

CHAPTER III
METHODOLOGY

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3.1.0 INTRODUCTION

The previous chapter on Review of Related Literature was an attempt to go through the various studies in the field of English Language Teaching and LSRW skills in English. It gave an insight into the methodology used by researchers and the findings that they have arrived at through following different methods of research and tools and technique used for the same. The research methodology is a vital aspect of any research. Research methodology takes account of all the steps taken by the researcher in carrying out the research and the logic behind it. The methodology gives the clear picture of the overall design of the study. It is a humble attempt of the researcher to elaborate the methodology used in the present study. The chapter goes on to elaborate the design of the experiment, population, sample and sampling procedure, details of tools and techniques and the procedures followed in data collection and data analysis.

3.2.0 RESEARCH DESIGN

A proper research design is important for smooth execution of the research. Selection of a research design is based on the kind of research s/he intends to carry out. The present study falls under the umbrella of experimental research where the researcher intended to enhance the English language skills among students through the intervention of developed package. The researcher chose Quasi-Experimental Design as random assignment to the control and experimental group was not feasible. **Pretest-Posttest Nonequivalent-Groups Design** was found to be best suited for the present study. According to Best and Khan (2011) “the pretest-posttest nonequivalent-groups design is used in the classroom experiments when experimental and control groups are such naturally assembled groups as intact classes”. To improve the strength of the study the researcher made the groups equivalent on the basis of the pretest achievement in English. The design of the study can be presented as follow.

$$\mathbf{O_1 \quad X \quad O_2}$$

$$\mathbf{O_3 \quad C \quad O_4}$$

Where, $\mathbf{O_1}$ and $\mathbf{O_3}$ were pretest,

$\mathbf{O_2}$ and $\mathbf{O_4}$ were posttest

\mathbf{X} stands for Experimental Group and

\mathbf{C} stands for Control Group

The stated experimental design was followed in the present study. Two groups were selected from the school which allowed the researcher to conduct the experiment. The achievement of students in LSRW skills in English language of the experimental and control group was measured through pretest. The score thus obtained by the experimental and control group in the pretest was used to make the groups equal. Experimentation was carried out with the experimental group and the control group was studied in the as usual traditional method. At the end of the experimentation the achievement of students in LSRW skills in English language was measured as posttest. The posttest LSRW achievement test result was used to see how effective was the developed package in enhancing the LSRW skills in English Language among secondary students.

3.3.0 VARIABLES IN THE STUDY

Following two important variables were considered in the present study.

3.3.1 Independent Variable

Independent variable is manipulated by the researcher to see its effect on the dependent variables. In the present study, the developed package for enhancing LSRW skills in English language was considered as independent variable and it was implemented to see its effect on the achievement of LSRW skills in English language among secondary students.

3.3.2 Dependent Variable

The dependent variable is also known as response variable. In the present study, enhancement of Listening, Speaking, Reading and Writing (LSRW) skills in English language is considered as the dependent variable.

3.4.0 POPULATION OF THE STUDY

The population for the present study comprised of all the students of the English medium secondary schools in Gujarat state affiliated to CBSE (Central Board of Secondary Education) during the year 2015-16. According to the Annual report 2014-15 of CBSE, as on 31st March 2015, there were around 16,131 CBSE affiliated schools around the globe, 15923 CBSE affiliated schools are located in various parts of India and there were 317 CBSE affiliated schools in Gujarat State. The Report also notified that the number of students in standard IX in Gujarat at this time were approximately 16000. Hence, these 16000 students constituted as the population for the present study.

3.5.0 SAMPLE OF THE STUDY

Considering the nature of the present study, sample for the study was selected using convenient sampling. One CBSE secondary school of Baroda city i.e. Ambe Vidyalaya, Manjalpur was selected as the school provided permission for experimentation. There were two sections of standard IX in the school selected to perform the experiment. One section was considered as the experimental group and the other section was considered as the control group. There were 43 students in the experimental group and 40 students in the control group. Pretest was administered on both the sections at the beginning of the academic session. On the basis of their pretest achievement score in LSRW skills in English language, the experimental and control groups were made equivalent. It is also called matching of the groups. Creswell (2012) describes this process as a process of identifying one or more characteristics which can influence the outcome and assigning individuals with that characteristic equally to the experimental and control group. Matching of the groups reduces the risk of selection bias. After matching of the groups on the basis of pretest scores the sample size was 33 in both experimental and control group.

