

## **CHAPTER IV**

### **PROCEDURE OF THE RESEARCH STUDY**

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#### **IV.1 INTRODUCTION**

In the first chapter of this dissertation, the researcher has introduced the problem of research. The second chapter is devoted to describe the various aspects of common errors in oral expression which is the main theme of the research study. The third chapter is devoted to review the related researches. This present chapter highlights the details of the research. To deduce valid conclusions, the determination of an appropriate procedure of the research is an essential activity. In that connection this chapter deals with the type of research method used for data collection, the sample and the methods of analysis of data.

#### **IV.2 SELECTION OF THE METHOD**

One of the important steps in any investigation is to fix up the procedure of conducting research. The accuracy of results and validity of conclusions would depend upon the procedure followed for collecting data. Collecting data is very crucial step and it requires careful considerations. According to the nature of the present study, the method adopted for this study is normative survey method of educational research. S.P. Sukhia, P.V. Mehrotra and R.N. Mehtotra state -

“ The survey approach to educational problems is one of the most commonly used approaches. It is followed in studying local as well as state, national and international aspects of education. It goes beyond mere gathering and tabulation of data, It involves interpretation, comparison measurement, classification, evaluation and generalization

all directed towards a proper understanding and solution of significant educational problems.”<sup>1</sup>

The present study is undertaken by researcher to know the common errors that the teacher trainees commit in their oral expression. It deals with the present, Normative survey method is, therefore, used for the present research work.

#### **IV . 3 SELECTION AND PREPARATION OF TOOLS**

In research work the required data are to be collected keeping in view the nature of the data to be collected. For the purpose of collecting the data there are many tools and techniques such as inquiry forms, observation, interview sociometry, psychological tests etc. However keeping in view the nature of the data to be collected the researcher selected the following data gathering devices.

1. A lesson observation schedule
2. An opinionnaire
3. An interview schedule

##### **IV. 3. 1 A Lesson Observation Schedule**

Observation as a tool of research deal with the external behaviour of persons in appropriate situations controlled or uncontrolled.

Data collected through observation may be more real and true than data collected by other tools.

Hence the researcher used this tool for the present research. The researcher used this tool as the most important tool for the present research. The researcher used this participant -classroom observation tool to get relevant data for the study. Researcher used this tool in order to make record of common errors in oral expression of teacher trainees in English. The researcher observed the practice lessons in English of all the teacher trainees from the population. The researcher observed their lessons. She located and analysed the errors with the help of already prepared checklists and observation tables.

#### **IV. 3.2 An Opinionnaire**

A questionnaire is a form prepared for getting the responses to certain questions. A questionnaire is used when factual information is desired. When opinions rather than facts are desired an opinionnaire is used.

An information form that attempts to measure the opinion or belief of an individual is known as opinionnaire or John Best states -

“ This is the area of opinion. Through the use of questions, or by getting people expressed reaction to statements and sample of their opinions is obtained from this statement of opinion, one may inter or estimate their attitude what they really believe.”<sup>2</sup>

The researcher had prepared an opinionnaire for the Lecturer in Education who are teaching English Methodology in Colleges of

Education in order to get information regarding the areas of common errors. The researcher also wanted to know their opinion on -

1. The common errors which occurs generally in oral expression of teacher-trainees.
2. Probable reasons for committing errors.
3. Ways regarding the minimisation of common errors.

The opinionnaire is given in appendix ' C '

#### **IV.3.3 An Interview Schedule**

The researcher wanted some more information regarding the areas of common errors from the teacher trainees of colleges of Education. So he held interview schedule another tool of research. Interview as a research tool is, in a sense, an oral type of questionnaire or schedule whereby the subject supplies needed information in a face to face relationship.

Carter V. Good and Scates state -

“The dynamics of interviewing, however, involve much more than an oral questionnaire.”<sup>3</sup>

By taking into account the advantages of the interview tool, the researcher conducted the group interview. A proper setting for group interview requires a group not more than 10 to 12 persons with some social intellectual and educational homogeneity which ensures effective

participation of all. Group interview may have an advantage in the range of responses over the individual interview due to the process of group interaction.

The group interview schedule was held by the researcher for teacher trainees in (four B.Ed. Colleges) Colleges of education who have offered English Methodology as their first method. The interview schedule was held with a view to find out the areas of common errors they experience through out their English learning with special reference to oral expression.

#### **IV.4. SAMPLING PROCEDURE**

S.P; Sukhia, P.V. Mehrotra and R.N. Mehrotra state “ In the field of education normative surveys of various types are usually sample surveys. That is they usually define and measure the properties of an accurately, defined population by means of the information obtained from a sample thereof.<sup>4</sup>

Determination of the size of the sample is always a difficult problem for the researcher. The sample should be ‘adequate’ and ‘representative’. The researcher should be able to deduce conclusions based on samples with great confidence. The number should be larger in a sample from a heterogeneous population as compared with the number in a sample from a homogeneous population.

The present research study is meant for those teacher-trainees from colleges of Education from Kolhapur City who have been admitted for the Methodology of teaching English as their first method.

