

CHAPTER-III

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

For carrying out the present survey, i.e., to find out how various professionals and non-professionals learnt English and how they make use of their knowledge of English in their day-to-day life, certain procedure is to be followed. And for a study involving data on different aspects, proper ways of collecting data have to be devised. Therefore, this chapter attempts to provide an overall design of the study with procedural details of the research undertaken. The statement of the problem, objectives of the study, operational definitions of the terms, delimitation of the study, population of the study, sample of the study, tools used for the study, framing the questionnaire, procedure of data collection, and statistical techniques used in the Analysis of data, will be highlighted in this chapter. Consequently, this chapter will be chiefly concerned with how the cardinal objective of the study has been fulfilled.

3.2 STATEMENT OF THE PROBLEM

A Study of English Language Learning and its Use by Professionals and Non-Professionals of Baroda City.

3.3 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study the processes adopted by professionals and non-professionals for learning English language.
2. To study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities.
3. To study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities.
4. To find out the nature of the course they felt they ought to have undergone.

3.4 OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY

The terms "Profession" and "professionals" appear to have a variety of meanings. A professional regards his / her sphere of activity as a full-time occupation, providing the main source of income. Another connotation of "professional" is that any one who is involved in specialised tasks that require long period of training and acquisition of a number of skills.

Dicey, (1867), brings out the differences between a profession and a trade or business as, "The chief difference between a profession and a trade or business is that in case the of a profession its members sacrifice a certain amount of individual liberty in order to ensure certain professional objects. In a trade or business the conduct of each individual is avowedly regulated simply by the general rules of honesty and regard to his own interest"

According to Sidney and Webb, (1917), a profession, it has been well said, "is a vocation founded upon specialized educational training, the purpose of which is to supply disinterest counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain"

As Cogan conceives, "A profession is a vocation whose practice is founded upon an understanding of the theoretical structure of some departments of learning or science, and upon the abilities accompanying such understanding. This understanding and these abilities are applied to the vital practical affairs of man. The practices of the profession are modified by knowledge of a generalized nature and by the accumulated wisdom and experience of mankind, which serve to correct the errors of specialist. The profession, serving the vital needs of man, considers its first ethical imperative to be altruistic service to the client".

As conceived by G.W. Higgin, "A professional is a person expert in some field of activity who shares the responsibility for decisions and gives a service to others in that part of their affairs to which the professionals expertise

applies, bringing to bear in this participation wider values than those he is advising may necessarily themselves consider relevant".

Geoffrey, (1964), laid out certain principles to understand the concept of profession,

- a) A profession is a higher-grade non-manual occupation.
Note: Non-manual, in this context, implies that the intellectual, or practical, technique involved depends on a substantial theoretical foundation.
- b) The designation "profession" is not a permanent monopoly of a few occupations. The term refers to a comparative status level attained after deliberate action by an occupation.
- c) Professional status is probably a dynamic quality. Elements composing status may change, owing to social and economic changes.
- d) An occupation does not have to be organized to become a profession. An organised occupation is not necessarily a profession. A well defined area of study, or concern, must exist and be applied to give a definite service. To provide competence service, knowledge and experience must be obtained. Competence may be demonstrated by actual performance, or more conveniently for most occupations, by some standardized examination.
- e) Presence, or absence, of a code of personal conduct does not signify professional, or non-professional status. Some occupation needs greater control than others, due to the nature of work involved. some needs a severe, comprehensive code, others do not. Need for a code depends on the professional situation.
- f) To achieve professional status, the occupation must be subjectively and objectively recognized as a profession. Subjectively, members of the occupation must be conscious of themselves as professionals. Objectively, those using the services, and the general public, must be willing to recognize and accept the occupation as a profession.

Recognition can take the form of high remuneration, delegation of responsibility or authority, etc.

Thus, in the light of all the above definitions, the investigator concludes that the terms "professionals" and "non-professionals" used in the present study could be defined as follows,

(i) Professionals

The term "Professionals" refers to those individuals who are engaged in full-time, non-manual, service oriented occupations, with both subjectively and objectively recognized occupational status, having a code of professional conduct and specialized body of knowledge and skills acquired during a prolonged period of education and training.

