CHAPTER - 3

RESEARCH METHODOLOGY

3.1 LISTENING SKILL

Listening is acquired in advance to other language skills. Listening activity is not just job of just recording the speaker's speech and to repeat them of a tape recorder as such. But it is an activity of making meaning out of spoken utterances. Listening includes:

1. The systematic language sound.
2. To process and to construct sounds in the words
3. Making meaning to the words and getting meanings from the words.
4. Ability to interpret and understand the speaker as such.
5. Ability to interpret and understand the speaker’s speech.

The concept of error analysis is given by Brown (1980). He defined “error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner”. It seems this concept is the same as the one proposed by Crystal (1987) i.e., “error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing, which should be noticed, is the procedure of error analysis”.
The activity of listening “plays an important role in the process of acquiring / learning language whether it is first or second language. Any impediment in the listening activity, will affect the linguistic development of other modes. In the process of acquiring the first language, children naturally listen to the language spoken around them. That is, they involve in the activity of listening passively for about one year right from the birth, then they actively participate in the linguistic society in which they dwell. But in the process of learning second language, the listening is voluntarily made activity. Thus, in the deliberate learning, learners are made to involve in listening to second language where the linguistic nuances are taught step by step. The linguistic items like phonemes, morphemes, lexical items, grammatical items, syntax and semantics are taught to the listener in order to develop other modes of language - viz., speaking, reading and writing”.

3.2 SPEAKING SKILL :

According to Bygate (2000), speaking skill is more complex than listening. This skill belongs to creativity. Besides knowing the language the speaker should have an idea in his mind which he wants to express in conversation or answering the former speaker. The activity of speaking includes:

1. The knowledge of grammatical and cultural and lexical features of the language.

2. Ability to utter without grammatical mistakes

3. To use where, when, why, what, and how

4. Using correct pronunciation and capability of presenting the things in understandable manner etc.

Error analysis is an activity to reveal errors found in writing and speaking. Richards et.al (1985) state that “error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis”.

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According to Mitchel (1985), “Speech occupies a predominant position in enlightening the minds of the people. Information is understood and processed easily through speech rather than writing. Speech is a biologically endowed behaviour of human beings. Speech is an activity. Whilst language is the structural pattern of system we use to convey our message in speech. The pattern of the language exists of words and of the structured relationship between words and phrases, which is known as grammar”. According to Gammidge (2004), “Spoken language has wider range of functions to perform than the written language. They start from casual spontaneous conversations ending with formal speeches and so on. Written language tends to serve rather specialized functions at the formal level”.

“One may possess mono- or bi- or multilingual potentiality. He may express his inner speech fluently through all the languages he knows. But, a monolingual cannot express his views other than the first language. If he wants to become a bilingual, he should learn a language in addition to his first language. The additional or second language may be learnt in school atmosphere or in society where it is used in real communication. Learning/acquiring spoken mode of an second language is different from that of first language as said earlier. If an second language user has linguistic skills to steer the language fluently with the native speaker of that language, he may be considered as an actual speaker of that language, otherwise he is not. In the process of learning spoken mode of second language, the learner encounters difficulties because of inter and intra lingual factors, language shock, cultural shock and so on. However, difficulties and problems are inevitable in the process of learning spoken or written mode of the second language”.

**3.3 READING SKILL :**

Reading is called an ability to understand written symbols which contain recognition and comprehension skills. To do the job of reading one should require:

1. The knowledge of the language
2. The knowledge of writing system.
3. Ability to recognize the speech or sound of speaker
4. The ability to interpret and comprehend the text etc.
“Reading is one of the language skills and one of the gateways of getting worldly knowledge. Traditionally, reading was considered as a passive skill, but it is today considered as an active one, and one's reading ability decides his academic success. Education of a child is incomplete unless he is equipped with the ability to read, to interpret and to understand properly the content of a reading material. The intellectual advancement of a child is strictly limited, if he is unable to read. Reading is a good source of self education. By reading, a person can keep himself informed of all the news and knowledge, literature and science of world.

