages are they play games by saying that they are learning through mobiles and they waste time on using mobiles and also they loss eyesight easily.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words).

Healthy habits, disciplined lifestyle, health is wealth, overall health



Answer: Healthy lifestyle is maintained by using proper diet everyday. By having healthy habits like doing exercise we can

maintain good health. Maintaining healthy life style leads to healthy and happy life. Now-a-days, our health is only the greatest wealth. Taking fresh air, fruits, vegetables, maintaining 8 hours of sleep and listening to music gives peace to the mind and body.

INTERVENTION

Writing section (18 marks)

Topic: Prepare an e-mail to the parents of your students explaining them the advantages and disadvantages of mobile learning? Provide your answer in 100-120 words.

Answer:

Dear parents

In today's present generation, children are using mobiles very much. It is good to use technology but there are both advantages and disadvantages to use mobile by students. Advantages are it gives wide information to students to study and also gives entertainment. Mobiles are useful but they have disadvantages too. They generate radiation which is very harmful to children's brain and health. They eat up the time of students and also mobile is having bad information. So please monitor your children while using phone.

2. paragraph writing

Use the clues (verbal and picture) below and write a paragraph: (100-120 words).

Healthy habits, disciplined lifestyle, health is wealth, overall health

Yours faithfully

Chintha Hussanah



Answer: As a well known quote - "Health is wealth." we need to lead a healthy lifestyle for our good health. Health is very important to do anything or achieve something in

life. Today due to modern lifestyle and society people are becoming unhealthy. Due to education and job pressure, people are becoming stressed up. To avoid ill health we need to have a good healthy lifestyle. Healthy lifestyle includes: fresh vegetables and fruits consumption, drinking water and staying hydrated, getting 8 hours of sleep every night, exercise, listening to music, getting fresh air and sunshine, taking vitamin supplements and meditating and journaling. These are necessary for a healthy lifestyle.

The following test is prepared to know the proficiency levels of pre-service teachers in English language.

Mention your course name and subjects:

The topic of the given text is 'Agricultural practices in India'. Identify and write the important detail which supports the topic in each paragraph.

Unsustainable practices

Since more than half of India's population depends upon rural employment for a living, Slow agricultural growth is a concern for the policy-makers as the currently adopted agricultural practices are neither economically nor environmentally sustainable.

Dominance of cereals among food crops

Within broad group of food crops cereals like wheat and rice dominate. About 82 per cent of the area under food crops has been put to cultivation of cereals. There are mainly three cropping seasons in India (i) Kharif (ii) Rabi (iii) Zaid. The Kharif season corresponds to the rainy season, while Rabi season with the winter. The short period in between the harvest of the Rabi crops and the sowing of the Kharif crops is called the Zaid season.

Social problems

Agriculture is recently facing greater changes in terms of social aspects like the increased feminization of agriculture, mainly due to an increase in the number of women-headed households, increased rural-urban migration by men, and growth in cash crops production which require a lot of labor.

Pick up the important detail from each paragraph and write it down

ANSWER: 1. half of Indian population depends upon rural employment

2. There are mainly three cropping seasons in India

3. Agriculture is recently facing greater changes in terms of social aspects like the

Provide a title for each of the following paragraphs: Increased feminization of agriculture.

First one is done for you. A. stay happy with regular exercise

a) In 2022, start your day with regular exercise, doing physical activity is not about losing weight it's about elevating your mood and enhancing happy feelings which are produced by your brain when you exercise.

b) Develop a healthy sleeping pattern. Ideally 6-8 hours of sleep is sufficient but even the quality of sleep matters. To improve the quality of sleep ensure you avoid screen time 2 hours before bedtime and give yourself 30-40 minutes before bedtime for self-care or what is known as me time. This time is for you to indulge in self-care activities or things which are relaxing and therapeutic. Some people would enjoy taking care of their hair and skin, some would like to read a lite hearted book, some would listen to a podcast or soothing music, do meditation, or write a journal.

c) Develop new skills and challenge your capabilities but at the same time relax and enjoy your hobbies. Doing what you are passionate about will reduce stress, dissatisfaction level and improve your mood and in the long run increase your over all mental wellbeing.

d) Set realistic, feasible and achievable goals. Design your short-term goals in such a way that it will help in making you achieve your long-term goals. Focus on productivity but don't get overwhelmed by working too much or out of your boundaries. Take breaks as and when needed. While on break do things that makes you happy. Focus on your strength and not on your limitations.

Title for B: Ideally 6-8 hours sleep is sufficient but even the quality of sleep matters

Title for C: Dissatisfaction level and improve your mood and in the long run increase your overall mental health/well being

Title for D: Focus on your strength and not on your limitations

II Section:

Write about the topic in 30-40 words

Topic: In everyone's life there will be so many memorable events for which they feel happy. Share one such memory. What was it? When and where it happened? Who else was there with you when it happened? Explain why it was a happy event.

