Chapter 4

Data Collection: Sample, Tools and Methodology

4.1 Introduction

This chapter makes an attempt to discuss the research design of the study in detail. The population that the researcher chose for his study, the sample selected for the study and the rationale for selecting the sample have been described in the beginning of the chapter. Following that the tools used for data collection, the procedure followed in designing the tools, and the methodology adopted by the researcher have been described in detail. The practical limitations/problems that the researcher encountered at the various phases of data collection have also been discussed along with the methodology.

4.2 Population

The current study focuses on the primary teacher education programme in Kerala which is titled as Diploma in Education (D.Ed). It is a course that is conducted in the various Teacher Training Institutes (TTIs) spread across the state. The D.Ed trainees who have enrolled for the course formed the population for the current study. The researcher for his study selected 225 trainees who were in the third semester of the D.Ed course. They belonged to the 2nd batch of D.Ed trainees who were getting trained in the new D.Ed curriculum since its introduction in 2013. The details of the sample can be found in section 4.3.

In order to understand the population under study, it is essential to know the structure of the TTIs. A brief account of the structure is given here. There are three types
of TTIs: Government, Aided and Self-financing. As per the Directorate of Public Instruction (DPI) announcements dated 21.04.2015 (General Education Department, Government of Kerala, 2015) and 25.04.2015 (General Education Department, Government of Kerala, 2015), there are 102 government and aided TTIs and 117 self-financing TTIs in Kerala. All the TTIs follow the same curriculum which is designed by the State Council of Educational Research and Training (SCERT), Kerala. SCERT is in charge of modifying the curriculum and making timely changes in the programme. Even though SCERT is the apex body for planning, implementation and evaluation of all academic programmes from pre-school to higher secondary levels, for administrative convenience, the 14 revenue districts of Kerala are further divided into 41 Educational Districts and 162 Educational Sub-Districts. Each District Educational Office is headed by District Educational Officer (DEO). Educational Sub-District Office comes under the supervision of the Assistant Educational Officer (AEO) (Directorate of Public Instruction, General Education Department, Government of Kerala, 2015). The DEO attends the administration of High Schools, Teacher training institutes and other special types of schools in the Educational District. The administration of all primary schools within the Sub-District is handled by AEO (Directorate of Public Instruction, General Education Department, Government of Kerala, 2015). The next section describes the sample and the selection of the sample in detail.

4.3 Sample and Selection of the Sample

The researcher for his study selected 12 TTIs spread across 3 educational districts of Kerala. The sample comprises of 225 D.Ed trainees and 12 teacher educators.
Sampling was mainly done by convenience and the researcher chose the districts which were near to his place of residence and which could be covered in a day.

Table 4.1 gives the details of the TTIs that the researcher chose for his study. The table also gives the information regarding the category (whether government/ aided or self-financing) to which the TTI belongs, the educational district to which the TTI belongs and the number of trainees and teacher educators selected from each TTI for the study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the TTI</th>
<th>Educational District</th>
<th>Govt./Aided/Self-financing</th>
<th>No. of Respondents</th>
<th>Trainees</th>
<th>Teacher Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D.I.E.T, Vellore</td>
<td>Kottayam</td>
<td>Government</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cambridge Nicholson Institute (CNI) T.T.I, Chungam</td>
<td>Kottayam</td>
<td>Aided</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Govt. T.T.I, Kottayam</td>
<td>Kottayam</td>
<td>Government</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Govt. T.T.I, Ettumanoor</td>
<td>Pala</td>
<td>Government</td>
<td>21</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>St. Thomas T.T.I, Pala</td>
<td>Pala</td>
<td>Aided</td>
<td>13</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.1: Educational District Wise Distribution of TTIs Chosen for Data Collection

<table>
<thead>
<tr>
<th></th>
<th>Institute Name</th>
<th>District</th>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>St. Joseph’s T.T.I, Mutholy</td>
<td>Pala</td>
<td>Aided</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>St. Thomas College of Teacher Education, Pala</td>
<td>Pala</td>
<td>Self-Financing</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>Varakapallil Kesava Pillai Memorial Nair Service Society (VKPM NSS) T.T.I, Edamattom</td>
<td>Pala</td>
<td>Aided</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>Govt. T.T.I, Mavelikkara</td>
<td>Mavelikkara</td>
<td>Government</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>MS Seminary T.T.I, Thazhakara</td>
<td>Mavelikkara</td>
<td>Aided</td>
<td>19</td>
</tr>
<tr>
<td>11</td>
<td>Nair Samajam T.T.I, Mannar</td>
<td>Mavelikkara</td>
<td>Aided</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>T.T.I, Chettikulangara</td>
<td>Mavelikkara</td>
<td>Aided</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>225</strong></td>
</tr>
</tbody>
</table>

#### 4.3.1 The Trainees

Trainees who join the D.Ed course are mostly from regional medium background. Except a few who had completed degree, a majority of the trainees possess a higher
secondary qualification i.e. 12 years of education, as it is the minimum eligibility criteria for getting admission into D.Ed course.

The researcher chose the second year (3rd semester) D.Ed trainees for his study. This was mainly done because:

- The second year (3rd Semester) trainees had studied the curriculum for more than one year.
- They had already completed one spell of teaching practice and were in a better position to give their feedback regarding the new D.Ed English curriculum and the problems they face in the new curriculum.
- The first year (1st Semester) trainees were newly admitted to the training institutes at the time of data collection and were not in a position to give their feedback and opinion on the new curriculum. Hence they were not included in the study.

The study limited itself to 12 TTIs.