Reading is a complex and conscious activity using the written symbols meaning and ideas are obtained. However, the readers’ background knowledge is necessary for complete understanding of a text. The field experts on reading have defined reading in different ways”.

Betts (1966) has defined “reading as a thinking process. No doubt thinking is an important aspect of reading process but not the whole of it”.

According to Goodman (1970), “the purpose of reading is the reconstruction of meaning. Meaning is not in print, but it is the meaning that the author begins with when he writes. Somehow, the reader strives to reconstruct this meaning as he reads. Reading is hence taken to include all the comprehension process necessary to arrive at the reconstruction of authors' meaning”.

Jenkinson (1973) adds a new dimension to this definition when he writes about reading. “Reading has been defined as an act of responding to printed symbols so that meaning is created. It has long since been recognized, however, that getting meaning from the printed page is too limited as a definition of reading. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printer symbols and the mind of the reader”. Constructing meaning is also a form of thinking. Problem solving or reasoning involves analysis and discriminating, judging, evaluating and synthesizing. All these mental processes are found in the past experience, so that in the context of reading, the material must be scrutinized in the light of the reader's own experience. Any definition of the reading process therefore must include interpretation and evaluation of meanings as well as construction of meaning”.

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Widdowson (1979) says that “reading is the process of getting linguistic information 'via-print' through reading; the information conveyed by the writer through the print medium is retrieved by the reader. Needless to say that the amount of information retrieved from the printed matter may differ from reader to reader. Here, the definition also needs some specification about the amount of information a receiver gets from the text. Written text not only provides linguistic meaning but also contextual meaning. Linguistic meaning involves represented information and this is called literal. Contextual includes the socio-cultural and intentional meaning incorporated in the text. A literal meaning of a text is accessible to the ordinary reader whereas to obtain the pragmatic meaning of the encoded matter, one must have rich exposure to the ethno-linguistic aspect of the reading materials. The efficient reader can only retrieve both his literal and pragmatic meanings from a text”.

According to Ykbulut (2007) one's knowledge is improved by reading activity, and it goes to towards the academic success of a learner because it is an important tool of getting success. While reading, a reader goes through the text and converts the content into an ordinary language and find out meaning from the text.

3.4 WRITING SKILL

In writing skill through writing ones written thoughts are conveyed through written symbols. It is a difficult activity. The writing skills add:

1. The ability to make the letters.
2. Ability to convert the idea through written symbols.
3. Capability to write without grammatical mistakes.
4. Capability to write and organize the content in readable manner etc.

Writing has been regarded as an alternative medium of language, as it gives permanence to utterances. Applied linguistics inherited the view of language as speech and writing as an orthographic. Many people would say that writing is an inaccurate representation of speech.
Lado (1964) points out that “writing is graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those patterns can be grasped by the reader. The message is conveyed through the written medium by the use of conventional graphemes. It is a universal activity through which an authentic communication takes place”.

Elbow (1981) puts “writing as a kind of 'magic' that can be performed by any one who is involved in and believes in his tale. It implies the fact that the mental representation by means of lexical manipulation is given in the form of script or marks in the process of writing. The process of translating the abstract ideas into a concrete form is the art of writing (the abstract into concrete). This takes place in the process of transforming the abstract sounds into concrete scripts. Therefore it is an enigmatic one, which is otherwise called as magic”.

Sampson (1985) says “writing is a system for representing utterances of spoken language by means of permanent visible marks". The phrase 'visible marks' does not include the ideas which are conveyed through artistic drawing and painting. Visible marks are the graphemes of language which form words and sentences. Through this mode, one's idea or his inner speech is conveyed properly. Hence, it is a permanent mode. Using this mode, knowledge and information can be preserved”.

Bloomfield (1993) observes that “writing is not language but merely a way of recording language by means of visible marks. It needs a systematized form by making use of the components namely graphemes vocabulary, syntax, etc. so as to make a decoder understand it clearly. Language is a storehouse of knowledge having many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression”.

