

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In every research researchers need specific methods. Research Methodology concerns how the design is implemented, how the research is carried out. The methodology employed often determines the quality of the data set produced. There should be appropriate methodology, samples, tools and data collection methods for more reliable and valid research. This chapter focuses on types of research studies and discusses the procedure adopted by the researcher to analyze 9th Standard English (First Language) textbook for research.

3.2 Methods of Research

Research methods provide ways to collect and analyze information in order to arrive at some conclusions. The different types of educational research methodologies are historical, descriptive, correlational, casual -comparative, action, ethnographic, evaluative and experimental research. All of these methodologies are appropriate but a researcher can use the one which relates to the nature of his or her research problem.

Research studies can be divided into three kinds:

1. Historical method is a method which provides a method of investigation to discover, describe and interrupt what existed in the past.
2. Descriptive method is a kind of method which provides a method of investigation to study, describe and interrupt what is the status of the research problem selected to study in the present time.
3. Experimental design helps researcher to test the hypothesis and to evaluate relationship between independent and dependent variables. So this kind of experimental design requires a hypothesis to be first formulated.

3.2.1 Content Analysis Method

Content analysis is a method of analysing written, verbal or visual communication messages (Cole 1988). It is also known as a method of analyzing documents. It is a

research method for the objective, systematic and quantitative description of the manifest content of communication. Content is closely related to historical research. In both methods researchers study existing records 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, quantifications, and comparison of document or communication, it is sometimes referred to-as ‘documentary’, ‘activity’ or informational analysis.

Content analysis may be of various types. Researchers may analyze supplementary reader, syllabi, courses of study, and prospectus of various universities and colleges. They may analyze the contents of fresh work, newspapers, periodicals and journals. Sometimes study of personal documents such as diaries, letters and notes provide researchers valuable information. In education a classroom teacher uses content analysis informally to determine the level of vocabulary in a particular textbook, describe the differentiating aspects of different writing style to know the possibility of bias in the historical writing to choose supplementary reader for the use of students, to use cumulative records as a bias for decision about students, to assign mark 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.

3.3 The Procedure of the Study

- After selecting the problem of “Evaluation of GSEB Textbook Designs (English) in Relation to Tomlinson’s Principles of Materials Development for Language Learning” the researcher read the history of ELT in Gujarat and the history of textbooks and its importance.
- The researcher read the six basic principles given by Dr. Brian Tomlinson. These principles are mentioned below:

1. A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful and comprehensible input of language in use.

The learners need a lot of experience of the language in order to acquire the ability to use the language effectively. Materials should contain a lot of written and spoken text which provide experience of language in relation to different topics,

themes, events etc likely to be meaningful to the target learners. Materials should contain the language input which is contextualized. Language use is determined and interpreted in relation to its context of use.

2. In order for the learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience.

There should be activities in which learners are involved both affectively and cognitively. The learners are engaged in such tasks which make them think critically and logically. It help them to transfer high level skills such as predicting, connecting, interpreting and evaluating to second language use. The learners are involved in such activities in which they feel positive emotions. The learner should experience positive affect in the sense of being confident, motivated and willingly engaged even when experiencing ‘negative’ emotions.

3. Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.

The learners need to be involved in the learning process and to respond by laughing, getting angry, feeling sympathy, feeling happy, feeling sad etc. Positive emotions seem to be the most useful in relation to language acquisition but it is much better to feel angry than to feel nothing at all. Language learners need to be positive about the target language, about their learning environment, about their teachers, about their fellow learners and about their learning materials (Arnold 1999).

4. L2 language learners can benefit from using those mental resources which they typically utilize when acquiring and using their L1.

Visual imaging plays an important role in language learning. The learners are engaged in activities in which make use of mental imaging (e.g. seeing pictures in their mind), of inner speech, of emotional responses, of connections with their own lives, of evaluations, of predictions, of personal interpretations. There should be activities which get learners to visualize and/or use inner speech before during and after experiencing a written or spoken text.

5. Language learners can benefit from noticing salient features of the input and from discovering how they are used.

The learners are engaged in activities in which they notice for themselves how a particular language item or feature is used. Then the tasks should be provided in which they make use of language features.

6. Learners need opportunities to use language to try to achieve communicative purposes.

The learners are involved in such activities which help learners to develop their ability to communicate fluently, accurately, appropriately and effectively. The opportunities should be given to produce language in order to achieve intended outcomes. They should be involved in group or pair work which enhance their speaking ability.

- The researcher decided to evaluate 9th Standard English textbook (First Language) in relation to Tomlinson's six basic principles of material development for language learning. Therefore researcher decided criteria on the basis of six principles given by Tomlinson and apart from it some other aspects were decided. They are mentioned below:

- 1. Rich, meaningful and comprehensible input in terms of age level of the student, interest level of the lessons and exposure to real life situations**
- 2. Language material in terms of cognitive achievement and affective achievement**
- 3. Positive influence on learner's attitude**
- 4. Learning activities to real life use and variety of situations in terms of mental imaging**
- 5. Language items or features**
- 6. Exercises to develop communicative skill**
- 7. Printing errors**
- 8. Helpline for the teachers and students**
- 9. Use of pictures**

- After deciding the criteria the researcher started reading of the 9th Standard English textbook keeping in mind the objectives and research questions. The

researcher read the whole textbook in detail and became familiar with the content of lessons.

- Second reading was done keeping in mind the rich meaningful and comprehensible input of the text. The researcher checked whether the input is appropriate in terms of age level of the student, interest level of the lessons and exposure to real life situations.
- Third reading was carried out in order to analyze language material in terms of cognitive achievement and affective achievement. The researcher read units to know whether there are activities in each lesson in which the learners are engaged cognitively and affectively in the learning process.
- Fourth reading was carried out in order to know whether the materials can create Positive influence on learner's attitude and whether there are learning activities to real life use and variety of situations in terms of mental imaging.
- Fifth reading was carried in order to identify the language features and exercises to develop communication skills.
- Sixth reading was carried out to check some aspects like Printing errors, helpline for the teachers and students and use of pictures.

3.4 Conclusion

In the present chapter the researcher talked about various research methods and then focused on the method that she used for her research. Then the researcher presented six basic principles given by Tomlinson. The criteria were decided on the basis of Tomlinson's six principles of material development for evaluating the textbook. The next chapter is followed by data analysis and interpretation.