CHAPTER - III

DESIGN OF THE STUDY
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DESIGN OF THE STUDY

The choice of any method of teaching a language depends largely on the objectives of teaching the language. There can be several objectives which in term, depend upon the needs of the learner. A child uses a language to make his own needs known, to influence others, to gain his ends, to make it clear that he matters. This is conative use of a language. The affective use of the language helps the child to express his feelings, his emotions, his aspirations etc. The language the child produces for these purposes will have characteristics different from those used for other purposes. Still another purpose for which the child may use a language will be for eliciting greater information, greater accuracy and, greater rationality etc. This is cognative use of the language. The languages are taught with different purposes. First language (L1) or mother tongue is taught with all the three purposes i.e. cognative, conative and affective purposes. Second language (L2) is taught with purposes of developing cognative and conative domains. When a language is relagated to a third language (L3) or a foreign language (FL), it has limited purpose. It is used to achieve working knowledge of the language for comprehension and translation. Languages whether they are taught as L1, L2 or L3, however, is learnt in a natural way. In learning these languages one has to

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develop all the four basic language skills, i.e.,
listening, speaking, reading, and writing. It would be
only matter of emphasis. We may emphasise one or the
other skills while teaching.

In Maharashtra English is taught as a third
language. The syllabus suggests developing all the four
skills i.e. listening, speaking reading and writing.
However, the examination system is such where reading
and writing skills are required more than the other two
skills i.e., listening and speaking.

The teaching, today has become examination
oriented rather than objective based. English language
teaching is not an exception to this. Not only all the
skills are not taught but the whole teaching learning
process is lopsided. In spite of six years of teaching
English the students do not fair well at S.S.C.
examination.

Significance of the problem

A close perusal of the result of Aurangabad
Divisional Board of Secondary and Higher Secondary
Education shows that the result of S.S.C. (X) have
disconcertingly gone down. The consistently falling
ratio of students passing in English indicates that
somewhere something is wrong. The teaching methodology
of English also reflects on the deteriorating standard
of learning of English.

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The poor results of English are indeed a national loss and need to be seriously taken care of. Following tables of the results of the last four years portray a grim picture:

Table - A.

Table showing Result at S.S.C; level

(General)

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered</th>
<th>Appeared</th>
<th>Passed</th>
<th>Percentage of passed candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,75,587</td>
<td>1,55,138</td>
<td>57,448</td>
<td>37.03</td>
</tr>
<tr>
<td>2</td>
<td>1,69,716</td>
<td>1,66,986</td>
<td>73,572</td>
<td>44.03</td>
</tr>
<tr>
<td>3</td>
<td>1,75,533</td>
<td>1,72,145</td>
<td>69,074</td>
<td>40.12</td>
</tr>
<tr>
<td>4</td>
<td>2,01,030</td>
<td>1,80,030</td>
<td>85,038</td>
<td>47.23</td>
</tr>
<tr>
<td>5</td>
<td>1,74,861</td>
<td>1,72,086</td>
<td>79,982</td>
<td>46.47</td>
</tr>
</tbody>
</table>

(135)
Table B.

Table showing Result of English (3rd language) at S.S.C. level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered candidates</th>
<th>Passed</th>
<th>Percentage of passing candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1990</td>
<td>1,43,368</td>
<td>56,250</td>
<td>40.20</td>
</tr>
<tr>
<td>2. 1991</td>
<td>1,51,092</td>
<td>73,348</td>
<td>48.54</td>
</tr>
<tr>
<td>3. 1992</td>
<td>1,55,943</td>
<td>64,746</td>
<td>43.44</td>
</tr>
<tr>
<td>4. 1993</td>
<td>1,64,295</td>
<td>87,972</td>
<td>53.54</td>
</tr>
<tr>
<td>5. 1994</td>
<td>1,59,051</td>
<td>83,298</td>
<td>53.46</td>
</tr>
</tbody>
</table>

It is noted that one of the reasons of the poor performance in SSC is poor performance in English. Those who get through the examination do so either by a sheer stroke of fortune or by comparatively hard work. They are not able to cope up with English medium later on. In colleges they fail to yield satisfactory results.
The question that arises is, where lies the fault then? In the entire educational set up, school is the only place where great importance has to be driven home, where the very roots of diffidence and dismay to be cut of. None will disagree with the fact that school is the only place where the basic concept of English language, right at the initial stage of the educational carrier, have to be classified. And that defines the urgency and relevance of this study. But unfortunately the expectations are not fulfilled. The objective of ELT are not achieved in a manner one would expect it to be and the standard of English is deteriorating day by day. This study undertakes to understand and analyse the problems of deteriorating standards of teaching English.