3.6.0 PHASES OF THE STUDY

From development to analysis there were different stages, in which the present study was carried out. Figure 3.1 represents different phases of the study. Following is a brief description of the phases of the study.

3.6.1 Phase 1-Development of package and tools for data collection

The first phase of the present study was development phase. This included preparation of an achievement test used as both pretest and posttest, development of the package for enhancing LSRW skills and preparation of five point likert type scale to get the reactions of the students towards the developed package. Development of the package is detailed under the caption 3.8.0. Detailed information regarding the development of the tools for the present study i.e. achievement test and reaction scale is given under the caption 3.7.1 and 3.7.2 respectively

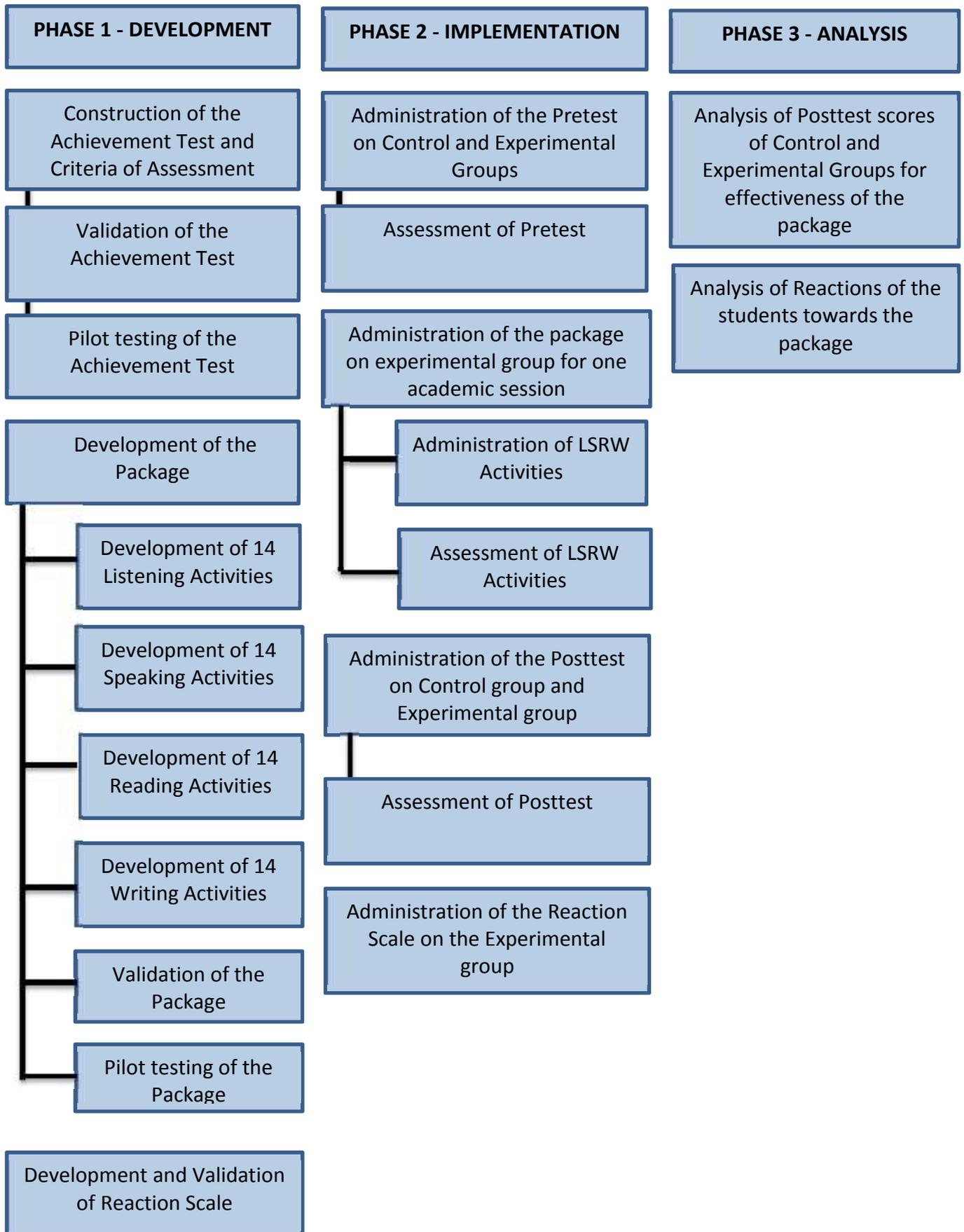
3.6.2 Phase 2-Implementation of the package

