

CHAPTER II

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The previous chapter dealt with the various points such as, approach to the problem, need and importance of the study, statement of the problem, objectives of the study, hypotheses, delimitations and definitions of the terms used.

This present chapter deals with the review of related literature and the researches related. It is an essential task as it gives the researcher the correct guideline in his research and avoids an unnecessary duplication of the problem, objectives and hypotheses of the study. "Study of the related literature implies locating, reading and evaluating reports of research as well as reports of causal observation and opinion that are related to the individual's planned research project."¹

Any problem has many sides and it is welcome that many researchers throw light on the different sides of the problem so that the remedies will be sought to solve the problem. But before this, the related literature must be studied by the investigator. According to Good,

Barr and scates, "The competent physician must keep abreast of the latest discoveries in the field of medicine.... obviously the careful student of education, the research worker and investigator....should become familiar with the location and use of sources of educational information."²

The related studies reviewed are divided into two groups. They are -

- A) Researches regarding the use of audio-visual aids in teaching.
- B) Researches regarding the use of audio-visual aids in teaching English.

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This group again is splitted as follows -

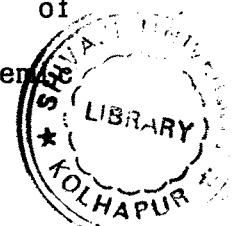
- i) Researches for Ph.D.Degree.
- ii) Researches for M.Phil.Degree.
- iii) Researches for M.Ed.Degree.
- iv) Researches financed by Government institutions.

i) Researches for Ph.D. Degree.

1. Golani. T.P., 'The Use of Audio-visual Aids in the secondary schools of District Thane.' (Ph.D.Edu., Poona University, 1982.)³

The objectives of the study were -

- i) To create awareness among teachers and head-masters of secondary schools about the importance of audio-visual aids. (ii) To help in raising the academi



standard in secondary schools of Thane District. (iii) To know the existing situation regarding audio-visual materials in the secondary schools of Thane district. (iv) To elicit the opinions of headmasters and concerned teachers about the measures for providing better and improvised materials on audio-visual education. (v) To present these measures in the form of concrete proposals and their implications for secondary schools as well as for the professional courses in training teachers and preparing materials for audio-visual aids in education.

The methodology consisted of library study, empirical survey through questionnaire, interview, visits and observation and field experiment.

A survey was conducted in 217 secondary schools in Thane district. Experiments were conducted in twenty schools to demonstrate the advantages of using audio-visual aids in teaching subject like social studies, mathematics, sciences and languages.

The findings of the study were -

i) According to the opinions of the secondary schools under survey, the teaching aids were essential and useful in developing clear concepts and in stimulating learning. ii) The audio-visual aids being expensive, the schools could not afford to purchase them. Sophisticated aids like tape recorder, radio, television set and projectors were out of the question in many of the schools as they were exorbitantly costly. iii) Audio-visual aids were

not easily made available whenever required. iv) Due to difficulty of transport facilities in rural areas, the audio-visual aids were not available even on loan-basis. v) The use of audio-visual materials could be increased if teachers were allowed some free time for the location and preparation of requisite materials, because they had to perform many other duties in addition to teaching, they did not usually find time. vi) Because of non-availability of personnel in audio-visual education, there was lack of guidance and assistance to the teachers, not a single school had employed a specially trained teacher for this purpose. vii) Some schools had projectors, but few films and due to non-availability of technicians, the projectors were lying unused. viii) Accommodation was the problem of every school in the district, laboratory and teachers common rooms were used for storing the materials. ix) For want of accommodation some schools used laboratory and classroom for showing films and filmstrips on the projector. x) Very few schools were having an auditorium of their own, but it was hardly used for showing films, on the contrary, some class-arrangements were made in the hall, due to shortage of class-rooms. xi) There was no incentive of any kind of teacher for using teaching aids. xii) Schools promised to use modern teaching aids in the near future, if they got monetary support from the government. xiii) The fullest value of the teaching aid could be realised only when the teacher was thoroughly trained to use it to the best possible advantage. xiv) Better

results in the field of audio-visual aids could be achieved only if the Audio-visual Education Institute took up this problem with the government, through the State Institute of Education, Pune and provided a good service to the secondary schools as early as possible. xv) The students learnt better when audio-visual aids were used and they also sustained more interest in the learning activity with audio-visual aids than without them.

