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**Developing an ESP Based Module to Improve Speaking Skills of
Elementary Teachers in Low Fee Private Schools**

Muhammad Mushtaq, Ph.D. Scholar

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Abstract

There are many areas of teacher training in general but communication skills is one of the most vital aspect which cannot be neglected at any cost particularly in language classes. Communication and speaking skills is the essence of language learning but it is not emphasised as much as it should be in medium enterprises schools in Pakistan where three channel educations is imparted, state owned schools, highly resourceful privately managed schools and low fee privately managed schools. The teachers in the last one are mostly fresh graduate or some time they have just left their own education. They neither have skills nor experience of teaching in general and teaching of English language in particular. These newly inducted teachers have many weaknesses. But a commonly known area of their weakness (as it is observed by the researcher during last twelve professional years) is lack of communicative skills or teaching English on functional basis.

The problem requires having a low cost, easily manageable training module that could develop speaking skills of the teachers. That is why the researcher developed an ESP based module to address the speaking skills of the teachers. The module is a low cost project for low income schools to enhance an effective role of English language teachers in their schools, providing them an opportunity

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to set themselves on track where the teachers' students both can learn English for communicative purposes.

The population consisted of twenty five English language teachers and ninety five students selected from the class where these teachers teach English. A questionnaire was developed to determine the deficient areas for pre and post analysis. An ESP based module was developed consisting on the contents that could be conducted in 20- 25 days, two hours daily. When the same questionnaire administered earlier to them was given once again it seemed that there was a significant difference among students and staff which proved that the module worked well and it needs to be conducted in other schools as well.

The results show that the module was an effective way to improve speaking skill of the teachers. The improvement was explored through conducting pre and post-test of the teachers.

Keywords: Module, English for Specific Purpose, Teachers, Low Fee, Private schools

1. INTRODUCTION

It is universally recognized that the teacher is the key person in an educational system. Nowadays many discussions, seminars, conferences and discussions are conducted by government as well as Non-Governmental Organisations (NGO) to suggest ways and means to improve quality of education which depends on many factors like curriculum, physical facilities, training of the teachers and making teaching learning process purposeful. The pace of the world and flood of knowledge and information need to be tackled in an effective way. The idea of specialisation is getting a practical shape. The demand of the century is to excel in anyone of the areas to make a room in the changing and dynamic world. There are many areas of teacher training but here researcher focus is on English language teachers with reference to Pakistan where three-channel education is imparted, state owned schools, privately managed schools, NGOs based religious schools (Madarsas).

The newly inducted teachers have many weaknesses. But a commonly known area of their weakness (as it is observed by the researcher during last twelve professional years) is lack of communicative skills or teaching English on functional basis. The problem becomes more serious

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when these privately administered schools could not find themselves to train teachers with minimum time and resources. They are known as English medium schools of the locality where English should be given due priority but lack of motivation among the teachers on the one hand and unavailability of suitable material on the other hand they withdraw themselves from innovative activities of training. The module is a low cost project for low income schools to enhance an effective role of English language teachers in the school, providing them an opportunity to set themselves on track where the students can learn English for communicative purposes.

The concept to improve speaking skill has had so much importance for teachers as well as for students because none of them is better than the other, particularly in private educational sector where English is a backbone to raise social status of the schools, students and teachers. It also helps to improve the standard and quality of education. If we observe generally the students of the private English medium schools (Those charging fee of Rs.300 to Rs.600 per month) they are very weak in speaking English as most of the schools pay attention to reading and writing skills but rather ignore listening and speaking skills.

Objectives

The following objectives were determined to achieve in the paper.

- To determine the deficient areas of teachers and students in speaking English
- To assess the speaking skills of English language teachers/students
- To prepare a module for improvement of speaking skill of the teachers that results in improvement of speaking skill of the students.
- To find out the effectiveness of the module through pre and post tests.

