CHAPTER – III
PROCEDURE
the hour that these should be solved or removed. Seeing into various problems the researcher took up the present project for study for which the above-mentioned reviews were helpful and it served as a proper way to work in the right direction.
CHAPTER – III

PROCEDURE

Statement of the problem:–
“A critical study of the problems of Learning and Teaching English in Zilla Parishad High Schools of Aurangabad District with special reference to standard IX”

Definitions of Important Terms:

Operational Definitions:

I – Critical:– Here it is related to the skilful criticism of the problems in learning and teaching English.

II – Study:– It relates to the full devotion in understanding the problems.

III – Problems:– It means questions proposed for solutions.

IV – Learning:– It is concerned with the act of doing the lesson.

V – Teaching:– Here it relates to the act of instruction in the educational institution at the secondary stage.

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VI – English:-
Here it means the language of the people of England, which is, learnt as a third language by the Indian pupils.

VII–Zilla Parishad High Schools:-
Here it means the secondary schools that are under the control of a local self government at the district level.

VIII–Aurangabad District:-
Aurangabad District lies to west side in India. It is the historical city of Maharashtra State. To its sides lie the different districts i.e. Nanded, Jalna, Osmanabad etc.

IX – Special:-
Here it means particular.

X – Reference:-
Here it means in regard to.

XI – Standard:-
Here it relates to a class in High School

Objectives of the Study:-

The following objectives are designed to carry out the project.
1. To find out the problems of IX class pupils in learning English.
2. To find out the problems of teachers teaching English to the standard IX.
3. To find out whether the vocabulary of the students is rich, poor or very poor.
4. To know the methods that are used to teach English.
5. To know the availability and use of teaching aids.
6. To know the efforts made for improving the quality of learning and teaching English.

Hypotheses of the Study:-

1. The students of standard IX have problems in learning English.
2. The teachers face problems in teaching English to standard IX.
3. The students vocabulary and pronunciation is poor.
4. Teachers do not follow the appropriate method for teaching English.
5. Teachers do not make use of teaching aids while teaching English.
6. Teachers do not take much effort for improving the quality of learning and teaching English.

Sample:-

i) Sampling:-

One of the most important problems relating to the practical formulation of research is concerned with the estimation of characteristics of universe or population and the method of selecting for studying a portion of the universe is known as sampling.
"In the social sciences it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called as sampling."

David, S. Fox

ii) Need for Sampling:

It was difficult for the researcher to include all the teachers and students teaching and learning in Zilla Parishad and Private Urdu and Marathi medium schools of Aurangabad District therefore a small population of the total was taken as a sample. The reasons for taking sample by the researcher were as follows:

a) It saved time
b) It was less expensive
c) It was manageable.

iii) Sampling Size:

In this study the researcher wanted to increase the precision of the result and one way to do this was to increase the size of the sample. A larger but manageable size of the sample was taken. The researcher gave more importance on precision as a factor rather than very large and unmanageable size.
The sample used in this study was selected to make representation to the population. The size of sample was determined by the researcher after defining the population.

Out of this population about 96 teachers teaching English to std. IX and 850 students studying in std. IX in Zilla Parishad and Private schools of Aurangabad District were taken as a sample.

Selection of Population and Sample:-

'A population is any group of individuals that has one or more characteristics in common which are of interest to the researcher'. The population may be all the individuals of a particular type or a more restricted part of that group.

"A population may be defined as any identifiable group of individuals or as any collection or aggregate of comparable measures." 67

"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." 68

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 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.’

v) Types of Sampling

There are several types of sampling procedures. To obtain a sample representative of its population some main techniques have been devised – random, incidental, purposive, stratified, stratified random sampling.

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 numbers of members from the population has an equal chance to constitute the sample drawn.

2. **Incidental Sampling:** Incidental, or sometimes called accidental sampling is a term which is applied when such groups are used as samples are as 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.

3. **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. In this type of selection the sample is restricted to unit considered by some one to be especially typical of the population.

