Chapter Three

Research Design

3.1 Introduction

As stated in Chapter one, the present interventional case study aims to help learners to enhance the skills of vocabulary learning in English by using instruction strategy. At the outset, this chapter recapitulates the research issue and discusses the nature of the present study. Then, it describes the methods followed in strategy research and mode of data collection including research tools and the frame work of data collection. It also presents a brief description of the subjects of the study and the research procedure. The chapter ends with an explanation on how data is obtained, analyzed and interpreted.

3.2 Recapitulating the Research Issue

The current study attempts to claim that the rural ESL learners can easily learn and enhance vocabulary knowledge through vocabulary learning strategies (VLSs) if they are given adequate instruction in VLSs. In the present research scenario, learners hail from socially, economically and educationally disadvantaged backgrounds. Obviously, these learners lack basic competence/proficiency in English language in terms of both receptive as well as productive skills. The researcher himself, coming from a remote rural background and having prior experience both as a student and also as a teacher in similar background argues that the rural ESL learners do not posses even the basic vocabulary required at their level. They are not aware of the different vocabulary learning strategies which could help them enhance their L2 vocabulary proficiency and enable them to communicate in the target language both in spoken and
written modes. Thus, the present study attempts to fulfil the task of enhancing vocabulary learning through strategies instruction among rural ESL learners.

3.3 Nature of the Present Study

In conducting a research, the research design is an essential prerequisite since it is the systematic plan of data collection- to gather which type of data, how, from whom, when and how it is collected. Johnson (1977) “affirms that the research design describes the purpose of the study, how subjects of the study are to be obtained, methods or procedures to be followed, measurements to be collected and comparisons or other analyses to be made”. Further, Cohen and Manion (2002) “states that the research design is determined by research purposes and research questions”.

The nature of any research work is normally either explanatory or exploratory or descriptive. The present study can be classified as an exploratory case study in nature since it aims to explore, identify and apply the relevant vocabulary learning strategies in the context of rural ESL learners. It also aims to find out to what extent explicit instruction of VLS enable vocabulary learning autonomy of the rural ESL learners at the secondary level (class IX).

3.4 Case Study

A ‘case study’ – as the terms denote, is the study of the ‘particularity and complexity of a single case’ (Stake 1995: xi). What does the word ‘case’ mean? Generally cases involve people, but researchers can also explore in depth a programme, an institution, an organization or a community. In fact, almost anything can serve as a case as long as it constitutes a single entity with obvious boundaries. Pertaining to data
collection in a case study, data can be gathered both qualitatively and quantitatively. 
Data is collected by various methods such as interviews, observations, study of documents in archives and so on. One can also employ tools to collect quantitative data using questionnaires, surveys, tests and so on.

3.5 Methods and Tools in Language Learning Strategy Research

According to Johnson (1977, p. 9), “Research methods are procedures a researcher follows in attempting to achieve the goal of a study. Moreover, research methods that a researcher uses to investigate language learning strategies are procedures in trying to achieve the goals of a study of language learning strategies, i.e. to elicit information about language learning strategies employed by language learners when they learn a language, particularly the target language”. However, Cohen and Scott (1996, p.88) point out that “no single research method succeeds in the field; certain research methods are well established but imperfect”. Similarly, Robson (1993) “argues that there are many methods which a researcher can use to investigate how learning strategies are employed by students or language learners in order to cope with language problems, or to enhance their language learning. Each method has both weak and strong points, but whatever method a researcher employs, he or she must take the main purpose of the study into consideration”.

Keeping in line with the above, this section of the study deals with the research methods or procedures which were used for data collection for the present research on vocabulary learning strategies. Since vocabulary learning is part of language learning, the methods of data collection that are generally employed for language learning research can also be adopted for vocabulary learning strategies. Some of the methods
are ‘an inside view of the classroom’; ‘Oral Interview’; ‘student and teacher Questionnaire’ and ‘Think-Aloud Protocol’.

