Chapter III

Design of Research

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Chapter III

Design of Research

3.1 Introduction

Maharashtra government has adopted the three-language formula in the school education, which is designed by the Central Advisory Board of Education, 1959. Under this dispensation, Marathi is our first language, Hindi is second language and English is third and compulsory language. Maharashtrian students cannot use English language as fluently as Marathi. It is because English is not Maharashtrian students' first language or mother tongue. There is quiet difference among the process of L₁, L₂ and L₃ development. Salim B. says:" Language acquisition is process by which a child acquires its mother tongue most wonderful feat we perform in our whole life, and use do it at an age when we can hardly do anything else."¹

The people who are belonging to learner's society like their own family members; friends, colleagues and other people provide the learner an essential atmosphere to acquire the
mother tongue so one can use his mother tongue easily. Second language learning in our state is not so difficult task because. Hindi is Maharastrian pupils' second language. Many people as well as Feature films, TV serials use this language, and radio programs use this language.

Groups of people especially belonging to Muslim and Rajput community, political personalities, people working in educational systems, banking, medicine, industry, internal trade etc. can use Hindi fluently. Hindi is likely the lingua franca of our country. So there is greater exposure for this language. Learning Hindi is necessity of every Indian. Bilingualism is a better a devise to learn this language. The English language Teaching situation in Maharashtra is always changing. Until 1960s, there was not uniformity in the syllabi of English. In 1970 English was started form standard V in all over the state as a compulsory third language. Nevertheless, the syllabi were the same like second language. "Theoretically considered, the distinction between L₂ and L₃ has more serious implications for teaching than that between L₁ and L₂. The learner learning L₂ finds himself in a bilingual situation, while the learner learning
L₃ finds himself in a multilingual situation. It was very difficult to achieve the all objectives by the students in English language. The English teacher is the only person to provide exposure to this language. The teacher adopted bilingual teaching method to teach English. The performance of the students in English was not so good how it was possible to achieve the objectives of L₃, generating the syllabus of L₂.

The Chairman of Atomic Energy Commission Dr. Sentha H.A. has made the suggestions regarding to the business of teaching English in Maharashtra. 'Language must be taught as a means of communication rather than as a mere study of literature. By the time, the student passes class XII he should really have acquired the facility to express himself clearly and concisely in English and in a regional language as well as comprehend without difficulty books and journals published in English in the disciplines of interest to him. This unfortunately is not the case today and it is essential to have a fresh look into the manner in which languages are taught of various levels.'

The students in Maharashtra who were learning in non-English medium schools could not communicate each other in English.
They cannot write a single application in English day-to-day life. Therefore, the Maharashtra government reconstructed the syllabus of standards V to VII as per the resolution of 5 May 1989. Before bringing out the new course books of English, the committee narrated its view in following words.

"Readers (course books) should be written in accordance with the syllabus laid down for each class. They should provide interesting and useful materials for developing all the skills (Listening, Reading, Speaking and Writing) of language learning. It is desired that the materials in the readers would expose the children to the use of the language in the modern way of life. The balance should be struck between Indian and foreign background."


Mr. Deokar S., Director, Maharashtra State Bureau of Textbook Production and Curriculum Research Pune, appealed.
Learning a language is acquiring the four basic skills in it listening, speaking, reading, writing, and using the language in every day situation. We have introduced English through all these five channels. We hope the course will give the students confidence in using English as a living language.²

According to the appeal of the textbook bureau, a new approach is introduced to teach English for standards V to VIII in Maharashtra. It lays more importance to use living English language by the student rather than increasing passive vocabulary, reciting of grammar rules and translation of the text.

3.2 Significance of the Problem

English is world's lingua franca. This language should be taught as a functional language and not for any loosely defined or undefined cultural purpose. It should serve our practical needs, in world trading. Liberalization, Privatisation, Globalisation, and GATT create this situation. The course book is an essential and important prerequisite to any proper planning of the third language lesson for the learners. Fortunately, the English course books available in Maharashtra for standards V
to VIII are skill based and activity based. Skill based books are very useful to learn the third language. These books provide skill wise rigorous opportunities to the language development of learners. The contents of the course books have less information and more material for developing language proficiency.

3.2.1 Present Condition of English Teaching in Osmanabad District.

The district of Osmanabad is the southernmost district in the Aurangabad division of Maharashtra State. This district is situated between 18°16', 18°46' north latitude, 75°16', and 76°40'-east longitude. It is located among the hills of Balaghat and not too much industrially developed. The talukas or tahsil areas are Bhoom, Paranda, Kallamb, Osmanabad, Tuljapur, Vashi, Omega and Lohara. The main profession of the people is farming.