(ii) Non-Professionals

The term "Non-Professionals" refers to those persons engaged in occupations or vocations, either manual or non-manual, and which are not basically service oriented, nor required prolonged training, but with a view to eking out a living.

3.5 DELIMITATION OF THE STUDY

The present study has been delimited with respect to the following points,

- (i) It has been confined to Baroda city only.
- (ii) In investigating about the ways in which English is being learned and used by various professional and non-professional groups, this study has been confined itself to only six professional and six non-professional groups. Such delimitation is essential since it is not possible to investigate the learning and uses of all the professional and non-professional groups at the same time.

The selected professionals and non-professionals categories are;

SL. No.	Professionals	Non-professionals
1.	Doctors	Clerks
2.	Engineers	Businessmen
3.	Lawyers	Sales Executives
4.	Teachers	Life Insurance Corporation Officials
5.	Nurses	Hotel Receptionists
6.	Chartered Accountants	Agents

The reason for selecting the above professional and non-professional groups is that it was intuitively felt that the more prestigious professions like the ones chosen require higher levels of proficiency in the use of English, while those of the non-professionals are hypothetically felt to be minimal in terms of using the English language. The investigation will reveal whether this was really so.

(iii) As the study was mainly confined to the English language, the investigator assumed that the selected respondents i.e., both professionals and non-professionals should have the background of English language as well as they should have the ability to converse in English.

3.6 POPULATION OF THE STUDY

The population of the study consisted of people belonging to different linguistic and religion communities representing the different professionals and non-professionals functioning in Baroda city. The population is based on the consideration of adequacy and feasibility.

3.7 SAMPLE OF THE STUDY

The main objective of conducting this study was to obtain the background information about the ways through which various professionals and non-professionals learned the English language, their attitudes towards

English, and the uses of English language by different categories of professionals and non-professionals in their professions as well as social life.

The technique used for the selection of the sample was purposive sampling. The main reason for selecting this technique was its feasibility in terms of time and cost. As the population consisted of personnels representing various professions and non-professions, it was not possible for the investigator to procure an exhaustive list of all the professional and non-professional personnels functioning in Baroda city. So, the investigator decided in selecting the sample, consisting of 120 respondents representing the different categories of professionals and non-professionals without the barriers of any specific linguistic community or sex. The investigator at the same time tried to include the respondents from different linguistic communities also. Thus, the investigator selected respondents from each category of professionals and non-professionals functioning in Baroda city, as shown in Table 3.1 and Table 3.2.

Baroda has been chosen as the location for the sample. As it is a metropolitan city, the investigator felt, the possibility of finding adequate and efficient respondents of different linguistic communities representing the different professionals and non-professionals, i.e., doctors, engineers, lawyers, teachers, nurses, chartered accountants among professionals and clerks, businessmen, sales executives, Life Insurance Corporation Officials, hotel receptionists, and agents among the non-professionals. Thus, keeping in mind all these facts, the area for the present study was limited to Baroda city only.

Table 3.1
Break up of the Sample of Professionals According to Sex

Sex	Doctors	Engineers	Lawyers	Teachers	Nurses	Chartered Accountants	Total	%
Male	7	10	8	5	0	9	39	65%
Female	3	0	2	5	10	1	21	35%
Total	10	10	10	10	10	10	60	100%

It is evident from the above table that the sample of professional categories consisted of i.e., (Doctors, Engineers, Lawyers, Teachers, Nurses, Chartered Accountants) 39 male and 21 female with the percentage of 65 per cent and 35 per cent respectively.

TABLE. 3.2

Break up of the Sample of Non-Professionals According to Sex

Sex	Clerks	Businessmen	Sales Executives	L.I.C. Officials	Hotel Receptionists	Agents	Total	%
Male	7	10	6	8	4	8	43	72%
Female	3	0	4	2	6	2	17	28%
Total	10	10	10	10	10	10	60	100%

It is evident from the above table that the non-professional categories, i.e., (Clerks, Businessmen, Sales Executives, Life Insurance Corporation Officials, Hotel Receptionists, Agents) comprised 43 males and 17 females with the percentage of 72 per cent and 28 per cent respectively. Thus, these 120 professionals and non-professionals represent the sample.

