CHAPTER - II

DESCRIPTION OF THE DATA COLLECTION METHODS

2.1 Preliminaries:

The aim of the present study is to investigate the influence of teachers’ practices of teaching with the help of Print media and the Internet in the Second Year of Bachelor of Arts faculty i.e. SYBA level of the Departments of English. The colleges are from urban, semi-urban and rural areas of Nashik district. The researcher conducts the tests at the undergraduate classes in various colleges of the Nashik district, Maharashtra.

For the present research, the questionnaire, observation and experimental, i.e. students’ tests are adopted. This chapter explains the methodology adopted and summarizes the methods and framework employed to conduct the study.

2.2 Research Design:

The methods used for data collection in this present study are explained in this section. Both quantitative and qualitative methods are adopted. The qualitative data is gathered by a classroom observation and the quantitative data is collected by using a teacher questionnaire and students’ tests i.e. experimental method. It is administered to SYBA students based on their knowledge of grammar and vocabulary items.

By using a questionnaire, classroom observation and experimental method, the researcher has adopted a triangular procedure to collect the required data. Gamal, M.A. (2005: 88-89) points out that ‘triangular refers to the use of two or more methods of data collection in an investigation of certain phenomenon.’

The researcher has designed a teacher questionnaire, a classroom observation checklist and students’ pre and post tests i.e. experimental method. The suggestions and remarks of the research guide have been taken into consideration. Data collection was carried out over a period of six months (July, August, September, November, December and January 2012) in three phases. In the first phase, the teachers’ questionnaire is conducted. The focus of this instrument is to collect information
about actual teachers’ practices and their opinions when teaching grammar and vocabulary items with the help of Print media and the Internet-based activities. The researcher wanted to know what extent such practices/activities influence the teaching of grammar and vocabulary items. In the second phase, data is collected by using the classroom observation checklist. The main focus of the classroom observation checklist is to record the actual practices which are followed by teachers of grammar and vocabulary in the classroom. In the third Phase, the data is conducted by using controlled/experimental method. The tests are taken as pre-tests and post-tests. The major aim of the test is to investigate the students’ understanding of the different language items, especially vocabulary and grammar items, through the Print Media and the Internet.

2.3 The Target Group:

The target group comprises the Second Year Students of Arts faculty, i.e. SYBA, Compulsory English from various colleges of urban, semi-urban and rural areas of the Nashik district, Maharashtra. They are as follows:


The population of the research study consists of the teachers in the Departments of English of the above mentioned colleges of the Nashik district, Maharashtra. The colleges are situated in a variety of parts in the Nashik district, Maharashtra.
2.4 Sample of the Study:

Before selecting the samples of each instrument, the researcher made several visits to the colleges which are affiliated to Pune University, Maharashtra. The colleges are situated in a variety of parts like urban, semi-urban and rural areas in the Nashik district, Maharashtra. The purpose of these visits was to arrange meetings with the Heads of the Departments of English and get permission to implement the instruments i.e. Print media and the Internet activities of the current study. The visit was also to know the teachers of English and their timetables.

The samples were selected according to the objectives of this study and based on discussion with the educational experts in the field of ELT.

2.5 Methods of Data Collection:

As stated earlier, the researcher has adopted a triangular procedure to collect the required data to achieve the objectives and check the hypotheses of this research study. The method of data collection of this study is the teachers’ questionnaire, the classroom observation checklist and the students’ tests i.e. experimental method. They are discussed in detail in this section.

2.5.1 Teachers’ Questionnaire:

The questionnaire is a major means, which is employed in data collected in this study because of its immense qualities. A questionnaire is an effective way of collecting all kinds of data of the research. According to Sarantakos (1998: 224), questionnaires as methods of data collection have many advantages and these include the following:

- Questionnaires produce quick results and decisions.
- They provide greater assurance of anonymity.
- The use of questionnaires promises a wide coverage, since researchers can approach more easily than other methods.
- Questionnaires are stable, consistent and uniform measure.
Other advantages of questionnaires are that they are more suitable for the participants than any other means. Respondents can say whatever they want without hesitation. Therefore, a questionnaire fits such respondents. It is essential that a questionnaire must be designed and used properly in order to collect the relevant data. Furthermore, the language used in a questionnaire should be clear and should precisely convey ideas by which the research scholar wants to elicit the necessary information.