The module based on language teaching learning process, covers the basic notion of language, as language is the system of vocal and written symbols used by human being to communicate their thoughts and feelings. The social function of language is clearly to facilitate communication because human being can communicate with each other through language. The knowledge and thoughts can only be transferred and realised by language. The teaching of language in modern era must have a primary objective of communication that is not confined to face to face Language in India www.languageinindia.com

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interacting situation. Communication in its broader sense embraces all types and modes of communication, person to person, text and media based, symbolic and fictional. Teaching for communication is aimed at enabling learners to understand - even though they fear that they cannot understand and will be drowned in the vast sea of unknown sound, signals, signs, words and meanings. They must use foreign language in order to establish and maintain contents, seek and give information, make references to and transmit what they have heard or read, and to convey meaning and opinions both in the free time activities and for professional purposes.

Candlin (1979) and others described that the complex attitudinal, mental, intellectual, intercultural, pragmatic and linguistic domains which must be developed and controlled by the learner when he prepares for this interaction.

For teaching language that includes attitudes, knowledge and skills requires language competence, knowledge of communicative acts and friendly attitude of teachers towards their learners. An environment where a teacher is ready to accept, that communication, which is free interaction between people of all abilities, opinions, races and socio-cultural background. The very nature of free communication demands an attitude of respect for the learner, his or her needs, and readiness to regard teaching as enabling learner to develop their talents in a self-directed way both as a member of a group and individuals. Therefore, the teachers' efforts should be directed towards facilitating and counselling rather than assessing and instruction. Indeed he should regard teaching and learning as the negotiation of meaning both among those present in the classroom and the world outside. Attitude is difficult to transmit. Teacher training cannot endeavour to reach them directly. It should rather provide a framework and opportunities for teacher to be and teacher in service to experiment, negotiate, gain experience with people and content matter from the target encounters and increasingly equipped to analyse and control one's own awareness, perceptions and attitudes.

Teacher's education has many purposes in general like adjustment with physical condition and social environment, ability to change his role in class, knowledge of subject contents, skills and perception of the problem with scientific view. The existing teacher education programmes are considered not being adequately responsive to the demands for quality education in the school system. There is a wide range of issues and concerns being expressed about teacher's education

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in Pakistan, to improve the existing situation in the field of teacher's education, it is necessary to arrange year wise refresher courses, for teacher to improve and know about the current strategies and developments. The module is based on ESP pattern to improve English language of the teachers in private sector. The study is the proof that if the efforts are made and concentration is paid in this area, the problem of low performance in English language will be solved.

As most of the teachers appointed in private schools are themselves educated in Urdu medium schools. They are comparatively weak in general subjects particularly in English. They have not opted teaching as their choice. Such questions as discussed in the statement of the problem require some answer from the researchers that demand more researches on this area. The research is based on the issue of improving their one aspect that is language. Keeping in view this problem the researcher tried to develop a module that will remove their speaking deficiencies and help them to perform their role in the class effectively and skilfully. The suggestions are reasonably securely based, since they have been tested in use. The most part of the module is based on the requirement of the teachers and principals of many schools. It is believed that suggestions are made not only on the basis of intuition but also long held experience and by consulting many educationists. It is not an attempt to attack or thrust any one's views but recommend being scrutinised everything in light of everyone's individual experience and needs. Whatever said, is a different pattern to approach the problem, it should be tried to judge if it brings positive result and meet the requirements than it is my success.

1.4 Research Methodology

The research was carried out through the tool of questionnaire. The first questionnaire was given as pre-test questionnaire. The data of the pre-test provided us the weak areas of the students and teachers. Keeping in mind those areas the researcher adapted various kind of material and contents to improve the speaking skill of the teachers particularly those weak areas. When the module was conducted in a special 25 days class then the sample was sent to the respective classes. They continued teaching learning process for 30 days then the post-test questionnaire was given to them they marked it and the data of the two questionnaires was analysed to find out the difference. The difference suggested us the improvement took place in the language teaching learning process. The focused area is teacher fluency that will later on result in student fluency.

