

## CHAPTER: 3 METHODOLOGY

---

### **3.0 Introduction**

This chapter discusses the methodology adopted for the present study. It further elaborates the type of the study, details of tools and techniques and the procedures followed in data collection. It gives details regarding the selection of the population and the size of the sample, the sources of the data, tools employed for collecting the data and the appropriate research techniques used in the analysis of the data collected for the present study.

### **3.1. Type of the Study**

The study followed quasi experimental design. Pre test post test on both the groups viz. experimental and control group were administered. Task based strategy was independent variable and achievement scores by the students was dependent variable

### **3.2. Population for the Study**

All the students of the standard IX following the Gujarati medium syllabus of the GSHSEB was considered the population for the present study.

### **3.3. Sample for the Study**

Two schools out of 12 secondary schools of Dhrol were selected purposively. All the students of one of the sections of STD IX of one school i.e. Shree M.D. Mehta Girls' High School- Dhrol ,constituted the experimental group (38) and all the students of one of the sections of STD IX of the other school i.e. Shree G. M. Patel Girls High School-Dhrol, constituted the control group (43). Cluster sampling was used for selecting control group and experimental group.

### **3.4 Tools and Techniques**

The following tools and techniques were employed for the present study.

#### **3.4.1 Observation**

An observation of the classroom employing communicative approach and interaction of the learners with the teachers using communication skills was done by the

researcher and it was validated by both subject experts of English Language Teaching and research methodology experts in education.

### **3.4.2 Pre-test and post-test**

The test was constructed by the researcher keeping in mind the objectives of English language teaching at the secondary level. The test was based on five oral strategies and ten written strategies. It was validated by the subject experts in the area of English Language Teaching. The test was divided into two parts viz. oral communication and written communication for the purpose to evaluate communication skills. It was of 150 marks-75 for oral and 75 for written.

### **3.4.3 Task-based strategies**

Task-based strategies were prepared by the researcher. They referred to a set of strategies used in the present study viz. imagination, elaboration, make inferences, critical thinking, sharing information, sharing experiences, auditory representation. They were of 100 days. The researcher constructed strategies which were based on 25 tasks (refer appendix-VI) and they were set to enhance both oral and written communication skills of the students.

### **3.4.4 Reaction scale**

A Five Points Reaction scale was constructed by the researcher to know the reactions of the students towards the task-based strategies. There were fifteen statements in the reaction scale and five points for the reactions were strongly agree, agree, undecided, disagree and strongly disagree. It was validated by the subject experts in the area of English Language Teaching.

## **3.5 Data Collection**

The data were collected personally by the researcher. The researcher sought the permission from the Principals of the selected schools.

1. **Phase - I:** in the first phase, the researcher observed total 40 classes in both the schools, 20 in each school to know the difficulties of the students in learning through tasks and communicative activities and employed the Pre-test on both the groups viz. the control group and the experimental group.

2. **Phase- II:** after the pre-test, task based strategies were developed by the researcher and students of the experimental group were taught through task based strategies by the researcher for 100 days – 1hour each day. All the task-based strategies were based on the objectives of English language teaching at secondary level. Strategies were related to language skills, pronunciation, and vocabulary. It took 100 days for the implementation of task-based strategies.
3. **Phase- III:** In this phase, Post test was conducted on both the groups viz. the experimental group and the control group to find out the effectiveness of the task based strategies on experimental group.
4. **Phase IV:** in this phase reaction scale was used by the researcher to know the reactions of the students towards the task-based strategies in learning English language.

### 3.6. Data Analysis

The collected data through pre- test and post test to study the effectiveness were analyzed by using t-test whereas ‘chi-square’ was used to know the reactions of students towards task based strategies. The data gathered through observation was analyzed quantitatively and qualitatively.

**Table -01 Tools and Techniques used for Data Analysis**

Sr.no.	Tools	Use of the tools	Techniques used for data analysis
1	Observation schedule	To study the difficulties of the students in learning English through communicative approach.	Content analysis, frequency and percentage
2	Pre-test	To test the previous knowledge of the students (prior to implementation of the task-based strategy).	Mean, Standard Deviation and ‘t’ Value
3	Post-test	To study the effectiveness of the developed strategy in terms of achievement of the students	Mean, Standard Deviation and ‘t’ Value
4	Reaction scale	To study reactions of the students towards task-based strategies	Chi square