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METHODOLOGY

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CHAPTER 2

METHODOLOGY

2.1. Introduction:

Study of SLA involves various methods such as interview method, questionnaire method etc. Since the present study involves a large number of students from rural and urban areas, the researcher conducted a survey with six hundred students with the help of a questionnaire containing some important aspects of English Grammar. In this section the methods followed in the present study are described in detail. They are: selection of informants, selection of Educational Institutions, framing of Questionnaire, Collection of data and Analysis of data.

2.2. Selection of Informants:

The informants comprise both boy and girl students who are continuing their studies in class XI in different educational institutions in Calcutta and the rural areas of North 24 Parganas. It is a familiar fact that different norms are laid down by the Admission Committees of all educational institutions for admission to science and other streams of class XI. While students obtaining very high marks in the Madhyamik or Equivalent Examinations are considered eligible for admission to the Science stream, those scoring mere pass marks are also considered eligible for admission.
to other streams. Hence data have been collected from both Science and Arts Students with a view to finding out what role merit plays in the acquisition of a Second Language. However, selection of informants from both the streams was made at random.

2.3. Selection of Educational Institutions

The survey was conducted with six hundred students from three different categories of Schools. Two hundred students were selected from Bengali medium schools in the rural areas of North 24 Parganas. Hereafter BMS will be used for such schools. Another two hundred were from Bengali medium schools in Calcutta, while the remaining two hundred were selected from English medium Schools in Calcutta. Hereafter IMS and EM will be used for such Schools. Students were selected from both rural and urban areas in order to see if they differ in respect of acquisition of English as a Second Language. Bengali students who learn English as a second language in English Medium Schools, have certain advantages over those in Bengali medium schools. There are differences in environment, teaching and learning techniques, and also in the length of the period of learning English. While the latter start learning English from Class VI, the former start learning the language since the very day they are admitted to schools in their infancy. Though there cannot be any real comparison between the performance of these
two different categories of students, yet the selection of two hundred students from English Medium schools have been made with the purpose of determining to what extent they differ in the matter of acquisition of English as a second language.

The names of the institutions along with the number of students who participated in the test, are given below:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of School/College</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gaighata High School (Co-ed.) (A Bengali Medium School in North 24 Parganas (Rural).)</td>
<td>60</td>
<td>65</td>
<td>125</td>
</tr>
<tr>
<td>2.</td>
<td>Rajballavpur High School (Co-ed.) (Bengali Medium School in North 24 Parganas (Rural).)</td>
<td>40</td>
<td>35</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Ramkrishana Sarada Mission Vivekananda Vidyabhavan (Bengali Medium Institution for Girls, Calcutta).</td>
<td>MIL</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>Carat Chandra Pal Girls' High School (Bengali Medium, Calcutta).</td>
<td>MIL</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>5.</td>
<td>Mitra Institution (Bengali Medium School for Boys, Calcutta).</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Hare School (Bengali Medium School for Boys, Calcutta)</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>
2.4. Framing of Questionnaire

A questionnaire containing fifteen items of English grammar was prepared to test their knowledge of the basic structures of English. Thirteen of these items are of objective types such as, choosing between alternatives, filling in the gaps, arrangement of words in sentences and of the main idea. Two items one is on the use of auxiliary verbs and the other on change of speech.

It is not enough for a young learner to acquire the basic structures of the second language, he should also learn the collocation patterns of the target language. Hence some items relating to collocation pattern of the English language have been included in the questionnaire. The questionnaire
has been framed in such a way as to elicit maximal response from the participants in the stipulated period of one hour.

2.5. Collection of data
After constructing the questionnaire the investigator contacted heads of different institutions. In consultation with the Heads of different institutions, dates were fixed for conducting surveys in different institutions. There was favourable response from all concerned. Randomized questionnaires were distributed among the students with necessary instructions, and they returned the completed questionnaires in an hour as stipulated. In this way data were collected from different institutions.

2.6. Analysis of data
All the scripts were examined and the results were recorded under three different heads viz., Not Attended, Wrongly Answered and Correctly Answered. Henceforth the abbreviations NA, WA and CA will be used for these three different heads. Simple statistical methods have been used to analyse the data and the results have been presented in tabular forms followed by a detailed description of the same. For each item there are four different tables. The first table shows the average percentage of proficiency in that particular item, the second table shows the mean proficiency of different categories of students and in
what manner the proficiency of the different categories of students deviate from the mean. A comparison between the performance of Science and Arts Students have also been made. The third table presents a detailed analysis of the performance of the Students, while the fourth one shows how the performance of the male students differ from that of the female students. To obtain average percentage of proficiency in an item the Scores, shown against different parts of the item, have been totalled and the same has been divided by the number of parts of that particular question or item. The mean proficiency in each item is the total of the average percentage of proficiency acquired by the students of Bengali Medium Schools (Rural), Bengali Medium Schools (Urban) and the English Medium Schools in Calcutta. To obtain mean proficiency of various fragments the average scores (shown in the column T) of the three types of schools have been added and then divided by three. Similarly in case of Science and Arts also the average scores of such students belonging to the three different types of Schools have been added and then divided by three. The third table of each item shows detailed results of the analysis of the performance of Science and Arts of three different categories of schools, such as R.M., U.M. and E.M. The fourth table presents a comparison of the performance of the male and female students belonging to
the three different categories of Schools. The scores shown against B (Boys) in the fourth table in case of every item have been obtained by adding the scores of all the boys of three different categories of Schools and dividing the same by the total number of scores. Scores shown against G (Girls) have been obtained in the same way.