CHAPTER-III

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology used for the current study is discussed in detail in this chapter. This chapter begins with type of research the study has adopted and presents the setting of the study, sample of the study, learner profile, teacher profile and procedure of the study. It discusses the research tools, procedure of data collection and evaluation criteria for oral communication skills. It ends with conclusion.

3.1 Type of Research

The current study is an experimental study. Looking at the language learning problems of the Erukala tribal learners, and the teaching materials those alienate them from developing their language skills, particularly the oral communication skills in English, the current study experiments with the Erukala tribal learners' culture-based materials. The study aims to prove the hypothesis that culture-based materials will enhance the proficiency level of the Erukala tribal learners in the target language and lead the learners to foster oral communication skills. The purpose of the research is to test the research hypotheses through an experiment; hence, it is an experimental research. The researcher had adopted a few stories and pictures taken from their local culture and used them during intervention for developing their oral communication skills. In order to carry out the experimental study, six research tools were used to collect data. The data were analysed quantitatively and qualitatively. The sample of the study consists of thirty Erukala tribal learners of government high schools, which are located at Suraram colony, Suraram village and Quthbullapur in Rangareddy district, Telangana.
3.2 Setting of the Study

The study was carried out in government (Z.P) high schools at Suraram village, Suraram colony and Quthbullapur located in Rangareddy district of Telangana. These schools are affiliated to the board of secondary education, Telangana. The medium of instruction in these schools is English. They are co-educational schools and have classes from VI - X. For all the schools, the primary school building and the high school building are located in the same compound. The schools do not have enough space for various curricular, co-curricular and extra-curricular activities. The classrooms in these schools are also not spacious to hold students at ease. Wooden benches and tables were provided to students to sit in the classroom. The classes are gloomy and crowded. With such difficult conditions and disadvantages in these schools, the English teachers are eager to teach English with commitment. This setting helps the researcher know the ground realities of the target group and serves the purpose of the study.

3.3 Sample of the Study

As part of the study, thirty Erukala tribal learners of class IX were chosen as sample from government high schools, which are located at Suraram village, Suraram colony and Quthbullapur in Rangareddy district, Telangana. The sample was chosen randomly. The sample consisted of boys and girls whose age is between 14 -15 years. All the learners of this study were from English medium. The sample was divided into two groups which were experimental group and control group and each group consisted of 15 learners. Initially, a preliminary study was conducted where informal interactions and classroom observation were carried out to know the target language levels of the learners and the suitability of the teaching materials. An experiment was
conducted with the experimental group to examine the effectiveness of their own
culture-based materials and enhance their oral communication skills in English. Apart
from the learners, eight English language teachers were also included in this study.
There were six male and two female teachers. All of them have vast teaching
experience. Most of them are adequately qualified.

The following criteria were used to select the sample.

a) The learner population consisted of the learners of secondary class i.e., class
IX.
b) They belonged to Erukala schedule tribe.
c) Teachers were chosen from selected high schools of Rangareddy district in
newly formed Telangana state.

**Target Group**

The target group of the sample was an experimental group consisting of 15 Erukala
tribal learners who were selected from secondary level studying in government high
schools. Their own culture-based materials were used as a special treatment for this
group to enrich their oral communication skills.

**3.3.1 Learner Profile**

The learner profile includes thirty Erukala tribal learners of class IX. They were
selected as sample for the present study. These Erukala tribal learners start learning
English from the time they enter class III up to the secondary (high school) level. All
the subjects of the study are the first generation learners whose parents (the majority
of them) are illiterate and a few of them had completed tenth class. They have very
little exposure to the target language, English. It is obvious from the socio-economic
background of the subjects that they are deprived learners in terms of economy and exposure to target language and culture. As the setting of the study is a backward area, the Erukala tribal rural community, they do not have any speaking environment at home. Parents of the majority of the learners are daily wage workers and they own absolutely nothing in terms of property while a few of them are into occupations such as weaving baskets and other articles with wild date leaves and bamboo, fortune-telling, hunting animals and rearing pigs.