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The current population was selected from Titans Merry Dale Public School where 1200 students are enrolled, sixty-five teachers are teaching. Out of them, the teachers teaching English are randomly selected and the students of their respective classes from class six to ten.

Literature Review

The present teachers training programme are focused on knowledge competency, teaching methods, curriculum, psychology and lesson planning. The language aspect is less emphasised and teachers particularly for teaching language is not prepared in Pakistan.

Gillian and George (1987) says that a serious problem for ELT in many parts of the world lies in the provision of an adequate supply of teachers. In most cases the people teaching and administering ELT programmes have themselves no special training.

Hughes (1989) says that the most fully developed teacher training programme must have the following phases of ELT teacher training, (a) attitudinal, (b) conceptual (c) lexical structural features, (d) methodology and (e) organizational problem.

Linell (2005) makes a rather provocative, and in the light of prior literature on spoken language referred to in the present study, perhaps too stern an argument, as he declares that “we have a truly fragmentary and largely inadequate picture of what spoken interactional language is like.” However, in order to discuss the nature of spoken language we ought to be clear which phenomena we wish to cover. In fact, depending upon what we refer to with the term *features* of spoken language, we could discuss various phenomena.

Carter (2001) considers creativity as a “feature of spoken language” . Riggensbach (1998) mentions grammar, vocabulary, pronunciation, and fluency as the elements which are traditionally “thought of as components of speech.” There is no doubt that these all are integral part of language but the problem in Pakistani conditions is to utter words, phrases and sentences in English with others.

Wennerstrom (2000) notes that fluency commonly refers to verbal fluency, although it may be discussed in reference to both, spoken and written language. Yet, there does not appear to be consensus among scholars as to how to define fluency.

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Koponen and Riggenbach (2000) state that it is impossible to define fluency as a unitary concept, given the various definitions of the phenomenon in prior research

Lord, & Klein (2010) note that in discussions on second language talk, it is not well established what exactly causes the perceived non-fluency. He pointed out many factors that hinder fluency but could not identify any one as the core cause of non-fluency.

As an example of how fluency is often understood Koponen and Riggenbach (2000) illustrate how in some languages, for example in Finnish, the tendency is to perceive fluency as a flow of speech, as if speech were a current of sorts. Consequently, Koponen and Riggenbach (2000) continue to discuss that within language assessment discussions fluency is therefore often understood as “a lack of excessive breaks” in speech.

Moreover, Koponen and Riggenbach (ibid.) note quite interestingly, and at the same time implying the significance with which fluency appears to be perceived in the on-going discussion on spoken language, that fluency is often treated as parallel to proficiency.

Freed, Segalowitz & Dewey (2004) also notes that the terms competence, proficiency, and fluency are indeed commonly used interchangeably, and also given multiple definitions. They may have a hierarchy as fluency comes first then speaker moves to competency.

Lennon (2000) develops the notion that fluency parallels proficiency by distinguishing between a broad sense of fluency and a narrow sense of fluency, with the prior term referring to no less than the overall oral proficiency. The latter term for its part refers to the speed and smoothness of oral delivery. He himself defines fluency as “the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing” Lennon (2000) allows that, based on his definition, it would be plausible to argue that the more accurate the utterance, the more fluent the speaker. Lennon, however, does not make this claim himself.

Nevertheless, Lennon’s definition underlines the differences in defining fluency among teachers. As it is, Koponen and Riggenbach (2000) discuss that within the field of language education

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fluency and accuracy are in fact seen as “distinct and polarized concepts.” Furthermore, in reference to Lennon’s definition of fluency, Koponen and Riggensbach (2000) treat „smoothness” as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech.

Wennerstrom (2000) echoes Koponen and Riggensbach’s notion stating that the various definitions of fluency do not establish what actually is understood by it. It can be said that the fluency is related to expression thorough talk and meaningful talking in some language can tell fluency level which varies and not depends on only language skill but the kind of disposition one personally has.

