CHAPTER - III

METHODOLOGY

OF THE STUDY

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3.0 Introduction

For carrying out the present study, i.e., to find out the impact of Reflective Approach to training on the Pre-Service Secondary School Teachers of English, certain procedures were to be followed. It is important that proper ways of data collection have to be devised since the study involves data on various aspects. Therefore, attempts have been made to highlight an overall design of the study with the procedural details of the research undertaken. This chapter presents the methodology relevant to different objectives, i.e. to develop a reflective training strategy, samples, definition of the strategy, tools relevant to each objective, procedure of data collection with respect to each objective, and the statistical techniques used in the Analysis of data.

3.1 Objective I

To fulfill the objective 1, namely, to develop a reflective training strategy for Pre-Service Secondary School Teachers of English.

According to Longman Dictionary of Contemporary English, a strategy is a well planned series of actions for achieving an aim. Collins Cobuild English Language Dictionary defines a strategy as the art of planning the best way to achieve something or to be successful in a particular field. Tickoo (2003) defines a strategy as a procedure used in teaching-learning which helps to reach a goal. In second-language learning (or communication) strategies or processes which learners use

to both acquire and use the language. For Seliger (1983) (Cited in Dubin, and Olshtain 1984, pp.71) strategies are super-ordinate, abstract, constant and long term cognitive processes. These are general cognitive mechanisms employed by all learners regardless of language background, age or inquisitional context.

Methodology of present study included two main aspects, namely (i) identification of the various components for the strategy and the evolvement of the software and (ii) the evaluation of the strategy.

The first part of the present chapter discusses the details regarding the evolvement of the strategy. This means identification, selection and sequencing of different components that constitute this strategy and their development and revision. The process, as it involved different phases, was to be carried out at different stages, how the various phases of the work were carried out, is given in what follows.

The initial step in the process was to have a total picture of the general objectives for which the material was to be prepared. The material was generally intended to introduce the teacher trainees to the area of teaching and help them improve some of their personal attributes that have bearing on teaching such as their confidence, self-esteem, their enthusiasm, etc.

Another purpose of carrying out the study was to improve the teacher trainees professional expertise. This meant that they should have indepth knowledge, skills and attitudes pertaining to pedagogy. They should have adequate knowledge and skills pertaining to instructional planning. They ought to know what they have to teach, why they are teaching it, how they are going to teach it and finally how they are

going to make out whether or not their students learned what is intended of them.

In short the strategy to be prepared was mainly meant for improving the personal attributes of the teacher trainees, their professional expertise as well as improve the performance in English of the students whom these teacher trainees taught.

In order to attain the above objective it was important that the teacher trainees needed to have good understanding about the subject, i.e. English textbook they were to teach. If only there is an understanding of the entire textbook they would be in a position to have vision about the type of students they would expect at the end of the academic year. In the light of this, they would be able to carry out the instructional planning for teaching English in their respective classrooms.

If the teacher trainees are to do this they need to understand what education meant and the role of teaching in education. In order to carry out instruction or teaching effectively in the classroom, teacher trainees ought to plan their lessons. Instructional planning generally involves three phases of activities, namely, (1) pre-instructional activities (2) interactive phase and the (3) post-instructional phase. Activities in the pre-instructional phase involved deciding the content to be taught, analyzing the content, deciding the task or goal to be achieved, the analysis of the task, selecting the techniques and method for instruction and deciding the duration of the instruction. The inter-active phase involves the linking of the prior knowledge of the students with the incoming new knowledge, presenting the new material, explaining, illustrating questioning, prompting, encouraging, etc. Post-instructional

phase involved giving home work, testing, scoring, reporting, giving feedback, etc.

As the present strategy involved reflection, the teacher trainees were to be exposed to the different tools of reflection, namely, journal writing, lesson report, action research, lesson observation, etc. As the teacher trainees planned or gave their lessons they could use these tools of reflection. Therefore they ought to know about these various tools of reflection.

Apart from learning about the various tools of reflection, it was expected of the teacher trainees to carry out three levels of instructional planning, namely, (1) yearly planning, (2) unit planning and (3) daily lesson planning. In yearly planning, the entire syllabus (textbook) for the year is studied and the various lessons or units are to be distributed throughout the year looking into the number of working days and the difficulty of the lessons involved.

Once the yearly planning is done, the next level of planning is unit level planning. In this level, a unit or a lesson is taken up, its content is analyzed into sub units. The sub units may be seen in terms of (1) grammar points to be covered (2) vocabulary items to be taught (3) reading comprehension (4) composition (5) speech or oral communication lesson; etc.