Educationally this district is on an average level. The Secondary School Certificate (S.S.C.) examination result is depended on the result of English and Mathematics. Zilla Parshad establishment administers many schools, which have attached standard V to VII. There are also, other private schools
attaching standards V to VII. Language learning is a long process; the students cannot learn English within one year or so. Consequently, the S.S.C. examination English subject's result is depended on the performance of standard V to VII. We can develop English language skills easily during this period. Teaching English on this level is not only the preparation of S.S.C. examination but also to builds up the basic of the English language. Therefore, this period is very important in every student's life. The students who are not performing well in this subject during this period. They cannot do well in this subject in their future.

The learner's development of Basic English skills is mostly depended on the teacher's performance in the classroom. We cannot learn any language by sitting in the chair. To get mastery on these five language skills the learner should have to get many opportunities of listening, speaking, reading, writing and talking. An ideal teacher can only provide these opportunities with his language behaviour in the classroom. Osmanabad district is one of the parts of Maharashtra. Therefore, the situation in rest of Maharashtrian districts and
Osmanabad district is likely to it. Patil Vasant, Director of Maharashtra State Council of Educational Research and Training, Pune stated his view and appealed to strengthen the primary teachers' English language proficiency. He says, "In Maharashtra English is introduced as a compulsory language in Std. V. The prospective teachers who get H.S.C. D.Ed. Qualification with minimum pass marks in English stand qualified as teachers and start teaching the English language without much of a language proficiency.

The level of attainment in English of the average pass H.S.C., D.Ed. candidate does not in all honesty, justify his claim to be able to handle a foreign language like English.

The D.Ed Colleges have not been able to ensure adequate professional preparation of teachers. Even in the colleges of education, the typical B.Ed curriculum provides little opportunity for improvement of language competence". (6)

It is very difficult to create the live atmosphere of English in the classroom because only the teacher is a source of this language in rural area. In urban area, the parents are watchful
about their children. They send their children to special English coaching classes.

The researcher has fourteen years teaching experience of English at school level. He had worked as a Resource Person in English orientation courses. The orientation courses were arranged for the teacher, teaching English for std. V to VIII. He also got other opportunities as District Level Resource Person since A.D.2000 in the State-wide Massive and Rigorous Training for Primary Teachers.

While the discussions were going on in these orientation courses, the participant teachers' response was not so good. Some teachers were taking active participation but many teachers were always dumb. They only listen patiently. They hesitate to talk in English. The pronunciation, stress, intonation and content knowledge of English felt poor. Then how were they implementing the multi-skill approach in their classrooms? What kind of objectives were they achieving? What was their attitude toward Mult-skill or skill based approach? Were they quite familiar with the linguistic items consisted in the course books of Std. V to VII? To find these questions reply the
researcher undertook a survey of Osmanbad district. The purpose of this inquiry is to peep the English teaching learning process in Std V to VII English at standards V to VII level in Osmanabad district.

3.3 Statement of the Problem

"An investigation into Teaching of English through Multi-skill Approach, its Implementation and Achievement of the Objectives by the Teachers of English, Teaching V to VII Standards in non English Medium Schools of Osmanbad District."

3.4 Operational Definitions of Terms

1) Multi skill Approach -

Teaching of English to develop five language skills i.e. listening, speaking, reading, writing and talking in relation of English subject of std V to VII. This approach is also nicknamed with skill-based approach.

2) Implementation -

This means an act of carrying the skill-based approach during daily teaching of English.
3) **Achievement of the objectives**-

Action of achieving language abilities of Listening, Speaking, Reading, Writing and talking in upper primary level schools of Maharashtra, special reference with Osmanabad districts.

3.5 **Method of Research**

All sort of research work is carried out either by physical or scientific method. Nevertheless, according to the system of collecting the information concerned with the research problem and according to the existence of the problem.

There are three methods of research

1) Historical method

2) Experimental method

3) Descriptive method

3.5.1 **Descriptive method**

Descriptive method is nicknamed by various terms like 'Normative', 'Survey' and 'status or trend' method. A survey is critical inspection to provide exact information. The term survey suggests the collection of evidence, which is related to current conditions. It is concerned with present. This research
method is sometimes known as non-experimental research method. This method is concerned with functioned relationships.

"The word survey has been derived from the word 'Sur' or 'Sor' and 'veer' or 'veior' that means 'over' and 'see' respectively. Normative survey deals with 'what is'. Its scope is very vast. It describes and interprets what exists at present. In a normative survey we are concerned with conditions or relationships that exist; practices that prevent, belief, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing". (7)

Descriptive survey studies help us in planning various educational programmes. The surveys help to solve the problems of various aspects of school like school plants, curriculum, teaching methods, teacher education, learning objective, learner's behaviour, school subjects and parents role, etc.

3.5.2 Types of Descriptive studies. (8)

1) School surveys.

2) Social surveys.
3) Public opinion survey.
4) Market survey.
5) Motivation research.
6) The case study
7) Community study
8) Usual comparative studies
9) Activity analysis
10) Time and motivation study
11) Content or document analysis
12) The follow-up studies.
13) Trend studies.

