CHAPTER - III

DESIGN OF THE STUDY

With the objectives of this study in view, the following were considered very important:

i. The construction of a test paper in English to the trainees of English methodology soon after their admission into B.Ed. course, to study their entry achievement in English language;

ii. The preparation of a questionnaire, to the Principals of colleges of education in the State, for collecting the information on the selection procedures into B.Ed. English course;

iii. The preparation of a questionnaire, to the English lecturers in colleges of education for collecting the information on the methods of teaching English to the trainees;

iv. The preparation of a questionnaire, to the staff at the HSELFCs, to collect the
information on the content of the programme, the methodology followed at the centres, and follow-up work;

v. The preparation of a rating scale to study the effectiveness of the B.Ed. course and the in-service course at the HSEITCs in terms of the achievement of the objectives of their study;

vi. The collection of B.Ed. syllabuses in the universities of Andhra Pradesh, at the HSEITCs, and at the RIE, Bangalore;

vii. The administration of data gathering tools to the corresponding Ss;

viii. The analysis of the responses of the Ss; and

ix. The analysis of the syllabuses.

This chapter describes the whole plan of investigation. It consists of 3 sections. Section-I deals with the construction of English test paper for the B.Ed. English trainees; Section-II deals with the preparation of questionnaires to: (a) the principals of the colleges of education, (b) English lecturers in the colleges of education, (c) staff
at the H.S.E.X.S/J.C.s, and (d) the preparation of a rating scale meant for the trainees of the colleges of education and the teachers trained at the H.S.E.X.S/J.C.s; Section-III deals with the collection of data using the tools as in the Sections I and II. A separate chapter is devoted for the analysis of responses of the Ss and analyses of syllabuses.

Section-I

CONSTRUCTION OF ENGLISH TEST PAPER
FOR THE B.ED. TRAINEES
(See Appendix-A)

This researcher has not come across any test paper, in India or abroad, constructed with the purpose of testing the entry achievement of the B.Ed. trainees who have chosen English methodology. So he was guided by the teaching experience he has had in schools, at different levels, and colleges of education, and H.S.E.X.S/J.C., in Andhra Pradesh.

The trainees in different universities in the State, had different kinds of English course at the B.A./B.Sc./B.Con. level. In Andhra and Sri Venkateswara universities there is bias for the study of literature rather than the language; but in Osmania University there is some language study at the degree level. Anyhow the syllabus followed
for this purpose, language teaching, shows clearly the
level of achievement expected is slightly higher than
the +2 level. This is borne by the degree examination
question papers in English. So, keeping in view the
required competencies of the English teacher in terms of
the English syllabus for the secondary schools in Andhra
Pradesh, which is now in vogue (See Appendix-M), the area
of the English test paper was restricted to the language
items prescribed mostly for classes VIII and IX and a few
from VII class. For, as indicated in the syllabus itself
"no structural syllabus is suggested for class X but it
is expected that the X class Reader will help pupils
consolidate language items presented in the earlier classes."

The test paper was broadly divided into four parts —
reading comprehension, structural items, vocabulary, and
writing ability.

**Reading comprehension**

Three passages were selected for testing reading
comprehension. Care was taken not to include any word
which is not expected to be taught in secondary school.
The first two passages were different in the level of
comprehension. The first one was comparatively easier than
the second one. And this was taken from L.A.Hill (43:44-45) and the questions under this passage were slightly changed from those given by the author. The second passage was taken from C.E.M. Joad (46:1).

Both these passages were meant for testing inferential comprehension, as against factual comprehension, which is considered of great importance both for the trainee and the pupils, for, as already mentioned, English in our schools is being taught as a library language.

Under the passage I, there were four isolated sentences with a blank in each. And the trainee was expected to read the passage carefully and choose a suitable word for the blank. In the passage the word expected as response was not found in the same linguistic context as in the test item. Secondly four words and a phrase were given. The trainee was expected to find a suitable equivalent to these five. So the passage aimed at testing not only the comprehension of the passage in general but also the comprehension of individual words.

