CHAPTER - III

RESEARCH METHODOLOGY
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3.1  The Method of Study
3.2  Mixed Method
3.3  Survey Method
3.4  Experimental Method
3.5  Experimental Design
3.6  One Group Pre-test Post-test Design
3.7  Sampling Procedure
3.8  Method of Sampling
3.9  Variables
3.10 Tools used for the study
3.11 Graphical Representation
3.12 Flowchart of Survey
3.13 Flowchart for Experiment
CHAPTER - III

RESEARCH METHODOLOGY

This chapter describes in detail the methodology followed in the present research study. Methodology is the description of procedure and techniques adopted for the research study. It is a systematic approach adopted by the researcher to conduct the research work.

Research methodology also can be further defined as, “The procedure by which researchers go about their work of describing, explaining and predicating phenomena are called methodology.” (Saravanavel, (2013) p.7)

Methodology guides the researcher to adopt style of conducting research work and it is adopted as per the nature of the problem. Methodology also provides a detailed description of procedure undertaken for the study and the variables included in the study.

3.1 The Method of Study:

The search of knowledge through objective and systematic method of finding solution to a problem is called as research. Research is conducted by various methods, suitable to the nature of the problem selected for the study. Method of study is always decided on the basis of topic selected for the research work.

For the present study the researcher used mixed method - a combination of survey method and experimental method. Researcher conducted survey to get acquainted with the problems of Urdu medium students regarding spoken English and used experimental method in order to find out the effectiveness of the developed programme.

3.2 Mixed Method:

Mixed method research is a research design with philosophical assumption as well as methods of inquiry. As a methodology it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of
qualitative and quantitative approaches in many phases in the research process. As a method it focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. (www.sagepub.com/upm-data/1098/chapter-1/pdf)

Mixed method enables the researcher to use strengths of each approach and avoid their weaknesses. It could also provide more comprehensive answers to research questions going beyond the limitation of a single approach.

In mixed method for the present study, the researcher used survey and experimental method.

3.3 **Survey Method:**

Survey research is approached through the methods of personal interviews, mailed questionnaires and personal discussion besides indirect oral investigation. (Saravanavel (2013) p.61)

By using survey method, researcher can collect large amount of information from a large amount of population. Surveys are conducted with the intention of gathering information about recent happenings in the light of selected problems. Survey method, which is essentially cross sectional, provides information to solve local problems.

The researcher used survey method in the present study to collect information about the problems of Urdu medium students in speaking English. This method enabled the researcher to get acquainted with the views of parents, teachers and students regarding the selected problem.

3.4 **Experimental Method:**

Experimental research provides systematic and logical method for answering the question “If this is done under carefully controlled conditions, what will happen?” (Best and Kahn, (2009) P.164)
Experimental approach of research is based on the scientific method of study. In this method cause and effect relationship under controlled conditions are studied by the researcher. This method provides a base for hypothesis testing. After defining the problem the researcher tests the hypothesis and accepts or rejects it on the basis of hypothesis testing. Experimental method is more suitable in laboratory settings but also can be used in non laboratory settings such as classrooms effectively. It is used in the field of education to find out the effectiveness of specially designed programmes.

In experimental method of research, the researcher deliberately manipulates some aspects of the experiment in which he is interested. (Koul (2013) p.132)

For the present study, the researcher selected experimental method as she wanted to test the effectiveness of the programme prepared by the researcher. For this, experimental method only was suitable.

3.5 Experimental Design:

Experimental design is the blue print of the procedure that enables the researcher about relationship between independent and dependent variables. (Best and Kahn, (2009) p.177)

Researcher can select the design for the experiment according to the purpose of the research to be conducted. The selected design works for the researcher as the blueprint to solve the practical problems in implementation of the experiment.

In the present research one group pretest-posttest design is selected by the researcher which is a type of pre-experimental design as it proves most adequate and correct in educational settings. The researcher wanted to measure the improvement in spoken English of Urdu medium students. Researcher found this design suitable as it enabled the researcher to test the performance of the subjects before and after the implementation of the programme. i.e. treatment.
3.6 **One Group Pre-test Post-test Design:**

\[ O_1 \; X \; O_2 \]

where, \( O_1 \) is Pre test

\( O_2 \) is Post test

and

\( X \) is treatment

(Best and Kahn (2009) p.178)

In this design the subjects are exposed to pretest before implementation of the programme. Then the researcher gives the treatment i.e. conducts the programme. After completion of the programme, researcher again exposes the subjects to posttest.

Same procedure is as followed by the researcher in present study.

3.7 **Sampling Procedure:**

Sampling procedure helps the researcher to select the sample most accurately.

3.7.1 **Population:**

A population is any group of individuals that have one or more characteristics in common that are of the interest to the researcher. (Best and Kahn (2009) p.13)

The teachers teaching English in Urdu medium schools in Maharashtra, students studying in Urdu medium schools in Maharashtra and the parents whose wards are studying in Urdu medium schools in Maharashtra was the entire population for the survey in the present study.

The students studying in VIII std. in Urdu medium schools in Pune and Pimpri Chinchwad Municipal Corporation area was the population for the experiment in the present study.
3.7.2 Sample:

A sample is a small proportion of a population selected for observation and analysis. (Best and Kahn, (2009) p.13)

Sample always helps to draw certain inferences based on the representative characteristics of sample. Good sample always represents the population from which it is selected.

