Chapter-3

RESEARCH METHODOLOGY AND DATA COLLECTION

“Speech has both an individual and a social side, and we cannot conceive of one without the other”

-Ferdinand de Saussure (1916)

As it has been discussed in the introduction and literature review, the primary and significant aim of the current study is to investigate the language use of Lambada educated youth in different domains and look at the factors which motivate their language attitudes towards their language, culture and identity and other dominant languages. Therefore, a method was required which would provide an accurate analysis of language use, language choice and language attitudes of the Lambada youth. Consequently, various descriptions of methods have been chosen for this study. The methodology covers both qualitative and quantitative analysis in the present study. Required data was collected mainly through questionnaire survey and direct observation. The collected data of language attitudes was analyzed based on statistical analysis.

3.0. How the Informants were chosen

The main criterion for the selection of the informants was that they need to have knowledge of all the three languages mentioned for the study. The informants were selected from Lambada speakers residing in Telangana, who were able to speak Lambada and Telugu and who had knowledge of English. Informants were chosen from all the districts of Telangana. Education of the informants should not be less than undergraduate.

3.1. Informants

A total of 120 Lambada speaking informants were taken for this study. Out of 120 informants, 60 were male and 60 were female. Out of 120 informants, 62 were from Telugu medium and 58 were from English medium at primary education. Subsequently, out of 120 informants, 58 had Telugu as a medium of instruction and 62 had English as a medium of instruction at secondary education. Informants from different educational and professional background were chosen for the study because it gives the attribution to look
at the attitudes of different social and professional background and professional background towards the languages. Age of the informants ranged from 18 years to 30 years as we are looking at language attitudes of the youth of Lambada.

3.2. Demographic information of the informants

The first section of the questionnaire deals with the informants’ personal information such as name, age, gender, educational background, occupation, place of residence and medium of instruction. Informants’ educational background differs from undergraduate, postgraduate and doctorate. Personal profile of the informants was taken into an account in order to investigate how their educational and surrounding influence their attitudes towards the mentioned languages for the study.

Table 1: Educational background of the informants:

<table>
<thead>
<tr>
<th>Educational background</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Professional</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Post graduation</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Doctorate</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

3.3. Social variables

In order to extend comprehensive inputs into the language use patterns and language attitudes of the informants, it is important to refer to various social variables which may have an impact on different dimensions on the language preference of informants and their language attitudes towards the languages. The social variables which play an important role are geographical area, medium of instruction and gender. A detailed description of the social variables in relation to the distribution and representation is given below:
Table 2: Independent variables taken for the study:

<table>
<thead>
<tr>
<th>Geographical area</th>
<th>Medium of Instruction at primary education</th>
<th>Medium of Instruction at secondary education</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>Telugu</td>
<td>Telugu</td>
<td>Male</td>
</tr>
<tr>
<td>Rural</td>
<td>English</td>
<td>English</td>
<td>Female</td>
</tr>
</tbody>
</table>

3.3.1. Geographical Area

The geographical area plays a vital role in the choice of any language and altering their attitude towards their native language and the other dominant languages. As it is assumed, the Lambada speakers who reside in the urban area are expected to switch to the dominant languages and have a positive attitude towards the dominant languages and quite a negative attitude towards their native language. And the rural speakers are expected to have positive attitudes their native language as well as the dominant languages. In order to investigate whether there are any similarities or dissimilarities in terms of the usage of language and language attitudes of the Lambada youth towards these languages (namely, Telugu and English) between the urban informants and the rural informants or not. The data has been collected from 120 informants out of which 60 belong to the urban area and 60 belong to the rural area.

Table 3: Distribution of informants across geographical area

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

3.2.2. Medium of Instruction

On the basis of the medium of instruction, 62 of informants had Telugu as a medium of instruction and 58 of informants had English as a medium of instruction at the primary level of education, similarly, 58 of informants had Telugu as a medium of instruction and 62 of informants had English as a medium of instruction at secondary of education.
Table 4: Distribution of informants across medium of instruction:

<table>
<thead>
<tr>
<th></th>
<th>Telugu medium</th>
<th>English medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education</td>
<td>62</td>
<td>58</td>
</tr>
<tr>
<td>Secondary education</td>
<td>58</td>
<td>62</td>
</tr>
</tbody>
</table>

It is anticipated that the language attitudes would be significantly influenced by the informant’s medium of instruction which he/she has studied through. The data were collected regarding the medium of instruction from graduation, post-graduation and doctorate levels. However, medium of instruction that has been segregated as primary and secondary levels of education, as it was taken into account for the sake of forming positive or negative attitudes towards the languages.

3.2.3. Gender

Gender is considered to be one of the important social variables that motivate language attitude study. Therefore, the ratio of male and female informants was equally maintained for the current study. There were 60 female informants against 60 male respondents.

Table 5: Distribution of informants across Gender:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Gender plays a vital role in language use in most of the domains. There is a general assumption which says that the language used by a male is different from a female. We find language variation between male and female. Therefore, it will be interesting to notice whether there are any significant results found between the data obtained from the female informants and the data obtained from the male informants.
3.4. Data Collection

The informants have been directed to complete questionnaires. The data consists of 120 completed questionnaires.

3.4.1. Questionnaire

The questionnaire is divided into five parts:

- Background information
- Language ability
- Language use
- Language attitudes

Background information section discloses the personal details such as the informants’ name, gender, place of living, education details, occupation, parents’ occupation, mother tongue, medium of instruction at primary education and secondary education, languages known and where the languages Telugu and English are learnt by Lambada speakers etc.