2.5.1.1 The Design of the Teachers’ Questionnaire:

As stated earlier, this research study is a combination of qualitative and quantitative methods. Therefore, teachers’ questionnaire of this study is designed in a semi-structured way, with a great degree of explicitness. A definition of a semi-structured questionnaire is ‘a questionnaire consisting of both open-ended and closed ended questions’. It offers greater depth that is possible with a totally structured questionnaire. The items of the teachers’ questionnaire are provided with multiple-choice answers and simple phrasing to make them understandable.

The teachers’ Questionnaire is divided into five sections. Section one is designed to acquire background information about the participants. Section two is designed to attain knowledge and views about authentic materials, i.e. newspapers, magazines, dictionary, textbook and the Internet about grammar and vocabulary teaching. Section three is designed to get the teachers’ opinions about Print media and its application in English language teaching i.e. grammar and vocabulary items. Section four is designed to attain the teachers’ opinions about the Internet-based activities and its application in English language teaching. The fifth Section is designed to acquire the teachers’ views about the teachers’ real practice about grammar and vocabulary teaching in English language with the help of Print Media and the Internet.

The items in the teachers’ questionnaire do not follow a specific arrangement in order to avoid the bias and the favourable impression of the participants to answer all the items in a definite direction without paying attention to the content of each item. A detailed description of the sections of the teachers’ questionnaire is as follows:
2.5.1.2 Section One: Background Information:

It is prepared with the aim of getting information of teachers’ age, sex, academic qualifications, designation, teaching experience, area background and the name of the university and college where they teach.

2.5.1.3 Section Two: Teachers’ Opinions about Authentic Materials:

This section is designed to obtain the teachers’ knowledge and opinions about the use of authentic materials, i.e. Print and non-print media in English language teaching. This section of the teachers’ questionnaire consists of 8 questions, running from 1 to 8, each one of them have two or four possible alternatives from which respondents can choose certain issues. These items involve open-ended questions. The statements should be marked with a tick mark on the proper option. An unsure alternative is also given. In these statements, participants are required to show their agreement or disagreement.

A description of the items outline is as following:

Open-ended Items:

- Item 1 asks about the teachers’ opinions in the case of the use of authentic materials in their classes.
- Item 2 investigates to get information why teachers prefer to use authentic materials in the classes.
- Item 3 is about the teachers’ point of view for using Print media i.e. newspapers, magazines, dictionary and textbooks in their teaching of English language.
- Item 4 tries to get an opinion about the Internet-based activities in their classes.
- Item 5 asks about authentic materials at which level (s) they use in the classes.
- Item 6 investigates to get information about which class(es) would use Print media and the Internet.

- Item 7 is designed to get information about different sources that the teachers would use to obtain authentic materials.

- Item 8 aims at finding information about the criteria of selection.

2.5.1.4 Section Three: Teachers’ Opinions about Print Media and Its Application:

This section is designed to obtain knowledge about the teachers’ opinions and practices about English language teaching, especially vocabulary and grammar teaching. This section of the teachers’ questionnaire consists of 18 questioning items, running from 1 to 18. The item 1 to 17, each one of them has two possible alternatives and the last no. 18 item has four alternatives. These items involve open-ended questions. The correct statement is to be marked with a tick mark on the proper option.

A description of the items outline is as follows:

Open-ended Items:

- Item 1 tries to get information about materials/sources which makes the learner more dynamic and realistic and fosters better learning.

- Item 2 aims at finding information about whether the innovation/tasks include varied approaches.