3.5.1 An inside view of the Classroom

In accordance with Richards et al. (1992, p. 255), “observational methods are procedures and techniques that are based on systematic observation of actions and events by using audio and video recorders, check lists, etc. These are often used in studying instructional techniques and language use by teachers and students during classroom teachings. Observation becomes an effective data collection method if the researcher is also conducting a research about culture, feelings or subjects’ ways of life. For example, if the researcher wants to study ways of life of the hill-tribes, one of the key elements of collecting data is to observe participants’ behaviours by participating in their activities. Collecting data from classroom observation is a good technique because the researcher can directly study and collect data pertaining to many aspects of those situations”. Robson (2002, pp. 310-311) mentions that “a major advantage of observation as a technique is its directness since a researcher does not ask language learners about their views, feelings or attitudes; but he or she can watch what they do and listen to what they say. This can help the researcher get the facts during those situations”. Oxford and Burry-Stock (1995) “point out that classroom observations are easy to use and can be conducted both formally and informally”. On the contrary, Cohen and Aphek (1981) “concluded that observation is not a very fruitful or workable method. They mention that this method fails to provide much information about learning strategies that learners employ”.
3.5.2 Informal Interview

For Nunan (1989, p. 60), Richards et al. (1992, p. 189) and Punch (2005, pp. 168-169), “the term interview is regarded as a direct conversation between an investigator and an individual or group of individuals in order to gather information. It is one of the major data collection tools in qualitative research. It is a very good way of accessing people’s perceptions, meanings, definitions of situations and constructions of reality. It is also one of the most powerful ways the researchers have of understanding others”. The process of Interview has a large variety of forms and multiple uses which could be either formal or informal. As per Punch (2005), “the most common type of interviewing is individual, face-to-face, verbal interchange, but it can also take the form of face-to-face group interviewing, mailed or self-administered questionnaires, and telephone surveys. In accordance with types and styles of interviews, interviewing can be fully structured, focused or semi-structured, or unstructured”.

According to Oxford and Burry-Stock (1995), “whether interviews are structured or unstructured, student interviews provide personalised information on many of language learning strategies which would not be available through classroom observation”. Likewise, Nunan (1989, p. 60) says that “interviews can be used to investigate a range of issues including developmental aspects of learner language and learning-style preference”. Of the three types of interview mentioned, Nunan (1992, p. 149) affirms that “semi-structured interviews seem to be popularly used in qualitative designs since they are flexible. The semi-structured interview also gives the interviewee a degree of power and control over the course of the interview”. This is consistent with Merriam’s (1998, p. 74) conclusion in that “a semi-structured interview is flexible
enough to allow the researcher to respond to the situation at hand, to the emerging world-view of the participants, and to new or unforeseen ideas on the topic”. With regard to Fontana and Frey (1994, p. 361), “time spent on interviewing, an interview can be a one-time, brief exchange, lengthy sessions, sometimes spanning days, as in life-history interviewing.

Collecting data by interviewing is widely used in social studies research because it helps the researcher to get data about subjects’ personal information, behaviours, beliefs, attitudes, opinions, etc. One of the good points of interview as a method of data collection is that when the interviewees are not clear about the questions, they can request for repetition and interviewer can clarify their queries. Some weak points of interview method include time constraint, expenses incurred to interview subjects, and sometimes the interviewees may distort their answers intentionally”.