School surveys are very essential in educational system. They help us to follow-up the system and recommend useful suggestion for future. Major steps involved in school surveys are preparation of plans, preparation of adequate tools like questionnaires, tests rating scales, score cards, interview, attitude scales, observation tables etc. Data gathering, analysis and interpretation of data and preparing the report and suggesting recommendations and finding the conclusions are the next stages. The main purpose of school survey is to
evaluate the schooling conditions. Best John and Kahn James also content, "What has traditionally been called a school survey is usually an assessment and evaluation study. Its purpose is to gather detailed information to be used as a basis for judging the effectiveness of the instructional facilities, curriculum, teaching and supervisory personnel, and financial resources in term of best practices and standards in education." (9)

"The survey is an important type of study. It must not be confused with the clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skilled reporting of findings". (10)

3.6 Characteristics of Survey Method-

Survey method have a very long and enduring history. The idea of survey is old and persistent. This method is based upon past and present. There are some characteristics of the descriptive survey research method". (11)
1) It gathers data from a relatively large number of cases.

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

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

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 data and a logical and skilful reporting of the find kings.

6) It does not aspire to develop and organized body of scientific laws but provides information useful to the solution of local problems. It may, however provide data to from the basis of a 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 of the stages in exploring a large field of investigation. It may

a) Survey as a reconnaissance or getting acquainted stage of research in entering a new area or

b) Represents a specific interest in current conditions within a field that has long since been explored and developed by research.

Taking into consideration the nature of the problem, its necessity, limits and objectives, the researcher decided to follow the descriptive survey method. There is no other method, which
is useful as 'survey' to collect real information, immediately. However, it is not useful for the permanent solution. It is useful for local decisions. By Questionnaires, Lesson Observation Table and Teachers' Attitude Scale the local situation understood immediately and quick decisions were taken. Therefore, he decided to adopt the Survey or Descriptive method for the research.

3.7 Objectives of the Study

The researcher decided to collect the data about the 'Multi-skill approach, its implementation and achievement of the objectives by the English teacher Teaching English for std V to VII in the various schools of Osmanabad district, taking consideration into these following objectives.

1) To survey the present academic achievement in English of the teachers, teaching English for standards V to VII in non-English medium schools of Osmanabad district.

2) To investigate into methodology of teaching English in standards V to VII.
3) To study the use of Multi skill approach by the teachers in day-to-day teaching.

4) To study the English teachers content knowledge of English.

5) To study the use of teaching techniques, tools and supports material during daily teaching.

6) To study the English teachers' attitude towards the Multi skill approach.

3.8 Hypothesis

1) The English teachers of standard V to VII are not fully aware with the methodology of teaching English.

2) The English teacher may realize his content knowledge of English and he is aware to add it.

3) However, Maharashtra State Bureau of Textbook Production and Curriculum Research is launching skill-based syllabus of English. The English teachers believe in structural approach, grammar and translation method.
3.9 Sampling of Population

3.9.1 Population

'Census' or 'population' these terms are usually thought of as consisting of human beings. It is a wider group from which the sample is drawn. The statistical term of population is more general that the common usage. In general speech, we talk of the population of a country, state, town or village but more rarely of the population of a school or university.

"A population is any group of individuals that have one or more characteristics in common that are of interest to the researchers. 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, or all Chicago kindergarten teachers may be populations". (12)

The statistical research can take two forms. In the first, the scientist studies each and every unit or item of the field of survey called domain and derives conclusions by computing the sum of all units. This type of survey is called census survey. In second, the scientist studies only a unit in the field of survey and
the survey of this type is known as sample survey. In the sample technique of survey, some units are taken as representative of the whole field or domain and the conclusions of these sample units are extended to whole fields". According to the nature of this research problem survey method is used. The schools that have consisted the standards V to VII were the population for this research project. All these schools were from Osmanbad district. Only non-English medium schools were considered.

3.9.2 Sampling Methods

Educational researches aim at making generalizations that can be applied to the population. There is wastage of time, money, and power if the researchers did not collected generalized data somewhat beyond the sample used in the research work. Batcher H.J. of the University of Manchester expresses the meaning and importance of sampling in research strategy as under.

"When we turn over the top layer of apples on a barrow or outside a green grocers, when we dig a spadeful of soil to see if it is heavy or light, when we set an examination paper to test the progress of a class——- in all these cases we are
practicing a rudimentary kind of sampling and drawing conclusions about a population from information provided by a sample". 

'A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which is drawn. Contrary to some popular opinion, samples are not selected haphazardly'. In this technique investigation, certain units from the whole domain of survey are selected as representative manners. These units are selected for study one certain definite basis. It is necessary to take full caution in the selection of representative units date is collected faithfully.