4.3.2 The Teacher Educators

The researcher chose 12 English teacher educators for the study. The qualification to become a teacher educator in a TTI is a post graduate degree with a B. Ed degree (M.Ed preferable) with 5 years of experience of teaching in school. There would be only one English teacher educator in a TTI and the same teacher educator is in charge of handling the subject for all the 4 semesters. Apart from this, the teacher educators have an additional duty of handling one more subject other than English because there are only 4 teacher educators in a TTI to handle 8 subjects. Mostly, the teacher educators who handle English have specialization in some other subjects like Social Science, Science or
Mathematics as there is no provision for a teacher educator with specialization in teaching English in a TTI. Out of the 12 English teacher educators whom the researcher met for his study, only three had specialized in English.

4.4 Procedures and Techniques

This section gives a detailed picture of the procedures and techniques followed in the study. The process of data collection lasted for two months. Before the commencing of the fieldwork, the tools were designed and standardized for the study. The following sections describe the two stages involved in the process of data collection.

4.4.1 Stage 1: Designing and Validating the Tools for the Study

Stage one of the study concentrated on designing and validating the research tools, which comprised of questionnaires, semi-structured interviews, classroom observation and checklist for analyzing the teachers’ handbook. The details of the tools and the procedures used for developing each tool are explained in section 4.5. The designing of the tools was done in three phases:

Phase I: In phase I, the researcher did a comparative study of the old TTC curriculum and the new D.Ed curriculum. The point of reference for this comparative study was NCTE’s documents National Curriculum Framework for Teacher Education (NCFTE) 2009 and Curriculum Framework of Diploma in Elementary Teacher Education Programme 2015. This phase helped to researcher to analyze the changes that were made to the old TTC curriculum and the newly introduced components in the D.Ed curriculum.
A rough draft of the questions to be included in the teacher educators’ and trainees questionnaire and interviews were formulated at this phase.

**Phase II:** In Phase II of stage one, the researcher visited five primary schools to collect data from five primary English teachers (through questionnaires and classroom observation) regarding the current status of the English curriculum in primary schools, the various language needs of the primary teachers to transact the curriculum and also the problems faced by the primary teachers in transacting the curriculum. The researcher also observed some of the primary English classes (using a checklist) and made notes regarding the methodology followed in primary schools. The researcher also had informal discussions with the teachers and made notes regarding the implementation of the curriculum and the problems they face in the English classes. The visit to the primary schools was done with two objectives:

- To get a first hand impression on the ‘state of art’ of the primary school English curriculum and implementation of the curriculum.
- To use the data collected as an assistance in the designing and modifying the tools for the main study.

The details of the visited primary schools are given below in table 4.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the School</th>
<th>Govt./Aided/Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. LPS, Arunooittimangalam</td>
<td>Government</td>
</tr>
<tr>
<td>2</td>
<td>KAM UPS, Karikode</td>
<td>Aided</td>
</tr>
<tr>
<td>3</td>
<td>Govt. (NSS) LPS, Avarma</td>
<td>Government</td>
</tr>
</tbody>
</table>
Table 4.2: List of the Primary Schools Visited

<table>
<thead>
<tr>
<th>No</th>
<th>School Name</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Govt. LPS, Keezhur</td>
<td>Government</td>
</tr>
<tr>
<td>5</td>
<td>Govt. LPS Kulasekharapuram</td>
<td>Government</td>
</tr>
</tbody>
</table>

Since the data collected in this phase were used only as a reference for designing and modifying the research tools for the main study, the researcher did not include its analysis as a part of this thesis.

**Phase III:** Phase III comprised of the actual design and standardization of the tools for data collection. The inputs received from phase I and II were used to design and modify the research tools. For the process of standardization, the tools designed were shown to five experts in the field and based on their suggestions, the tools were modified.

### 4.4.2 Stage 2: Collecting Data

As mentioned in the beginning of Section 4.4, the process of data collection lasted for two months. The researcher had made a tentative list of the teacher training institutes to be visited before visiting the actual field. The first few days of the data collection were spent in visiting the institutes and negotiating with and convincing the management of various TTIs and fixing time for collecting the data. The researcher tried to collect the data without disturbing the regular classes of the trainees. Data was mostly collected during the one-hour lunch break when the trainees were free.

#### a. Administration of the Questionnaires

The researcher, before administering the questionnaires to the trainees, met the English teacher educator of each TTI and handed over the questionnaire to be filled by the teacher educators. After a discussion on the questionnaire and clarifying the doubts of
the teacher educator, the researcher took permission and met the trainees in their classes during the lunch break and distributed the questionnaires. While administering the questionnaire, the following things were taken care of:

- The purpose of data collection and the objectives the questionnaire were explained both to the trainees and the teacher educators. All the questions in the questionnaire were read-out and explained to the trainees in Malayalam and their doubts were clarified. This was done to obtain authentic information from the trainees, transcending linguistic barrier, if there was any.

- The researcher, in the questionnaire for the trainees, had also included Malayalam translation of some of the questions that he felt would be difficult for the learners to comprehend.

- The trainees and the teacher educators were asked to take the questionnaires to their homes and fill in and bring back on the next day because the researcher felt that they could get more time to think and answer, especially the open ended questions.

- Filled-in questionnaires were collected from the trainees and the teacher educators the next day.

b. Conducting the Interviews

After administering the questionnaire, the researcher spoke to the trainees regarding the interview. The trainees who volunteered were selected for the interview. Since the interviews were semi-structured, a rough framework of the questions asked for the interview was handed over to the trainees in advance so that they could get some time to contemplate and prepare for the interview. The researcher again spoke to the teacher
educator and fixed time for the interviews of both the teacher educator and the trainees. Interviews were mostly conducted on the very next day after distributing the questionnaires so that the researcher could also collect the filled-in questionnaires on the same day. Interviews with the trainees were mostly conducted during the lunch break without disturbing their classes. The trainees were requested to answer the questions in English as far as possible.