All these four skills of language are the ground of communication which establishes conversation between the speakers and listener. Hence they make the base for the language proficiency and the ability to use the knowledge in different ways.

3.5 Research Methodology: There are some methods and approaches available in the files of linguistics in general and applied linguistics in particular which are adopted in present study. They are:
NORMATIVE SURVEY METHOD:

According to Sen (1968), “that normative survey is the most commonly used approach to solve educational problems. It is followed in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification and generalisation all directed towards a proper understanding and solution of significant educational problems. The type of information the normative survey method procures is in wide demand and is capable of rendering important service because:

It determines the present trends and solves current practical problems

It secures historical perspective through a series of cross-sectional pictures of similar conditions at different times

It suggests the course of future developments

It helps to fashion many of the tools with which we do research

It contributes to the advancement of knowledge

It provides the background and data from which many more refined laboratory or controlled studies of casual relations are made.

So, normative survey method was used in the present study

Personal data sheet: The researcher prepared a personal data sheet to collect the information from the student related to the variables which were to be investigated. The students were told to answer / fill it up questionnaire.

Questionnaire method: For the present work, the researcher prepared four questionnaires and students were put to test in the fields for pilot study and the researcher drew the result as per the performance of the students. The questions were modified and then finalized. The researcher used finalized questions, for data collection questionnaire are added in the appendix in the end of the thesis for each chapter -4
Interview method: The researcher used this method also to carry out the study. A structured questionnaire was used to provoke or to draw the data from the students through interview method. Then she recorded the answers of the students, after using tape recorded questionnaire.

Observation method: The researcher adopted observation method also along with interview and questionnaire method, so that the gap might be filled up in the demographic variables. When the research visited the senior secondary classes of different schools (HBSE and CBSE), she observed that students were querulous to know about the purpose of her visit. When the research introduce her self and issued instructions about the test to be administered. In this way she started conducting test: administration. Some student started solving the test paper with out any problem while other were puzzled and try to copying. Rest of the students were sitting silently and trying to solve the problem with the help of one another. On the other hand some were care free and did not solve even a single question. They submitted the blank sheet to the researcher.

Variables: Variable is a concept which can take on different quantitative values. For example; height, weight, income, age etc. The main focus of the scientific study is to analyse the functional relationship of the variables. A variable is a quantity which can vary from one individual to another. The quantity which can vary from person to person.

“Variable is a property that taken on different value”

Kerlinger

It is any feature or aspect of an event, function or process that, by its presence and nature, affects some other event or process, which is being studied.

Types of Variables
(i) Continuous Variable: It is that which can assume any numerical value within a specific range.
(ii) Discrete Variable: A variable for which the individual values fall on the scale only with distinct gaps is called a discrete variable.
(iii) **Dependent Variable or Criterion variable**: If one variable depends or is a consequence of other, it is termed as dependent variable. Criterion variable is the basis on which the effectiveness of the experimental variable is studied.

(iv) **Independent Variable or Experimental Variable**: The variable that is antecedent to the dependent variable is termed as an independent variable. The variable which effect is going to be known is known as experimental variable or independent variable.

(v) **Controlled Variable**: The effectiveness of an experimental variable is examined by comparing with other variable, known as controlled variable.

(vi) **Confounding Variable**: Those aspects of study or sample, that might influence the dependent variable (outcome measures), and whose effect may be confused with the effects of the independent variable. They are of two types; Intervening and extraneous variable.

(vii) **Intervening Variable**: There are a number of abstract variables in educational/social experiments, which intervene the effect of experimental or criterion variable. For controlling intervening variable appropriate research design should be used. Intervening variables are hard if not impossible, to observe because they usually have to do with an individual’s feelings like boredom, stress, fatigue, excitement etc. Extraneous variable on the other hand, are more readily observed or measured and thus are more easily controlled.

