



METHODOLOGY

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

Planning denotes the sequence of points, which helps in proceeding step by step. Planning must be made in the beginning of the work. In this chapter, the investigator has discussed the plan and procedure of the present study. The term methodology refers to the process and procedures that one adopts while carrying out a study in order to achieve the particular objectives specified for one's study. Methodology is concerned with how one goes about actually conducting a study.

The purpose of present study was, "A study of achievement in English of standard IX students of Vadodara district". i.e. to find if the academic achievement of students of standard IX is influenced by gender, location of school, teachers' experience, teachers' qualification, caste and to investigate the problems faced by teachers and students in English, to know the opinions about activities conducted for basic skills, to identify common errors committed by students in writing English, to study the achievement with respect to oral communication.

The study needs a quantitative data of various types of information, which has been collected from the students and schools records with the help of teaching and non-teaching staff of those particular schools. The whole approach for conducting the study has been very systematic and has been explained in a precise manner in this chapter. This chapter is a brief description about the methodology adopted for the study. Sample selection has been given in detail for each stage. Tools used have been described at length. Data collection and data analysis are also given in brief.

3.2 DESIGN OF THE STUDY

In order to select the most appropriate method for the study preliminary data were collected from the DEO and different teachers and principal of schools of Vadodara district. After a good deal of thought it was decided to adopt the survey type of research. There are two types of survey, normative survey and descriptive survey. Here data collection shows that descriptive

survey method was more appropriate and it will intend to consider the research proposed to ascertain what the typical condition is at the present time. The type of information the survey method procures is in wide demand and is capable of rendering important services because it determines the present trend and helps in solving current practical problems. It also suggests the source of future developments. It contributes to advancements of knowledge because it affords penetrating insight into the nature of what one is dealing with. Initial phase of the study was a survey of achievement in English with respect to gender, location of school, teacher's experience, teacher's qualification, caste and to know the problems faced by teachers and students, opinions about activities conducted for basic skill, common errors committed by the students and achievement with respect to oral communication.

3.3 POPULATION AND SAMPLE

Population: Vadodara district is a district in the eastern part of the state of Gujarat in western Indian. Vadodara district covers an area of 7,794 KM. the district is bounded by Panchmahal and Dahod district to the north, Anand and Kheda district to the west, Bharuch and Narmada districts to the south and the state of Madhya Pradesh to the east. Vadodara is divided into three Prants: (1) Vadodara (2) Dabhoi (3) Chhota Udaipur. Vadodara is divided into thirteen talukas. (Appendix - I). The population of the present study comprises of 312 secondary schools of Gujarati medium of Vadodara district and approximately 15,700 students of class IX constitute the population. A detail of svs-wise total schools is shown in following table.

TABLE: 3.1
DETAILS OF SVS AND TOTAL SCHOOLS

NO	SVS NO	NAME OF SVS (SHALA VIKAS SANKUL)	TOTAL NO.OF SCHOOLS
1	SVS 1	Dr. Vikram Sarabhai Shala Vikas Sankul	45
2	SVS 2	Dayaram Shala Vikas Sankul	54
3	SVS 3	Premanand Shala Vikas Sankul	46
4	SVS 4	Dr. Ambedkar Shala Vikas Sankul	57
5	SVS 5	Maharshi Arvind Shala Vikas Sankul	34
6	SVS 6	Dr. C. V. Raman Shala Vikas Sankul	21
7	SVS 7	Dr. Madhubhai Buch Shala Vikas Sankul	32
8	SVS 8	Sir Sayajirao Gayakwad Shala Vikas Sankul	23
TOTAL NUMBER OF SCHOOLS			312

Sample: In the present study multistage sampling was followed. In first stage, eight SVS were considered. In second stage schools were selected randomly and in third stage one class of IX was selected randomly. Finally all students of selected class were taken as sample. There are 312 secondary Gujarati medium schools in Vadodara district spread over eight SVS. From each SVS ten per cent schools (i.e. thirty one schools) were selected randomly. One class of IX was selected randomly and all students of selected classes were considered in the sample. Thus, students were selected through cluster sampling. The sample size was 1664 from thirty one schools of Vadodara district. All thirty one teachers teaching English in standard IX were selected to know the problems faced by teachers and students and to study the opinions about activities conducted for basic skills. For the study of achievement with respect to oral communication five lower and five higher achievers from both urban and rural schools were selected randomly. Sample for error identification consisted the 1664 students of selected schools. A detail of svs-wise school and school wise students is shown in following tables.

TABLE: 3.2

DETAILS OF SVS AND NUMBER OF SCHOOLS

NO	SVS NO	NAME OF SVS (SHALA VIKAS SANKUL)	NO.OF SCHOOL
1	SVS 1	Dr. Vikram Sarabhai Shala Vikas Sankul	5
2	SVS 2	Dayaram Shala Vikas Sankul	5
3	SVS 3	Premanand Shala Vikas Sankul	5
4	SVS 4	Dr. Ambedkar Shala Vikas Sankul	6
5	SVS 5	Maharshi Arvind Shala Vikas Sankul	3
6	SVS 6	Dr. C. V. Raman Shala Vikas Sankul	2
7	SVS 7	Dr. Madhubhai Buch Shala Vikas Sankul	3
8	SVS 8	Sir Sayajirao Gayakwad Shala Vikas Sankul	2
Total Schools			31