The survey, non the less, would open fresh avenues for the corrective means and methods that might yield fruitful results and serve the cause of teaching English.

Statement of the Problem

"A critical Investigation into the Methods of Teaching English in the Secondary Schools of Aurangabad District."

Operational Defination

Methods of Teaching:- This means methods employed by teachers teaching English as third language.

Secondary School:- This means secondary schools where there are classes from V to X or VIII to X.
Method of Research.

The term survey suggests the gathering of evidence relating to current conditions. The term survey is generally used for the type of research that we intend to consider here. The research which proposes to ascertain what is the normal or typical condition or practice at present.

The survey type of research is not peculiar to education or to other social sciences. It is a significant mode of attack in any field of knowledge where the objects of any class vary among themselves e.g. The climatic conditions of various parts of the world or the distribution of natural resources. (1)

The survey approach to educational problem is one of the most commonly used approaches. It is followed in studying local as well as state, national and international aspect of education. It goes beyond mere gathering and tabulation of data. It involves interpretation, comparision, measurement, classification evaluation and generalization, all directed towards a proper understanding and solution of significant educational problems.

The survey method gathers data from relatively large number of cases at a particular time. It is not concerned with characteristics of Individual as individuals. It is concerned with the generalized statistics that result when data are
abstracted from a number of Individual cases. It is essentially cross sectional. (2)

"The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and defines objectives. It requires expert and imaginative planning, careful analysis and interpretations of the data gathered and logical and skillful reporting of the findings." (3)

Worthwhile, survey studies collect three types of information:

i) of what exists by studying and analysing important aspects of present situation.

ii) of what we want by clarifying goals and objectives possibly through the study of the conditions existing elsewhere or what experts consider to be desirable and;

iii) of how to get there through discovering the possible means of achieving the goals on the basis of experience of others or the opinions of experts (4)

**Characteristics of Survey Method**

Some characteristics of the Normative Survey Research may be listed below: (5)

1. It gathers data from a relatively large number of cases.

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2. It is essentially cross-sectional, mostly of the what exists type.

3. It is concerned not with the characteristics of individual but with generalized statistics, of the whole population or a sample thereof.

4. It is an important type of research involving clearly defined problems and definite objectives.

5. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skillful reporting of the findings.

6. It does not aspire to develop an organised body of scientific laws but provides information useful to the solution of local problems. It may, however provide data to form the basis of research of a more fundamental nature.

7. Surveys vary greatly in complexity, some concerning themselves only with the frequency count of events while others seek to establish relationship among events.

8. Surveys may be qualitative or quantitative. At one level survey or status studies may consist of naming and defining constituent elements of various phenomena.

9. Description may be either verbal or expressed in mathematical symbols.

10. It fits appropriately into the total research scheme or the stages in exploring a large field of investigation. It may (a) serve as a
reconnaissance or getting aquinted stage of research in entering a new area or (b) represent a specific interest in current conditions within a field that has long since been explored and developed by research.

Keeping all the important points of survey method in mind the researcher decided that it will be a suitable method for the purpose of this research and investigation.

Therefore he decided to adopt the survey method for the research.

Objectives of the study

There are various methods of teaching English e.g. The Direct Method, The Translation Method, The Structural Approach, etc. These methods should be adopted according to the capacity and need of the students and objectives of teaching English. Generally Structural Approach is suggested for the Junior classes, and the Direct Method is considered suitable for the higher classes. It is common observation that majority of the teachers adopt Translation Method to teach English in Indian schools.

The researcher decided to collect the data about the methods of teaching English as the third language in various schools of Aurangabad district with the following objectives:-

(141)
1. To investigate, teaching Methods adopted by teachers of English.
2. To see whether the methods adopted for teaching prose and poetry are suitable.
3. To investigate into methods of teaching grammar.
4. To survey the methods of teaching composition.
5. To suggest measures to adopt suitable teaching strategies.

Hypotheses

1. The methods of teaching English as the third language employed by teachers of English are not appropriate.
2. Teaching of English is more examination oriented than objective based.
3. Teachers teaching English are ill equipped and therefore teaching is ineffective.
4. Lack of teaching gadgets does not permit teachers of English to use proper methods.

Selection of Population and Sample

In ordinary usage populations are usually thought of as consisting of human beings. In the statistical sense population may consist of any kind of members whatever.

