## CHAPTER IV

RESEARCH DESIGN AND PROCEDURE

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CHAPTER IV

RESEARCH DESIGN AND PROCEDURE

4.1. CHOICE OF DESIGN:

Research design in any investigation is like a beacon of light. It paves the way for credible results. It aids the investigator add to the existing quantum of knowledge and without which solution to some of the long standing problem may look evasive. Earnest (1985) opines that 'we must seek if not some ‘absolute truth’ atleast an independent truth which can offer some genuine guidance (p.1).

The mode of research undertaken by the investigator is descriptive in nature. It may also be considered as non experimental or correlational research. The design of descriptive research is more appropriate in the behavioural sciences, because many of the types of behaviour that interest the researcher cannot be arranged in a realistic setting. The prevailing research method of behavioural sciences is descriptive. John W Best and James V. Kahn (1989) find the following characteristics distinguishing it from other types:

1. They involve hypotheses formulation and testing.
2. They use logical methods of inductive - deductive reasoning to arrive at generalization.
3. They often employ methods of randomization so that error may be estimated.

4. The variables and procedures are described as accurately and completely as possible.

5. They are non-experimental, for they deal with the relationship between non-manipulated variables in a natural order than artificial setting (p.89).

The investigator's area of study is also very much akin to behavioural sciences. The much familiar opinion regarding the association between English Language teaching and language attainment of secondary class students is to be studied in its natural setting. As told earlier it cannot be manipulated or created in need. So descriptive research design is found to be the most appropriate design for the present study.

4.2. RATIONALE FOR THE STUDY AND RESEARCH CONCEPTION:

Mrs. Prem Dulati (1994) while reporting on ELT in CBSE Schools says that 'the old adage' to teach John Latin, the teacher must know both John and Latin' gets a third dimension in the present day teaching world with the introduction of new English Books in IX and X standard and this necessitates the teacher to be an effective manager to plan, organize, direct, supervise, co-ordinate, report and budget the men (the students),
materials (study) and methodology (techniques) (p.130). Alan Maley (1994) says that teacher success is built on the triangle of knowledge, skills and attitudes. Prof. Elango (1994) asks rhetorically 'Is English safe in the hands of English teachers of today?' Saraswathy V. (1993) expresses the view that it would be foolish to deprive students of their basic needs. Thus the role played by the teacher has undergone drastic changes. With the change in the role of teachers, there is necessary change in language teaching also.

Goodman K. (1986) provides insight into the role of teachers in fostering language along with a view of a language centred and a learner centred curriculum. Templeton (1991) is of the view that teaching in an integrated manner will alternately help the students learn to apply English in real world contexts. Weaver C. (1990) regards the whole language classroom as one littered with literacy. Widdowson (1979) has made himself clear stating that, the language teacher may better be like science teacher who would teach his students various way of solving a problem rather than be a teacher of specific text-books or items of language. Richards (1990) points out two major approaches to teach conversational skills. One is indirect approach and the other is direct approach.
The foregone observations by experts make it clear that teaching of English Language has undergone changes. The investigator's notion of English Language Teaching has prompted him to answer the question, Are they still teaching about English or teaching English language?. Therefore to estimate the nature of ELT, he works out a design to observe English classes in their natural settings (Schedule appended).