Among the 10 teacher professionals, 4 persons speak Marathi, and 1 each Manipuri, Maithili, Hindi, Tamil, Telugu, Gujarati and Bengali. Among Doctors, 6 persons speak Gujarati, 2 persons speak Tamil and 1 each speaks Hindi and Chinese. Among the Nurses, 5 speak Gujarati, 2 Marathi, 2 Malayalam, and 1 English. Among the Engineers, 4 persons speak Gujarati, 2 Punjabi, and 1 each speaks Arabic, Bengali, Sindhi, and Malayalam. Among the Chartered Accountants, 6 speak Gujarati, 3 Hindi, and 1 speaks Marathi. Among the Lawyers, 6 persons speak Gujarati, 1 each speaks Konkani, Tamil, Urdu, and Marathi.

The sample of non-professionals consists of 60 personnel. Among the 10 sample of Agents, 3 speak Gujarati, 2 speak Urdu, 2 speak English, 1 each speaks Telegu, Malayalam, and Hindi. Among the Sales Executives, 3 speak Malayalam, 2 speak English, 2 speak Hindi, and 1 each speaks Marathi,

Maithili and Bengali. Among Businessmen, 6 persons speak Gujarati, 2 English, and 1 each speaks Malayalam and Urdu. Among the Life Insurance Corporation officials, just 1 speaks Hindi and all the other remaining speak Gujarati. From among the Hotel Receptionists, 3 persons speak Gujarati, 2 speak Marathi, 2 speak Malayalam, and 1 each speaks Punjabi, Urdu and Konkani. Among the Clerks, 7 persons speak Gujarati, 2 Marathi, and 1 speaks Urdu.

3.8 TOOLS USED FOR THE STUDY

The tools prepared by the investigator to collect the data comprised:

- (i) Questionnaires,
- (ii) Unstructured Interview schedule, and
- (iii) Opinionnaires.

Questionnaire was considered to be one of the most suitable tools in collecting the relevant data for achieving the aims and objectives of the present study. In order to get more in-depth and precise result, apart from the questionnaires, the investigator used interview schedule, opinionnaires, and library materials. Details about the various tools used in the study are presented below:

- (i) With reference to the first objective, i.e. to study the processes adopted by professionals and non-professionals for learning the English language, a questionnaire and an interview schedule, covering such aspects as, how they learnt the English language either in a naturalistic (spontaneous) way or tutored way had been prepared to elicit appropriate information from the respondents (Appendix I & II).
- (ii) With reference to the second objective, i.e., to study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities, a questionnaire and an interview schedule, covering the uses of English in their professional

and non-professional activities had been prepared as well as an observation schedule had been devised. (Appendix I & II).

- (iii) With reference to the third objective, i.e., to study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities, a questionnaire and an interview schedule had been prepared. (Appendix I & II).
- (iv) With reference to the fourth and last objective, i.e., to find out the nature of the course they felt they ought to have undergone, a questionnaire seeking the opinions of the respondents had been prepared. (Appendix I & II).

Apart from all these, the investigator referred various relevant materials available in the library in order to supplement information further.

3.9 FRAMING THE QUESTIONNAIRES

The present study mainly confines to the learning and the uses of English language by various professionals and non-professionals. The questionnaire developed is meant to elicit the background information and opinions regarding the English language. After reading the necessary literature related to the topic, the investigator formulated two sets of questionnaires, one concerned with the professionals and the other with the non-professionals. The questionnaires designed covered a wide range of topics, keeping in mind the main objectives of the study. It included topics on general information about the persons responding to the questionnaire, their designation, their mother tongue, sex, and the means through which they acquired English through formal instruction, through private study, orientation courses, reading of general courses, or through the naturalistic way. The questionnaires also included items on the respondents' opinions regarding the teaching of English in formal Institutions, the uses of English in their specific work place, and in their every day social communication, as well as their general attitudes towards the English language. The questionnaires included both open ended and