In the present study, the researcher used mixed method, a combination of survey method and experimental method. The sample for this research was selected as per the demand of the each method.

- For Survey:
  1) 300 students studying in the std. VIII in Urdu medium schools in Pune and Pimpri-Chinchwad Municipal Corporation area.
  2) 25 teachers teaching English in Urdu medium schools of Pune and Pimpri-Chinchwad Municipal Corporation area.
  3) 100 parents whose wards are studying in Urdu medium school in Pune and Pimpri-Chinchwad Municipal Corporation area.

- For Experiment:
  60 students of std VIII from Haji Abdul Kadar Memon Urdu school, Katraj, Pune.

3.8 Method of Sampling:

Method of sampling means the way or procedure adopted for selecting the sample for research. Selection of sampling method depends upon the need of the individual project and various aspects included in that project such as population, objectives as well as financial and time related aspects.

In present study, the researcher adopted the convenience sampling method for both survey and experiment.
3.8.1 Convenience Sampling: (Incidental Sampling)

This method of sampling involves selecting the sample elements using some convenient method without going through the vigour of sampling method. The researcher may make use of any convenient base to select the required number of samples. (Raiyani, (2012) p.55)

In convenient sampling method the researcher collects information from easily available subjects who are willing to co-operate and provide the needed information.

For the present study the researcher wanted to collect information from the teachers, parents and students regarding the problems faced by Urdu medium students in speaking English. Applying probability method for selecting a sample of parents was not practically possible. For teachers also it was not possible to apply probability method. A number of teachers teaching English in Urdu Schools was very less. The researcher had to collect information from the students of Urdu medium schools. Enrollment in these schools and number of schools available are comparatively less so available students were the sample selected by convenient method of sampling.

For administration of questionnaires for the teachers, researcher selected available English teachers in Urdu medium schools of Pune and Pimpri - Chinchwad Municipal Corporation area.

The researcher visited homes of the Urdu medium students and administered the questionnaire for parents as per the need.

For students, the researcher selected the school of Pune and Pimpri-Chinchwad Municipal Corporation area and administered the questionnaire accordingly.

For the experiment again adequate number of students in VIII std. were found in Haji Abdul Kadar Memon Urdu medium school, Katraj, Pune. so the researcher selected them as the sample.

3.9 Variables:

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. The independent variables are the conditions that the experimenter manipulates in his attempt to ascertain their relationship to observed
phenomenon. The dependent variables are the conditions that appear, disappear or change as the experimenter introduces, removes or changes independent variable.

(Sidhu, (1985) Pp193-194)

In educational research an independent variable may be a particular teaching method or a type of teacher material. The dependent variables are the measured changes in pupil performance attributable to the influences of the independent variable.

• For the present study:

3.9.1 Dependent Variable: Achievement scores of post test.

3.9.2 Independent Variable: A communicative approach based programme developed in spoken English for Urdu medium students of std. VIII.

3.9.3 Intervening Variables:

These variables are the one which are difficult though not impossible to observe. Such type of variables usually are related with the feelings of an individual such as boredom, fatigue, etc. (Best and Kahn, (2009) p.168)

In the present study, interest, span of attention, motivation, fatigue were the intervening variables. These factors were directly related to the students’ psychology at the time of treatment which was not in the control of the researcher. It was difficult for the researcher to control and manipulate these variables.

3.9.4 Extraneous Variables:

Extraneous variables are those variables which are not difficult to observe and measure and thus easily controlled. These are those uncontrolled variables which are not manipulated by the researcher that may have significant influences on the result of a study. (Best and Kahn (2009) pp. 168-169)
In the present study, family background of the students and their socio-economic status were extraneous variables which were easily observed by the researcher but were also beyond the control of the researcher.

Regarding family background of the students, the researcher came to know about the various educational levels of the parents and completion of their education at various stages.

3.9.5 Controlled Variables:

These variables are those variables which are controlled or manipulated by the researcher.

In the present study the age and standard of the students were controlled. The students of 13 to 15 age group were selected as samples as these students were in std. VIII. For this study only VIII std. was selected.

3.10 Tools used for the study:

- For Survey: Questionnaire for students, teachers and parents.
- For Experiment: Pre test, Programme and Post test.
- Statistical Tools:
  1) Percentage for analyzing the data collected through survey.
  2) ‘t’ test for significant difference in hypotheses testing.

3.10.1 Percentage (%):

Percentage is a commonly used statistics. It expresses information as a proportion of whole. This is a good way to show relationships and comparisons and tends to be easy for interpretation.

3.10.2 ‘t’ test:

The test of the significance of the difference between two means is known as ‘t’ test. It involves the computation of the relation between experimental variance
(observed difference between two sample means) and error variance (the sampling error factor). (Best and Kahn, (2009) p. 407)

3.11 Graphical Representation:

The researcher used graphical representation to depict the analysis of the data collected through questionnaires and pretest-posttest scores. The researcher used pie-charts for the data collected through questionnaires and bar-graphs for the data collected through pretest and posttest.

3.12 Flowchart of Survey:

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Objectives of Survey

Preparation of Questionnaires for teachers, students and parents

Finalization of Questionnaires after guidance from experts

Administration of questionnaires

Organization and analysis of collected data

Prioritization of problems of Urdu medium students in spoken English on the basis of interpretation of data collected through questionnaires
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3.12.1 Objectives of Survey:

Objectives stated for the survey were considered by the researcher. Researcher started reading the relevant material for preparing the questionnaires. The books on research methodology helped the researcher to know more about constructing a good questionnaire while the review of Ph.D. theses and M.Ed. dissertations helped the
researcher in actual framing of questions for the questionnaire. The researcher framed three questionnaires to collect the data from teachers, parents and students.

