

CHAPTER-4

RESEARCH PLANNING AND PROCEDURE

4.1 Introduction

The present chapter describes the methodology adopted by the researcher. Any type of research requires prior planning so that it moves ahead in the right direction and is focused on the research objectives. In the present study also proper planning and procedures to be adopted were finalized beforehand so that the work could be carried out in a focused way. This chapter deals with this very aspect only. It mentions about the research design of the study, the method/technique and procedures adopted for carrying out the work.

4.2 Research Design

The present study is qualitative in nature.

Quality research is all about exploring issues, understanding phenomena and answering questions.

Qualitative research is used to gain insight into people's attitudes, behaviors, value systems, concerns, motivations, aspirations, culture or lifestyles. It's used to inform business decisions, policy formation, communication and research. Focus groups, in-depth interviews, content analysis, ethnography, evaluation and semiotics are among the many formal approaches that are used, but qualitative research also involves the analysis of any unstructured material, including customer feedback forms, reports or media clips.

Collecting and analyzing this unstructured information can be messy and time consuming using manual methods. When faced with volumes of materials, finding themes and extracting meaning can be a daunting task.

Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Denzin 1994). Qualitative research is intended to penetrate to the deeper

significance that the subject of the research ascribes to the topic being researched.

It involves an interpretive, naturalistic approach to its subject matter and gives priority to what the data contribute to important research questions or existing information.

4.3 Research Method

The present qualitative study has been carried out using the method of Content Analysis.

Content analysis is a research method that uses a set of procedures to make valid inferences from text. These inferences are about the sender(s) of the message, the message itself or the audience of the message. The rules of this inferential process vary according to the theoretical and substantive interests of the investigator. There are two general categories of content analysis: conceptual analysis and relational analysis. Conceptual analysis can be thought of as establishing the existence and frequency of concepts in a text. Relational analysis builds on conceptual analysis by examining the relationships among concepts in a text.

4.4 Procedure followed for Content Analysis

The book was personally reviewed by the researcher. First the researcher read the textbook and tried to attempt critical analysis of the English textbook of the VIII std. CBSE School and that of the first language of the GSEB School. Researcher prepared master sheet for analyzing content, language, subject matter, task and exercises. Keeping in mind all above mentioned criterions researcher analyzed the English textbook of STD VIII CBSE and GSEB textbooks.

4.5 Procedure followed for collecting Teachers' views on the Textbook

Along with critical analysis of the textbooks carried out by the researcher himself it was felt that the views of the teachers teaching through the textbook can also be of importance to further strengthen the researcher's findings. With this point of view the following procedure was used to collect data from the teachers.

4.5.1 Tool

An Opinionnaire was constructed to collect the data. The construction procedure has been presented below.

First of all, with reference to the objectives of the study, it was decided that the textbook will be analyzed keeping in mind four Components- Subject matter, Organization and Presentation of language material and, Illustration and Exercises.

- Statement were formed keeping in context the above four domains.
- The statements formed were then with the help of guide selected and modified appropriately.
- The modified Opinionnaire was given to four experts for their comments, suggestions and modifications.
- The suggestions given by the experts were again incorporated and the opinionnaire was thus modified in consultation with the guide.
- The final draft of the opinionnaire for teachers regarding their comments, opinion about the textbook of English of standard VIII of GSEB first language textbook and CBSE textbook consisted of 48 statements. The statements consisted of five options- Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree from which the teachers were required to select the most appropriate option. **(See Appendix)**

4.5.2 Data Collection

The researcher personally visited GSEB and CBSE schools during the month of December 2011. With the permission of the principals the researcher gave the opinionnaire to the teachers and collected data from 10 CBSE school teachers and 10 GSEB school teachers. The teachers of various CBSE and GSEB schools were selected through convenient sampling method.

4.5.3 Data Analysis

The data collected through the opinionnaire was analyzed using percentage.