5 Data Analysis

In pre-test phase two questionnaires were designed consisting on ten items each for teachers and students. There were four options for each of the question that tell the condition and interest of the both, the result of pre-test is that the responses of the different questions by teachers are given below.

1. The response of the first question is the 14 teachers speak English rarely while 11 speak half of the time, which show that the teachers themselves are not fluent. The response is further confirmed by the questionnaire given to the students as the response of the first question is that 29 respondents out of 30 say their teacher do not speak English in the class. If the teachers do not speak how can we expect from students to do so.
2. The second question was about speaking Urdu in the class 21 use Urdu in the class while 29 out of 30 students confirmed that their teacher use Urdu only in the class. It also suggests that the teachers and students both do not take initiative of speaking English because they are not required by the school or it is not required in the examinations. They use Urdu as it is easily understood by the students as they believe it.
3. The answer of the third question about oral activities was that out of 24/25 do not conduct oral activity in the class and 26 out of 30 students respondents declared that no oral work is conducted in the class. It shows that as oral task is not included in the examinations so teachers most leave that work considering it as unnecessary and waste of time.

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4. In language teaching use of pictures is very vital but in the response to questions No 4 23 teacher respondent rarely use pictures as teaching aid and it is further approved by students respondents 26/30 say that their teachers use pictures rarely in the class. It further gives us a clue that the teachers themselves are not trained to teach language in the class. This area can be covered in the module.
5. 21/25 teacher respondents say students never speak English with them or with each other while the same question when asked to the student respondents they 27/30 gave the same answer. It tells us that the teachers and student both are lagging behind in the spoken English, so speaking needs to be improved.
6. The response to the question No 6 about speaking English with colleagues got the response negative and 25/25 says they never speak English with colleagues. It is again a proof that the teacher themselves do not want to speak it they neither find any motivation nor help to speak the language in the school vicinity.
7. 16 out of 25 teacher respondents say reading is core demand of English teaching while students respondents are divided 17/30 say they study English to get marks in the subject and 9 other say they study to improve their status among the peers. The responses show that they are not well guided and well-motivated and teachers have not worked on their minds. They need guidance and motivation in this area.
8. When the teachers were asked about speaking skills 21/25 never emphasis on speaking skills. They even do not consider speaking skills as an important issue. The 8, 9 questions of the students' questionnaire were different as this was not concerned with the students.
9. In response to question No 9 the 14 teacher respondents motivate their students by good marks while 7 inspire their students by status symbol. These show that they at least want to improve speaking skill but they do not know how to do it.
10. The last questions was about their own learning 17/25 were not taught English for speaking purposes while 6 did not respond it as they do not know about it.

When the student respondents were asked whether they speak English with teachers or principals they flatly said no which show they were not inculcated the spirit to speak the language in the class.

TABLE OF CONTENTS OF THE MODULE

A. *Contents for Speaking Activities (discussion in the class)*

- 1- What did you do yesterday? (whole routine from morning to evening, 30 actions)
- 2- Interesting story. (imaginative or in real life, 100 words)
- 3- A memorable event. (100, words)
- 4- You're academic career. (20, sentences)
- 5- What do you do daily? (whole routine from morning to evening, 30 actions)
- 6- Life of a professional.(25 sentences)
- 7- My favourite personality.(35 sentences)
- 8- My hobbies (15 sentences)
- 9- What will you do tomorrow? (whole routine from morning to evening,30 actions)
- 10- How will you celebrate your friend's marriage? (20 sentences)
- 11- What will you do in future? (15 sentences)
- 12- What will you do if you become a principal? (20 sentences)

B. *Dialogues and Roles plays (written text was given and performed)*

1. Dialogue between a teacher and a student.
2. Dialogue with a stranger.
3. Dialogue between to teachers.
4. Dialogue between to students.
5. Suggestions made to the principal.
6. Attending a telephone call.
7. Role of a teacher (acting).
8. Controlling students in assembly (directions).
9. Giving information to a new comer.
10. Sudden meeting with an old friend.
11. Interview with head teacher.