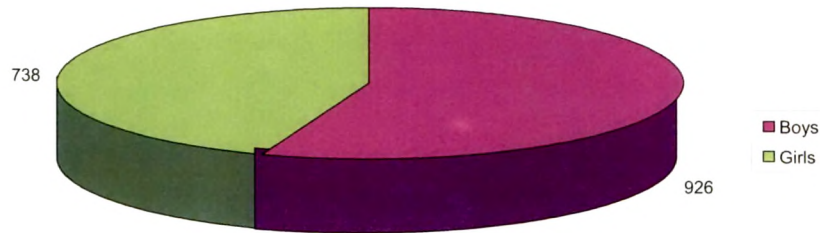
TABLE: 3.3**LIST OF SCHOOLS AND NUMBER OF STUDENTS**

No	SVS	Name of the Schools	No of Students
1	SVS-1	Vakad Vidhalaya, Bajwa	62
2	SVS-1	Shri Swaminarayan Gurukul, Tarsali	51
3	SVS-1	Shri S. S Patel, Bill	49
4	SVS-1	Savli Highschool, Savli	51
5	SVS-1	Fatima High School, Gothda	51
6	SVS-2	Shri D. K. Patel High school, Thuvavi	61
7	SVS-2	B. N High School, Chandod	50
8	SVS-2	Sheth H. H. Shirolavala High School, Bodeli	51
9	SVS-2	Shri Hatkeshwar Vidhalaya, Sathod	27
10	SVS-2	Navpad High School, Dabhoi	54
11	SVS-3	Choksi K. K Girls High School, Padra	49
12	SVS-3	The Ellite High School, Sejakuva	66
13	SVS-3	Sarvodaya Vidhalaya, Latipura	62
14	SVS-3	Karakhadi High School, karakhadi	62
15	SVS-3	Dabhasa English School, Dabhasa	55
16	SVS-4	Smt. S.B. Solanki High School, Nasvadi	50
17	SVS-4	Smt. M. R. Raoulji Sarvajanik Vidhalaya, Vaghach	57
18	SVS-4	Smt. V. R. Shah Sarvajanik Vidhalaya, Pavijetpur	68
19	SVS-4	Shri Kwat English School, Kwat	67
20	SVS-4	Shri S. F High School, Chotaudaipur	51
21	SVS-4	Shri A. N Pancholi Sarvajanik High School, Tejgad	74
22	SVS-5	H. C Parikh High School, Vadodara	33
23	SVS-5	Vallabh Vidhalya Ajwa Road, Vadodara	46
24	SVS-5	Champa Cippi High School, Vadodara	61
25	SVS-6	University Experimental High School, Vadodara	51

26	SVS-6	Gyan Yagna Vidhalaya, Vadodara	43
27	SVS-7	H. S Patel High School, Vadodara	50
28	SVS-7	Zenith High School, Vadodara	77
29	SVS-7	Shreyas Vidhalaya, Polo Ground, Vadodara	55
30	SVS-8	New Era Girls High School, Vadodara	41
31	SVS-8	Jivan Bharti Vidhalaya, Vadodara	39
Total Students			1664

The size of sample according to various variables has been shown in following figures.

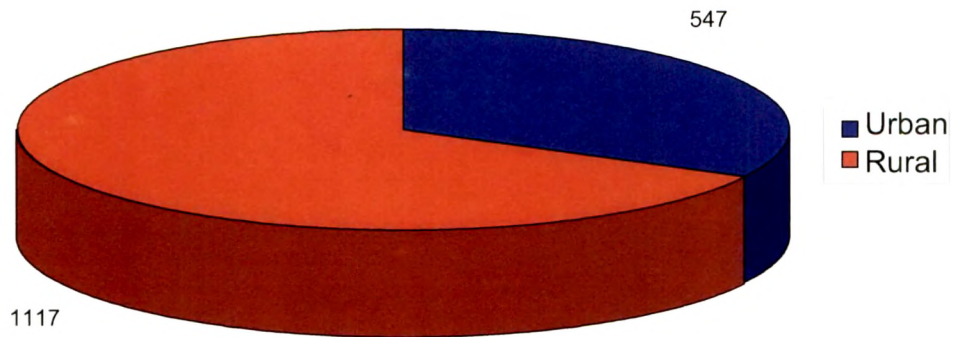
FIG:3.1
SAMPLE SIZE WITH RESPECT TO GENDER



The figure No. 3.1 shows the sample size with respect to gender. There were 738 girls and 926 boys in the sample.

FIG: 3.2

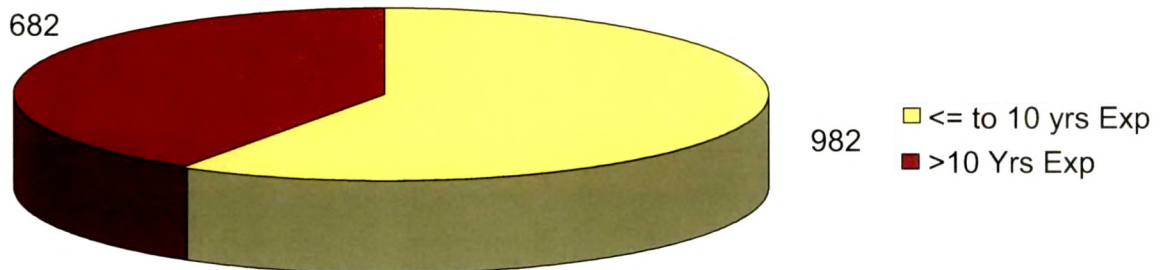
SAMPLE SIZE WITH RESPECT TO LOCATION OF SCHOOL



The figure No.3.2 shows the sample size with respect to location of school. There were 547 students studying in urban schools and 1117 students studying in rural schools.

FIG: 3.3

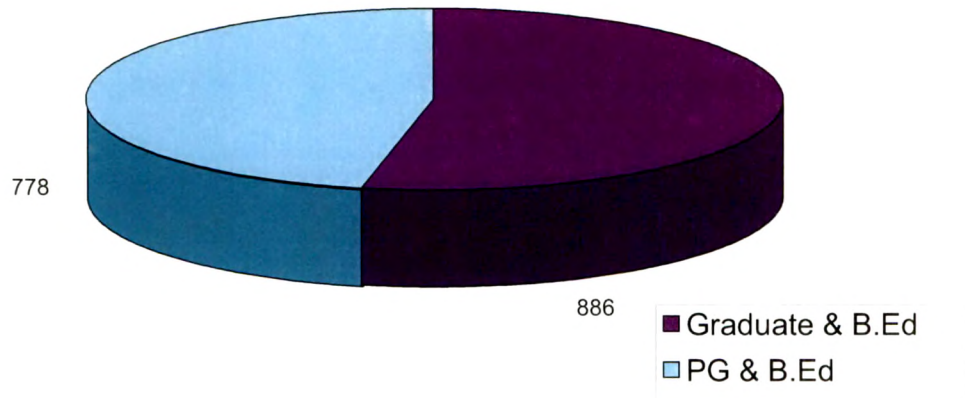
SAMPLE SIZE WITH RESPECT TO TEACHER'S EXPERIENCE



The figure No.3.3 shows the sample size with respect to teacher's experience. There were 982 students whose teachers experience was less than or equal to ten years and 682 students whose teachers experience was more than ten years.