During early years, in the educational, economic, commercial and scientific researches the sampling technique is used mostly sampling technique has very high value in day today activity as well as in research procedure. The sampling technique is less expensive. It has almost the same reliability and occurs scientific detailed study. This technique has greater suitability in most situations. When there is vast data, almost
accuracy is not required, if the data are unlimited, where census is impossible and if all the units of a domain are alike, these are the criteria to determine the appropriateness of sampling technique. Representatives, Independence, Adequacy and Homogeneity are the essentials of an ideal sample.

There are several types of sampling procedure. Which sampling method will suit in a given problem will depend upon its nature, scope and the investigator. Random sampling, purposive selection, stratified sampling, quota sampling, multi stage sampling, convenience sampling and self-selected sample are the main types of sampling. Here we are discussing some of them.

1. Random Sampling-

'Randomness' concept has a basement of scientific observation. Though it may not predict with great accuracy an individual's academic achievement, it will predict accurately the average academic performance of the unit this devise of sampling is applied when the method of selection assures each individual or element in universe an equal chance of choice. Every member of the population has an equal chance to be
selected. In this sampling procedure population is numbered from 1 to N. and a series of numbers is drawn either by mean of a table of random numbers and we can begin to any point on any page and choose the required number of units or by placing the numbers in a bowl, after mixing them thoroughly and drawing N numbers. This means, each member must be selected independently of all others. Saving of time, saving of money, possibility of detailed study and administrative convenience are the advantages of random sampling. However, the following precautions should be taken in drawing a random sample.

1) The population to be sample should be clearly defined with a list of all the units and the purpose of selection should be noted.

2) Every unit should be near to equal size.

3) Each unit should be independent.

4) Unit once selected should not be left out by other units.

Random sampling is done in the following ways.

1) Lottery Method

2) By Rotating the drum
3) Selecting from sequential

4) Tippet's numbers

2. **Stratified Sampling**

This method of sampling is a combination of both random sampling and purposive selection. Sometimes this method is called as 'controlled sampling'. In the system, we divide the universe into a number of strata or groups and then from each group certain numbers of items are taken on random basis. The selection of strata or group we employ purposive selection method, but in selecting actual units from each stratum random method is used. The success of stratified sampling depends upon formation of groups.

Following points may be considered while constructing strata or groups.

1) With the notification of different variables involved in the study of the problem, like: region, income sex etc; the universe is divided into these groups and the required units are selected.
2) The size of each stratum, in the universe should be large enough to provide selection of items on random basis.

3) Stratification should be so constructed that there should be maximum homogeneity in different elements of group.

4) The groups should be clear cut and free from overlapping.

3. Multi-stage Sampling-

This again, is not a favoured procedure of sampling. In this, items are selected in different stages at random. For example, if we wish to know per acre yield of various crops in U.P., we shall begin by studying a single crop in our study. Here we shall begin by making at random selection of 5 districts in the first instance, then of these 5 districts, 10 villages per district will be chosen in the same manners. Now in the final stage we shall select again by random selections 5 fields out of every village. Thus, we shall examine per acre yield in 250 forms all over U.P. This number can be increased or decreased depending upon the opinion of experts.\(^{(16)}\)
There is the design of multi-stage sampling.

Uttar Pradesh
\[ \downarrow \]
Districts - First stage
\[ \downarrow \]
Villages - Second Stage
\[ \downarrow \]
Farms - Third stage.

4. Purpose Sampling-

This form of device is one in which the investigator has complete freedom in choosing his sample according to his wishes and desires. The investigator chooses certain items from the whole data and studies choosing and leaving items for the purpose of entirely depend upon the wishes of researcher. The researcher will choose their items in his judgement. This technique is very easy to choose samples.

The selection of sampling is totally under the control of the researchers. His prejudices and predilections are liable to interfere with the sense of objectively. If this happens, the selection of the sample will be unfair, so this technique of sampling is considered highly unsatisfactory.
3.9.3 Some Important Considerations while Drawing Samples

1) Is the population from which the sample is to be drawn carefully derived?

2) Are the methods of sampling fully described?

3) Is the sample size large enough for the purposes of the investigation?

4) Is there among possibility of bias in the methods of sampling adopted?

5) If the sample is non-random, is the likely effect discussed?

The selection of a sampling procedure from the above-mentioned techniques depends upon the nature, scope, and number of units. Every investigator has to adopt the following steps.

The steps are usually involved in the execution of a survey of any types are

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 fieldwork.

viii) Summary and analysis of data

ix) Preparation of sampling survey report.

A good sample is one of the most important components of research procedure. All kinds of characteristics of the population should be included in the sample. To select good samples faulty methods should be avoided. Samples masses by observing a few individuals random sampling have many advantages. The main advantage is the sample statistic will be an unbiased estimate of the population parameter by this random selection. It is possible to estimate the variation of sample means on a probability basis.

