CHAPTER III

PLAN AND PROCEDURE
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CHAPTER III

PLAN AND PROCEDURE

Introduction:

The present chapter has spelled out the Plan and Procedure of the study. The method adopted for the study and data required for its realization have been stated. The methodology is used in an investigation to collect data systematically. The adopted methodology enables the investigation to look at amorphous data in a meaningful way. This chapter is the important body of the report and hence is planned and executed carefully.

Some experimental studies on human behaviours can be appropriately carried out both in the laboratory and in the field. The prevailing research method of the behavioral sciences is descriptive, carried out under the conditions that naturally occur in the classroom, the area of work is the school and community etc, where the teacher’s behaviours can be systematically examined and analyzed.

3.1 RESEARCH DESIGN

Research is an essential and powerful tool leading man towards progress. It is an endless quest and unending search for truth. The knowledge obtained by research is scientific and objective. The outcomes from research can be fruitfully utilized for the development and progress of mankind. (deciding the research problem is a prime thing.)

Research design is defined by Kerlinger(1978) as follows, 'the plan, structure, and strategy of investigation conceived as to control variance.'

Dalen Van (1966) defined research design as ‘A well developed research design which provides the structure and the strategy to control the investigation and extract dependable answer to the question raised by the problem.’ In simple language a research design is a plan of action. It is a plan
for collecting and analyzing data in an economic, efficient and relevant manner.

It has been rightly said by Schuman E.A. (1969) that, ‘Research design is not a highly specific plan to be followed without deviations, but rather a series of guide posts to keep one on strategy of the research. The scope of research is defined due to the research plan. The design suggests, which observations to make, how to make them, which tools should be used and which techniques need to be applied etc.

The nature and the type of problem decide the basic design that meets the basic needs of the investigators. A properly designed and planned research work helps to progress in the proper direction. Unless the plan is perfect and accurate the findings of the research cannot be reliable and generalized.

By virtue of their inherent nature linguistic items are exhibited through the behaviours of individuals, hence the study focuses on the linguistic items and language components included in VI standards English text book (2007-2008). (Appendix- L)

The methodology of the present study involves utilization of both the Survey and Experimental methods and hence is discussed as Part –I and Part-II.

Part – I The Survey method has been effectively used for collecting all data pertaining to the preparation of the ECS Package (English Communication Skill package) and OSECC (Observation Schedule of English communication Components).

Part –II the Experimental Method has been effectively used for collecting data of classroom observation and students achievements in English communication skill after administration of the ECSP to the teacher.

3.2 BACKGROUND FOR RESEARCH METHODOLOGY (Part-I)

Part I of the present study is based on Linguistic items, Language components and Language skills acquisition may be vaguely conceived of as having its basis on previous studies and the emerging need of a dynamic
society. From its very nature it is indicative of a normative survey involving no experimentation. If the present study is to follow the survey method, it is necessary to weigh the advantages and disadvantages of the method and why the survey method is the only method suitable for the study.

The survey has two constituents, ‘sur’ or ‘sor’ which means over and ‘veeir or ‘vor’ which means ‘see’. Accordingly, the survey means ‘to look over’, to oversee and this is precisely what we understand by survey in social context. (Soti, Shivendra, (1997) on p.g.no 268)

Social survey are concerned with

i) The formulation of a constructive programme of social reform.
ii) Amelioration of current or immediate conditions of a social pathological nature, which have definite geographic limits and definite social implications and significance.
iii) These conditions can be measured and compared with situations which can be measured and compared with situations which can be accepted as model.


1) Mark Abrams: ‘A social survey is a process by which quantitative facts are collected about social aspects of a community’s composition and activities’.

2) E.W.Burgess: ‘Social survey is the scientific study of its conditions and needs with the purpose of presenting a constructive programme of social advance, a method of social introspection checked by statistical measurement and the comparative standards of the social expert.’

3) Shelley M. Harrison: ‘The social survey is a co-operative undertaking which applies scientific method to study and treatment of current related social problems and conditions having definite geographical limits and bearings such as spreading of its facts, conclusions and recommendations
as will make them, as far as possible the common knowledge of the community and a force for intelligent coordinated action.’

The foregoing definitions make it plain that social survey is the investigation of social problems, condition, structures, processes etc. and that the facts are collected through this means in order to bring about change or change for the better in a social group or community occupying definite geographical limits. This study deals with present conditions of a social group i.e. teachers in the academic year 2007-2008, therefore the survey method was adopted. It is discussed as follow:

3.2.1 SURVEY METHOD

The survey method is one of the most important data collection methods in the social sciences, and as such it is used extensively to collect information on numerous subjects of research. In recent years, with the public demand for government accountability there has been an increased emphasis on survey instruments. In the research process the term ‘survey’ refers to variables and answers to questions presented whether verbally or in writing (Walizer, M.H., Wienie, P.L. 1978p.no, 265)

It is vaguely conceived of as another term for public opinion studied (Galting John 1969, p.g.85) define survey as ‘Specification of procedures for gathering information about large number of people by collecting information from a few of them. It is basically cross-sectional disciplined inquiry, requiring expertise, objectivity and careful execution, these characterize survey’.

