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CHAPTER - III

PLANNING AND PROCEDURE

3.1 INTRODUCTION :

It was essential to prepare an outline of the plan upon which the whole research was carried out. To conduct the research effectively, desirably and successfully, it was very necessary that the work was to be planned out carefully. Thus planning or constructing a research design was indeed an important component of the research process. It was the planning that provided the investigator pre-viewing and thinking about the various devices, methods and approaches for the successful execution of the study undertaken. The present research required from the investigator a thoroughly well-chalked out research design to execute the plan to arrive at certain valid conclusions.

The present research was concerned with the English Language Teaching taking into consideration the results of various schools which were categorised as the High Achieving and Low Achieving secondary schools of Gujarat.

Many factors affect the English Language Teaching
such as:

i School facilities
ii Methodology
iii Awareness of the teachers
iv Classroom teaching
v Evaluation procedure.

In the present study the investigator's concern was to study the teaching methods and other facilities provided to the students by various schools which have a direct effect on the teaching methods and hence the results, too.

Because of these reasons the research activity warranted a meticulous planning and execution without which the data collection procedure might be faulty and it might not lead to the objectives of the study. Therefore, the investigator has described the procedure in detail.

3.2 NEED FOR PLANNING: ITS PRACTICAL ASPECTS AND RELEVANCE:

In modern times everybody has accepted the importance of planning, since planning has yielded good fruits in carrying out research. The work without planning may lead the whole work into confusion. Planning helps us to
arrive at definite and valid conclusions. In this context planning of the present study has been carried out. In the present study the main tasks were to prepare a tool, a questionnaire, to get the responses of the school teachers and to find out causes for not achieving good results in Low achieving schools as compared to the High Achieving school group and thereby to find out what is lacking in English Language Teaching and to provide them a guide line by showing a striking approach taken by the High-Achieving school group.

3.3 PREPARATION OF THE TOOL:

The planning of the questionnaire involves the preparation of outlines of specifications of the different areas of language teaching in the classroom situations, types of questions and so forth. Therefore, first and foremost task before the investigator was to prepare and construct a questionnaire. In order to collect most useful information the investigator framed an appropriate set of questions and areas of study.

After selecting the areas of study and series of questions it was obligatory to study the types of questionnaire items to be included under each area of study.
3.3.1 **Types of Questionnaire Items**

The two commonly used types of questionnaire items are the open form or unrestricted item and closed form or restricted item.

[A] **The open Form Item**

The open form item is also referred to as the open end, short answer or free response item. For this space was provided in which the respondent was asked to write his or her answer. This type of item permits explanation. The open form item is the most valuable. An example of these types of questionnaire items are as under:

i. Mention the language component that your students find difficult.

ii. What techniques do you use to teach difficult components?

iii. How do you encourage the students who are weak in English?

[B] **The Closed Form Item**

The closed form item is sometimes referred to as the restricted or structured type. It consists of a question or a statement to which a person responds by selecting one or
more choices, such as Yes/No. In one variation of this type the respondent may be asked to underline a word from two or more alternatives. Another variation requires the ranking of choices. The closed form item facilitates the tabulation and analysis of data. Examples of a closed form of questionnaire items are as under :

i. Do you find it essential to prepare extra exercise and use language game? Yes/No

ii. What type of Instructional material is provided?

[tick-mark]

a. Audio-visual aids

b. Materials for recitation structures

c. Materials for drilling

d. Chart on structures

e. Language game.

iii. Do you use any Instructional material to make teaching of English more effective? Yes/No.

If yes, give your response by encircling any number related to your response.

**Instructional Materials**

1. Language game 1 2 3 4 5
2. Drill Work 1 2 3 4 5

3. Reciting Material 1 2 3 4 5

After the type of format and type of items had been decided upon the investigator framed the question items that she felt necessary on the basis of her teaching experience of the subject at various levels of a secondary school.

3.3.2 Framing of the Tool:

It is acknowledged by the prominent research work that the outward appearance and framing of the questionnaire item do not guarantee that the item would behave exactly in the expected manner. For this, each item must be tried out before its inclusion in the final form of the questionnaire. For this reason an experimental try-out is essential in the process of standardization. Hence this Chapter includes the sub-point that is the process of framing a tool.

[A] Pre-Try-out:

It is advocated that a pre-try out be organised if it is going to be more precise and specific. The investigator constructed a questionnaire as a tool with a view to seeking information from the teachers of English. Pre-try-out work was undertaken with a view to finding out the gross
deficiencies, but there was no intention to analyse the data.

This pre-try-out work was undertaken at the H.M. Patel Institute of English Training and Research. This questionnaire was given to the B.Ed. Trainees to fill in. Then it was given to the experts for their comments and guidance and in the light of their suggestions, alterations were made. Thus the pre-try-out was carried out to judge the following objectives:

i. To find out the overlapping of the item

ii. To find out ambiguities.

3.3.3. Observation and Necessary Changes Made:

From the pre-try-out work the following observations were made:

i. Ambiguity of instruction posed some problems to the respondents and this ambiguity was avoided.

ii. The language employed in the construction of a few items was also found confusing and was changed.