- Item 3 is about the Innovations/tasks which help the learners to develop language skills, knowledge etc.

- Item 4 asks about good value of English newspapers for teaching-learning about the English language.

- Item 5 tries to elicit information about the newspapers’ items/materials which give an authentic and flexible language items for teaching-learning of the English language.
• Item 6 investigates about English newspapers which offer opportunities for vocabulary and grammar items in the English language.

• Item 7 enquires about English magazines which have good value for teaching-learning of the English language.

• Item 8 tries to elicit information about the magazines’ items which give an authentic and flexible language items for teaching-learning of the English language.

• Item 9 is about the magazines items’ which are able to teach grammar and vocabulary items in the English language.

• Item 10 asks about the dictionaries which give grammar and usage notes clearly in English.

• Item 11 is designed to get information about the multi-world items (phrasal verbs, idioms) in the dictionaries.

• Item 12 inquires about the teachers’ selection and design in the case of the activities which are given in the dictionary that are most suitable for their students and teaching context.

• Item 13 investigates about the teachers’ focus on dictionary for improving grammar and usage notes in English language.

• Item 14 is designed to find out information about the dictionary which encourages students to correct their errors in English.

• Item 15 asks about good value of English textbooks for teaching-learning of the English language.

• Item 16 tries to elicit information about the textbook and its practices/activities which are useful for teaching grammar and vocabulary needs.

• Item 17 is designed to find out information about the role of textbooks in the teachers’ lessons.
• Item 18 investigates about the Print media which help the teachers in developing writing skills of students.

2.5.1.5 Section Four: Teachers’ Opinions about the Internet-based Activities and Its Application:

This section is designed to obtain the teachers’ knowledge and opinions about the use of the Internet-based activities and its application in teaching of English language. It contains the teachers’ questionnaire consists of 5 questioning items, running from 1 to 5. The item 1, 3 and 5-each one of them has two alternatives and the Item 2 and 4 have four alternatives. The items have open-ended questions. The statement is to be marked with a tick mark on the proper option.

A description of the items outline is as follows:

Open-ended Items:

• Item 1 asks about the access of technology which makes an impact on teaching them.

• Item 2 investigates about the aids of technology which is useful to teach English in the classes.

• Item 3 inquires about the Internet activities which are suitable to follow basic rules of grammar, spelling and literary composition.

• Item 4 aims at finding information about the ICTs which is useful for learners to use English language.

• Item 5 tries to get information about the areas of teaching ELT with the help of the Internet which is interesting in the course of teaching and learning.

• Statement 1 indicates the quality of interaction in the Internet classroom, which is more communicative rather than the traditional classroom.

• Statement 2 points out that the Internet provides an effective and appropriate sources/activities in the classroom.
• Statement 3 shows that the Internet gives an opportunity to develop writing tasks.

• Statement 4 is about the teaching strategies which are different in the Internet classroom.

• Statement 5 investigates whether the teachers’ role is changed when lessons are based on the Internet.

2.5.1.6 Section Five: Closed-ended Items

Section V puts questions to the respondents to show their agreement or disagreement in addition to the degree of agreement or disagreement. An unsure alternative is also given. This section consists of 12 statements. They are as follows:

• Statement 1 shows that the teacher plans effectively with clear objectives and how they will be achieved different needs.

• Statement 2 indicates that the teacher employs various methods and approaches that match lesson objectives and the needs of the students.

• Statement 3 points out that the teacher manages students well and achieve high standards of discipline.

• Statement 4 investigates whether teachers should focus on time and various learning sources effectively.

• Statement 5 specifies that the teacher should assess students’ work thoroughly, constructively and use assessment to inform planning and teaching.

• Statement 6 indicates that teaching grammar improves students’ accuracy.

• Statement 7 indicates that teaching vocabulary items improve students’ accuracy.

• Statement 8 focuses the awareness of grammar rules and vocabulary that make students able to communicate in real situations.
• Statement 9 points out that it is necessary to teach the grammar of an FL to enable students to use the language accurately and fluently.