*Table 3.1: Profile of the Sample (Learners)*

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Age</th>
<th>Gender</th>
<th>Class</th>
<th>Mother tongue at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S2</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S3</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S4</td>
<td>14</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S5</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S6</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<td>S7</td>
<td>14</td>
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<tr>
<td>S8</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S9</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S10</td>
<td>15</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S11</td>
<td>14</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S12</td>
<td>14</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S13</td>
<td>15</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S14</td>
<td>15</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S15</td>
<td>15</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S16</td>
<td>14</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S17</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<td>S18</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<td>S19</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<td>S20</td>
<td>15</td>
<td>M</td>
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<td>Erukala Bhasa (Language)</td>
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<td>S21</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S22</td>
<td>14</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S23</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S24</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
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<tr>
<td>S25</td>
<td>15</td>
<td>M</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S26</td>
<td>15</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S27</td>
<td>14</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
<tr>
<td>S28</td>
<td>14</td>
<td>F</td>
<td>IX</td>
<td>Erukala Bhasa (Language)</td>
</tr>
</tbody>
</table>
From the table above, it is evident that the sample consists of a homogeneous group. All of them are learners from Erukala community, a Scheduled Tribe, in Telangana. All of them are in the age group of 14-15. All of them are in class IX. English is the third language for these learners. The only variable is the gender, i.e., out of 30 sample, 19 are boys and 11 are girls. All of them have a very low proficiency in the target language, English.

3.3.2 Teacher Profile

Apart from the learners, eight teachers of English have taken part in this research. The first section of teachers’ questionnaire and informal interaction with teachers helped in arriving at the teacher’s profile. Six teachers have post graduation in English and Bachelor of Education. One teacher has graduation and Bachelor of Education and another teacher has Post Graduation in English and Master of Education. All the teachers’ mother tongue is Telugu. None of the teachers knows the language of the Erukala tribal learners.

Table 3.2: Profile of the Sample (Teachers)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age</th>
<th>Gender</th>
<th>Qualification</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>55</td>
<td>M</td>
<td>M. A (Eng), B. Ed</td>
<td>21 years</td>
</tr>
<tr>
<td>T2</td>
<td>38</td>
<td>M</td>
<td>M.A (Eng), B. Ed</td>
<td>10 years</td>
</tr>
<tr>
<td>T3</td>
<td>52</td>
<td>M</td>
<td>M. A (Eng), B. Ed</td>
<td>21 years</td>
</tr>
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<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>T4</td>
<td>46</td>
<td>M</td>
<td>B.A, B. Ed</td>
<td>12 years</td>
</tr>
<tr>
<td>T5</td>
<td>39</td>
<td>M</td>
<td>M. A (Eng), M. Sc, B. Ed</td>
<td>8 years</td>
</tr>
<tr>
<td>T6</td>
<td>47</td>
<td>M</td>
<td>M. A (Eng), B. Ed</td>
<td>8 years</td>
</tr>
<tr>
<td>T7</td>
<td>42</td>
<td>F</td>
<td>M. A (Eng), M. Ed</td>
<td>7 years</td>
</tr>
<tr>
<td>T8</td>
<td>42</td>
<td>F</td>
<td>M. A (Eng), B. Ed</td>
<td>12 years</td>
</tr>
</tbody>
</table>

The table above indicates that the teacher profile is heterogeneous unlike the learner profile. Out of eight teachers, six are male and two are female. All of them are in the age group of 38-55. Their teaching experience ranges between 7-21 years. All of them are well-qualified as they have finished teacher in-service programme, with the qualification of B.A. English / M. A. English and B. Ed / M. Ed. However, none of them knows the tribal language, which is the first language of the target group.

### 3.4 The Procedure of the Study

The research procedure of the study was divided into two stages. The first stage was a preliminary study and the second stage was a main study.

**Stage I**

Stage I includes preliminary study. During the preliminary study, the researcher had visited and interacted with the teachers and the learners. Further, a few of teachers' classes were closely observed with a checklist to know the attitudes of the learners and perceptions of the teachers towards English language teaching and learning in the classroom and the learners' proficiency level in English, particularly in oral
communication skills. The classroom observation helped the researcher to witness the direct teaching-learning process and to know the proficiency level of the learners and effectiveness of using the prescribed textbook in the class. The preliminary study also helped the researcher understand whether there was any need to change the teaching materials or teaching methods to meet the considered proficiency of the target language and what methods and materials could be used in teaching-learning process.

Apart from this, the perceptions of the teachers towards English language teaching and learning in the classroom have also been captured. Furthermore, through classroom observation and interactions with them, the researcher had come to know the ability of the learners in oral communication skills and the overall language abilities.