Since the inception of modern techniques and approaches in language teaching, language classes have become learner centred. Carroll (1969) puts forth his argument saying that the amount of competence one achieves is largely a matter of time spent in learning rather than actual age of starting. Lenneberg (1967) claims that automatic acquisition from mere exposure to an L2 seems to disappear after puberty and foreign languages have to be taught and learnt through a conscious and laboured effort. A number of researchers (Meisel and Pienemann 1981; Clyne 1985) have distinguished functionally and structurally oriented learners. Ellis (1990) and Larsen - Freeman and Long (1991) find that there is growing body of evidence suggesting that an important role is played by interaction and negotiation in language learning. Brookes and Grendig (1988) and Holoc (1979) exhibit interest in learners autonomy. Krashen
lists self confidence as one of the variables related to success in second language acquisition. Widdowson (1990) states that foreign language learning experience is quite different from that of the first language acquisition. Brown et.al. (1977), Stiffenson et.al. (1979) Renolds et.al. (1982) and Nelson (1987) are of the view that when relevant cultural background and constructs are missing, however reading (in foreign language) tends to turn into a time consuming, laborious and frustrating experience. Caleb Gattegno (1972) says that silent reading helps the learners to develop their 'inner criteria'. Georgi Lozanov (1978) advocates suggestopedia in learning. Norman Lewis (1980) a master craftsman in the art of vocabulary building argues that there is an innate relation between vocabulary and intelligence. Chandrakumar, P.S. (1994) has established that English proficiency develops primarily through teacher-student interaction. Numan (1989) advocates to involve the learners in comprehending manipulating, producing or interacting in the target language while their attention is primarily focussed on meaning rather than on form. To incorporate the ideas and suggestion of the thinkers, writers and practitioners of E.L.T. the Government of Tamilnadu have been offering
refresher programmes to the working teachers through E.L.T. Centres and DIETs. These centres are guided by RIE and CIEFL, an autonomous organisation.

Inspite of all these revolutionary changes in second language teaching, the language competence of teachers teaching English is often questioned. Likewise the language attainment of students is still said to be in cross roads. Even after 10 years of schooling the students are not in a position to express themselves in English. Therefore the investigator feels that he has to carry out a doublefold task of verifying the language attainment of students as well as the language competence of the teachers teaching English.

4.3. STATEMENT OF THE PROBLEM:

The investigator has stated the felt problem in the field of English teaching thus:

ENGLISH LANGUAGE TEACHING AND THE LANGUAGE ATTAINMENT OF SECONDARY SCHOOL STUDENTS

4.4. OPERATIONAL DEFINITION:

ENGLISH LANGUAGE TEACHING - English language teaching refers to the teaching of English language carried out by teachers of Secondary Classes in their allotted periods; that is, the teaching competence manifested by them
in the English class room. The English Language Teaching competence of a teacher is conceptualised as sum total of his/her language competence, procedural competence and strategic competence.

Operationally, it is the score obtained on the 'observation schedule' prepared and validated by the Investigator.

**LANGUAGE ATTAINMENT:**

By language attainment the Investigator means the aural-oral, reading and writing abilities developed by the students.

Operationally it is the score obtained on the language proficiency tests prepared and validated by the Investigator.

**SECONDARY SCHOOL STUDENTS:**

It refers to the students of standard IX in high and higher secondary schools situated in Nellai Kattabomman District.

4.5. **OBJECTIVES:**

Part I

Section A

1. To find out the level of the English Language Teaching Competence of the teachers teaching secondary classes.
2. To find out the language mastery of the teachers teaching English to secondary students.

3. To find out the language mastery of the teachers teaching English to Secondary students in terms of its components:
   1. Oral Competence
   2. Reading Competence
   3. Writing competence

4. To find out the procedural competence of the teachers teaching English to Secondary students.

5. To find out the procedural competence of the teachers teaching English to Secondary Students in terms of its components.
   1. Motivation
   2. Presentation
   3. Practice
   4. Production
   5. Evaluation
   6. Assignment

6. To find out the strategic competence of the teachers teaching English to secondary students.
7. To find out the strategic competence of the teachers teaching English to secondary students in terms of its components:
   1. Questioning
   2. Using A.V. and improvised aids
   3. Using target language
   4. Using blackboard
   5. Using correlation techniques
   6. Using error treatment

8. To find out the teaching competence of the teachers teaching English to Secondary Students in terms of:
   1. Gender
   2. Age
   3. Experience
   4. Type of school &
   5. Locality

9. To find out the language mastery of the teachers of different categories:
   1. Gender
   2. Age
   3. Experience
   4. Type of school &
5. Locality
teaching English to secondary students.

10. To find out the oral competence of teachers of different categories:
1. Male/Female
2. Teachers up to 39/above 40 years of age
3. Experience up to 9 years/above 10 years
4. Govt/aided schools
5. Rural/urban/semi urban schools.
teaching English to Secondary students.