Yes I have so many memorable moments in my life, but I will share one goale moment is done in few days back. Actually when I was entered in to my B-Ed college, our cly staff as give to the work some Record work (or mainly self development Record) my friend, Saimukhi, and Prathiyusha are drawing a diagram

- - Buddha diagram and child labour diagram those Pictures are so funny. In only one time we are discussing in the my friend's group (who with stickers)

Write an e-mail to your principal requesting for a library for students. You also mention reasons. (Write in 50-60 words)

From: saujanya @.gmail.com

To: Dr. L. Venkatesan Reddy @.gmail.com

Good morning sir. I am saujanya bellanki, sir I Requested to provide some books in our library sir. Some Academic books and computer like books and some kind of poet and author books

sir please provide my request

Thank you sir

Yours obediently

B. Saujanya,

The following test is prepared to know the proficiency levels of pre-service teachers in English language.

Mention your course name and subjects: *B.ed Bio-Science, English*

The topic of the given text is 'Agricultural practices in India'. Identify and write the important detail which supports the topic in each paragraph.

Unsustainable practices

Since more than half of India's population depends upon rural employment for a living, Slow agricultural growth is a concern for the policy-makers as the currently adopted agricultural practices are neither economically nor environmentally sustainable.

Dominance of cereals among food crops

Within broad group of food crops cereals like wheat and rice dominate. About 82 per cent of the area under food crops has been put to cultivation of cereals. There are mainly three cropping seasons in India (i) Kharif (ii) Rabi (iii) Zaid. The Kharif season corresponds to the rainy season, while Rabi season with the winter. The short period in between the harvest of the Rabi crops and the sowing of the Kharif crops is called the Zaid season.

Social problems

Agriculture is recently facing greater changes in terms of social aspects like the increased feminization of agriculture, mainly due to an increase in the number of women-headed households, increased rural-urban migration by men, and growth in cash crops production which require a lot of labor.

Pick up the important detail from each paragraph and write it down

- ANSWER: 1. *Neither economically nor environmentally sustainable*
2. *wheat and rice dominate*
3. *feminization, migration, cash crops*

Provide a title for each of the following paragraphs:

First one is done for you. A. stay happy with regular exercise

a) In 2022, start your day with regular exercise, doing physical activity is not about losing weight it's about elevating your mood and enhancing happy feelings which are produced by your brain when you exercise.

b) Develop a healthy sleeping pattern. Ideally 6-8 hours of sleep is sufficient but even the quality of sleep matters. To improve the quality of sleep ensure you avoid screen time 2 hours before bedtime and give yourself 30-40 minutes before bedtime for self-care or what is known as me time. This time is for you to indulge in self-care activities or things which are relaxing and therapeutic. Some people would enjoy taking care of their hair and skin, some would like to read a lite hearted book, some would listen to a podcast or soothing music, do meditation, or write a journal.

c) Develop new skills and challenge your capabilities but at the same time relax and enjoy your hobbies. Doing what you are passionate about will reduce stress, dissatisfaction level and improve your mood and in the long run increase your over all mental wellbeing.

d) Set realistic, feasible and achievable goals. Design your short-term goals in such a way that it will help in making you achieve your long-term goals. Focus on productivity but don't get overwhelmed by working too much or out of your boundaries. Take breaks as and when needed. While on break do things that makes you happy. Focus on your strength and not on your limitations.

Title for B: Go, naturally.

Title for C: Gain life change skills through hobbies

Title for D: Increase inner abilities to reach destiny/goal.

II Section:

Write about the topic in 30-40 words

Topic: In everyone's life there will be so many memorable events for which they feel happy. Share one such memory. What was it? When and where it happened? Who else was there with you when it happened? Explain why it was a happy event.

In my life many memorable events occurred but, my beloved kid (baby) birth is so memorable event in my life. It occurred on 21/05/2017. And hospital my relations are all with me. It was very sweet moment in my life.

Write an e-mail to your principal requesting for a library for students. You also mention reasons. (Write in 50-60 words)

TO,

Date: 18/04/22
Place: Warangal

The Headmaster/Principal

Sub: Need a library in our College.

Dear Sirs,

I/we are the students of our

College 2011-2012 batch B.ed. we need a library in our college. Most of the students are Telugu medium background. B.ed is in English medium

So, we want a library to follow both the medium text book in all subjects

Yours obediently
XXXXX

Classroom language test (20m)

Section 1: Managing the classroom: 5m

- A. Fill in the blanks with phrases: (a report on your family, be a quiz tomorrow, is due June 2nd, will have a test tomorrow, information for you, study for the test) – 3m

I have some important information for you
Remember to study for the test
There will be a quiz tomorrow
We will have test tomorrow
The project is due June 2nd
You will do a report on your family

- B. Choose the appropriate option: (2m)

Students are not playing a game correctly. You say:

1. Don't you know how to play the game
2. This is not the right way to play the game
3. Let me explain you the game rules once again ✓
4. Stop the game
- C. You want to say the instructions again to students. You say:

Let us ----- the instructions.

- a. ✓ Understand b. listen to c. review d. revive

Section 2: Understanding and communicating lesson content (8m)

- D. Mention the skill (listening, reading, writing, speaking) against the instruction. You can mention one or two skills as per the situation: (2m)

Check the following words in your dictionary. Practice saying the words with a partner ()

Answer the questions about your school with complete sentences. ()

Ask your partner about his or her family. Take notes on your partner's family. (speaking)

Imagine the life without metals and express your opinions to your partner ()

- E. Mention whether the situation matches with the instruction given or not with 'yes/ no' (2m)

Situation: students should ask partners about their friends.