**Stage II**

Stage II includes the main study. During the main study, the following research tools such as questionnaire to teachers and learners, classroom observation with a checklist, a pre-test, intervention, a post-test and informal interaction with teachers and learners were used. The entire fieldwork process during the main study was divided into six phases.

**Phase I**

Phase-I includes a questionnaire which was administered to both the teachers and the learners to know the suitability of the materials used in the language classroom and get their personal profile. Opinions of the learners and the teachers on how effective the culture-based materials would be for developing oral communication skills in English were also collected through the questionnaire.
Phase II

In phase-II, classroom observation was carried out to witness the actual teaching and learning process in the classroom and know how teachers teach them and how learners communicate in the target language.

Phase III

In phase-III, a pre-test was administered to both the control and experimental groups consisting of thirty Erukala tribal learners of the class IX before the intervention to know the existing proficiency level in oral communication skills. The oral performance of the learners was recorded with audio recording device and the recordings were transcribed for analysis.

Phase IV

After completion of the pre-test, an intervention was carried out in the selected schools for sixty days. During the intervention, the learners of the experimental group were taught with their own culture-based materials for developing oral communication skills in the classroom. The researcher adopted a few stories and pictures from the Erukala tribal learners’ culture, social and real life situations to suit their learning needs. The culture-based materials were also contextualised for the experimental group to meet their level, whereas, the control group was taught using the prescribed textbook.

Phase V

In phase-V, a post-test was administered to both the groups i.e., experimental group and control group at the end of intervention where culture-based materials were used for the experimental group and the prescribed textbook was utilized for the control
group. The performances of both the groups were recorded with audio recording
device and the recordings were transcribed for analysis. After conducting the post-
test, the performances of both the groups in both test papers (pre-test and post-test)
were compared. There was also comparison made between post-tests of the
experimental group and the control group. It was declared that the learners’ culture-
based materials would be successful in enhancing oral communication skills of the
target learners (experimental groups) in second language classroom. Comparison of
the results showed that culture-based materials could enhance oral communication
skills of the experimental group. The study stated that oral communication skills
could be developed, if they were taught with the learners’ culture-based materials.

**Phase VI**

In phase-VI, informal interactions with learners and teachers were organised to gain
specific data pertaining to learners' culture-based materials from the learners and the
teachers, which were used for developing oral communication skills in the
intervention.

Since the main objective of this research is to find out whether oral communication
skills of the selected Erukala tribal learners can be enhanced with the help of their
culture-based materials, the following section presents and discusses the research
tools used for the current study.

**3.5 Research Tools**

Research tools were used for both the preliminary study and the main study.

**Tools used for the preliminary study**

The following are the tools used for the preliminary study:
Informal interaction with teachers and learners

Informal interaction with teachers and learners was the first tool used in the preliminary study to know how teachers teach English and oral communication skills in the classroom and find out attitudes of learners towards leaning English and oral communication skills. The researcher interacted with three teachers of English informally by asking them different questions to elicit information about the materials they use in teaching English. The researcher also enquired about the speaking skill, the activities they organise for developing speaking skill /oral communication skills, whether they use any learners’ familiar material in enhancing oral communication skills in English and their opinion on the learners’ own culture-based materials for improving oral communication skills. The researcher also interacted with all the thirty learners informally by asking different questions to collect the information required for the present study about their interest towards leaning English, their proficiency level in oral communication skills and the prescribed textbook.

Classroom observation

Classroom observation was the second tool used in the preliminary study. During preliminary study, two classes of two teachers of English were observed to collect information regarding teaching-learning process in the target language classroom. For the classroom observation, a checklist was prepared keeping in mind how English and oral communication skills are taught to the learners in the classroom. The checklist contains items like medium of instruction, learners’ talk or response in teaching learning process, use of target language, use of regional language, focus on content, focus on language skills, importance given to oral communication skills, learners’ participation in the classroom, teachers’ content knowledge, teachers’ language
competence and teaching materials. The classroom observations were carried out to witness the actual information related to classroom situation and know what materials the teachers are using to teach English in general and oral communication skills in particular in the English classroom.