11. To find out the reading competence of the teachers of different categories teaching English to Secondary students.

12. To find out the writing competence of the teachers of different categories teaching English to Secondary students.

13. To find out the procedural competence of the teachers of different categories teaching English to Secondary Students.

14. To find out the competence to motivate on the part of teachers of different categories teaching English to secondary students.
15. To find out the competence to present the language on the part of teachers of different categories teaching English to secondary students.

16. To find out the competence to give practice on the part of teachers of different categories teaching English to secondary students.

17. To find out the competence to provide opportunities for language production on the part of teachers of different categories teaching English to secondary students.

18. To find out the evaluation competence of teachers of different categories teaching English to Secondary students.

19. To find out the competence to give assignment on the part of the teachers of different categories teaching English to Secondary Students.

20. To find out the strategic competence of teachers of different categories teaching English to secondary students.

21. To find out the questioning competence of teachers of different categories teaching English to secondary students.

22. To find out the competence to make use of A.V and improvised aids on the part of teachers of different categories teaching English to secondary students.
23. To find out the competence to make use of the target language of teachers of different categories teaching English to Secondary students.

24. To find out the competence to make use of the blackboard on the part of teachers of different categories teaching English to secondary students.

25. To find out the competence to make use of the correlation technique on the part of teachers of different categories teaching English to secondary students.

26. To find out the competence for error treatment of the students on the part of teachers of different categories teaching English to secondary students.

Section B

27. To find out the English Language attainment of the students of secondary classes.

28. To find out the English language attainment of the students of secondary classes in terms of its components:
   1. aural-oral skills
   2. Reading comprehension skills
   3. Writing skills

29. To find out the English Language attainment of the students of secondary classes in terms of the components of
aural-oral skills.
1. Following instruction
2. Distinct production

Reading comprehension skills:
1. Guessing the meaning of new words.
2. Locating information.

and writing skills.
1. Using appropriate words
2. Using appropriate grammatical structures.

30. To find out the language attainment of students of secondary classes, of competent teachers.
31. To find out the language attainment of students of secondary classes of competent teachers with regard to following dimensions aural-oral, reading comprehension and writing skills.
32. To find out the language attainment of students of secondary classes of competent teachers with regard to all the components of all the three dimensions.

aural-oral
1. Following instruction
2. Distinct production
Reading comprehension

1. Guessing meaning
2. Locating information

Writing skill

1. Using appropriate words
2. Using appropriate grammatical structures.

Part II

33. To find out the influence of English language teaching competence of the teachers over the language attainment of students.

34. To find out the influence of English language teaching competence of the teachers over the aural-oral attainment of the students of Secondary classes.

35. To find out the influence of English Language teaching competence of the teachers over the reading comprehension attainment of the students of secondary classes.

36. To find out the influence of English Language Teaching competence of teachers over the writing skill attainment of the students of Secondary classes.

37. To find out the association between gender and teaching competence of teachers teaching English to students of Secondary classes.
38. To find out the association between age and teaching competence of teachers teaching English to students of secondary classes.

39. To find out the association between length of experience and teaching competence of teachers teaching English to students of Secondary classes.

40. To find out the association between type of school and teaching competence of teachers teaching English to students of secondary classes.

41. To find out the association between locality and teaching competence of teachers teaching English to students of secondary classes.

42. To find out association between teachers' English language mastery and students language attainment with regard to
   1. aural-oral skills
   2. Reading comprehension skills and
   3. Writing skills

43. To find out the relationship between teachers' procedural competence and students English language attainment with regard to
   1. Aural-oral skills
2. Reading Comprehension skills
3. Writing skills.

44. To find out the relationship with the teachers' strategic competence and students' English language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills

45. To find out the relationship between competent teachers' English language mastery and their students' language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.

46. To find out the relationship between competent teachers' procedural competence and their students' language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.

47. To find out the relationship between competent teachers' strategic competence and their students' language
attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.

48. To find out the relationship between the less competent teachers' English language mastery and their students' language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.

49. To find out the relationship between less competent teachers' procedural competence and their students' language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.