3.5.3 Student and Teacher Questionnaire

As cited in Mayuree (2007), “a questionnaire is a set of questions on a topic or group of topics designed to be answered by a respondent. Brown (2001, p. 6) defines questionnaires as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. It is one of the most useful instruments used to collect data in qualitative research”, Richards et al. (1992, p. 303). Nunan (1989, p. 62) indicates that “written questionnaires, like oral interviews, can be utilized to investigate practically any aspect of the teaching or learning process in order to obtain information from teachers about their teaching practices, or learners’ learning style preferences”. Besides, Cohen and Scott (1996) affirm that “written questionnaires are used to elicit
learner responses to a set of questions, and they require the researcher to make choices regarding question format and research procedures. Therefore, in order to gather reliable information from respondents in the field of vocabulary learning research, designing questionnaires which are valid, reliable and unambiguous is a very important issue for the researchers to take account of”. Regarding types of questionnaires, Nunan (1989, p. 62) and McKernan (1996, pp. 125-126) maintain that “questionnaires can be open-ended form (or unstructured questionnaire), or closed-ended form (or structured questionnaire). Generally, closed ended form is widely used since it is convenient and saves respondents’ time. Questionnaires have many good points”. Nunan (1989, p. 62; 1992, p. 149) remarkably affirms that “written questionnaires enable the researcher to collect data in field settings and the data obtained is more amendable to quantification than those collected through free-form field notes, observing participants’ journals or the transcripts of oral interviews. That is to say, a questionnaire is not difficult to construct and the responses to questionnaire are easy to analyze. It can also be sent to many subjects in different parts of the country and the researcher can collect a huge amount of data”.

3.5.4 Think-aloud Protocol

According to Richards et al. (1992, p. 380), “Think aloud is a procedure used in investigating learner strategies, in which learners think aloud as they are completing a task, in order that the researcher can discover what kinds of thinking processes or strategies they are making use of”. Regarding the method of thinking aloud, Bell (2004, p. 1) mentions that “it is used to model the cognitive processes of reading comprehension. Students verbalise their own thoughts as they read aloud, modeling the
kinds of strategies a skilled reader uses during the reading. The main purpose of a think aloud method is to model for students the thought processes that take place when difficult material is read. A think aloud is a strategy used to slow down the reading process and let students get a good look at how skilled readers construct meaning from text”. Moreover, Matsumoto (1993, p.36) argues that “think aloud procedures have been employed to investigate learners’ ongoing cognitive processes and strategies in four major second language areas including translation, reading, writing, and testing. While language learners think aloud, the researcher listens to them. This implies that think aloud protocols provide the most detailed information since the students describe strategies they employ while doing a language task. This method provides a researcher with individual information rather than group responses”.

3.6 The Research Tools

The following tools are used for the present study.

- **Learners’ Questionnaire**: this tool is used to understand learners’ profile, their individual background, views, and opinions about English language learning in general and English vocabulary learning in particular in a rural context.

- **Pre-test (Vocabulary size test)**: this test is diagnostic in nature and attempts to find out learners’ existing vocabulary size as well as some other essential aspects of vocabulary knowledge. It would also help in designing a vocabulary learning intervention programme.

- **Vocabulary Learning Strategy Questionnaire (VLSQ-Pre-survey)**: it tries to report how learners try to learn vocabulary from the prescribed readers, unfamiliar reading materials and even while in the classroom teaching/learning process. It
explores which vocabulary learning strategies are being used or which strategies the learners are familiar with. It reports whether the learners use strategies at all or not to learn and use vocabulary. It enables the researcher to mull over the need of strategy intervention using suitable vocabulary teaching/learning material.

- **Classroom Observation**: it is mainly used to know the interactional climate in the classroom as well as the extent to which vocabulary teaching and learning component is exploited by both teachers and learners. It also offers a window to not only teacher-learner interactions but also to learner-learner interactions that occur in the classroom. It aims at gathering data on use of vocabulary learning strategies and learners’ learning behaviour in a concrete classroom situation. The researcher keeps observing students’ interaction with teacher and peers during tasks and activities or while classroom teaching is in progress.

- **Informal interviews**: the researcher conducts an informal interview to get some oral responses from learners and teachers pertaining to their English teaching/learning context in general and vocabulary learning in particular. It reports learners’ and teachers’ ideas and views of English language vocabulary and their expectations from the researcher. As the interview takes place in the absence of their teacher, children may interact freely with the researcher without any inhibition. Teachers are interviewed separately to elicit divergent opinions and views about the process of teaching English in general and vocabulary in particular.

