

CHAPTER – III

RESEARCH METHODOLOGY

3.0 Introduction

The Random House Dictionary of the English language defines (1966) ‘Research as a diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories applications etc.’ Methodology is the system of methods followed by a particular discipline. Thus, research methodology is the way how to conduct our research.

This chapter provides a detailed description of the study. It provides information about the research procedure for data collection and analysis of the present study. The present research is a qualitative study using the method of content analysis. This is a descriptive, theoretical study.

3.1 Research Methodology

This is a descriptive study. The study is qualitative in nature. The researcher has analyzed the textbook to fulfill the objectives and to answer the questions of the study. The major tools for data collections were a questionnaire and focus group discussion. The data thus collected were analyzed through content analysis.

3.2 Content Analysis

‘It is a research method for the objectives, systematic and quantitative description of the manifest content communication’ (Brog 1983, 512)

Content is closely related to historical research. Both the methods of investigation require that researchers study existing methods but historical research is primarily concerned with the more distant past and descriptive research with the present. Since content analysis is concerned with the classifications, qualifications and comparison of the content of documents or communication, it is sometimes referred to as ‘documentary’, ‘activity’ or ‘informational analyses’.

Content analysis may be of various types. Researchers may analyze textbooks, syllabi, courses of the study and prospectus of various universities and colleges. They may analyze the content of reference work, newspaper, periodicals and journals.

Sometimes study of personal documents such as letters and notes provides researchers valuable information.

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. Hostli (1969) offers a broad definition of content analysis.

‘Any technique for making inference by objectively and systematically identifying specified characteristics of messages’

Under Hostli’s definition, the technique of content analysis is not restricted to the domain of textual analysis, but may be applied to other areas such as coding students drawing or coding of actions observed in videotaped studies. In order to allow for replication, however, the technique can only be applied to data that durable in nature. Content analysis enables researchers to sift through large volumes of data with relative ease in a systematic fashion. It can be a useful technique for allowing researcher to discover and describe the focus of individual, group, institution using other methods of data collection.

Practical Application of Content Analysis

Content analysis can be a powerful tool for determining authorship. For instance, one technique for determining authorship is to compile a list of probable authors, examine their prior writing, and correlate the frequency of nouns or function words to help build a case for the probability of each person’s authorship of the data interest.

Content analysis is also useful for examining trends and patterns in documents. For example, *Stemler and Bebell* (1998) conducted a content analysis of school mission statements to make some inferences about what schools hold as their primary reasons for existence. One of the major research questions was whether the criteria being used to measure program effectiveness were aligned with the overall program objectives or reason for existence.

Additionally, content analysis provides an empirical basis for monitoring shifts in public opinion. Data collected from the mission statements project in the late 1990s can be objectively compared to data collected at some point in the future to determine if policy changes related to standards-based reforms have manifested themselves in school mission statements.

Conducting a Content Analysis

According to *Krippendorff* (1980), six questions must be addressed in every content analysis. They are as listed below.

- I. Which data are analyzed?
- II. How are they defined?
- III. What is the population from which they are drawn?
- IV. What are the contexts relative to which the data are analyzed?
- V. What are the boundaries of the analysis?
- VI. What is the target of the inferences?

Utility of Content Analysis in Education

Every classroom teacher uses content analysis informally to determine the level of vocabulary in a particular textbook to describe the differentiating aspects of different writing styles, to know the possibility bias in historical writing to choose textbook for the use of students, to use cumulative records as a bias for decision about students, to assign marks to essay type questions and the like. The decisions which are based on informal, content analysis lack reliability and validity because of high subjectivity and the absence of any systematic methodology.

The present textbook of Std-VII (English Medium) was analyzed keeping in mind the objectives of the study. As far as language materials are analyzed in terms of competencies for the analysis of the subject matter of the units. All the units were analyzed in terms of types of lesson, variables of themes, age level and interest level. Moreover, the illustration and the Activities given were studied objectively and carefully.

Thus, using the content analysis method the textbook was analyzed for the fulfillment of the objectives of the study.

3.3 Sample of the Study

The researcher studied the new textbook of VII standard of English as the First Language. The textbook itself the focus of the study.

The sample of this study consisted of (10) male and female in-service teachers of English in English Medium Schools of Anand and Vallabh Vidyanagar. It was a convenient sample. Teachers were asked their opinion regarding the textbook.

Another sample of the study consisted of (60) students who were studying in standard VII. Students participated in the focus group discussion conducted by the researcher to know their view on the textbook.

3.4 Tools Used

A research tools play a major role in any research study. As it the significant factor in determining the sound data which is in terms helps in arriving at database conclusions about the study in hand. For the present study researcher used an opinionnaire for collection of data.

An opinionnaire was prepared by the researcher to collect opinions of teachers regarding the English textbook of Standard-VII for English medium schools.

Focus Group discussion was held with the students to collect theirs view on the textbook. The book was also reviewed by the researcher himself keep in mind various aspects of the textbook such as language points, lexical items, situations and events, etc. were analysed.

3.5 Construction of Tools

- First of all, with reference to the objectives of the study it was decided that the textbook will be analyzed keeping in mind four major domains, namely Physical Lay-out, Content or Subject matter, Tasks, Activities and Language skills.
- Statements were formed keeping in view the above four domains.
- The statements were formed and then with the help of the guide were selected and modified appropriately.
- The final draft of the opinionnaire for teachers regarding their opinion about the textbook of English of Std-7 consisted of 50 statements divided into three categories/domains.

A. Book General Layout: of the text book 1 to 6 are under A.

B. Content of the Textbook: (34) items (1 to 34 numbers of statements)

C. Activities or Tasks layout: (16) items: (35 to 50 numbers of statements)

The statements were formed in such a way that they could show the intensity of the responses. For General Layout the statements were formed such way that teachers have to give answers in YES or NO. There were three types of answer in the

opinionnaire Strongly Agree (SA), Agreed (A), Undecided (UD). Teachers were asked to put a tick against the each statement in the column ranging from Strongly Agree (SA) to Undecided (UD).An opinionnaire was prepared by the researcher to collect opinion of teachers regarding the English textbook of Std-7 of English medium schools. The following steps were followed for developing the opinionnaire

3.6 Procedure of Data Collection

The researcher studied and analysed the contents of the textbook in term of adequate subject matter, language activities, pictures and illustration and suitable vocabulary. The constructed opinionnaire was administered to 10 teachers of English to give their opinions about the textbook. Their opinions were taken into consideration in this study. In this opinionnaire, they were asked to put a tick against each statement in the appropriate column ranging from Strongly Agree (SA) to Undecided (UD). Along with this opinionnaire the book was personally reviewed by the investigator as well as focused Group Discussion was held with the students to collect theirs view on the textbook.

3.7 Conclusion

Having provided details of research methodology, tools, procedure of the research in this chapter, now the report about data anlysis and interpretation have been presented in the next chapter.