Hence the population of the present study comprises of all the teacher trainees from the B.Ed. Colleges (One year Course) in Kolhapur city, who have been admitted for the methodology of teaching English as their first method.

There are four colleges of education (One Year B.Ed. Course) in Kolhapur city. The names of colleges are given below.

1. Shri Maharani Tarabai College of Education, Kolhapur
2. Balasaheb Ganpatrao Kharade College of Education, Kolhapur
3. Vasanttrao Naik College of Education, Dasara Chowk, Kolhapur
4. Savitribai Phule Mahila Shikshanshastra Mahavidyalaya, Dasara Chowk, Kolhapur.

There are 14 to 17 teacher-trainees of English Methodology in each College of Education. All these teacher trainees were selected by the researcher.

[ The list of the names of the teacher-trainees is given in appendix A ]



The researcher contacted all the teacher trainees who were admitted for 'teaching Methodology of English' as their first method from the above colleges.

Thus, the researcher had covered the entire population.

#### **IV.5 DATA COLLECTION AND TABULATION PROCEDURE**

The mass of data collected through the use of various tools however reliable, valid and adequate it may be, is raw. It needs to be systemized and organized i.e. edited, classified and tabulated before it can serve any worthwhile purpose.

Researcher edited data means she checked data for accuracy, utility and completeness.

She classified the information into different areas, (Categories).

In tabulation procedure, the researcher recorded the classified material. (areawise classification and counting of common errors). Then she counted frequency of each area of common errors.

##### **IV.5.1 Data collected through a lesson observation**

In order to make record of common errors in oral expression of teacher-trainees the researcher has observed their practice lessons of English Method.

The researcher observed the lesson of all teacher-trainees from the population. The researcher analysed their lessons, located the errors in their oral expression with the help of already prepared observation tables and checklists. She also noted down examples of errors related to each area of errors, committed by teacher-trainees in oral expression.

In tabulation procedure the total errors committed by the teacher-trainees regarding each area of errors were noted down in the respective column. Then the total numbers of teacher-trainees making each error were counted separately.

#### **IV.5.2 Data collected through opinionnaire**

The researcher with his experience in teaching English methodology in colleges of education experienced many difficulties in oral expression of teacher-trainees, who have offered English as their first methodology of teaching. Common errors which are responsible for failure to achieve adequate command of oral expression may be traced, to suggest ways regarding minimisation of common errors. Keeping this view the researcher prepared an opinionnaire.

In the first part of it, 18 areas of common errors mentioned related to oral expression. The L.E.T.E.M. were to give their opinions on 4 point scale putting 1 to 10 numbers to each area where -

1-4	Stands for the areas in which teacher-trainees always commit errors.
5-6	Stands for the areas in which teacher-trainees very frequently commit errors.
7-8	Stands for the areas in which teacher-trainees sometimes commit errors.
9-10	Stands for the areas in which teacher-trainees rarely commit errors.

The areas of errors suggested by the L.E.T.E.M. were classified in above four categories in the order of frequency.

(The names of the responded L.E.T.E.M. are given in appendix B)

In the second part of opinionnaire [Reasons for committing errors] They were to give their opinions putting 1 to 4 numbers where 1-stands for first preference, 2 - stands for second preference, 3 - stands for third preference and 4 - stands for fourth preference.

In the third part of opinionnaire the L.E.T.E.M. were to give their opinions on Ways regarding the minimisation of common errors by putting 1 to 5 numbers as above.

Data collected through opinionnaire proved beneficial for the researcher. Opinions on first part of opinionnaire was useful in verifying data through classroom or lesson observation schedule. Opinions on

second part of the opinionnaire was useful in deciding general significant reasons for committing errors. And opinions on third part of opinionnaire was useful in knowing the L.E.T.E.M.'s general views towards the minimisation of common errors.

#### **IV.5.3 Data collected through interviews**

The group interview schedule was held by the researcher for teacher-trainees in colleges of Education from the population to find out common errors which they experience through out their learning of English with special reference to oral skill, on their part.

The teacher-trainees were asked to inform the areas of common errors which they experience in oral expression in English. They were also asked to inform their opinions on 4 point scale giving 1 to 4 numbers to each area of errors.

The areas of errors suggested by the teacher-trainees were classified into four main areas in the order of frequency.

The researcher had used the same procedure of classification which is already stated in the 'data collected through opinionnaire.'

#### **IV.6 SCHEME FOR ANALYSIS**

The data were classified and tabulated immediately after the work of data collection was over. The total number of errors were noted down under each column of area of errors. The range of making errors was different. To know the average of each area, errors were calculated and the percentages were drawn under each column/area of errors.

#### IV.7 CONCLUDING REMARK

This chapter is devoted to present the research procedure. In earlier part of the chapter the researcher has given an account of the selection of research method, tools and samples. She has also dealt with the preparation of tools. The data, thus collected are analysed and interpreted with the help of tables and statistical measures.

The researcher proposed to analyse and interpret the data collected in the next chapter viz. 'Analysis' and 'Interpretation of the Data.'

#### REFERENCES

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