FIG: 3.4

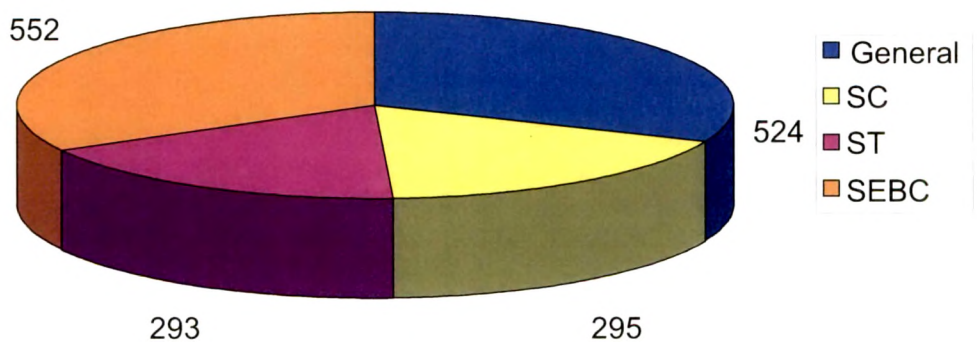
SAMPLE SIZE WITH RESPECT TO TEACHER'S QUALIFICATION



The figure No.3.4 shows the sample size with respect to teacher's qualification. There were 886 students whose teachers qualifications were graduate and B.Ed and 778 students whose teacher's qualification was post graduate and B.Ed.

FIG: 3.5

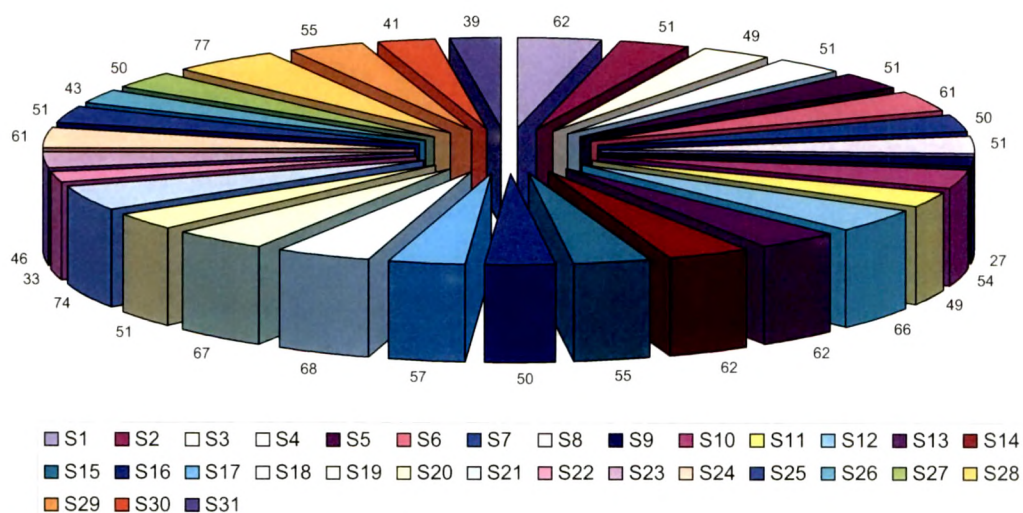
SAMPLE SIZE WITH RESPECT TO CASTE



The figure No.3.5 shows the sample size with respect to caste. There were 524 general, 295 SC, 293 ST and 552 SEBC students in the sample.

FIG: 3.6

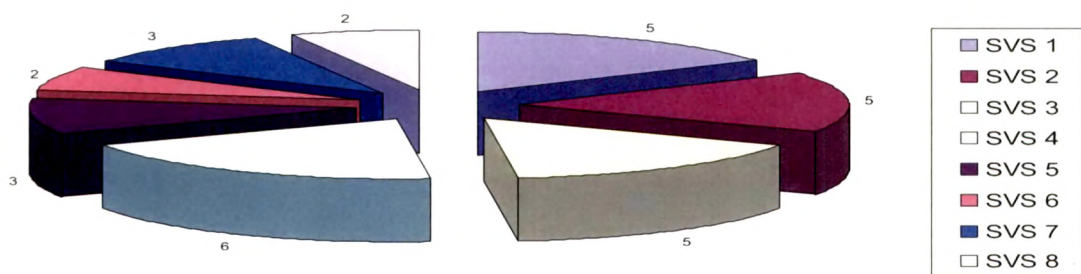
SAMPLE SIZE ON THE BASIS OF SCHOOLS



The figure No.3.6 shows the sample size on the basis of schools which shows the total number of schools and total number of students in each school in the present sample.

FIG: 3.7

SAMPLE SIZE ON THE BASIS OF SVS



The figure No.3.7 shows the sample size on the basis of SVS. This shows the total number of SVS and total number of schools in each SVS in the present sample.

3.4 TOOLS FOR DATA COLLECTION

Data collection is an important part of research. In order to collect the requisite data for any theme of research, one has to devise appropriate tools and use suitable measuring technique. The tools used in the present study were achievement test, questionnaire for teachers, interview schedule for teachers, opinionnaire for teachers and oral communication test for students. All tools were prepared by the investigator and the details of the tools are as follows.

3.4.1 Achievement test

The Achievement test was prepared by the investigator based on all the lessons and grammar of English for the students of standard IX. The basic principles kept in view while preparing an achievement test as suggested by **Gronlund (1968)**.