Under the passage II, there were seven items, of which six were of multiple-choice type and in the seventh the trainee was expected to write out the expected examples, from the passage.
The third passage was on English methodology. The passage was considered to be easy for comprehension as it deals only with elements of language acquisition and language teaching. Five multiple-choice items were constructed and the trainee was expected only to recognize and mark the correct response.

**Structural items**

As stated earlier, the content of the test paper was limited to the linguistic content of the secondary school syllabus. So only the structural items listed out in the syllabus, issued by the Government of Andhra Pradesh, were included in the test paper.

The following structural items were selected for testing. And they are listed below in the order they are given in the official syllabus.

1. Defining relative clause
2. Adverbs of frequency
3. Gerund as an object
4. Present participle
5. If-clause (II type)
6. Reported speech
7. Passive voice
viii. Patterns for 'know'
ix. Except (preposition)
x. Comparisons (adverbs)
xi. Present tense after a temporal conjunction
xii. Plain infinitive
xiii. Infinitive with 'to'
xiv. Have (causative)
xv. So..... that
xvi. If-clause (III type)
xvii. Unless
xviii. Past perfect tense
xix. Infinitive of purpose
xx. Could + V
xxi. Simple past and past continuous tenses
xxii. Present perfect tense
xxiii. Though
xxiv. Such a + noun + that + clause
xxv. Another (similar)

The items from i to xi were from class VIII, xii to xix from class IX, and xx to xxv from class VII.

Besides the above items from the syllabus, question tag was also tested.
In all, forty two items were constructed on structure. Of these, thirty two were multiple-choice items and ten were open-end items where the trainee was expected to complete the controlled structure. In each multiple-choice item care was taken to avoid a distractor which could be eliminated by a structural clue, and each distractor was structurally correct in itself.

Vocabulary

Here too, all the words selected for testing were from the secondary school syllabus. Two aspects of vocabulary were tested viz.; spelling and meaning.

Five words were given for spelling. These five words were selected from a list of common errors, made by class IX pupils, prepared by this researcher during his demonstration classes. Each word had a trouble spot in it for spelling. In each item three words were given with correct spelling and the fourth one with wrong spelling, which was the word for testing. The trainee was expected to recognize the mistake in that word and write that word correctly.

Five words were selected for testing their meaning. Five isolated sentences were given. In each sentence a
crucial word was used and for this crucial word, the trainee was asked to choose the equivalent which is actually being tested. Care was taken to include related distractors only.

Ten words were chosen for testing in the context of a meaningful passage. Of these ten, five were verbs, three adjectives, and two nouns. The passage was written with ten blanks into which ten words, which were tested, would go, but five more words were added to the list, as distractors. All the fifteen words were arranged in the alphabetical order.

Writing ability

Again keeping the writing ability as one of the teacher's competencies, three questions were given to test the knowledge of, and ability in, writing simple English.

The first question in this area was on reported speech. A short dialogue was written up with three kinds of sentences—statement, imperative, question-word question and an elliptical statement. The trainee was asked to report (narrate) this dialogue.
The second question was on punctuation which is one of the components of the writing skill. In this question, which was also a dialogue, inverted commas, comma, period, question mark and capitalisation were tested.

The third question, testing the writing ability, was a letter. A full letter, with all the parts of an ideal letter, from a friend was written up and the trainee was asked to write a suitable reply with the given suggestions. Here, in the reply, the trainee had to write each sentence, his own; there was no sentence which he could use in his reply.