Once the unit plan is ready, the next level of planning is daily lesson plan. For this purpose, each subunit of the unit plan needs to be elaborated. Each unit thus can lend itself to a number of lessons such as (1) grammar lesson (2) vocabulary lesson (3) reading comprehension lesson (4) composition lesson, (5) speech lesson, etc.

It was hoped, when a strategy is framed out of the components mentioned above, when administered on the teacher trainees, it would be effective. This is because the various components of the strategy were identified according to the needs and objectives to be achieved. As a result of this, the teacher trainees would increase their interest in the subject, they become more confident, and their self-esteem would increase. Hence it was believed that their personal attributes would show up improvement.

As already mentioned, the strategy was constructed on a scientific ground. It was expected to make them proficient in pre-instructional, interactive and post-instructional activities. The strategy also used a number of tools for reflection. They are supposed to help the trainees reflect over their lesson immediately after the completion of it. The reflection is expected to provide them with amble knowledge about their strong points as well as weak points. Similarly this strategy also dealt with all three levels of instructional planning, namely yearly planning, unit planning and daily lesson plans. It also gave them enough insight as how to go about handling grammar lessons, vocabulary lessons, reading comprehension lessons; etc. With all these it was expected that the trainees would improve their professional expertise as a result of learning through it.

The trainees were expected to reflect over each lesson they give and identify their weaknesses. In this way the strategy offered a continuous scope for introspection, detection of limitations and improvement. As a result it was expected that students who were taught by such teachers would bring about better performance in their achievement test.

As already noted, the strategy was constructed an scientific grounds incorporating all the elements required for helping the trainees to be effective teachers. Therefore it was expected that this strategy would arouse better reaction from both the teacher trainees as well as the cooperating teachers.

In short it was expected that the strategy involving reflection evolved for the purpose of training teachers of English in English language teaching would be an effective one.

3.1.1 Course content and Task Analysis

In order to arrive at the expected result or behavioural changes the trainees were to be exposed to the content matter using the content matter as well as skills already selected.

As a first step towards this eleven units of the content were to be listed down. The eleven units selected by way content for the present study are as follows.

(1)	Unit	I	Introduction
(2)	Unit	II	Planning
(3)	Unit	III	Tools of Reflection
(4)	Unit	IV	Yearly Planning
(5)	Unit	V	Unit Planning
(6)	Unit	VI	Grammar Lesson Plan
(7)	Unit	VII	Vocabulary Lesson Plan
(8)	Unit	VIII	Reading Comprehension Plan
(9)	Unit	IX	Composition Lesson Plan
(10)	Unit	X	Speech Lesson Plan
(11)	Unit	XI	Poetry Lesson Plan

Each of these units was subjected to minute analysis and the various concepts both major and subordinate were picked up and organized in logical manner. These teaching points occur in the evolved text in the same sequence in which they are presented here. The unit wise teaching points in their proper sequence are presented below:

Unit – I   Introduction

    1.0   Introduction

    1.1   Practice Teaching

Unit – II   Planning

    2.0   Planning Introduction

    2.1   What is planning?

           (i)   Pre-instructional Phase

           (ii)   Interactive Phase

           (iii)   Post-instructional Phase

Unit – III   Tools of Reflection

    3.0   Introduction

    3.1   Journal Writing

    3.2   Lesson Report

    3.3   Audio or Video recording of Lessons

    3.4   Peer Observation

    3.5   Action Research

Unit – VI   Yearly Planning

    4.0   Introduction

    4.1   What is Yearly Planning?

    4.2   Why is Yearly Planning Important?

    4.3   Processes involving Yearly Planning

Unit – V   Unit Planning

    5.0   Introduction

    5.1   What is Unit Planning?

    5.2   Why is Unit Planning Important?

    5.3   Processes involving Unit Planning

        (i)   Content Analysis

        (ii)   Task Analysis

Unit – VI   Grammar Lesson Plan

    6.0   Introduction

    6.1   Why Grammar Lesson Plan?

    6.2   Steps Involving Grammar Plan

    6.3   Model Lesson Plan

    6.4   Preparation and Presentation

    6.5   Reflective Questions

    6.6   Afterthoughts

    6.7   Conclusion

Unit – VII   Vocabulary Lesson

    7.0   Introduction

    7.1   Why Vocabulary Lesson?

    7.2   Steps Involved in the Plan

    7.3   Model Lesson Plan

    7.4   Preparation and Presentation

    7.5   Reflective Questions

    7.6   Afterthoughts

    7.7   Conclusion

Unit – VIII   Reading Comprehension

8.0   Introduction

8.1   Why Reading Comprehension Plan?

8.2   Steps Involved in the Plan

8.3   Model Reading Comprehension Plan

8.4   Preparation and Presentation

8.5   Reflective Questions

8.6   Afterthoughts

8.7   Conclusion

Unit – IX   Composition Lesson Plan

9.0   Introduction

9.1   Why a Composition Plan?

9.2   Steps Involved in the Plan

9.3   Model Composition Plan

9.4   Preparation and Presentation

9.5   Reflective Questions

9.6   Afterthoughts

9.7   Conclusion

Unit – X   Oral Communication / Speech Lesson Plan

10.0   Introduction

10.1   Why Oral Communication Plan?

10.2   Steps Involves in the Plan

10.3   Model Oral Communication Plan

10.4   Preparation and Presentation

10.5   Reflective Questions

10.6   Afterthoughts

10.7   Conclusion

Unit – XI   Poetry Lesson Plan

Instructional Objectives

As already indicated, instruction in the present study was aimed at the attainment of certain objectives. This meant that as a result of the exposure of the trainees to the various units of the strategy would result in pre-specified outcomes. These expected outcomes are identified as listed down under each unit in terms of instructional objectives. This was thought necessary as success in instruction depends on gearing the instructional devices to these ends. Therefore in consideration to the different units included in the strategy, the various instructional objectives for the complete course have been laid down unit wise in what follows:

❖   **Objectives of Unit I**

1)   To enable the teacher-trainees to get a general idea of what education is.

2)   To enable them to understand the components of English.

3)   To enable them to understand what practice teaching is.

❖ **Objectives of Unit II**

1) To enable the teacher-trainees to understand what planning is, and the importance of planning.

2) To enable them to understand various activities to be undertaken in the pre-instructional, interactive and post-instructional phases of planning.

3) To enable them to carry out such activities when they give lessons.

❖ **Objectives of Unit III**

1) To enable the teacher-trainees to understand various tools of reflection, namely, journal writing, lesson report, peer observation, audio-video recording, action research, etc.

2) To enable them to use these tools in their practice teaching sessions.

3) To enable them to reflect on their lessons using these tools.

4) To enable them to ask themselves reflective questions after the teaching sessions.

❖ **Objectives of Unit IV**

1) To enable the teacher trainees to understand what yearly planning is.

2) To enable them to prepare yearly planning for their own courses.

3) To enable them to make term wise planning.

❖ Objectives of Unit V

1) To enable the teacher-trainees to understand what unit planning is and the importance of it.

2) To enable them to understand the processes involved in unit planning.

3) To enable them to make unit plans on their own textbook lessons and use it in their teaching situations.

❖ Objectives of Unit VI

1) To enable the teacher-trainees to understand the various steps involved in a grammar lesson plan.

2) To enable them to identify overall objectives, specific objectives and specific objectives of each stage of a grammar lesson.

3) To enable them to use appropriate classroom techniques at each stage of a grammar lesson.

4) To enable them to be familiar with a model grammar lesson plan and follow the same in their own situation.

5) To enable them to ask reflective questions after completing a grammar lesson.

❖ Objectives of Unit VII

1) To enable the teacher-trainees to understand the various stages of a vocabulary lesson plan.

2) To enable them to understand the general and specific objectives of a vocabulary lesson plan.

3) To enable them to choose appropriate vocabulary for a 35 minute lesson and the appropriate classroom techniques for presenting them.

4) To enable them to follow a model lesson plan and to use it for their own lesson giving.

5) To enable them to identify appropriate communicative activities for a vocabulary lesson.

6) To enable them to ask reflective questions.

❖ **Objectives of Unit VIII**

1) To enable the teacher-trainees to understand the overall and specific objectives of a Reading Comprehension lesson.

2) To enable them to be familiar with the various stages of a reading lesson.

3) To enable them to choose appropriate learner activities of a vocabulary lesson.

4) To enable them to go through the model reading lesson and use it in their own situation.

5) To enable them to frame correct reading comprehension questions.

6) To enable them to understand the need for model reading and silent reading and implement it in their classes.

7) To enable them to ask reflective questions.

❖ **Objectives of Unit IX**

1) To enable the teacher-trainees to understand the overall and specific objectives of a composition lesson.

2) To enable them to understand the various stages of a composition lesson.

