CHAPTER THREE

METHODOLOGY AND PROCEDURE

3.1 Overview

The overview of related literature was presented in the preceding chapter. In this chapter, the methodology of the study has been described. In the succeeding section, techniques used in ESA approach of learning language have been explained. Method of teaching lessons, Selection, Design of the study and the procedure of data collection and Statistical techniques used in data analysis and interpretation have been briefly explained in this chapter.

3.2 Assumptions of the study

- ESA model provides a confirmatory motivational effect on students.
- It helps the learners to explain his thoughts and ideas freely in the written and the spoken forms.
- Student’s conception will be developed.
- Teaching through ESA model works well with the students and it gives the lessons an affluence and diversity.
- Opportunities are provided for the learners to focus not only in the language but also on the learning process.
- It is an endeavor to link classroom language learning with language activities outside the classroom.
- Students learn to communicate through interface in the target language.
• Second language learning will be helpful when learners are engaged in meaning communication.

• Learning through ESA model helps in learning fundamental rules of language use and association.

• Learning through ESA model, students enlarge their own routes to language learning and they learn at different rates and have different needs and orientation for language learning.

3.3 Statement of the problem

Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. The new teaching methodology which the teacher uses to teaching, writing is ESA namely Engage, Study, Activate. This methodology is easy to remember and understand and gives the teacher a great deal of flexibility in the classroom.

Teachers and learners come across various teaching learning strategies. Therefore, the language teachers have two-fold problems: how to integrate the online learning system with the traditional teaching system; and how to effectively manage the teaching learning activities for a big class. To overcome those problems, teachers need to develop some strategies. Hence the application of ESA approach will very much help the students for their better learning. Hence the problem has been taken the present study and it is stated as “Effectiveness of ESA (engage, study, activate) approach in improving the Communication Skills of the Learners in English at tertiary level”.
3.4 Title of the Study

Effectiveness of ESA (engage, study, activate) approach in improving the communication skills of the learners in English at tertiary level is the title of the study chosen by the researcher.

Definition of the key terms used in the study along with their equipped meaning is given here.

Effectiveness: According to Oxford Advanced learner’s Dictionary of current English, effectiveness is ‘capability of producing a desired result when something is deemed effective, it means it has an intended or expected outcome.

According to Longman Dictionary of contemporary English, Effectiveness is ‘capacity to bring about the intended result’.

As far as this study is concerned effectiveness refers to the impressive result created to improve the communication skills by the Tertiary student consequent to the use of ESA model language learning.

Communication

According to Oxford advanced learner’s Dictionary of current English communication means exchange of thoughts, messages, or information as by speech, visuals, signals, or behavior. Developing interacting skills in the target language.


Engage: Teachers will try to awaken the student’s interest and engage their emotions.

Study: Activities are carried out to focus on language or information and how it is constructed.
**Activate:** Exercise are premeditated to the students to use the language as communicatively as they can.

**Tertiary level:**

Tertiary students are those who are studying 1st year BA after completing their secondary education that is after passing their twelfth standard examination. For this study students have been selected based on simple random method.

**3.5 Phases of the Study:**

The researcher has followed the following steps to carry out the study.

- Finalizing the title
- Reviewing the literature
- Choosing samples from first year students of BA English in Seethalakshmi Achi College for Women in Pallathur
- The lessons in Prose, Poetry, Grammar and Composition were taken to teach.
- Conducting the criterion reference test to assess the initial performance of the students.
- Splitting the sample in two groups based on their marks in the previous year examination and thus they form the homogenous group
- Teaching the selected lessons through direct method to the Control group
- Teaching the same lesson through ESA approach to the Experimental group
• Conducting post-test for both groups to find out the effectiveness of ESA approach
• Analyzing the data of the Control group and Experimental group

3.6 Method of Study:

The researcher followed Experimental method for this study. The Experimental method involves two groups, namely experimental group and control group. In this study the experimental group was exposed to ESA method. The control group was exposed to the Direct method of instruction. After the period of treatment for about 45 days, the observations were made to determine what changes have occurred in the experimental group when compared with the control group.