2. Rao, L.N., 'A Study of Factors Influencing the Effective Use of Audio-visual Equipments and Materials in Classroom Teaching.' (Ph.D. Edu., Sardar Vallabhabhai University, 1984).⁴

The objectives of the study were :-

i) To find out the present position of the audio-visual equipment and materials in the secondary schools of East and West Godavari districts of Andhra Pradesh. ii) To determine the factors hindering the effective use of audio-visual equipment and materials in classroom teaching and, iii) To ascertain the attitude of the respondents towards the factors influencing the effective use of audio-visual equipment and materials in classroom teaching.

The study was conducted on a sample of eight schools by mailing four types of questionnaires for the availability of audio-visual equipment and materials and their effective use in classroom teaching. The following tools were developed by the investigator for the purpose of data collection.

1) Questionnaire on the availability of audio-visual equipment, 2) Questionnaire on the availability

of audio-visual materials 3) Questionnaire on the effective use of audio-visual equipment in classroom teaching 4) Questionnaire on the effective use of audio-visual materials in classroom teaching.

The major findings of the study were -

1) The position of the audio-visual equipment in the schools was poor. 2) There was a significant relationship between the availability of equipment and the type of the management of the schools. 3) There was an association between the availability of the equipment in the schools and their locality. 4) There was a relationship between the availability of the audio-visual equipment and the age of the schools. 5) There was a relationship between the availability of the audio-visual equipment and the strength of the school. 6) There was no positive association between the availability of audio-visual equipment and the strength of the schools. 7) There was no positive association between the effective or ineffective use of audio-visual equipment in classroom teaching and the type of management. 8) There was no significant relationship between the effective use of audio-visual equipment in classroom teaching and the locality of the schools. 9) There was no relationship between the effective use of audio-visual equipment in classroom teaching and the strength of the schools. 10) Most of the respondents checked the factor, "Absence of sufficient equipment and materials" as the first and foremost hindering factor

for the effective use of audio-visual equipment and materials. The other factors hindering the effective use of audio-visual equipment and materials, given in order of importance were 'Heavy work load on the part of the teacher, lack of accommodation, lack of funds, lack of trained personnel, lack of time for the teacher and very expensive.'

3. Singh, B.K., 'Technology in Education - Growth and Development in the Secondary schools of Bihar with Special Reference to Monghyr District and Its impact on the Teaching-Learning Process.' (Ph.D. Edu., Bih.U., 1980).

The main aims of the research were -

i) To study the growth and development of educational technology in Bihar with special reference to Monghyr District. ii) To study its impact on the teaching-learning process, and iii) To investigate the impact of achievement in Hindi and Science due to the utilization of educational technology in the age groups 11 to 15 for class VIII and 12 to 16 for class IX.

The survey technique was used. Two sets of questionnaires and two achievement tests were used.

The study revealed :- i) Educational Technology had its significant impact on the achievements of pupils in the fields of science and language. ii) Sex did not interfere significantly in determining the achievements in the field of Science and language due to educational technology. iii) Achievements of the pupils in both fields of studies were not significantly influenced on account of variations in ages of pupils. iv) A majority

of teachers had opined that educational technology had changed the classroom teaching-learning process to a great extent and had also made an attitudinal change among pupils. v) Lack of economic resources and unwillingness of the management of the institutions were vital factors held responsible for the inadequate use of educational technology. vi) The teachers by and large were of the view that the combined forces of other agencies alone could remove the obstacles from the path of the proper use of educational technology. vii) There had been a lop sided quantitative growth of educational technology in the secondary schools of Monghyr. viii) Radio was the only gadget which was utilized by a few schools in classroom teaching-learning situation.