4. **Stratified or Quota Sampling:** A modified form of random sampling, stratified or quota sampling. Sometimes called controlled sampling, is a device which ensures representatives in selecting a sample from a population composed of sub–groups or strata 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 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 strata are denoted by n1, n2 ...... respectively. 70

5. **Stratified Random Sampling:**

At times a simple random sample, particularly a small one, may by chance have an undue proportion of one type of units in it and, therefore, it is necessary to make certain that the units included in the sample are selected in proportion to their occurrence in the population. The population is divided in to a number of strata or sub–groups and a sample is drawn from
each stratum. These sub-samples make up the final sample of the study. It is defined as “The method involving dividing the population in homogeneous strata and then selecting simple random samples from each of the stratum”71.

Sample in this Research:-

Stratified random sampling method is employed by the researcher for determining the sample. There are about 55 Zilla Parishad schools and 251 Private Schools in Aurangabad District. As there is one teacher for teaching English to Std. IX in each school, 306 schools, and 306 teachers can be considered as the population for this research. Out of this population 96 teachers from 96 schools were selected randomly as a sample. Total no. of students studying in the Zilla Parishad and Private schools in std. IX is 7000. out of these 850 students are considered as a sample for the study. The sample consisted of different categories like Zilla Parishad Urdu and Marathi, Private Urdu and Marathi School teachers and students.

A good sample of a population is the one, with which 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.

Keeping all these factors in mind, the researcher selected the teachers teaching English to Std. IX and Students learning English standard IX in Zilla Parishad and Private secondary schools of Aurangabad District.

In Aurangabad District there are 55 Zilla Parishad Schools out of these seven Z.P. Schools are Urdu medium schools, and 250 schools are run by private management (Urdu and Marathi). Thus, there were 306 recognized secondary schools at the time of administration of questionnaires in 2004. It was assumed that on an average in each school there was one English teacher teaching to std. IX It was assumed so because the education department does not maintain such record. In some private schools there were two teachers teaching to Std. IX, thus the population of English teachers teaching to Std. IX was 306. The survey was conducted in all the schools by providing the questionnaire to 96 teachers teaching English to Std. IX. The researcher had 96 teachers as the sample on which her findings are based.
The data was collected from 96 teachers - teaching English to Std. IX as L3 of Aurangabad District.

From the total population 850 students were taken as a sample for the study. The test was conducted on all 850 students studying in std. IX from Marathi and Urdu mediums in Private and Zilla Parishad schools.
Design of the Study

i) Definitions of Research
According to Francis G. Cornell:-
Research – An information in which we have confidence.

"To be sure the best research is that which is reliable verifiable and exhaustive, so that is provides information in which we have confidence. The main point here is that research is literally speaking, a kind of human behaviour, an activity in which people engage. By this definition all intelligent human behaviour involves some research." 72

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. The effective use of 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.

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 related 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, are learnt in a natural way. In learning these languages one has to develop all the four basic language skills, i.e. listening, speaking, reading, and writing. It would be only matter of emphasis we may emphasize one or the other skills while teaching.

The teaching, today has become examination oriented. The teaching methodology of English also reflects on the deteriorating standard of learning English. Inspite of six years of teaching English the students do not fair well at the examinations.

School is the only place where the basic concepts 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.

**ii) Meaning of Research Design:**

Research design is a choice of an investigator about the components of his project and development of certain components of the design.

A design of research does not consist of an ordered sequential step-by-step procedure. It is a planning stage of research, which is usually made logically visualizing its
practicability. The selection of research components is done keeping in view of the objectives of the research.

A design of research is good or not, it is judged by standards such as the degree of accuracy attainable on the level of relevant evidence sought. A distinction should be drawn between statistical significance and substantive significance and appropriately applied.

The review of the literature and related research reports are set as an important component of design. Designing of research may be described as a mapping; because the research design components tend to fit into three distinct but interrelated parts.

The task of defining the research problem means the preparation of the design of the investigation undertaken, which is popularly known as “Research Design”. A Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

It was very much essential on the part of the researcher to determine appropriate method of research in solving the problems and in verifying the hypothesis formulated.

The researcher was very much careful about the wasteful expenditure of money, time as well as energy,
and designing was the process of making decisions before the actual situation aroused.

The researcher anticipated before conducting the research inquiry, that he cannot hold all the decisions in his mind.