(viii) **Extraneous Variable**: Independent variables that are not related to the purpose of the study, but may affect the dependent variable are termed as extraneous variables. Suppose the researcher wants to test the hypothesis that there is a relationship between children’s gain in social studies achievement and their self-concept. Here self-concept is independent variable and achievement in social study is dependent variable. Intelligence may as well affect the social studies achievement; but since it is not related to the purpose of the study undertaken by the researcher, it will be termed as extraneous variable. Whatever effect is noticed on dependent variable as a result of extraneous variable(s) is technically described as an ‘experimental error.’
A study must always be so designed that the effect upon the dependent variable is attributed entirely to the independent variables and not to some extraneous variable(s). When the dependent variable is not free from the influence of extraneous variable(s), the relationship between the dependent and independent variable is said to be confounded by an extraneous variable(s).

Extraneous variable can be controlled by removing the variable causing distraction. It may be eliminated by selecting cases with uniform characteristics and through randomization.

(ix) **Organismic Variable:** There are some variables which cannot be manipulated. They are accepted by the researcher as they are. They are levels of intelligence, sex, class levels, and the like. The researcher can classify the subjects by sex but he cannot modify to suit his research condition. If a researcher attempts to compare boys and girls on some learning task, any differences might be attributed to sex differences but not necessarily so. The differences between boys and girls could be due to differences in intelligence, training, motivation or a myriad of other conditions present in all human beings and not necessarily to biological differences between sex. Those variables which cannot be manipulated and cannot themselves point out causal relations are called organismic variables.

**Independent Variables:**

**Active Independent Variables:** An active independent variable (Kerlinger, 1986) is also called a manipulated variable. A frequent goal of research is to investigate the effect of a particular intervention. When studying an active independent variable, an intervention/treatment is given to a group of participants (experimental) but not to another (control group), within a specified period of time during the study. Thus, a pretest and posttest should be possible. Active independent variables are given or administered to the participants but are not necessarily manipulated by the experimenter. They may be given by a clinic or some person other than the investigator.

**Attribute Independent Variables:** Unlike some researchers, we do not restrict the term independent variable to those variables that are manipulated or active. We define an
independent variable more broadly to include any predictors, antecedents, or presumed causes or influences under investigation in the study. Attributes of the participants would fit within this definition. Type of disability (or level of disability) may be the major focus of a study and qualify as an independent variable because it is a presumed influence on behavior and can have different values. For example, cerebral palsy is different from Down syndrome, which is different from spina-bifida, yet all are types of disability. However, disabilities are usually present when we begin a study, and a pretest is not possible, so disability is not an active variable. Research with attribute independent variables is sometimes called ex post facto; experiments are studies with an active independent variable.

A variable that is not manipulated is called an attribute independent variable because it is an attribute of the person (e.g., gender, age, and ethnic group) or the person’s usual environment (e.g., child abuse). For ethical and practical reasons, many aspects of the environment (e.g., child abuse) cannot be manipulated or given and are thus attribute variables. This distinction between active and attribute independent variable is important for determining what can be said about cause and effect.

**Dependent Variables:** The dependent variable is the outcome or criterion. It is assumed to measure or assess the effect of the independent variable. Dependent variables are scores from a test, ratings on questionnaires, or readings from instruments (e.g., electrocardiogram). It is common for a study to have several dependent variables (e.g., performance and satisfaction).

**Variables Used in the Present Study**

In the present study, the tests of skills (listening, speaking, reading and writing) which were conducted on the Senior Secondary Class students are independent variables.

The dependent variables are as follows:

- Sex (male female)
- Region (Rural, urban)
- All academic streams (Humanities, Science and commerce)
- and different types of schools (HBSE, CBSE) of three district like Ambala, Kaithal and Kurukshetra.
3.6 SAMPLE

“A statistical sample is a miniature picture or cross-section of the entire group or aggregate from which the sample is taken.”

P. Y. Young

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or sub-set of the objects or individuals of population which is selected for the express purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about characteristics of the population from which it is drawn.

