CHAPTER IV

METHODOLOGY

4.0 Overview

Methodology is the plan and procedure used by the investigator for the research. Educational research is the application of the main principle of scientific research to the solution of educational problems. The success of any research depends on the suitability of the method, tools and the techniques of the research data. The details regarding the choice of the tools, selection of the sample and analysis of data are outlined in this chapter.

4.1 Title of the Research

The title of the study is: “DESIRE TO SPEAK AND COMMUNICATIVE ABILITY OF PROFESSIONAL COLLEGE STUDENTS IN ENGLISH”.

4.2 Objectives of the Study

General Objective

The general objective of the study is to find out the students attitude, desire and anxiety towards English communication and their present ability to communicate in English

Specific Objectives

1. To find out the attitude of Professional College students to communicate in English.
2. To study the level of anxiety in the English communication of Professional College students.
3. To study the desire of Professional students to communicate in English.
4. To find out the Professional students ability to communicate in English.
4.3 Operational Definitions

Desire

The Oxford Advanced Learners Dictionary (1948) defines Desire as, “a strong feeling of wanting to have something or wishing for something to happen.”

In this study the investigator analyzes the desire of the professional college students to speak in English.

Anxiety

Anxiety refers to the uncomfortable feeling of language learners resulting in their outcome or achievement.

Horwitz and Cope (1986) define anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.”

In this study the researcher studies the nervous or tensed feeling of the Professional college students to communicate in English.

Attitude

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Carl Jung (1992) defines attitude as a “readiness of the psyche to act or react in a certain way.

The researcher considers this definition of attitude to be more appropriate for the study undertaken, which considers individuals degree of liking towards English communication.

Communicative Ability

Widdowson, (1978) defines communicative ability “are those skills which are defined with reference to the manner and mode in which the system is realized as use….Communicative abilities embrace linguistic skills but not the reverse. Essentially they are ways of creating or recreating discourse in different modes.”

The researcher here studies the ability of the professional college students to express their thoughts in English.
4.4 Hypotheses

The researcher has formulated 54 hypotheses for her research on the basis of primary research variables and demographic variables. They are grouped as follows:

I. There is no significant difference between Professional college students in their overall-

- attitude to communicate in English
- anxiety to communicate in English
- desire to communicate in English

with regard to the demographic variables viz

- Gender
- Medium of Instruction at school level
- Language spoken at school
- Language spoken at home
- Spoken English crash course
- State
- Type of Management
- Locale
- Fathers Educational qualification
- Mothers Educational qualification
- Fathers Occupation
- Mothers Occupation
- Class when English introduced
- Type of Professional College.
II There is no significant difference between professional college students in the sub dimensions of attitude viz

- Interest in foreign languages
- Parental encouragement
- Motivational intensity
- English class anxiety
- English teacher evaluation
- Attitude towards learning English
- Attitude towards English speaking people
- Integrative orientation
- Desire to learn English
- English course evaluation
- English use anxiety
- Instrumental orientation

With regard to the demographic variables namely

- Gender
- Medium of instruction at school level
- Language spoken at school
- Spoken English crash course
- State
- Type of school management
- Locale
- Fathers educational qualification
- Type of Professional College
Chapter IV Methodology

III There is no association between level of

- Attitude and anxiety to communicate in English
- Attitude and desire to communicate in English
- Anxiety and desire to communicate in English

IV There is no significant association between level of attitude to communicate in English of Professional students and their demographic variables viz

- Gender
- Medium of Instruction at school level
- Spoken English Crash courses attended
- Type of Professional College.
- State

V There is no significant association between level of anxiety to communicate in English of Professional students and their demographic variables viz

- Gender
- Locale
- Type of Management
- Medium of Instruction at school level
- Fathers Educational Qualification
- Mothers Educational Qualification
- Fathers Occupation
- Mothers Occupation
- Language spoken at school
- Language spoken at Home
- Spoken English Crash courses attended
• Class when English introduced.
• Type of Professional College.
• State

VI There is no significant association between level of desire to communicate in English of Professional students and their demographic variables viz
• Gender
• Medium of Instruction at school level
• Class when English introduced
• Type of Professional College.
• State

VII There is no significant difference between mean ranks of sub dimensions of attitude among Professional College students.