• Statement 10 specifies that the teachers should use a variety of grammar and vocabulary practice activities to help students to internalize the language structures.

• Statement 11 points out that teacher of grammar and vocabulary should focus on form, content, meaning, context and use of structures.

• Statement 12 investigates whether teaching through Print media and the Internet help teachers to share their ideas among their fellow students.

2.5.1.7 Respondents of the Teachers’ Questionnaire:

As this study investigates the influence of teachers’ practices on teaching grammar and vocabulary items, teachers represent an important part regarding the intended objectives. 30 teachers have participated to answer the items of the teachers’ questionnaire. The copies of the questionnaire were distributed to them in the Departments of English in the colleges of Arts, Com. & Sci., University of Pune. The colleges selected are from urban, semi-urban and rural areas of the Nashik district, Maharashtra. The participants were interested enough to keenly participate as respondents of the questionnaire instrument.

2.5.1.8 Reliability of the Teachers’ Questionnaire:

The teachers’ questionnaire of the study passed through various steps of modifications for assessment of the construction stage before its actual distribution of the respondents. Jonathan, et.al. (2005:1) define it as ‘the extent to which an experiment, test or any measuring procedure yields the same results on repeated trials.’

Regarding this study, the reliability is verified whether the improved items in the teachers’ questionnaire are understood by the respondents in the same way or not. Therefore, the questionnaire is tried out with sample subjects of four respondents in the same field of the research. The four respondents are asked to answer the items of the teachers’ questionnaire. Two weeks later, the questionnaire is administered to the
same respondents again. This type of reliability is called test-retest reliability. There is no discrepancy in the responses and understanding of the items on the teachers’ questionnaire. Therefore, the pilot study of teachers’ questionnaire is an evidence of the reliability of the research. In addition, the reliability of this study is built up through the review of the ELT experts in Maharashtra, India.

2.5.2 Classroom Observation Checklist:

The same procedures of designing the teachers’ questionnaire are followed in designing the classroom observation checklist. It is prepared to sustain the teachers’ questionnaire to achieve valid information. In addition to this, the researcher has referred to several sources in order to design an appropriate classroom observation checklist. In short, it is planned to account for all the necessary objectives of the present study. The classroom observation checklist consists of four sections. Section one is about general background information, while section two deals with recording teachers’ practices in teaching grammar and vocabulary items in the observation list. Section three is designed to obtain information of teaching style and section four is prepared to observe the activities which are used by the teacher in grammar and vocabulary classes. A detailed description of the classroom observation checklist is as follows.

2.5.2.1 Section One: Background Information:

This section is prepared to record some information about the observation sessions. It involves the name of the college, teacher’s name, teacher’s qualification, a number of students in the class, teaching hours allocated to the activity and date of the observation of grammar and vocabulary items teaching in the English language per lecture.

2.5.2.2 Section Two: The Teachers’ Practices in Grammar and Vocabulary Teaching with the Help of Print Media and the Internet

The section is designed to observe the various practices in teaching grammar and vocabulary items with the help of Print media and the Internet. It consists of twelve items, running from 1 to 12. Each item refers to a teachers’ practice of
presenting grammar and vocabulary items and it has two options, i.e. yes or no. The researcher makes a tick mark on such a practice is followed or not followed.

A description of the items of Section Two of the classroom observation checklist is as follows:

- **Item 1** indicates whether Print media i.e. newspapers, magazines, textbook and dictionary is easily accessible to the teacher for teaching different types of grammar and vocabulary items in English.
- **Item 2** points out, whether a teacher presents grammar items with the help of Print media.
- **Item 3** states whether a teacher presents vocabulary items with the help of Print media.
- **Item 4** indicates whether a teacher presents grammar and vocabulary items with the help of Internet-based activities.
- **Item 5** illustrates whether a teacher presents grammatical items by focusing on form, meaning and use.
- **Item 6** points out whether a teacher uses English newspaper items/activities to teach grammar and vocabulary items.
- **Item 7** states whether a teacher uses English magazines to teach grammar and vocabulary items.
- **Item 8** indicates whether a teacher uses a dictionary to teach grammar and vocabulary items.
- **Item 9** points out, whether a teacher uses textbook to teach grammar and vocabulary items.
- **Item 10** focuses on whether a teacher uses technology, i.e. Internet-based activities to teach grammar and vocabulary items.
• Item 11 illustrates whether a teacher explains grammar structures at a sentence level.