3.12.2 Questionnaire:

A questionnaire is used when factual information is desired. (Best and Kahn, (2009) p.312)

Questionnaire is mostly used when researcher wants to collect data through survey method on a large scale.

3.12.3 Preparation of Questionnaires for Teachers, Parents and Students :-

Researcher prepared three questionnaires respectively for teachers of Urdu medium who teach English, for parents whose wards study in Urdu medium schools and for the students studying in Urdu medium schools.

a) Researcher prepared a questionnaire for teachers in which 25 items were included out of which 20 questions were objective questions with relevant options and 5 questions were descriptive where answers in two or three lines were expected. These questions were included to know personal opinion of the teachers on various aspects related to spoken English of Urdu medium students.

b) The researcher prepared a questionnaire for parents whose wards study in Urdu medium schools. It included 25 questions out of which 23 questions were objective questions with relevant options given and only 2 were personal response type questions where descriptive answers in two three lines were expected. In this questionnaire, researcher included less personal response type questions to make it easy for the parents to answer as researcher was unaware about the educational status of the parents and wanted to make it more easy for getting the expected data.

c) The researcher prepared a questionnaire for the students of Urdu medium to know more about the actual problems faced by them in speaking English in and outside the school. It also included 25 questions out of which 24 were objective questions with relevant options given and only 1 was personal response type question to make it more convenient for the students to answer easily.
3.12.4 Finalization of Questionnaires after the guidance of experts:

After preparing the initial draft of these three questionnaires, researcher distributed the initial draft to the experts in the field of English subject. These experts were:

- Dr. Bajrang Korade
- Dr. Navnath Tupe
- Dr. Shobha Joshi
- Miss Swaleha Attar
- Mr. Shaikh Mustaq Ahemad

These experts suggested some improvements in the construction of the questionnaires. The suggestions given by these experts were as follows:

- Dr. Bajrang Korade, Associate Professor, Department of English, University of Pune, suggested improvements in general construction of the questionnaires. He asked to change the suggestions given prior to the questions to make it more easy to understand for the respondents. He also corrected the options given below some questions and made them grammatically correct.

- Dr. Navnath Tupe, Assistant Professor, Department of Adult and Continuing Education, University of Pune, basically a teacher educator in English methodology and guide to research students in Education made the construction of questionnaire more effective by changing some words or format of the questions. He helped the researcher to frame the instructions for the respondents in a precise and accurate manner. He suggested various areas of difficulties in spoken English to include in options. This made the questionnaires more simple and easy to understand for the respondents.

- Dr. Shobha Joshi, ex-co-ordinator to many spoken English Academies and a research scholar suggested to include the questions and options considering psychology of respondents towards answering the questions. It helped the researcher to understand the psychology of the respondents towards spoken English and the difficulties faced in improving spoken English.

- Ms. Swaleha Attar, Assistant Professor in English Communication J.C.M College of Engineering, Jaysingpur suggested many suitable options for the included questions. She insisted that questions should be brief and double negatives as well
as some directive questions should be removed or changed so as to make the questionnaires more perfect.

- Mr. Mushtaq Ahemad Shaikh, the retired teacher of English in Anglo Urdu Boys Highschool, Camp, Pune suggested that the questionnaires for parents should be translated to Urdu or Hindi or the researcher should get them filled properly from the parents. According to him, some parents might not be able to answer the questionnaires.

3.12.5 Administration of Questionnaires:

Researcher administered the questionnaires for teachers, parents and students.

- For teachers, the researcher explained the purpose of the questionnaire to the teachers and gave them the confidence about its use for research purpose. Researcher met the teachers individually and got the questionnaires filled from them. Researcher observed their reluctance to fill the questionnaires. It was difficult for them to answer the questions. They also were from Urdu medium background and it was difficult for them to understand the simple questions properly. Researcher found spelling mistakes in their responses. Researcher observed that the teachers responded to objective questions quickly and left the descriptive questions unanswered.

- For parents, researcher explained the purpose of the questionnaires and made them confident about the use of the questionnaire for research purpose. Parents who were educated, though very few, responded to the questionnaires personally. For the illiterate or less educated parents, researcher helped in filling the questionnaire through informal interactions. For the parents not knowing English, researcher translated the questions in Hindi. In some cases researcher explained the questions and wrote the answers given by the parents. In this lengthy task, researcher understood various aspects of life of a common Muslim family, the problems they face due to less education and language dilemma. This was similar to the views expressed in Sachar Committee Report.

- For students, the teacher visited the available schools who permitted the administration of the questionnaire for students. Researcher explained the purpose of the questionnaire and gave necessary instructions to the students in each school.
Researcher asked the students to fill up the necessary details. Then researcher explained the questions to them and asked them to fill the answers properly. In this way researcher completed the administration of the questionnaires for the students. It was observed by the researcher that the students responded to objective questions in satisfactory manner. Only one descriptive question was also answered by them in two or three words only.

Many of the students didn’t know the meanings of simple English words and researcher assisted them for meanings and then they answered the questions. One of the important observations made by the researcher was that they were not fluent in spoken English and were using daily routine language for the needed communication which was not pure Hindi nor pure Urdu.