**Sampling** : “It is the process of selecting a sample from the population. For this purpose, the population is divided into a number of parts called sampling units.”

Sampling designs mean the joint procedure of selection and estimation. Sampling is a part of the strategy of research. Sampling should be such that the error of estimation is minimum.

Good and Hatt, “A sample as the name implies, is a smaller representation of a larger whole.”

W. G. Cochran, “In every branch of science we lack the resources, to study more than a fragment of the phenomenon that might advance our knowledge.” i.e. fragment is sample and phenomenon is population. The sample observations are applied to the phenomenon i.e. generalization.

David S. Fox, “In the social sciences, it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling.”

**Random Sampling** : It is one in which each element of the population has an equal and independent chance of being included in the sample i.e. a sample selected by randomization method is known as simple random sample and this technique is simple randomizing.

**Randomization is done by using the following techniques:**

(a) Tossing a coin
(b) Throwing a dice
(c) Lottery method
(d) Blind folded method
3.7 SELECTION OF THE SAMPLE FOR THE STUDY:

The research selected the three district purposely. The researcher got the list of Sr. Sec. School of the district from the concerned District Education Officer (DEO). She randomly selected four schools from the district, from the list given by the DEO through lottery method. The study was carried out on about 600 students of Senior Secondary Schools of Ambala division (Ambala, Kaithal and Kurukshetra) of Haryana. She (researcher) took 50 students from each school and these students were selected randomly.

List of the Schools (see Appendix -0)

3.8 VARIABLES OF STUDY:

The researcher took the variables like sex, region, medium of instruction and three academic streams to conduct the study. These are independent variables. Then she subdivided the variables further as in Table 3.1.

<table>
<thead>
<tr>
<th>Variables</th>
<th>District</th>
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<tbody>
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<td>Ambala</td>
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<tr>
<td>Types of School</td>
<td>1. HBSE</td>
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<td>2. CBSE</td>
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<td>Sex</td>
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<td>2. Female</td>
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<td>Region</td>
<td>1. Rural</td>
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### Table 3.2: Research Design for Data Collection of present study

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<th>Demographic variables</th>
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<th>Kaithal (200)</th>
<th>Kurukshetra (200)</th>
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<tr>
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### 3.9 RESEARCH DESIGN

Listening, speaking, reading and writing comprehensive tools were prepared by the researchers in the following way:

Construction of tools was planned with the purpose of measuring common errors of the students under study. These tools were prepared as per the variables of study like sex (Male, female), region (rural, urban), and all academic streams (Humanities, Commerce, Science). This construction of tools was undertaken with the experts and by studying the syllabus of senior secondary classes of CBSE and HBSE. 250 exercises were selected for the tools, based on listening, speaking, reading and writing skills. These test items were further sub divided into true / false, fill ups, comprehensive exercises, syntax, railway announcement, telegramme and essay writings etc on the basis of four skills with the team of 12 subject experts and supervisors. To give weightage to these exercises, research papers and literature on common errors were studied by the researcher. The mode of scoring was also formulated and it was decided unanimously that correct and wrong entries should be
separated and results should be drawn out. A team comprising of 12 subject experts and school principals was entrusted, the task of ascertaining content validity and reliability. These exercises were further discussed with 20 teachers of English, teaching senior secondary classes of rural and urban area of HBSE and CBSE schools. After discussion, and expert opinion exercises were modified and re-modified, accordingly. After unanimity of subject experts and principals of schools these exercises were standardised.

The list of experts is given in the appendix (VI)

3.11 TOOLS

A researcher requires many data gathering tools or techniques. Tests are the tools of measurement and it guides the researcher in data collection and also in evaluation. Tools may vary in complexity, interpretation, design and administration. Each tool is suitable for the collection of certain type of information.

One has to select from the available tools those which will provide data he seeks for testing hypothesis. It may happen that existing research tools do not suit the purpose in some situation, so researcher should modify them or construct his own.