A population is any group of individuals that has (142)
one or more characteristics in common which are of interest to the researcher. (6) The population may be all the individuals of a particular type or a more restricted part of that group. All public school teachers, all male secondary school teachers, all elementary school teachers may be population.

A population may be defined as any identifiable group of individuals or as any collection or aggregate of comparable measures. (7)

Population may be either finite or infinite, either real or hypothetical. A finite population is one, all members of which may be counted. An infinite population is one of unlimited size for example all possible weights of eight year old children in this country would constitute an infinite population. While the actual weights of the eight year old children now living in this country would constitute a finite population.

A real population is one that actually exists. A hypothetical population is one that exists only in the imagination. Many of the populations involved in educational research are hypothetical that is why in some instances we may wish to select a sample from a real population but find it impracticable to secure an unbiased sample from that population. In that case we may use the sample that is available to us to "construct" a hypothetical population, from which the given sample might have been drawn at random and

(143)
restrict our generalization to the hypothetical population.

A sample is a small proportion of a population selected for analysis. By observing the sample, certain inferences may be made about the population, contrary to popular opinion, samples are not selected haphazardly, but deliberately, so that the influence of chance or probability can be eliminated.

During recent years sampling has been increasingly used in education to ascertain information necessary in answering certain questions about a specific population. (8)

Several types of sampling procedures are there. To obtain a sample representative of its population four main techniques have been devised—random, stratified, quota, incidental and purposive.

1. Random sampling:— This form of device is one in which every single unit of the population has an equal chance of being selected. A random sample is drawn unit by unit. The population is numbered from 1 to N and a series of random numbers is drawn either by means of a table of random numbers. A random sample is one selected in such a fashion that every member of the population has an equal chance to be selected. This means that each member must be selected independently of all others. It is useful also to think of a random sample as one so drawn that all other possible combinations of an equal number of members from the population has an equal chance to constitute the sample drawn.

(144)
Startified or Quota sampling:

A modified form of random sampling, startified or quota sampling, sometimes called controlled sampling, is a device which ensures representativeness in selecting a sample from a population composed of sub-groups or starta of different sizes. A good sample from such a population needs to contain individuals drawn from each category in accordance with the size of the sub-groups and within each sub group the sampling is random.

In stratified sampling, the population of N units is first divided into different strata - N1, N...... Units respectively and then a sample is drawn from such stratum. The sample sizes within the strata are denoted by n1, n2..... respectively. (9)

Incidental sampling:-

Incidental, or sometimes called accidental sampling is a term which is applied when such groups are used as samples as are easily available e.g. children in a school, an orphanage or a reformatory, students enrolled in particular classes etc. The number and conditions of these groups are not chosen specifically for the purpose.

Such groups are poor samples of any definable population and adequate generalizations can hardly be based upon such data. (145)
Purposive sampling:-

As different from incidental sampling, purposive sampling is the device which selects a particular group or category from the population to constitute the sample because this category is considered to be a mirror of the whole with reference to the characteristic in question. For example, purposive sampling is used when the selected sample is constituted of all the newspaper editors of an area to represent the public opinion of that area. In this type of selection the sample is restricted to unit considered by some one to be especially typical of the population.

Steps in sample survey

The steps that are usually involved in the execution of a survey of any type are: (10)

i) Statement of the objectives of the survey.

ii) Definition of the population to be sampled.

iii) Determination of the data to be collected.

iv) Selection of the methods of data collected.

v) Choice of sampling unit.

vi) Selection of the sample.

vii) Organization of the field work.

viii) Summary and analysis of data.

ix) Preparation of sampling survey report.
A good sample of a population is the one which with in restrictions imposed by its size will reproduce the characteristics of the population with the greatest possible accuracy. That is to say, a good sample should be free from

i) error due to bias and

ii) random sampling error.

To select a good sample for any purpose, therefore one should avoid faulty methods.

However, it is found that even if the procedure of selection follows the canons of random sampling process, the sample cannot be exactly representative of the whole population.

Keeping all these factors in mind, the researcher selected all the teachers teaching English in Government, Z.P., private secondary schools of Aurangabad District.

In Aurangabad District there were (55) Z.P. secondary schools. Out of these eight Z.P. schools have Marathi and Urdu medium, and 254 schools were run by private managements. Thus, there were (309) recognized secondary schools at the time of administration of questionnaires in 1993. It was assumed that on an average in each school there were two English teachers. It was assumed so because the education department does not maintain such record. Thus the population of English teachers was (618). The survey was conducted in all the school by providing the questionnaire to all the (618) teachers.
out of this 306 teachers responded the questionnaire. The researcher had (306) teachers as the sample on which his findings are based. The data was collected from (306) teachers teaching English as L3 in Secondary Schools of Aurangabad district.

