METHODS AND METHODOLOGY

3.1 INTRODUCTION:

The present research study aims at the role of linguists for effective communication in classroom teaching. It is an attempt to study role of linguists for effective communication in classroom teaching; the role being played by English teachers for effective communication in classroom teaching. The study has also made efforts to draw meaningful conclusions and further to give suggestions for the successful conduct of the classroom teaching. The study has largely used a tool (A Questionnaire) to collect data. This chapter contains an outline of the methods and procedures followed in conducting the study. Here given the different steps of designing the study in terms of the tools used, procedure of data collection and a precise account of the actual data collection.

3.2 Tools Used and Procedure of Data Collection:

According to the objectives of the study, to collect data ‘On the role of linguists for effective communication in classroom teaching’ a questionnaire was mainly used. This tool was developed in English by the investigator himself. Adequacy, reliability and validity of this tool was tested by getting the tool thoroughly checked by a number of experts and then, on the basis of the suggestions given by the experts, certain modifications were instituted in the tool and then only the tool was utilized for data collection. The description of the tool and concomitant aspects of data collection has been briefly outlined in the following section.

3.2.1 Work Plan and Methodology

The study was conducted in Dakshina Kannada District, Karnataka. 400 undergraduate students studying in B.A., B.Com., B.Sc., B.H.R.D., B.S.W., B.C.A., and B.B.M., and 40 linguists i.e. English lecturers working in first grade colleges in this district were randomly selected for conducting research study. Methods were used to identify and standardize the statements for effective classroom teaching by linguists.
Several research and evaluation studies conducted in the country reported that there were no concerted attempts to standardize the statements for effective classroom teaching by linguists. Even though more emphasis has been given to classroom teaching by several educational institutions in the country, none of the studies reported regarding the standardization of available classroom teaching methods. Hence, the study is first of its kind in the country. However, the government as well as non-governmental institutions started promoting effective classroom teaching. Thus it is necessary to develop and standardize statements which could provide more objective of effective classroom teaching in the country. Keeping this in view an attempt has been made in the present study to standardize statements. The steps indicated below will be followed in the process of standardization.

3.2.2 Item Collection:

Extensive literature on the subject was collected, synthesized and a draft technical material was prepared in consultation with the subject experts. Final technical material was prepared and the material was given to ten subject experts to scrutinize the subject matter coverage, logical arrangement of the information considering the entire subject, understandability of the subject, relevancy of the subject etc. to effective classroom teaching by linguists. Based on the subject experts’ ratings and recommendations the material was further revised and condensed. The revised material was presented, based on the response modification was done to make it more understandable. In the pre phase the instruction regarding usage of the material was given for the benefit of the reader. The items were given to ten more subject experts again to judge for its relevancy on 3 point continuum and the relevancy percentage was ranked.

3.2.3 Selection of subject experts:

A list of subject experts was prepared and out of this list and a total number of ten subject experts who were experts/knowledgeable persons in English language was randomly selected. The judges belong to the following categories.
a) Authors who have written books/published research papers /attended seminars, conferences, symposiums, workshops etc. in the English language.

b) Knowledgeable persons working in the English department/educational institutions delivering and dealing with English language, National and International concerned governmental organizations of English language.

c) Project personal and field workers at the micro level who have responsibilities to promote English language classroom teaching development programmers at micro/macro level.

d) Voluntary organizations/agencies/NGO’s who have interest in classroom teaching.

3.2.4 Obtaining Opinion of the Subject Experts:

The judges were requested to give their opinion regarding suitability of the broad items for standardization. They were also requested to use 3 point rating which consisted of most relevant, relevant and not relevant.

3.3 Justification for the Study

Several research and evaluation studies conducted in the country revealed that effective classroom teaching is a viable option under the present changed situations in the educational institutions. Teaching communication is a unique kind of learning experience. Classroom is the place where students and teachers get to think about language, practice it, take risks with it and reflect on their use of it. Therefore learners should always get ample activities that will nurture and permit for interaction. The teacher should always plan and prepare students to speak English successfully when they leave the classroom environment. However, learning at the undergraduate level should be more than just simple language acquisition. The use of inappropriate methods leads to considerable damage to the education system. The study entitled is first of its kind in the country. Even though there has been a rise in the use of effective methods by teachers still its use have not been spread uniformly. The effective classroom teaching depends upon availability and use of quality and quantity equipment and physical facilities. However, it is a great opportunity for teachers to teach at the right time, right ways, and right type to right students to increase learning abilities and derive maximum
benefits. However, learning abilities of students is very low because of lack of awareness, lack of knowledge, negative attitude and constraints faced in the classroom situation. Hence, the present study is an endeavor in the regard looking at the emerging importance and growing conscience among students and teachers.

