## Chapter III

### Research Methodology

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Chapter III

Research Methodology

3.1 Introduction

Research is a scientific, methodical, orderly and intensive process of fact finding, experimentation, analysis of data and arriving at valid conclusion. Researchers are like architects of a valuable construction of great utility who must look before they leap. Everything is meticulously planned before the actual work is taken. Preparation of a plan of action for the study is required. This plan of action is known as the research design.

An attempt is made in this chapter to present the methodology adopted for the study in a systematic and sequential manner. As this is an experimental study, adequate planning is necessary in developing and implementing the developed modules.

3.2 Title of the study

“Application of Multimedia in Teaching English Novels With Special Reference to Charles Dickens’ Oliver Twist”.

3.3 Assumptions of the Study

The following are the basic assumptions of the study:

- Multimedia technology would have impact on the performance of the learners.
- It is possible to develop multimedia-based modules to help the students studying English Literature.
- The developed modules can be administered to the UG students and school students at the higher secondary level.
- Use of Multimedia technology in a classroom environment may lead to attitudinal changes in the learning environment.
3.4 Statement of the Problem

The research work is focussed on the challenges and difficulties faced by the students pursuing their post graduate programme in English Literature in Universities and Colleges located in rural areas. The students from this region who are under focus are mostly first generation learners of higher education. When it comes to the question of the focus viz., namely the students of English Literature, the problems are manifold. Another aspect of the students hailing from rural areas is their economic strength.

Out of the different domains of difficulties faced by the students with rural background the following few are notable: Novels, Poetry and Drama. Out of these, the students find it difficult to read, understand, comprehend and reproduce the English novels because of certain known and unknown reasons. The voluminous aspect of the novel, the differences in cultural aspects and customs, the period of writing of the novel, the numerous characteristics involved and their interactions make things difficult for the students under focus.

There the researcher identifies the problem in terms of the learning challenges and difficulties of the students hailing from the rural background. Attempt is made to redress the problem with the adoption of pedagogy that is different from the conventional method of teaching learning process. Hence, the topic of the research is identified as: Application of Multimedia in Teaching English Novels with Special Reference to Charles Dickens’ Oliver Twist.

3.5 Objectives

- To study the challenges faced by the Postgraduate English Literature students hailing from the rural areas.
- To develop and adopt the use of multimedia in teaching the English novel Oliver Twist.
To explore the possibility of using multimedia technology in teaching English novels.

To study the existing knowledge base of the Postgraduate students on the novel studied during their Undergraduate programme.

To comprehend the outcome of teaching a novel through the conventional method by verifying the knowledge base.

To study the effect on the knowledge base of the respondents after teaching the same novel using multimedia technology.

To suggest a pedagogy suitable for teaching English novels to the Postgraduate students.

### 3.6 Research Questions

- Whether the respondents are able to recollect their learning of a novel during their undergraduate days.
- To check the possibility of adopting multimedia technology in teaching English novels.
- Whether multimedia technology is useful in teaching an English novel which is in a movie form.
- To check whether there is a significant change in the learning front upon adopting conventional method of teaching.
- To assess the significant changes on using the multimedia technology in the learning aspect of the respondents.

### 3.7 Population

The students of the First year M.A. English Literature of the Department of English and Foreign Languages are taken as the population for this research. These students, at the time of conducting the research, were thirty eight in number. The logic behind selecting these students is that they have studied the novel *Oliver Twist* during their Under Graduate Programme offered at
the colleges of Alagappa University. The same novel is a part of the syllabus during the First year M.A. English Literature Programme in Alagappa University.

3.8 Sampling

Since there are only thirty eight respondents in the population, sampling is not resorted to. The entire population is taken as a study group and the research is carried out.

3.9 Data

Both primary and secondary data are needed for the study. Comparatively, the number of dependents on the primary data is high as the researcher needs to explore the knowledge base created during the Undergraduation programme of the respondents and also during the learning phase after the introduction of multimedia technology. Secondary data was necessitated to understand the evolution of multimedia technologies and their adoption in the educational programmes. This also helped in the shaping up of the review of literature.

3.10 Research Design

The research is carried out in four phases as follows:

- Preliminary study
- Pre-test
- Two Group Randomised Experimental Design:
  - Control Group
  - Experimental Group

3.10.1 Preliminary Study

To study the challenges faced by the rural students in learning English novels a separate questionnaire is designed and administered amongst the respondents to elicit the challenges faced
by them while undergoing the Undergraduate programme in learning English novels. The output of this part of research is taken into the design of further research.

3.10.2 Pre-Test

A questionnaire is prepared to test the depth of the knowledge of the respondents on the novel - *Oliver Twist* - which is under focus. The knowledge acquired on the said subject during their undergraduation programme is evaluated here. This was administered on the thirty eight respondents before the commencement of the teaching of the novel.

There were fifty multiple-choice questions. Each correct answer is awarded one mark and there is no negative mark. The performance of the respondents was evaluated for fifty marks.

3.10.3 Two Group Randomised Experimental Design

A Two Group Randomised Experimental Design is carried out by dividing the population randomly into two groups. Randomisation ensures that both the genders of the respondents are present in both the groups. These groups are named as:

- Control Group
- Experimental Group

3.10.3.1 Control Group Treatment

The group consists of nineteen randomly selected respondents. The prescribed novel, Charles Dickens’ *Oliver Twist* was taught to them using the conventional lecture and discussion method. Thirty classes of one hour duration were taken to teach the novel. At the end, the same questionnaire used for the Pre-test was administered. The analysis and interpretations are carried out separately.
3.10.3.2 Experimental Group Treatment

The remaining nineteen respondents belonged to the Experimental Group. The multimedia technology was used to educate this group. The various forms of input are: the chapter summaries using Microsoft Word (MS-Word), the highlights using Microsoft PowerPoint (MS-Ppt), animation in PowerPoint presentation are provided.

The movie, which runs for two hours, along with English sub-titles was shown to the students. Different modules focusing on character sketches, about the place of happenings, regarding the protagonist etc., were identified. The thirteen modules developed were further divided into numerous sub-modules which will make the respondents to understand things easily. The movie was split into various modules using the latest multimedia technology.

The respondents were provided with the above mentioned hi-tech multimedia inputs during the teaching-learning process under the experimental phase.

The evaluation of the understanding of the respondents was carried out by administering the questionnaire used for the pre test. The respondents were also tested about their reaction to the use of multimedia technologies on their learning.

The data was analysed on the overall performance of the group and gender-wise, as well. The research work is basically focused on teaching English novels using the multimedia technology. The prime focus of the research is on delivering the literary content of the novel to the learners. Hence, the basic statistical tools like percentage analysis, identification of a range, mean, median, mode, standard deviation, variance and skewness are used to analyse the primary data obtained.

The outcome of the analysis is presented through pie chart, bar diagram, histogram etc. to draw meaningful conclusions.
3.11 Delimitations

- The present research is focused on the English novel, Charles Dickens’ *Oliver Twist*.
- The novel, *Oliver Twist*, is a prescribed novel in the curriculum.
- This novel is available in print and movie form. Hence, multimedia intervention is possible.

3.12 Conclusion

In this chapter, the methodology is explained in detail. Each step was taken with utmost care and was executed. The module presentation and the test administration were done perfectly.