The situation in a survey is neither controlled nor manipulated as in the present study. It is assumed that Language components mastery of teachers is the result of naturally occurring event in VI standards text and not a result of manipulation as in experimental method.

Part I of the present study is exploratory by nature. It seeks to develop a package for VI standards teacher to find out the extent to which communication skills can be promoted among the teachers. Since it is
often impracticable as analysis of what actually happens, survey is the only feasible way to the situation.

Having selected survey as the method of the study, it was essential to weigh the quality of the survey which depends upon:

1. Survey research necessitates a well designed research programme in which objectives are properly framed and the programme of activities is scientifically planned till the final research report is prepared.
2. The number of people one is able to obtain for the study.
3. The typical ness in relation to the population from which they are selected.
4. The quality of data. The quality of the present study will not be unquestionable because 6 school, 15 teacher and 640 students from total 46% population were randomly selected. It is necessary to pay attention to the advantages and limitations of the survey method and see how it is reflected in the present study.

3.2.2 ADVANTAGE OF SURVEY METHOD

1. The survey method has directly helped in the improvement of sampling procedures and their applicability to real world situations besides also suggesting improvement in resolving the complex situation to unambiguous experimentation with a view to obtaining research findings.

2. Accumulation of information from individuals is possible at relatively low cost. The investigator was able to get 46% population of the VI standards teachers from Ichalkaranji and Kabnoor city from Kolhapur district affiliated to Maharashtra State Secondary and Higher Secondary Education, Divisional Board, Kolhapur.

3. Unlike experimentation, surveys are flexible. Data was collected with the help of a variety of data collection tools like ECSP (English Communication Skill Package) and observation tools OSECC (Observation Schedule of English Communication Components) for teachers. These have been discussed under tools in the present chapter.
4. Survey sensitizes the investigator to potential problem that were originally unanticipated or unknown.

5. Survey can be used as a good tool for verifying theories.

3.2.3 LIMITATIONS OF SURVEY METHOD

Limitations of survey method as seen by Galtung Johan (1969) in Sadhu Singh (1985) that survey type research suffer some limitations which have been listed as follows:

1. It charged that survey information touches only the surface of the research field. It does not make a deeper thrust into it.
2. It is also charged with demand for more time, effort and money.
3. Sometimes if sample information has not been collected very carefully, the magnitude of sampling error may be too large to render the sample results inaccurate.

To overcome above mentioned limitations researchers attempted the follows.

1. Survey is a superficial reflection of population sentiments and may be an unstable reflection of population characteristics.

To overcome this limitation of the survey method the investigator found out the level to which the communication skills existed among the students, with the help of achievement tests and counter data was collected with help of OSECC. These points are discussed in detail further in this chapter.

2. The investigator has no control over individual response.

Control was not required in the present study as the individual’s qualitative information was needed.

3. The individuals and the variables used to characterize them are picked for the specific purpose of research.
In the present study 46% population of the VI standards teachers were randomly selected for the study.

It may be countered that the survey method inherently favors a society, with a slow rate of change. Even within such a society the survey is more applicable downwards them upwards. Part –I of the present study was conducted in a society that reflects slow rate of change with little internal conflict. Therefore, it may be said that the survey method was the most suitable method or the study.

3.3 BACKGROUND FOR RESEARCH METHODOLOGY (Part –II)

The study is an experimental method. Experimental method provides for much control and therefore establishes a systematic and logical association between manipulated factors and observed effect. The researcher defines a problem and proposes a tentative answer or hypothesis. The hypothesis are tested and either accepted or rejected in the light of the controlled variable relationship that are observed.

To find out the effectiveness of the ECSP package the experimental design was used. The Time Series Design: There are two type of time series design namely i) One Group Time -Series Design and ii) Control -Group Time- Series Design, however for the present study ‘One -Group Time - Series Design was found to be appropriate and hence was selected.

This design is the same as the one group Pretest Post Test Design in which a series of measurements on the dependent variable are taken before and after the group is exposed to experimental treatment. The experimenter takes a number of measurements (T) on the independent variable Y, exposes the group to the experimental treatment X and then again taken additional measurements (T) are taken on the independent variable Y.
PARADIGM FOR DESIGN:- One group Time - series Design

(Y independent variable)

<table>
<thead>
<tr>
<th>Y</th>
<th>T₁</th>
<th>X₁</th>
<th>T₂</th>
<th>X₂</th>
<th>T₃</th>
<th>X₃</th>
<th>T₄</th>
</tr>
</thead>
</table>

3.3.1 ADVANTAGES OF ONE GROUP TIME-SERIES DESIGN

1) This design is useful in the school settings to study the effect of a major change in administrative policy upon various issues concerning discipline.

2) It is also useful in the study of attitude change in the students as a result of the effect produced by the introduction of a documentary film designed to change attitude.

3) The multitesting of students in this design provides a check on some sources of internal validity.

4) This design is useful to study the effect of introducing and testing a group on small sections of learning experience over a stipulated period at regular time intervals.

Keeping in mind above four advantages the One Group Time -Series design was found to be appropriate for the present study.

3.3.2 LIMITATIONS

1) This design fails to control the effects due to history. For example, the factors such as climatic changes, examinations may contribute to the observed change in the dependent variable.