Different tools used for data collection may be;

1. Questionnaires
2. Interviews
3. Schedules
4. Observation Techniques

It is list of questions related to one topic. It may be defined as;

“A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired.”

*Barr, Davis & Johnson*

“In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself.”

*W. J. Goode & K. Hall*
The questionnaire is probably most used and most abused of the data gathering devices. It is easy to prepare and to administer.

The questionnaire is a form prepared and distributed to secure responses to certain questions. It is a device for securing answers to questions by using a form which the respondent will fill by himself.

It is a systematic compilation of questions. It is an important instrument being used to gather information from widely scattered sources. Normally used where one cannot see personally all of the people from whom he desires responses or where there is no particular reason to see them personally.

Interview is a two way method which permits an exchange of ideas and information.

“Interviewing is fundamentally a process of social interaction.”

_W. J. Goode & P.K. Hatt_

“The interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond though the social research purpose of the interview call for a varied response from the two parties concerned.”

_Vivien Palmar_

“The interview may be regarded as a systematic method by which a person enters more or less imaginatively into the inner life of a comparative stranger.”

_P.V. Young_

In an interview a rapport is established between the interviewer and the interviewee. Not only is physical distance between them annihilated, the social and cultural barrier is also removed; and a free mutual flow of ideas to and fro takes place. Both create their respective impression upon each other.

The interview brings them both on the same level and an emotional attachment supervenes between them.

In an interview all formalities are laid down and the gate is opened for delivering into the intellectuals, emotional and subconscious stirrings of the interviewee. Thus here the ‘depth’ of subject (man) is gone to the very bottom of his emotional pool and may check his truthfulness of responses.
This is most commonly used technique of evaluation research. It is used for evaluating cognitive and non-cognitive aspects of a person. It is used in evaluation performance, interests, attitudes, values towards their life problems and situations. It is most useful technique for evaluating the behaviors of children. It is technique of evaluation in which behavior are observed in a natural situations.

“It is thorough study based on visual observation. Under this technique group behaviours and social institutions problems are evaluated.”

**C. Y. Younge**

“Observation employs relatively more visual and senses than audio and vocal organs.”

**C. A. Mourse**

The cause-effect relationship and study of events in original form, is known as observation. Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities. Observation is recognized as the most direct means of studying people when one is interested in their overt behavior.

In questionnaires and interview people may write answer as they think, they do but this is often different from what they actually do. These restrictions are missing in observation so observation is a more natural way of gathering data. Articiality and formality of questionnaires and interview is replaced by reality and informality in observation. Data obtained through observation are more real and true than the data collected by any other method. It also plays a particular part in survey procedure.

Listening, Speaking, Reading, and Writing comprehensive tool were prepared by the researcher.

**LISTENING SKILL**

According to Lundsteen (1939) – “Listening is first and world class mode which children or learner learn. It provides the basis for the other language Humanities. The process of listening plays a vital role in learning/acquiring language whether it is mother tongue or target language any hindrance in the listening process, will effect linguistic development of other models. While learning mother tongue, the children
naturally listen to the language which the people speak around them. In this way they
involve in the process of listening passively or unknowingly for about one year right
from their birth, then, they actively join the linguistic society in which they exist or
live. But while learning second of target language, the listening is voluntarily made
an activity, therefore while learning second or target language deliberately the
learners are to involve in listening target language where the linguistic refinement are
taught to the learner step by step”.

**TEACHING LISTENING COMPREHENSION**

Generally a teacher is listened by the students in class room situation, who gives or
issues instructions or directions to the students. Listening is not ignored, but they
require teaching learning strategies or instructions. There are two methods of teaching
learning : (1) Teaching linguistic subtlety like “phonemic variations, discriminations
of similar sounds in words, recognizing word boundaries and distinguishing
grammatical and lexical items in a sentence” etc.

(2) Teaching, “how to listen to a context, how to derive meaning for an unfamiliar
words, how the theme is recognized over a discussion”.

