45
CONTENT ANALYSIS FOR PEDAGOGY OF ENGLISH

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Abstract: Closeness to text that can alternate between certain categories and relationships, as well as statistically assess the coded form of the text, is possible with Content Analysis. It can be used to interpret text for purposes like expert system development. It's a method for quantifying qualitative data by carefully sorting and comparing data points in order to compile a summary. Often, this process requires using data reduction techniques to convert a big quantity of raw data into usable evidence. It's a research method for making repeatable and accurate inferences from textual data by interpreting and coding it. It's a way of summarizing any type of content by counting different features of it. Content analysis is a data collection technology that aids in the examination of existing textual documents. It is a research instrument or technique that is used to determine the existence of specific words, concepts, themes, phrases, characters, principles, rules, theories, difficult words, or sentences in texts or collections of texts and to quantify this presence in an objective manner. It can be used at any point in the educational process. It is not an exception in the case of teacher education. As a result, the focus of this paper is on a study of content analysis for pedagogy of English in teacher education, which is a highly relevant topic of discussion.

Key Words: Content Analysis, Pedagogy of English, Student-teachers, Teacher Education.

In recent decades, much emphasis has been paid to teacher education and knowledge in order to re-evaluate teaching programmes and measure trainees' effectiveness. During preparation, Darling Hammond (1999) emphasizes the relevance of teaching knowledge in equipping trainees with abilities in "creating curricula," "delivering instruction," "managing the classroom," and "diagnosing students' learning needs." Students who have been exposed to insufficient preparation, on the other hand, may face a number of obstacles when they decide to teach. Student educators should begin their teaching practise and/or teaching when they understand the ideas of what they teach, according to Freeman (1996) and Richards & Lockhart (1996). To put it another way, such concepts should be translated into teaching acts. In reality, while completing teaching practice, student instructors should present numerous forms of knowledge. Such expertise reflects the amount to which he or she is fully prepared to carry out instructional duties. Experts play a critical role in the development of student teachers' expertise in the field of English language teacher education. This type of teacher knowledge can be combined with other components such as subject matter content knowledge and pedagogical knowledge, both of which are requirements for student teachers' teaching practises (Liu, 2013). Furthermore, student instructors must possess appropriate knowledge as well as excellent teaching abilities (Darling-Hammond & Bransford, 2007; Darling-Hammond, 1999). They must, for example, develop appropriate approaches for dealing with disparities among pupils "Organize a variety of instructional activities for a variety of learners, and assess students' knowledge in order to integrate numerous learning paths. Lesson preparation, instructional techniques, and classroom management are some of the categories in this collection of knowledge and skills." "(P. 69, Choy, Wong, Lim, & Chong, 2013).

The word "pedagogy" comes from the Greek word "paidagogos," which means "to guide the kid," with "paida" meaning "child" and "agog" meaning "to lead." The science and art of teaching, specifically

instructional theory, is known as pedagogy. It's a master plan that contains a full review of a teacher's responsibilities. In theory and in practice, pedagogy refers to the technique by which teachers teach. Pedagogy is shaped by a teacher's teaching views and is concerned with the interaction of culture and different learning styles. Meaningful classroom relationships are required to assist students in building on earlier learning. "English pedagogy" is an effort to gain a better knowledge of the nature of the English language and the importance of teaching it. It elucidates the goals and objectives of English teaching. The position and breadth of English in the global and Indian contexts are also discussed in this section. They had nothing in common but the English language, as E. M. Forster correctly noted.

According to Das, the opening up of the Indian economy in the 1990s coincided with a surge in demand for English in our schools, as English is seen as a gateway to new prospects. The findings of Muhammad Bello Nawaila's study, titled "Technology and English Language Teaching and Learning: A Content Analysis," showed that "the use of technology in teaching and learning English language has been expanding in the recent three years." This demonstrates the global trend of incorporating technology into educational institutions around the world. The patterns also show that in the modern world, learning through the use of technology is becoming more prevalent.' And The goal of both modern (computer-assisted) and traditional classrooms is to provide space for effective and efficient teaching and learning.

With reference to the preceding debate, we may conclude that English language aids in the development of a student's personality. And we have to achieve it through the English topic. Subject matter contained in any standard of textbook for the purpose of achieving objectives is referred to as English subject material. Breaking down the content into concepts, definitions, rules, theories, principles, norms, and facts in the textbook is called analysis. "Any technique for making inferences by consistently and objectively detecting specific properties of messages," according to Holsti (1968). It indicates that content analysis is an important part of pedagogical analysis since a teacher must have a thorough understanding of teaching principles and content knowledge to do so. The National Council of Teachers of English (NCTE) issued 'Teacher Education Curriculum-A Framework' in 1978. In this framework, the concept of content-cum-methodology was introduced for the first time in India. Different contents are taught with different methods. A teacher should choose appropriate method according to the content.