The time allowed for answering the paper was two hours and thirty minutes. In the college in which this test was first administered, even the last trainee who answered all the questions completed in two hours and fifteen minutes. As this test was meant only to test the achievement of the trainees, the time was liberally fixed at two hours and thirty minutes. The scoring key was prepared for evaluating the answers of the trainees. (See Appendix-B)

The following persons, from the Central Institute of English and Foreign Languages, were consulted for their views and help in constructing this test paper.
i. Mr. V. Sasikumar, M.A., B.T., Dip.T.E.F.L. (London)
   Department of Materials Production.

ii. Mr. Jacob Tharu, M.A., B.D.M. (Harversad),
    Reader, Department of Evaluation.

iii. Mr. A. D. Moller,
    Visiting Reader,
    Department of Evaluation.

Also, the following books were consulted.

1. Bloor, Meriel et al. Objective Tests in English as a Foreign Language.
2. Carroll, John B. Fundamental Considerations in Testing for English Language Proficiency of Foreign Students.
7. Sanford, Adiron B et al. Reading Comprehension.

Reliability: The coefficient of consistency of the test using split-half method (odd vs. even items) was found to be .96 (n=80). See Appendix-C for the computation of consistency coefficient.

Validity: The intrinsic validity of the test was found to be .98.
Section-II

PREPARATION OF QUESTIONNAIRE TO THE PRINCIPALS

The following significant aspects were kept in view in preparing the questionnaire to the principals of colleges of education in Andhra Pradesh to collect the information on the present practices in allowing a trainee to choose English methodology in B.Ed. course.

1. The insistence on English as one of the optional subjects under Part-II of the degree examination;

2. Weightage given to the trainee's performance in compulsory papers, i.e. Part-I, and optional papers, i.e. Part-II;

3. Administration of an English test paper to decide the trainee's achievement before allowing English methodology;

4. Components of the English test paper (if any);

5. Preference/weightage to additional qualifications; and

6. Criteria followed in allowing the in-service teachers to choose English methodology.
To get quick responses from the Ss most of the questions given were of closed type.

The questionnaire consisted of ten questions out of which only one was of open type. Of these ten questions three were on the aspects i and ii; four on the aspects iii and iv; one on the aspect v; and two on the aspect vi. One of the two questions on the aspect vi was of open type. (See Appendix-D)

The questionnaire was screened by the selected judges for adequate coverage of the content and they found it to be quite comprehensive. This implies that the tool has the content validity.

II. PREPARATION OF QUESTIONNAIRE TO THE LECTURERS IN ENGLISH METHODS

In preparing the questionnaire to the lecturers, in English methods in colleges of education, to collect the information on the present practices regarding their classroom methods and techniques in teaching the trainees, the following aspects were considered.

i. The academic and professional qualifications including specialised training in English language teaching;
ii. Their experience in teaching English in different kinds of training/teaching institutions;

iii. The time devoted to different aspects of the training programme;

iv. the classroom methods including the supply of written material to the trainees, and suggestions to the trainees for pre-class reading;

v. the need for in-service education to the lecturers; and

vi. Their specific suggestions on the following aspects of the B.Ed. English methods course:

(a) selection procedures for admitting trainees into English methods course;
(b) allotment of time, on the time-table, for English methods;
(c) B.Ed. English syllabus;
(d) organisation of practical teaching; and
(e) assessment (external and internal) of the trainee's work.

To facilitate quick responses from the lecturers, most of the questions were of closed type. There were
twenty three questions out of which seven were of open type and three partly open and partly closed.

Two questions covered the aspect i. Of these, one was open. There was only one question on the aspect ii. Five questions were about the aspect iv, out of which three were of closed type and one was partly open; and there was one question on the aspect iii. The last question was on the aspect v. Six open questions, one on each aspect of the course, were given and the lecturers were requested to give their specific suggestions on each aspect.

Besides the above questions eight questions were on the bio-data of the lecturer, including the management of the institution the lecturer was working in.

The questionnaire was screened by the selected judges for adequate coverage of the content and they found it to be quite comprehensive. This implies that the tool has the content validity.