• Item 12 states whether teacher explains vocabulary items in a meaningful context.

2.5.2.3 Section Three: Teaching Style

This section consists of seventeen items from 13 to 29. Each item identifies a specific issue regarding the teaching style, and it has two options i.e. yes or no. This section is prepared to take note of the teachers’ strategies, modes of teaching, materials and medium of instructions used in grammar and vocabulary classroom. The researcher also aims to observe up to what extent the cultural context the teacher’s personal pedagogical knowledge and the teacher’s practical experience affects their choice of particular techniques of teaching.

A description of the items in this section is as following:

• Item 13 is designed to observe the approach of teaching which the teacher follows in grammar and vocabulary items.

• Item 14 points to a teacher’s mode of teaching used in the classroom.

• Item 15 is designed to notice whether a teacher ensures that students understood the grammar and vocabulary items by giving them real communicative items/tasks and drills to apply them in meaningful ways.

• Item 16 is about the medium of instruction a teacher uses in teaching grammar and vocabulary items.

• Item 17 is designed to see the materials of teaching which are used by the teacher and the students depend on it.

• Item 18 is designed to record whether a teacher uses techniques/materials that reflect an awareness of different teaching styles.

• Item 19 points to electronic media, i.e. modern technology, which is used in the classroom.
• Item 20 is to observe whether a teacher motivates students to participate in the class discussion or not.

• Item 21 is designed to observe whether a teacher works as a facilitator and monitors the group’s work in the classroom.

• Item 22 is designed to record whether the amount of a teacher’s talk and a student’s talk is appropriate.

• Item 23 is prepared to observe whether a teacher uses grammar and vocabulary practices/exercises in “real-life” situations.

• Item 24 is designed to notice whether teaching through Print media and the Internet enhances the teacher’s performance or not.

• Item 25 indicates whether Print media motivates the teacher to make his/her teaching innovative or not.

• Item 26 is designed to observe whether use of Internet-based activities enhance students’ language skills or not.

• Item 27 is prepared to record whether Print media leads to modification of teacher’s teaching strategies or not.

• Item 28 is designed to see whether Internet brings about change in teacher’s perception of use of materials in the teaching-learning process.

• Item 29 indicates whether use of Print media and the Internet-based activities and teacher’s practical experience is clear in dealing with the students’ difficulties and classroom management skills.

2.5.2.4 Section Four: Activities

This section of the classroom observation checklist is used to provide information about activities and to what extent the various types of activities are practiced. It consists of five items from 30 to 34. Item 30 is intended to rate the activities practiced under a four point scale, i.e. very much, somewhat, minimal and not at all. Items 33 and 34 are intended to rate the reaction of the students, the time
allotted to the activities, the teacher’s feedback and further activities assigned by the teacher under a numerical scale, i.e. 1, 2, 3. Here ‘1’ refers to a high mark, ‘2’ refers to a middle mark and ‘3’ refers to a low mark. Decision of the item of section four is given below:

- Item 30 is designed to investigate to what extent the types of activities are used by a teacher. They are: awareness, drills and free interaction, guided meaningful practice, free sentence composition, context-based activities.

- Item 31 is designed to observe to what extent students react to the activities.

- Item 32 indicates to what extent the time allotted to activities is appropriate.

- Item 33 is planned to watch to what extent a teacher corrects students’ errors and provides feedback for most errors.

