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## CHAPTER-IV

### RESEARCH-METHODOLOGY

#### IV.1 INTRODUCTION :

The researcher discussed the place of English at the secondary school stage in Chapter-II. He has taken a brief review of related literature in Chapter-III. Chapter-II and III deal with the theoretical background of the study undertaken. In this chapter, the researcher proposes to discuss the research methodology adopted for the study undertaken by the researcher.

This Chapter is divided in two parts for the sake of giving clear picture of the research work i.e. Section-A - Subject and Section-B - The Procedure.

#### IV.2 SECTION-A - SUBJECT :

##### a) Nature of the problem

The problem undertaken by the researcher is "A Critical Study of Teaching of English at the Secondary Stage (Marathi Medium) in Tasgaon Tehsil."

The specific objectives of the study are as follows :

- i) To study the various ways of teaching English as a third language.
- ii) To find out the difficulties in the teaching of English.
- iii) To suggest remedies to overcome these difficulties.
- iv) To make recommendations for making teaching of English more effective at the secondary stage.

To realise these objectives, the study has been conducted on the teaching of English at the secondary stage (Marathi medium) in Tasgaon Tehsil. There are 50 secondary schools in this Tehsil. One of them is English medium school and the other six schools are non-aided schools. These 7 schools are deleted from the study. Out of 43 schools, 32 schools are taken under this microscope. To study the the teaching of English, 18 teachers are observed and the same number of different teachers are interviewed. Eighty two questionnaires were distributed among 82 teachers of 32 schools. The researcher visited 18 schools under the study. The detailed information of the schools and the teachers of English is given below :

THE SCHOOLS :

TABLE-NO.IV.1

GRADATIONWISE SCHOOLS

Gradation	A	B	C	D	Total
Number of Schools	5	13	13	1	32

Out of 32 schools, 5 are A grade schools, and 13 are B grade schools. Thirteen schools fall under C grade and only one school comes under D grade. These gradations are according to the inspection of Education Officer, Sangli. The gradation indicates the standard of the schools in terms of good building, other educational facilities, qualified teachers, good academic results, performance of co-curricular activities etc. The list of sample schools is given in Appendix-'I'.

TABLE No. IV.2POPULATIONWISE SCHOOLS

Population	About 20,000	Above 10,000	Below 10,000	Total
Number of Schools	4	6	22	32

Out of 32 schools, 4 are taken from the area that is having the population above 20,000. Six schools are taken from the rural area, having the population between 10,000 to 20,000. Twenty two schools come under remote area where population is below 10,000. The list of sample schools is given in Appendix-'I'.

Map showing the study area

This map shows the study area of this research work. Tasgaon is the centre of this research work. The schools that are taken under this study are scattered in the all sides of this centre. The schools from near and far away area from this centre are also included in this study.