50. To find out the relationship between the less competent teachers' strategic competence and their students' language attainment with regard to
1. Aural-oral skills
2. Reading comprehension skills
3. Writing skills.
Part III

51. To find out the personality make up of the competent teachers.

4.6. HYPOTHESES

PART I

Section A

1. Teachers teaching English to secondary students are competent in teaching the language.

2. The language mastery of the teachers teaching English to secondary students is good.

3. The language mastery of the teachers teaching English to secondary students in terms of its components - oral, reading and writing competence, is good.

4. The procedural competence of the teachers teaching English to secondary students is good.

5. The procedural competence of the teachers teaching English to secondary students in terms of its component - motivation, presentation, practice, production, evaluation and assignments is good.

6. The strategic competence of the teachers teaching English to secondary students is good.
7. The strategic competence of teachers teaching English to secondary class students in terms of its components questioning, using improvised aids, using target language, using blackboard, using correlation and using error treatment is good.

8. Teachers of different categories (Male/female, upto 39 years of age/more than 40 years of age; upto 9 years of experience / above 10 years of experience; Government / Government aided schools; rural / urban / semiurban) - teaching English to secondary students have the same level of competence.

9. The language mastery of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary student is the same.

10. The oral competence of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to Secondary students is the same.

11. The reading competence of teachers of different categories (pertaining to their gender, age, experience, type of school
and locality) - teaching English to Secondary students is the same.

12. The writing competence of teachers of different categories (pertaining to their gender, age, experience, type of school, locality) - teaching English to secondary students is the same.

13. The procedural competence of teachers of different categories - (pertaining to their gender, age, experience, type of school, locality) - teaching English to Secondary students is the same.

14. The competence to motivate on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

15. The competence to present the language on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

16. The competence to give practice on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) teaching English to secondary students is the same.
17. The competence to provide opportunity for language production on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

18. The evaluation competence of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

19. The competence to give assignment on the part of teachers of different categories - (pertaining to their gender, age, type of school and locality) - teaching English to secondary students is the same.

20. The strategic competence of teachers of different categories (pertaining to their gender, age, experience, type of school, and locality) - teaching English to secondary students is the same.

21. The questioning competence of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary student is the same.
22. The competence to make use of A.V. and improved aids on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

23. The competence to make use of the target language of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

24. The competence to make use of black board on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school, and locality) - teaching English is the same.

25. The competence to make use of the correlation technique on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to secondary students is the same.

26. The competence for error treatment on the part of teachers of different categories - (pertaining to their gender, age, experience, type of school and locality) - teaching English to Secondary students is the same.
SECTION B

27. The English language attainment of the students of secondary class is poor.

28. The language attainment of the student of secondary classes in terms of its dimensions: aural-oral, reading and writing is poor.

29. The language attainment of secondary class students with regard to aural-oral, reading and writing and in terms of their components is poor.

30. The students of competent teachers have good language attainment.

31. The students of competent teachers have good language attainment in terms of its dimensions: aural-oral, reading and writing skill.

32. The students of competent teachers have good language attainment in terms of the components of the following three dimensions:
   Aural-oral:
   i. Following instruction
   ii. Distinct production
Reading comprehension  i.  Guessing the meaning of new words
                  ii.  Locating information

Writing skill  i.  Using appropriate words
                  ii.  Using appropriate grammatical structures

PART II

4.6. NULL HYPOTHESES:

33. The English language teaching competence of the teachers does not significantly influence the students' language attainment.

34. The English language teaching competence of the teachers does not significantly influence the attainment of the students' aural-oral skills.

35. The English language teaching competence of the teachers does not significantly influence the attainment of the students' reading skills.

36. The English language teaching competence of the teachers does not significantly influence the attainment of the students' writing skills.

37. There is no significant association between gender and
teaching competence of teachers teaching English to students of secondary classes.

38. There is no significant association between age and teaching competence of teachers teaching English to students of secondary classes.

39. There is no significant association between length of experience and teaching competence of teachers teaching English to students of secondary classes.

40. There is no significant association between type of school and teaching competence of teachers teaching English to students of secondary classes.

41. There is no significant association between locality and teaching competence of teachers teaching English to students of secondary classes.

42. There is no significant relationship between teachers’ English Language mastery and students’ English language attainment with regard to aural-oral, reading comprehension and writing skills.