- **Verbal reports**: these require learners to verbally report to express what they believe they are doing while working on given tasks. These also involve self-reports (generalized statements about one’s actions), self-observation (introspective or
retrospective noticing of specific things or actions) and self-discovery (also called ‘think aloud’ procedure, i.e. following the stream of consciousness while performing a task). These are considered to be rich source of information for any study.

- **Personal diary:** While observing the class, the researcher may come across various important points regarding teaching and learning the target language in general and target vocabulary in particular. Keeping a personal diary helps the researcher for taking notes on classroom transactions. Later, these notes may help the researcher to reflect on and design pedagogical practice and teaching materials.

- **Learner diaries:** Learners are advised to maintain their own diaries and make note of the vocabulary learning activities done in the class and strategies followed thereby. These enable the researcher to gather information on learners’ use of strategies over a period of time. These also offer an evidence of learners’ attempts for enhancing vocabulary knowledge in terms of both acquisition and application both inside and outside the classroom.

- **Workshop:** This approach was proposed by Selinker *et al.* (2000) in strategy research. In the present study workshops will be conducted to determine the ways of vocabulary learning strategies used by learners. A workshop usually begins by demonstrating an example of a conversation/interaction between a researcher and participants who jointly try to discover the learners’/participants’ vocabulary learning strategies. A demonstration is followed by a discussion involving participants on the basis of which conclusions are drawn.
Post-tests: post tests tap the learners’ overall progress made after intervention programme. In other words, these help to know how much progress the learners have made in the area of vocabulary learning during the course period.

Learners’ questionnaire: it is administered to the subjects of the study to obtain feedback on the use of specific Vocabulary Learning Strategies as well as to elicit information from them about their views/opinions and ideas with regard to vocabulary learning strategies.

With the help of the aforementioned tools, a researcher is able to figure out the learner’s felt needs in the field and their expectations to do well in vocabulary learning in particular and English language learning in general.

3.7 The Subjects of the Study and Sample Size

The target subjects in the study are Class IX students of Zilla Parishad High School, Kanukur (Success School). The school is located in Ananthapuramu (the name has been rechristened though the district Gazette, dated 01-03-2014 from the erstwhile name ‘Anantapur’) district of Andhra Pradesh. All the learners in the school come from regional medium (Telugu) background with Telugu as the medium of instruction up to Class V. They come from the primary schools located in the surrounding area in the vicinity of the school. Every success school has two available media of instruction: regional medium and English medium. After Class V, children who are considered to be generally good at studies are selected and admitted into English medium and the rest continue in the regional medium. In Kanukur Z. P. High School, there are 20 students studying in English medium. These students are in the age group of 13-15 years.
3.8 Description of the School

The school chosen for the study is situated in Ananatapuramu district of Andhra Pradesh, in the town, Kalyanadurgam which is 90 kilometers far from the head quarters of the district. It is actually backward area and yet to be developed much exclusively in literacy awareness.

Pertaining to the school information, the type school is Zilla Parishad High School run by the State Government of Andhra Pradesh. It has an excellent and enthusing environment with a huge empty space in the premises. The atmosphere of the school is nice. It is enclosed by many tamarind trees. It has a huge place for playing games. The school is not equipped with basic infrastructure sufficient number of rooms for both students and staff members. The school did not get equipped with library facility. Nonetheless, a few bilingual dictionaries such as Telugu to Hindi, Hindi to Telugu, and English to Telugu and vice versa; and a few subject-specific books are available with the teachers concerned. But they are not made available for the students for use outside. Some of the learners hail from nearby hamlets on foot or on bicycle. The total student strength of the school was about two hundred and five when the study was conducted. All in all, from the researcher’s perspective, the school was not adequately equipped with requirements to cater to the academic needs of secondary level (high school) learners, specifically in terms of basic proficiency in English.