closed items. Closed items were of Yes / No type as well as multiple choice type. In the case of open ended items, space was provided in the questionnaire for the respondents to provide their answers. After preparing the first draft, it was given to some teachers, who are experts in the field to assess its content validity and language clarity as well as to determine its adequacy and appropriateness. In the light of their comments, the questionnaires were modified and thus the final versions of the tool was ready. The final version of the questionnaire for the professionals consisted of thirty-two items and twenty-seven items for the non-professionals (These questionnaires are given in Appendix I & II).

3.10 UNSTRUCTURED INTERVIEW

An unstructured interview schedule was prepared with a view to cross-validate the information obtained through the questionnaires. With the help of the unstructured interview, the investigator herself interacted with the respondents. However, the investigator could not contact each and every respondent due to unavailability of time as well as certain inconveniences. The investigator therefore selected some of the respondents and interviewed them during their free time activities. In the unstructured interview there was no preconceived hypothesis for which the information was to be elicited. The interview did not follow any particular format. It also varied from case to case as the interaction patterns of the respondents differed significantly from person to person. The interviews were carried out from the cues obtained through the information of the Questionnaire as well as from observations made by the respondents.

3.11 OPINIONNAIRES

An opinionnaire was made for acquiring information in realization of objective III and IV i.e., to study the reactions of the professionals and the non-professionals about the relevance of English language in their day-to-day life and to find out the nature of courses they felt they ought to have undergone,

respectively. It was included at the questionnaire. The opinionaire was framed including certain questions on the general information about the persons' attitude, relevance and reaction towards the English language. The investigator directly interacted with the selected respondents individually for administering the questionnaire. Subsequently, several times, the investigator had to visit for collecting the filled up questionnaire. This interaction gave the investigator ample opportunity for gathering more information on their linguistic behaviour and their opinions about their attitudes towards English.

3.12 PROCEDURE OF DATA COLLECTION

The study involved extensive field work including the administration of the questionnaire, interview schedule, observation of the personnel representing both the professionals and the non-professionals.

The final version of the questionnaire was administered to the selected 120 respondents representing both the professionals and the non-professionals individually with a request to fill out the questionnaires. At the time of administration of the tool, investigations regarding how to give the responses were given to the respective respondents. They were also assured regarding the confidentiality of the information given and were told about the purpose for which the data will be used. The investigator had to interact several times in order to collect the filled out questionnaires, and this frequent interaction gave the investigator ample opportunity to interview the respondents as well as collecting their opinions. The interview and opinions were collected from the cues obtained through the information of the questionnaire. The interview was carried out in order to probe further the information supplied in response to the questionnaire and to validate it. The data collected were later carefully examined and analysed by means of computer programmers especially developed for the study.

3.13 STATISTICAL TECHNIQUES USED IN THE ANALYSIS OF DATA

The data collected were analysed 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 one. Section two consists of the analysis and interpretation of the data relating to objective two. Section three consists of the analysis and interpretation of the data relating to objective three and section four consists of the analysis and interpretation of the data relating to objective four. The following table attempts to present the various statistical techniques used in the analysis of the data collected through the different tools.

Table 3.3

OBJECTIVEWISE PROCEDURE OF STATISTICAL TECHNIQUES USED

Sl. No.	Objective No.	Objectives	Statistical Techniques
1.	Obj. 1	To study the processes adopted by professionals and non-professionals for learning English language.	Frequency, Percentage, Correlation and Chi-square.
2.	Obj. 2	To study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities	Frequency, Percentage, Correlation and Chi-square.
3.	Obj. 3	To study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities.	Chi-square
4.	Obj. 4	To find out the nature of the course they felt they ought to have undergone.	Frequency, Percentage, Correlation and Chi-square.

A detailed account of the analysis of collected data with their respective interpretation are presented in the following chapter.