**Researcher conducted the survey for students in the schools given below.**

- Haji Abdul Kadar Memon Urdu Medium Highschool, Katraj, Pune-46
- Lady Halima Begum Urdu Secondary School, Kondhawa, Pune-48
- Urdu Primary School, Kharalwadi, Pimpri, Pune-18.
- V.M.Education Society’s Urdu Primary School, Ramtekdi, Hadapsar, Pune-13
- Yeshwantrao Chavan Urdu School, Thergaon, Pimpri, Pune-18
- Z.P. Urdu school, Mangdewadi, Pune-46
- Zakir Hussain PMC Urdu School. 79 B, Bopodi, Pune.

While conducting the survey in various schools, researcher observed the condition of these schools. These Urdu medium schools were not financially well supported by either government or management. Infrastructural conditions and provisions for the students were not adequate. Even some schools didn’t have their stamps or letterheads also. Maintenance of the schools was another important problem observed as it was directly related to health and hygiene of the students.

**3.12.6 Organization and Analysis of the Collected Data :**

Researcher tabulated all the data collected through three questionnaires and then analyzed the collected data properly. Regarding calculated percentage for the responses given and graphically represented the analyzed data.
3.12.7 Prioritization of problems of Urdu medium students in spoken English on the basis of interpretation of data collected through survey:

After interpretation of the data which was collected through survey researcher became familiar with the problems of Urdu medium students in speaking English. The problems like lack of confidence, fear, lack of vocabulary, lack of exposure to English language were some of the problems indentified by the researcher. Based on the interpretation, researcher prioritized them. Basically all these problems faced by the students were related to lack of confidence. Considering this fact, the researcher placed the problems in following manner –

1) Lack of proper vocabulary
2) Incorrect sentence construction
3) Lack of confidence

(Refer Table No. 4.18, 4.43, 4.44, 4.46, 4.47, 4.56, 4.59)

Other identified problems in spoken English of Urdu medium students such as lack of exposure, proper family background, improper pronunciation, financial background etc, were related to these three prominent problems only.
3.13 **Flowchart for Experiment:**

- Objectives of Experiment
  - Preparation of programme based on the problems identified and prioritized after interpretation of data collected through survey.
  - Pilot Study
  - Preparation of Pretest
  - Administration of Pretest
  - Implementation of prepared programme
  - Administration of Posttest
- Organization, analysis and interpretation of Pretest and Posttest scores.
  
  After prioritizing the problems, next step was to prepare the programme accordingly.

3.13.1 For preparing the programme, researcher considered the objectives stated for the experiment and started preparing the programme for implementation. As a base of this programme, researcher considered the reviewed Ph.D. thesis, M.Ed. dissertations, M.Phil. dissertation and some individual studies for selection and implementation of the activities in the programme.
3.13.2 Preparation of programme based on the problems identified and prioritized after interpretation of the data collected through survey.

Researcher identified the problems of Urdu medium students in spoken English after interpretation of the data. Researcher found two main categories of these problems as English language related problems and socio-economic background related problems. Researcher prioritized the problems on the basis of importance given to them in Survey and arranged them accordingly. They were lack of vocabulary, incorrect sentence construction and lack of confidence etc.

Researcher started preparing the programme based on communicative approach to provide the solution to the identified problems. Researcher studied communicative approach thoroughly and also took guidance of Dr. Bajrang Korade and Dr. Navnath Tupe.

Communicative approach is the latest application of teaching language as it is more practical in use. This is situational, meaningful, motivating learners. It also stresses the functional aspect of the language which was the need of the programme developed. It develops the speech ability of the learner, Communicative approach to English teaching means ‘communicative competence’ which includes linguistic competence plus an ability to use the language properly. In communicative approach, emphasis is given on ‘learning by use’. (Sharma, (2008) pp 100-103)

This aspect of communicative approach was considered prime by the researcher while developing the programme for Urdu medium student in spoken English, Communicative approach demands much drill work, which was good for Urdu medium students to give them enough practice in English speaking. Learners are expected to interact in pairs and groups and such activities were included in the programme.

Communicative approach which is known as communicative language teaching also makes use of real-life situations that necessitate communication. This was considered by the researcher in preparing the programme. It also creates interest in learning more about language. Communicative approach enables the learners to project their knowledge in front of the society. As it is child centered approach, the child is given freedom to express freely in front of the class as well as out of the class.

Communicative approach allows the learner to develop accuracy along with
fluency and to learn English in cohesion (linking) and coherence (meaning). This approach stresses functional learning which was rightly suitable to the need of Urdu medium students. Researcher, after studying thoroughly communicative approach, selected individual, pair and group activities as a part of programme. The activities selected were drill work, loud reading, filmstrips, introductions, pick and speak, word games, sentence games, dialogue completion, greetings and requests, orders, inquiries and suggestions, picture description, playing with TIME, Story telling, translation game and free chatting.

Communicative Approach focuses on language as a medium of communication and recognizes that all communication has a social purpose – learners have something to say or find out. Use of target language as normal medium for classroom management and instruction – reflects naturalistic language acquisition.

