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CHAPTER - I

INTRODUCTION

I.1 APPROACH TO THE PROBLEM

Questions have got a lot of importance in teaching - learning process. One has to ask questions and give answers. By asking questions; one gets a variety of information and knowledge of different kinds.

Moreover, the questions are the basis of thinking process, "Who am I?" कोऽहम्? was the question our ancestors asked and they tried to reveal the whole secret of Brahma - the origin of the universe, the existence of oneself, the soul and body relationship and so many philosophical thoughts.

In teaching - learning process there is an interaction between the teacher and the learner and it goes on with the help of question-answers. The eminent philosopher and educator Socrates used to ask questions to his disciples and they answered and with this method he taught them which is known as Dialectic Method.

The whole Bhagawat Geeta is based on questioning. Arjuna asked some questions to Lord Krishna and Krishna trying to answer his questions advised the entire world. The method is followed in Upanishada also.

The importance of questions can be proved in various ways (cf Chapter II).

A good question involves many skills. It should be precise proper and pointed. Its construction should be correct.

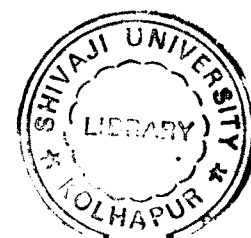
Generally, the pupils in the schools have practice of answering the given questions but they themselves do not need prepare questions.

When one talks with others, the grammatical construction of a question is not observed every time. It becomes colloquial and matter of mutual understanding.

The researcher has a long experience of teaching English at schools, Junior college and in B.Ed. college.

It is found in schools and Junior colleges that -

- 1) the students can't prepare interrogative form of assertive sentence or vice-versa.
- 2) they can't understand the question form properly.
- 3) they find it difficult to change the interrogative construction from direct into indirect.
- 4) they can't add proper question tag.



When the researcher began to teach the subject Methodology of Teaching English at the B.Ed. level she had to guide the teacher-trainees. At that time it was found that the teacher-trainees found it difficult to prepare proper questions which they ^{here} are supposed to ask when their lessons are in progress.

Generally there were mistakes of tense, use of auxiliaries, proper use of question words and the construction of question.

In B.Ed. practice lessons a teacher trainee has to ask several questions in a period for several purposes.

- 1) He has to ask questions for motivation.
- 2) He has to give an objective question at the time of silent reading.
- 3) He has to ask some comprehension questions.
- 4) He has to ask some questions in evaluation test.
- 5) In course of speech he has to use some questions or question-tags.

At all stages the teacher-trainees were found to be poor at questioning.

The researcher feels that the skill involved in constructing a grammatically correct question is basic, ^{what?} and the teacher trainees should master the same in the beginning. This situation led the researcher to undertake the present problem for research.

I.2 STATEMENT OF THE PROBLEM

The problem for research is, therefore, stated as follows :

AN EXPERIMENTAL STUDY OF DEVELOPING THE SKILL OF
TEACHER TRAINEES IN FRAMING QUESTIONS IN ENGLISH.

The various important terms used in the statement of the problem are defined for the sake of clarity, ^{and} also for limiting the scope as follows :

An Experimental Study -

The present research study is conducted with the help of an experiment. Such type of research studies are commonly designated as experimental studies. In fact, experimental method is considered as one the important methods of educational research. The research has predominantly made use of the experimental method and hence this study is attributed as 'An Experimental Study'.

Developing the Skill -

'Developing' here means improving. Teacher-trainees do possess some skill in framing questions in English. However, they do not have sufficient skill to frame questions correctly. The research study is undertaken with a view to improving this skill of framing questions in English.

Teacher Trainees -

The term 'Teacher Trainees' refers to the students who have joined colleges to earn the first professional degree in teaching profession i.e. B.Ed. and those who have offered the subject Methodology of Teaching English as their first method.

Framing Questions -

Framing questions here means the construction of questions. Teacher-trainees do not construct the questions correctly. There are grammatical mistakes. This study emphasized the correct construction of the question.

1.3 SIGNIFICANCE OF THE PROBLEM

This problem will reveal the shortcomings of the teacher-trainees in framing questions.

what?
students
str. 7
st. teachers?

As questioning is important not only in education but also in life, this research will help the students to enquire what they want and fulfil the curiosity and their quest of knowledge.

One hesitates to ask question/questions if he can't prepare it/them well. But this research will increase his confidence ^{how?} so this is not only useful in classroom but also in day-today life.