- Item 34 points to what extent a teacher assigns same activities for further practice.

2.5.2.5 Sample of the Classroom Observation Checklist:

As regards selecting teacher to be observed, the intention is to approach those whose approaches, techniques, materials, views, and modes of teaching which have been stated in their responses to the teachers’ questionnaire seemed different. Therefore 30 teachers from different departments of English are engaged in responding to the teachers’ questionnaire have been chosen to be observed. The distribution of the observation sessions are discussed in detail.

2.5.2.6 Reliability of the Classroom Observation Checklist:

Reliability of the classroom observation comes from the observer’s consistency. Observer must understand that they record similar decisions about similar events on different occasions. He must also notice the same decisions about the same events if they see or hear them again. For obtaining the reliability of the classroom observation checklist used in the current study, the researcher has utilized two types of reliability. They are test-retest and inter-rater reliability. After collecting the copies of teachers’ questionnaires; Observations are carried out by the researcher
in English grammar and vocabulary classes with same teachers who are involved in answering the questionnaire. The researcher arranged individual meetings with all participants before starting to collect data. In the meetings, the goals of the observations are explained and participants are not asked to perform differently in the classroom teaching in the days of observations. The data recorded in the classroom observation checklist is to be discussed and analyzed.

In this research, an observation method has been used in the scope of qualitative approach. The findings related to the sections of the checklist have been recorded under their grouping/categories and subjected to an analysis. Results obtained from the data are identified to establish patterns, regularities and similarities. They are recorded and based on the number of their occurrences in various implemented observations.

2.5.3 Students’ Tests i.e. Experimental Method:

The third instrument used to collect the required data for this research study is students’ tests i.e. experimental method. The researcher tries to identify and analyze the difficulties in teaching and learning of vocabulary and grammar items at undergraduate classes in the colleges. The colleges are situated in a variety of parts like urban, semi-urban and rural areas in the Nashik district and are affiliated to Pune University, Maharashtra.

This research concentrates on the teaching of language items, especially vocabulary and grammar through the Print media and the Internet. The researcher conducts tests at the under-graduate classes. The samples selected are students of SYBA, Compulsory English. The researcher proposes to use the controlled/experimental method for collection of data. Two grammars and vocabulary tests were designed; one for the uncontrolled group and the other is for the students of the experimental group. They are pre-tests and post-tests. The students’ tests are conducted after the administration of the teachers’ questionnaire and the classroom observation. The samples are selected by the random selection method with the criterion of representation to both sexes. In uncontrolled group, there are 100 students and in other group, i.e. experimental has 100 students. 200 hundred students are tested in this activity.
2.5.3.1 Students’ Tests Design:

The major aim of this study is to investigate the influence of teachers’ teaching practices on grammar and vocabulary items with the help of Print media and the Internet. This study investigates whether Print media and the Internet help students to understand the topics of grammar and vocabulary courses or not. Therefore, the rationale behind implementing such tests on the grammar and vocabulary courses is to investigate to what extent the students understand the different parts of their grammar and vocabulary courses after being exposed to various teachers’ practices. Davies and Pearse (2000:181) explain that ‘learners’ tests are the one source to evaluate teaching and learning.

The students’ tests are based on grammar and vocabulary courses to investigate their knowledge of the different parts of grammar and vocabulary after being taught the grammar and vocabulary items. The per-test and post test are conducted at the end of the second semester, i.e. in Jan. and Feb. of the academic year 2012-13. The researcher met the teachers to know the topics which had been taught during the three-four months of the second semester of the academic year 2011-12. They informed the researcher that they taught certain units of grammar and vocabulary. Thus, the researcher designed the tests for the 2nd year students, i.e. SYBA, Compulsory English based on those certain units of their course. The construction of the students’ test depends on the suggestions stated by Seliger and Shohamy (1989: 176-177) who argue that ‘the test of high explicitness will give more isolated and discrete types of language such as short sentences, structures or vocabulary items.’