Therefore to overcome this difficulty the researcher recorded his decision by making use of certain relevant concepts, such as symbolic construction, termed as "Research Design". Research design made it possible for an overall evaluation of the total plan.

A Research – Design was thus an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact the present research design is the conceptual structure within which the research is conducted.

As such the design included an outline of what the researcher was doing from writing hypothesis and its operational implications to the final analysis of the data.

The research purpose could be achieved with the minimum expenditure of money, time and energy. The design decisions were based on good grounds and also on an accepted methodology. The researcher selected the appropriate method of making design decision.

It must be noted, however, that no enquiry is fully or completely methodological just as no enquiry is completely
un-methodological. In fact, research varies between these two extremes; but along this fact, it was also essential for the researcher to note certain important features of a research design.

**iii) Important Features of this Research Design:**

This research design is characterized by the objective like flexible, appropriate, efficient, economical etc. these important features are stated below:

1. This research design minimized bias and maximized the reliability of the data collected and also analyzed it.
2. This design yielded maximum information and provided an opportunity for considering different aspects of a problem.
3. This design specified the source and types of information relevant to the research problem.
4. This design brought about its own strategy in specifying which approach will be used for gathering as well as analyzing data.
5. This design included in its planning the proper time as well as appropriate cost and budget.
iv) Need for Methodological Research Design:

There are different methodologies for research and these methods can be used according to the nature of the study.

There is, really speaking, no absolute method by which research can be classified into mutually exclusive groups. But, in practice, it is found that different researches do fall into different types in terms of goals, search for data, interpretation, analysis and area of application. Attempting to classify the educational Research into various types, poses a difficult problem. However, to systematize a method of presentation, some pattern or the other is definitely desirable.

Infact, all researches involve an element of observation, description and, analysis of what happens under certain circumstances. Generally, a rather three point analysis is used to bring about and particularly, all studies fall under one or a combination of the following types:-

1. Historical research
2. Descriptive research or survey research
3. Experimental research

Researcher had gone deep to study all the above methodologies of research, in brief to say –
v) Methodologies of Research:-

a) Historical Research:-

Describes "WHAT WAS?", the process involves investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering and generalizations that are helpful in understanding the past, understanding the present, and to a limited extent in anticipating the future.

b) Descriptive Research or Survey Research:-

Describes ‘WHAT IS?’ It involves the descriptive, recording, analyzing and interpretation of conditions that exist. It also involves some of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

c) Experimental Research:-

Describes ‘WHAT WILL BE?’ when certain variables are carefully controlled or manipulated the focus is on variable relationships.

The researcher finally selected the Normative Survey Method for her study.

d) The Normative Survey Method:-

The term Normative implies the determination of normal or typical conditions or practices. The term
Normative Survey is generally used for the type of research that one intends to consider here – i.e.; the research, which proposes to ascertain what, is the normal or typical condition or practice at the present time. While historical studies discover; describe and interpret what existed in the past.

Normative Survey Method is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends are developing.

The Normative Survey type of research is, not peculiar to education or to other social sciences, but it is a significant mode of attach in any field of knowledge, where geographical distribution is involved or where the objects of any class vary among themselves.

Normative – Survey Research is thus directed towards ascertaining the prevailing conditions. It seeks to answer the question. ‘What are the real facts with regards to the existing conditions’?

The Normative Survey Method is also called as Descriptive Research. Normative or Descriptive studies are designed to determine the facts of current situations and thereby to clarify status. John Best has preferred to use terms “Descriptive Research”; where as good prefers the term “Descriptive Survey Studies".
The compound adjective ‘Normative Survey is applied in order to suggest the two closely related aspects of the study survey and normatives. The word survey indicates the gathering of the data regarding the current conditions and the word ‘normative’ is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice.

“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 experts and imaginative planning, careful analysis and interpretations of the data gathered and logical and skillful reporting of the findings”.

vi) Importance of Normative Survey Method:-

The researcher has selected Normative Survey Method because –

1. Normative Survey Method served as a stepping-stone to more precise investigations.
2. At its most elementary stage, the survey was concerned with determining the immediate status of given phenomenon.
3. Although the major purpose of Normative or Descriptive Research in education is to tell ‘What is’,
many survey do not go beyond a mere description of the existing situation.