2) Because of the repeated tests, there may be a kind of interaction effect of testing that would restrict the findings to that population which have been subjected to repeat testing.

3) The usual statistical tests of significance may not be appropriate with a time design.
Due to growing importance of English globally and its communications aspects, the approach towards teaching and learning of English students has undergone changes right from standard I to the university level. English is treated as a foreign language in all Marathi medium school and taught as a second language. With the introduction of English form standard I in 2000 by Maharashtra government, the new approach which gives importance to communications in written and conversational level have been introduced. This research focuses on various problems faced by the second language teachers and learners while teaching and learning English through the new approach.

The learner has been learning oral aspects of language from standard I to V they learn the language in five various aspects namely listening, speaking, reading, writing and talking when the students enter standard VI they are expected to fully transversant with of all these aspects of language learning. The research has followed definite steps, which have been illustrated in figure 3.1.

Fig.3.1 illustrates the steps in relation to the sample studied and the tools used to collect the data.
Figure No 3 –1

Research Procedure

Research Procedure in relation to the sample and tools used.

- Identification of Communication component with the help of 10 experts
- Study of the 6th std. Text book to find out Linguistic Items
- Study the Teachers Training Module
- Relating Communication Components to prepare the ECSP Package
- Guidance Programme in to teachers communication approach
- Identification of experts
- Communication components
- Mastery of Linguistic Items
- i) Teachers No. 15
- ii) Schools No. 6
- iii) Schools Students No. 640
- iv) Lesson Observed No. 75
- Observation Schedule OSECC
- Observation Schedule FIAS
- Communication Skill achievement Test No. 4
- Tools
Figure No. 3.2 Population Under Study

Maharashtra State Board of Secondary and Higher Secondary Education
Kolhapur Board Kolhapur.

Jurisdiction of Kolhapur Divisional Board Kolhapur

Kolhapur District

Sangali District

Satara District

Ichalkaranji City

Not Included for the study

Selected for the study

Out of 16 Aided High school
6 selected

4 Urban Co-educational Aided High school

2 Rural Co-educational Aided High school

Total Population of Aided Urban High school std. VI

Total Population of Aided Rural High school std. VI

Teacher 10 (100%)

Students 400 (54%)

Male Teachers = 7

Female Teachers = 3

School Teachers 5 (100%)

School Student 240 (55%)

Male Teachers = 3

Female Teachers = 2

Total Student 640

Academic Achievement

High level 360 (50.25%)

Low level 280 (43.75%)
3.4 POPULATION UNDER STUDY

The selection of an adequate sample from the universe is an essential and important step in the conduct of research.

In Kulbir Singh, Sidhu Cochran W.G.,(1985 on pageno151),In every branch of science, we lack the resources to study more than fragments of the phenomena that might advance our knowledge. In this definition ‘fragment’ is the sample observation as applied to the phenomena i.e. generalization’.

In the technique of sample investigation certain units from the whole domain of survey are selected as being representative. Now these are studied in detail and the conclusions arrived from these are extended to the entire field or domain. In sample investigation only some units are selected for study based on certain definite criteria. If full caution is taken in the selection of representative students and data is collected faithfully, the applicability of this conclusion to the entire set will be of very high reliability. To establish the reliability of research there is need to select the sample appropriately. Therefore for the study the sample was selected as follows,

All items in any field of inquiry constitute a universes or population. When the field of inquiry is large study of the total population is not possible. Then the researcher has to think of sample survey. In the sample survey, a selected respondent represents the total population. The size of the sample should be appropriate.

Sampling methods are in fact even more important in educational research than in many other fields, since it depends relatively so much on survey and so little on controlled experiments.

A good sample must be one which results in a small sampling error. According to Kothari, C.R.(1999) while selecting a sampling procedure the researcher must ensure that, the procedure causes a relatively small sampling error and helps to control the systematic bias in a better way.
According to Garrett, H.E. (1979), the most trustworthy way of securing representativeness is to make sure that, the sampling should be random. Random sampling design has been used for this study.

1) 10 experts having minimum 10 years teaching experience in the field of Education were selected for discussing and finalizing the language components and linguistic components.(Appendix-F)

2) The experimental study being restricted to Ichakaranji city in Maharashtra where out of 14 high schools 6 were selected through the lottery method.(Appendix-G)

3) From Ichalkaranji city 4 high schools were selected and from kabnoor area 2 high schools were selected for the study.

4) All 15 English teachers teaching in the 6 high school were selected, 640 students were selected for the present study from the selected 6 high school.(Appendix-G)

The study was conducted on four types of samples.