Objectives:
The present paper is based on the following objectives.
1. To study the types of content analysis.
2. To analyze the steps of content analysis.
3. To find out the utility of content analysis in pedagogy of English.
4. To state the advantages and disadvantages of content analysis

Types of Content Analysis: Conceptual analysis and Relational analysis

The presence and frequency of concepts in a text are determined by conceptual analysis. By investigating the relationships between concepts in a text, relational analysis expands on the conceptual analysis. Each sort of analysis can yield a variety of outcomes, conclusions, interpretations, and implications.

Conceptual Analysis is the analysis when people think of content analysis, they usually think of conceptual analysis, according to the author. In conceptual analysis, a concept is chosen for investigation, and the study entails quantifying and counting its presence. The main purpose is to look at how often certain terms appear in the data. Term definitions might be explicit or oblique. Explicit terms are simple to spot. The coding of implicit phrases is more difficult since you must decide on the level of implication and make subjective judgments. As a result, coding implicit terms may require the use of a dictionary, contextual translation rules, or both.

To conduct a conceptual content analysis, you must first determine the research topic and select a sample or samples to analyze. The text must then be organized into digestible content groups. This is

essentially a selective reduction procedure. The researcher can focus on and code for certain terms or patterns that explain the research issue by limiting the text to categories.

There are some general steps for conducting a conceptual content analysis:

1. Decide the level of analysis: word, word sense, phrase, sentence, themes
2. Decide how many concepts to code for: develop pre-defined or interactive set of categories or concepts.
    A. To allow flexibility to add categories through the coding process
    B. To stick with the pre-defined set of categories.
    *   Option A allows for the introduction and analysis of new and important material that could have significant implications to one's research question.
    *   Option B allows the researcher to stay focused and examine the data for specific concepts.
3. Decide whether to code for existence or frequency of a concept. The decision changes the coding process.
    *   It is stated when coding for the existence of a concept, the researcher would count a concept only once if it appeared at least once in the data and no matter how many times it appeared.
    *   It is stated when coding for the frequency of a concept, the researcher would count the number of times a concept appears in a text.
4. Decide on how you will distinguish among concepts:
    *   Can text be coded exactly as it appears or can it be coded as the same when it appears in various forms? Consider the terms "hazardous" and "dangerousness." The goal is to design coding rules that categorize these word fragments in a rational and obvious manner. The guidelines might be written in such a way that all of these word segments fall into the same category, or they could be written in such a way that the researcher can separate these word segments into different codes.
    *   Is there a limit to the amount of implication that can be used? Is it better to use words that hint a notion or terms that expressly proclaim it? For instance, "dangerous" vs. "the individual is frightening" vs. "that person could injure me." Due to the implied sense of "dangerous," some word segments may not merit separate classifications.
5. It demonstrates how to create rules for coding your content. Following the completion of stages 1-4, a researcher can begin building rules for translating text into codes. The coding process will be more organized and consistent as a result of this. The researcher can code for whatever he or she wishes. When the researcher is consistent and coherent in their coding, that is, when they follow their translation guidelines, the validity of the coding process is ensured. Following the translation guidelines is comparable to validity in content analysis.
6. It is stated that to decide what to do with irrelevant information: should it be ignored or should it be used to reassess the coding scheme if it would add to the coding outcome.
7. This can be done manually or with software. Researchers can use software to input categories and have the software programme code them automatically, rapidly, and efficiently. When coding by hand, a researcher is much more likely to notice errors. Text could be cleared of errors and included all accessible info if computer coding is used. This choice between hand and machine coding is especially important for implicit data, where category preparation is critical for accurate coding.
8. It examines your outcomes. Wherever feasible, it is beneficial to make inferences and generalizations. Reexamine, ignore, or evaluate the coding system to deal with irrelevant, undesirable, or unused text. Because conceptual content analysis can only quantify information, it's important to interpret the results carefully. In most cases, broad trends and patterns may be discerned.

Relational Analysis includes multiple steps. The first step in relational analysis is to conduct a conceptual analysis, in which a notion is chosen to be investigated. The analysis, on the other hand, entails looking into the relationships between concepts. Individual conceptions are thought to have no intrinsic value, and that

meaning is derived through the interactions between them.

Determine a research question and select a sample or samples for analysis before beginning a relational content analysis. The study question must be narrowed so that the concept types can be summarized and are not subject to interpretation. After that, choose some text to analyze. Select text for analysis with care, balancing having enough information for a thorough analysis with not having too much information so that the coding process becomes too difficult and time-consuming to produce relevant and worthwhile results.

Before moving on to the general phases, you can choose from three subcategories of relational analysis.

Affect extraction: An emotional assessment of explicit concepts in a book. The fact that emotions vary across time, populations, and place is a barrier for this strategy. It may, however, be successful in portraying the speaker's or writer's emotional and psychological state.

Proximity analysis: An assessment of the text's explicit idea co-occurrence. Text is described as a string of words referred to as a "window" that is scanned for concept co-occurrence. As a result, a "concept matrix" is created, which is a collection of interconnected co-occurring concepts that suggests a larger meaning.

Cognitive mapping: A technique for visualizing either affect extraction or proximity analysis. The goal of cognitive mapping is to build a model of the text's overall meaning, such as a graphic map that shows the relationships between concepts.