# TASGAON TALUKA

SCALE:- 1" = 4 MILES

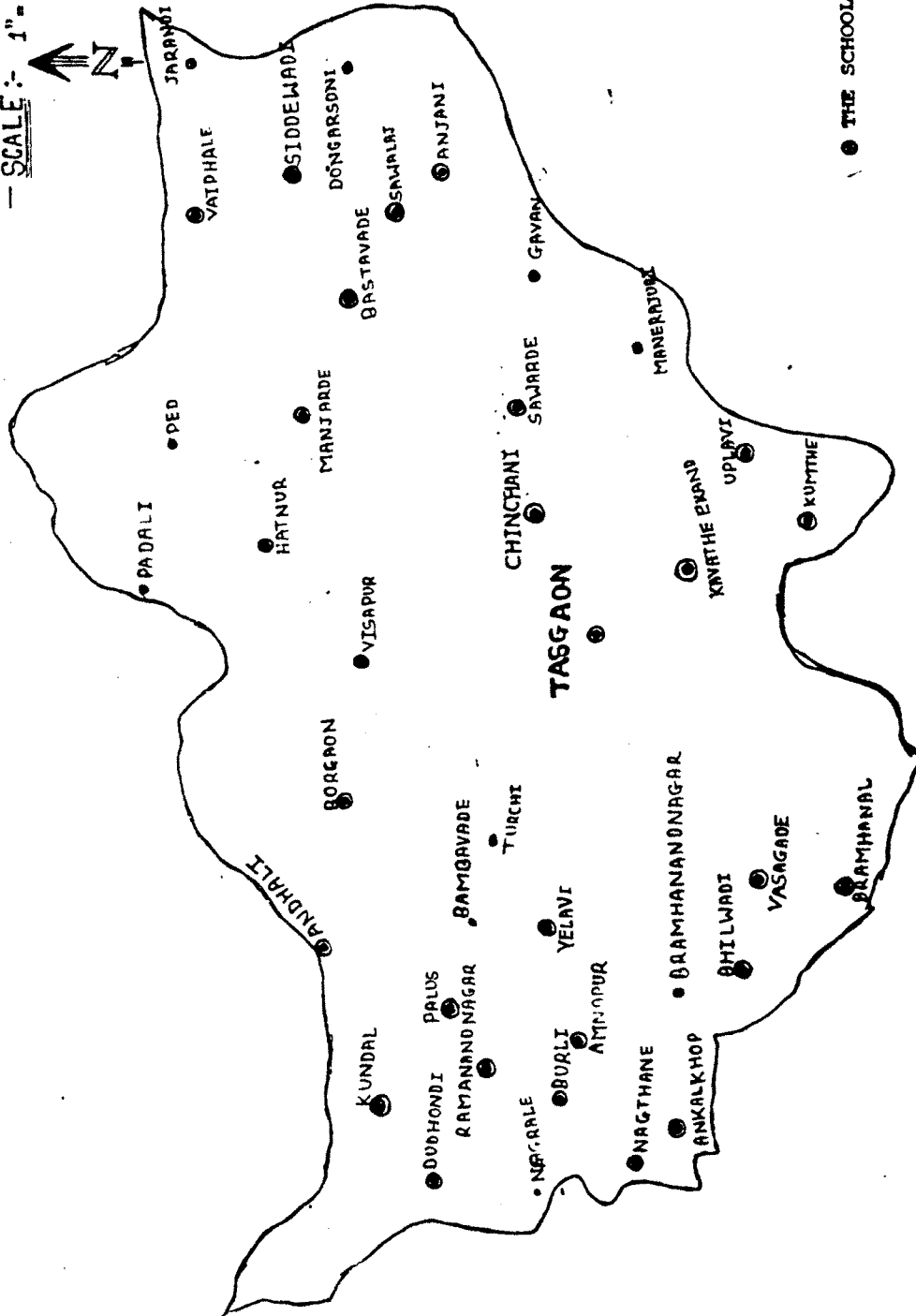


FIGURE IV. 1 MAP SHOWING THE STUDY AREA.

TEACHERS-OF-ENGLISHTABLE- No. IV.3DEGREEWISE-ENGLISH-TEACHERS

Degree	B.A. B.Ed.	B.A. B.P.Ed.	M.A. B.Ed.	B.Com. B.Ed.	D.R.S.	T.D. HSS	Un- trai- ned	To- tal
Number of Teachers	26	5	36	2	1	1	-	71

Table No. IV.3 shows educational qualifications of English teachers those were under study. There were 26 teachers of B.A.,B.Ed. qualifications and five were having B.A.,B.P.Ed. qualifications. Thirty six teachers were post-graduate with professional qualifications. B.Com., B.Ed. 2 teachers were under study. One teacher was possessing D.R.S. qualification and one more was possessing T.D.,H.S.S. qualification. No untrained teacher was found under this survey study. Seventy one teachers were brought under the study.

TABLE- No. IV.4SUBJECTWISE-ENGLISH-TEACHERS

Subjects	Eng- lish	Mara- thi	Hindi	His- tory	Soci- ology	Poli- tics	Eco- no- mics	Acco- unta- ncy	To- tal
Number of teachers	42	7	6	5	1	1	7	2	71

From Table No. IV.4 we come to know subjectwise information of English teachers who had been under the research work.