3.7 Techniques used in ESA approach

Engage

• Teachers try to arouse the students’ interest and involve their emotions
• Students should feel amused, moved, stimulated and challenged in order to not feel bored
• Recommended activities: games, music, discussions, pictures and stories
• Students should also engage in the topics, exercise and language-not only games and fun
Study

- Students focus on information or language and how it is constructed. The main focus in this stage is on the construction of language
- Activities: Practice of sounds, examination and practice of a verb tense, study of a transcript, explanation of grammar and reading a text or vocabulary
- Successful language learning depends on a mixture of subconscious language acquisition (listening, reading) and the list of activities previously mentioned.

Activate

- Students use language and communicate, they get to try out real language use
- Activities: role-plays, debates, discussions and story writing
- If students do not get a chance to activate their knowledge in the class, they might find language use difficult in the real world.

3.8 Sequence Variations of the ESA Model (from Harmer, 1998)

ESA lesson sequences

Basically there are three types of ESA format that one could try to use, these are:

Straight Arrow (E-S-A) which consists of the teacher following the sequence Engage, Study and Activate. This is the best format for the teacher who knows the students’ needs. This allows the teacher to take the students to a logical point where they can use the language.
**Patchwork (E-A-S-A-S-E-A)** which might be formatted Engage, Activate, Activate, Study, Activate, Study, Engage and Activate. This type of lesson format is very useful for more complex issues, which can be broken down into sections before bringing them it all together at the end.

**Boomerang (E-A-S-[A])** is another possible lesson format using ESA. Here Engage is followed by Activate, Study and Activate. Using this format might present problems for the teacher in that they could be unsure of the needs of the students in the Study phase.

ESA provides a balanced range of activities for the students and ideally will not be shorter than 30 minutes or longer than an hour. It discourages teacher talk time as it is not them that need the practice. ESA can be adapted using “boomerang” and “patchwork” methods - a mix of “straight arrow” as described above so that it can be used for any level. Seeing this in practice works really well, it gives structure for the teacher and the student becomes familiar with the format. It ensures students learn and then understand what has been learnt in context. Compared with other teaching methods, it has the potential development of student learning to develop student’s capacity for critical thought, and organic ties to the teaching links and other advantages.
3.9 Nature of the Experiment

- Selection of topic
  - Pre-test for whole sample
    - Control Group
      - Direct method
    - Experimental Group
      - ESA method
  - Post-test for both groups
    - Data analysis
      - Findings
3.9.1 Selection of the Population and Sample for the study:

The sample was selected from the first year students of B.A English in seethalakshmi Achi college for women, pallathur. Totally 80 students were taken as sample for the study. They were divided equally into two groups based on their marks in the previous year examination and thus they form the homogeneous group. Among the 80 students, 40 students were allotted to the Control group and 40 students were allotted to the Experimental group by random selection.

3.9.2 Treatment for Experimental & Control Group:

The pre-test was conducted for both the groups and it was determined that they have equal proficiency in English. They were taught through two different methods for a period of 45 days. In order to find out the effectiveness of ESA model, the researcher again taught English lessons to Experimental group students by using ESA way of teaching and conducted post test. Then the researcher taught the same lessons to Control group by using Direct method and conducted post-test. The objective of the post-test is to assess the effectiveness of ESA method in improving the communication skills of the students.

3.9.3 Research Tools:

- To assess the speaking skills of the tertiary students, a five point rating scale such as Coherence, Grammar, Vocabulary, Fluency and Pronunciation as given in the book entitled Interactive Language Teaching edited by Wilga M.Rivers has been used.
To assess the writing skills of the students, a five point rating scale such as Word choice, Grammar, Mechanics, Style and ease of communication and Organization as given in the book entitled *Testing for language Teachers* by Arthur Hughes has been used.

- ESA approach was chosen for this study

- The experiment was conducted for a period of 45 working days. On all the working days one period of 45 minutes was allotted for teaching through Direct method and another period of 45 minutes was allotted for teaching through ESA approach.

- The criterion reference test was used in this study to assess the communication skills of the students.

- The lessons were prepared so as to enhance the communication skills of the students.