Instruction: students gather information from your friends about his or her family members.

Answer:

Situation: students should work in pairs to answer the questions.

Instruction: work in a group. Answer the questions.

Answer: *yes*

F. Mention reviewing/summarizing/communicating goals/sequencing against each sentence. (4m)

In this unit, you are going to study words about the family (*summarizing*)

Who remembers what we discussed about the topic in the last class? (*reviewing*)

Today we talked about the parts of a plant. (*sequencing*)

Next you will play a game. The, we are going to listen to a story. (*communicating goals*)

Section 3: Assessing student work and giving feedback (7m)

G. Write the question numbers which match the reading passage given below: (3m)

Penguins are a type of bird. They are different from other birds because they cannot fly. Penguins spend much of the time under water, and they are excellent swimmers. Penguins eat fish and other sea life. There are eighteen different kinds of penguins in the world. The Fairy Penguin is the smallest and weighs only two pounds. The Emperor Penguin is the largest. I can weigh up to ninety pounds.

1. What is the name of the documentary film made on penguins?
2. Name the birds which can swim like Penguin
3. What does a penguin eat? *Fish and sea life*
4. Which birds are considered as extinct?
5. What is the weight of the Fairy Penguin? *two pounds*
6. Which penguin is the largest one? *The Emperor*

H. Match the expressions in column A with expressions in column B (4m)

Column A

Column B

Don't forget	to pay attention to the explanation ()
You need	is off topic ()
This sentence	are missing ()
Some details	to complete the chart ()

Classroom language test (20m)

Roll No: 2

Section 1: Managing the classroom: 5m

- A. Fill in the blanks with phrases: (a report on your family, be a quiz tomorrow, is due June 2nd, will have a test tomorrow, information for you, study for the test) – 3m

I have some important information for you

Remember to study for the test

There will be a quiz tomorrow

We will have a test tomorrow

The project is due June 2nd

You will do a report on your family

- B. Choose the appropriate option: (2m)

Students are not playing a game correctly. You say:

1. Don't you know how to play the game
2. This is not the right way to play the game ✓
3. Let me explain you the game rules once again
4. Stop the game
- C. You want to say the instructions again to students. You say:

Let us revise the instructions.

- a. Understand b. listen to c. review d. revise

Section 2: Understanding and communicating lesson content (8m)

- D. Mention the skill (listening, reading, writing, speaking) against the instruction. You can mention one or two skills as per the situation: (2m)

Check the following words in your dictionary. Practice saying the words with a partner (Reading)

Answer the questions about your school with complete sentences. (Speaking)

Ask your partner about his or her family. Take notes on your partner's family. (Listening)

Imagine the life without metals and express your opinions to your partner (writing)

- E. Mention whether the situation matches with the instruction given or not with 'yes/ no' (2m)

Situation: students should ask partners about their friends.

Instruction: students gather information from your friends about his or her family members.

Answer: Yes

Situation: students should work in pairs to answer the questions.

Instruction: work in a group. Answer the questions.

Answer: *yes*

F. Mention reviewing/summarizing/communicating goals/sequencing against each sentence. (4m)

In this unit, you are going to study words about the family (*summarizing*)

Who remembers what we discussed about the topic in the last class? (*communicating goal*)

Today we talked about the parts of a plant.

(*sequencing against each sentence*)

Next you will play a game. The, we are going to listen to a story. (*Reviewing*)

Section 3: Assessing student work and giving feedback (7m)

G. Write the question numbers which match the reading passage given below: (3m)

Penguins are a type of bird. They are different from other birds because they cannot fly. Penguins spend much of the time under water, and they are excellent swimmers. Penguins eat fish and other sea life. There are eighteen different kinds of penguins in the world. The Fairy Penguin is the smallest and weighs only two pounds. The Emperor Penguin is the largest. I can weigh up to ninety pounds.

1. What is the name of the documentary film made on penguins?
2. Name the birds which can swim like Penguin
3. What does a penguin eat? *eat fish and other sea life*
4. Which birds are considered as extinct?
5. What is the weight of the Fairy Penguin? *Fairy penguin is the smallest & weighs only 2 pounds*
6. Which penguin is the largest one? *Emperor penguin*
- H. Match the expressions in column A with expressions in column B (4m)

Column A

Column B

- | | |
|---------------|-----------------------------------------|
| Don't forget | to pay attention to the explanation () |
| You need | is off topic () |
| This sentence | are missing () |
| Some details | to complete the chart () |

①

②

③ *eat fish and other sea life.*

④

⑤ *Fairy penguin is the smallest & weighs only two pounds*

⑥ *Emperor penguin.*

Discussion form

1. Write about yourself in a few sentences. (your name, where do you come from? Your likes, dislikes, hobbies, educational background, goals) why do you want to improve your English language and communication skills?

Myself Rama Banothu I come from Jayshankar District Nagaram I used to like play games and read books and dislikes are eating Bakery items my hobbies are doing cultural activities I'm pursuing B.Ed I want to be a Government employee

2. We eat not only for survival but also for enjoyment.

For example: as part of festive celebrations we enjoy eating traditional food items. These food items differ from region to region.

(which food items are prepared in your region on festive occasions? Do you enjoy eating them? What is your favourite food item (s)?)