1) Teachers with English as their major subject.
2) Marathi medium secondary schools in Ichalkaranji (Maharashtra) area wise and standard VI student
3) Units and subunits for classroom teaching.
4) Lessons observation
Figure No 3 –3

Figure of Sample studied for this Research

Population of Teacher’s – 15

Sample 15 Teachers

5 Lessons on Communication Skills

Lesson No.1
No of Lessons
1 x 15

Lesson No.2 No of Lessons1 x 15
ECSP-Part -I

Lesson No.3 No of Lessons
1 x 15
ECSP-Part -II

Lesson No.4 No of Lessons
1 x 15
ECSP-Part -III

Lesson No.5 No of Lessons
1 x 15
ECSP-Part -III

ECSP Package Administered

Lesson No. 1 to 3 (total lesson No. 45) observed using the OBSECC

To find out the communication components acquisition level

Total Lesson No. 45

Lesson No. 4 and 5 (total lesson No. 30) observed using the FIAS
(Flander’s Interaction analysis )

To find out the effect of ECSP Package on teaching

Total Lesson No. 30

Total Lesson Observed 75

Number of schools (Random Sampling ) = 6

4 Urban High school
Students 400

2 Rural High school
Students 240

Total No. of students 640

Communication skill achievement test = 4
administered after each of the 3 parts of ESSPackage
3.5 Selection of Teachers.

Only six high schools were selected in the study area the entire populations of teachers with English as their major subject were selected for the study.

Table No.3.1.

DISTRIBUTION OF TEACHERS QUALIFICATION WISE

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Teachers</td>
<td>05 (33.33%)</td>
<td>10 (66.66%)</td>
<td>15 (100%)</td>
</tr>
</tbody>
</table>

The teachers belong to two different groups the 5(33.33%) teachers were under graduates, and 10(66.66%) teachers were post graduates. Academically it was an equal group; the teachers have been receiving training in teaching. (Appendix-D)

Table No.3.2 shows the distribution of the teacher’s gender wise, geographical residence wise.

Table No. 3.2

DISTRIBUTION OF STUDENT – TEACHERS ACCORDING TO DIFFERENT DEMOGRAPHIC VARIABLES

<table>
<thead>
<tr>
<th>DEMOGRAPHIC VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>Male 10</td>
</tr>
<tr>
<td>(66.66%)</td>
</tr>
<tr>
<td>Urban 10</td>
</tr>
<tr>
<td>(66.66%)</td>
</tr>
</tbody>
</table>
Table No 3.2 shows the distribution of teachers according to different variables, there were 10 (66.66%) male and 5 (33.33%) female teachers with 10 (66.66%) urban and 5 (33.33%) from rural geographical area.(Appendix-B)

3.4.2 SELECTION OF SCHOOLS AS A SAMPLE

Selection of sample schools has been done randomly. A list of schools run by private schools in Ichalkaranji and Kabnoor City in Maharashtra was collected. (The list of schools is given in appendix No. M & N) Four schools from private schools in urban area and two schools from rural area were selected randomly as a sample for the study with Marathi as their medium of instruction.

Table No. 3.3 shows the selection of standards, student’s school wise

Table No 3.3

THE SELECTION OF SCHOOLS AND STUDENT

<table>
<thead>
<tr>
<th></th>
<th>URBAN AREA</th>
<th>TOTAL</th>
<th>RURAL AREA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sr. No.</td>
<td>1 2 3 4</td>
<td></td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>School No.</td>
<td>1 2 3 4</td>
<td>1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total No. Division</td>
<td>3 2 2 2</td>
<td>10</td>
<td>3 3</td>
<td>6</td>
</tr>
<tr>
<td>Select No. Of Division</td>
<td>3 2 2 2 10</td>
<td>3 3 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total No. Students</td>
<td>240 210 150 140</td>
<td>740 225 210 435</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of Students selected for study (40 per Division)</td>
<td>120 120 80 80 400 120 120 240</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table No. 3.3 shows the Marathi medium high school where English is taught as the second language was selected for the study. It shows the selection of students, schools and standards as a sample for this study. A total of 640 students, 400 i.e. 54% students from urban school and 240 i.e. 55%
students from rural schools of standard sixth from 16 divisions, 10 from urban schools and 6 from rural schools Ichalkaranji and Kabnoor City in Maharashtra were selected. (Appendix-I)

3.4.3 LIMITATIONS OF THE SAMPLE

The difficulty in selecting school students was that, the lesson observation was conducted throughout the year. Students who attended the schools and all the lessons taken by teachers regularly and who attended the 4 communication skill achievement tests formed the sample.

3.4.4 SELECTION OF STUDENTS FROM SELECTED SCHOOLS

Though the schools were selected randomly and the students were selected by cluster sampling method, the total students from a section of VI standard of a particular school were selected for the study. The distribution of the students selected for the study according to their demographic variables is given in Table 3.4.

Table No 3.4
DISTRIBUTION OF THE STUDENTS

<table>
<thead>
<tr>
<th>DEMOGRAPHIC VARIABLES</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex</td>
<td></td>
<td>Academic Achievement</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>High Achievement</td>
</tr>
<tr>
<td></td>
<td>400 (62.50%)</td>
<td>240 (37.50%)</td>
<td>360 (56.25%)</td>
</tr>
</tbody>
</table>

Table No. 3.4 shows that, out of 640 students, 240 (37.50%) students were female and 400 (62.50%) were male. And 360 (56.25%) students have high academic achievement and 280 (43.75%) students have low academic achievement, as reflected in that Class V final exam marks in English subject.
3.4.5 SELECTION OF UNITS AND SUBUNITS FOR CLASSROOM TEACHING

Selection of units and subunits was made according to the requirements of the school authority and based on five communication skills prescribed by Govt. of Maharashtra and included in the textbook for standard VI students studying in Marathi medium high schools in Maharashtra.