3.9.4 Sampling Procedure

Keeping all these factors about sampling, the researcher selected 400 teachers, teaching English in Zilla Parished schools, and private schools in Osmanbad district. This study is related with standards V to VII. Only, these types of schools
were considered where these standards were attached. English medium schools were avoided. Non-English medium schools means like the one Marathi and Urdu medium schools were considered. Rural and urban area was covered. There were 789 recognized schools having standard V to VII classes at the time of administration of questionnaires in 2002 the education year 2002-03. It was found that there was one English teacher at least for these standards. Some schools had two or more English teachers. It is very difficult to find the accurate number of English teachers because this kind of information is not kept in education department. However, having more than two English teachers for standards V to VII were very few cases. The total number of teachers teaching English for standards V to VII was assumed 900. Thus, the population of English teachers was 900. The survey was conducted in 400 schools buy providing the questionnaires; out of this, 211 teachers responded the questionnaire. The researcher had received 211 teachers' responses. However, the findings are based on 196 responses. The teachers teaching English for standard 8 to 10 filled in fifteen questionnaires. These questionnaires were not
included for analysis, other research tools like context knowledge paper, were not given them to respond.

Table No. 3.1

Table showing Number of Schools having Standard V to VII in Osmanabad District.

(According to EMIS data for 30-09-2001, conducted by DPEP Osmanabad.)

<table>
<thead>
<tr>
<th>Sr</th>
<th>Management</th>
<th>Medium</th>
<th>Standards</th>
<th>Total</th>
<th>Teachers Responded (sample of is category)</th>
<th>Perc entage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Marathi</td>
<td>V to VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urdu</td>
<td>to XII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Zilla Parished</td>
<td>511</td>
<td>08</td>
<td>512 196 32 35</td>
<td>789</td>
<td>196</td>
</tr>
<tr>
<td>2</td>
<td>Private</td>
<td>265</td>
<td>14</td>
<td>512 196 32 35</td>
<td>789</td>
<td>196</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>766</td>
<td>22</td>
<td>512 196 32 35</td>
<td>789</td>
<td>196</td>
</tr>
</tbody>
</table>

At the same time, a set of Questionnaire was also provided to the headmaster. The purpose of administering the Questionnaire was to support the data given by the English teacher from his school. After this, Content Knowledge Paper
was and Teachers Attitude Scale was given to teachers who were responded the questionnaire. The Content Knowledge Paper was based on linguistic items from the course books of standards V to VII. To find the attitude of the English teachers teaching English of std. V to VII level.

An attitude scale was prepared. The attitude scale was formed upon Multi-skill approach. There were 30 statements in that scale. The teacher has to give his willing response in the proper box. The researcher tried to provide the examination condition.

The collected data is more them 20% of the population is considered as adequate sample. So the ample used in the research is able to fulfil the numerical conditions. It was representative as the schools from rural, urban, areas, male and female, teachers, Marathi and Urdu medium schools. Private, Zilla Parishad, Municipal Corporation schools, Ashram schools were covered.
Table No. 3.2

Showing Talukawise Number of

Schools having Std V to VII in Osmanabad District

<table>
<thead>
<tr>
<th>Sr. N.</th>
<th>Name of the Taluka</th>
<th>Zilla Parished</th>
<th>Private</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Medium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marathi</td>
<td>Urdu</td>
<td>Marathi</td>
</tr>
<tr>
<td>1</td>
<td>Paranda</td>
<td>60</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Tuljapur</td>
<td>98</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Osmanabad</td>
<td>117</td>
<td>3</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>Omerga</td>
<td>89</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Bboom</td>
<td>50</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>Kallamb</td>
<td>97</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>511</td>
<td>9</td>
<td>265</td>
</tr>
</tbody>
</table>

3.10 Preparation of Research Tools

The major tools of research in education are inquiry forms, observation, interview, sociometry and psychological tests. The tools selected to gather data during others research project are the important following research tools are employed and essential data are collected.

a) Questionnaires.

1) Questionnaires for Headmaster

2) Questionnaire for English Teacher
b) Teacher's attitude scale

c) Content knowledge paper

d) Lesson observation table.

3.10.1 Preparation of the Questionnaires.

For collecting new, unknown data, required for the study of any problem inquiry, forms are very useful. Questionnaire is one of kinds of inquiry forms. Questionnaire technique is used because it is supposed to be the most flexible technique and many betters, than other research tools. Good and Hatt defined this device in the following words.

'In general, the word questionnaire refers to a device for securing answers to question by using a form, which the respondent fills himself' (19). Questionnaire can provide quantitative and qualitative information from the respondent careful preparation of questionnaire takes sample tine,

Generally, a questionnaire contains two types of items are following.

i) The closed forms

ii) The upon end or unrestricted forms
The closed forms are easy to respond, take little time, they keep the respondent on the subject, are and easy to tabulate and analysis. The respondent has to choose from the given responses or just mark 'Yes' or 'No', a short response, or just a check from a list of suggested responses. Any researchers use these items because these kind items of are entirely satisfactory. Easy to respond to and bring out the desired results.