3.9 Research Procedure

The current intervention study is conducted in three subsequent stages or phases. In the phase I, the purpose was to know and comprehend the problems pertaining to
English language teaching/learning in general, and vocabulary learning in particular. In the phase II, an intervention programme on teaching of vocabulary learning strategies is taken up. It is also to see that the learners get equipped with required vocabulary knowledge for both receptive and productive purposes. In phase III, the researcher conducts an assessment of the intervention programme undertaken with the learners. Two post assessment tests evaluate the learners’ use of strategies taught as well as their degree of improvement pertaining to aspects of vocabulary knowledge. The particulars of the three phases are elucidated below.

3.9.1 Understanding the Context and Identifying the Problem

The phase 1 of the study is purely getting involved with the stake holders of the school system. In this phase, the researcher with the help of his own experience as a rural ESL learner makes an attempt to identify specific issues or problems pertaining to English Teaching-Learning Process (ETLP) in general, and particular problems of the subjects for inadequate vocabulary proficiency which was a prerequisite for both receptive and productive purposes or in all types’ communicative contexts. As discussed in Nunan (1992), “two key principles namely, ‘holism’ and ‘thick’ description which emerged from the “grounded theory” of David Nunan (1992: 57) are to be followed in intention phase and data collection processes. AS per ‘holistic principle’, the researcher considers both the ‘context’ of the learning and the ‘behavior’ of individual subjects of the study. To do so, all the subjects of the study are to observed both at school scenario and their homes.
Likewise, employing “thick description technique”, the researcher presents various factors affecting learners L2 behavior in the context of the study. The details will be described in qualitative style of documentation.

For instance, let us list out various affective factoring contributing to success of English language skills in the context of the study chose. They are: Quality English classroom instruction, methods of teaching, principles of pedagogy, material being used in the language teaching, instructional aids, the students’ and parents’ belief systems, the social, economical and cultural background of the students, and so on. Besides these factors, the “physical, psychological and motivational” factors affecting English language learning ability are taken into account for validating the results.

The researcher may also initiate some informal discussions, interactions and interviews with the learners and teachers and other stakeholders of the education system. This is done to know about prevailing conditions of the learning scenario. English language problems in general and vocabulary related issue in particular will be examined to plan for the intervention component of the study. The vocabulary size test (Paul Nation’s 2000 words level) is conducted to diagnose or arrive at the existing vocabulary size and knowledge of the learners’

3.9.1.1 Planning of Strategy Training Programme

Upon completion of the preliminary investigation of the vocabulary knowledge of the rural ESL learners, the researcher tries to organize a strategy training programme for the subjects. It is to see how vocabulary learning strategies help the rural ESL learners in facilitating and enhancing vocabulary learning autonomy (self-sufficient
vocabulary learning for the rest of their better academic career). In accordance with the age and linguistic proficiency of the learners, the researcher meticulously plans and selects the strategies. While selecting the strategies, the researcher limits himself to the most successful and effective Vocabulary Learning Strategies (VLSs) namely 1. *Keeping a vocabulary notebook*. 2. *Using monolingual dictionary*. 3. *Guessing the meaning of a word from its context*. 4. *Word mapping* and 5. *Framing example sentences (Using new words in sentences)*.