1. Achievement test should measure clearly defined learning outcomes that are in harmony with the instructional objectives.
2. Achievement test should measure an adequate sample of the learning outcomes and subject-matter content included in the instruction.
3. Achievement test should include the types of test items which are most appropriate for measuring the desired learning outcomes.
4. Achievement test should be designed to fit the particular uses to be made of the results.
5. Achievement test should be made as reliable as possible and should then be interpreted with caution.
6. Achievement test should be used to improve student learning.

This Achievement test was prepared and administered for the following purposes:

- To measure the achievement of the students in English.
- To identify the errors made by the students.

3.4.1.1 Procedure of preparing achievement test:

There are fifteen lessons and six poems in standard IX English text book. In grammar there are: - fill in the blanks, selecting proper words /Paragraph, editing, verb forms, rewrite as directed (past tense, plural, passive voice, active voice, indirect speech, gender change etc.) The achievement test was prepared by keeping in mind the five sections which are as follows.

TABLE: 3.4

SECTION WISE FORMAT OF ACHIEVEMENT TEST

Sr. No.	Section	Title of the section	Marks
1	A	Reading comprehension (Text study)	26
2	B	Reading comprehension (Unseen Text)	04
3	C	Short writing	15
4	D	Long writing	15
5	E	Grammar/ Language in use	20
Total			80

The following Tables (3.5 to 3.8) describe the layout of the blue print framed to direct the preparation of the achievement test.

TABLE: 3.5

OBJECTIVE WISE WEIGHTAGE FOR ACHIEVEMENT TEST

Sr. No.	Level of objective	Marks	Percentage
1.	Knowledge	24	30
2.	Comprehension	26	32
3.	Expression.	30	38
Total		80	100

TABLE: 3.6

QUESTIONWISE WEIGHTAGE FOR ACHIEVEMENT TEST

Form of Questions	E/LA	SA	VSA	O	Total
Number of questions	5	9	36	14	64
Total marks allotted	18	12	36	14	80
Total time allotted (minutes)	60	40	60	20	180

TABLE: 3.7

WEIGHTAGE ACCORDING TO CONTENT

CONTENT	MARKS
Grammar	20
Reading	30
Writing	30
Total	80

TABLE: 3.8
BLUE PRINT

Sub: English		Standard -9													
No	OBJECTIVES	KNOWLEDGE				COMPREHENSION				EXPRESSION				TOTAL	
		E/ LA	S A	VSA	O	E/ LA	S A	V S A	O	E/S A	SA	VSA	O		
	Section:A Reading com. (TIS)														
1	Text Intensive Study					6(3)		12(12)						18(15)	
2	Extensive (Supplementary)								4(4)					4(4)	
3	Poem			4(4)										4(4)	
	Section:B Reading com.(u.t)														
4	Unseen Text								4(4)					4(4)	
	Section:C Short writing														
5	Dialogue Writing										6(6)			6(6)	
6	Prescription									3(3)				3(3)	
7	Picture Reading												6(6)	6(6)	
	Section: D Long Writing														
8	Essay	8(1)												8(1)	
9	Letter									7(1)				7(1)	
	Section:E Grammar														
10	Editing			4(4)										4(4)	
11	Fill in the blanks			4(4)										4(4)	
12	Verb form			4(4)										4(4)	
13	Indirect speech											4(4)		4(4)	
14	Rewrite Directed											4(4)		4(4)	
	SUB TOTAL	8(1)		16(16)			6(3)	12(12)	8(8)	10(4)	6(6)	8(8)	6(6)	80(64)	
	TOTAL	24				26				30				80	

The first draft of the achievement test (Appendix - II) prepared by the investigator on the basis of above blue print and was sent to six experts (Appendix - III) for the validation of the achievement test and their comments regarding the appropriateness of instructions, framing of questions, weightage of marks, content coverage and distribution. There were few suggestions regarding the achievement test were as follows:

TABLE: 3.9

**SECTION WISE SUGGESTIONS GIVEN BY EXPERTS FOR
MODIFICATION IN THE ACHIEVEMENT TEST**

SECTION	SUGGESTIONS
A	➤ Change the paragraph No: 1,2,3,4 in Q:1
	➤ Change the question No: 13,14 in Q:1.because no:14 from the pre-task
	➤ The marks of Q: 2 should be 4 instead of 5.
	➤ Q:3 is asked from the poem No:3 and not from poem No:4
B	➤ The marks of Q: 4 should be 4, instead of 3.
C	➤ Q: 6 can be given in form of data or advertisement of 3 marks, so that entire question paper will be of 80 marks.
	➤ In Q: 7 there should be blanks. Here only 4 blanks are given and marks allotted are 6.
D	➤ The marks for Q: 8 should be 8 instead of 9.
	➤ There is a grammatical mistake in given point. 'numbers of hours' should be changed to 'number of hours'
	➤ Q: 9 should be asked in forms of blanks instead of arranging sentences in proper sequence. The marks for this question should 7 instead of 9.
E	➤ There is a need of bracket in Q: 10.
	➤ In Q: 12, 'W' of will should be capital.

The above modifications were discussed with the guide and were incorporated in the final draft of the achievement test (Appendix - IV). Finally there were fourteen questions in the achievement test and eighty marks.

3.4.2 Questionnaire for Teachers

Investigator prepared a questionnaire to investigate the problems faced by teachers and students in English. For the preparation of questionnaire for teachers, investigator followed the steps mentioned by **Mouly (1970)**. In the **first step** in preparation of questionnaire is to attain a through grasp of the field, the objectives of the study and the nature of the data needed. In the present study investigator examined English text book of standard: IX, syllabus of secondary Level (Gujarat Secondary and Higher Secondary Education Board, Gandhinagar) and some other books and related articles to have in-depth knowledge about the area. Investigator has gone through the review of related literature, which showed that there were some questionnaires, which can help the investigator to form a new one. **Mehta (1998)** had designed questionnaire for collecting data from teachers about various aspects. There were some other tools which covered the topic of the research and few questionnaires from which investigator took help to form new one.