Thus, the pre-try-out study helped the investigator to make necessary changes in the questionnaire under the
guidance of the different professors of English. Thus the final form of the questionnaire was prepared for the collection of the data.

3.4.1 **SELECTION OF THE SAMPLE**

The first task before the investigator was of deciding the number of teachers teaching English. This indeed was a difficult task, whether all or a selected number of teachers should be covered. Therefore sampling was essential.

"A Sample is a Small Proportion of a population for Analysis."

Sampling is a process by which a relatively small number of individuals or measures of individual is selected for analysing and finding out something about the entire population from which the sample is drawn. Hence, sampling is desirable in all types of research work in order to reduce cost, time and labour. But the results are only reliable and
3.4.2 Sampling Cycle:

A four stage sampling cycle:

Cycle 1

- Population
- Invited Sample
  - Accepting Sample
  - Findings
- Data Producing Sample

In this cycle, the investigator identified the population that is, relevant for her research problem and purpose. The teachers teaching English in different schools of Gujarat during the academic year 1992-93 were considered as population. To have somewhat proportional representation of all strata, a sample of 300 school teachers was drawn from all the different districts of Gujarat. Proportionate stratified sampling method was used for collecting data. The following list provides the information regarding the sample selected from various districts:

Ahmedabad    Banaskantha
Amreli          Bharuch
Kachchh         Bhavnagar
Kheda           Mehsana
Gandhinagar     Rajkot
Junagadh        Vadodara
Jamnagar        Valsad
Dang            Sabarkantha
Panchmahal      Surat
Surendranagar

And other Div. Daman and Dadra Nagar Haveli.

Here schools are run by the Central Government so they were not included in the study. The above mentioned list of various districts of Gujarat shows that the sample selected was quite representative of the population under consideration.

3.4.3 Selection of Techniques for Data Collection:

After the completion of sampling procedure, the researcher had written a letter to the Principals of all the possible several schools of Gujarat and made a request to help the investigator by sending duly filled in questionnaire by the English teachers. Thus a humble request was made for their co-operation in the process of data collection and almost all the secondary schools run by Gujarat Secondary Board were sent
questionnaires. These schools include boys, girls and mixed type schools.

In this context the investigator had the personal encounter with the Principal of the school along with the Supervisor and the teachers teaching English. Thus the questionnaires were sent to the respondents personally and to some remote schools by mailing. In addition to this the investigator wrote reminder letters, too and she made an urge to send duly filled in questionnaire through Principal's verification regarding the information about the total number of students who had offered English and who had passed S.S.C. Examination with English. In some cases the investigator personally visited near by schools for collecting data.

3.5. ADMINISTRATION OF THE TOOL FOR DATA COLLECTION:

The printed booklets of the questionnaire were mailed, after taking the prior permission of the head of the institute and the investigator had gone to the several schools to take the consent of the head and just to explain the very importance of this type of study.

The investigator had sent 700 questionnaires enclosing a reply paid envelope so that the respondent was not put to any expenditure. The mailing of questionnaire did not put the respondent to any pressure for an immediate response, moreover,
she/he will feel free to consider each point carefully and recorded his/her answer. But the investigator was full of worries in getting back questionnaires. Out of 700, the investigator could receive 300 questionnaires duly filled in. So a letter urging the prompt return of the questionnaire was sent to those respondents who had not returned their copies of the questionnaires. In some cases a second copy of the questionnaire was also sent to those who had misplaced or lost the first questionnaire. The investigator had a personal approach to get it back from the nearby schools.

Total of 300 duly filled in questionnaires were studied at the outset to identify 50 high achieving and 50 low achieving schools, considering the level of achievement of the students in the S.S.C. Examination. The school with less than 60% result was identified as low achieving school and that with more than 60% result was identified as high achieving school. Thus in all 100 schools were selected for the purpose of study.

3.6.1 SCORING AND ANALYSING THE DATA:

There are two methods generally accepted for eliciting the responses in the questionnaire.

(i) Marking the tick mark on the questionnaire
(ii) Marking the responses in a provided space.

Both the methods were used in this present work. All these methods have provided some advantages regarding the compactness of the respondents' responses and the other type, that is, open-ended type was provided for the respondents to express their views freely.

In the case of the item-wise marking, the scoring was done by counting the responses. Then the percentage of positive and negative responses for each item was computed. It made scoring speedy and easy.

3.6.2 **Classification of Data** :

All the questionnaires were collected and thus the data were gathered for analysis. Thus obtained data were classified, keeping in mind the percentage of the High-Achieving and the Low-Achieving schools.

The schools which had the results more than 60% were to be considered as the High Achieving Schools and those with results below 60% were considered as low achieving ones.

3.7 **TABULATION TECHNIQUE** :

The response of each of the teacher for each item mentioned in their questionnaires was taken into consideration
and their frequencies of occurrence were noted for the tabulation.

In the questionnaire some items were to mark in the form of a tick mark (✓). The investigator counted them in the number of their frequencies for the tabulation.

On the basis of these percentages of the responses, its calculation was done for the interpretation of the data.