My favourite festival is Teej [Banyar's festival]. on that day we prepare laddus with jaggery and rice flour. we enjoy to eat this food item.

Respond to others' views: (select anyone of the following options)

I know how to prepare it/I like it too/ I want to know how it is prepared/ We call the sweet with a different name/ is it a milk item?/do you know to prepare it? Can you tell me the procedure?/ what do you call this sweet in your place? I don't eat sweets/ I prefer something spicy food over sweets

read others' opinion (which one you liked mention name)

Yes I like to play games and read books. And I dislike Bakery items.

writing

Write an e-mail to your principal, asking for a library for the students. Mention the reasons.

What are the reasons for which we need a library? What do you need for a library?

1. We need library to read various types of books.
2. To improve knowledge.
3. To learn grammar & vocabulary
4. To get the more information from library

Writing an email using simple, and clear language. (polite language wherever necessary)

Respected madam, sub Request for a library.

I am Rama Banothu studying B.Ed 2nd year, Biological science and English methodology in your college. We are students from B.Ed.

The purpose of this mail is we want a library with a good environment.

- * We can gain our knowledge through different books in lib.
- * we will improve our vocabulary skills through English books.
- * It is a good space for improve our skills, thoughts, ideas.

Thank you

First version

About defining books & reading skills, good
— environment

Second version



Day 2

Prepare the timeline of a famous scientist/timeline of your own life

Rama Banothu

- 2000
- B.Ed
- participation in South zone selections in kho-kho game.
- 2015 completed my 10th standard. ^{National level.}
- 2022 I attended medical camp.
- 2020 I completed my degree
- 2017 I participated in football state level in Sangareddy.
- 2020 I wrote BHU entrance exam for pursuing cpget.

Discussion form

1. Write about yourself in a few sentences. (your name, where do you come from? Your likes, dislikes, hobbies, educational background, goals) why do you want to improve your English language and communication skills?

I am Suetha, I come from HNK, I like speaking in English fluently, I hate to waste the time, I am a graduate pursuing B.E. my goal is to settle as an English teacher in a hke my hobby is to speak listen videos of inspirational.

2. We eat not only for survival but also for enjoyment.

For example: as part of festive celebrations we enjoy eating traditional food items. These food items differ from region to region.

(which food items are prepared in your region on festive occasions? Do you enjoy eating them? What is your favourite food item (s)?

Mutton curry, Jaggery food items
Sweets,
Snacks.

Respond to others' views: (select anyone of the following options)

I know how to prepare it/I like it too/ I want to know how it is prepared/ We call the sweet with a different name/ is it a milk item?/do you know to prepare it? Can you tell me the procedure?/ what do you call this sweet in your place? I don't eat sweets/ I prefer something spicy food over sweets

read others' opinion (which one you liked mention name)

I too like mutton curry and please can you tell me the procedure on it.

writing

Write an e-mail to your principal, asking for a library for the students. Mention the reasons.

What are the reasons for which we need a library? What do you need for a library?

1. Sir please can you provide library for childrens improvement free
2. sir please can you provide " for developing reading skills
3. Sir will you provide library for getting knowledge from different book
4. There should be good environment for learning.

Writing an email using simple, and clear language. (polite language wherever necessary)

Respected Sir, I am Suetha, me & my friends are I'm from maths & English the purpose of this mail is to request you for library, studying in MBED College, Sir we need library for our improvement of knowledge & please sir for developing reading skills, & for refering different books, &

for Peace of mind.
yours regards
Suetha
"Thanking you sir"

First version

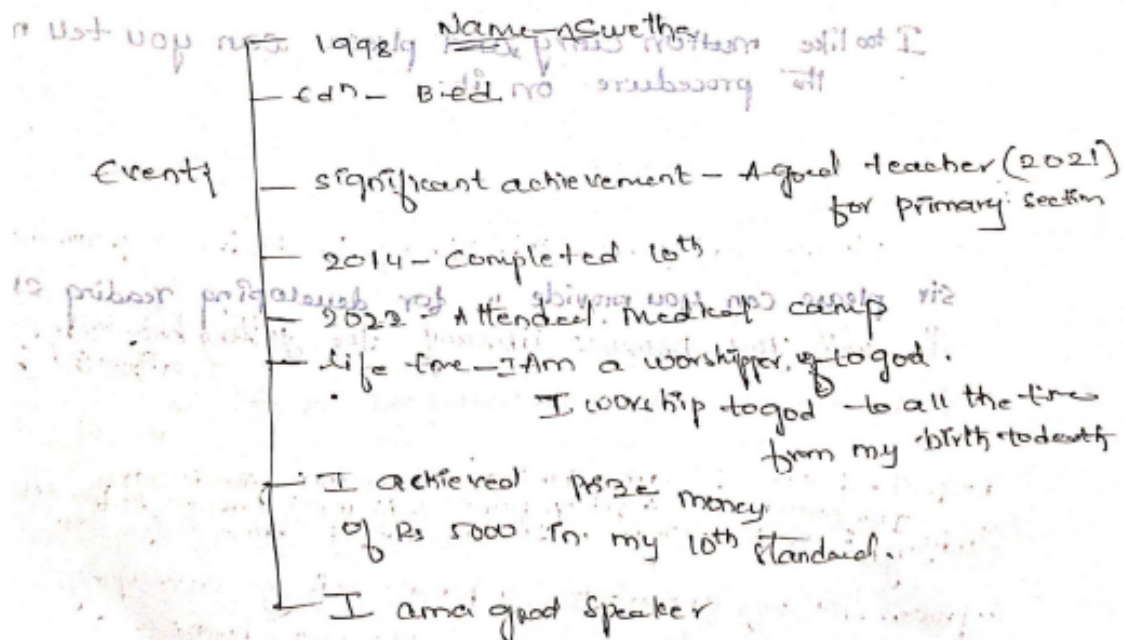
your regards must be written in right side of the letter.