**c. Classroom Observations**

After the administration of questionnaires and interviews, the researcher took the permission of the English teacher educator to observe his/her class. A date was fixed for the observation and the researcher visited and observed the class and took observation field notes based on the class. A total of 5 classes were observed. The details of the classroom observation is explained in section 4.5

The next section explains the various problems encountered by the researcher during the data collections and the contingency plans made by the researcher.

**4.4.3 Problems Encountered and Contingency Plans**

The following are some of the problems encountered by the researcher during the data collection and his contingency plans to solve the problems:

a. Some TTIs were a bit apprehensive about the data collection in the beginning. The researcher managed to convince them by pointing out that the data would be very confidential and would be strictly used for academic purposes only.

The researcher also had a copy of the notification issued by SCERT, Kerala,
to various TTIs asking for their feedback on the newly introduced D.Ed curriculum. Since he was doing the same thing as a part of his study, he pointed out that the findings and suggestions of the study would be shared with SCERT so that the present D.Ed curriculum can be modified wherever necessary.

b. As mentioned in section 4.3.2, a majority of the TTIs did not have teacher educators who were specialized in English. After knowing that the researcher is from the field of English language teaching, some TTIs requested the researcher to take special classes for them on phonetics and communication skills. The researcher had to oblige. The classes in turn helped the researcher to have more familiarity with the trainees. The data from those TTIs were mostly collected after the classes were over so that the trainees felt comfortable with the researcher.

c. The researcher had to cancel some TTIs from his study because of the extremely low number of trainees in those TTIs. Many of them belonged to the self-financing category. Sources (from the TTIs) revealed that the number of trainees opting for the D.Ed programme was drastically reducing year by year and they were planning to close down those TTIs if the condition continued like this. A few days from the study had to be spent in visiting such TTIs. But the researcher had opportunities to have brief informal conversations with the teacher educators of those TTIs regarding the curriculum, condition of the trainees etc. which enriched his understanding of the new curriculum and trainees.
4.5 Tools

This section describes the various tools used for the study, the procedure used for developing the tools and the description of the tools. The researcher, for the purpose of the study, employed the following tools:

A. Questionnaires
   i) Questionnaire for teacher educators
   ii) Questionnaire for trainees

B. Interviews
   i) Semi-structured interview with teacher educators
   ii) Semi-structured interview with the trainees

C. Classroom Observation


While designing the tools, the researcher was careful in formulating the questions in such a way that the tools would be collecting same type of information which would help in the triangulation of data. The following sub-sections describe each tool and its construction in detail.

4.5.1 Questionnaires

Questionnaire is one of the most common tools used in research especially in the ones aiming at collecting exploratory data. The design and the type of questions included in a questionnaire will be based on the objectives of the research. The following are some points to be considered while designing a questionnaire:
The question in the questionnaire should reflect the objectives of research. It should be designed in such a way as to obtain complete and accurate information without confusing the respondents. The wordings should be clear and concise and jargons should be avoided so that it is easy for the respondents to comprehend. All the items should be coherent so that sound analysis and interpretation are possible.

The main steps involved in the design and the administration of a questionnaire include:

a) Defining the objectives of the study
b) Determining the sampling group
c) Formulating the questions based on the objectives
d) Standardizing the questionnaire
e) Piloting the questionnaire with a similar group as the target group (optional)
f) Modifying and restructuring the questionnaire
g) Administering the questionnaire to the target group
h) Interpretation of results.

Questionnaire is one of the main tools used in the current study. Since the study proceeded with an exploratory nature, the researcher felt that the questionnaire would be his main source of data. Two questionnaires were designed for the purpose of data collection:

a) Questionnaire for the teacher trainees
b) Questionnaire for the teacher educators.
Both the questionnaires had the similar type of questions. The descriptions and the procedures used to develop the questionnaires are explained in the sections that follow.

4.5.1.1. Questionnaire for the Trainees

Questionnaire for the trainees aims at collecting the following information and opinion of the D.Ed trainees:

- The profile of the trainees
- The new D.Ed English curriculum and its implementation in the classroom
- Materials and methods used in the training classrooms
- The problem that trainees face while transacting the primary English curriculum in schools
- The various language needs of the D.Ed trainees
- The importance given to the four language skills.
- Suggestion to improve the D.Ed curriculum.

The questionnaires were distributed to 225 trainees and their responses were collected. The procedure followed in the administration of the questionnaire was explained in section 4.4.2. The following section explains the procedure used in developing the questionnaire for trainees.

4.5.1.1.1. Procedure Used in Developing the Questionnaire for Trainees

The first step in developing the questionnaire was to identify a list of objectives that the questionnaire was expected to achieve. Based on the objectives, a rough draft of the questionnaire was prepared. The input received from the comparative study of the old
curriculum and the new D.Ed English curriculum helped in the designing of questions. The first draft of questionnaire was modified based on the inputs that the researcher received after his visit to primary schools (ref. section 4.4.1 phase II). Some questions were deleted, some were rephrased and restructured and new questions were added. The second draft contained about 35 questions. In order to standardize the questionnaire, it was given to five experts in the area and their suggestions and recommendations were collected. Based on the suggestion and recommendations of the experts, the questionnaire was modified. Some of the suggestions given by the experts are as follows:

- To reduce the number of questions and the length of the questionnaire by avoiding some questions which were repeated.
- To convert some open ended questions into multiple choice ones so that the trainees would find it easy to give responses.
- To divide and reshuffle the questions and arrange them in four different sections with different themes.

The experts also helped in rephrasing certain questions which were ambiguous. The final draft of the questionnaire contained about 28 questions and was divided into four different sections. The question types included:

- Multiple choice closed questions with not less than three choices. Some multiple choice questions were accompanied by open ended questions eliciting reasons for the choice.
- Yes/No type questions.
- Questions with a five point Likert Scale (preferential questions)
4.5.1.1.2 Description of the Questionnaire for Trainees

The questionnaire which contains 28 questions is divided into four major sections:

a) Section I: Personal Information
b) Section II: D.Ed Trainees, Training and Curriculum.
c) Section III: Materials Used

Section I collected the profile of the trainees which included their name, name of the teacher training institute and their qualification.