The open end or unrestricted sort of items is also nicknamed with free-respends questionnaire. This type provides the respondent enough freedom to choose own word, clues are not provided. They provided an opportunity for greater depth of response and go dawn into the area of hidden motives. The responses are sometimes difficult to interpret, tabulate and summarize in the research report.

Both the types of these items have merit and demerits, keeping the advantages of the closed form and the features of present research problem. It was decided to adopt the closed form questionnaires for data collection, by the English teachers and headmasters. So two questionnaires were prepared. One was for the headmaster. The other was for English teacher
teaching English for standard V, VI and VII in non-English medium schools. They were prepared with noting about the formulation form and style of good questionnaire. Dhanwanti Hardikar, Special Officer, English, Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune and other experts holding Ph.D. in Education overlooked these research tools.

(a) Questionnaire for the Headmaster.

Regarding to the qualities and silent teachers of questionnaire, it is an effective instrument of research. Headmaster is a co-coordinator of the school. He monitors his colleagues. His keen observation at every substance of the school is important. The questionnaire prepared for the headmaster was a support material of English teacher's questionnaire. The questionnaire prepared for headmaster. The questionnaire prepared for headmasters, which contains the items that were detail about the English teacher from his school as well as details about facilities available in his schools regarding to English teaching learning process and English teachers classroom performance and English teaching
competence during the classroom situation. The main points of the questionnaire are given below.

1) General information about the school.

2) General information about the Headmaster

   E.g. Educational, Professional qualification etc.

3) Number of English teachers in his school.

4) Library Facilities.

   E.g. availability of English books, English Grammar books, way of borrowing books, from the library English newspapers etc.

5) Availability of English teaching aids visual aids, Audio aids, Audio visual aids and their uses in daily teaching.

6) English teachers educational and professional qualification.

7) Use of multi skill approach in daily English. Teaching Performance of English teacher

8) Competence of teaching English

9) Need of training for the English teacher.
(b) Questionnaire for the English teachers

This questionnaire was prepared for the English teachers teaching English for standard V, VI and VII. It was told to the teachers that, that was not a test but only a list of statement about their classroom interaction. It was assured that all the response noted in the questionnaire would be treated confidently so the respondents filled the questionnaire freely and honestly some questions were multiple choices. A box (☐) was made in front of each choice, it was told to put a tick (✓) mark to the correct response the items contained in the questionnaire were classified as under:

a) General question.

b) Support material.

c) Teaching methods, approaches and techniques

d) Teacher's training.

Under the item 'General questions', 12 questions were asked. They were about the English teachers age, sex, academic and professional qualification, Teaching experience, allotted periods of English favourite subject, reason of teaching English
and arrangement of co-curricular activities of English at school level.

The second item 'Support Material' was consisted nine questions. All the questions were about the English subject's teaching aids. The availability of all types teaching aids, necessary and utility of them as well as how to aids these aids, English books excluding English course books and English news papers

Information about the English teacher's interaction in the classroom is one of the most useful things for this research project. To check the objective of this project, the teacher's classroom behaviour is one of the important things.

There were seventeen questions given and the third item 'Teaching methods,' Approaches and Techniques. The entire questions were multiple choices and depended upon the curriculum of standard V, VI and VII. The questions were about linguistic items considered in the course books, favourite English teaching method and approach, tools of teaching English, lesson plan, language during the presentation,
Teaching techniques, proper combination of language skills, presentation of poetry and evaluation of every language skill.

The last item was 'Teacher's training'. In this item, seven questions were asked. All questions were related with English subject training attended by the English teacher. The desire ness of English teacher to join the training programmes at State Institute of English for Maharashtra, Aurangabad.

3.10.2. Teacher's Attitude Scale.

The other tool used for collecting data was the Teachers Attitude Scale. 'Measurement and description of teacher's opinion and attitude helps to peep the teacher's mind.' To obtain the measure of the attitude or belief of an individual or a group of individual towards some phenomenon the inquiry form called opinion ire or attitude scale. The researcher has ample experience as a resource person of English teachers training program. He observed when the English teacher, teaching English for standard V, VI and VII talks about the teaching strategy of English as a foreign language supports the natural way of language learning but when some one talks him individually he praises the grammar and translation method,
recitation of English words under standing the grammatical items. The course books of these standards are formed upon the basis of skill based approach. To implement these course books, the English teacher should verbally understand the natural theory of language learning. There will be mind boggling at the classroom practice. Therefore, the researchers thought to peep the teacher's mind with the help of the teacher's attitude scale.