### 3.9.1.2 Preparation of Vocabulary Teaching and Learning Material

Before conducting strategy training, required language and vocabulary materials are selected. This was carefully done by bearing the students’ backgrounds and their felt language needs in mind. Tasks/activities were designed from sourcebook of “*Vocabulary in Use: Elementary level*” and *Vocabulary in Use: Pre-intermediate* level by Michael McCarthy and Felicity O'Dell (2010) and Stuart Redman (2009) respectively. These material were prepared to enable ‘*Elementary and Intermediate*’ group of students gain reasonable vocabulary proficiency. Every new word or phrase in the material is perfectly exploited in context –embedded, context independent and context-reduced tasks and activities. The words underlined in the materials are considered to be suitable for improving the learners’ use of English in rural ESL context. To have variety in terms of input for the learners, the researcher makes use of some audio/video texts comprising useful active vocabulary and physical gestures adopted from Tenali Ramakrishna’s tales. Moreover, the researcher tries to use and exploit variety of other input materials in order to make the learners more motivated and get equipped with required strategies for vocabulary learning, which in turn enables
them acquire the required aspects of vocabulary. Various materials such as reading passages (taken from *Project English 400* published by CIEFL, Hyderabad), simple stories (taken from *Wonderful Stories of the World*, published by Swathi Book House, Vijayawada), English news item clips from print media and small pieces of news items downloaded from the website [www.newsonair.com](http://www.newsonair.com) and [www.newsinlevels.com](http://www.newsinlevels.com), simple advertisements from print media, inspiring and hilarious quotations and messages from social media such as Facebook and WhatsApp. These are modified to suit classroom purposes so as to arouse enough interest in learners while undergoing the strategy training on enhancing vocabulary learning skills”.

3.9.1.3 Criteria for Preparation of Vocabulary Materials

From the books and materials mentioned above “the words, phrases and formulaic expressions are carefully chosen relying on the frequency of use for meeting the needs of the students’ basic oral and written communication. The authors of these materials, specifically those of the books have mentioned in their forewords that had consulted spoken and written corpora of the current career/market needs to decide on the words and phrases to be included in these texts. The vocabulary used in the books is more active than passive in nature. The words or vocabulary items chosen must be were carefully graded before teaching sessions. Vocabulary items are meticulously integrated with reading and listening tasks. The premise was that the learners were not able to learn and use words productively in their social and academic contexts. This could due to some of the factors or reasons given below..

- The learners are not aware of various vocabulary learning strategies.
• The learners were not given opportunities to use any vocabulary items if taught to productive purposes.
• They do not have good bilingual/monolingual dictionaries to refer to for the meaning of words in context.
• The vocabulary was never contextualized earlier in their classroom practices.
• Learners do not have autonomy or they are not self-reliant to learn and practice new vocabulary items independently”.

3.9.2 Process of Intervention: Strategy Training and Teaching of Vocabulary

During the phase II, having had good understanding of the learners’ personal and economical backgrounds and their specific problems in terms of learning and using of English vocabulary, the researcher plans to organize an intervention programme in the form of strategy training for effective vocabulary learning. It is assumed that Strategy-Bases Instruction (SBI) would in turn enhance both vocabulary proficiency and the language proficiency. The researcher organizes strategy training subsequently to cater the needs of the rural ESL learners.

The selected vocabulary tasks and activities are modified and developed in distinct step provided below:

• Through carefully gradation of language materials as a means rich L2 input.

• Strategy training is to be organized on each day for about 50 days; each session comprising sixty minutes totaling amounting to fifty sessions. Approximately twenty five sessions serving the purpose of developing and practicing specific vocabulary learning strategies as mentioned below and the rest 30 sessions deal with
various aspects of vocabulary knowledge to improve proficiency in vocabulary while learning the target language.

- In second part of the intervention, i.e., teaching aspects of vocabulary knowledge, the first half of the session is used for giving instructions, introducing new vocabulary items and the remaining time was allotted for performing the chosen tasks and activities on “words and word-s knowledge”. The tasks and activities are done by the students with help of the researcher. Participation and successful completion of tasks are ensured by the researcher before concluding each session.

In each session, the researcher deals with required vocabulary learning strategies by preferring appropriate vocabulary teaching strategies and techniques”.

### 3.9.2.1 Choosing Vocabulary Teaching and Learning Strategies

The researcher considers the strategies listed below for an effective classroom transaction. They include:

- Learning Vocabulary through familiar and unfamiliar reading texts.
- Learning Vocabulary through authentic or real-life listening contexts.
- Learning and using Vocabulary through both oral and written communicative contexts.
- Vocabulary learning through simple tasks and activities by integrating the all four skills.