Out of 71, more than half i.e. 42 teachers have English language at their degree levels. Only 7 teachers are having Marathi language as their special subject. Six teachers have offered Hindi language as their principal subject. Very significant number is found about the teachers who have opted other than these languages. Only 5 teachers of History are found and 7 are having Economics subject at their college level. One teacher in each subject i.e. Sociology and Political Science is found. Two Commerce graduates having Accountancy as their special subject, were under the study. The sample of 71 teachers having different subjects, as shown above, were under the survey study.

**b) Nature of the data :**

The research taken, on hand was a critical study of teaching English at the secondary stage (Marathi Medium) in Tasgaon Tehsil. The researcher, therefore, decided to collect the data as follows :

**Data concerning -**

- 1) The extent of objectives of teaching English language is achieved.
- 2) The ways of teaching English sounds, syntax and lexical items, and their difficulties and remedies.
- 3) The ways to develop the four basic skills of the students and their difficulties and remedies.
- 4) The ways of teaching aspects of English and their difficulties and remedies.
- 5) Attitude of English teachers regarding the mother tongue and teaching of English.

- 6) The principles of teaching English language at the secondary stage.
- 7) Various methods used to teach English at the secondary stage.
- 8) Difficulties and remedies in using those methods.
- 9) Teachers' class-room behaviour.
- 10) Ability of English teachers to use the language.
- 11) Teachers' opinion about the present examination system
- 12) Teachers views about the work-load given to the language.
- 13) Necessity of inservice training to English teachers.
- 14) Preparation of teachers who teaches English at the secondary stage.
- 15) Use of educational aids while teach English at the secondary stage.

c) Research tools and techniques :

As the problem undertaken for research is of descriptive survey type, the researcher has used the following data-gathering devices.

- i) A Teacher questionnaire
- ii) An Interview Schedule
- iii) A Classroom observation schedule
- iv) A visit schedule.

A brief description of each tool is given below :



i) A -Teacher -Questionnaire :

The questionnaire was prepared to get information from English teachers of secondary schools (Marathi medium) in Tasgaon Tehsil. The teacher questionnaire is given in Appendix-'A'.

The Extension Service Centre, Sangli conducted the Orientation Course in English language for secondary school teachers in Tasgaon Taluka, in 1991. The researcher while demonstrating for the teachers of English, noted the difficulties that the teachers faced while teaching English at the secondary stage. Frequently, to find out the difficulties, he had the discussions with the teachers; with a single teacher and a group of teachers, too. The researcher, then conceived an idea of constructing a questionnaire which would deal with the objectives of teaching English and the ways to achieve the objectives at the secondary stage (i.e. VIII to X) and the difficulties and remedies concerned with it. The researcher, then constructed a questionnaire which is divided in ten parts. There are 48 questions in all. The researcher had to consult teachers of English and experts in order to remove unwanted items in the questionnaire and to bring the questionnaire in its final form.

The ten parts of the questionnaire are as follows :

- i) General information about the teacher.
- ii) Objectives of teaching English.
- iii) Teaching English pronunciation.
- iv) Teaching English structures.
- v) Teaching English vocabulary.

- vi) Various language skills.
- vii) Aspects of teaching English.
- viii) Mother tongue and teaching of English.
- ix) Different methods of teaching English.
- x) Points that are not covered in the questionnaire and which are useful to the investigation.

These ten parts included 48 questions in all. The following table (Table No. IV.5) classifies these questions as per their purpose.

TABLE-NO. IV.5

CLASSIFICATION OF QUESTIONS IN THE QUESTIONNAIRE

Part No.	Question Number	Purpose of the Question
I	1	To know the general information about the school.
	2 to 6	To know the general information about the teacher i.e. name, qualifications and experience.
II	1 and 2	To know the extent of realisation of the objectives of teaching English and the causes for their failure.
III	1 to 3	To know the ways of teaching English pronunciation and difficulties and remedies.
IV	1 to 3	To know the ways of teaching English structures and difficulties and remedies.
V	1 to 3	To know the ways of introducing English vocabulary and difficulties and remedies.
VI	A, 1 to 3	To know the ways of developing the listening skill of the pupils and difficulties and remedies.
	B, 1 to 3	To know the ways of developing speaking skill of the pupils and difficulties and remedies.
	C, 1 to 3	To know the ways of developing the Reading Skill of the pupils, and difficulties and remedies.