43. There is no significant relationship between teachers’ procedural competence and students’ English language attainment with regard to aural-oral, reading comprehension and writing skills.
44. There is no significant relationship between teachers' strategic competence and students' English language attainment with regard to aural-oral, reading comprehension and writing skills.

45. There is no significant relationship between competent teachers' English language mastery and their students' aural-oral, reading comprehension and writing skills.

46. There is no significant relationship between competent teachers' procedural competence and their students' aural-oral, reading comprehension and writing skills.

47. There is no significant relationship between competent teachers' strategic competence and their students' aural-oral, reading comprehension and writing skills.

48. There is no significant relationship between less competent teachers' English language mastery and their students' aural-oral, reading comprehension and writing skills.

49. There is no significant relationship between less competent teachers' procedural competence and their students' aural-oral, reading comprehension and writing skills.

50. There is no significant relationship between less competent teachers' strategic competence and their students' aural-oral, reading comprehension and writing skills.
PART III

51. The personality make up of the competent and less competent teachers is the same.

4.7. POPULATION AND SAMPLE:

The population comprises teachers of Nellai Kattabomman District teaching English to secondary classes and the IX standard students taught by them.

There are 111 high schools and 131 higher secondary schools in Nellai Kattabomman district. This includes 21 matriculation higher secondary schools. Matriculation schools are not included in the present study since their medium of instruction is English. This revenue district has three educational districts namely Cheranmahadevi, Tirunelveli and Tenkasi.

Of the three, two of them are selected by random to reduce the size of the sample. They are Cheranmahadevi and Tirunelveli Educational Districts. In Cheranmahadevi Educational District there are 36 high schools and 45 higher secondary schools. In Tirunelveli Educational District there are 34 high schools and 37 higher Secondary Schools. Again out of these 152 schools, 50 schools were selected by random. Care was taken to give representation to urban, rural and semi urban areas. 18 schools were rural, 16 were semi urban and 16 were
Diagram 3
Locality of Schools

Semi-Urban

Rural

Urban
urban (Diagram 3). This works out to about 33% of the total population. Of these, 21 schools are Government and 29 schools are Government aided. Then from each school one teacher teaching English to Secondary classes has been selected by random to form the sample.

For taking a sample of students, twenty students are selected at random from each selected teacher's class. The total sample of the students selected for the study works out to 1000.

Since standard X students are being prepared for the Government Examinations, only students from standard IX have been considered for the study. The following are the list of schools selected for the study:

**RURAL:**

1. Govt. High school, Pazhavoor.
2. Govt. High School, Thalabathisamudram.
5. Govt. High School, Manur.
10. S.P. Adityan High School, Navaladi.
15. Concordia Hr. Sec. School, Vadakkangulam.

URBAN:
4. Schafter Hr. Sec. School, Tirnelveli.
5. Cathdral Hr. Sec. School, Palayamkottai.
7. Sankar Hr. Sec. School, Sankarnagar.
8. S.T.C. Hr. Sec. School, Palayamkottai.
10. Rehmania Hr. Sec. School, Melapalayam.
11. St. Xavier's Hr. Sec. School, Palayamkottai.
13. Muslim Hr. Sec. School, Melapalayam.

SEMI - URBAN:
2. Govt. Girls High School, Nanguneri.
5. Govt. Hr. Sec. School, Panagudi.
10. Sacred Heart High School, Panagudi.
11. S.A. Noble High School, Vallioor.
15. Tilak Vidyalaya Hr. Sec. School, Kallidaikurichi.
16. Ramakrishna Hr. Sec. School, Tisayanvillai.
Schools chosen for the present study are shown in the Tirunelveli Revenue District Map (P.186).

4.8 RESEARCH TOOLS:

The investigator has planned to use the following three instruments for data collection. They are

1. OBSERVATION SCHEDULE - to observe and estimate English language teachers' teaching. It is prepared and validated by the investigator.

   It consists of two parts:

   Part I: Personal data of the teachers to be observed

   Part II: Elements of Teaching competence to be observed.

   Part I elicits informations related to name of the teacher, gender, age, teaching experience, type of school and locality of school.

