CHAPTER-3

METHODOLOGY

One way to motivate learners, is to design challenging tasks that present students with opportunities for communication and self-direction.

-Albert Ellis
3.0 Methodology:-

3.1 Statement of the Problem:


3.2 Objectives of the Study:

(i) To find out different methods that was used in teaching English as a Second Language in Secondary Schools.
(ii) To analyze critically the merits and demerits of the available methods in their application in Secondary school-teaching.
(iii) To find out whether the present method is appropriate or not in the current perspectives of language teaching and changing social scenario.

3.3 Hypotheses:

(a) Mean performance of students from co-ed and single school are equal.
(b) Mean performance of boy and girl students are equal.
(c) Three methods are equally effective.
(d) There is no difference in overall performance of students based on topics of teaching.
(e) Performances of boys and girls in relation to co-ed and single school are equal.
(f) Performances of students in co-ed and single school in relation to three methods are equal.
(g) Performances of boys and girls in relation to three methods are equal.
(h) Performances of students in co-ed and single school in relation to three topics of teaching are equal.
(i) Performances of boys and girls in relation to three topics of teaching are equal.
Performances of boys and girls in co-ed and single school in relation to three topics of teaching are equal.

Performances of boys and girls in co-ed and single school in relation to three methods of teaching are equal.

3.4 Sample:

Three hundred and sixty students were taken for Pre and Post tests from two Single-sex and two Co-ed schools in and around Kolkata. From each school 90 students were taken.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-ed School</strong></td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td><strong>Single Sex School</strong></td>
<td>90</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>180</td>
<td>360</td>
</tr>
</tbody>
</table>

3.5 Tools:

For **Objective- One** and **Objective- Two**:

Surveys, Educational Year-books, Govt. Resolutions, Commission-Reports, Magazines, Newspapers, Histories, Histories, Articles, Periodicals, and Information from different Libraries have been used as primary and secondary source materials.

for **Objective Three**:

Four Achievement Tests (one for pre-test and three for post tests) based on 'Learning English', Class-IX, covering one topic for pre test and three topics for post tests have been prepared and standardized before and after each session of six months.
3.6 **Mode of Analysis:**

Data was analyzed qualitatively and quantitatively. For quantitative analysis non-parametric methods have been used.

3.7 **Reliability and Validity:**

As achievement tests were used by the researcher to obtain the achievement level of the students, and the researcher was the applier, the tools are reliable to the extent to which the respondents answered honestly.

Besides this, for the achievement test, the researcher applied Test-Retest method to obtain the reliability of the tools. The reliability value was 0.80 for pre test and 0.82, 0.80 and 0.80 for post tests.

The modified structured achievement tests were sent to three experts of English in teacher’s training colleges under University of Calcutta, for opinion regarding the validity of the schedule. Accordingly, modifications were incorporated and used by the researcher. So far as the validity is concerned, the tools have Content Validity.

3.8 **Delimitations:**

The study covered only the four schools (surrounding Kolkata), i.e., two in North Kolkata and two in South Kolkata (greater Kolkata) in the state. One Boy’s school, one Girl’s school and two Co-ed schools were selected.