During the implementation phase, the first step taken was administration of the achievement test for pretesting. The test was administered on both the control and experimental groups. It was followed by implementation of the package to teach English to the experimental group for one academic session divided in two semesters. At the end of the academic session the posttest was administered on both the groups. At the end of the experimentation, reaction scale was administered on the experimental group. Details of the implementation phase is given under the caption 3.9.0

3.6.3 Phase 3-Analysis

The Analysis phase included analyzing the scores obtained through the posttest. This was done to know the effectiveness of the package on enhancing the LSRW skills in English language among the experimental group. Reactions of the students towards the package were also analyzed. Details of the statistical techniques used for the analysis is mentioned in chapter 4.

Figure 3.1: Phases of the Study



3.7.0 TOOLS FOR DATA COLLECTION

To achieve the objectives of the present study following tools were developed and used by the investigator for the purpose of data collection.

3.7.1 Achievement Test in English

Even though the four language skills listening, speaking, reading and writing of English language are interrelated to each other, independent assessment of each language skill is required to assess English language communication skill. Powers (2010) states that it is important, to test each of these four skills individually, because each is a critical aspect of communicative competence. Though strongly related, each of the four skills is distinct, and each contributes uniquely to an individual's overall communicative ability. Assessment is fairer to test takers if they are allowed to demonstrate their skills in multiple ways — with different tests, different methods, and different question formats. Therefore the investigator prepared an achievement test to independently assess students' ability in each of the four skills. The achievement test was prepared in order to assess student's LSRW skills through varied means.

This achievement test of 100 marks was prepared by the investigator and used for the purpose of pretesting and posttesting. The test items focused on the LSRW skills components of English language. The guidelines, assessment criterion and teaching and testing objectives of LSRW skills in English language laid down by CBSE for standard IX were taken into consideration for construction of the achievement test for assessing LSRW skills in English language and also for preparing assessment criteria. This ensured that the components of the test were grade appropriate.

The Achievement test consisted of varied test items for testing LSRW skills. Each skill was tested for 25 marks. The test items were used for testing student's level of competency in each skill. Quantitative measurement of the LSRW skills was done on the basis of criteria of assessment prepared by the investigator for each test. The initial draft of the test was referred to four experts in the field of education involved in the teaching of English method at B.Ed.(Bachelor of Education) level. This was done to ensure the face validity of the test. After initial modifications, the test was then given to 10 teachers working at different CBSE schools of the Baroda city so as to

ensure content validity of the test. Necessary modifications based on the suggestions from the teachers helped to make the test grade appropriate and strictly in accordance with learning outcomes/objectives of LSRW skills in English. Each component of the test is elaborated below:

3.7.1.1 Achievement Test for Listening Skill

Each component of the achievement test for listening aimed to test student's listening competency. The investigator tested students' competency to listen to the aural inputs, comprehend and interpret it and respond accordingly by answering to the set of questions related to the aural inputs. Three audio tracks were used for this purpose to test their listening competency in varied contexts. Students had to listen to the audio and to respond by answering the questions related to the audio track, in the worksheet provided to them. The first audio track was based on a literary passage and the questions tested students' skills of drawing inferences which required students to listen carefully to get the details as well as the main idea. This audio was in investigator's own voice. The second audio track was on a factual passage which required the students to listen carefully for specific details and respond by arranging the statements given in the worksheet in the correct sequence of occurrence in the audio. Third track was discursive in nature. It required students to fill up the blanks as they listened to the audio. This tested students' competency in identifying keywords. These components of the listening test are briefly listed in table 3.1. Details of the pretest for listening skill in English language is given in appendix II

Scoring of students' listening ability in English language was done with the help of the assessment criteria given in appendix VI. Question paper for the listening test indicated the marks allotted to each test item. Students were awarded the assigned mark for each question, in case of a correct answer. No mark was awarded for incorrect answer, an unattempted test item or more than one answer to a single test item.