   Part II Comprises items to be rated on language mastery, procedural competence and strategic competence.

2. LANGUAGE PROFICIENCY TESTS - for students of standard IX.

   Students' language proficiency test is to study aural-oral skill, reading comprehension and writing skills.

   a) TEST FOR ASSESSING AURAL ORAL SKILL

   b) TEST FOR ASSESSING READING COMPREHENSION SKILL

   c) TEST FOR ASSESSING WRITING SKILL.
All these are prepared and validated by the investigator.

3. 16 P.F. QUESTIONNAIRE - to study teachers' personality - It was validated and standardized by Cattell.

4.9. ADMINISTRATION:

The co-operation of the headmasters and language teachers were solicited earlier. The teachers were permitted to teach any topic they preferred. The class was observed for all the forty-five minutes. The teachers were earlier explained that the observation would not affect them in anyway. The classes of the same teachers were observed again after a week, and then once again after a month. Everytime they were observed for forty five minutes (each observation). The investigator himself did the observation. The whole process took 6 months for the investigator to observe all the fifty teachers.

During the third visit, twenty students were selected at random from each observed teachers' class and administered the language proficiency tests. The time given was only forty five minutes for all the three skills. Recorded tape was used for phoneme discrimination, assimilation, understanding and following instruction of aural-oral test. The recording was done with utmost care. The investigator himself conducted the oral test individually and simultaneously recorded the outcomes. Students
were given sufficient instructions earlier. Doubts were clarified. Copying from neighbours were averted to the maximum.

All the teachers observed, were administered 16 P.F. schedule to study their personality.

4.10. PROPOSED STATISTICS:

The following statistical techniques are to be employed for testing the proposed hypotheses.

1. 't'test

\[ t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \]

(Y.P. Agarwal - 1988, p.187.)

2. 'Chi' square test

\[ X^2 = \sum \left( \frac{(fo - fe)^2}{fe} \right) \]

fo - observed frequency
fe - expected frequency

degrees of freedom \( df = (\text{row} - 1)(\text{column} - 1) \)

(S.P. Gupta - 1979, p.4)
3. Product moment correlation

\[ r = \frac{N \sum_{i=1}^{N} xy - (\sum_{i=1}^{N} x)(\sum_{i=1}^{N} y)}{\sqrt{N \sum_{i=1}^{N} x^2 - (\sum_{i=1}^{N} x)^2} \sqrt{N \sum_{i=1}^{N} y^2 - (\sum_{i=1}^{N} y)^2}} \]

(John W. Best, and James, V. Kahn, 1989, p.230)

where

- \( x \) = sum of the \( x \) scores
- \( y \) = sum of the \( y \) scores
- \( x^2 \) = sum of the squared \( x \) scores
- \( y^2 \) = sum of the squared \( y \) scores
- \( xy \) = sum of the products of paired \( x \) and \( y \) scores.

4.11 LIMITATIONS:

No researcher can claim that his/her study is without limitations. The present study has also its own limitations.

The investigator has left out C.B.S.E. Schools, matriculation schools and English Medium sections of Tamil Medium schools from the present study. If he had included these schools, a comparative study could have been made.

Though the aim of the study was to include teachers of both IX and X standard and their students, later it was not found to be possible because teachers of X standard were more worried about examination outcomes, rather than students'
language development. The classes were directed only towards the examination. So the investigator was forced to restrict his study only with standard IX.

Teaching competency is affected by demographic variables, presage variables, and product variables. The presage variables like attitude of the teachers towards teaching, and their interest in teaching were side tracked in the present study. Demographic variables like Socio Economic Status, and family background may have an impact on teaching. But they were not considered for the present study. Facilities available in schools for language teaching too can play a role in affecting language teaching. They were also not considered in the present study.

There is no foolproof method to distinguish competent and not so competent teachers. This has been done only on the basis of the views expressed by heads of institutions, students and parents.

Considering the time limit only a few items were included in the tests to measure various language skills developed in students.

While evaluating the language outcomes of the students, variables like socio economic status of the students, interests, aptitude, and attitude were not considered.
4.11. REFERENCES

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