Second version



Day 2

Prepare the timeline of a famous scientist/timeline of your own life



WORK SHEETS

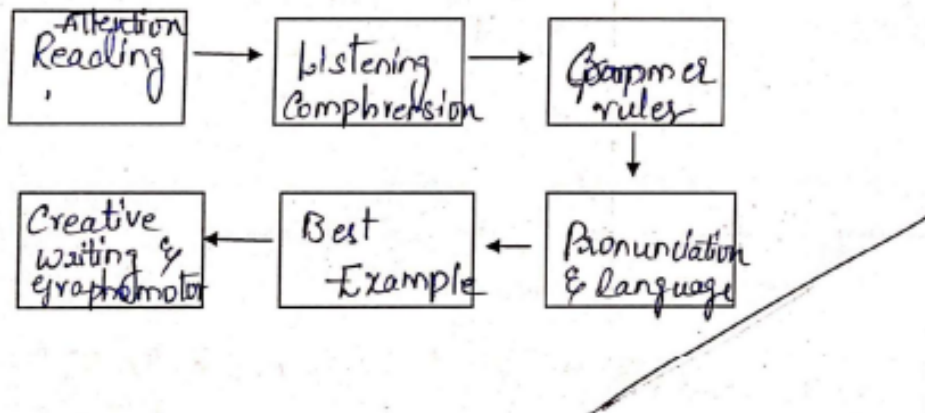
1. Select the process of anything from your textbook and present it by using sequence chart.
: you can use any one of the following sequence charts (required textbook)

Topic name: The Selfish Giant - Part-I

Explain any process related to your subject to your friend by filling up the following table.

First step	Old Giant & the Giant refers to same character but Giant is selfish character & old Giant is not.
Next step	old Giant once owned large garden & he never let children to play.
Then	once old Giant has gone to visit his friends.
After that	
Did you understand? (ask this question)	
Shall I repeat? (Ask this question)	

Or



Now prepare two questions related to the process and ask others in your group.

Example: How many steps are there in the above process?

- a. Ans There are 4 steps from above process
- b. 1) The Giant refers to which character?
2) What is notice-board did Giant put up?

Peer feedback check list (Select any one option) from other group: (write his/her name):

1. Explained the process
2. Explained the process clearly.

3. Explained the process clearly and asked questions.
2. Select an activity from your textbook you teach to students. Write down the instructions provided in the textbook. Imagine your friends as students and explain the activity along with instructions to them. Your friends will provide you feedback. (exchange roles until all of you complete the turns).

Activity name: Selfish giant

Instructions: 1) Look at the picture at Page No:- 34 & explain what's happening.

2) In the picture what the pupil are doing?

3) And why the giant is angry about children?

Peer- Feedback checklist (Select any one option)

1. Explained the activity along with instructions
2. Explained the instructions in a clear and understandable way
3. Explained the instructions in a clear and understandable way and checked the understanding of learners by asking questions.
3. What will you do if you face failure? (select two to three options from the list and you can add your own view to the list)

1. I will learn from my failure
2. I will try to understand where I did the mistake and improve on it.
3. I will not learn anything new
4. I will tell try to talk to people who has overcome failures
5. I will share my sad feelings with others and forget about it
6. (what will you do?) ASK ANOTHER PERSON AND WRITE

As a teacher, when students fail in exams. What steps do you take? Discuss with your group members and write down here:

1. I will try to make focus on the studies & try to know the reason of failed student.
- 2.

4. Listen to one educational video of your choice and provide the main idea and details of the video (what is the video about and what are the important details in the video?) (each one has to write one sentence). (required YouTube access) work as a group

Name of the video: Greenhouse effect Global warming

Main idea:

1. Greenhouse effect Global warming. The greenhouse Effect a process that occurs when gases in earth's atmosphere trap the sun's heat.
- 1.
- 2.

self-assess (tick mark the appropriate statement/statements)-

1. understood the instructions and selected a YouTube video.
2. understood the Instructions and completed a part of the activity (not-making)
3. sharing these points with friends and listening to their points.

WORK SHEETS

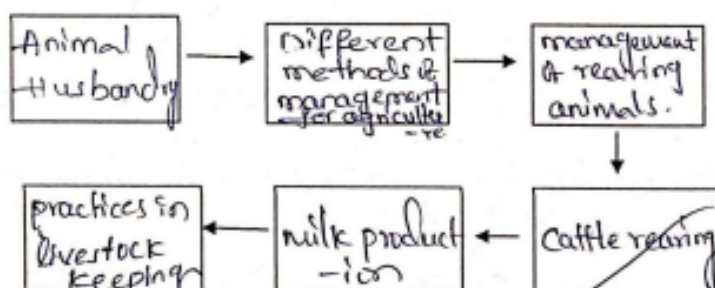
1. Select the process of anything from your textbook and present it by using sequence chart.
: you can use any one of the following sequence charts (required textbook)

Topic name: production of food from animals.