4. Normative type of survey was often carried out as preliminary step, which is followed by research employing more vigorous; controlled and objective methods.

5. It secured historical perspective through a series of cross-sectional pictures of similar conditions at different times.

6. Normative or Descriptive study served as a direct source of valuable knowledge concerning human behaviour.

Keeping all the important points of Normative Survey Method in mind the researcher decided that it will be a suitable method for the purpose of this research and critical study. Normative Survey helped the researcher in planning various educational programmes.
vii) Tables showing Research Design:

Table – 1

Table showing number of schools and teachers teaching to Std. IX in Aurangabad District.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Management</th>
<th>No. of Schools</th>
<th>Teachers Teaching English to IX Std. in each school</th>
<th>No. of Teachers Responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Z.P. Marathi</td>
<td>55</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Z.P. Urdu</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Private Marathi</td>
<td>236</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Private Urdu</td>
<td>15</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>306</td>
<td>1</td>
<td>96</td>
</tr>
</tbody>
</table>

20% of population is considered as adequate sample. The data collected is more than 25%. So the sample used in the research is adequate and representative of schools from urban, semi urban and rural areas.
Table – 2
Table showing Taluquawise Number of schools and teacher teaching English to Std. IX of Aurangabad District.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Taluquas</th>
<th>Z.P. Schools</th>
<th>Private Urdu Schools</th>
<th>Private Marathi Schools</th>
<th>Total Schools</th>
<th>Teachers in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>3</td>
<td>6</td>
<td>74</td>
<td>83</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Aurangabad</td>
<td>4</td>
<td>0</td>
<td>25</td>
<td>29</td>
<td>07</td>
</tr>
<tr>
<td>3</td>
<td>Sillod</td>
<td>8</td>
<td>3</td>
<td>33</td>
<td>44</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>Kannad</td>
<td>10</td>
<td>2</td>
<td>19</td>
<td>31</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Khuldabad</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>08</td>
</tr>
<tr>
<td>6</td>
<td>Soagaon</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>04</td>
</tr>
<tr>
<td>7</td>
<td>Paithan</td>
<td>6</td>
<td>1</td>
<td>21</td>
<td>28</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>Vaijapur</td>
<td>10</td>
<td>1</td>
<td>24</td>
<td>35</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>Gangapur</td>
<td>8</td>
<td>1</td>
<td>23</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>16</strong></td>
<td><strong>235</strong></td>
<td><strong>306</strong></td>
<td><strong>96</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table – 3
Table showing Taluquawise students learning English in Std. IX Aurangabad District.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Taluquas</th>
<th>Z.P. Schools</th>
<th>Private Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Marathi</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marathi</td>
<td>Urdu</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aurangabad</td>
<td>70</td>
<td>100</td>
<td>310</td>
</tr>
<tr>
<td>2</td>
<td>Sillod</td>
<td>20</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Kannad</td>
<td>40</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Khuldabad</td>
<td>30</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Soagaon</td>
<td>20</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>Paithan</td>
<td>60</td>
<td>30</td>
<td>130</td>
</tr>
<tr>
<td>7</td>
<td>Vaijapur</td>
<td>30</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Gangapur</td>
<td>30</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>200</strong></td>
<td><strong>200</strong></td>
<td><strong>850</strong></td>
</tr>
</tbody>
</table>
Description of the tool and test:-

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. Short statements are contained in the closed form. 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.

Selection of an appropriate tool for data collection was a difficult task. There are several tests available to test the linguistic ability of students, also there are various tests used for judging the teachers teaching performance. But all were found unsuitable for the present study. So the researcher with the help and guidance from the research guide attempted to prepare a self-made test for students and a questionnaire for the teachers.
Characteristics of a good questionnaire:-

The following are the characteristics of good questionnaire:-

1. The covering letter of the questionnaire is drafted in a befriending tone and indicates its importance to the respondents.
2. The questionnaire contains directions, which are clear and complete. Important items are clearly defined and each question deals with a single defined in unambiguous terms.
3. It is reasonable short, through comprehensive enough to secure all relevant information.
4. It does not seek information, which may be obtainable from other sources such as school records and university results.
5. It is attractive in appearance, neatly arranged, clearly duplicated and free from typographical errors.
6. It avoids annoying or embracing questions, which arouse hostility in the respondent.
7. Items are arranged in categories, which ensure easy and accurate responses.
8. Questions do not contain leading suggestions for the respondents and are objective in nature.
9. They are arranged in good order. Simple and general questions should precede the specific and complex
ones. Questions that create favorable atmosphere should precede those that are personal and touch delicate points.