Table 3.1 Components of Achievement Test for Listening Skill

Components	Type of Questions Asked	Marks
Audio track 1 (Literary)	True/False	7
Audio Track 2 (Factual)	Arrange in a sequence	6
Audio Track 3 (Discursive)	Filling the blanks with missing words from the passage	12
TOTAL		25

3.7.1.2 Achievement Test for Speaking Skill

The components of the achievement test for speaking skill comprised of three different types of activities. Students were given various situations and modes through which the investigator tested their competency to speak in different situations. For speaking for a minute, students were offered twenty topics to choose. Each student was supposed to choose one topic. A similar topic could be chosen maximum by two students. The students were required to prepare a speech of one minute on a sub topic under the chosen main topic. They were free to select any suitable subtopic under the twenty main topics. The topics were given in advance and students were given enough time to prepare one minute talk. In the second activity to assess students speaking competency, each student was shown a picture and he/she was supposed to express his/her thoughts pertaining to the picture. A picture was shown on the screen to the students. They were then given few minutes to think and a minute to speak thereafter. Lastly, the students were asked to role play. Students were given some situations they may often find themselves into. The class was divided into pairs and each pair got a minute to think over the situation they had and two minutes for the role-play. Details of the achievement test for speaking is given in appendix III

Scoring of students' speaking ability in English language was done with the help of the assessment criteria given in appendix VI. The assessment criteria was prepared by the investigator and before beginning the assessment for speaking test, criteria for assessment was discussed with the students for each test item. Table 3.2 exhibits the components of the achievement test for speaking skill in English.

Table 3.2 Components of Achievement Test for Speaking Skill

Components	Marks
One minute talk	10
Describe the picture	5
Role play in pairs	10
Total	25

3.7.1.3 Achievement Test for Reading Skill

Achievement test for reading skill aimed to assess student's competency in reading comprehension. Four different reading passages were given to the students for the purpose of pretesting the reading ability in English language. Students were required to read the passage silently, comprehend and interpret it and respond by extracting the information required to answer the questions related to the passage in the worksheet provided to them. The first passage was a factual passage of 360 words. It required the students to read silently and understand the contextual meaning of the words and phrases, identify the topic and theme of the passage and summarize the text. Second passage of 275 words tested student's ability to read silently, comprehend the text, draw inference, and extract information required from the text to answer the questions. Third passage of 390 words tested student's reading comprehension through questions which required students to read for details, comprehend it, and infer. Lastly, students were supposed to read and comprehend a short poem of 20 lines, understand it, and draw inferences to answer the questions in the worksheet. The components of the reading skill test are given in table 3.3. Appendix IV can be referred for more detail of the test

Scoring of students' reading ability in English language was done with the help of the assessment criteria given in appendix VI. The question paper for the reading test indicated the marks allotted to each test item. Students were awarded the assigned mark for each question, in case of a correct answer. No mark was awarded for incorrect answer, an unattempted test item or more than one answer to a single test item.

Table 3.3 Components of Achievement Test for Reading Skill

Components	Type of Questions Asked	Total Marks
Factual passage	<ul style="list-style-type: none"> • to supply appropriate words • to give a suitable heading • to summarize 	10
Discursive passage	Very short answer type questions	5
Literary passage	Very short answer type question	5
Short poem	Multiple choice	5
Total		25

3.7.1.4 Achievement Test for Writing Skill

The components of the achievement test for writing skill assessed students' writing competency in English language. Students were supposed to express their ideas by writing for four different purposes. They were tested for writing in grammatically correct English, following proper format of writing, using writing devices necessary to write legibly and writing sequentially. The first writing task was a short writing in 50 words. Rest of the writing tasks were long writing tasks to be written in 150 words. Clear specifications as cues were given the students for each writing task. For writing a speech the students were free to choose an appropriate topic of their own. The components of the listening test are briefly listed in table 3.4. Details of the achievement test for writing skill is given in appendix V

Scoring of students' writing ability in English language was done with the help of the assessment criteria given in appendix VI. The question paper for the writing test indicated the marks allotted to each test item. The criteria for assessment for scoring the writing test were discussed with the students before they began with the test. Students were awarded the assigned score for each question, considering the assessment criteria.