Explain any process related to your subject to your friend by filling up the following table.

First step	
Next step	
Then	
After that	
Did you understand? (ask this question)	
Shall I repeat? (Ask this question)	

Or



Now prepare two questions related to the process and ask others in your group.

Example: How many steps are there in the above process?

- a. What do you know about Animal Husbandry?
- b. What is cattle rearing?

Peer feedback check list (Select any one option) from other group: (write his/her name):

1. Explained the process
2. Explained the process clearly.

3. Explained the process clearly and asked questions.
2. Select an activity from your textbook you teach to students. Write down the instructions provided in the textbook. Imagine your friends as students and explain the activity along with instructions to them. Your friends will provide you feedback. (exchange roles until all of you complete the turns).

Activity name: Collect different types of hens and find their characters.

Instructions: Visiting poultry farm, observing hens, know about their feed and diseases with the help of poultry owner.

Peer- Feedback checklist (Select any one option)

1. Explained the activity along with instructions
2. Explained the instructions in a clear and understandable way
3. Explained the instructions in a clear and understandable way and checked the understanding of learners by asking questions.
3. What will you do if you face failure? (select two to three options from the list and you can add your own view to the list)

1. I will learn from my failure
2. I will try to understand where I did the mistake and improve on it.
3. I will not learn anything new
4. I will tell try to talk to people who has overcome failures
5. I will share my sad feelings with others and forget about it
6. (what will you do?) ASK ANOTHER PERSON AND WRITE

As a teacher, when students fail in exams. What steps do you take? Discuss with your group members and write down here:

1. As a teacher first I will interact with them & know their problem for failing in exams.
2. I will give them topic to learn and explain them and make them to practice.

4. Listen to one educational video of your choice and provide the main idea and details of the video (what is the video about and what are the important details in the video?) (each one has to write one sentence). (required YouTube access) work as a group

Name of the video: Animal husbandry & cattle farming

Main idea:

1.

Important details:

1.

2.

Self-assess:- (tick correct the appropriate statement/statements):-

1. Understood the instructions and selected a YouTube video.
2. Understood the instructions and completed a part of the activity (note-making)
3. Sharing these parts with friends and listening to their points.

WORK SHEETS

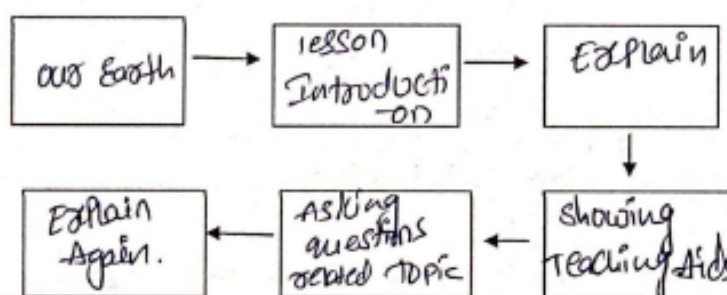
1. Select the process of anything from your textbook and present it by using sequence chart.
: you can use any one of the following sequence charts (**required textbook**)

Topic name: our Earth

Explain any process related to your subject to your friend by filling up the following table.

First step	
Next step	
Then	
After that	
Did you understand? (ask this question)	
Shall I repeat? (Ask this question)	

Or



Now prepare two questions related to the process and ask others in your group.

Example: How many steps are there in the above process?

- a. Do you have understood on 3rd step.
- b. can I explain again.

Peer feedback check list (Select any one option) from other group: (write his/her name):

1. Explained the process
- ✓ 2. Explained the process clearly.

3. Explained the process clearly and asked questions.

2. Select an activity from your textbook you teach to students. Write down the instructions provided in the textbook. Imagine your friends as students and explain the activity along with instructions to them. Your friends will provide you feedback. (exchange roles until all of you complete the turns).

Activity name: *Group discussion*

Instructions: *To all part will talk about the concept. It's gives improve your knowledge.*

Peer- Feedback checklist (Select any one option)

1. Explained the activity along with instructions
2. Explained the instructions in a clear and understandable way
3. Explained the instructions in a clear and understandable way and checked the understanding of learners by asking questions.
3. What will you do if you face failure? (select two to three options from the list and you can add your own view to the list)

1. I will learn from my failure
2. I will try to understand where I did the mistake and improve on it.
3. I will not learn anything new
4. I will tell try to talk to people who has overcome failures
5. I will share my sad feelings with others and forget about it
6. (what will you do?) ASK ANOTHER PERSON AND WRITE

As a teacher, when students fail in exams. What steps do you take? Discuss with your group members and write down here:

- 1 *I will explain the lesson again.*
- 2 *visually showing that*

4. Listen to one educational video of your choice and provide the main idea and details of the video (what is the video about and what are the important details in the video?) (each one has to write one sentence). (required YouTube access) work as a group

Name of the video: *Global warming*

Main idea:

1. *To control the pollution.*

Important details:

1. *To avoid the plastic*
- 2.