Selection of practice lessons for observation of English language teaching to find the acquisition of language components was on the basis of communication skills units and subunits in VI standard text book, which consists of 04 units divided into 58 sub parts, 25 subunits and 35 linguistic items covered all basic aspects of language teaching like prose, poetry, grammar and composition and communication skills namely listening, speaking, reading, writing and talking. These subunits were selected to measure acquisition of communication skills of the student on five basic communication skills. Each school student was required to appear for a general communications skills written test after attending the lesson taught by the teachers.

3.4.6 SELECTION OF ENGLISH COMMUNICATION SKILL LESSONS OF THE TEACHER

Each of the 15 English teachers were required to conduct 5 lessons on communication skill in VI standards. These 75 lessons were observed using both the Observation tools namely i) OSECC (Observation schedule English Communication components) ii) FIAS(Flanders interaction analysis).(Appendix-C and J)

The first three lesson of each of the 15 teachers i.e. 45 lessons were observed to find out their acquisition of Language Components and Language Barriers that may have occurred in the classroom.

The 15 Teacher were administered the ECSP and given Orientation Programme. The remaining two lesson of each of the 15 teachers i.e. 30 lessons were observed using Observation Tool based on Flanders Interaction Analysis Model to find out the effect of the ECSP package on the teachers communication components and language barriers.
3.5 TOOLS

As there was no standardized tool available for to observe the language components in English related to VI standards so the researcher prepared the tools for the study.

Three types of tools were prepared to collect the data to measure teacher’s level of acquisition of language components necessary to teach communication skills to standard VI students.

1) Observation Schedule (OSECC) – To measure the level of acquisition of language components of teachers necessary to teach communication skills to standards VI students. (Appendix- C )

2) Observation Schedule-(FIAC) – To measure the classroom interaction within teacher and students while teaching communication skills to VI standards students.(Appendix- J)

3) Communication Skill Achievement Test (CS AT) - To measure the acquisition of five communication skills of standard VI students(Appendix-H )

3.5.1 PREPARATION OF OBSERVATION SCHEDULE (OSECC)

In the preparation of OSECC list of communication components was prepared and sent to various experts (Appendix-E) on the basis of which communication components frequently occurring in the classroom were identified. The prescribed text for VI standards and find out linguistic items and relating the communication components with it.(Appendix C) A list of communication components and linguistic items was prepared to find the actual barriers occurring in the English second language std.VI classroom . While preparing the OCECC following steps were used.

1) On the basis of reviews related to earlier researches were identified 54 components and 35 linguistic items necessary for teaching communication skills were identified. The absence of the components may lead to lack of language mastery. (Appendix-L)
2) To test content validity these 54 components and linguistic items were sent to various experts to find those most closely associated with the communication skills... (List of names given in Appendix –C)

3) These fifty components were divided into different sections as per their occurrence. Paralanguage, Non verbal communication, Linguistic items, Teaching devices and technique, Use of Unclear Graphics and Aids, Use of other languages. (Appendix C)

4) Each component has got different factors to measure the extent of each communication component. There were 196 factors of 50 communication components’. Each factor was given maximum score of 5 and minimum 0. The score was given according to their performance in the rating scale ranging from very poor, poor, average, good and excellent. The scores have been converted into three different levels i.e. high low and middle to identify the teachers in each level. (Appendix-C)

5) 50 components and 35 linguistic items were selected for classroom communication, absence of which may lead to communication barriers.

6) Two types of Observation Schedules were used.

7) The Observation Schedule (FIAC) was ready made observation tool prepared by Flanders in 1970. It is used to find and measure the classroom interaction within teacher and students. (Appendix-J)

8) The Observation Schedule (OSECC) was prepared to find the extent of communication components necessary for classroom teaching. (Appendix-C)

3.5.2. LESSON PLANS ON LINGUISTIC ITEMS (LPLI)

All the teachers are concerned with this study are qualified they know well how to prepare the daily lesson plans according to communication model.

3.5.3. ENGLISH LANGUAGE COMMUNICATION SKILL ACHIEVEMENT TEST (ELCSAT)- communication test differ from other tests. General tests focus on certain aspects of language but communication tests were prepared to test 5 aspects of language. (Appendix-I)
3.5.4. TESTING RELIABILITY OF THE TOOLS

As standardized tools were not available for this study, the tools were prepared and tested tools for content validity with the help of experts. (Appendix – M and O)

1) Observation Schedule (OSECC)

OSECC was prepared and sent to experts to test the content validity (Appendix No.E). The reliability of the OSECC was tested by inter observer reliability by Scott’s Pie method, which is found to be 0.95 as given in (Appendix ’G’). And Flanders Interaction Analysis categories was already prepared by Flanders (1967)

2) Communication Skills Achievement Tests (CSAT)

Communication Skill Tests were standardized by test-retest method. (The reliability coefficient is given in Appendix No –I).