**Development of the Criterion Reference Test**

The following points show the steps followed in the preparation of the test

**Steps for Development of the Criterion Reference Test**

**Step 1:** Choosing the lessons (Prose, Poem and Composition)

**Step 2:** Confirm test type.

There are three phases of activities in learning communication skills through ESA Approach

**Engage phase:** In the first phase, engage activities will be provided to the
students. Engages is all about creating interest among the learners and engaging them in the process of the lesson. It follows that if they, the Learners, are involved and interested then they will find the lessons stimulating and hopefully become fully engaged in the process. To achieve this engagement activities involving the use of games, music or pictures might be used.

**Step 3:** The researcher has shown the pictures with the help of LCD projector for creating interest in the minds of the students regarding the topic which they would be learning.

**Step 4:** After showing the picture the researcher would ask the relevant questions, so as to create curiosity among the students.

**Study phase:** This phase about getting the learners to focus on the language or information and how it is constructed. This does not signal an increase in teacher Talk Time but rather indicates that planned activities should be used to ensure the learners have the relevant knowledge. The researcher may need to talk but well designed activities will enable the learners to discover many things themselves. Group work, language drills, spelling and analyzing texts could all fit into this phase of the lessons.

**Step 5:** After providing the students with the prose or poetry passages, the researcher would divide the students into various groups. The members of the different groups would be asked to discuss among themselves and find out the answer for the questions put forward by the researcher. Here the students will have a chance to interact and communicate among themselves.

**Step 6:** Finally the group leaders would present the answers for the respective questions.
Here the researcher would act as facilitator and sum up the findings of the different group members.

**Activate phase:** The last stage is the activate phase. Activate is the stage where the learners would be encouraged to put into practice the language they have learned already. Typically activate activities include role plays, games, discussions or creative writing.

**Step 7:** In this phase the students would be asked to indulge in role-plays based on the lessons they had learned or they would be asked to discuss a topic which is related to lesson or they would be asked to write some essay or dialogue or poem creatively.

**Pre-test and Post-test**

To implement this study successfully, the investigator developed a criterion reference test. Pre-test and Post-test help to measure the achievement in the beginning and at the end of teaching lessons by the investigator. The test comprises five sub-skills and each one carries five marks. 25 marks would be given for writing skills and 25 marks for speaking skills. So the total score is 50.

For the experimental group students all the lessons were taught according to the different phases of the ESA approach as explained above. All ten lessons were taught to the control group students by way of explaining in English language only. That is the researcher followed direct method for this group. A post was conducted for both the groups and the marks obtained by them have been tabulated.
3.10 Method of evaluation

To test the improvement of the communication skills of the students, it is necessary to access their speaking skills and writing skills in English. In order to assess the speaking skills of the tertiary students, a five point rating scale such as Coherence, Grammar, Vocabulary, Fluency and Pronunciation as given in the book entitled Interactive Language Teaching edited by Wilga M.Rivers has been used. Similarly to assess the writing skills of the students, a five point rating scale such as Word choice, Grammar, Mechanics, Style and ease of communication and Organization as given in the book entitled Testing for language Teachers by Arthur Hughes has been used.

3.11 Proficiency Descriptions for speaking skills

<table>
<thead>
<tr>
<th>S.No</th>
<th>Sub-skills</th>
<th>Marks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coherence</td>
<td></td>
<td>1: There is no coherence</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>2: Moderate coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3: Good coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>4: Very good coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>5: Excellent coherence</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td></td>
<td>1: No Control of grammatical elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2: Minimal Control; obvious interference from native- language usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3: Moderate Control; some interference from native-language usage</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
<td>Fluency</td>
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</tr>
<tr>
<td>3</td>
<td></td>
<td>4</td>
<td>Good Control; interference from native-language usage rare</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Minimal Control; obvious interference from native-language usage</td>
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<td></td>
<td></td>
<td></td>
<td>Moderate Control; some interference from native-language usage</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Good Control; wide range of vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approximates target-language norm</td>
</tr>
<tr>
<td>4</td>
<td>Halting speech pattern</td>
<td>1</td>
<td>Adequate fluency</td>
</tr>
<tr>
<td></td>
<td>Moderately halting speech requiring concentrated effort on the part of the listener</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good fluency</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pronunciation patterns almost exclusively from native language</td>
<td>1</td>
<td>Mixed target-language and native-language pronunciation pattern; native-language patterns</td>
</tr>
</tbody>
</table>
## 3.12 Proficiency Descriptions for writing skills