Self-assess (Tick mark the appropriate statement/statements)

☒ Understood the Instructions and selected a part of the YouTube video

☒ Understood the Instructions and completed a part of the activity (note-making)

3. *Sharing those points with friends and listening to their points.*

Appendix C4: Tasks for lesson plan, Task-evaluation checklist

Participant-1 Topic:- Science and Technology

SILL: compensation

Self-efficacy: Reading

Task phases

Pre-task:

Modeling the strategy: text cohesion (sequencing information) guessing, asking questions

The strategy is modeled by helping learners to guess the sequence of ideas and also use questioning technique regarding the order of arranging the ideas in a sequence.

Text used for Modeling: 55 pg

Teacher and student Interaction (classroom language):

Identify the linkers in the text given
Understand the main theme of the text
Let me give the first sentence for you

Activity: Fill in the blanks with the appropriate verb form:

(simple present, present continuous)

1. The robot's sensors _____ (collect) data from its surroundings in real-time.
2. Engineers often _____ (use) computer simulations to test new designs before building physical prototypes.
3. Our team _____ (work) on developing a new algorithm for data analysis this week.
4. Solar panels _____ (generate) electricity from sunlight, making them a sustainable energy source.
5. The laboratory technician _____ (prepare) samples for analysis right now.
6. Many students _____ (pursue) degrees in science and technology to contribute to future innovations.

Low (2)	Medium (4)	High (6)
Not able to focus on two or three of the following steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task	Not able to focus on one or two of the following steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task	Followed all the steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task Checking whether the

explaining the task	explaining the task	Checking whether the answer/answers is/are correct/incorrect
Checking whether the answer/answers is/are correct/incorrect	Checking whether the answer/answers is/are correct/incorrect	Asking the peer/teacher if something is not clear and getting their support
Asking the peer/teacher if something is not clear and getting their support	Asking the peer/teacher if something is not clear and getting their support	

While-task: Select an objective test type (select an activity): Jumbled order (52 pg)

Teacher and student Interaction (classroom language):

Do you want me to repeat the instructions?

Do you have any doubts?

Scaffolding learners: Learners will be asked questions to guess the sequence correctly

Post-task:

Show me your answers

Are you able to understand the meanings of key words?

Do you have any idea regarding the 'connectors'?

Scaffolding learners: learners will be given clues to complete the task given

Teacher/learners' rubric

Confident (6)	Good (4)	Needs improvement (2)
Can locate key words Can identify main idea Can skim through details and can identify their order by focusing on 'connectors'	Can locate key words Can identify main idea	Can understand the information provided

Follow-up: learners will give the summary of re-arranged paragraphs

To be filled by the ~~researcher~~ *Learner*

objective	Components of the lesson plan	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics			✓		
	To use appropriate English to ask questions or to provide clues and hints				✓	
Language of Instruction	To give clear instructions in English when conducting activities					✓
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities					✓
SILL	To mention the strategies that are used as per the SILL questionnaire					✓
	To model the strategy by using the relevant material				✓	
L2 Self-efficacy	To mention the language self-efficacy statement as per the task					✓

To be filled by Instructor)

objective	Components of the lesson plan	Very poor (1)	Poor (2)	Acceptable (3)	Good (4)	Very good (5)
Teacher						
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics			✓		
Language of Instruction	To use appropriate English to ask questions or to provide clues and hints				✓	
	To give clear instructions in English when conducting activities				✓	
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities					✓
SILL	To mention the strategies that are used as per the SILL questionnaire				✓	
	To model the strategy by using the relevant material				✓	
L2 Self-efficacy	To mention the language self-efficacy statement as per the task				✓	

Topic: Gratitude

SILL: compensation

Self-efficacy: Reading

Task phases

Pre-task:

Modeling the strategy: text cohesion (sequencing information) guessing, asking questions

The strategy is modeled by helping learners to guess the sequence of ideas and also use questioning technique regarding the order of arranging the ideas in a sequence.

Text used for Modeling: 125 pg

Teacher and student Interaction (classroom language):

Identify the key words in each sentence Look at the list of the 'linkers' and their meanings

Activity:

Fill in the blanks with appropriate phrases:

(garden of positivity, abundance in our lives,profound impact)

Gratitude is a powerful and transformative emotion that can have a -----on our lives. When we express gratitude, whether through a simple "thank you" or a more heartfelt gesture, we not only acknowledge the positive contributions of others but also nurture our own well-being. Gratitude has the remarkable ability to shift our perspective, helping us focus on the -----rather than dwelling on what we lack. It can enhance our relationships, improve our mental and emotional health, and foster a sense of connection to the world around us. Cultivating gratitude is like tending to a -----within us, and as we nurture it, we often find that it blooms into a more joyful and fulfilling life.

Low (2)	Medium (4)	High (6)
Not able to focus on two or three of the following steps: Understanding the instructions and participates in the activity by asking questions	Not able to focus on one or two of the following steps: Understanding the instructions and participates in the activity by asking questions	Followed all the steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by

Checking whether the answer/answers is/are correct/incorrect	Checking whether the answer/answers is/are correct/incorrect	answer/answers is/are correct/incorrect
Asking the peer/teacher if something is not clear and getting their support	Asking the peer/teacher if something is not clear and getting their support	Asking the peer/teacher if something is not clear and getting their support

While-task: Select an objective test type (select an activity): Jumbled order (52 pg)

Teacher and student Interaction (classroom language):

Did you understand my instructions?