The programme prepared by the researcher was based on the following objectives-

- To give listening exposure to the students.
- To create confidence by conducting drill work.
- To make the students familiar with English pronunciation and make them pronounce the words properly.
- To enable the students to read with proper pauses and speech variations.
- To create interest about English among students.
- To enable the students to introduce oneself and others.
- To enable the students to frame correct sentences.
- To enable the students to use various parts of speech in spoken communication.
- To enable the students to communicate their ideas confidently.
- To enable the students to complete given dialogues.
- To enable the students to use English for practical purpose.
- To enable the students to describe and ask questions about the picture.
- To enable the students to use timings properly in the conversations.
- To enable the students to narrate the stories.
- To enable the students to know similarities in various languages.
To enable the students to share their ideas, views and to react and talk confidently.

The programme prepared was of 30 classes of 45 min each. During these 30 classes, researcher conducted 15 different activities.

The text book of English prescribed for std VIII for Urdu medium students basically aimed at building the students confidence and proficiency. The book provides a series of graded activities that encourage students to understand and use English. The book provides many chances for the students to interact in pairs and group and master the skill of language.

‘Chatting Hour’ gives chance to the students to talk on different topics in the class using guiding questions. The book encourages students to frame simple questions and sentences and use them for daily communication. It also give chances of telling stories, reciting poems etc. Book also enables, the students to share their views through “Express your views- I have something to say”. This book provides chance for presentations and discussion also.

One important question may arise in the mind that if a text book provides these many chances, what is the need of implementing separate programme for improving spoken English. The answer to this question is due to Urdu medium educational background of the teachers of English, they face difficulties in implementing these activities to their full extent.

The activities included in the programme were very simple but were selected with certain aim. These activities were selected to motivate Urdu medium students to use English for practical purpose and to remove fear of English from their minds. The activities were demanding use of simple English and small sentences which was supportive to erase the fear of making mistakes from their minds. The activities were arranged in the said order so as to increase the communication level. Initially drill work was taken to break the ice and make them familiar with sounds and pronunciation. It was followed by loud reading and role play reading which served the same purpose. This activity was to judge their performance in English pronunciation, speed of delivery while reading and it was an indicator towards their spoken fluency. Filmstrips were shown to them to create interest in English and its use. The filmstrips selected were short story based filmstrips. It was rather passive kind of activity for the
students but with the intention of questions answers after that to make them more active. Next activity included was ‘Introductions’ where the students were expected to interact with the partner. This activity was aimed at framing simple and small questions as well as sentences to communicate the sense. Then ‘Pick and Speak’ activity was arranged to make them confident in using English on the selected topic. The aim behind including this activity was to make them use at least 8-10 sentences in a logical manner on the selected topic.

‘Word Game’ was the next activity included which was aimed with the use of given word in their sentences and telling it to the partner. It was expected that students should use the words properly by knowing their meaning. Telling the used words and sentences to the partner was to increase confidence and to remove the fear of making mistakes. It was also aimed at vocabulary building. ‘Sentence Game’ was to use the given sentences in a proper situation and construct at least 5 to 6 other sentences related to the first sentence.

After these basic activities dialogue completion, greetings, requests, orders, single and double suggestions were placed to increase the use of English language in more practical manner. These activities were aimed at confidence building as well as exposure to the use of English for practical purpose.

Story telling was for giving exposure to the students to speak in front of the class as well as for giving listening exposure to remaining class. It was also for proper use of speech variations, body language etc.

Picture description was to strengthen the ability of framing specific small questions and getting their answers as a part of collecting or delivering specific information which is an important aspect of spoken fluency.

‘Playing with TIME’ was to teach the measurement of time and conveying it to others in proper English. The students were taught to read, to tell and to ask timings in this activity.

‘Translation Game’ was to motivate the students to use English in various ways. It was aimed at translating the phrases, idioms and proverbs of Hindi or Marathi in English or vice a versa to bring out the similarities to increase the interest of the students. ‘Free Chatting’ was to indirectly evaluate their improvement in spoken English and correct them whenever necessary.
Programme prepared for improvement of Spoken English of Urdu medium students.

Table No. 3.1 Programme for Spoken English.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Activity</th>
<th>Time</th>
<th>Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drill Work</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual</td>
</tr>
<tr>
<td>2</td>
<td>Loud and Role play reading</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual</td>
</tr>
<tr>
<td>3</td>
<td>Film Strips</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual</td>
</tr>
<tr>
<td>4</td>
<td>Introduction</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>5</td>
<td>Pick and Speak</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual</td>
</tr>
<tr>
<td>6</td>
<td>Word Game</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair Work</td>
</tr>
<tr>
<td>7</td>
<td>Sentence Game</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>8</td>
<td>Dialogue Completion</td>
<td>2 Periods (45 minutes each)</td>
<td>Pair and Group work</td>
</tr>
<tr>
<td>9</td>
<td>Greetings and Requests</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>10</td>
<td>Orders, Inquiries and Suggestions</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>11</td>
<td>Picture Description</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>12</td>
<td>Playing with TIME</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Pair work</td>
</tr>
<tr>
<td>13</td>
<td>Story Telling</td>
<td>2 Periods (45 minutes each)</td>
<td>Individual and Group work</td>
</tr>
<tr>
<td>14</td>
<td>Translation Game</td>
<td>2 Periods (45 minutes each)</td>
<td>Researcher and Students</td>
</tr>
<tr>
<td>15</td>
<td>Free Chatting</td>
<td>2 Periods (45 minutes each)</td>
<td>Researcher and Students</td>
</tr>
</tbody>
</table>
3.13.4 Pilot study

After preparing the programme researcher decided to conduct a pilot study. It was with the intention to assess the utility of the programme and the activities included in it.