Utility of Content Analysis:

The following are some of the benefits of content analysis for English pedagogy in teacher education.

1. Determine an individual's, group's, or institution's aims, focus, or communication trends.
2. Describe how people react to communications in terms of their attitudes and behaviours.
3. Determine a person's or a group's psychological or emotional state.
4. Identify disparities in communication content between countries.
5. Identify communication content patterns.
6. Before launching an intervention or survey, test it and enhance it.
7. Complement quantitative data with focus group interviews and open-ended inquiries.
8. It aids in the comprehension of the relationship between content and methods.
9. Understanding the subject's structure is beneficial.
10. It aids in the comprehension of the subject's curriculum and syllabus.
11. It aids in the comprehension of the subject's syllabus and teaching-learning content.
12. It aids in the analysis of the subject's content.
    It assists the teacher in learning various methods, strategies, approaches, learning theories, maxims, basic elements, values, and life skills, among other things.
14. It is important to recognize that the process varies depending on the content and the standard.
15. The concept of content-cum-methodology aids in efficient teaching.
16. It aids in the comprehension of the pupils' requirements.
17. It aids in determining the appropriate evaluation strategies based on the objectives.
18. It provides feedback on the teaching-learning process.
19. It lays out the next steps in the instructional process.

Conclusion:

In a nutshell, content analysis is the study of documents and communication artefacts, which might include various types of texts, images, audio, and video. Content analysis is a method used by social scientists to investigate communication patterns in a repeatable and systematic way. In contrast to replicating social experiences or gathering survey responses, one of the main advantages of employing content analysis to examine social phenomena is that it is non-invasive.

It is often said that content analysis methodologies and perspectives differ amongst academic disciplines. They all entail the methodical reading or observation of texts or artefacts, with labels indicating the existence of fascinating, relevant content. Researchers can evaluate patterns of content quantitatively using statistical approaches, or qualitatively using qualitative methods to analyze meanings of content within texts, by methodically labelling the content of a set of texts. Content analysis is a technique for summarizing any type of content by counting different characteristics of it. This allows for a more objective review than comparing content based on a listener's impressions. An impressionistic synopsis of a TV show, for example, is not content analysis. We may certainly overcome the disadvantages of content analysis by employing the above-mentioned content analysis types. It must be remembered that the primary goal of the educational system is to educate students.

Teacher needs to go for:

i.   Unit analysis: It is not an easy undertaking to do a content analysis. A teacher should have a solid understanding of teaching strategies, teaching maxims, and the nature of the subject matter when doing content analysis. A teacher must divide the topic into smaller parts/units before beginning to teach. The teacher must select and write down teaching points while splitting the unit into smaller and simpler sub-units. The smallest important unit of instruction from the subject matter that will be delivered to the pupils is the teaching point. A teacher's method to picking teaching points must be watchful, careful, skilled, clever, and systematic.

ii. Objectives formulation: The systematic and scientific analysis of instruction and content is referred to as pedagogical analysis. The second phase in educational analysis is to formulate the objectives. A teacher must establish the instructional objectives in behavioural terms after completing the first step of pedagogical analysis, which is unit analysis. The instructional objectives are the learning outcomes. It is the result of the teaching and learning process. Learning entails a shift in one's behaviour. This behaviour change could be in any of the three domains: cognitive, affective, or psychomotor. The achievement of defined instructional objectives is the foundation of good teaching. A teacher should thoroughly research the many methods to behavioural targets, such as Bloom's Taxonomy of Teaching Learning Objectives, Robert Mager's approach, Robert Millar's approach, and the RCEM approach, before establishing instructional objectives. The teacher must be well-versed in the psychological and pedagogical principles that govern the teaching-learning process.

iii. Learning Experiences and Method of Instruction: The third step in pedagogical analysis is to examine learning experiences and methods. After deciding what to teach (subject matter) and why to teach (instructional objectives), the teacher must select the most effective methods, maxims, techniques, tactics, strategies, and approaches for teaching the subject matter. The teacher should have a thorough understanding of teaching techniques as well as how to successfully use audiovisual aids. For optimum learning results, an English teacher must choose appropriate approaches, such as the Direct Method, Bilingual Method, Translation Method, and the Best Approach.

iv. Evaluation Instrument: This is the final and most important phase in the educational analysis process. It is well knowledge that evaluation results in desirable improvements in student behaviour. The evaluation devices are used to measure the total behavioural outcomes. Correct appraisal is a time-consuming task. It necessitates a great deal of knowledge and skill on the side of the teacher. After delivering the lesson, the teacher inquires about the effectiveness of his instruction. Recapitulation and home work are two parts of evaluation at the end of the class. The teacher performs recapitulation at the end of the lesson. On the basis of the lesson he just gave, he asks a series of questions. Individual pupils and the entire class may be asked questions. In general, the inquiries are objective and open-ended. After asking the students recapitulation questions, the teacher must assign homework to the pupils. The amount of homework assigned to students should not be excessive, and it should be relevant to the classwork. It should be checked out right away; else, the kids will lose interest in doing any more

assignments.

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