3.6. PROCEDURE OF DATA COLLECTION

3.6.1 Data Collected With the Help of OSECC

The data was collected by direct observation of the lessons conducted by the teachers. An observation schedule was prepared to observe the lessons of the teachers. There were 50 components identified for classroom communication. To find the extent of each score’s were awarded to the teachers paralanguage aspects there were nine components identified under this heading. Pronunciation was measured under the presence of three factors like correct use of consonants, vowels and diphthongs. The other component in paralanguage item was intonation; this component was measured in the presence of three factors like rising, falling and falling-rising intonation. (The Observation Schedule (OSECC) is given in the Appendix-C). The Observation Schedule consisted of 50 communication components. Each component has got different factors to measure the extent of each communication component. There were 196 factors of 50 communication components. Each factor was given maximum score of 5 and minimum 0. The scores were given according to their performance in rating scale very poor, poor, average, good and
excellent. 45 lessons were observed to find the extent of communication mastery. Each teacher was required to take three lessons on communication skills. The total marks were awarded according to the performance of total three lessons. The scores have been converted into three different levels i.e. high, low and middle to find the number of students in each level. After finding the levels of the teachers, an individual guidance programme in Communication Approach was given which was based on all communication components to improve the teachers’ acquisition of language components and linguistic items at the same.

3.6.2 Communication Skill Achievement Test

While teachers were conducting the lessons in the period communication achievement tests were administered. Each std. VI student (total 640 students) had to appear for four tests based on communication language teaching lessons. The students were awarded marks according to the performance in the test.

3.6.3 Data Collected With help of FIAS (Flanders’s System of Interaction Analysis)


In original book the Flander’s Interaction categories (FIAC) consist of 10 categories of communication which are said to be in connive of all communication possibilities. There are seven categories used when the teacher is talking and two when the pupil is talking (Appendix-J ) because the system is totally inclusive condign at a constant rate allows calculation of the proportion of time spent on categories.

The major feature of the system is the analysis of patterns of initiative and response:

To initiative = to make the first move, lead, begin, introduce idea or concept for the first time.
To respond = to take action after an initiation, to counter; to amplify or react to ideas already expressed.

**Data Collection** –

The 15 teachers $15 \times 2 = 30$ lessons were observed in the month of Dec. and Feb. 2007-08. In this session teachers are informed a few days in advance and then a particular session is observed.

During each session 30 min. segment of classroom interaction are observed with video shooting. The timing used is approximately the same for each teacher.

The designers of the FIAC suggest that for a stable sample of teacher’s interaction patterns, 20 sign in one minute and 600 sign for 30 minutes on the basis of coding every three seconds the amount of shooting data would provide 600 tallies for 30 minute. The coding system is that a code (tally) is allocated every 3 seconds.

**Coding and Data Entry** –

The designers of the FIAC system recommend that a number of coding procedures are followed to improve the validity of the process. The rules for coding procedures are detailed in (Appendix J) The principal investigator will undertake coding. The simplest form of analysis is to calculate the proportion of teachers talk, pupils talk and silence. However to search for patterns of interaction a more sophisticated form of analysis required based on the coding of the individual tallies as pairs e.g.

**Example of Coding pair Data** –

The example in box 1(Appendix-J) shows a hypothetical 60 seconds of verbal interaction coded using the FIAC categories (bold numbers). Immediately above and below the line of code are the pairs of codes used for the purpose of analyzing patterns of initiative and response pair one represents the teacher initializing by asking a question followed by a pupil response (4-8). The second pair followed by the teacher’s reaction, which is to use the pupil’s idea (8-3). The third pair shows the initial response by the teacher that is followed by the teacher giving more information (3-5). Data on the number of pairs in each category can be entered in a 10 x 10 matrix as illustrated in figure No.1. The vertical column corresponds with the first number in the pair and the horizontal column the second. The datum entered into a cell is the frequency
of interactions in that category. Analysis of the pairs can be needed to detect the pattern of a lesson. For example, higher frequencies in cells (3-3) (3-9) (9-9) are said to be indicative of a more creative teaching pattern.

Analysis of pattern of Interaction –

The data generated can be used to calculate number of measure that describe and analyze what happens in a particular teaching session and to make comparisons between different types of classroom interactions. (Appendix-P)

Teacher’s Individual data of pattern of Interaction analyze with using PEPBL – methodology working paper-6 m- new man, 04/2001 published in net.

Paper published by m- new man, 04/2001 PEPBL methodology working paper 6 On Net. Prefer the six points for analyzing pattern of interaction likewise (Appendix -J)

1) Balance between teachers talk, pupils talk, pupils talk and silence.
2) Balance between teachers and pupil initiation and response.
3) Teacher’s reaction when pupils stop talking.
4) Teacher directed emphasis on content.
5) Sustained expression in the same category.
6) Analyzing the transition from teacher centered to student centered patterns of interaction.

And finally put forth the finding related to Flanders Interaction analysis.

3.7 PROCEDURE OF ECSP (English Communication Skill Package)

After having gone through the related theoretical material about the preparation of the package the procedure suggested by Gaya T.K. was followed.