3.4. Pilot Study

It was very useful to conduct the pilot study. It provided opportunities to examine single aspect of the survey. Before actually administering the questionnaire, the researcher prepared an interview schedule and consulted with superiors of the research project and some colleagues who teach English in Udupi District, they were called judges. It provided constructive feedback and comments in terms of the context, content and the structure. This was to ensure that the questions covered all aspects of the research areas and objectives. The investigator had prepared an interview schedule that contained a number of questions relating to the research study. The interview schedule was administered to 30 judge’s i.e. senior teachers who teach English in different colleges of Udupi District. Their responses were marked by the investigator himself; from the suggestions and responses of the judges the investigator finalized the questionnaire. Based on pilot respondent’s feedback, unnecessary questions and ambiguous parts were removed and some questions were rearranged in order to make them to be coherence and cohesion. The respondent teachers who had participated in the interview mainly had a lot of experience in the language department. They were involved and motivated. Thus the tool ‘questionnaire’ was developed by the investigator.

3.5 A Questionnaire:

A questionnaire was used to collect data on the role of linguists for effective communication in classroom teaching. (appendix-1) The questionnaire has two parts. Part-A, and Part-B. Part-A Comprises of questions relating to the general information about the lecturers who teach English in Dakshina Kannada District. Part-B contains questions relating to the research study.
Questions that have been put in the questionnaire contain both closed and open ended questions. For closed-ended questions the respondents are expected to indicate their opinion by ticking most relevant, relevant and not relevant, for open-ended questions the respondents are expected to write their free and frank feedback in the form of opinion, comments or suggestions to the present research work.

2.5.1 Sample Procedure Followed and the Selection of the Sample:

As already stated under limitations of the study, this research has delimited itself to the role of linguists for effective communication in classroom teaching. As far as the colleges Of the Dakshina Kannada is concerned there are 120 first grade colleges. Out of these 120 colleges the investigator visited 10 government colleges, 18 aided colleges and 12 private un-aided colleges. All the colleges under the investigation are full-fledged, non-residential, co-educational colleges situated in different taluks of Dakshina Kannada District like Bantwal, Belthangady, Mangalore, and Puttur. He administered the questionnaire to all the 40 linguists i.e. English teachers and 400 students belonging to this district.

2.6 Actual Data Collection:

The field work was conducted for a period of 6 months in the colleges of Dakshina Kannada District. The criteria for the selection of participants for this research project were lecturers who teach English language to students in first grade colleges of Dakshina Kannada District of Karnataka State and the students who study in these colleges. The investigator visited the joint directors’ office to collect data on the number of colleges present in this district. Then the investigator visited all these 40 first grade colleges under the research study personally, introduced himself to the head of each institution, explained the purpose with which he was there, convinced them about the utility of the research project. After some contacts with the Principal and H.O.D of English, permission was given to collect the data. With the permission of the institution, he met the teachers of
English and students, explained the goals of his research project and further requested them too, to actively co-operate with him to get valid, objective and reliable responses. But, since the entire data collection has to be completed within the time, not much time was spent on establishing rapport with the principals, lecturers and students of various colleges before handing over the tools to the lecturers and students. The questionnaire was administered to the 40 English teachers and 400 students of Dakshina Kannada District. All of them returned back the questionnaires by duly filling up the same.

2.7 Students Capacity to Comprehend Skills of Language before and after Teaching:

The purpose of a diagnostic test in language classes is to assess the current state of a student’s progress or ability in a particular area. The diagnostic tests are conducted based on several aspects namely objectives of teaching English, the content taught, the learning experience provided to the learners while teaching certain content. Usually these tests are administered by trained professionals. To find out the results of this aspect of students’ capability the researcher administered two kinds of tests, which are diagnostic in nature, one before actual classroom teaching and another after classroom teaching. The test was administered for 35 students studying in First Semester B.Com. A question paper was set for 60 marks and the duration was of two hours. Syllabus was already told to them and they were just asked to prepare for it. The first test was given without any classroom teaching. Their language skills were tested on these aspects. The questions were framed from: basic sentence patterns, sounds of English and key to phonetic symbols, transformed sentence patterns, structure and vocabulary in English reading, writing and literary skills in English. The test was given on 16.6.2014. The results of the test or marks scored by pupils were announced on the next day. The main objective of this test was to find out the quality of performance of the learners in a test, identify the major and minor type of errors with regard to different skills of language learning. The researcher made an analysis of different types of errors that the students made as a response to the test item and prepared an action plan to offer remedies through remedial teaching which was necessary. The quality of response to the given test of these 35 students was not satisfactory. The performance of the students helped researcher identify the nature of deficiencies and various gaps in learning. This also helped the teacher find
out even attention deficit disorder while others indicate specific competencies on the scope and sequence for a course in which students have either demonstrated mastery or need remediation. Therefore the researcher decided to take intensive classes for the same 35 said students for 20 days intensively and after 20 days of intensive classroom teaching the researcher again administered same test to them and the scores obtained by each student is shown in subsequent chapters.

2.8 Analysis of Data:

The data that were got in the field survey have been analyzed both quantitatively and qualitatively so as to draw meaningful conclusions on the role of linguists for effective communication in classroom teaching. Quantitative indices were obtained both regard to the number of colleges present, designation of lecturers, their qualification, experience, additional qualification.

Data has been presented in the form of tables and diagrams. Valuable conclusions are drawn based on the data collected. The analysis and discussion presented in the subsequent chapters.
LOCALE OF THE STUDY