Section II, which is titled as D.Ed trainees, training and curriculum, focused on collecting information related to the new D.Ed English curriculum and its implementation in the classroom, the problems faced by the trainees in the training classroom, the problems faced by the trainees while they transact the primary school English curriculum and their suggestions to improve the D.Ed curriculum. Section II contains 17 questions and their description is given below:

- The first question in section II analyses the familiarity of the D.Ed trainees with the D.Ed curriculum.
- The second question asks the trainees to rate the D.Ed curriculum by grading the importance given to the LSRW skills in the curriculum. The trainees have to rate the curriculum by marking their preference in a 5-point preferential scale.
Question 3 and 4 try to find out whether the trainees are getting adequate inputs from the D.Ed curriculum to develop their communication skills.

Question 5 collects the trainees’ opinion regarding the time taken by the various tasks in the curriculum.

Questions 6, 7, 8 and 9 concentrate on the methodology followed in the D.Ed classroom. The questions collect information regarding the number of English classes that the trainees have per week, the approach and methods adopted by their English teacher educator in the English classes.

Question 10 tries to elicit the response of the trainees regarding the major problems they face in the English curriculum. They have to choose the problems from a list given along with the question and mark their preference on a Likert scale. The question also gives an option to the trainees to mention other problems that they face which are not included in the list.

Question 11 tries to collect the details of the slot in the D.Ed programme where the trainees are made familiar with the current English text books and approaches that are followed in the primary school.

Question 12 asks the trainees to identify the difficulties they face while interacting with their students during the practice teaching session.

Question 13 asks the trainees to analyze the D.Ed English curriculum and suggest whether the curriculum needs improvement in the areas of LSRW skills, integration of language skills, grammar and vocabulary. The trainees have to mark their preference on a 5-point Likert scale.
Question 14 and 15 ask the trainees to rate the present D.Ed curriculum in terms of the theory-practice balance that the curriculum offers.

Question 16 analyses the congruence between the D.Ed English curriculum and the primary school English curriculum. The question is open ended where the trainees have to write down their opinion.

Question 17 is an open ended question which is aimed at collecting the suggestions of the D.Ed trainees to improve the D.Ed curriculum.

Section III, which is titled as ‘Materials Used’, contains 10 questions. This section concentrates on collecting the information regarding the materials that are used in the D.Ed English classroom.

Question 18, the first questions in section III, is a Yes/No question which collects the information whether the teacher educators are following the handbook or not.

Question 19 and 20 are general questions about the reading list and other materials suggested in the curriculum and collect the feedback from the trainees whether the objectives of the course can be achieved through these materials.

Question 21 asks the trainees to mention the problems that they face in collecting, understanding and using materials prescribed in the curriculum.

Question 22 intends to collect the opinion of the trainees regarding the need for a prescribed course book.

Question 23 asks the trainees to point out the supplementary materials that their teacher educator uses in their classroom.

Question 24 tries to find out whether the suggested materials in the curriculum are properly suited to the level of the trainees.
Question 25 analyses the scope for using authentic material in the curriculum. The trainees are asked to provide examples for authentic material use (in case authentic materials are being used in their classroom).

Question 26, which is divided into two parts, collects the information about two aspects:

a) Whether the videos and similar audio visual materials suggested in D.Ed curriculum are easily accessible

b) Whether there is proper infrastructure in the training institute to use such materials.

Question 27, which is an open-ended question, intends to collect the suggestions of the trainees to improve the materials.

Section IV is titled as ‘An Overall Evaluation of the Revised D.Ed English Curriculum’. The section aims at an overall evaluation of the D.Ed curriculum by asking the trainees to mark their preferences against 19 items given in the section. The 19 items which are included in the section are the curriculum objectives (COs) mentioned in the D.Ed English curriculum. The trainees, by marking their preferences, would actually point out whether the curriculum objectives are actually implemented in the training programme. Please refer appendix I for the questionnaire for trainees.

4.5.1.2. Questionnaire for the Teacher Educators

The researcher also designed a questionnaire for the teacher educators and it aimed at collecting the following information:

- The profile of the teacher educators
The new D.Ed English curriculum and its transaction

Materials and methods used in the D.Ed classroom

The problems that trainees face while transacting the primary English curriculum in schools.

Comparison between the TTC curriculum and the new D.Ed curriculum.

The various language needs of the teacher trainees and whether the new curriculum is catering to their needs.

The importance given to the LSRW skills in the curriculum.

Suggestions to improve D.Ed. curriculum

The questionnaire was distributed to 12 teacher educators and their responses were collected. The following section explains the procedures used in developing the questionnaire for teacher educators.

4.5.1.2.1 Procedures Used in Developing the Questionnaire for Teacher Educators

The procedures followed in developing questionnaire for the teacher educators were pretty similar to that of the procedures followed in developing the questionnaire for the teacher trainees. The procedures followed can be summarized in the following points:

- A list of objectives that the questionnaire was expected to achieve were identified.
- Based on the objectives, a rough draft of questionnaire was prepared.
- The inputs received from the comparative study of the old curriculum and the new curriculum, and visit to the primary schools were used to modify the questionnaire (refer section 4.4.1).
The questionnaire was handed over to five experts in the area for the process of standardization. The comments and suggestions of the experts were collected and based on that the questionnaire was modified.

The final draft of the questionnaire contains 32 questions and is divided into five sections. Apart from a new section, which aims at comparing the old TTC curriculum and the new D.Ed curriculum, the questions in all the other four sections are pretty similar to that of the questionnaire for the teacher trainees. Since most of the teacher educators were familiar with the old curriculum and most of them had taught it, the researcher felt that adding a new section on comparing the two curricula would be useful for his research.