Second step in preparation of questionnaire followed was unstructured interview and visit with the teachers who teach English in secondary Gujarati medium schools and who have experience of teaching English. Here investigator, having some ideas in the mind met the different teachers of schools and discussed with them about the result of English subject, achievement in English, problems of teaching English, objectives of teaching English, textbook of English, paper- style of English, difficulty level, problems faced by them and students. The investigator noted the important points on teachers and students on related matter which affect the achievement in English. Problems related to four basic skills (LSRW), grammar, prose, poems, different activities, use of Teaching Learning Material (TLM) were also included.

In the **third step** the investigator realized that there is a limit to the demands investigator made of the respondent, and that, consequently, investigator delimited his study to the point that investigator is not expecting too much and yet is able to get reasonable answer to her problem. Thus, investigator eliminated all questions pertaining to data which are available

often more accurately from other sources. In the present study this point was taken care of by the investigator and some of the data were collected directly from DEO office.

In the **fourth step** length of the questionnaire was taken into consideration and some of the items were deleted. Further it was examined that every items must serve a definite purpose or face elimination.

In the **fifth step** investigator made the rough outline of the questionnaire. Questions on the subtopic were grouped and finally in the first draft, under the head of seven factors thirty eight open and close ended questions were put (Appendix – V). The thirty Eight Questions were categorized component-wise as under:

TABLE: 3.10
DIMENSIONS OF QUESTIONNAIRE FOR TEACHERS - I

Sr. No.	COMPONENT	TOTAL QUESTIONS
1.	Teacher	04
2.	Writing	05
3.	Speaking	03
4.	Text book	06
5.	Co-curricular activity	06
6.	Teaching Aid	02
7.	English Teaching	09
8.	Evaluation	01
9.	Grammar	02
Total		38

In the **sixth step** more general questions were kept first and specific questions towards end of the questionnaire.

In the **Seventh step** copy of questionnaire was shown to the guide and after discussion question No. 2,3,4,9,10,11,14,15,16,30 were deleted while question No. 28 was split into made two questions and three new questions were added. Then the first draft of questionnaire was ready. In the second draft of questionnaire there were thirty-two questions covering different

components related to achievement in English (Appendix – VI). The thirty two questions were categorized as under:

TABLE: 3.11
DIMENSIONS OF QUESTIONNAIRE FOR TEACHERS - II

Sr. No.	COMPONENT	TOTAL QUESTIONS
1.	Teacher	02
2.	Writing	04
3.	Speaking	04
4.	Text book	05
5.	Co-curricular activity	07
6.	Teaching Aid	02
7.	English Teaching	06
8.	Evaluation	01
9.	Grammar	01
Total		32

In the **eighth step** realizing the importance of the scholarly construction of the tool. Same was sent to the fourteen experts who have experience of teaching English in secondary schools /college of education to obtain their views regarding questionnaire. For this the following points were kept in view- coverage of all the components, clarity of items, language, adequacy of items, and mode of responses. The experts to whom the proposed questionnaire was sent were as follows.

TABLE 3.12
CATEGORIES OF EXPERTS FOR QUESTIONNAIRE

Sr. No.	Categories of Experts	No. of Experts
1.	Professors	02
2.	Reader	01
3.	Lecturers	05
4.	Teachers	05
5.	Language Expert	01
Total		14

The table No. 3.12 showed that there were five categories of experts to whom the questionnaire was sent for the content validity and language aspect. The total numbers of the experts were seventeen (Appendix – VII).

The Suggestions / opinions of the above experts were collected through their responses about the various items in the questionnaire; same is presented in following lines.

Expert No. 1 Questions related to 'Innovative Practices' can be included. For e.g. which type of innovative practices can be used to create students' interest and attention towards English language?

Expert No. 2 Suggested that (1) Question No. 1, 3, 11, 16,18,32,35 can be kept in sequence or in different section as teacher's opinion is not yes/no or no reason. (2) Question No. 2,3,4,9,10,11,14,15,16,30 should be deleted. (3) In question No: 6 develop question for each topic and instead of yes/no demand for preference. (4) Reframe the question No. 7 (5) some more points can included in the question No. 12 like: group formation, do the language production by student, to guess the meaning of unfamiliar words etc. (6) Put the question No. 18 at the end of the questionnaire. (7) If the teachers write "Yes" in question No: 21 to 23 than how will you check the truthfulness of teachers. (8) Give more space for 'other'. (9) For Q: 35, communication level in English for a particular standard is given in text-book. (10) Advised for questions, e.g. A) Questions related to scoring in evaluation can be frame. B) Will you deduct marks for spelling mistakes? C) Will you deduct marks for wrong sentence structure? D) Will you give marks for trying/attempting? E) Will you evaluate comprehension? F) Will you accept the creativity or student's own language?

Expert No. 3 (1) Advised to delete question No. 4 and suggested to add some questions related to the writing e.g. A) which type of mistakes are done by the students in writing? And the options are: correct spelling, language, comma, use of article, preposition, tense, sequence of words (2) Which type of mistakes are done by the students while speaking English. The options were: pronunciation, pauses, intonation, choice of right words, stress.

Expert No. 4 (1) Informed to make a few modifications in questions No. 2, 3,4,5,6. (2) Decide the objectives for all thirty-eight questions of the study. Prepare a table so that useless questions can be removed. (3) Do the structure analysis of the format. (4)The expert also advised to prepare/get the data from five teachers and then do the “Bogus data Analysis”.

Expert No. 5 Appreciated the investigator for component selected for questionnaire and suggested (1) A few modifications in question No. 8, 11. In Q: 11, questions related to sentence formation and parts of speech should be different. Simple/compound/complex sentence should be given preference. Noun phrase, adjective phrase, adverb phrase etc are important. (2) The expert also suggested to refer some books like – Teaching English, The study of Language, Five Minutes Activities, the training course for Teaching English Language Learning (TELL) etc.(3) For Q:8 in standard 9th letter writing is most basic.