Sixteen questionnaires which were filled in by either English medium school teachers were not included for analysis as in these schools English is not taught as third language.

Table - C.

Table showing number of schools and Teachers of English in Secondary schools in Aurangabad District.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Management</th>
<th>School Col</th>
<th>Teachers of Teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Englishers (samples)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in each of samples</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>school of each category</td>
<td></td>
</tr>
</tbody>
</table>

| 1) a. Z.P.(Marathi) | 55 | 2 | 110 | 55 |
| b. Z.P.(Urdu) | 15 | 70 | 63.63 |
| II)a. Pvt.(Marathi) | 231 | 2 | 462 | 211 | 48.42 |
| b. Pvt.(Urdu) | 15 | 2 | 30 | 25 | 83.33 |
| c. Pvt.(English) | 8 | 2 | 16 | - | - |

| Total | 309 | 618 | 306 | 194.38 |

(148)
20% of the population is considered as adequate sample. The data collected is more than 49%. So the sample used in the research is definitely adequate and representative as schools from urban, semi urban and rural areas, male and female teachers and Urdu, Marathi medium schools are covered.

### Table - D.

Table showing Taluqawise Number of schools and teachers of English in secondary schools of Aurangabad District.

<table>
<thead>
<tr>
<th>S. Taluqs No.</th>
<th>Z.P Schools</th>
<th>Private Schools</th>
<th>Total Schools in Urdu</th>
<th>Mar</th>
<th>Eng</th>
<th>Teacher Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aurangabad</td>
<td>3</td>
<td>6</td>
<td>72</td>
<td>5</td>
<td>86</td>
<td>146</td>
</tr>
<tr>
<td>2. Aurangabad</td>
<td>4</td>
<td>-</td>
<td>25</td>
<td>-</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>3. Silod</td>
<td>8</td>
<td>3</td>
<td>33</td>
<td>-</td>
<td>44</td>
<td>26</td>
</tr>
<tr>
<td>4. Kannad</td>
<td>10</td>
<td>2</td>
<td>19</td>
<td>-</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>5. Khuldabad</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>-</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>6. Soagoan</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>-</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>7. Paithan</td>
<td>6</td>
<td>1</td>
<td>21</td>
<td>1</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>8. Vaijapur</td>
<td>10</td>
<td>1</td>
<td>23</td>
<td>1</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>9. Gangapur</td>
<td>8</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>31</td>
<td>20</td>
</tr>
</tbody>
</table>

| Total         | 55          | 15              | 231                   | 8   | 309 | 306 |

(149)
"A sample is any number of the members of a population that have been selected to represent that population."

(12)

It is a fact and of extreme practical significance which should be noted that all mathematical sampling theory is based finally on the assumption of random selection and that any application of this theory is valid only to the degree that the samples employed have been so selected. We may note at once, however, that random selection does not always mean simple random sampling. We have seen for instance, that controlled samples or matched samples are not simple random samples, but that they may involve random selection, and that it is therefore sometimes possible to deduce the sampling. Distributions for estimates obtained from such samples simple random sampling is often impracticable in educational research, but it is nearly always possible to plan our investigations and experiments so as to provide for random selection and thus to utilize sampling theory in interpreting our results. Since those interpretations will be valid only to the degree that the selection was actually random.

This method of sampling is likely to introduce an element of sample bias because of the unequal size of some of the subjects selected in the method adopted.

Educational researchers, because of the administrative difficulties applying randomizing procedures often use available classes as samples.

(150)
This is questionable procedure, for the ordinary methods of statistical inference are not validly applicable to such groups. Some of the weakness of educational research may be attributed to the drawing of random sampling inferences from nonrandom samples, unless appropriate and more complex experimental designs are used to nullify uncontrolled factors, the research cannot be considered sound. (13)

However, keeping the advantages of survey method in consideration. It was decided to adopt the survey method for research.

Tool for data collection

The tool selected to gather data through survey method is mainly a questionnaire.

Questionnaire technique is used because it is supposed to be the most flexible technique and much better and effective tool in comparison with other traditional tools in collecting both qualitative and quantitative information.