Researcher selected 10 students studying in Urdu medium schools in Pune city. Researcher conducted 8 sessions of 60 minutes each for these students. The students were assembled for these sessions in a class provided by an NGO named Tanjeem-e-Waledin. The students selected were of the age group of 13 to 14 – similar to the age group of std. VIII which was selected for the actual implementation of the programme.

Researcher exposed the selected students to few activities in the programme like introducing oneself, using greetings, requests in daily communication, pick and speak, word and sentence game, picture description and playing with TIME. It was observed by the researcher that students found difficult to introduce themselves in English. Researcher then made the activities simple and decided to provide the list of greetings, requests etc. Researcher decided to select simple words and sentences for the word and sentence game in the prepared programme after the feedback of the students in a pilot study. Researcher found that it was difficult for the students to read and tell timings properly. It made the researcher to prepare cards with clock images to teach reading and telling timings in simple manner. It gave a thought to the researcher to include the terms related to time span such as since, from, for, etc.

This pilot study enabled the researcher for smooth implementation of the programme.

3.13.5 Preparation of Pretest :

Preparation of the programme was followed by preparation of pretest. The pretest was aimed at evaluating spoken English of Urdu medium students. It was in oral form only. Researcher prepared simple descriptions to test their use of vocabulary, various parts of speech, speech variations etc. Accuracy and confidence were some other aspects to be evaluated by this test.

The test prepared was of total 50 marks and their details were as follows:

1) Vocabulary – 10 Marks
2) Use of parts of speech – 10 Marks
3) Speech variations / body language / facial expressions – 10 Marks
4) Correctness and confidence – 10 Marks
5) General Impression – 10 Marks

Researcher selected total 20 questions in pretest to test spoken English performance of Urdu medium students.

3.13.6 Administration of Pretest :-

Researcher administered pretest before starting implementation of the programme. It took place for 4 hours, with a break of 30 minutes after first two hours. Researcher interacted with each student for 4 to 5 minutes and asked atleast 5 questions in very informal manner from the 20 questions in pretest.

Before starting pretest, researcher assembled the students in a big class and made them sit comfortably. Researcher made them sit in such a way that each student could see and listen to the researcher easily. Researcher explained the purpose of the test and explained the benefits of the whole exercise to the students to make them comfortable with testing environment and to remove fear and shyness from their minds. Researcher instructed them twice both in English and Hindi.

While conducting pretest, researcher came to know about their low level of spoken English. Some of the students were unable to understand the meanings of questions. Researcher had to translate them in Hindi and then students answered accordingly. Few students could answer properly while few managed to answer in two or three words only.

3.13.7 Implementation of the Programme :

The programme prepared by the researcher was of 15 activities – one activity for two days and 45 minutes each. For each activity initially researcher presented that activity in first period and in second period revised it for better impact.
• **Activity one – Drill Work**

Drill work was conducted as the initial step of the programme. It was aimed at making the student familiar with the sounds and speech variation in English speaking along with making them fear free and confident.

After the initial exchange of greetings researcher asked the students to follow her up in reading a small paragraph about Dr. A.P.J. Abdul Kalam. It was observed by the researcher that some students were not able to pronounce the words properly where some were reluctant to follow the reading. Researcher made them follow her up in reading one small story from their textbooks.

After this session, researcher found that the students were little free towards what was happening in the classroom.

Students were asked to repeat some good thoughts, idioms and proverbs and explained their meaning also to keep their interest increasing in the activity. This was intended to give them practice in speaking small sentences properly.

Researcher conducted a drill work for tables and asked the students to repeat. This repetition was conducted for making small sentences focusing parts of speech such as nouns, verbs, pronouns, etc. By the end of this activity, researcher asked the students to drill the pledge by follow up reading method to give them exposure to proper speed of delivery and proper pauses.

• **Activity Two – Loud Reading**

This was an individual and pair activity. After the greetings, researcher read a small story and explained it to the students to give them listening exposure.

Researcher then introduced the activity with narrating the benefits of loud reading. The class was instructed for the individual activity of loud reading and distributed small paragraphs written for individual reading. Students started reading and were assisted in their difficulties in reading, pronouncing the words properly, etc.

After this, researcher asked the students to form a pair with their friends. The sheets were distributed for role play reading. Researcher gave freehand to the students in selecting a role for reading. Researcher instructed the students in simple English and Hindi also about how to take up role play reading. Students then started reading
and were corrected as per the need. Wrong pronunciations were immediately corrected.

Individual and role play reading in pairs was repeated to strengthen proper pronunciation, pauses, speed of delivery etc. This activity helped in making the students more interested in the programme. It was found by the researcher that students started asking questions about further activities.

- **Activity Three – Filmstrips**

This was an individual activity aimed at increasing students’ interest towards English speaking as well as English communication.

After greetings, researcher started informal talk about day to day happenings in the class. Students responded to this. Researcher then read and explained a short story to them followed by some question answers. This was for just listening exposure. The display of filmstrips of short stories was arranged. Researcher explained the purpose of the activity to the students. Students were more interested in this activity as audio-visual display gives more impact.

Researcher showed two short filmstrips -- Planet Earth and Alice in wonderland. First film strip was just to give them some knowledge about our earth in play way method and second was to motivate them towards English speaking through entertainment. The students were instructed in the beginning only to watch the films carefully so as to answer the questions at the end of the film.