These two methods are very important and they cannot be separated because they are
inseparable for teaching of listening comprehension. If any mistake occurs in teaching
either of this method, its effect will be seen in other skills of language.

**TESTING LISTENING SKILL**

According Buck (2001), “the test items; like dialogue, news, railway announcement,
sentence, words, word pairs, numbers, telephone numbers, years, days were used to
test listening comprehension of the students under study. According to Fang and Xue
(2007) “these test items intend evaluating the ability of the listening skill, such as
predicting text based information, deriving meaning of unfamiliar words, recognizing
prominence within speaking includes, discriminating sounds in words especially
phonemic contrast, phonetic changes deriving meaning of unknown words, to
recognise grammatical mistakes in sentences, recognising word boundaries” etc.

The research prepared 20 items (questions) in starting. After taking opinion of
different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 16 items (Questions) in this tool of listening

Details of the listening skill tools are given in Appendix-II

**SPEAKING SKILL**

According to Mitchel (1985) “Speech is the second stage of communication. It has achieved a prevailing place in enlightening peoples’ mind. Through speech, one can understand information and can process it easily rather than writing. Speech is biologically, a gifted behavior of mankind. Speech is an activity. Whilst language is the structural behavioral pattern of system, we use it to convey our message in speech. The form of a language has an existence of words and of structured relationship between words and phrases, which we know as grammar”.

According to Gammidge (2004) “the written language does not have as wide range of function to perform as spoken language. They usually begin with spontaneous conversation which ends with formal speeches and so on. Written language has a tendency to serve rather specialized functions at the formal level”.

**TESTING SPEAKING**

According to Brown (2000) “in the research of second language, much more attention has to be paid to the area, related to the area of communicative behaviour, In other words related area of communicative behaviour should be paid much-more attention in second language research. So, the second language strategies are focused on, in this chapter Further, the researcher has not dealt with communicative strategies in this chapter, as learner's ability to communicate effectively and efficiently. It is not only a tactic which the learner followed to hide a gap in their communication. So, it is the aims and objective of this chapter, that the learners should be tested and identified when and how they make use of such strategies in speech”.

The researcher prepared 30 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 16 items (Questions) in this tool of speaking.
Details of the speaking skill tools are given in Appendix-III

READING SKILL

Reading is known as one of the skills and one of the gateways of acquiring knowledge of the world. Generally, people consider it as a passive skill, but today, it is known as an active skill. The academic success of a person is decided by his reading ability. The child's education cannot be thought complete if he is not equipped with reading ability and the ability to understand, the ability to interpret the content properly Child's intellectual progress is strictly incomplete, if he is not able to read the content or subject matter properly. So reading is called a good source of self education. By reading a person can get information of all the world knowledge, literature and the science of the universe. The person who is unable to read cannot come to know what is happening in the world.

Reading is an activity which is very complex and conscious. In this activity of reading, written symbols, meaning and ideas are obtained or achieved. But to get complete understanding of the text, the background knowledge of the learner is important. The experts in the field of reading have defined this skill differently. So, according to them the definition of the skill is quite different.

TESTING READING COMPREHENSION

To test the ability of the students in reading comprehension, eight items are introduced. There are items which are in incomplete sentences, narrative tabular passage and word, Generally there are two types of questions which the students are asked. One type of questions are text based questions and knowledge based or competence based questions. Students are expected to answer different type of text based questions. They are as follows:

1. Selection of appropriate answer from the given answers.
2. Deciding the answers given by the students are true or not.
3. To get the answers from the text

In the knowledge based questions, there is a requirement of subjects to recognize the
parts of the sentences - for completing the incomplete sentences and remembering words and grammatical information from their memory.

The research prepared 20 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 10 items (Questions) in this tool of reading skill.