TABLE No. IV.5 (Contd....)

Part No.	Question Number	Purpose of the Questions
	D, 1 to 3	To know the ways of developing the writing skill of pupils and difficulties and remedies.
VII	A, 1 to 3	To know the different methods of teaching prose lessons to the pupils and difficulties and remedies.
	B, 1 to 3	To know the methods of teaching English poetry and difficulties and remedies.
	C, 1 to 3	To know the efforts made by the teachers to teach English grammar and difficulties and remedies.
	D, 1 to 3	To know the efforts made by the teachers to teach composition and difficulties and remedies they suggest.
VIII	1 to 4	To know the place of mother tongue in teaching English.
IX	1 & 2	To know the teaching methods and their use with their frequency, difficulties in using particular method and remedies.
X	1	To know the points not covered in this questionnaire but useful for investigation.

The researcher made a list of secondary schools in Tasgaon Tehsil. There are 50 secondary schools. One of them is English medium school and the other six schools are non-aided schools. These seven schools were deleted from the list. And there remained 43 schools on the list. Out of 43 schools 32 schools are taken under the study. (Please see Appendix-'I'). The percentage of sample schools falls to 74.42%.

The questionnaires were given to all the teachers in 32 secondary schools in Tasgaon Tehsil. The teachers of English were selected on the principle who taught English to standards VIII, IX and X.

Though the questionnaire included a covering letter in which the concerned teachers were appealed to fill in the questionnaire carefully and all the instructions were given which would help them to fill in the questionnaire, even then the researcher explained them the various questions which they found difficult to comprehend. This schedule is given in Appendix-'A'.

After explaining in detail, a period of two months was given to the teachers to record their responses in the questionnaires. The researcher had to contact the teachers over and over again so as to see if the teacher had filled in the questionnaires. The researcher had to visit the schools as and when required.

The researcher, after a period of two months could collect 71 questionnaires. Thus, 71 questionnaires were collected. The percentage of questionnaires collected falls to 86.59%. The names of the teachers who were given the questionnaires and their schools are given in Appendix-'E'.

#### ii) An Interview Schedule :

The researcher has also made use of interview technique. For conducting interview, he has prepared an interview schedule. The purpose of taking interview was to verify the data collected through questionnaires. The interview schedule is given in Appendix-'B' and the list of teachers interviewed in Appendix-'F'.

The researcher took gradationwise interview of 18 teachers (Nearly 25% of the sample schools) with the help of interview schedule. The interview programme is given in the following table :

TABLE No.IV.6  
GRADATIONWISE INTERVIEW OF TEACHERS

Gradation	A	B	C	D	Total
Number of Teachers	3	7	7	1	18

Table No. IV.6 shows the gradationwise interview of English teachers who were interviewed under the above schedule. Out of 18 teachers, 3 were interviewed from 'A' grade schools. Seven teachers were interviewed from 'B' and 'C' grade schools each. Remaining one teacher was interviewed from 'D' grade school.

iii) An Observation Schedule :

An observation schedule was prepared to observe lessons in English of the English teachers in secondary schools. For the purpose of observation, the researcher had visited the schools. It was a kind of spot observation. Since the topic of research is concerned with the teaching of English at the secondary stage, the researcher had observed the English lessons of the English teachers to verify the data. The observation schedule laid stress on the various aspects of teaching English language. The researcher observed 18 lessons of 18 teachers who were not interviewed (Nearly 25% of the teachers of sample schools). The teachers selected for observation were from

all gradation of schools proportionately. The observed lessons were according to the weightage given to the aspects of English from VIII, IX and X standards. This schedule is given in Appendix-'C' and the list of teachers observed in Appendix-'G'. The observation programme is shown in the following table.