<table>
<thead>
<tr>
<th>S.No</th>
<th>Sub-skills</th>
<th>Marks</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word choice</td>
<td>1</td>
<td>Vocabulary limitations so extreme as to make comprehension virtually impossible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Limited vocabulary and frequent errors clearly hinder expression of ideas</td>
</tr>
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<td></td>
<td></td>
<td>4</td>
<td>Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary</td>
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<td></td>
<td></td>
<td>5</td>
<td>Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired</td>
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</tbody>
</table>
|      |            | 1     | Errors of grammar or word order so serve as to
<table>
<thead>
<tr>
<th></th>
<th><strong>Grammar</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>make comprehension virtually impossible</td>
<td>Errors of grammar or word order very frequent, reader often has to rely on own interpretation</td>
</tr>
<tr>
<td>3</td>
<td>Errors of grammar or word order frequent, efforts of interpretation sometimes required on reader’s part</td>
<td></td>
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<tr>
<td>4</td>
<td>Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension</td>
<td></td>
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<tr>
<td>5</td>
<td>Some errors of grammar or word order which do not, however, interfere with comprehension</td>
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</table>

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<thead>
<tr>
<th></th>
<th><strong>Mechanics</strong></th>
<th></th>
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<tbody>
<tr>
<td>3</td>
<td>Errors in spelling or punctuation so severe as to make comprehension virtually impossible</td>
<td>Errors in spelling or punctuation so frequent that reader must often rely on own interpretation</td>
</tr>
<tr>
<td>4</td>
<td>Frequent errors in spelling or punctuation; lead sometimes to obscurity</td>
<td>Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension</td>
</tr>
<tr>
<td>5</td>
<td>Occasional lapses in punctuation or spelling which</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Style and ease of communication</td>
<td>do not, however, interfere with comprehension</td>
</tr>
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<td>---</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>A ‘hotch-potch’ of half-learned misused structures and vocabulary items rendering communication almost impossible</td>
<td></td>
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<tr>
<td>2</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items</td>
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<tr>
<td>3</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication</td>
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<tr>
<td>4</td>
<td>‘patchy’, with some structures or vocabulary items noticeably inappropriate to general style</td>
<td></td>
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<tr>
<td>5</td>
<td>Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization</td>
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</tbody>
</table>
3.13 Statistical Technique:
The data is analyzed by using Mean, Standard Deviation, t-test, effect size and gain ratio along with pictorial representations.

3.14 Validity and Reliability of the lessons prepared for teaching English using ESA approach

Model lessons were organized to teach English lessons through ESA approach. These lessons were subjected to the group try-outs. On the basis of the analysis of the try-out, required correction, modifications, and refinements were made. The views of the language experts were taken as the index of the content validity. As the students secured same scores in different tests conducted at different time intervals, there was reliability in the lessons prepared. The students’ performance was tested by way of giving different tasks for which they have either to write essays or to present lectures and interact orally.

3.15 Statistical Techniques

The lessons in poetry, prose, grammar and composition were taught through ESA method for the Experimental group students and through Direct method for Control group students. The experiment was conducted for a period of forty five working days (two hours a day). The present study is based on Experimental method. The researcher has
used the pre-test, post-test equivalent group design. Regarding statistical techniques, the researcher has used ‘t’ test to find out the significance of difference between the means of the pre-test and post-test scores of the Control group and Experimental group students. After completing the calculations it was found that the students belong to experimental group had fared better when comparing with that of the control group students in learning communication skills based on the post-test scores. Even though there is a slight improvement in the performance of the control group students in the post-test, the performance of the experimental group students in the post-test is far superior. Hence ESA approach which had been used for the experimental group students is considered to be more effective than the traditional Direct method used for the control group students. Based on this teaching experiment, it is shown that ESA model in English comprehensive reading with the combination and flexible use of Engage-Study-Activate enables students to be the center of class activates their interests and realizes the role exchange in teaching and learning to enhance students’ overall ability in using language.

The details of the analysis and interpretation have been presented in the succeeding chapter.