Details of the reading skill tools are given in Appendix-IV

**WRITING SKILL**

Writing is an activity that is planned conscious and deliberate. A mono lingual is a person who knows only on language. He can read, write and speak only one language may be that is mother tongue only. A bi-literate person or multi literate person is that who can understand, read and write more than one language. A literate person can express ideas of his heart through writing. So, it can be said that a person can be literate in one language and can be illiterate in another language. If he wants to learn another language he must know the written mode of that language. For acquiring written form of second language i.e., (L2) besides his mother tongue or first language (L1), an extra ability is needed along with time, because to learn second language is a very time consuming job and it requires hard labour to learn that language. To learn writing in his first language or (L1) mother tongue there is no need to learn words and their meaning but linguistic semantic relationship is needed. Thus one can express his internal ideas into written mode without any problem. If one has literacy skill in (L1) or mother tongue he can co-relate the sounds with written material and to rearrange the written material into words and the written words into proper sentences and cohering the sentence into meaning and ability is needed to arrange the sentences in such a way that they can be read. But for learning writing of (L2) the target or second language each and every linguistic elements is required to learn deliberately and consciously through instructions or proper guidance. Further, experience in learning L1 or mother tongue is all together different from learning target or second language or L2. In the process of learning L2 writing the previous experience of learning writing L1 or mother tongue creates hindrance throughout the way. But in learning of mother tongue or first language (L1) of writing there is no such experience which creates an obstacle in the way.
IDENTIFYING ERRORS IN WRITING SKILL

Testing the learner's writing means to find out the errors or mistakes which have been committed by the students in their writings. According to Kurg (1981), “the researcher follows error analysis to test and evaluate the answers of the students understudy to determine the process which is included in using the word, phrasal, syntactical, semantically categories of the language”. Through classifying the area where the mistakes are committed by the students, much more concentration should be given to focus on them by both the teacher and taught. Both the teacher and learners should realize them and revenant or suitable remedies should be suggested so that the difficulties and problems may be solved and or they may be eliminated.

The research prepared 20 items (questions) in starting. After taking opinion of different experts and consulting syllabus of senior secondary classes (HBSE and CBSE) she (researcher) finalized 10 items (Questions) in this tool of writing skill.

Details of the writing skill tools are given in Appendix-V

3.11 DATA COLLECTION:

The finalized questionnaire was administered with the informants and testing procedure was conducted into two phases. In the first phase speaking and writing tests were conducted. The researcher asked the questions which she constructed in the interview schedule, to the students. Then she instructed the students to speak on any one of the given topic of their interest. The answer of the students, she recorded by using tape recorder. Students were allotted 30 minutes for these 2 types of tests i.e. of speaking tests (20 and 10 respectively). After a gap of 15 minutes, she (researcher) started writing test questionnaire and for that 30 minutes were assigned.

After 2 days gap second phase was started by the researcher i.e. the reading and listening tests were conducted. The informants were given the questionnaire of reading compression to test the reading comprehension. For this 20 minutes were allotted. After the completing the reading test, listening comprehension questionnaires were distributed among the students understand to test the listening comprehension. The researcher gave the separate answer sheets to the students and
then listening comprehension questions were presented or posed. For this test she used tape recorder. She read out the questions in separate circumstances.

Further she (researcher) gave instructions to the students about each questionnaire. In this way she collected the data to carry out study in all the schools of CBSE and HBSE of the district of Haryana

Further instructions about the each questionnaire, she issued instructions to the students under study and started collecting data in all the schools under study. Besides this, the students – teachers, class room - instruction and peer group interaction were observed. She examined their (students under study) Quarterly monthly test papers, and she updated the data then and there in order to fill up the gap found in the corpus and to verify the authenticity of the data

3.12 ERROR ANALYSIS

Some tests will be prepared by the researcher. She separated the student’s errors after classifying them, and then she did do statistical analysis. First by counting number of correct and wrong entries, then their comprehensibility was tested through the statistical technique. Thus, the researcher came to the conclusion.

3.13 STATISTICAL TECHNIQUE:

The researcher used appropriate statistical data technique as per the nature of the data. Researcher calculated the mean score of the students under study. The researcher used the percentage technique to calculate the results.