Is there any confusion with the activity given?

Scaffolding learners: learners will be given clues and meanings of keywords helpful for arranging the text

Post-task: Discuss the story given

What is the sentence in the order?

What is the main idea of the paragraph?

Scaffolding learners: learners will be working on the task collectively

Teacher/learners' rubric

Confident (6)	Good (4)	Needs improvement (2)
Can locate key words Can identify main idea Can skim through details and can identify their order by focusing on 'connectors'	Can locate key words Can identify main idea	Can understand the information provided

Follow-up activity: learners will be given a jumbled passage which they have to rearrange and identify the key details.

To be filled by the researcher *Learner*

objective	Components of the lesson plan	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics				✓	
	To use appropriate English to ask questions or to provide clues and hints					✓
Language of Instruction	To give clear instructions in English when conducting activities				✓	
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities					✓
SILL	To mention the strategies that are used as per the SILL questionnaire				✓	
	To model the strategy by using the relevant material					✓
L2 Self-efficacy	To mention the language self-efficacy statement as per the task					✓

To be filled by Instructor)

objective	Components of the lesson plan	Very poor (1)	Poor (2)	Acceptable (3)	Good (4)	Very good (5)
Teacher						
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics			✓		
Language of Instruction	To use appropriate English to ask questions or to provide clues and hints				✓	
	To give clear instructions in English when conducting activities				✓	
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities			✓		
SILL	To mention the strategies that are used as per the SILL questionnaire				✓	
	To model the strategy by using the relevant material				✓	
L2 Self-efficacy	To mention the language self-efficacy statement as per the task					✓

Topic: social issues

SILL: compensation

Self-efficacy: Reading

Task phases

Pre-task:

Modeling the strategy: text cohesion (sequencing information) guessing, asking questions

The strategy is modeled by helping learners to guess the sequence of ideas and also use questioning technique regarding the order of arranging the ideas in a sequence.

Text used for Modeling: 17 pg

Teacher and student Interaction (classroom language):

Look at the list of the linkers provided to you
Find the meanings of key words

Activity:

Choose the most appropriate adjective from the list provided to complete the description of the given social issue. (inequality, alarming, inequitable, pressing)

1. We must address the _____ issue of climate change to ensure a sustainable future.
2. Despite efforts to address it, gender _____ remains a significant challenge in many societies.
3. _____ access to healthcare can lead to health disparities among different populations.
4. The _____ rate of cyberbullying among teenagers is a cause for concern.

Low (2)	Medium (4)	High (6)
Not able to focus on two or three of the following steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task	Not able to focus on one or two of the following steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task	Followed all the steps: Understanding the instructions and participates in the activity by asking questions Supporting peers by explaining the task Checking whether the

questions	questions	questions
Supporting peers by explaining the task	Supporting peers by explaining the task	Supporting peers by explaining the task
Checking whether the answer/answers is/are correct/incorrect	Checking whether the answer/answers is/are correct/incorrect	Checking whether the answer/answers is/are correct/incorrect
Asking the peer/teacher if something is not clear and getting their support	Asking the peer/teacher if something is not clear and getting their support	Asking the peer/teacher if something is not clear and getting their support

While-task: Select an objective test type (select an activity): Jumbled order 100 page

Teacher and student Interaction (classroom language):

Do you have the jumbled text with you?

What is the main idea of the text?

Scaffolding learners: learners will be given clues to rearrange the passage

Post-task: Discuss case study 1 (101)

What is the meaning of that linker?

Did you complete the activity?

Are the sentences easy to read?

Scaffolding learners: learners will complete the task using clues and also suggest a title for that passage

Teacher/learners' rubric

Confident (6)	Good (4)	Needs improvement (2)
Can locate key words Can identify main idea Can skim through details and can identify their order by focusing on 'connectors'	Can locate key words Can identify main idea	Can understand the information provided

Follow-up activity: learners will summarize the re-arranged passage

To be filled by the ~~researcher~~ *Learner*

objective	Components of the lesson plan	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics				✓	
	To use appropriate English to ask questions or to provide clues and hints					✓
Language of Instruction	To give clear instructions in English when conducting activities				✓	
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities					✓
SILL	To mention the strategies that are used as per the SILL questionnaire					✓
	To model the strategy by using the relevant material					✓
L2 Self-efficacy	To mention the language self-efficacy statement as per the task					✓

To be filled by Instructor)

objective	Components of the lesson plan	Very poor (1)	Poor (2)	Acceptable (3)	Good (4)	Very good (5)
Teacher						
Language of Interaction	To give specific feedback in English to students about their strategy learning with the help of rubrics			✓		
Language of Instruction	To use appropriate English to ask questions or to provide clues and hints				✓	
	To give clear instructions in English when conducting activities			✓		
Efficacy for student engagement	To make students appreciate the potential benefits associated with learning English through activities				✓	
SILL	To mention the strategies that are used as per the SILL questionnaire			✓		
	To model the strategy by using the relevant material					✓
L2 Self-efficacy	To mention the language self-efficacy statement as per the task			✓		