3) To enable them to understand and use classroom techniques like mind-mapping, brain-storming, questioning, group discussion, etc.

4) To enable them to go through a model composition lesson and use it for their own teaching.

5) To enable them to ask reflective questions.

❖ **Objectives of Unit X**

1) To enable the teacher-trainees to differentiate between a composition, lesson and a speech lesson.

2) To enable them to understand the overall and specific aims of a speech lesson.

3) To enable them to be familiar with the stages of an oral communication lesson.

4) To enable them to identify appropriate activities for pre-task, main task and follow up stages of a speech lesson.

5) To enable them to go through the model speech lesson and use it in their own situation.

6) To enable them to ask reflective questions.

❖ **Objectives of Unit XI**

1) To enable the teacher-trainees to understand the overall and specific aims of a poetry lesson.

2) To enable them to be familiar with various stages of a poetry lesson.

3) To enable them to be familiar with the model poetry lesson plan and use it in their own situation.

4) To enable them to be familiar with proper recitation of a poem.

5) To enable them to choose appropriate poems for their own teaching-learning situation.

6) To enable them to be familiar with the methodology of teaching a poem and follow it in their classrooms.

7) To enable them to ask reflective questions.

The investigator making use of the various teaching points under each unit and the instructional objectives highlighted for each unit, developed the software material for the present study.

Initial Tryout

The investigator took the help of three B. Ed. (Eng.) students who were not part of the sample and each of them was given a copy of the software prepared. As these students went through the material, the investigator sat along with them. The investigator made note of their difficulties as they went through the material. In the light of the discussion, clarifications, and suggestions, modification was made. Then the material was given to content experts and methodology experts who had gone through it thoroughly. They too made some

comments and suggestions and further modifications were made in the light of their suggestions.

The software material for the components of the instructional strategy was developed, tried out and suitably modified. The material by now was ready for the final tryout or validation experiment. In the light of the insight gained as a result of the final try out, the material was further modified. The final version of the material is given in volume II of this thesis.

3.2 Objectives II

The second objective of the present study was to study the effectiveness of the strategy in terms of

a) teacher-trainees' personal attributes

b) teacher-trainees' professional expertise

c) the students' performance in English

d) teacher trainees' liking for the strategy

e) the opinion of the co-operating teachers regarding the feasibility of the strategy

3.2.1 Sample of the Study

The sample of the study for objective II a, b and d namely, to study the effectiveness of the strategy in terms of (a) teacher-trainees' personal attributes, (b) teacher-trainees' professional expertise and (d) teacher trainees' liking for the strategy consisted of 13 B. Ed. (English) students of 2001–02 batch of H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar. The technique used for the selection of the sample was random sampling of 98 B. Ed. (English)

students. In 2001-02, seven practice teaching groups, each consisting of 14 students were formed. Students in each group were selected randomly, i.e. 1, 7, 14, 21, 28 and the investigator was allotted one of such groups. One of the students in the sample selected was a permanent absentee and hence the sample had only 13 students. The sample had both men and women students. Of the 13 students in the sample, 6 were M. A. (English) and 7 were B.A. (English) and all of them except one were without any teaching experience.

3.2.2 Tools used

A Personality Test was prepared using Collinson (1996) Reaching Students, Goleman's book Emotional Intelligence and Central Institute of English and Foreign Language, PGCTE, Practice Teaching (1995), Block I, Unit I, Who is a Good Teacher. After preparing the draft, it was modified in consultation with experts at Centre of Advanced Studies in Education, Faculty of Education, the M. S. University of Baroda, and experts at H. M. Patel Institute of English, Vallabh Vidyanagar, Gujarat.

Then the test was tried out with some B. Ed. (English) Students. In the light of the feedback received from the students, some modifications were made and finally a five point personality test was prepared. The test is given in Appendix – I. This test was administered to the Trainees before the starting of practice teaching and at regular intervals of the completion of every tenth practice teaching lesson.

3.2.3 Objective II (b)

To study the effectiveness of the strategy in terms of teacher-trainees' professional expertise.

3.2.4 *Sample*

Thirteen B. Ed. (English) trainees of H. M. Patel Institute of English Training & Research, Vallabh Vidyanagar, formed the sample.