Stages in the ECSP

The development of ECSP involves following major stages these were

a. The Defining Stage
b. The Developing stage
c. The Evaluation stage
The above stages are interrelated and can be depicted in a simple figure

![Diagram of stages of Package Development](image)

Figure No.4.3 stages of Package Development

(A Basic Instructional systems Design Modal, Gaya T.K.1988 Modified figure for present study)

1. **Defining Stage**

   Defining is the first stage of ESEP. In this stage the researcher has to identify and conceptualize the linguistic items and language components.

   1. **Objective No. 1** was to find out the views of experts from the educational levels secondary, higher secondary, graduation and post graduation about the linguistic items essential for VI standards students for developing communication skill in English. For fulfilling this objective a list of linguistic items and language components (Appendix C and L) was given to the 10 experts from the field of education (Appendix E) and data was analyzed and 36 linguistic items and 50 language components were finalized.

   2. **Objective No. 2** was to analyze the English textbook of VI standards and according to the view of expert’s and identify linguistic items and language components essentials for improving student’s communication skill.

      Hence the sixth standard text entitled was analyzed 2007-2008 was analysed for identifying and selecting activities for suggesting it was found that all the linguistic items are useful for promoting communication skills.

   4. **Objective No. 3** to study the Teachers Training Module especially prepared by MSERT, Pune for primary school level teachers (VI standards) depending on the new communication approach and to identify the linguistic items and teaching activities included in it for improving standard VI students communication skills.
The 2005-2006 VI standards English syllabus was revised in 2005-06 and MSERT prepared the Teacher Training Module. In this Teacher Training Module following components were included.

1. Review of the syllabus of standards I to V
2. Activities in the classroom of the resource person and participants.
3. Discussion on the syllabus salient features.
4. State the skill wise objective and the ELO (expected learning outcome)
5. Explain the evaluation techniques to be used for the given activities.
6. Activities in the classroom under this heading have been explained unit wise. Unit No.1 contains 22 activities, unit No.2 contains 12 activities, Unit No.3 contains 21 activities and Unit No.4 contains 12 activities.
7. Explain and understand the concept of oral testing.
8. Explain and understand the written test.

The above explained activities have to be conducted in a six day inservice programme. The syllabus of VI standards and learning outcomes are given in (Appendix L)

4. Objective No.4 was to prepare an English communication skill package for teachers to improve their Linguistic ability for teaching English in standards VI based on objectives 1, 2, 3, above

Before the development of a package preparation is the first step. For promoting linguistic ability among the teachers through the medium of package, Wilson Bob’s (1987) ‘steps of making your writing and communication more effective’ were adopted. However some points given by Wilson Bob’s (1987) are overlapping therefore they are clubbed together and have been reported here. The ECSPackage was prepared with the help of the following steps.

(i) **Key Words-**

Highlighting the key words is the most important concept in the package. Key words alert the readers and act as ‘go’ signals which stimulate their attention.
Therefore the key words were also highlighted in the ECS Package. This helps to retain the teacher to retain student’s attention.

(ii) Target Audiences-
Keeping always in mind the trainees and writing the material in respect of what they know and what they want to know. From this point Wilson Bob’s (1987) advocates use of the principles of known to unknown. Therefore examples from various day-today lives were used in the package which helps for the teacher to explain or communicate clearly. The ECS Package was prepared in English language.

(iii) Perspective
Before writing the script for the ECS Package following perspectives were considered as given by Wilson Bob’s (1987).

a. Planning
At the beginning of writing the material there is need to plan thoroughly, otherwise there is chance of placing the information in the wrong order and parts get missed out. Therefore the material was thoroughly discussed and planned with the experts.

b. User Friendly
The material was made user friendly, in many ways a conversation tone was adopted.

i) Use of familiar words and relaxed style, this includes frequently addressing the reader as ‘we’ and avoiding unnecessary and complex language

ii) Avoid use of specific gender e.g. masculine.

iii) Economical in use of the word i.e. avoided verbiage and unnecessary wordage.

iv) The language used in the material was more positive like ‘do this’ rather than don’t do this. Negative remarks have been avoided for greater impact of the language.

v) Sentences were kept short to avoid it becoming boring.

vi) Material was directly addressed to readers by using ‘you’ and ‘we’ to make it more users friendly.

(iv) Sequencing
While presenting the material to the teachers following rational and sequence was carefully adopted.

i. known to unknown

ii. Concrete to abstract

iii. observation to reasoning

iv. Whole to detail view

V. follow the correct and chronological order

(v) **Participation**

While developing the material attention was kept towards developing reader’s participation by involving them in answering questions and doing activities.

(vi) **Redrafting**

After through discussion with the experts the ECS Package was prepared (Appendix-N).

a. **Showing the Prepared Package to research peers**

There is need that the prepared package be shown to somebody else (experts) for the checking process of sequencing and should enable the researcher to present the package in a logical order. Therefore to evaluate the package the prepared package was given to the experts (Appendix-F) for evaluation.

5. **Objective No.5 of the study was To administer the ECEP to teacher of VI standards and conduct orientation programme for them.**

To fulfill this objective the ECSP inventory was administered to teachers form selected six high schools (Appendix B and G). The ECSP was given to the teacher for study, So that they could get familiar with its contents and use it while teaching in the classroom.