III. PREPARATION OF ENGLISH-TEACHER-EDUCATION-COURSE EFFECTIVENESS SCALE

Keeping in view the expected competencies of an English teacher in terms of effective classroom teaching at the
secondary stage and based on the researcher's experience in colleges of education and at English language teaching centres an English-teacher-education-course effectiveness scale was prepared.

The assumption underlying the selection of the statements for the scale was that the trainee in the initial stages of the training programme was made aware of the expected outcomes of the course.

The researcher considers the following objectives of the training course, both in a college of education and at HSELCU to be significant.

By the time the trainee completes the course, he should have had mastered the following so that he could embark on the teaching of English as a second language to high school pupils.

i. Clear understanding of the aims and objectives of teaching English as a second language in secondary schools;

ii. Knowledge of recent trends in the methods and techniques of teaching English as a second language;
iii. Ability to achieve the expected outcomes of his teaching the pupils;

iv. Clarity in arriving at the specific objectives of his teaching for one period;

v. Preparation of an objective-based workable lesson plan;

vi. Knowledge of the reference material - books and journals - in the field of teaching of English as a second language;

vii. Ability to prepare instructional material either by himself or from suitable sources;

viii. Preparation of teaching aids and the ability to draw suitable illustrative diagrams;

ix. Techniques of motivating the pupils to learn what he is going to teach;

x. Classroom techniques like asking thought-provoking questions, a well-planned blackboard writing, using audio-visual aids and devices;

xi. Various methods of teaching English as a second language to the average, backward and gifted pupils;
xii. Preparation of and using various forms of assignments;

xiii. Construction of language tests suitable both for diagnostic and for achievement purposes;

xiv. Analysis of pupils' errors in English and diagnosis of the reasons for their under-achievement; and

xv. Organisation of remedial teaching.

The scale consisted of twenty four statements covering the fifteen outcomes, listed above, of a sound English-teacher-education-course. Each statement was required to be rated by the trainee in terms of five-point scale to a very great extent, to great extent, to some extent, to a very limited extent, and not at all. (See Appendix-G)

The objectives in the scale were screened by the selected judges for adequate coverage of the content and they found it to be quite comprehensive. This implies that the scale has the content validity.
IV. PREPARATION OF QUESTIONNAIRE TO THE KSELTCS STAFF

Keeping the programme, suggested by the RIE, for orienting the high school teachers, in view the following aspects were considered significant for the present study.

i. The professional training of the staff, including its adequacy, and their experience in the teaching of English before joining the KSELTCS;

ii. Job-satisfaction for the staff;

iii. Adequacy of the topics, in different components of the programme, taught at the centre;

iv. Time devoted to practising and models and equipment used for the speech practice;

v. Writing exercises;

vi. Usefulness of the course;

vii. The liking of the teachers for the course; and

viii. Follow-up work of the staff.

The whole questionnaire was in two parts. The first part on the aspects i and ii- about the staff at the KSELTCS.
This part consisted of fourteen questions, of which two were on the bio-data of the staff. Nine questions covered the aspect i—professional training and experience of the staff. Of these, two were of open type and three were partly open and partly closed and four were of closed type. The aspect was covered by three questions— one open, one closed and the third partly open and partly closed.

The second part of the questionnaire consisted of eighteen questions. The aspects iii-vi about the course at the HSELAC, were covered by fifteen questions. Nine were of closed type and three were open.

The questions, one closed and one open, dealt with the aspect vii—trainees' liking for the course.

The aspect viii was covered by one major question with two parts, one with the closed type and the other with partly open and partly closed question.

In general there were more closed questions so that the Ss might feel inclined to respond to the questionnaire urgently. (See Appendix-F)

The questionnaire was screened by the selected judges for adequate coverage of the content and they found it to be quite comprehensive. This implies that the tool has the content validity.
Section-III

COLLECTION OF DATA

The subjects were (i) B.Ed. trainees who had opted English methodology, (ii) principles of colleges of education, (iii) lecturers in English methodology in the colleges of education, (iv) staff at the HSEIICs, and (v) teachers trained at the HSEIICs.