Expert No. 6 Informed that questionnaire was good and all the questions were related to the topic.

Expert No. 7 Informed to make a few modifications in questions No. 3,6,7,9,10,11,12.

Expert No. 8 Said that there was no specific suggestion.

Expert No. 9 Suggested some new points for question No. 5, the expert also advised that open questions were given separately and that more space was given for open ended questions.

Expert No. 10 Suggested two questions to be included in the questionnaire which were related to effect of the atmosphere of school, home and society on the English teaching and the second was related with the extra reading in English.

Expert No. 11, 12 & 13 did not give a single suggestion and appreciated questionnaire

Expert No. 14 was a language expert and provided some suggestions related to grammatical errors and content validity.

After considering the suggestions of experts the final draft of questionnaire was prepared. In preparing this final draft question No. 2, 3,4,9,10,11,14,15,16 and 30 were deleted. While question No. 28 was split in to design two questions and question No. 4, 5, 31, 33, and 34 were newly added. At the end, there were four close ended (In which open ended questions were put by asking reason for their answer in Yes/No) and two open ended questions and twenty eight mixed questions (close as well as open ended) were included. Once again this modified questionnaire was sent to three experts (expert No. 15, 16, 17,) for the further content validity and language aspects. Experts examined the coherence between various components and related questions. The experts also examined that there were enough questions for various components. Through discussion with guide and based on experts suggestion questionnaire was finalized. Finally there were thirty four questions. Out of these two were open ended; four were closed ended and twenty eight were open ended as well as close ended. The final draft of the questionnaire in Gujarati as well as in English was ready. (Appendix - VIII & IX). The forwarding letter for experts was also drafted (Appendix – X). Table No 3.13 shows the various components along with number of items in each of them.

Thus, final version of the tool was ready. Its details have been presented in Table: 3.13.

TABLE NO. 3.13
DIMENSIONS OF QUESTIONNAIRE FOR TEACHERS - III

Sr. No.	Component	Total questions	Types of questions		
			Open	Closed	Mixed
1.	Teacher	02	--	--	2
2.	Writing	04	--	--	4
3.	Speaking	04	--	--	4
4.	Text book	05	1	-	4
5.	Co-curricular activity	08	--	1	7
6.	Teaching Aid	02	--	--	2
7.	English Teaching	07	1	2	4
8.	Evaluation	01	--	1	--
9.	Grammar	01	--	--	1
	Total	34	2	4	28

3.4.3 Interview schedule for Teachers

The sole purpose of interview of the teacher's was to probe further into the problems of teachers and their views regarding achievement in English. **Denscombe (1983)** said that "with the skillful interviewer, the interview is often superior to other data gathering tools because people are more willing to talk than to write. The reality though is not quite so simple. Although there are a lot of superficial similarities between a conversation and an interview, interviews is actually something more than just a conversation. Interview involves a set of assumptions and understandings about the situation, which are not normally associated with a casual conversation."

In the present study the investigator designed structured interview schedule for the teachers who had an experience of teaching English in secondary school. This interview schedule was prepared with the help of steps given by **Turney and Robb (1971)**. The **first step** for preparing interview schedule was to decide exactly what kind of data the interview should yield. For this the investigator thought to verify the data collected through questionnaire and opinionnaire and for more in-depth data and for cross checking regarding achievement in English, investigator prepared interview schedule for teachers.

In the **second step** investigator decided whether structured or unstructured procedure will be more useful. Here investigator prepared structured interview schedule because there were some questions which needed more clarity / detail and in-depth interrogation. So investigator thought to go with structured interview procedure.

In the **third step** decision about how the results of the interview should be recorded was taken here, investigator decided to note down the responses simultaneously with the interview and for using this technique successfully investigator practiced it. Along with this investigator made the rough outline of the interview schedule. Questions on the subtopic were grouped and finally nineteen questions were put. The length of the interview schedule was taken into consideration. The copy of the interview schedule was shown to the guide and after discussion two more questions were added. Then the first draft of

interview schedule was ready which included twenty one questions (Appendix – XI). For preparing interview schedule for teachers, following points were kept in view - whether the interview schedule covered all the aspects regarding achievement in English, whether the items were correct , clear and easy to follow, whether items in the interview schedule were adequate or inadequate and about the mode of responses. This copy of interview schedule was shown to guide and after discussion, it was sent to fifteen experts in the field for validation. (Appendix – XII).

Expert -1 Suggested (1) question No. 2 should be split into four questions. (2) Delete question No: 4, 9,13,15,16. (3) Get the answer related to four skills in question No: 6. (4) For Q: 7 give your criteria for rating and get opinion. (5) In Q: 12 ask questions related to other approaches. (6) Include questions related to teachers' competence. (7) Prepare the interview schedule based on these seven points: a) Level of education. b) Activities related to syllabus. C) Teaching weakness in language skills. d) Freely evaluation at school level. e) Method/approach for teaching. f) Teacher training. g) Teacher's competence.

Expert -2 commented that the Interview schedule is well prepared and ready to use.

Expert -3 (1) Q: 1 not proper because teaching of English is as a language and questions related to skill should be asked. (2) Q:2 at secondary level English is taught as a second/third language, so if the language skills are not developed till then, more questions should be asked related to language. (3) Get information about Dr. Jadeja's Modify Communicative (MODCOM) approach for evaluating skills. (4) Questions should start from language competence to language teaching. (5) There are some beliefs among the teachers like: Grammar is necessary for teaching English, words should be memorized or by hearted, limited use of English in the classroom etc can be included in the interview schedule.

Expert - 4 Suggested that (1) Question no: 1 was very wide (2)The answer of the Q:4 is included in Q:5 (3) Change the sentence formation of Q:7. (4) Q: 8 was at internal level? Delete the word 'techniques'. (5) In Q: 9 when you write standard: 9th than do not write secondary level. (6) Q: 10 were in the

opinionnaire. (7) Q: 11 'how vocabulary' the meaning is not clear. (8) Delete the Q: 12 because there is no need for giving information about functional approach. (9) Delete Q: 18, 19 because they were related to training.