The same procedure of designing the pre-test is followed in designing the post-test. The researcher met teachers of grammar and vocabulary in the nine departments of English in the colleges of Nashik district respectively. The purpose of the meetings is to get information about the units of the courses which had been taught.
2.5.3.2 Description of the Second Year Students’ Test Items:

A general description of the second year students’ test items and the aims of each item has shown illustrated below. The pre-test and post-test consists of 60 sub-items distributed in twelve items respectively. Each item comprises 5 sub-items. (See appendix No. 3). They are as following:

- Item 1 is about a multiple choice. This item is designed to investigate whether the participants can differentiate between the structures of different types of sentences and types of phrases.

- Item 2 is a completion item. It comprises 5 sub-items. It is designed to get knowledge, whether the participants can use certain prepositions in different situations of the time, date and place.

- Item 3 is a constructed as a response item. It comprises 10 sub-items. It is divided into two parts. The items are designed to check the participants’ understanding whether they can form or make synonyms and antonyms of some words.

- Item 4 is about parts of speech item. It has 5 sub-items. It is a multiple choice. This item is designed to investigate whether the participants can use different types of parts of speech or categories of words correctly.

- Item 5 is about phrases. It has 5 sub-items. It is a matching-response item. The item is designed to check the participants’ understanding whether they can match the phrases to their meanings.

- Item 6 is a supplied response item. It is designed to test participants understanding and whether they can form the passive voice from different types of sentences.

- Item 7 asks the participants to construct responses. This item is designed to investigate whether the participants can find out the difference in vocabulary between the British English and American English.
Item 8 is about a multiple choice. It has five sub-items. This item is designed to investigate whether the participant can use suitable words correctly in the sentences.

Item 9 is about a multiple choice. This item is designed to investigate whether the participants can check their knowledge about certain cases of agreement between subjects and verbs in sentences.

Item 10 is about collocation i.e. to present proper verb with a noun. It has five sub-items. It is a supplied response item. It is designed to check whether the participants have the ability to use collocations for certain words.

Item 11 is a constructed response item. It comprises 5 sub-items. The item is designed for the participants for checking understanding and abilities whether they can form/write as many words and phrases belonging to the lexical sets as possible.

Item 12 is a supplied response item. It is designed to investigate whether the participants can construct prefixes and suffixes and give the meanings of the words.

2.5.3.3 Participants of the Students’ Tests:

There are 200 students’ participation in the test. 154 boy students and 46 girl students of the academic year 2012-2013 are randomly selected from the Departments of English in the colleges of Pune University of Nashik district, Maharashtra. Several changes have been done in both students’ grammar and vocabulary tests, i.e. Pre-test and Post-test. Allowed time is also estimated so that the participants can get sufficient time to accomplish the answers to the tests.

2.5.3.4 Reliability of the Students’ Tests:

Burke (2000: P.122) says that a good test or assessment procedure must be reliable and valid. Copies of the students’ grammar and vocabulary tests were given to some experts of ELT at the University of Pune, and some to experienced teachers of English in order to check language, content, arrangement and suitability of the tests. Taking into consideration their ideas and suggestions, the tests are restructured.
The instructions of all items of the tests are clear and concise. Each item investigates an aspect or aspects of students' grammar and vocabulary knowledge regarding the topics of their grammar and vocabulary courses. The two tests are long enough. The tests have been reliable since every sub-item in the questioning items highlights a particular grammatical form; the correct response in the relevant form receives the marks. This reflects the objectivity of the researcher in marking the tests to get reliable results.

Statistical analyses are performed by using SPSS programme.

2.6 Conclusion:

Chapter Two contains full account of the research design and the methods used to collect the data relating to the aims and objectives of this research study. It tries to expose the designs of the methods of data collection. The principles of methods are illustrated such as piloting the study validity and reliability verifications. This chapter dealt with the classification of samples of every method as well as full descriptions of the conducting process and the data analysis.