1) The English test paper was got printed in one thousand copies. The researcher was able to go, personally, to ten out of fourteen colleges of education in the State and administer the test to the trainees in nine colleges, just after the B.Ed. admissions were completed. The principals of the nine colleges were very cooperative in making the arrangements for conducting the test successfully. In one college it was not possible to administer the test as the principal was not willing to spare the researcher two and half hours time because of the packed schedule for the particular month. The trainees, in the nine colleges, in general were very eager to answer the test. In all, 423 trainees answered the test paper. The sample was as follows.
### Table 2: Description of the sample who took the test.

(N=423)

<table>
<thead>
<tr>
<th>Name of the college</th>
<th>No. of graduates</th>
<th>No. of postgraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.A./B.Sc./B.Com.</td>
<td>M.A./M.Sc./M.Com.</td>
</tr>
<tr>
<td>A) St. Ann's College of Education, Secunderabad</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>B) Government College of Education, Kurnool</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>C) Government College of Education, Mahaboobnagar</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>D) NSR College of Education, Hyderabad</td>
<td>32</td>
<td>3</td>
</tr>
<tr>
<td>E) Government Comprehensive College of Education, Nellore</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>F) St. Joseph's College of Education for Women, Guntur</td>
<td>127</td>
<td>5</td>
</tr>
<tr>
<td>G) Andhra Mahila Sabha College of Education, Hyderabad</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>H) Government College of Education, Nagerjunasager</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>I) Government Comprehensive College of Education, Rajahmundry</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>386</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>
2) The questionnaire to the principals of the colleges of education in the State was got printed and it was mailed to all the fourteen principals, enclosing the necessary stamped envelope. A short letter, (See Appendix D) from the Research Guide, addressed to the principals was enclosed to the questionnaire. The letter tried to impress the Ss that their responses based on their rich experience in the field of teacher education would of great help for the improvement of English-teacher education in Andhra Pradesh. But only eight principals mailed their responses and the researcher was able to obtain from two in person.

Of the ten principals six were from government colleges and four from private colleges.

3) The questionnaire to the lecturers in English methods was also got printed, and was mailed to the lecturers in eleven colleges (three colleges did not have English lecturers). The short letter sent to the principals was sent to the lecturers also. In spite of enclosing stamped envelopes only eight responded. Of these six were from government colleges and two from private colleges.

4) The English-teacher-education-course effectiveness scale was got printed. The trainees in the colleges of
education and the teachers at the HSELTCs were approached through the English lecturers and the staff at HSELTCs respectively. They were requested to obtain the responses of the Ss at the end of the course. Necessary postage was invariably enclosed. The researcher was able to be present in two colleges at the end of the B.Ed. course.

The list of directions to the trainees was also got printed and was mailed along with the scale.

Four hundred trainees responded to the scale. Of these 250 were from colleges of education and 150 from the HSELTCs.

5) The questionnaire to the staff at the HSELTCs was got printed and it was mailed to all the staff members at the six centres in the State. The letter from the Research Guide, which was sent to the principals and lecturers, was enclosed to the questionnaire. Necessary stamped envelope was enclosed. Out of eighteen staff members at the six centres only eight responded (two posts were vacant).

6) The B.Ed. English syllabuses of the two universities — Andhra and Sri Venkateswara — were obtained
by post from the Principals, Government Comprehensive College of Education, Rajahmundry and Government College of Education, Kurnool, respectively. The researcher himself has been teaching the Osmania syllabus in his college.

Also the 'course content' for the in-service training at the HSEITO's was obtained from the officer-in-charge, HSEITO, Kurnool; and the 'course curriculum' for the high school teachers at the RIE was obtained from the Director of the Institute.