Expert -5 & 9 Opined that the tool was satisfactory.

Expert -6 suggested some correction in question No. 1, 15, and 16.

Expert -7 suggested (1) Few modifications in questions like 1,2,5,16,20. (2) Q: 5 was too lengthy. (3) Changed the sequence of Q: 17 and 19. (4) Q: 21 should be split into two questions. (5) Q: 14 was incomplete. (T) Prepare the questions based on effect of computer, T.V, internet and mobile on education. (7) Include the reactions of students for innovative methods like synapctic, brain storming etc. (8) How teachers experience contribute to ELL of students? Reaction of teachers should be included.

Expert -8 Advised to conduct pilot interview.

After considering the suggestions of expert 1 to 9 the second draft of interview schedule was prepared. In preparing this second draft question No. 1 and 12 were deleted and question No. 11, 21, 22 and 23 were added new. There were some changes in the language and sequence of the questions. At the end of the second draft there were three questions. (Appendix –XIII). This modified interview schedule once again was sent to six experts for the content validity and for language aspects. There were not any major suggestions in the second draft. So after discussion with guide the final draft of twenty two questions were prepared. The final draft of interview schedule for teachers was ready in Gujarati as well as in English (Appendix – XIV & XV).

3.4.4 Opinionnaire for Teachers

Investigator prepared opinionnaire to study the opinions about activities conducted for basic skills (LSRW). For the preparation of opinionnaire for teachers, investigator followed the steps which were as follows:

First step Preparation of opinionnaire to attain a thorough grasp of the objectives of the study and the nature of the data needed. The review of related literature, showed that there were some opinionnaires, which can help

the investigator to form a new one **Mehta (1998)**, had made an opinionnaire for collecting data from teachers regarding achievement in Gujarati.

Second step Preparation of opinionnaire followed was unstructured interview and visit with the people who had an experience of teaching English and who were expert in English. Here investigator, having some ideas in the mind met different personnel of school teachers, professors, Lecturers and discussed about the importance of four basic skills (LSRW) in Language. The investigator also discussed about the activities related to these four basic skills and noted down the important points and tried to prepare the opinionnaire and it was shown to the guide.

In the **third step** length of the opinionnaire was taken into consideration and some of the items were deleted. Further it was examined that every item must serve a definite purpose or face elimination.

In the **fourth step** investigator made the rough outline of the opinionnaire. Under the head of four basic skills (LSRW) forty one statements were put which were related to activities done by the teachers in the classroom. So the first draft of the opinionnaire was ready. (Appendix - XVI)
The Forty One statements were categorized skill - wise as under:

TABLE NO. 3.14
DIMENSIONS OF OPINIONNAIRE FOR TEACHERS - I

Sr. No.	Skills	Total Statements
1.	Listening	06
2.	Speaking	06
3.	Reading	11
4.	Writing	10
5.	Mixed	08
Total		41

Then the first draft of opinionnaire was ready. In this opinionnaire there were forty One statements on which respondents were asked to respond on five point scale such as : (1) Always (2) Many times (3) Some times (4) Rarely (5) Never.

In the **fifth step** realizing the importance of the scholarly construction the tool was sent to the experts who have experience of teaching English. For this the following points were kept in view - coverage of all the aspects/activities regarding the four basic skills, clarity of statements, and adequacy of items. . The experts to whom the proposed opinionnaire was sent were as follows:

TABLE NO. 3.15

CATEGORIES OF EXPERTS FOR OPINIONNAIRE

Sr. No.	Categories of Experts	No. of experts
1.	Professors	02
2.	Reader	01
3.	Lecturers	05
4.	Teachers	05
5.	Language expert	02
Total		15

The table No. 3.15 shows that there were five categories of experts to whom the opinionnaire was given for the content validity and language aspect. The total number of experts was fifteen (Appendix – XVII). The opinions of the above experts were collected through their responses about the various statements in the opinionnaire. The opinions, which were supplied by the experts, were as under.

Expert 1 Suggested that (1) All the statements which were covered in the opinionnaire were related to activities but try to put the statements related to method of activity. e.g. I give group work or pair work, I accept the mistakful English spoken by the student, I make the students memorize spelling and get it written ten times. (2) All the statements in the opinionnaire should be positive. Then try to change the structure of the statement with proper care and change the end of the statements. (3) In this you are not getting the opinion but only asking questions and getting information.

Expert 2 Advised about the formation of opinionnaire (1) It is better that the statements are based on the reason of interview schedule/objective of questionnaire. (2) Suggested a few modifications in statement No. 6,9,13 and 15

Expert 3 Appreciated the efforts of investigator and impressed satisfactory for the tool.

Expert-4 Suggested few modifications in sentence formation.

Expert 5 Provided few suggestions for statements of opinionnaire. i.e. I am providing an example of model reading with clear pronunciation, taking appropriate steps so that spelling errors are not committed while writing, giving articles of students in various newspapers, doing presentation in appropriate tone and voice modulation, indicate errors committed by students and present them by recording, use of library for enhancing English language, singing English prayer once in week, and other presentation, organize workshop of three to seven days in beginning of year to improve writing ability of students. (2) 'English' word should be kept in statement No. 1, 3,6,7,11,16.

Expert 6 & 7 were happy with the tool and did not suggest anything.

Expert 8 Suggested a few modifications in statement No. 8, 10,13,16,22.

Expert 9 suggested that (1) The statement No: 18,20,21,26 should be combined (include in appropriate order) e.g. I make students read English News/stories/drama/essays or I make students read extra literature. (2) To include question No. 34 in statement No: 13,14,15,16. (3) Combine statement No: 9, 10. (4) Combine statement No: 29, 30 and 31. 95) Combine the statement No: 32,33,36,37.