This research will be helpful to improve the interactions between the teacher and the students. The classroom interactions between the teacher and the students is one of the prerequisite of effective teaching.

The research is likely to be helpful in improving upon the total effect of practice lessons of teacher trainees.

The research will be also useful to teacher-educators as it will lessen their job to correct the lesson notes.

I.4 OBJECTIVES OF THE STUDY

In conducting this research the researcher had put forth the following objectives.

- i) To find out the difficulties of teacher-trainees in framing questions in English.

- ii) To find out the ways and means to enable teacher-trainees to ask questions free from grammatical mistakes.
- iii) To enable teacher-trainees to master the structure of question pattern.

I.5 ASSUMPTIONS OF THE STUDY

- 1) It is assumed that questioning is a basic skill and a good question helps the teaching-learning process.
- 2) It is assumed that the experimental group and control group have the same previous knowledge as they are graduates having English as their special subject.

I.6 RESEARCH HYPOTHESIS

To achieve the objectives, the following hypothesis was formulated.

'The teacher-trainees taught with the experimental treatment will have better achievement than the teacher-trainees who were not given the experimental treatment.'

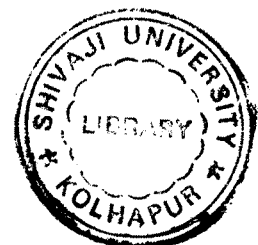
This research hypothesis was transformed into its elemental parts by following five hypotheses where the achievement is seen with mean score.

- 1) There is significant difference between the mean score of pre-test of experimental ^{group} and control ^{or} group ⁽⁸⁾
- 2) There is significant difference between the mean score of pre-test and post-test of the experimental group.
- 3) There is significant difference between the mean score of pre-test and post-test of the control group.
- 4) There is significant difference between the mean scores of the post-test of the experimental ^{group} and control group.
- 5) There is significant difference between the percentage of correct responses to each statement after post-test by both groups.

As it was an experimental study the hypotheses put forth were converted into null form. The five hypotheses were changed into null form and tested at the 0.05 level of significance.

1.7 NULL HYPOTHESES

- 1) There is no significant difference between the mean scores of pre-test of experimental group and control group.
- 2) There is no significant difference between the mean scores of pre-test and post-test of the experimental group.



- 3) There is no significant difference between the mean scores of pre-test and post-test of the control group.
- 4) There is no significant difference between the mean scores of the post-test of the experimental and control group.
- 5) There is no significant difference between the percentage of correct responses to each statement after post-test by both the groups.

I.8 LIMITATIONS OF THE STUDY

- 1) This study is confined to two districts only. They are Sangli and Kolhapur.
- 2) This study is restricted to three colleges of the two districts. They are -
 - i) Late Sau. Malatidevi Vasant Rao Patil Mahila Shikshan Shastra Mahavidyalaya, Miraj.
 - ii) Kalpavriksha B.Ed. College, Jaysingpur.
 - iii) Vasant College of Education, Islampur.
- 3) This study is confined to the teacher trainees who have offered English methodology as their first method.

I.9 ORGANIZATION OF THE STUDY

The entire study is presented in the following six chapters with the help of statistical tables, figures and charts as follows :

CHAPTER I : INTRODUCTION

This chapter presents general background of the problem under investigation. Objectives of the research, its significance, limitations and procedure for the study is described in this chapter along with the terms defined for the study.

CHAPTER II : QUESTIONS : MEANING, NATURE, PURPOSE, IMPORTANCE AND TYPES

In this chapter the researcher has described the meaning and nature of the questions. She has described their purpose, importance, types and particularly the construction of questions in English.

CHAPTER III : REVIEW OF RELATED LITERATURE

This chapter deals with the review of research work done in 'questioning'. It presents the researches related to questioning.

CHAPTER IV : PROCEDURE OF THE RESEARCH STUDY

This chapter is devoted to the research procedure. This deals with the sample groups, pre-test, post-test and experimental treatment. In short it describes how the researcher conducted the experiment.

CHAPTER V : ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of data collected through pre-test, post-test. It will give the statistical analysis with help of means, standard deviation and 't' test. It describes acceptance or rejection of null hypothesis.

CHAPTER VI : CONCLUSIONS AND RECOMMENDATIONS

This chapter draws findings and conclusions from the data collected and analysed.

It also gives recommendations and suggests related problems for further research.