The question types included in the questionnaire for teacher educators are also similar to that of the questionnaire for the trainees (Refer section 4.5.1.1). The next section describes the questionnaire for teacher educators in detail.

4.5.1.2.2 Description of the Questionnaire for Teacher Educators

As mentioned in the previous section, the questionnaire is divided into five sections and contains 32 questions. The following are the five sections into which the questionnaire is divided:

a. Section I: Personal Information

b. Section II: D.Ed Trainees, Training and Curriculum

c. Section III: Materials Used

d. Section IV: Comparison of the Old TTC Curriculum and the New D.Ed Curriculum and Suggestions to Improve the D.Ed Curriculum

Section I collected information regarding the profile of the teacher educators which included their name, name of the teacher training institute where they are teaching, the number of years of teaching experience they have and their qualification.

Section II, which contains 12 questions, aimed at collecting information related to the new D.Ed English curriculum and its implementation in the classroom. This section has questions on the approaches and methodology followed by the teacher educator, the problems they face while transacting the new D.Ed curriculum and their feedback regarding the importance given to the language skills in the curriculum. The section also focused on collecting feedback from the teacher educators regarding the problems their trainees face while they transact the primary school English curriculum during their practice teaching session. The description of questions included in section II is given below:

➢ The first question in section II analyzes the familiarity of the teacher educators with the new curriculum. The question is divided into three sub questions:

a. Are the teacher educators familiar with the new curriculum?

b. How did they get access to it?

c. How often do they refer to it?

The teacher educators have to select the suitable option provided at the end of each sub question.
Question 2 asks the teacher educators to rate the D.Ed curriculum by grading the importance given to language skills in the curriculum. They were asked to rate the curriculum by marking their preference in a 5-point preferential scale.

Question 3 and 4 collect the opinion of the teacher educators whether their trainees are getting adequate inputs from the D.Ed curriculum to develop their communication skills.

Question 5 intends to collect feedback from the teacher educators whether the tasks and activities prescribed in the curriculum take up too much time. If their answer is ‘yes’, they are asked to explain why they felt so.

Question 6, which is divided into two parts, collects the information regarding the number of English teaching classes per week and the opinion of the teacher educators whether the time allotted for teaching English is adequate to cover the prescribed curriculum.

Question 7, 8 and 9 concentrate on the approach and methodology followed by the teacher educator in the English class.

Question 10 asks the teacher educator to identify the major problems they face as a teacher trainer of English. They are asked to choose the problems from a list given along with the question and mark their preference on a 5-point Likert scale. The question also gives an option to the teacher educators to mention other problems that they face, which are not included in the list.

Question 11 tries to collect the details of the slot in the D.Ed programme where the teacher educators make the trainees familiar with the current English textbooks and approaches followed in the primary schools.
Question 12, which is the last question in section II, tries to get the response from the teacher educators regarding the difficulties their trainees face while they interact with their students during the practice teaching session.

Section III, which is titled as ‘materials used’, contains 10 questions. The section concentrates on collecting the feedback of the teacher educators regarding the materials that are used in the D.Ed classroom. The description of the questions in this section is as follows:

- Question 13, which is the first question in section III, asks the teacher educators whether they have a teachers’ handbook and whether they find it useful. The teacher educators are asked to explain in what way the teachers’ handbook is useful and if they felt that the teachers’ handbook was not useful they are asked to explain why they felt so.

- Question 14 asks the teacher educators whether they strictly follow the suggested reading list given in the curriculum.

- Question 15 collects the opinion of the teacher educators whether the objectives of the course can be achieved through the curriculum and the suggested materials.

- Question 16 asks the teacher educators to mention the difficulties (if any) they face in collecting, understanding and using materials prescribed in the curriculum.

- Question 17 asks the teacher educators whether there is a need for a prescribed coursebook. If their answer is negative, they are asked to state their reasons for the same.

- Question 18 asks the teacher educators to point out the supplementary materials that they use in their classroom.
Question 19 collects the opinion of the teacher educators whether the materials suggested in the curriculum is properly suited to the level of the learners.

Question 20 analyzes the scope to use authentic materials in the curriculum. The teacher educators are also asked to gives examples for authentic material use in the classroom (in case they are using any).

Question 21 is divided into two parts. The first part collects information about the accessibility of videos or similar audiovisual materials suggested in the D.Ed curriculum. The second part analyzes the availability of proper infrastructure in the training institute to use such materials.

Question 22, which is the last question in section III, collects the suggestions of the teacher educators to improve the materials. The question is an open ended one.

Section IV contains 9 questions and is aimed at comparing the old TTC curriculum and the new D.Ed curriculum and collecting the suggestions of the teacher educators to improve the D.Ed curriculum. The description of the questions included in this section is as follows:

Question 23, which is the first question in the section, collects the feedback of the teacher educators whether they find the revised D.Ed curriculum better than the old TTC curriculum. If their answer is ‘yes’, they are asked to give reasons in support of their answer.

Question 24 is an open-ended question asking the teacher educators to mention the major changes that were made to the old curriculum when it was revised.
Question 25 asks the teacher educator to analyze the new D.Ed curriculum and suggest whether the revised curriculum needs improvement in the areas of LSRW, integration of language skills, grammar and vocabulary. The teacher educators have to mark their preference on a 5-point Likert scale.

Question 26 and 27 ask the teacher educators to rate the D.Ed curriculum in terms of two aspects:

a. The theory-practice balance in the curriculum

b. The methodology followed in the curriculum

Question 28 asks the teacher educators whether the revised curriculum brought any changes to the methodology followed in the language class. If their answer is ‘yes’ they are asked to mention a few changes that they have noticed. If their answer is ‘no’ they are asked to clarify why they felt so.