**Tools used for the main study**

In order to obtain the data required, the researcher used six research tools. These tools were used to collect the data concerning teaching-learning process in the target language classroom and examine the effectiveness of the learners’ culture-based materials used for enhancing oral communication skills. In this study, the researcher tried out how the learners’ culture based-materials could help the Erukala tribal learners in developing oral communication skills effectively. The following are the main research tools used to collect the data from the field. They are:

i. Questionnaire for both teachers and learners

ii. Classroom observation

iii. Pre-test

iv. Intervention

v. post-test

vi. Informal interaction with teachers and learners

Each of the tools used to collect data is described below.
3.5.1 Questionnaire

Two sets of questionnaires were administered to teachers and learners.

Teacher Questionnaire

The first research tool used in the main study was a questionnaire. A questionnaire was administered to eight teachers of English of government high schools which are located at Suraram colony, Suraram village and Quthbullapur of Rangareddy district, Telangana. Many different ways were available to prepare a questionnaire for the present study. For this study, different types of questions such as yes or no, multiple choices were prepared and the last question was designed as an open ended to seek the opinions and suggestions from the participants. The ‘yes’ or ‘no’ questions were analysed qualitatively and quantitatively and the open-ended questions were also analysed qualitatively. This questionnaire was used to collect the information required from the teachers on teaching and learning process in the classroom and their perceptions on teaching oral communication skills through the learners‘ culture-based materials.

Learner Questionnaire

A questionnaire was administered to thirty Erukala tribal learners of class IX of government high schools, which are located at Suraram colony, Suraram village and Quthbullapur of Rangareddy district, Telangana. In the first part of the questionnaire, general information such as their age, gender, class, school and mother tongue was gathered. In the second part of the questionnaire, many relevant questions which suit the study were asked to the learners and to know how English language teaching and learning process was carried out in the classroom and seek their opinions, interests,
and problems in English language generally and oral communication skills particularly. Through the questionnaire, they were asked about their interest in the English language, whether they understand the lessons and the classroom interaction. The learners were also asked about how they participate in the classroom activities. They were also asked about the effectiveness of their culture-based materials in enhancing their communication skills.

3.5.2 Classroom observation

Classroom observation was the second tool used in main study. It was used to gain specific data pertaining to classroom situation. It was also helpful to find out how the language teachers used the target language in the classroom situation and how well the Erukala tribal learners learnt it. It further intended to know the role of target language in the classroom, the medium of instruction, medium of learners' response, the teacher's content knowledge and language competence, importance given to oral communication skills, learners' participation in the classroom and the appropriateness of the instruction and the teaching materials. For these reasons, classroom observation checklist was deemed crucial and used for collecting data apart from questionnaire.

3.5.3 Pre-test

Pre-test was the third tool used in the main study. The researcher administered the pres-test to thirty Erukala tribal learners to diagnose their existing proficiency in oral communication skills in the target language, English. Twenty-eight learners took the exam and two learners were dropouts in this test. The pre-test consisted of five tasks, i.e. reading aloud, expressing oneself, description of one picture, description of two pictures and narration. Each task in the pre-test comprised various sub-skills of speaking such as pronunciation, fluency, word choice, usage and ideas or meaning.
The pre-test was for 50 marks. There were five tasks. For each task, 10 marks were allotted.

The pre-test was prepared with the textbook materials (Our World through English) such as: i. Two paragraphs were taken from a story —True Height” for reading aloud task-I in which the pronunciation of the learners in the target language was tested. In this task-I the learners were asked to read the given paragraphs aloud. While the learners were reading the paragraphs aloud, their reading was audio-recorded to evaluate their pronunciation and award marks. ii. Introduce yourself for expressing task-II in which the pronunciation, fluency, word choice, usage and ideas/meaning of the learners in speaking was tested. In this task-II, the learners were asked to introduce themselves. While the learners were introducing themselves, their oral performance was audio-recorded to evaluate and award marks. iii. One picture for description task-III in which the pronunciation, fluency, word choice, usage and ideas/meaning of the learners in speaking was tested. In this task-III, the learners were asked to describe a picture orally. While the learners were describing the picture, their oral performance was audio-recorded to evaluate and award marks. iv. Two pictures for description task-IV in which the pronunciation, fluency, word choice, usage and ideas/meaning of the learners in speaking was tested. In this task-IV, the learners were asked to describe two pictures by saying similarities and differences between them. While the learners were describing the pictures orally, their oral performance was audio-recorded to evaluate and award marks. v. A story “The Snake and the Mirror” for narration task-V in which the pronunciation, fluency, word choice, usage and ideas/meaning of the learners in speaking was tested. In this task-V, the learners were asked to narrate a story “The Snake and the Mirror”. While the learners were
narrating the story orally, their oral performance was audio-recorded to evaluate and award marks. For evaluation criteria, see section No. 3.7.