3.2.5 *Tools Used*

In order to find out the effectiveness of the strategy on the teacher-trainees' professional expertise, a five-point scale was prepared. For the preparation of rating scale the investigator referred to same materials which were used for preparing the personality test. The investigator prepared the draft rating scale in consultation with experts at Centre of Advanced Study in Education, The Department of Education, the M. S. University of Baroda and experts at H. M. Patel Institute of English, Vallabh Vidyanagar, Gujarat. The draft rating scale was tried out with some B. Ed. (English) students of H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar. In the light of the feedback received from the try out, necessary modifications were made and the final rating scale was prepared. A copy of the rating scale is given in Appendix – II. The rating scale was used by the investigator and cooperating teachers for observing each trainee's first lessons and every tenth lesson.

3.2.6 *Objective II (c)*

To study the effectiveness of the strategy in terms of the students' performance in English.

3.2.7 *Sample*

For conducting the experiments, students of classes eight and ninth of M. U. Patel Technical High School, Vallabh Vidyanagar were chosen. From the eighth standard, seven divisions A-G, and from the ninth standard six divisions A-F were chosen. Since there were thirteen trainees, each trainee was allotted a class of 50-55 students on an average. M. U. Patel Technical School was selected for the study because of its easy availability.

3.2.8 *Tools Used*

In order to find out the students' performance in English, a Pre-Test was prepared for class eight and nine. The test included vocabulary, grammar, composition and oral test items for fifty marks, based on the respective textbooks. Pre-Test was administered to all the thirteen classes and the same test was administered at the end of the completion of forty lessons. Forty lessons were completed over a period of six months. Copies of the tests are given in Appendix III.

3.2.9 *Objective II (d)*

To study the effectiveness of the strategy in terms of teacher-trainees' liking for the strategy.

3.2.10 *Sample*

Thirteen B. Ed. (English) trainees of H. M. Patel Institute – Training and Research, Vallabh Vidyanagar, formed the sample.

3.2.11 *Tools Used*

In order to find out the teacher-trainees' liking for the strategy, a five-point scale opinionnaire was prepared and it contained 28 statements. There were one or two open-ended questions / statements in the questionnaire, which had scope for expressing one's own opinion. A copy of the opinionnaire is included in Appendix – IV.

3.2.12 *Objective II (e)*

To study the effectiveness of the strategy in terms of the opinion of the cooperating teachers regarding the feasibility of the strategy.

3.2.13 *Sample*

Four teachers teaching English at Class VIII and IX of M. U. Patel Technical High School, Vallabh Vidyanagar were selected as the sample. They helped the researcher in observing the Teacher Trainees' lessons as cooperating teachers. Each lesson was observed by the researcher and a cooperating teacher. Of the four teachers, one was M. A. (English), B. Ed. and the others were B. A. (English), B. Ed.

3.2.14 *Tools Used*

In order to get the opinions of the cooperating teachers regarding the feasibility of the strategy, the investigator conducted personal interview with the help of an unstructured interview schedule.

Content Analysis of the opinions given was done to get the final opinion. No statistical techniques were used.

3.3   Hypotheses

There is no significant difference between average scores on personal attribute of teacher trainees after lesson 1 and lesson 40.

There is no significant difference between average scores reflecting professional competence of teacher-trainees after lesson 1 and lesson 40.

There is no significant difference between the mean scores of Pre Test and Post Test of class VIII and IX students in their achievement in English.

3.4   Statistical Techniques Used in the Analysis of Data

The data collected were analyzed by using qualitative as well as quantitative analysis. The analysis was carried out in four sections, the first section related to the analysis and interpretation of the data referring to Objective II (a); Section two consists of the analysis and interpretation of the data relating to Objective II (b); Section three consists of the analysis and interpretation of the data relating to Objective II (c); Section four consists of the analysis and interpretation of the data relating to Objective II (d); and Section five consists of the analysis and interpretation of the data relating to Objective II (e). The following table attempts to present the various statistical techniques used in the analysis of the data collected with the help of various tools.

Table 3.1

Objective wise Procedure of Statistical Techniques used:

Sr. No.	Objective No.	Objectives	Statistical Technique
1	Obj. II (a)	To study the effectiveness of the strategy in terms of teacher-trainees' professional attributes.	t-test
2	Obj. II (b)	To study the effectiveness of the strategy in terms of teacher-trainees' professional expertise.	t-test
3	Obj. II (c)	To study the effectiveness of the strategy in terms of the students' performance in English	t-test
4	Obj. II (d)	To study the effectiveness of the strategy in terms of teacher-trainees' liking for the strategy.	Standard Deviation and percentage
5	Obj. II (e)	To study the effectiveness of the strategy in terms of the opinion of the co-operating teachers regarding the feasibility of the strategy.	Content Analysis

The next chapter deals with the details of validation of the strategy.