Evdokia Karavas-Daukas notes," Despite the widespread adoption of the communicative approach by textbooks and curricular around the world, research suggest that communicative language teaching principles in classroom are rare, with most teachers professing commitment to the communicative approach but following more structural approaches in their classroom. The literature on causes of the discrepancy between prescribed theory and classroom practice may be teacher attitudes.\(^{(21)}\)

The researcher thinks the same thing is happening in Maharashtra. So he tried to combine the answers a respondent given to the various question into a measurement of the extremely and intensity of has overall attitude. It is a rigid
device of measurement. Thirty statement were given in that scale which the respondent must express his or her degree of agreement and disagreement. The response was depended on the respondent's endorsement of each statement.

The composed series of statements were covering all the aspects of the attitude according to the objectives of the relevant study. The aspects were the nature of language learning theory, the new curriculum, child-centred approach, multi-skill approach and joyful learning. Fifteen statements were holding favourable and the same numbers were holding unfavourable attitudes. Neutral statements were avoided. It was an effort to review the Multi-skill approach adopted by the English teachers, teaching English for standard V to VII in Osmanabad District.

3.10.3 Content Knowledge Paper

'To study the English teacher's content knowledge of English', was on of the objectives of this project. In order to ensure the English teachers' content knowledge of his subjects the researchers formed a content knowledge paper for the teachers, teaching English for standard V to VII. The test was
based on linguistic items. There are 276 linguistic items in English language. Linguistic items or structural items are arranged in the course books such a way that they form a chain. It helps the learner to learn the English language. As an instance 'Tense', is a group structural item. Each kind of tense is a separate structural item. Present progressive tense is comparatively essay so this linguistic item is included in the course book of standard V and simple present simple past and simple future tenses are included in the standard VI course book. As well as Wh-question is a group of linguistic items. The questions begin from 'what' and 'where' are comparatively easier than other wh-question so, 'what' and 'where' is included in standard V course book and in standard VI course book 'who' 'when' are introduced after that 'why' is consisted in standard VII course book. The course books for standard V to VII are activity based. Each language activity is presentation or practice of linguistic items. Therefore, English teacher should well known with all the linguistic items, which are consisted in the course books. The following table shown the standard and number linguistic items, constituted in the course books.
Table No. 3.3

Table showing the number of Linguistic items in the English Course books.

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Standard</th>
<th>Number of linguistics Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>V</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>VI</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>VII</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The course books of standard V to VII are depended upon 100 linguistic items. Out of total 276 English linguistic items, the teacher, teaching English for these standards must know minimum 100 linguistic items. To identify the knowledge of these items a test was formed. There were 38 question Q.1 to Q.35 were multiple-choice objective questions. Every question carried one mark. Question No.36 was 'Fill in the blanks with proper word given from the bracket'. In this question, there were five gaps for total five marks. The question No.37 was, 'Complete the conversation with sentences given from the bracket'. The teacher has to fill five sentences from the bracket.
This question carries five marks. The question No.38 was to answer the questions of from the passage. There were five multiple-choice questions. Each question carried one mark. In this way, the Questions about linguistic items carried total 50 marks. Question No.39 to 48 were the representatives of oral Aspect of English. Those questions were also multiple choices and each question carries one mark. The total marks of this Content knowledge paper were of 60 marks.

A good test requires much careful planning. The objectives of this test were defined. The question chosen for the test were representative of the areas and topics covered. Its was decided how many questions should be provided to meet each objective.

Dandekar W.N. says, "If the purpose of the test is to judge speed, or to judge mastery of fundaments of any subject, it will not matter if the items are easy and all of the pupils receive high scores."\(^{(22)}\)

The purpose of the test was to judge the mastery of the fundamentals of English knowledge of the English teachers. The test is objective type so one point credit for each correct
response was given. One hour was allotted for this test. Before conducting the test, the test was administered with 20 teachers in order to check the validity and reliability. Item analysis was done, more details are given in polite project.

3.10.5 Lesson Observation Table

To survey the present academic achievement and to investigate into the methodology of the primary schools teacher’s English teaching at standard V to VII in non-English medium schools in Osmanbad district, the researcher observed a few lessons of the teachers of English who had filled in the questionnaires. The researcher could observe only 50 teacher’s lessons. The lesson observation table was prepared; there was general information in the first part of the lesson observation table. There were four Phases as the components, which had to observe during the teaching. The observation was noted in the following rating.

1) Thoroughly done
2) Partially done
3) Net needed
4) Missing
The lesson observation table was prepared under the guidance of experts. These experts are working as English lecturers in D.Ed. and B.Ed. Colleges. 'Lesson observation table' formed by Yeshwantrao Chavan Maharashtra Open University, Nashik also considered to project this tool.

3.11 Pilot Study

A pilot study is helpful to finalize the research problems and to plan the implementation. To try out the process of administering and interpreting the research tools in small moderation is 'A pilot study' for this project.

The use of pilot study has many advantages. "Theoretical hypotheses can be tasted very precisely by the pilot study. It may bring at some hidden factors in a situation factors, which one might not have found out otherwise."(23)

The major tools of research for this project were Questionnaire for the Headmaster, Questionnaire for the English Teacher, Content Knowledge Paper, Teacher's Attitude Scale and Lesson Observation Table.