Question 29 analyzes the congruence between the D.Ed English curriculum and the primary school English curriculum and asks the teacher educators for their opinion on the same. If they felt that there is a match between the two curricula, they are asked to justify their opinion and if they felt there is a mismatch between the curricula, they are asked to give reasons proving the same.

Question 30 is divided into two parts. The first part asks the teacher educators whether they have received any special training to teach the revised curriculum. If their answer is “yes” they are further asked to give the details of the training that they received. The second part is for the teacher educators who did not receive any formal training. It is aimed at collecting the opinion from such teacher
educators whether they felt the need for a special training to teach the revised curriculum.

- Question 31, the last question in section IV, is open ended and is aimed at collecting the suggestions of the teacher educators to improve the D.Ed curriculum so that the trainees can benefit more.

Section V is titled ‘An Overall Evaluation of the Revised D.Ed English Curriculum’. This section is similar to section IV in the questionnaire for the trainees and aims at an overall evaluation of the D.Ed curriculum from the perspective of the teacher educators. The 19 items in this section are the curriculum objectives (COs) mentioned in the D.Ed English Curriculum. The teacher educators, by marking their preferences, would actually point out whether the curriculum objectives are actually realized/implemented in the training programme. Their responses would then be compared with the responses received from the questionnaire for the trainees. Appendix II contains the questionnaire for the teacher educators.

### 4.5.2 Interviews

Interviews are one of the widely employed research tools. The benefits of interviews over the other research tools like questionnaires is that the interviewer can ask questions and clarify his doubts directly from the subject. It generally decreases the number of ‘do not know’ and ‘no answer’ responses. The interviewer can also clarify the doubts of the interviewee and obtain relevant responses to his/her questions. The three types of interviews are:
a. Structured Interview

In this type of interview, the interviewer asks a set of questions that are predetermined. The interviewer does not have any liberty to modify any question or add a new question at any point of the interview. We can see this type of interviews mostly in quantitative research.

b. Semi-structured Interview

In this type of interview, the interviewer enjoys much liberty and he/she can add new questions or modify the questions depending upon the responses given by the interviewee. The interviewer usually prepares a framework of themes/questions to be asked well in advance before the actual interview begins.

c. Unstructured Interview

In this type of interview, there is no specific set of questions or framework. The interviewer is at liberty to ask or modify questions to meet the respondents’ intelligence, understanding or belief. This type of interview is usually held in the form of a free discussion.

In the present study, the researcher used semi-structured interviews to interview teacher trainees and teacher educators. The objectives and description of the interviews are described in the following sections.

4.5.2.1 Interview with the Teacher Trainees

The researcher interviewed 20 teacher trainees from various TTIs for his study. The selection was made randomly. The following were the objectives of the interview with the trainees:
To collect trainees opinion regarding the new D.Ed curriculum, its effectiveness and its implementation in the classroom

To know the problems faced by the trainees while they teach English in primary classes

To know their opinion on the approaches and methodology followed by their English teacher educator in the D.Ed class

To study the importance given to the speaking/listening skill in the D.Ed English curriculum

To collect the information regarding the sessions in the D.Ed training programme that make the trainee familiar with the current English textbooks and approaches followed in the primary schools

To collect the opinion of the trainees regarding the need for a prescribed coursebook

To understand the difficulties that the trainees face in collecting, understanding and using materials prescribed in the curriculum.

To collect the opinion of the trainees regarding the suggested reading list given in the curriculum

To collect the suggestion of the trainees to modify the D.Ed curriculum.

4.5.2.1.1 Description of the Interview with the Trainees

The semi-structured interviews with the trainees were done without disturbing the regular classes of the trainees. Mostly the interviews were done during the lunch break of the trainees. The researcher designed a framework with 10 questions for the interview. After administering the questionnaire, the researcher spoke to the trainees regarding the
interview and the trainees who volunteered were selected for the interview. In the beginning, the trainees were a little nervous about the idea of giving interviews. The researcher tried to minimize their anxiety by employing three techniques:

- The trainees were given a rough framework of the questions (to be asked in the interview) in advance so that they could prepare their points and attend the interview.
- The researcher assured them that in case they find it difficult to answer the questions entirely in English, they had the freedom to answer in their mother tongue whenever they felt difficulty in expressing certain ideas or words.
- Before the actual interview began, the researcher conducted informal conversation sessions (in Malayalam) with all the participants and briefed them about the interview and clarified their doubts. These conversation sessions helped in making the trainees comfortable with the researcher and removing their anxiety.

The duration of the interviews varied depending upon the responses of the participants. All the interviews were recorded using a voice recorder and were transcribed for the purpose of data analysis. The transcriptions of the interviews are given in Appendix IV.

4.5.2.1.2 Summary of the Questions Asked in the Interview with the Trainees

In the semi-structured interview with the trainees, the researcher asked about 10-15 questions. He had a framework of 10 main themes to be asked in the form of questions and he added additional questions to collect more information wherever he felt necessary.
The interviews usually started with general questions asking the trainees to introduce themselves.

Followed by the introduction, the next few questions collected the opinion of the trainees regarding the D.Ed curriculum, its implementation and its effectiveness. Following that the trainees were asked about the problems they face while they teach English in primary schools. The next question was in relation to this and focused on collecting the information regarding the sessions the trainees receive that make them familiar with the current English textbooks and approaches followed in primary schools. The focus of the succeeding questions was to collect trainees’ feedback on the approaches and methodology followed by their teacher educators and whether they would like to suggest any changes to the methodology. The questions after this focused on materials used/suggested in the D.Ed curriculum and asked the trainees whether they face any difficulty in collecting, understanding and using those materials, whether they were able to follow the materials used by their teacher educators, whether they felt the need for a prescribed coursebook and their opinion on the suggested reading list given at the end of each unit in the curriculum.