C. *Texts based on Functions (written text was given)*

1. Talking about people.
2. Talking about work.
3. Describing appearance.

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4. Describing background and experience.
5. Planning ahead.
6. Talking about the present interests and past events.
7. Saying how you feel.
8. Doing the right thing.
9. Describing process and events.
10. Telling a story.
11. Saying what you think.
12. Persuading people to do things.
13. Describing things.
14. Making comparisons.
15. Describing changes.
16. Finding confirmations.
17. Talking about future possibilities.
18. Expressing doubts or uncertainty.

4.3 A Model Lesson for the First Day

i. Objectives

- a. To develop the skill to introduce oneself and others.
- b. To become able to introduce himself in the class.

ii. Preparation stage

The teacher will collect all the material related to the lesson He will bring written sentences so that guided speaking could be managed in the class.
.Demonstration method was used in the class.

iii. Presentation stage

The teacher introduced himself in the class as a model he will use at least 20 sentences related to personal career and professional career hobbies interest and likes dislikes and then he wrote on the board three headings

- a. My name is -----
- b. I have got early education from-----
- c. I like/ I dislike -----

The students are asked to use the following words and introduce themselves one by one. Got, obtained, did, passed, became, served, visited etc.

Each student will take at least 3 minutes to speak. The teacher would be helping if the students stop or feel shyness. The role of the teacher is not passive he must be speaking English all the time and encourage the students if even they speak broken and incorrect sentences. There are twenty five teacher students so the volunteer would do this activity first. The first day would be used in this way.

iv. Production stage

The students will be asked to bring an introduction of any one of their favourite person in the home in written form.

Difference between Pre-Test And Post-Test

Addition of pre-test scores obtained by the responses of students and teachers.

Here the first $X^{1,2}$ show the response of the teachers and the second $X^{3,4}$ show the response of the students.

$$\bar{X}_1 + \bar{X}_1 = 72 + 36 = 108$$

$$\bar{X}_2 + \bar{X}_2 = 40 + 61 = 101$$

$$\bar{X}_3 + \bar{X}_3 = 40 + 44.8 = 84.8$$

$$\bar{X}_4 + \bar{X}_4 = 72.6 + 92.4 = 165$$

Addition of Post-tests: The responses of the teachers and students in post-test is added here in the same way as pre-test result is obtained

$$\bar{X}_1 + \bar{X}_1 = 43.2 + 133.2 = 176.4$$

$$\bar{X}_2 + \bar{X}_2 = 70 + 32 = 102$$

$$\bar{X}_3 + \bar{X}_3 = 100.8 + 89.6 = 190.4$$

$$\bar{X}_4 + \bar{X}_4 = 42 + 25.8 = 67.8$$

The difference is obtained between pre-test and post-test subtracting the sum of pre-test from post-test.

$$\begin{aligned}\bar{X}_1 - \bar{X}_1 &= 176.4 - 108 = 68.4 \\ \bar{X}_2 - \bar{X}_2 &= 102 - 101 = 01 \\ \bar{X}_3 - \bar{X}_3 &= 190.4 - 84.8 = 105.6 \\ \bar{X}_4 - \bar{X}_4 &= 67.8 - 165 = -97.2\end{aligned}$$

Overall difference

$$\begin{aligned}\text{Pre-test} &= 108 + 101 + 84.8 + 165 = 458.8 \\ \text{Post-test} &= 176.4 + 102 + 190.4 + 67.8 = 536.4 \\ \text{Difference} &= 536.4 - 458.8 = 77.6 \text{ Ans.}\end{aligned}$$

In form of percentage.

$$\begin{aligned}\text{Total numbers} &= 4(12 + 10 + 8 + 6) \\ &= 4 \times 36 = 144\end{aligned}$$

$$\begin{aligned}\text{Improvement in percentage)} &= \frac{77.6}{144} \times 100 \\ &= 53.88\%\end{aligned}$$

If the results of the pre-test and post-test are looked at carefully, it can be observed that the difference is more than 50% which is satisfactory and this module has worked positively on the speaking skill of the teachers. After the practical application there are certain things that are discovered later but I hope that if similar types of courses are conducted in the schools yearly it would bring improvement in speaking skill of the teachers and students gradually.