A questionnaire generally contains two types of items, closed form and open-ended or unrestricted forms. The closed form contains short statements. The teachers here are expected to choose from the given responses or just mark 'Yes' or 'No' or just tick a list of suggested responses. These items are deliberately used because they are easy to respond to and bring out the desired results with more clarity and substance.
These items are also employed because they are relatively more objective in nature and effective in the data collection.

The other type, the open ended, provide the respondent enough freedom to exercise his own choice. The items are, all the while more important because they reveal the unobstructed views and opinion of the respondents. Interestingly they also betray the inner core of their experience and approaches to the teaching of it. These items unfold the actions and reactions of the respondents without any interception, intervention, or interference of the researcher. It should however, be noted that the responses collected through these items are so varied and at times radically different, yet they are objectively rendered in this survey.

The other type of items aimed at assessing the quality although it is practically very difficult to measure the quality objectively. A respondent here, is supposed to bring out by marking any one of the available possible responses in a given situation. All the possible responses are presented horizontally in a line irrespective of equidistances, because it envolves subjectivity and ultimately it is a matter of degree.

Preparation of Questionnaire

A comprehensive questionnaire is in fact inevitable to collect the necessary data with all subjective and objective elements, to arrive at certain logical and objective elements, to arrive at certain logical and
plausible conclusions, with regard to effective teaching and learning of English. A very exhaustive questionnaire, therefore, was carefully prepared to analyse the prevailing educational situation in general and the problems of teaching and imparting the knowledge of English in particular. However the centrality of the teachers and their limitations in this regard has never been lost sight of.

Two questionnaires were prepared. One was for the Head Masters which contains those items which were details about teachers teaching English as well as details about facilities available in schools, and regarding proficiency of the English teachers in their subject under the following heads.

1) The performance of the English teacher
2) The performance of the students
3) Availability of teaching aids
4) Use of teaching aids
5) Availability of English books in library
6) Use of English books
7) Assigning of home work and correction
8) Inservice training and refresher courses for teachers
9) Results of S.S.C. examinations etc

The questionnaire for the teachers contained items related to the personal details, their proficiency in the subject, their educational and professional
qualifications, inservice training, teaching experience and also their association with other institutions and organizations of teachers of English. The items were classified as under:

i) Personal information
ii) Academic qualification
iii) Professional qualification
iv) Teaching experience
v) Liking for teaching English
vi) Objectives of teaching English
vii) Teaching methods adopted for:
    a) Teaching poetry
    b) Teaching grammar
    c) Teaching composition.

viii) Facilities available.

Procedure of administration of Questionnaire

The questionnaires were sent to all the secondary schools of Aurangabad district. There were two types of questionnaires - one was for the Head-Masters and the other one was for the English teachers. All 309 schools were approached by the researcher. He tried to contact the schools personally wherever it was possible. Remaining schools were sent the questionnaire by post. The questionnaires were given to the English teachers and Head Masters by hand personally or by post to collect their responses. The questionnaires were sent and collected during the academic year 1993--94. It took long time to collect the questionnaires.
Some of the teachers did not give any response. Reminders were sent to them but many of them paid no heed to them. They did not bother to reply or to send back the questionnaires.

Observation of the lesson by the researcher:

The researcher also observed a few lessons of the teachers of English whom he had asked to fill in the questionnaires. This was to check as to how honestly the questionnaires are responded. The researcher could do so only in Aurangabad city and one of the talukas, (Kannad). The researcher did not prepare any observational tool but relied on the questionnaire prepared for teachers.

Limitations:

There is no limit to human imagination and human ingenuity. The restless human imagination keeps on discovering new horizons new means and methods of making life more easy, more comfortable, more worth living and new avenues of knowledge and learning are continuously looked for. In this age of information explosion, easy availability of media and miracles of electronics and computers finally remain impossible.

As it has been pointed out, there is no limit to human imagination, but human endeavours and particularly in the field of research is subject to limitation. The researcher experienced the following limitations.

(155)
i- It was not possible to reach every school of Aurangabad district personally so the questionnaires were sent to them by post.

ii- As Aurangabad is a very large district having remote areas it was not possible to observe the lessons of every teacher who formed the sample.

iii- There was possibility of subjectivity in observation of lesson.

iv- Some Head Masters and teachers of renowned schools refused to respond.

v- In many cases there was artificiality in teaching while the researcher observed the lessons. This was done to the fact that some teachers thought they should follow the method -(s) taught in B.Ed. In doing so they could neither use the structural/Direct Method nor the method they usually used in their regular teaching, properly.
REFERENCES


4- Ibid. P. 180.

5- Ibid. P. 180.


10- Ibid. P. 196.


(157)