It was noticed by the researcher that students were enthusiastic about the films. They answered the questions with few errors which were corrected by the researcher immediately. The queries of the students were satisfied. Researcher insisted them to ask questions in English only which proved fruitful in the whole exercise.

- **Activity Four – Introduction**

This was an individual and pair activity aimed at simple interactions and framing of simple sentences as well as questions.
In the beginning, researcher read and explained the story ‘Two Brothers’ to the students and asked to ask questions based on the story. It was to make them frame correct questions. The improvement was observed in confidence of the students.

Researcher then explained the importance of introducing oneself and others also. Model examples of simple introductions were given and its place in fruitful communication was explained. Researcher displayed a chart, gave them examples and asked some students to come forward and read that chart for whole class. This was to remove fear from their minds.

Researcher asked the students to introduce themselves on the note of given examples. Students tried it and were corrected wherever necessary. The students were asked to form the pairs and repeat the exercise of introduction. This ‘Introduction’ session included talking about name, age, likes and dislikes, hobbies, family, favourite food, colours, etc.

This entire activity was repeated till students were able to introduce themselves in at least five sentences.

- **Activity Five – Pick and Speak**

  This activity was individual activity with the intention to remove fear and increase confidence in using some English sentences on the given topic. In the beginning the researcher told them the story ‘Wise men and sons’, asked questions to them and insisted them to answer in complete and correct sentences.

  Researcher then introduced the activity ‘Pick and Speak’ to the students. This activity was with a purpose of vocabulary building related to the topics. Researcher arranged for the chits with the topics written on them and kept them in a tray and asked the students to come forward, pick a chit and speak on the topic written on it. Researcher gave 2-3 minutes for thinking also. The students were instructed twice in English and Hindi also.

  Initially it was observed that the students were reluctant to speak. Shyness and fear also was noticed by the researcher. Few students were able to speak only 4 to 5 sentences but later on few of them spoke well but with some errors. Wherever researcher pointed out the errors, she corrected them immediately.
The students were asked to select a second lot of chits and repeat the activity in pairs or groups.

**Activity Six – Word Game :**

This was an individual and pair activity aimed at vocabulary building. Researcher narrated an interesting incident from a nearby school for listening exposure and asked few simple questions about their studies and daily routine to make them respond in correct English.

Researcher then introduced the activity ‘Word Game’. Researcher selected some nouns, pronouns, verbs, prepositions, etc. and displayed the chart with these words. Then researcher selected one word from each category and used them in sentences. The students were asked to select the words from the chart or from the list provided to them or from the words they know and make one sentence each using these words. Students were expected to tell those sentences to the researcher so that improvement could be done. After initial round, students were expected to frame some more sentences and exchange them with their friends and to correct them wherever necessary. It was observed that though the selected words were very simple, students didn’t know the meaning of those words and their use in the sentences. Researcher explained the meanings and then motivated them to use them in proper sentences. The activity was repeated for more impact.

**Activity Seven – Sentence Game :**

This activity was an individual as well as pair activity aimed at giving them practice in constructing various sentences, building their imagination power and increasing their confidence in interactions.

Initially researcher made the students listen pre-recorded story, explained it and asked the students to share some of their views related to the story. It was again to give them motivation and confidence. It was found by the researcher that students were more interested in listening pre recorded stories than the stories narrated by the researcher.
‘Sentence Game’ was introduced and necessary instructions were given twice. Researcher wrote one simple sentence on the board, asked one student to read it and asked that student to imagine any situation related to the written sentence and to narrate that in 5 to 6 sentence. It was repeated for 10 to 15 students. Initially it was difficult for the students but later on after getting an idea, it became easier for the students to do this exercise. Researcher also corrected the errors of the students.

Then the students were given the chits of the sentences and asked to repeat the similar exercise in pairs. Researcher took round in the class and carefully corrected the errors of the students.

- **Activity Eight – Dialogue Completion:**

  This was essentially pair and group activity aimed at improving speech variations, speed of delivery and other related aspects like facial expression and body language for confidence building.

  Listening exposure was given to the students by narrating some stories to them. After the informal exchange of greetings, researcher introduced the activity and gave necessary instructions twice about the activity in English as well as in Hindi. The importance of conversation was explained to the students. Researcher then distributed the Dialogue Completion sheets to the students. The students were provided with some commonly used expressions in conversation and told about their use in conversations. Researcher also explained about speech variations in dialogues and body language, facial expressions as per the characters.

  Then researcher listened to the dialogues completed in pairs or groups as some sheets had two characters where some sheets had three or four characters. It was found that students were happy to select the characters and complete the dialogues in small sentences. The activity was repeated till all the students complete the dialogues.

- **Activity Nine and Ten – Greetings, Requests, Orders, Inquiries, Suggestions:**

  These were individual as well as pair activities for evaluating and increasing their use of English in small conversation for practical purposes. In these activities also researcher gave listening exposure to the students by playing pre-recorded
conversations for various practical purposes such as greeting people, making requests, giving orders, making inquires and giving suggestions, etc.

Before starting the activity researcher provided the students with a list of expressions useful for the above mentioned activities and explained the use of these expressions. The students were asked to be in pairs and use those given expressions in various situations. Researcher carefully observed the class, corrected the errors and also satisfied the queries. It was observed by the researcher that till this activity, they started understanding instructions given in English and even started responding to the questions or situations in small English sentences in a better way.

- **Activity Eleven – Picture Description**:

  This was an individual and pair activity aimed at using small questions and sentences for getting and delivering specific information.