Questions towards the end focused on collecting the suggestions of the trainees to improve and modify the D.Ed English curriculum and its transaction.

4.5.2.2 Interview with Teacher Educators

The researcher interviewed 10 teacher educators from various TTIs for his study. The following were the objectives of the interview with the teacher educators:
To study the methodology adopted by the teacher educators in the D.Ed class

To know the problems (with regard to the English curriculum) faced by the teacher educators

To collect the information regarding the problems faced by the trainees during their practice teaching session

To collect the opinion of the teacher educators regarding the new D.Ed curriculum

To study whether there is a proper match between the D.Ed English curriculum and the primary school English curriculum

To collect the information regarding the slots in the D.Ed training programme where the trainees are made familiar with the current English textbooks and approaches followed in the primary schools

To know the major modifications that happened to the previous curriculum when it was revised

To know about the in-service training received by the teacher educators before and after the introduction of the new curriculum

To collect the teacher educators’ opinion regarding the usefulness of handbook

To collect information regarding the ways in which teacher educators prepare the materials for their class and the sources they use to prepare the materials.
To collect the opinion of the teacher educators regarding the appropriacy of suggested reading list in the curriculum

To know the opinion of the teacher educators regarding a prescribed coursebook

To collect the suggestions of the teacher educators to improve the D.Ed curriculum.

4.5.2.2.1 Description of the Interview with the Teacher Educators

Interviews with the teacher educators were also conducted during their free time. After distributing the questionnaires to the teacher educators, the researcher had discussions with the teacher educators and fixed time for the interviews depending upon their free time. A total of 10 teacher educators (out of 12) were interviewed. Two teacher educators were reluctant to give the interview in English as they expressed their problem of fluency in the language. They were not specialized in English and were forced to handle English since there were no other ‘English specialized’ teachers. The researcher conducted informal discussions with them in Malayalam and wrote down the main points from what they spoke. He thought of using these points in a later stage to supplement his data. One teacher educator, who was also the Principal of the training institute, gave a written interview since she was too busy and expressed her inability to find time for a formal interview. Before the interview, the researcher spent some time (about 10-15 minutes) briefing the teacher educators about the purpose of his study, and had informal discussion on the curriculum and gave them a briefing about the kind of questions he would be asking for the interview. The duration of the interview varied from teacher educator to teacher educator and depended on the response time of each teacher educator.
All the interviews were recorded and transcribed. The transcribed interviews with the teacher educators can be found in Appendix VI.

4.5.2.2.2 Summary of the Questions Asked in the Interview with the Teacher Educators

Compared to the interviews with the trainees, the interviews with the teacher educators lasted longer. The number of questions asked in the interview ranged in between 13-16.

After a few formal exchanges in the beginning of the interview, the researcher began the interview by asking about the methodology adopted by the teacher educators in their English classes. In relation to that the next question collected the information regarding the problems that the teacher educators face in the English classes. The teacher educators were asked to keep both the English curriculum and the trainees in their mind when they answer the question. The succeeding question focused on collecting the perceptions of the teacher educators regarding the problems faced by their trainees while they teach English in primary schools (as a part of their practice teaching sessions). The next few questions revolved around the D.Ed curriculum and asked the teacher educators to express their opinion about the D.Ed curriculum, its effectiveness and its congruence with the primary school English curriculum. The question which followed collected the details of the slots in the D.Ed curriculum which made the trainees familiar with the current English textbooks and approaches followed in the primary schools. Following this, the teacher educators were asked to compare the TTC curriculum and the D.Ed curriculum and point out the major modifications that were made when the curriculum
was revised. The question following that collected the details of the in-service training given to the teacher educators on the introduction of the new curriculum. Teacher educators were also asked about their perceptions regarding the usefulness of the teacher educators’ handbook and the ways through which they prepare materials for their English methodology classes and the sources they use to prepare the materials.

Towards the end, they were asked to share their opinion on the suggested reading list given in the curriculum and the need for a course book. The final question collected the suggestions of the teacher educators to improve the D.Ed curriculum and its transaction.

4.5.3 Classroom Observation

Classroom observation gives a chance to observe the real classroom and assess the teaching-learning situation. The researcher, through classroom observation, can observe every detail of what is going on in the real classroom and validate and cross check the data, which he collected through other tools. Classroom observation was used as a tool in the current study. The following sections contain the details of the classroom observation.

4.5.3.1 Objectives of the Classroom Observation

Since the present study focuses on the evaluation of the D.Ed curriculum, the main purpose behind the classroom observation was to study the implementation of the new D.Ed curriculum in the training classroom. The various aspects seen as necessary to be observed during the classroom observation phase are the following:
The approach and methodology adopted by the teacher educators in the D.Ed classroom and its appropriateness

The materials used in the D.Ed classroom (the use of teachers’ handbook, the use of authentic materials, the use of supplementary materials etc.)

The presentation of the materials (are the materials presented at trainees level of comprehension?).

The various kinds of communicative activities in the classroom and the interaction in the D.Ed classroom (interaction between teacher educator and trainees, interaction between trainees)

The language proficiency of the trainees and the difficulties they face during interaction

The English language competency of the teacher educator

The theory-practice balance in the curriculum

The availability of proper infrastructure

The researcher kept the above-mentioned points in mind during the classroom observation and took down field notes. The details of the classroom observation are given in the next section.