The steps followed for autonomous learning of vocabulary by the learners are mentioned below as they are assumed to be more suitable and useful in the context of the present study.
- Keeping a vocabulary notebook.
- Using a monolingual dictionary.
- Guessing meaning of a word from its context.
- Word mapping and
- Using new words in sentences (framing example sentences)"

Apart from the above strategy training, everyday subject/topics were chosen to interact and discuss with active vocabulary items. The emphasis was not only on simple words but also on essential group of words: compound words, collocations, phrasal verbs, idioms and other aspects of vocabulary knowledge. For instance, difficult let us consider words: ‘make’ and ‘prepare’ are best explained with help of suitable contexts in the form of example sentences. Useful phrasal verbs such as ‘look into’; ‘look for’; ‘look after ‘are demonstrated in suitable situations. The new words and their collocations presented in the materials are highlighted for making them noticeable and for creating word consciousness among the rural ESL learners.

3.9.2.2 Classroom Arrangements

In order for the course to achieve the desirable goal the following points have been taken care of. Firstly, since the present model of language (Vocabulary) teaching/learning is based on theories of ‘constructivism’, principles of interaction and negotiation, variations in terms of previous experience, language ability, language needs of rural ESL learners. Individual attention is paid if found necessary. Daily attendance is taken though all the students expressed voluntary willingness to participate in the intervention. Secondly, necessary arrangements are ensured in the classroom for smooth
processing of class work. Major source of language input is provided through laptop, handouts, authentic materials and chalkboard. The head master permitted the researcher to conduct classes during morning hours as the students preferred their choice to attend special classes in the morning itself. The researcher arranged notebooks, charts, and other stationary required for class work. Freedom was given by all the school staff members to execute the intervention without a hassle.

3.9.2.3 Plan of Schedule

The sessions are primarily learner driven. The following tables capture the plan of action for both strategy training and teaching aspects of vocabulary knowledge.

Table No.7- Schedule of Strategy Training Programme

<table>
<thead>
<tr>
<th>Focus-number of sessions</th>
<th>Duration</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up activities-</td>
<td>2 hrs</td>
<td>charts, handouts, notebooks and laptop.</td>
</tr>
<tr>
<td>Introduction to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intervention-Need of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>training- 2 sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring ‘keeping a</td>
<td>2 hrs</td>
<td>charts, handouts, notebooks, laptop and textbook.</td>
</tr>
<tr>
<td>vocabulary notebook’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategy 1- two sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing Strategy 1-</td>
<td>1 hr</td>
<td>notebooks, handouts on related task and textbook</td>
</tr>
<tr>
<td>one session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring ‘using a</td>
<td>3 hrs</td>
<td>English dictionaries (8), handouts, notebooks and</td>
</tr>
<tr>
<td>monolingual dictionary’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Sessions</td>
<td>Duration</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Strategy 2- three sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing strategy 2- one session</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>Exploring ‘guessing meaning of a word from its context’ - Strategy 3-two sessions</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>Practicing Strategy 3-one session</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>Exploring ‘word mapping’ strategy 4- two sessions</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>Practicing strategy 4-one session</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>Exploring ‘framing example sentences’ strategy-5- two sessions</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>Practicing strategy 5-one session</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>Consolidation of five strategies-queries and clarifications-2 sessions</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>Focus-number of sessions</td>
<td>Duration</td>
<td>Requirements</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Warm-up activities-introduction to aspects of vocabulary knowledge-2 sessions</td>
<td>2 hours</td>
<td>charts, handouts, notebooks, laptop, and dictionaries.</td>
</tr>
<tr>
<td>Teaching-cum-practice of ‘language words’-content words and structure words-three sessions</td>
<td>3 hrs</td>
<td>charts, handouts, notebooks, laptop, dictionaries, and textbooks.</td>
</tr>
<tr>
<td>Teaching-cum-practice of ‘word categories/part of speech-practice- four sessions</td>
<td>4 hrs</td>
<td>charts, handouts, notebooks, laptop, dictionaries, and textbook</td>
</tr>
<tr>
<td>Teaching-cum-practice of word formations-prefixes and suffixes-derivation process-six sessions</td>
<td>6 hrs</td>
<td>charts, handouts, notebooks, laptop, dictionaries, and textbook.</td>
</tr>
<tr>
<td>Teaching-cum-practice of compound words and collocations-4 sessions</td>
<td>4 hrs</td>
<td>charts, handouts, notebooks, laptop and textbooks.</td>
</tr>
<tr>
<td>Teaching-cum-practice of polysemy, phrasal verbs, formulaic expressions and Idioms- eight sessions</td>
<td>8hrs</td>
<td>charts, handouts, notebooks, laptop, dictionaries and textbooks</td>
</tr>
<tr>
<td>Teaching lexical creativity-</td>
<td>2 hrs</td>
<td>charts, dictionaries,</td>
</tr>
</tbody>
</table>
composing acrostic poems-two sessions