There are a set of questions on language use and language skills of the informants. Statements in the questionnaire are set in English and literary translations have been done in Telugu. As some of the informants are from Telugu medium background, the questionnaire was translated in Telugu. The first section of the questionnaire deals with the informant's language abilities in Lambada, Telugu and English in which informants’ language skills were tested in order to identify understanding and speaking of these three languages. Language abilities of the informants are calculated by using three-point Likert scale from ‘excellent to ‘functional.’

The second section of the questionnaire consists of the queries that investigate what language the informants use in different domains. The section of language use in the questionnaire indicates to answer Fishman’s question “who speaks what language to whom, when and to what extent” (Fishman, 1965). The questions were formed to investigate what language they speak in the domains such as family, ethnic contacts, social domain and work situations. In order to know their language choice, they have
been asked what language they speak to a selected list of interlocutors (e.g. parents, siblings, relatives, friends etc.). The responses for the above interlocutors have been indicated on a five-point Likert scale from ‘always’ to ‘never.’ The other part of the section includes what language they use to execute the selected tasks (e.g. for writing, watching movies/TV, listening to radio, listening to music etc.). These would be the responses on a five-point Likert scale from ‘always’ to ‘never.’

The attitude section of the questionnaire is aimed to investigate the informants’ attitudes towards Lambada, Telugu and English languages in this study. The questionnaire consists of 28 statements, which would exist in a random sequence. The first part of language attitudes section deals with statements on attitudes of the informants towards Lambada language, culture and identity.

The second part of the language attitudes section contains the statements on the informants’ attitudes towards Telugu as a language preferred in social and education domains. Another part of the section is comprised of the statements on attitudes of the informants towards English as a global language for opportunities in the multilingual domain. The questionnaire also includes statements on Bi/multilingualism. The responses for the statements have been calculated using the popular traditional way of forming an attitude scale of the statements that the informants may agree or disagree on a five Likert point scale ‘strongly agree, agree, neutral, disagree and strongly disagree’ (Baker, 1992).

3.5. Data Analysis

The main aim of the questionnaire is to analyze the collected data to find out what issues would appear from the data. The number of responses to every question would be calculated and analyzed accordingly.

3.5.1. Data

Data is primary information, which is often in the form of facts or figures obtained from experiments or surveys that are used as a basis for formulating calculations or illustrating conclusions regarding a problem. Any research or any investigation requires data essentially.
3.5.2. Processing of the data

As the researcher planned, around 150 questionnaires were distributed among the informants and the filled questionnaires were collected. Some of these were rejected because either they are incomplete or they had showed certain contradictions in the responses. After sorting out the completed questionnaires, the researcher collected the questionnaires. Finally, 120 questionnaires were found valid and processed. All the data were entered into a spreadsheet in order to calculate the data accurately. In order to maintain the privacy of the informants, no names were input in the database from the questionnaire. Instead of revealing their names, each informant was provided a number from 1 to 120.

3.5.3. Codification of the Data

All responses to the questionnaire were codified into numbers systematically in order to arrange the data for further statistical analysis. The data were codified according to geographical area, gender, medium of instruction and Likert five-point scale. Questions in the questionnaire were coded as given below:

1. Geographical area: 1 for Urban 2 for Rural
2. Gender: 1 for Male and 2 for Female
3. Medium of Instruction: 1 for Telugu Medium and 2 for English Medium

The most significant part which shapes the support of the research work is the five-point scale set of questions which were based on domain and the informants were asked to choose the correct preference on a five-point scale for different domains.

The queries which are related to the informants’ language abilities in Lambada, Telugu and English languages were codified as per the following codes:

1 for excellent
2 for good
3 for functional
The statements which are related to the informants’ language use with different interlocutors in different domains and for the various activities were codified as per the following orders:

1 for always
2 for frequently
3 for sometimes
4 for rarely
5 for never

The statements which are basically related to the informants’ language attitudes towards all three languages are codified according to their ratings on a five-point scale. The following scale was used for the codification of the responses.

1 for Strongly Agree
2 for Agree
3 for Neutral
4 for Disagree
5 for Strongly Disagree

3.6. Direct Observation

Direct observation is the voluntary methods to collect data which helps to investigate data in the right way. Since the researcher belongs to the target group, this method has been also taken into consideration. In the study, observation would be extended to long time process to collect data. The researcher has collected the data from various places, such as group meetings, community meetings and personal conversations.
3.7. Statistical Procedure

The completed and codified data was segregated according to geographical locality, gender and medium of instruction at primary and secondary levels education and subsequently entered into a computer for final statistical analysis with the help of SPSS 19.00 software which is meant for statistical analysis. The t-test, means of comparison and standard deviation were performed in order to analyse the data accurately using SPSS software.

In order to formulate data analysis significantly and accurate, Microsoft Excel 2007 has also been used. Some of the simpler graphs have been performed using Microsoft Excel 2007. The p-value of language use and language attitudes has been prepared with help of SPSS 19.00. According to statistics, if the p-value is less than 0.05, it is considered that there is a significant difference between two independent variables.

Having discussed the procedure of the present study, the next chapter analyses collected data to find the language use patterns and language attitudes of the educated Lambada youth towards their mother tongue and other dominant languages.