  Researcher gave listening exposure to the students by asking few students to narrate their routine before school starts and guided the students wherever necessary.

  Researcher introduced the activity by displaying a big picture including activities related to the school life of the students. Picture description in simple sentences and how to ask questions about the picture to get the related information was demonstrated in the class. Researcher instructed the students to observe researcher’s questions and answers carefully. Then researcher displayed next picture and asked few students to frame and ask questions about the displayed picture. Students were corrected wherever they went wrong. Then next picture was displayed and the students were asked to describe that picture in simple sentences.

  Then researcher made them sit in pairs and gave various pictures to them. The activity again was conducted in pairs. It was carefully observed by the researcher that every time students will form a pair with new partner to get chance of interaction with maximum students.

- **Activity Twelve – Playing with ‘TIME’**:

  This activity also was individual as well as pair activity. This was aimed at asking and telling timings in small conversations.
Researcher gave listening exposure by making them listen pre-recorded conversations in which timings were asked and told.

The activity playing with TIME was introduced and necessary instructions were given twice. Researcher used a wall clock in the class and demonstrated how to read a clock. The words like from, to, since, for were explained as these words tell about time span. Researcher then asked the students to use these terms in their own sentences and made necessary correction also.

After this, the cards were distributed on which plain images of clock were printed. On one side of this card, time was written and students were asked to draw minute and hour hand accordingly. This was to test their understanding of time. Other side of the card was with minute and hour hands drawn and students were asked to read the time and tell it to the partner.

This exercise was repeated for various situations of times till students were able to tell the timings correctly.

- **Activity Thirteen – Story Telling**

  This was also individual and pair activity for observing proper use of speech variations, body language and facial expressions.

  Researcher explained the essentials of story telling to the students and narrated one small story to them. After this, researcher made them listen to a pre-recorded story. Then the students were asked to come forward and narrate the story they know to the class. 10 to 12 students individually narrated the small stories to the class. It was observed by the researcher that they used various previously learnt expressions, simple questions, proper facial expressions and speech variations.

  The students were divided in small groups of 5 and then each student was asked to narrate a small story to the group. Researcher corrected the errors and supported the students in this activity. It was observed that students were more confident than the initial stage.
• **Activity Fourteen – Translation Game**

This was the activity between students and the researcher for creating more interest about English in the students and bringing out similarities in various languages.

Researcher interacted with the students about their coming annual social gathering. Then researcher introduced the activity ‘Translation Game’ in which it was expected that students should tell any sentence to the researcher and she should translate the sentence in English and vice versa. It was also told that students can tell sentences in English which can be translated in Hindi / Marathi / Urdu etc. It was told by the researcher that each student should come up with at least one or two sentences which may be a simple sentence, good thought, proverb or an idiom, etc.

The activity went on for more that the decided time and it was observed by the researcher that students were more interested in speaking English and knowing about more words and expressions in English. Students took active part in this activity.

• **Activity Fifteen – Free Chatting**

This was the last activity included in the programme which was again researcher and students activity. It was included with the aim of evaluating their improvement indirectly and do the necessary corrections wherever necessary.

Researcher told the students about all the activities again to take a brief review of the programme and simultaneously to give them listening exposure.

Researcher then introduced the activity and asked the students to ask anything about the activities included in the programme, their doubts etc. The only condition was that it should be in English. Students then started sharing their ideas, feelings and asking so many questions. It was found by the researcher that errors were comparatively less and students used beautiful expressions and adjectives in this conversation. In this activity students were more interested in talking with their friends rather than the researcher which was natural also. Some students were curious to know about the test while some were interested in knowing more about the researcher.
3.13.8 Preparation of Post Test:

Implementation of the programme was followed by preparation of post test. It was aimed at evaluating the improvement in their spoken English performance. It was in oral form only. Researcher prepared the post test on the similar criteria used for preparing the pre test i.e. vocabulary, use of parts of speech, speech variation, body language, facial expressions, correctness and confidence and general impressions.

The test was for total 50 marks and their details were as follows –

1) Vocabulary – 10 Marks
2) Use of parts of speech – 10 Marks
3) Speech variation, body language and facial expressions – 10 Marks
4) Correctness and confidence – 10 Marks
5) General impression – 10 Marks

- Similar mark distribution was used for pre-test.

In post test also researcher selected 20 questions of little increased difficulty level to evaluate the improvement in spoken English performance of Urdu medium students.

3.13.9 Administration of Post Test:

Researcher administered the post test to assess the improvement in spoken English of Urdu medium students after implementation of the programme.

Researcher administered the post test for 4 hours with 30 minutes break after first two hours. Researcher instructed the students twice in English and it was observed by the researcher that all the students understood the instructions.

Researcher interacted with each students for 4 to 5 minutes and asked at least 5 questions from 20 questions included in post test.

Before actual administration of the post test researcher assembled the students in a big class and made them sit comfortably in a way that they could see and listen to the researcher easily.
It was found that students were eager to speak in English and more interested in the questions to be asked. It was observed that they understood the questions properly and answered them in complete sentences.

3.13.10 Organization, Analysis and Interpretation of Pretest and Post test scores.

Researcher organized the scores of pretest and post test, tabulated and analyzed them with the intention to calculate ‘t’ value for checking the effectiveness of the implemented programme. After this, researcher interpreted the ‘t’ value calculations.

The details of these aspects are thoroughly dealt with in chapter IV.