10. They are so worded, that it is easy to tabulate and interpret the responses. It is always advisable to base them upon a preconceived tabulation sheet.

Preparation of the Self-made Questionnaire

The Questionnaire has been designed considering six areas. The questionnaire contains in all thirty-five questions, which deals with six areas of language.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Areas</th>
<th>No. of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students problems in learning English</td>
<td>11</td>
</tr>
<tr>
<td>B</td>
<td>Teachers problems in teaching English</td>
<td>09</td>
</tr>
<tr>
<td>C</td>
<td>Vocabulary and pronunciation of the students</td>
<td>04</td>
</tr>
<tr>
<td>D</td>
<td>Methods of teaching English</td>
<td>01</td>
</tr>
<tr>
<td>E</td>
<td>Use of teaching aids</td>
<td>02</td>
</tr>
<tr>
<td>F</td>
<td>Efforts taken by the teachers.</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td><strong>Total No. of Questions</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

After the preparation of the questionnaire it was given to the experts for their expert opinion. In all four experts were suggested by the guide. The experts gave their opinions and suggestions according to which the researcher modified the questionnaire and the test.
After final touches to the questionnaire and the test, it was checked and approved by the research guide.

The Questionnaire which was prepared and was first give to ten teachers teaching English to standard IX in Zilla Parishad schools and Private (Marathi, Urdu) medium schools as a preliminary trial to find out the feasibility of the questionnaire.

**Preparation of students’ tests:-**

The test has been designed by considering three areas. The test contains in all 20 questions, which deal with three areas of languages.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Areas</th>
<th>Marks</th>
<th>Question Nos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Vocabulary</td>
<td>06</td>
<td>5, 6, 15</td>
</tr>
<tr>
<td>b</td>
<td>Grammar</td>
<td>06</td>
<td>8, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>c</td>
<td>Spelling mistakes</td>
<td>13</td>
<td>1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15</td>
</tr>
<tr>
<td></td>
<td><strong>Total Marks</strong></td>
<td><strong>25</strong></td>
<td><strong>Total Questions – 20</strong></td>
</tr>
</tbody>
</table>

The fourth area of students test was a reading test for which the researcher allotted 10 marks. Five areas of English language were taken into consideration.
D. Reading ability test:-

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Areas</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Pronunciation</td>
<td>03</td>
</tr>
<tr>
<td>b</td>
<td>Pauses</td>
<td>02</td>
</tr>
<tr>
<td>c</td>
<td>Stress</td>
<td>02</td>
</tr>
<tr>
<td>d</td>
<td>Intonation</td>
<td>02</td>
</tr>
<tr>
<td>e</td>
<td>Rhythm</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>Total Marks</td>
<td>10</td>
</tr>
</tbody>
</table>

Making few students read the given passage in their textbooks tested Reading of the students. In all eight students from Zilla Parishad schools (Urdu, Marathi) and Private schools (Urdu, Marathi) medium were asked to read. Their reading was recorded and later on marks were allotted to each of the students.

A comprehensive questionnaire and test is factual 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 possible conclusions, with regard to effective teaching and learning of English.

Therefore a suitable questionnaire and test was 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 students and their limitations in this regard has never been lost sight of.
Collection of the Data:-

The questionnaire was administered on the teachers teaching English to standard IX in Zilla Parishad schools (Urdu, Marathi) medium and Private (Urdu, Marathi) medium of Aurangabad district. The researcher covered all Eight Taluqas. The questionnaires were given to the English teacher. The researcher tried to contact the schools personally. The questionnaires test papers were collected during the academic year 2003-2004.

Observation of a few lessons of teachers teaching English to std. IX was done by the researcher and only these teachers were made to respond the Questionnaire.