VIII There is no significant relationship between the sub dimensions of attitude with overall anxiety and desire to communicate in English.

IX Structural Equation Model on Communicative Ability.

4.5 Geographical Area of the study

The geographical area taken for the present study includes Tuticorin and Tirunelveli Districts of Tamil Nadu. Five Professional Colleges from these districts were taken by the investigator for the present study.
### 4.6 Research Design

#### Table 1

<table>
<thead>
<tr>
<th>Nature of the Study</th>
<th>Variables</th>
<th>Tools</th>
<th>Sample</th>
<th>Analysis and Statistical Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Method</td>
<td>Anxiety of Professional college students towards English Communication</td>
<td>FLCAS-Foreign Language Classroom Anxiety Scale by E.K. Horwitz, M.B. &amp; Cope, J. (1986)</td>
<td>560 Professional College students from Tuticorin and Tirunelveli District</td>
<td>Qualitative Analysis and Quantitative Analysis</td>
</tr>
<tr>
<td></td>
<td>Attitude of Professional college students towards English Communication</td>
<td>AMTB-Attitude/Motivation Test Battery by Azizeh Chalak and Zohreh Kassaian (2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Desire of Professional college students to communicate in English.</td>
<td>Desire to communicate in English. - tool by V. Rajeswari and R. Jeya (2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Study</td>
<td>Communicative ability of the Professional College students in English.</td>
<td>Linguapeace diagnostic test designed by KNO Slovensko, a training and consultancy company (2002)</td>
<td>65 Professional College students were selected from the total of 560</td>
<td></td>
</tr>
</tbody>
</table>

- ’t’ Test
- ANOVA
- Association
- Correlation
- Friedman Test
- Path Analysis
4.7 Method adopted for the Study

Survey Method

The nature of the problem and the kind of data needed for its solution determine the method adopted for the study. The major purpose of the present investigation is to study attitude, desire and anxiety of the first year professional college students to communicate in English. The study also analyses their ability to communicate in English. To attain the objectives of the study, the researcher has decided to adopt the descriptive method, since it is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident. ‘Survey’ method was selected for the present investigation from the different approaches that may be employed in descriptive research.

A Linguapeace Diagnostic test was utilized to analyze the communicative ability of the students.

4.8 Sample selected for the Study

The method of securing a sample which adequately represents the larger population, from which it is drawn, has long been recognized. The sample for the present study constituted 560 First year Professional college students. The sample was selected on the basis of simple representative and cluster/convenient sampling technique. In selecting the samples for the study, care was taken to give due representation to the major professional courses available in the research area. The breakup of the sample of students used for the study is as follows.
Table: 2

Sample Distribution based on the Type of Professional College and District.

<table>
<thead>
<tr>
<th>Type of professional College</th>
<th>Tuticorin</th>
<th>Tirunelveli</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No .Of Students</td>
<td>No .Of Students</td>
<td></td>
</tr>
<tr>
<td>Medicine-I year students</td>
<td>......</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Engineering- I year students</td>
<td>163</td>
<td>90</td>
<td>253</td>
</tr>
<tr>
<td>Law - I year students</td>
<td>......</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Fisheries- I year students</td>
<td>21</td>
<td>......</td>
<td>21</td>
</tr>
<tr>
<td>Education</td>
<td>42</td>
<td>......</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>560</td>
</tr>
</tbody>
</table>

4.9 Tools used for the Study

The following tools were used for collecting data for the present study:

1. AMTB/Motivation Test Battery-a standardized tool.
2. FLCAS-Foreign Language Classroom Anxiety Scale-a standardized tool.
3. Desire Questionnaire-a self-constructed tool.
4. Linguapeace Diagnostic Test in English-a standardized Test.