Consolidation of the taught aspects of Vocabulary-queries & clarifications-one session

handouts, notebooks, laptop and textbooks.

| I hr | Charts and laptop |

### 3.9.3 Assessment of the Learners

During the final phase, i.e. in phase III of the research, the learners are administered two post tests -Post-test1 and Post-test2- termed as ‘progress check level tests’ to assess the degree of improvement that has taken place in learning and using of vocabulary in given contexts. The former includes an unfamiliar reading passage meant for checking understanding of word meanings in contexts and the overall meaning (theme) of the text given. The post test1 serves twin purposes. One is to assess the learners’ improved comprehension ability (receptive skill in terms of understanding the given text) and the other is to know the learners’ increased knowledge in vocabulary aspects in the same text. The post test II consists of various vocabulary exercises targeting various aspects of vocabulary size and knowledge. After assessing the learners’ improvement, a feedback session is conducted to collect responses of strategies which are employed in learning vocabulary and the opinions of the intervention programme. At the end, the learners are also assessed regarding the use of specific strategies and their perceived usefulness in the form of survey questionnaire on Vocabulary Learning Strategies.
3.10 Methodology

The present study is a case study. This study explores and describes a phenomenon in the form of an intervention and the real-life context in which it occurred. Here the intervention is strategy training in promoting independent vocabulary learning in specific ESL context. The researcher employs the method of ‘triangulation’ for collecting and collating data. The data is both qualitative and quantitative in nature. The data is collected through questionnaires, diagnostic test or pre-test, informal interviews, everyday input materials, vocabulary worksheets, observations, learners’ notebooks and post-tests (post-assessment tests).

3.10.1 Data analysis and interpretation

The data analysis is both qualitative and quantitative in nature. Since the study is conducted with a group of twenty subjects belonging to specific rural ESL background, data is also gathered from other sources and is triangulated for the current study. The analysis of the tests and other assessment is done both qualitatively and quantitatively. Firstly, the primary data analysis is done of the data collected through learners’ questionnaire, classroom observation, informal interview and diagnostic test. Initial informal interviews with learners, personal diary of the teacher and the learners also help in this process of data analysis. Secondly, the detailed analysis or step by step account of the intervention study is done during the strategy training programme. Thirdly, the analysis of the data gathered from vocabulary tasks/worksheets, observation, learner diaries, interviews, post tests and survey questionnaire is undertaken. Data collected is tabulated and shown using appropriate bar graphs. Finally,
the data interpretation is done qualitative techniques like thick description and Think Aloud Protocol (TAP), etc.

### 3.11 Overview of the Chapter

This chapter has made an attempt to adequately present the research design and discuss the methodology of data collection, analysis and interpretation of the present study. It has presented the general methodology as part of strategy research comprising the essential tools for collecting required data. The subjects and size of the study has been discussed. Then as a part of the intervention programme, teaching strategies, specific vocabulary learning strategies and materials used in the intervention have been explained. It has also highlighted the three underlying phases of the study and provided a detailed research procedure. The next chapter deals with data analysis and interpretation of the study.