

## **CHAPTER 3**

### ***Research Design***

- ▮ 3.1 Methodology
- ▮ 3.2 Population
- ▮ 3.3 Sample
- ▮ 3.4 Variables
- ▮ 3.5 Research Tools
- ▮ 3.6 Statistics to be used
- ▮ 3.7 Work Schedule

## **CHAPTER III**

### **RESEARCH DESIGN**

#### **RESEARCH METHOD**

The success of any educational research depends upon the appropriate method employed by the researcher keeping in view his or her field of research. Thus the method adopted for the present research is experimental.

#### **POPULATION**

Population or universe means the entire mass of observation which is parent group and from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics. The term 'population' conveys a different meaning than a traditional one. In research methodology, population meant the characteristics of a specific group. In the present study, population refers to the students of high school of Bhopal city as learners of English as second language.

#### **SAMPLE**

Sampling is an indispensable technique of behavioural research, without the use of sampling the research work cannot be completed.

Research design is based on the sampling of the study. A good research design provides information concerning with the selection of sample population. Thus, sampling meant selection of the individual in such a way that every individual has the equal chance to take into the research.

<i>S. No.</i>	<i>Class</i>	<i>Kind of Group</i>	<i>Number of Students</i>	<i>Total</i>
1	IX	Controlled	30	60
2	IX	Experimental	30	

The samples were chosen by random sampling method. In this research, One higher secondary school from a block of Bhopal district was selected from which 60 students from class 9<sup>th</sup> were taken as samples. Two parallel groups were formed, one controlled group and the other experimental group each containing 30 students (both boys and girls). Both the groups were equalized on the basis of class, age, gender and I.Q. test.

### **VARIABLES**

The following variables are found in the study:-

**Independent Variable:** English Spelling Rules

**Dependent Variable:** Spelling Efficiency of students

## RESEARCH TOOLS

*“Tools are nothing but instruments that help the researcher to gather data. The selection of a tool depends upon the objective and design of the study.”*

**- Palmer O. Johnson (1961)**

It is essential on the part of the researcher to possess a clear and detailed view about the teaching process of English as a second language and especially the development or receptive skill on the part of the learner while learning the target language. In the present study I wanted to know how far teaching the spelling rules can develop the spelling efficiency of the learners. A self made tool was used to collect data for the experimental study in order to check the effectiveness of spelling rules to improve the spelling efficiency with reference to the spelling mistakes committed by the students.

The description of the tool is as under:-

The achievement tests as pre-test and post-test have been prepared by the researcher taking in consideration of mental level of students. The opinion of experts was sought and on the basis of their suggestion and advice the achievement test was given the final shape for using it in the study. The following tools of research were used for the purpose of research study in the form of pre-test and post-test.

1. Spelling Efficiency Test (SET) for Class 9<sup>th</sup> Hindi Medium Students–  
Pre-test
2. Spelling Efficiency Test (SET) for Class 9<sup>th</sup> Hindi Medium Students–  
Post-test

### Design of the Tests:

<i>S. No.</i>	<i>Particulars</i>	<i>Description</i>
1	Nature of the test	Individual Written Test
2	Subject	General English
3	Class	IX
4	Age-range	14-15 years
5	Number of units in the test	05
6	Number of questions in the test	40
7	Marks/Scores	40 (1 mark in each question)
8	Time allotted	40 minutes
9	Topic of the test	Spelling Efficiency Test (SET)
10	Purpose of the test	English spelling efficiency with reference to spelling mistakes committed by the students
11	Population for which the test is Designed	60 administered into two groups

The assessment test contains 40 MCQs which are divided into different units to have variations in the test. These are as under:-

- A. Encircle the words that are spelled correctly.
- B. Fill in the blanks with correct words.



- C. Rearrange the letters to make meaningful words.
- D. There are some misspelled words in the sentences. Circle the words and correct their spellings.
- E. Write the words with correct spellings.

The following steps are considered to conduct the research work on the methodical lines.

1. The selection of sample for controlled and experimental group by random sampling method on the basis of age, sex, IQ level and previous year's achievement record.
2. The researcher conducted pre-test in both the groups.
3. Traditional teaching method was applied by the researcher in the controlled group where as treatment (explanation of spelling rules) was done in experimental group for two weeks separately.
4. Post-test was administered in both the groups after the completion of two weeks to analyze the results of both the groups.

### **STATISTICS TO BE USED**

The following statistics is used in the research for data analysis:-

1. Mean
2. Standard Deviation
3. T-Test