Description of the Tools:

Tool 1: Anxiety to communicate in English: Standardized Tool

FLCAS-Foreign Language Classroom Anxiety Scale, developed by E.K.Horwitz,M.B & Cope,j (1986). This tool has been properly revalidated by the investigator and utilized for the present study. It consists of 33 statements, out of which 24 are negative items, with five point Likert Scale, ranging from strongly agree to strongly disagree. Minimum of one mark and maximum five marks is given.
Tool 2: Attitude to communicate in English: Standardized Tool

AMTB-Attitude/Motivation Test Battery was developed by Azizeh Chalak and Zohreh Kassaian (2010) The tool consists of 104 statements, out of which 63 are positive items and the rest are negative items. This instrument employs six point scale—strongly disagree, moderately disagree, slightly disagree. Slightly agree, moderately agree and strongly agree. Minimum of one mark and maximum of six marks is given.

Tool 3: Desire to Communicate in English—Constructed Tool

The desire to communicate in English tool was developed by the investigator with the help and guidance of the Supervisor Dr. V. Rajeswari. This tool consists of 24 statements, with four points scale, ranging from strongly agree to strongly disagree. Minimum of one mark and maximum of four marks is given.

Tool 4: Linguapeace Diagnostic Test in English: Standardized Test

The Linguapeace diagnostic test is a part of the English language training materials designed for military and police personnel involved in peacekeeping operations worldwide. The aim of these training materials is to provide peacekeepers with effective training tools to improve their English language skills. All linguapeace training materials were developed under the Leonardo da Vinci programme and financed by the European Commission.

The Diagnostic Test helps to assess the level of English language skills of the target group. The test includes these materials: Question paper, Answer paper, Instruction for the Examiner, Answer Key, Marking scheme, Cassette/CD.

The diagnostic test was designed by KNO Slovensko, a training and consultancy company, in close co-operation with Linguapeace project partners from Great Britain, Bulgaria and the Netherlands in 2002.

This test assesses all four language skills i.e.—Listening, Speaking, Reading and Writing. The researcher has utilized only the spoken assessment test. The activities and the scoring procedure for the test are as follows:
### Table: 3

**Assessment table of Linguapeace Diagnostic Test**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Topic</th>
<th>Level</th>
<th>Length</th>
<th>Marking(points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Personal Information</td>
<td>Level1/Level2</td>
<td>Up to 5 minutes</td>
<td>20 points</td>
</tr>
<tr>
<td>Part 2a Or</td>
<td>Accidents,Repairs</td>
<td>,, ,,</td>
<td>Up to 10 minutes</td>
<td>20 points</td>
</tr>
<tr>
<td>Part 2b</td>
<td>Free Time</td>
<td>,, ,,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15 minutes</td>
<td><strong>Total Score:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Passing score:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30 points</td>
</tr>
</tbody>
</table>

The examiners assess the spoken skill on the following criteria:

* Structure
* Vocabulary
* Pronunciation
* Comprehension
4.10 Pilot Study

The researcher after finalizing the tools for the study, conducted a pilot study to check the reliability of both the standardized and constructed tool. The questionnaire was administered to a group of 56 students. The reliability scores of the tools are as follows:

Table: 4

Reliability scores of the Tools

<table>
<thead>
<tr>
<th>Name of the Tool</th>
<th>Cronbach Alpha</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to communicate in English</td>
<td>0.905</td>
<td>24</td>
</tr>
<tr>
<td>Anxiety to communicate in English</td>
<td>0.841</td>
<td>33</td>
</tr>
<tr>
<td>Attitude to communicate in English</td>
<td>0.837</td>
<td>104</td>
</tr>
</tbody>
</table>

4.11 Procedure adopted for Collection of Data

As a preliminary step for collection of data, the Head of the respective colleges and the teachers were contacted and their help was sought for administering the tools to the students. The purpose of the different tools was explained to the subjects concerned and the tools were administered taking care to clarify the doubts, if any.
Chapter IV

Methodology

4.12 Consolidation of Data

The data collected from students (N=560) using various tools were tabulated and subjected to statistical analysis by applying appropriate statistical techniques. The following major statistical techniques were used for data analysis:

T-test

ANOVA

Chi-Square

Friedman test

Correlation

Structural Equation model

The next chapter deals with Analysis and Interpretation of the data.