The pre-test helped the researcher find out the existing proficiency level of the learners in oral communication skills. The test was conducted for the learners of both the groups to know their existing proficiency level in oral communication skills.

3.5.4 Intervention

Intervention was the fourth tool used in the main study. After the analysis of the pre-test results, it was found that the performance of the Erukala tribal learners in the pre-test in oral communication skills were very low because they could not comprehend the prescribed materials/textbook. Therefore, it was assumed that there was a need to expose the learners with their culture-based materials to develop oral communication skills in English. The researcher divided the learners into two groups i.e., control group and experimental group consisting of 15 (1-15 learners of the pre-test) learners and experimental group consisting of 15 learners (16-30 learners of the pre-test). For developing oral communication skills of the learners, the researcher conducted an intervention for a period of sixty days where the learners of the experimental group were exposed to their own culture-based materials while the learners of the control group were taught with the prescribed materials. The classes were taken mostly in the evening and on holidays as well in order not to disturb their regular classes and the schools had given permission for evening classes.

The researcher prepared multiple activities under five different tasks i.e. reading aloud, expressing about their families, description of a picture, description of two pictures and narration. In order to develop pronunciation of the learners of the experimental group in the target language, the researcher designed five activities, taught them and provided much practice to the learners under reading aloud task-I.
For developing sub-skills of speaking i.e., pronunciation, fluency, word choice, usage and ideas/meaning of the experimental group in English, the researcher prepared multiple activities, taught them and provided much practice to the learners of the experimental group under expressing-II, description-III, description-IV and narration-V, whereas prescribed activities and materials were used in five tasks for developing oral communication skills of the learners of the control group. For detailed analysis of the intervention, see section no.4.7.

3.5.5 Post-test

The fifth tool used in the main study was a post-test. This test was administered to thirty Erukala tribal learners of both the groups i.e., experimental group and control group after completion of the intervention. Fourteen learners took the exam from each group and two learners were dropouts from both the groups. The post-test of the control group was prepared with the textbook materials such as two paragraphs were taken from a story “True Height” for reading aloud task-I, talk about their family for expressing task-II, one picture for description task-III, two pictures for description task-IV and a story “The Snake and the Mirror” for narration task-V from their prescribed textbook (Our World through English) whereas, the post-test of the experimental group was prepared with their culture-based materials such as two paragraphs were taken from a story “He Conquered the Jungle” for reading aloud task-I, talk about their family for expressing task-II, one picture for description task-III, two pictures for description task-IV and a story “The story of Yerukala Nanchari” for narration task-V from their culture, social and real life situations. While the learners of both the groups were performing in all five tasks orally, their oral performance was recorded with the audio-recording device to evaluate and award marks like the pre-test. The post-test of both the groups contained five tasks such as
reading aloud, expressing about their families, description of one picture, description of two pictures and narration like the pre-test. The post-test of both the groups were for 50 marks. There were five tasks. For each task, 10 marks were allotted. Evaluation criteria are same as the pre-test. The main objective of the post-test was to know the effectiveness of the culture-based materials in enhancing the oral communication skills in English. The results of the post-test gave an idea of how effective the use of culturally driven materials would have an impact on the learners' cognition during the process of production of the target language orally.

3.5.6 Informal interaction with teachers and learners

Informal interaction with teachers and learners was the last tool used in the main study. It was organised to get feedback from the teachers and the learners on the learners’ culture-based materials, which were used in the intervention to develop oral communication skills in English.

The informal interaction with teachers

The informal interaction with teachers was organized to collect data on the culture-based materials, which were used in the intervention to improve the experimental group's oral communication skills in English. The researcher interacted with four teachers for seeking information on whether culture-based materials are more effective than the prescribed materials in developing oral communication skills, and to see if there is any improvement in the learners' oral communication skills through culture-based materials, and whether this study is helpful for the learners in enhancing oral communication skills.