5.1 Findings of the Research

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The data analysis and the related statically techniques used to find the difference Pre-test and post-test items proves that the teachers lack efficiency and fluency of the languages they only used the old traditional method of teaching language. The following findings have come out after the data analysis.

- i. The module has brought significance improvement in speaking skill of the teachers as well as students.
- ii. The module has provided skill for teachers to exploit the text for speaking purposes.
- iii. End term vacation are the best time to conduct such type of training for teachers.
- iv. The teachers have learnt the ‘use’ of the language rather than ‘usage’.
- v. The teachers have become aware of the using pictures of the book for speaking.
- vi. the speaking skill was improved.
- vii. The teachers who had Urdu medium background benefited themselves a lot.
- viii. A prejudiced based attitude toward beginners ended after attending the module.
- ix. Trainer’s competency was required to conduct the module successfully.

5.2 Effects of the Module

The Module has helped the teacher to achieve these they are able to perform their Duty well. They are well aware of the different techniques that can be utilized by them in the classroom. They have attained such type of encouragement that they Speak English all the time with their colleagues, friends and the administration. They have got the rhythm and pace of speaking of language in the school vicinity. The books that are mostly taught at elementary have come under their command and they are willing to use the pictures and other materials for speaking purposes. The whole process was conducted in 15 days and daily 3 periods having duration Of 45 minutes five minutes break after every period. It was necessary for all Concern teachers to attend this Module. From the beginning they were very interested and keen to take part in the course so there was no considerable Problem in conducting the course.

5.3 Implications of the Study

The Module is not applicable to those high Standard English medium schools Who mostly appoint their teacher on the basis of speaking fluency or those who Are highly qualified teachers

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teaching English as a source of communication? They May take some advantages out of it but it is useful for the teacher who were Academically attained their education from Urdu Medium schools and their Proficiency level requires more improvement, they can fully utilized this module.

It is also helpful for those who have some practical teaching experiences of some Months or years. It will help them to percept the real life situation in the classroom And the problem they face while teaching English.

5.4 The Result of the Module

The module has achieved is pre-set goals as the difference between pre-test and post-test show us that those teachers and students who were unable to speak English in the beginning have become now able to communicate fluently and willingly. In the research general analysis of the needs of the private sector schools with reference to English speaking is evaluated. The ELT based Module is designed and conducted and the result of it is presented that shows more than 50% positive results that is the prove of the success of the module.

5.4 Recommendation

- i. The research result provides guideline for schools owners, administrators and principals to improve the current English language-speaking standard in the country especially in Rawalpindi.
- ii. It also provides a core curriculum for ELT teacher training in an average English Medium school.
- iii. The Module should be conducted during summer vacations, winter vacation or at the end of the session.
- iv. The main focus of the language teaching would be ‘use’ rather than ‘usage’ of the language.
- v. The teachers must know how to use the picture of the books and other environmental objects to motivate the students to speak the language.
- vi. All the four skills must be emphasized but the most important one is speaking and reading rather than writing and learning.

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- vii. Private Schools must carry out such module so that they can be easily absorbed in the mainstream line.
- viii. A prejudice-based attitude toward beginners must be brought to end so that these beginners could be encouraged and motivated to speak the language.
- ix. The teacher who conducts the course must be fluent in English and know the use of language, it is better to have some academic qualification particularly in the language, like M.A English, TEFL Diploma etc.
- x. The same type of module can be designed for principals and schools owners to improve their work efficiency.

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