Table 3.4 Components of Achievement Test for Writing Skill

Components	Type of Questions Asked	Marks
Notice Writing	Short writing task on a given cue	4
Speech Writing	Long writing task	7
Formal or informal letter	Long writing task on a given cue	7
Developing a Story	Long writing task based on given outline	7
Total		25

3.7.2 Construction of the Reaction Scale:

In order to get the reaction of students towards the developed package, a Likert type five point reaction scale was constructed considering different dimensions of the developed package. There were thirty statements in the reaction scale covering the components of the developed package and implementation of the package through which the students were taught English language skills. Once the first draft of the reaction scale was prepared, it was given to ten teacher educators having expertise in the field of construction of tools in education. Modifications in the reaction scale were made on the basis of the suggestions received. The reaction scale is given in the appendix VII

3.8.0 PACKAGE FOR ENHANCING LSRW SKILLS

Grade level content was used by the investigator for developing the package. There are three books prescribed for standard IX in English subject, namely Literature Reader, Main Course Book (MCB), and Work book. MCB is the book which is exclusively for LSRW skill development. As rarely there is anything directly asked in the examination from the book, there is lack of seriousness towards the teaching of the MCB in the class. After closely experiencing this in some of the schools, the researcher felt that the LSRW activities must be integrated with the Literature Reader units rather than in the form of a separate book. With this notion, the investigator went on with developing the package consisting of LSRW activities based on each unit of the literature reader. The researcher believed that regular practice helps students get accustomed to the strategies required for carrying out these skills. Familiarity to the strategies develops student's interest towards enhancing these skills.

Activities in the package gave the students ample opportunity to practice these skills in the classroom. Mohan (2012) states that when students develop a taste in listening comprehension, they continue to enjoy listening to various materials even outside the classroom. The same is applicable to other language skills also.

The investigator developed the package consisting of activities focusing on listening and reading comprehension, speaking in diverse real life situations and writing in age appropriate formats. The package consisted of components of the LSRW skills related to the English course of CBSE Standard IX content. There were 14 units in the English Literature Text Book prescribed for Class IX by CBSE. The academic session was divided into two semesters. As per the need of the curriculum, seven units were covered in the first semester and seven in the second semester. The investigator developed a set of activities stressing LSRW skills in English language for each unit of Literature Reader for standard IX. Each activity of LSRW was based on the theme of each unit of the Literature Reader. After each unit was taught and chapter-end exercise was done, the investigator proceeded with implementation of the activities. This was done considering that the students could apply the thematic knowledge (of the units taught) to attempt the LSRW activities. Familiarity with the theme of the LSRW activities facilitate in better understanding and execution of these activities.

Single lesson plan was used to complete teaching of the units in English. Specific lesson plan was used for implementation of the LSRW activities. A sample of the specific lesson plans for LSRW activities is attached in appendix XII. Each LSRW activity was assessed for 5 marks. In total the weightage of assessment of these activities was of 140 marks for each semester which included 35 marks for each skill per semester. The tests comprised of suitable items to measure different skills. Various documents were referred by the investigator in the process of development of package to make it grade appropriate and suitable for enhancing LSRW skills in secondary students. The investigator went through the documents such as secondary school curriculum 2014-15, the Formative Assessment manual by CBSE for standard IX, NCF 2005 and Position papers – National Focus Group on Indian languages and Teaching of English by NCERT along with vast literature on LSRW skills in English. The package consisted of following activities:

- Activities for Enhancing Listening Skill in English language

- Activities for Enhancing Speaking Skill in English language
- Activities for Enhancing Reading Skill in English language
- Activities for Enhancing Writing Skill in English language