The Questionnaire for the Headmaster, Questionnaire for the English Teacher and the Teacher's Attitude Scale were
developed in English. However, there was a possibility in misunderstanding the question and statements in English by the concerned people. Therefore, these tools were translated in Marathi language.

In order to determine whether the proposed study is feasible or not, the researcher selected 20 English teachers, teaching English for standards V to VII and their Headmasters as respondents. The questionnaires for the Headmaster were distributed to the selected 20 headmasters and they were requested to fill them. After receiving the questionnaires, the difficulty level and comprehension ability of the questions were discussed in detail. The respondent headmasters response was affirmative. The data was analysed. It could fulfil the hypothesis. After a few corrections, the Questionnaire for the headmaster was finalized. The same procedure was done to finalize the questionnaire for the English teachers, teaching English for std. V to VII.

Content knowledge paper and teacher's attitude scale are psychological tests. Before finalizing these kinds of tests, validity and reliability were confirmed.
A test is valid if it measures what it claims to measure. So the Content Knowledge Paper and the Teachers Attitude Scale were circulated among 20 English teachers, teaching English for std. V to VII. After responding the paper, they approved the content validity of the Content Knowledge Paper and Teacher's Attitude Scale.

In order to check the reliability re-test was organized of the same 20 English teachers. The results of the two administrations were highly co-related. Than it was concluded that the test had an acceptable level of reliability.

Lesson observation table was the next research tool. In order to check their validity of this lesson observation table the tool was circulated to three lecturers of English in D.Ed. and B.Ed. colleges each. After reviewing the table, they approved the statements of observation. After it, five English teachers' lessons were observed with this table. It was seemed that the table should fulfil the items, which have to be observed. So the Lesson Observation Table was finalized.
Pilot study was organized with two purposes; one was to go through 'A model study'. The other purpose was to check the validity and the reliability of the research tools.

3.12 Procedure of Administering the Research tools

Monthly meeting of the entire cluster heads was held at Osmanbad in the month of November 2002. Cluster Head is supervising authority in Primary Education Department of Zilla Parishad. Education officer of Primary Education, Zilla Parishad, Osmanabad called the meeting. The researcher requested to the entire cluster Heads with the permission of the Education officer to dispatch the questionnaires for the headmasters and the English teachers, teaching English for standard V to VII in their cluster area. The researcher was prepared a bunch of questionnaires and a list of randomly selected schools. The bunch of questionnaires and list of schools from their cluster area handed over to the Cluster heads. The Cluster heads distributed the questionnaires to the selected schools. Four hundred schools were targeted. After fifteen days, the researchers visited the same schools and collected the filled up questionnaires. A content knowledge paper and Teachers
attitude scale were the other important research tools. There were monthly seminars at cluster level. The Content Knowledge Test and Attitude Scales were conducted at the seminar place. The researcher tried to provide the examination conditions. Attitude scales and Content Knowledge Paper was held for only those teachers who were filled up the questionnaires. The questionnaires were sent and collected during the academic year 2002-03.

English teachers filled the questionnaires and attended for the Attitude scale and Content Knowledge Paper. Fifty teachers were selected with random system for their lesson observation. The researcher observed 50 lessons of the selected teachers of English.

3.13 Limitations of the Study

Research is an essential and powerful device in the progress of humankind. Educational research helps to make the things easier in educational system. Educational research has a vast area. There is no limitation. Ample research work has been going on. It is making our teaching learning more comfortable. However, there is no limit to work in research. The researcher
has to put himself him in a circle. There should be borders according to the objectives and theme of the research. The limitation of currant study is below.

1) Since June 2000 English is introduced from standard I in all over the Maharashtra. English is compulsory subject from Std. I to X. Many teachers teach English subject. This research was limited only at upper primary level's English teacher's Classroom behaviour. Only Std. V to VII English teachers were considered.

2) Maharashtra is a multi lingual state. There are English, Marathi, Kannada, Gujrathi, Telgu, Hindi, and Urdu medium schools all over the state. The research is limited for only Non-English medium schools i.e. Marathi and Urdu Medium Schools in Osmanabad district. Only Marathi and Urdu Medium Schools were selected for the study.

3) It was not possible to survey every school of Osmanabad district so only 196(24.1%) schools were covered to collect the data.
4) Lesson observation takes a long time. The researcher decided to observe fifty English teachers lessons that filled the questionnaires. It was not possible to observe the lessons of each English teacher therefore he randomly selected the samples.

5) There are eight Education Blocks in Osmanabad district. Two new blocks were created recently in addition to the existing six. Nevertheless, the information of the recent new blocks was not available at Zilla Parishad therefore; Research activity was carried out in the six blocks, instead of eight.

6) There are various aspects of English teaching. The teacher’s attitude towards English teaching and his actual behaviour in the classroom were focused in the present study.
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