4.5.3.2 Details of the Observation

Classroom observations were done after the administration of the questionnaires and interviews. The researcher took permission from the teacher educators and a schedule was fixed for the classroom observation. A total of five classes were observed and the researcher took down observation field notes. Since the classroom observations were done towards the end, the trainees and the teacher educators were quite familiar and
comfortable with the researcher and his presence in the classroom didn’t create any problem for both the trainees and the teacher educators. The researcher sat in a corner of the classroom and took down his field notes. The researcher did not opt for video recording of the classes due to the following reasons:

- He had previous experience of recording the similar training classrooms (while he did his M.Phil) and the presence of a video camera was uncomfortable for the teacher educators and trainees. Some teacher educators would not even allow observing the classes when they come to know that there was a video recording.
- The researcher also felt it comfortable to take down elaborate classroom field notes instead of video recording.

After the end of each classroom observation, the researcher converted the classroom field notes (which were in the form of small points) into classroom observation reports. These reports were used in the data analysis phase to substantiate and validate the data collected using the questionnaires and interviews. The various aspects seen as necessary to be observed during the classroom observation phase were evolved from the various questions used in questionnaires and interviews. In this way, the data collected from the questionnaires, interviews and classroom observation could be triangulated.

4.5.4 Checklist for Evaluating the Teacher Educators’ Handbook

For the D.Ed course there is no prescribed coursebook. When the curriculum was introduced in 2013, SCERT brought out a teacher educators’ handbook, which contains a skeletal framework and concise explanations of the topics to be dealt in the D.Ed curriculum.
The handbook has taken the role of a textbook in many TTIs because teacher educators and trainees are mostly relying on the handbook as a point of reference for their study and preparing for examination. Since the handbook is an integral part of the D.Ed course, the researcher thought it was necessary to evaluate the handbook also. For the purpose of evaluating the teacher educators’ handbook, the researcher developed a checklist. The procedures used for developing the checklist and the description of the checklist are given in the following sub-sections.

4.5.4.1 Procedures Used in Developing the Checklist

Before developing the checklist, the researcher referred to some standard checklists for material/textbook evaluation (Williams 1983, McGrath 2002, Cunningsworth 1995 etc.) and finally decided to use an adapted version of ‘Cunningsworth’s (1995) checklist for evaluation and selection of course books’ for his purpose. The reasons for selecting Cunningsworth’s checklist are as follows:

- The checklist is quite comprehensive covering all the aspects of coursebook evaluation
- The various items in the checklist are divided under neatly organized categories like aims and approaches, design and organization, language content, skills, topics, methodology etc.
- The researcher felt that the checklist with minor modifications could be easily adapted to suit his context.

The original checklist of Cunningsworth (1995) is the form of Yes/ No questions with boxes for ticking. The analysis of this kind of a checklist would yield quantitative
data. For the purpose of the current research, the researcher decided to keep the various items in the adapted checklist as open-ended so that he can give proper explanation (with examples) for each item while analyzing the teacher educators’ handbook. The original checklist contains 44 items. The researcher adapted 25 items from them, which he felt relevant to his context and modified them to suit his study. The 25 items in the checklist are further divided into different categories.

The following were the objectives in using the checklist:

- To study whether the handbook correspond closely with the aims of the training programme
- To know whether the handbook is effective and suited for the learning/teaching situation
- To study the nature of handbook (how comprehensive is it? Does it cover most of all what is needed?)
- To study the design and organization of the handbook.
- To analyze the language used in the handbook (whether it is comprehensible and pitched at the right level of the trainees and teacher educators)
- To study whether all the four language skills are adequately covered in the handbook
- To study the approach and methodology suggested by the handbook
- To study some of the practical considerations for using the handbook

The next section describes the checklist in detail.
4.5.4.2 Description of the Checklist

The checklist consists of 25 items divided into seven categories namely: Aims and Approaches, Design and Implementation, Language Content, Skills, Topics, Methodology, and Practical Considerations. The checklist can be found in Appendix VIII.

The first category, titled as ‘aims and approaches’, deals with the aims and approaches of the handbook. The items included under this category mainly analyze whether the aims of the handbook correspond closely with that of the training programme and whether the handbook is suited to the learning/teaching situation of the D.Ed training programme. The items also analyse the comprehensive nature of the handbook.

The second category, titled as ‘design and organization’, mainly analyzes the organization and sequencing of the contents in the handbook. The items included under this category also check whether the grading and progression of the contents are suitable for both the teacher educators and trainees and whether the keys to the exercises are given in the handbook.

The third category, titled as ‘language content’, evaluates the language content and grammar items of the handbook and studies whether the language used in the handbook and the grammar items included in the handbook are pitched at the right level of the trainees and is comprehensible.

The fourth category, which is titled as ‘skills’, analyzes the importance given to the LSRW skills in the handbook. The items under this category checks whether there are
materials for integrated skills work, sufficient reading passages, listening materials and enough activities for spoken English (real life interactions) included in the handbook.

The fifth category is titled as ‘topics’. The three items under this category analyzes whether there is enough variety and range in the topics and whether these topics are of genuine interest to the trainees and help them to expand their awareness and enrich their experience.

The sixth category, which is titled as ‘methodology’, consists of 4 items. The items concentrate on the approach recommended by the handbook. The items also analyze the opportunities given to the trainees to develop their communicative abilities, and the help given to the trainees on study skills and learning strategies.

The seventh category, which is the last category, is titled as ‘practical considerations’. The two items included in this category try to inspect the accessibility of handbook and the need for additional facilities and equipment like language lab, video player etc. for dealing with the topics included in the handbook.

The researcher in the data analysis phase has taken up each category and has tried to analyze the handbook by offering explanations with examples wherever possible. The analysis is then triangulated with the data received from other tools. The analysis can be found in chapter 5.

4.6 Conclusion

The present chapter discussed the methodology and tools that the researcher employed for his study. The various tools used by the researcher include questionnaires,
interviews, classroom observation and checklist to analyze the teachers’ handbook. The chapter reviewed the procedures used in the construction of the tools and the administration of tools in detail. The next chapter presents the analysis of the data collected by the research tools.