3.8.1 Activities for Enhancing Listening Skill in English language

Listening activities in the package were developed to enhance listening skill in English language among standard IX CBSE students. Theme of each audio track was similar to the theme of the unit for which it was prepared. Familiarity to the theme facilitated students' listening to the aural inputs and responding. Fourteen audio tracks were used to conduct the listening activities with each unit. The activities on listening comprehension comprised of listening to an audio track which was followed by assessment of student's listening, comprehending, interpreting and responding through answering to the questions related to the audio tracks. Students were exposed to wide range of questions through which their listening comprehension was taught and tested. The questions asked were in various forms, such as completing the sentences, filling the gaps, arranging in correct sequence, multiple choice questions, true/false etc. Answering the questions required the students to read the passage at a required pace silently, comprehend it and extract information needed to answer. The questions focused on enhancing sub skills of listening (as given in chapter 1, pg. no.18) in students to achieve the objectives of teaching listening skills (as given in chapter 1, pg.no.18) to students. Brief of the activities conducted by the investigator for enhancing Listening Skill is mentioned in Table 3.5 and 3.6. Appendix VIII can be referred to for each listening activity in the package for enhancing listening skill in English language among standard IX students.

Table 3.5 Components of Activities for Enhancing Listening Skill (Semester I)

Unit	Components	Type of Questions Asked	Marks
Fiction 1	Audio track (Discursive)	Complete the sentences	5
Fiction 2	Audio Track (Literary)	Arrange the statements in correct sequence	5
Poem 1	Audio Track (Discursive)	State True or False	5
Poem 2	Audio Track (Discursive)	Multiple choice questions	5

Poem 3	Audio Track (Literary)	Fill in the gaps	5
Poem 4	Audio Track (Discursive)	State True of False	5
Drama 1	Audio Track (Factual)	Identifying the details	5
Total			35

Table 3.6 Components of Activities for Enhancing Listening Skill (Semester II)

Unit	Components	Type of Questions Asked	Marks
Fiction 3	Audio track (Discursive)	Arrange the statements in correct sequence	5
Fiction 4	Audio Track (Literary)	State True or False Correct the false statements Complete the statements	5
Fiction 5	Audio Track (Literary)	Complete the statements	5
Poem 5	Audio Track (Discursive)	Multiple choice questions Complete the statements	5
Poem 6	Audio Track (Factual)	Multiple choice questions	5
Poem 7	Audio Track	Match the two halves Fill up the blanks	5
Drama 2	Audio Track (Literary)	Very short answer type question Complete the statements	5
Total			35

3.8.2 Activities for Enhancing Speaking Skill in English language

Speaking activities in the package were developed for enhancing speaking skill in English language of standard IX students of CBSE schools. Fourteen activities were developed by the investigator for this purpose. Each activity was based on same theme of the unit for which it was prepared. This facilitated students to use background knowledge to prepare for their speaking tasks. Topics related to real life situations were used to develop these speaking activities. Students were given various situations in which they had to speak. The speaking activities consisted of debate, role play, speech, weave a yarn, describe a person, etc. The activities were developed focusing on the sub skills of speaking (as given in chapter 1, pg. no. 20) so to achieve the objectives for teaching speaking skill in English language (as given in chapter 1,

pg. no. 20). Table 3.7 and 3.8 provides a brief outline of the components in the package for enhancing reading skill. Each speaking activity in the package for enhancing speaking skill in English language among standard IX students is attached in appendix IX.

Table 3.7 Components of Activities for Enhancing Speaking Skill (Semester I)

Unit	Components	Marks
Fiction 1	Two minute speech on ‘importance of adult education’	5
Fiction 2	Describe an animal on the basis of given cues	5
Poem 1	Debate on the topic ‘Water-Life Saving or Life Taking’	5
Poem 2	Speak for a minute on the basis of the cues given	5
Poem 3	Report from a newspaper or a magazine	5
Poem 4	Weave a Yarn	5
Drama 1	Role Play an advertisement to sell	5
Total		35

Table 3.8 Components of Activities for Enhancing Speaking Skill (Semester II)

Unit	Components	Marks
Fiction 3	Give your voice	5
Fiction 4	Just- A-Minute (JAM)	5
Fiction 5	Describe a Journey on the basis of the cue given	5
Poem 5	Describe your profession in a minute on the basis of specified guidelines	5
Poem 6	Role play	5
Poem 7	Deliver a speech on the basis of visual cue according to specified guidelines	5
Drama 2	Weave a Yarn on a specified theme	5
Total		35