The informal interaction with learners

The researcher interacted informally with the learners of the experimental group to get feedback on the culture-based materials, which were used in the intervention to
improve their oral communication skills. The researcher sought information about their interest on culture-based materials, which were used during the intervention. The information was gathered concerning the usefulness of the materials concerned. Through the interaction, information on how they felt in speaking in English with the help of culture-based materials was also obtained.

3.6 Duration of Data Collection

The present study was conducted for seventy-five days to collect the data required through research tools such as questionnaire, classroom observation, pre-test, intervention, post-test and informal interaction with learners and teachers. One week (seven days) was spent on collecting data through questionnaire and classroom observation. Six days were spent for administering pre & post-tests to the learners. Sixty days were spent for intervention carried out with the learners. Two days were spent to interact with the learners and the teachers informally.

3.7 Evaluation Criteria for Oral Communication Skills

The main aim of the pre and post-tests was to measure the learners’ proficiency of oral communication skills in English. Hence, a pre-test was administered to thirty Erukala tribal learners to know their existing proficiency level in oral communication skills before the intervention. A post-test was administered to the learners of both groups i.e., the control group using the textbook materials and the experimental group with their own culture-based materials to find out the effects of the culture-based materials on their oral communication skills at the end of the intervention. The learners were tested orally and their performances were recorded with the help of audio recording device. The performance of the learners was evaluated by the
researcher to find out the proficiency level of the learners in oral communication skills.

The evaluation rubrics for oral communication skills were adopted from *Rubric for speaking assessment* by Jill Korey O'Sullivan, Christy, M. Newman (2007, p. 187). The criteria were used to assess the learners’ proficiency in oral communication skills and it was considered for the learners whose mother tongue is not English but English is the language of the study and a means of communication. Therefore, it was in accordance with the purpose of the present study, which meant for developing oral communication skills of the Erukala tribal learners and enables them to speak English effectively.

The table given below (Table-3.3) indicates the oral assessment criteria grids. This was taken as a model for evaluating oral communication skills of the learners as the main aim of the present study is to examine any improvement in the learners’ oral communication skills by using their own culture-based materials.

**Rubrics for speaking/ oral communication skills assessment**

**Students can earn 0.5-2 possible marks for each of five criteria**

*Table- 3.3: Rubric for speaking/oral communication skills assessment*

<table>
<thead>
<tr>
<th>Marks</th>
<th>Criteria</th>
<th>2 marks</th>
<th>1.5 marks</th>
<th>1 mark</th>
<th>0.5 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2M</td>
<td>Pronunciation</td>
<td>Student is easy to understand and makes no errors.</td>
<td>Student is easy to understand and makes a few errors.</td>
<td>Student makes many errors in pronunciation, but can be understood.</td>
<td>Student is very difficult to understand in English. Responds in regional/home language.</td>
</tr>
<tr>
<td>2M</td>
<td>Fluency</td>
<td>Student can</td>
<td>Student can</td>
<td>Student can</td>
<td>Student</td>
</tr>
<tr>
<td>2M</td>
<td>Word choice</td>
<td>Student uses the most appropriate words to express meaning.</td>
<td>Student uses appropriate words to express meaning.</td>
<td>Student uses words or phrases to express simple meaning.</td>
<td>Student speaks in related words.</td>
</tr>
<tr>
<td>2M</td>
<td>Usage</td>
<td>Student makes no errors in grammar and structure and can be understood.</td>
<td>Student makes minor errors in grammar and structure and can be understood.</td>
<td>Student makes major or frequent mistakes in grammar and structure but is possible to understand.</td>
<td>Student makes major or frequent mistakes in grammar and structure that make speech difficult to understand.</td>
</tr>
<tr>
<td>2M</td>
<td>Ideas/meaning</td>
<td>Responds with connected vocabulary and language to express ideas. Response contains no errors.</td>
<td>Responds with connected vocabulary and language to express ideas. Response contains a few errors.</td>
<td>Responds with limited vocabulary and language to express ideas. Response contains frequent errors.</td>
<td>Unable to respond using English vocabulary.</td>
</tr>
</tbody>
</table>
3.8 Conclusion

In this chapter, the type of research adopted for the study has been presented. It has discussed the setting of the study, the sample of the study, the learner profile, the teacher profile and the procedure of the study. It has discussed research tools and duration of data collection. The chapter concludes with the criteria for evaluating oral communication skills. The next chapter presents and discusses the data analysis and interpretation.