(vii) **Orientation Programme of ECSP**

1. The orientation was conducted in six high school (Marathi medium) affiliated to Secondary and Higher Secondary Education Divisional Board, Kolhapur in the year 2007-2008. (Appendix-G)
2. The orientation was conducted for 15 teachers selected for the study concerned with language components and linguistic items. They were given the detailed information about the study and direction for the implementation of the ECSP during conduct of lessons. Teacher’s doubts were cleared pertaining to the implementation of the ECS Package during the academic year 2007-2008.

Schedule of Orientation Programme of ECSP
1. To acquaint the teacher about the concept of ECS Package.
2. To explain the need and importance of ECS Package.
3. To acquaint them with the details of language components, linguistic items, teaching techniques and teaching activities.
4. To acquaint them with the importance of ECSP package for the teaching learning process.

**Duration of ECSP package**
1. The ECSP was administered during 15th June 2007 to 30th March 2008.
3. Soon after the orientation of ECS Package, it was administered in each of the six high schools from 10th July 2007 to March 2008 period. (Appendix N)

### 3.2 Evaluation Stage

In the evaluation stage **Objective No.6 to observe the classroom teaching to find level of acquisition of language components essential for teaching English communication skill to VI standards students** with its 2 minor objective No. 6(i) were fulfilled as follows.

**Minor Objectives No.6(i)**
1. To observe the classroom teaching using the OSECC (Observation Schedule of English communication Components) to find out the level of acquisition of language components essential for teaching English communication skill to VI standards students.
For fulfilling this objective the observation data regarding
the teacher was collected. (Academic year 2007-2008.) Data was analyzed
with the help of table, charts and graphs. However for fulfilling of this
objectives following variables have been taken into the consideration.

1. Sex Gender -- i) Male ii) female
2. Qualification -- undergraduate/ graduate / post graduate
3. Schools type -- i) Aided ii) Non aided
4. Residential Area wise - - i) Rural ii) Urban

In the context of above mentioned demographic variables the
collected data was analyzed to find out the usefulness of ECS Package among
teachers and also identify their acquisition level in language components.

To fulfill the second sub objective of the 6th major objective i.e.

**Minor objective 6 (ii)**

*To observation the classroom teaching using FIAS (Flanders*
*Classroom Interaction analysis) observation tools and finds out the classroom*
*interaction of sixth standards students.*

The collected data with the help of OSECC and FIAS was analyzed
according to each sub components. (Results presented in the chapter V)

7. Objectives No.7 was to find out the VI standards students
achievement in English Communication Skill after administration of
ECSP to the teacher.

For fulfilling this objective the data regarding the student was
collected in the year 2007-2008. (Appendix P)

The ECS Package was divided into four sections depending on the
standards VI syllabus.
### TABLE No. 3.4 ECS Package Schedule -

<table>
<thead>
<tr>
<th>Section</th>
<th>Content of the ECSP</th>
<th>Time period</th>
<th>Achievement Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part- I</td>
<td>Unit no. I Activity no. 1 to 22 Unit no II Activity no 1 to 5</td>
<td>June 07 to Aug. 07</td>
<td>1st Achievement test</td>
</tr>
<tr>
<td>Part- II</td>
<td>Unit no. I Activity no. 6 to 12 Unit no. III Activity no. 1 to 12</td>
<td>Sept. 07 to Nov. 07</td>
<td>2nd Achievement test</td>
</tr>
<tr>
<td>Part-III</td>
<td>Unit no III Activity no 13 to 21 Unit no. IV Activity no. 1 to 9</td>
<td>Dec. 07 to Jan. 08</td>
<td>3rd Achievement test</td>
</tr>
<tr>
<td></td>
<td>Unit no. IV Activity no. 10 to 12 and Revision of unit III and IV activities.</td>
<td>Feb. 08 to March 08</td>
<td>4th Achievement test</td>
</tr>
</tbody>
</table>

In this period classroom observation and four achievements test on English Communication Skills were conducted. The collected data was analyzed according to each sub component. (Results presented in the chapter V) The study was conducted according to the following time schedule:

**Table No.4.2 TIME SCHEDULE OF RESEARCH EXECUTION**

<table>
<thead>
<tr>
<th>Time span</th>
<th>Execution of research</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2006-April 2006</td>
<td>Reviews of literature and Researches for Finalization of the research topic</td>
</tr>
</tbody>
</table>
May 2006-June 2006  Finalized research problem and submitted Research proposal

**After Registration**

June 2006 – October 2006  language components and Linguistic items were identified from review of Related literature.

November 2006-January 2007  VI standard syllabus was analyzed and the teachers module was studied.

February 2007-April 2007  Prepared Observation Schedule And ECS Package

May 2007  Tools were validated with the help of Experts.

June 2007  ECSP package was administered and Orientation for teachers was conducted.

July 2007-April 2008  Classroom observation and Achievement Tests were conducted.

May 2008-December 2008  collected data was analyzed and interpreted.

January 2009-June 2009  Report was prepared.

July 2009-December 2009  Research report was typed and bound.

The plan and procedure has been spelt out in the chapter. It also contains procedure of the ECS Package for teachers. The following chapter is devoted to the analysis and interpretation of collected data which is the evaluation stage of the package to find out the usefulness of ECSP package for students and the teachers.