3.8.3 Activities for Enhancing Reading Skill in English language

The package consisted of activities for enhancing students' reading skill in English language among standard IX CBSE students. Fourteen Reading comprehension activities related to reading of the unseen text based thematically on the unit being taught were developed by the investigator for this purpose. These activities were developed on the theme of the units in the English Literature textbook of standard IX CBSE. They were tried out during the one academic year which was divided into two semesters. Each reading passage was based on the theme of the unit which was being taught at that particular time. The reading passages were literary, discursive and factual in nature. Students were exposed to wide range of questions (table 3.9 & table 3.10) through which their reading comprehension was tested. Answering the questions required the students to read the passage at a required pace silently, comprehend it and extract information needed. Worksheet in the form of completing the sentences, questions, summarizing in limited words, reordering the extract, MCQ, stating true or false, striking off the sentences not present in the extract etc. were used to assess students reading comprehension. The reading comprehension questions focused on the sub skills of reading (as given in chapter 1, pg. no.23) so to achieve the objectives for teaching reading skill in English language (as given in chapter 1, pg. no.22). Reading worksheets are attached in the appendix. All all the reading activities of the package for enhancing reading skill in English language among standard IX students are attached in appendix X.

Table 3.9 Components of Activities for Enhancing Reading Skill (Semester I)

Unit	Components	Type of Questions Asked	Marks
Fiction 1	Literary Passage	Filling in the gaps by appropriate word	5
Fiction 2	Discursive Passage	Very short answer type question	5
Poem 1	Literary Passage	<ul style="list-style-type: none"> • Very short answer type question • Finding contextual meaning of the words 	5
Poem 2	Discursive Passage	Multiple choice questions	5
Poem 3	Literary Passage	<ul style="list-style-type: none"> • Filling in the blanks with suitable words • Finding contextual meaning of the words 	5
Poem 4	Short Poem	Multiple choice questions	5

Drama 1	Long Poem	Arranging the statements in correct sequence	5
Total			35

Table 3.10 Components of Activities for Enhancing Reading Skill (Semester II)

Unit	Components	Type of Questions Asked	Marks
Fiction 3	Discursive Passage	Arranging the statements in correct sequence	5
Fiction 4	Literary Passage	<ul style="list-style-type: none"> • Complete the sentences • Very short answer type questions • Finding contextual meaning of the words 	5
Fiction 5	Discursive Passage	<ul style="list-style-type: none"> • Complete the sentences • Finding the words from the text having similar and opposite meanings 	5
Poem 5	Discursive Passage	State true or false and correct the false statements	5
Poem 6	Factual Passage	Multiple choice questions	5
Poem 7	Literary Passage	Multiple choice questions	5
Drama 2	Short Poem	Multiple choice questions	5
Total			35

3.8.4 Activities for Enhancing Writing Skills in English language

The investigator developed writing activities as part of development of the package for enhancing writing skill in English language among standard IX CBSE students. Writing activities were developed on the theme of each unit in the English literature textbook of standard IX CBSE. There are fourteen units in the English literature textbook. Therefore fourteen writing activities were developed to enhance student's writing skill in English language. The writing activities were developed focusing on the sub skills of writing (as given in chapter 1, pg. no. 26) so to achieve the objectives for teaching writing skill in English language (as given in chapter 1, pg. no. 25). Writing activities such as, writing on well-worn topics, topics related to real life, expanding notes, clues converted to writing, story writing, etc. were prepared by the investigator. Table 3.11 and 3.12 gives a brief outline of the activities in the package developed for enhancing Writing Skill in English language for standard IX students.

Assessment of the writing task was done on the basis of the criteria of assessment prepared by the investigator. All writing activities of the package, spread through two semesters are attached in appendix XI.