TABLE-NO.IV.7

GRADATIONWISE-OBSERVATION-OF-LESSONS

Gradation	A	B	C	D	Total
Number of Lessons	3	7	7	1	18

Table No. IV.7 shows gradationwise observation of lessons of English teachers. Three lessons were observed from 'A' grade schools. Seven lessons were observed from 'B' and 'C' grade schools each. And remaining one lesson was observed from 'D' grade school. In all, 18 lessons were observed.

TABLE-NO. IV.8

ASPECTWISE-OBSERVATION-OF-LESSONS

Aspects	Prose	Poetry	Grammar	Composition	Total
Number of Lessons	4	2	6	6	18

From Table No. IV.8 we come to know aspectwise observation of English lessons. Out of 18 lessons, 4 on prose and 2 on poetry were observed. The researcher observed 6 lessons on grammar and composition each. All the four aspects of English language are covered. Each aspect is given the proper weightage according to S.S.C. Board

question paper structure. S.S.C. English paper is of 100 marks. Out of 100, 25 marks are meant for prose section. Hence out of 18 observing lessons, 4 are observed on prose section. Questions for 10 marks are asked on poetry. It is 10% of the total question paper. So 2 lessons were observed on poetry. Thirty five marks are meant for grammar questions. It is one third of the question paper. To match this, out of 18, 6 lessons were observed on grammar section. Remaining 30 marks are allotted for composition section. It is also nearly one third of the 100 marks question paper. For this purpose, out of 18, 6 composition lessons were observed.

TABLE No. IV.9

STANDARDWISE OBSERVATION OF LESSONS

Standard	VIII	IX	X	Total
Number of Lessons	6	6	6	18

Table No. IV.9 shows standardwise observation of English lessons. Standards VIII, IX and X constitute secondary schools. These three classes are equally important in highschools. Hence equal weightage in observing lessons was given to these 3 standards. Six lessons were observed from these 3 standards i.e. VIII, IX, X each.

iv) A Visit Schedule :

The researcher had also visited 18 schools out of 32 (More than 50% of sample schools). The schedule was prepared and used to know the availability of books, teaching aids and equipments, good

buildings, other educational facilities, good academic results and performance of co-curricular activities, for teaching of English in the secondary schools. The visit schedule is given in Appendix-'D'. The researcher had taken a great care in selecting the schools from all the gradation of schools and populationwise areas, giving their importance. The visit programme is shown in the following table

TABLE No. IV.10  
GRADATIONWISE AND POPULATIONWISE  
VISIT TO SCHOOLS

Gradation	Population			Total
	Above 20,000	Above 10,000	Below 10,000	
A	1	1	1	3
B	1	3	3	7
C	1	1	5	7
D	-	-	1	1
	3	5	10	18

From Table No. IV.10, we come to know gradationwise and populationwise visit to schools. Three schools were visited from 'A' grade schools. The researcher visited 7 schools from 'B' and 'C' grade each. Remaining one school was visited from 'D' grade.

Three schools situated in the area where population is above 20,000, were visited. Five schools of the population area of above 10,000, were visited, and 10 schools of below 10,000 population area were visited. From this table, it is clear that most of the schools are in a low population area. As our country is made of villages,



its development is also depended on the development of villages. Hence importance was given on the schools of a very small villages. The list of schools visited by the researcher is given in Appendix-'H'.

Thus, data was collected with the help of these four tools namely questionnaire, interview schedule, observation schedule and visit schedule. Data collected with these tools was compared and contrasted in order to realise the objectives of the research study.

#### IV.2 SECTION-B : PROCEDURE :

##### a) Methods :

The problem undertaken by the researcher is "A Critical Study of Teaching English at the Secondary Stage (Marathi Medium) in Tasgaon Tehsil."

Since the main objective of the present study is to collect, analyse and interpret the facts about the existing conditions, prevailing practices, beliefs and attitudes that are affecting the teaching of English as a third language, the present study is mainly a descriptive survey, therefore, the researcher has decided to make the use of the survey method of research.