After considering the suggestions of expert No. 1 to 9 the second draft of opinionnaire was prepared. In preparing this second draft statement No. 23 was deleted, while statement No. 17, 25, 26, 41, 45, 46, 47 were added new. There was a change in the sequence of some statements. At the end of the second draft there were forty seven statements (Appendix - XVIII). The forty seven statements were categorized skills wise as under:

TABLE NO. 3.16**DIMENSIONS OF OPINIONNAIRE FOR TEACHERS - II**

Sr. No.	Skills	Total Statement
1.	L (Listening)	07
2.	S (Speaking)	09
3.	R (Reading)	10
4.	W (Writing)	11
5.	Mixed	10
Total		47

This modified opinionnaire was once again sent to six experts for the further content validity and language aspect. Experts examined the coherence between various skills and related statements. The experts also examined that there were enough statements for four basic skills; The Expert No. 3 suggested adding two new statements in the opinionnaire and deleting statement No. 38. Based on the experts' suggestions and discussion with guide, opinionnaire was finalized. The final draft of opinionnaire was ready in Gujarati as well as in English which included forty eight statements (Appendix - XIX & XX).

Table No. 3.17 shows different dimensions along with number of items in each of them

TABLE NO. 3.17**DIMENSIONS OF OPINIONNAIRE FOR TEACHERS - III**

Sr. No.	Skills	Total Statement
1.	L (Listening)	07
2.	S (Speaking)	09
3.	R (Reading)	11
4.	W (Writing)	10
5.	Mixed	11
Total		48

3.4.5. Oral communication test

The oral work is very important in classroom activity. Same can be divided in three levels - elementary, intermediate and advanced. In the secondary school teaching of English is at intermediate level because the learners have already learnt elementary English when they turn to secondary education. An English teacher helps his students to learn that how to speak English and for this he provides his students with oral activities and oral practice of language materials. One half of the total time devoted to English teaching should be given to the oral practice. For the preparation of oral communication test followed was unstructured interview with the persons who were experienced for teaching English. The investigator met the teachers of the schools and lecturers who had provided valuable points to prepare oral communication test. The investigator noted down the important points like on students name, school's name, principal's name, teacher who teach English, father's and mother's name and what they are doing, how many brothers and sisters, their age, their class/ standard, time for playing, favorite: game, picnic place, film, hero, heroine, subject, hobby, T.V. serial, colour, festival, animals, teacher, best friend, distance of school from house, school's timing, likes and dislikes, how he/she spend free time / Sunday/ holiday, planning about summer vacation, birth date, use of teaching aid by the teacher, uniform is necessary or not ,school's activities, about Gujarat or India, etc.

After considering the suggestions of guide the first draft of oral communication test was prepared (Appendix – XXI). The test was administered to the five students who were high achievers in urban & rural and five students, who were low achievers from urban and rural. This was just a pilot study. It was done with the following purpose - to examine length of questions, difficulty level of questions, nature of language. On discussion with guide and based on experts suggestion the oral communication test was finalized. Finally there were thirty seven short questions and ten essay type (long) questions. There were total forty seven questions in the Oral Communication Test. In this way final draft of oral communication test was prepared (Appendix - XXII).

3.5 SOURCE OF DATA:

All the data were gathered from the primary sources. The data regarding the students in the basic of English in different sections (Reading comprehension –Intensive study, reading comprehension unseen text, short writing, long writing and language in use / Grammar.) were collected through achievement test. Problems faced by the teachers and students with respect to achievement in English were collected through the questionnaires for teachers and The data regarding the problems faced by the teachers while teaching English and their views about English Language Teaching (ELT) and their expectations were collected through the interview schedule. The data related to activities based on the four basic skills was collected through the opinionnaire for teachers. The data regarding the level of students in speaking skill and problems faced by the students in oral communication were got through oral communication test.

3.6 COLLECTION OF DATA:

For the collection of data from the students & teachers of the secondary schools, investigator took permission from the DEO, Vadodara. After getting permission from DEO, the investigator collected data from thirty one schools in three different phases; which is as presented under:

Phase I

In this phase investigator personally visited the selected secondary schools of Vadodara district and first met the principal of the particular school and explained the purpose of the study. After getting the principal's approval, the investigator met the teachers teaching English subject in standard IX. Forwarding letter was also drafted for the teachers. (Appendix – XXIII). The questionnaire and opinionnaire were administered to them and explained to them the importance of data. The investigator assured that the data will be used only for research work and will be kept confidential. Thirty days were given to them for responding to the questionnaire and opinionnaire. Along with this procedure investigator also interviewed teachers personally.

Phase II

During second phase, data regarding achievement of students were collected. Investigator developed achievement test and administered in the schools. The investigator also applied the test within one month because the variation of maturity of the students. In one day the investigator administered the Achievement test in two or three schools. At the time of administering the test the investigator had oriented the students about the procedure of answering the test. After delivering the necessary instruction the test papers were distributed. The students were given the answer sheets. A schedule of data collection was worked out as per the convenience of the school authority.

The data regarding the commonly occurring errors by students in the English was collected through the observation of the achievements tests' answer-books of the students.

Phase III

Based on the result of the achievement test, the investigator identified five high & low achievers from urban schools and five high and low achievers from rural school. Then the oral communication test was administered during March – 2009 to April 2009. As per the schedule, the investigator went to the school and met the principal and asked for separate room in order to conduct oral communication test. There were short and long questions in the test.

3.7 DATA ANALYSIS

Data analysis was carried out using computer (SPSS software). Data collected with the help of different tools were analyzed through appropriate methods. The data collected by Achievement test were calculated and analyzed with the help of Mean, Median, Standard Deviation and ANOVA. Analysis of variance is a parametric test. It requires certain assumptions to be taken care of. In the present study, sampling was done with randomization. Also score available was in interval scale. The nature of distribution was almost normal; so ANOVA was applied. To know the nature of distribution skewness was also computed and frequency curve was also plotted. The data collected by questionnaire was analyzed and presented using frequencies and percentages. The data of questionnaire was also analyzed

through content analysis for open ended questions. The data of interview schedule were also analyzed through content analysis. The data collected by opinionnaire was analysed with the help of frequencies and percentages. The data collected by oral communication test was analyzed through percentage and frequencies.