Table 3.11 Components of Activities for Enhancing Writing Skill (Semester I)

Unit	Components	Type of Questions Asked	Marks
Fiction 1	Informal Letter Writing	Long writing task	5
Fiction 2	Article Writing	Long writing task on the basis of visual cues	5
Poem 1	Notice Writing	Short writing task	5
Poem 2	Data Interpretation	Short writing task on the basis of the pie chart	5
Poem 3	Report Writing	Long writing task	5
Poem 4	Describing a Person	Short writing task on specific guideline	5
Drama 1	Email Writing	Long writing task on given specifications	5
Total			35

Table 3.12 Components of Activities for Enhancing Writing Skill (Semester II)

Unit	Components	Type of Questions Asked	Marks
Fiction 3	Informal Letter	short writing task	5
Fiction 4	Diary Entry	short writing task	5
Fiction 5	Developing a Story	Long writing task based on a particular outline	5
Poem 5	Paragraph Writing	Long writing task on the theme of the poem	5
Poem 6	Diary Entry	Long writing task on the theme of the poem	5
Poem 7	Formal Letter	Long writing task based on given cue	5
Drama 2	Article Writing	Long writing task	5
Total			35

3.9.0 IMPLEMENTATION OF THE PACKAGE

The prepared package was implemented by the investigator on the experimental group while teaching English language to the students. The investigator implemented the package along with regular teaching of English language to standard IX students of experimental group. Implementation of the package was spread throughout the two semesters during one academic session (April 2015 to March 2016). Glimpses of implementation of the package are presented in figures 3.2 to 3.6

Figure 3.2 Speaking Activity- A Speech on Adult Education



Figure 3.3 Speaking Activity – Describe a Journey



Testing was done for LSRW skills for each chapter during the process of teaching learning. There are fourteen units in the Literature Reader for standard IX, which comprises of prose, poetry and drama. During the teaching learning process of English language in standard IX, the investigator assessed the students for the specific skills through the achievement tests prepared by the investigator for each unit.

The assessment in each unit was for 20 marks. This helped the investigator and the students to keep a track of the improvement in each skill. During the same time the control group was taught English using traditional method with the help of their teacher.

Figure 3.4 Instructions on Delivering a Speech and the Assessment Criteria for Assessing the Speech



Figure 3.5 Students Delivering a Speech in the Group



Figure 3.6 Students Keenly Observe the Activities being conducted



3.10.0 DATA COLLECTION

The investigator went to all CBSE schools in Baroda City having secondary sections, to take permission to conduct the experiment. The schools were approached through formal permission letter. The school which approved to carry out the experiment was taken as sample for the study. Data was collected personally during the intervention period through administration of the instruments prepared by the investigator. At the beginning of the session, pretest was administered to the students of both the group: control and experimental. The package was implemented during the experimentation in which the achievement tests related to each unit focusing on LSRW skills were administered. After the implementation of the package, posttest was administered to both the groups to know the effectiveness of the package. At the end of the session, reaction scale was administered to the experimental group.

3.10.1 Administration of Pretest

The academic session 2015-16 began from April 2015. The investigator administered the pretest in the second week of the opening of school. This allowed the students to settle in the new class. The investigator personally administered the pretest in both experimental and control group. Administration of the pretest was done in the English subject classes allotted in the timetable. Purpose of administration of the pretest was explained to the students prior to its administration.

3.10.2 Administration of Posttest

After implementation of the package, the investigator personally administered the posttest on both control and experimental group during the month of February to collect the data. The achievement test used for the purpose of pretesting was also used for the purpose of posttesting. Figures 3.7 and 3.8 provides in visuals the administration of the posttest

Figure 3.7 Achievement Test for Speaking Skill - Task 1



Figure 3.8 Achievement Test for Speaking Skill - Task 2



3.10.3 Administration of the Reaction Scale

To know students' reaction towards the developed package and its implementation the investigator administered the prepared reaction scale on the students at the completion of the experimentation. Students were supposed to put a tick mark against the suitable alternative out of the five rating points for the reaction ranging from Strongly Disagree, Disagree, Can't Say, Agree to Strongly Agree. The investigator personally administered the reaction scale. The investigator explained to the students the purpose of getting the reaction scale filled. Students were asked to give their honest reactions towards the package.

3.11.0 STATISTICAL ANALYSIS

To study the effectiveness of the developed package the data collected during the intervention period was analyzed and interpreted. Statistical techniques such as Mean, standard deviation and standard error of mean and U-test were calculated on the post test scores of the control group and the experiment group. This was done to see the significant difference between the control group and the experiment group. As the research design was quasi-experimental, non-parametric Mann-Whitney U-test was used which is the equivalent of t- test. To analyse the reaction scale, frequency, percentage and intensity index was calculated.