According to John W. Best, "The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning clerical analysis and interpretation of the data gathered, and logical and skillful reporting of the findings."<sup>1</sup> (1986, p.81)

In this method, the following tools have been used to collect the data.

1) The -Questionnaire :

The outline of questionnaire was prepared and shown to the research guide and other experts. Taking their opinions and suggestions, it was reformed. The reformed questionnaire was given to research guide and other experts to preview it, and most of the experts were satisfied with it. Then, it was used for the study purpose. Ninety questionnaires were prepared and out of them, 82, were distributed among the teachers of English of 32 sample schools. Some teachers were given the questionnaires in their presence. The most of questionnaires were given to the teachers at the meeting of "Tasgaon Taluka English Teachers' Association" held in Mahatma Gandhi Vidyalaya, Savalaj, in January, 1993. Two months time were given for them to complete the questionnaire. Information about filling of the questionnaire, and sometimes the researcher personally guided them to complete the questionnaires but not so good response was received in this regard. Some teachers were reluctant, irresponsible and not interested in completing it. The researcher communicated them through letters and messages and tried to collect them. All the efforts were made to gather most of the questionnaires distributed. Only 71 questionnaires were received. Some were sent by post and some were sent with their friends and colleagues.



### ii) Interview Schedule :

The researcher prepared the outline of interview schedule with the help of research guide and other experts. It was reformed according to their suggestions and guidelines. The reformed interview schedule was given to the research guide and other experts to preview it and most of the experts were satisfied with it. Then it was used for the study purpose. The researcher decided to take gradationwise interview of 18 teachers. He informed them the day and date of interview by sending letters or messages. The researcher took interview of a single teacher and sometimes he discussed with a group of teachers. Some showed their interest in this programme because it was related to their daily work and need. The headmasters and the supervisors also helped sincerely to conduct the programme. In order to find out the difficulties in teaching of English at the secondary stage in Tasgaon Tehsil, the researcher discussed with the teachers of English with the help of the schedule which helped to collect reliable and valid information. The researcher got the information about the teaching of English which was not available through the questionnaires. Hence, it was useful for the investigation.

### iii) Observation Schedule :

The outline of observation schedule was prepared according to the guidelines and suggestions of research guide. Then, it was used for the study purpose. The researcher decided to observe the lessons of 18 English teachers who were not interviewed. They were

informed about the day, date, class and aspect of teaching English language for observation. There were some difficulties for conducting the schedule. But the headmasters and the supervisors and the teachers obliged to solve the difficulties. The researcher visited the secondary schools to observe the lessons according to the given schedule. This tool also helped to find out the ways and the difficulties in teaching of English. This schedule is given in Table No. IV. 7, 8 and 9.

iv) A Visit Schedule :

In order to find out the difficulties in teaching of English at the secondary stage, the researcher decided to visit 18 schools (more than 50% of sample schools) in Tasgaon Tehsil. For this purpose, he prepared the visit schedule according to the convenience of the headmasters and the teachers of the concerned schools. Then the researcher informed the day and date to the headmasters and the teachers of the visiting schools. He visited the schools according to the schedule. During this programme, he consulted with the headmasters supervisors and teachers of English about the availability of books, teaching aids and equipments for the teaching of English in the schools at the secondary stage.

b) Statistical Techniques used :

Since the topic of research on hand is of descriptive nature, only the tabulation and percentage have been used to find out some results which are related to statistical techniques.

#### IV.3 CONCLUDING REMARKS :

In the foregone paragraphs, the researcher has described the nature of the problem and the procedure of the research work. While doing so, he has also described the tools, he has used for gathering the required data for the research problem on hand. The data, thus collected are analysed and interpreted with the help of tables and descriptive statistical measures in the next chapter - 'Analysis and Interpretation of Data'.

REFERENCE

- 1) Best, John W. and Khan, James V., Research in Education, Fifth Edition, (New Delhi : Prentice-Hall of India Private Limited), 1986, p.81.