4. Tawab, A., 'A Critical Study of the Value and Importance of School Broadcasts in Modern Secondary School Education in India', (Ph.D. Edu., AMU, 1980).⁵

The objective of the research was to study the value and importance of school broadcasts of All India Radio in modern secondary school education.

Chapters I to IV deal with the importance, history, supervision, control and budget of school broadcasts in India. Relevant statistics have been quoted where needed. Chapter V describes the curricula covered, teaching methods employed and the efforts made to coordinate school broadcasts with school systems. This chapter also highlights the problem of the multiplicity of languages in India vis-a-vis school broadcasts. Chapter VI discusses the

importance of the technical conditions of the receiving equipment in schools and suggests measures to improve reception and future development of this system. Chapter VII assesses the role played by school broadcasts in attaining the educational objectives. It also points out the pitfalls and barriers encountered in implementing school broadcast programmes and measures to overcome them.

5. Sonar, M.S., 'An Analytical Study of the Use of the Filmstrips in Teaching of General Science with special Reference to Upper Primary Schools.' (Ph.D. Edu; Shivaji University, Kolhapur, 1975).⁷

The major objectives of this investigation were as follows :-

i) To study the available filmstrips and filmstrip project. ii) To locate the spots in the primary school syllabus wherein filmstrip teaching can be resorted to, either to supplement laboratory work or to revise, present new matter, and stimulate interest. iii) To design new strips where they are not available to watching their impact and iv) To draw up a plan of popularising the use of filmstrips in primary schools through various ways.

The main findings of the study were as follows-

i) Very few filmstrips produced and available at present in the country correlated with syllabus and textbooks. ii) filmstrips correlated with text and regional

languages help to increase the knowledge of students.

iii) Almost all topics in General Science syllabus and the textbooks can be effectively taught with the help of filmstrips. iv) The cost of filmstrip can be largely reduced if they are produced in large quantities. v) Systematic planning is essential in using filmstrips and filmstrip projectors in primary school teaching. vi) The use of these instructional aids indicates the possibility of improvement in the methodology of science teaching, raising the standard of science education in primary schools and development of taste and interest in the younger generation for the science subject.

ii) Researches for M.Phil. Degree ✓

1. Kadam, C.P., 'A Study of the Use of Audio-visual Aids in the Secondary schools in Satara Taluka. (M.Phil. Edu., Shivaji University, Kolhapur, 1992).

The following were the objectives of the study-

i) To trace a brief history of development of audio-visual education in Maharashtra State. ii) To take the survey of audio-visual aids in secondary schools in urban and rural areas in Satara Taluka. iii) To study the cost incurred on the purchase of audio-visual aids in secondary schools in Satara Taluka. iv) To study the utilization of audio-visual aids in secondary schools in Satara Taluka with a view to estimating their incidence in secondary schools. v) To study the difficulties experienced in utilizing the audio-visual aids in secondary

schools in Satara Taluka. vi) To study the measures undertaken to overcome these difficulties. vii) To elicit the opinion of the headmasters and teachers about the measures for providing better and improvised materials on audio-visual education. viii) To suggest the ways and means to improve the materials for audio-visual aids in education to improve classroom instruction. ix) To suggest the measures in the form of concrete and practical proposals and their implementation in secondary schools for better classroom teaching.

The major findings of this study were :-

i) None of the schools in Satara Taluka had a special room for keeping the audio-visual aids. They were kept in science hall and library hall. ii) No special person was appointed in any school in Satara Taluka as an in-charge of audio-visual department. iii) The schools in Satara Taluka has no sufficient non-projected and projected visual aids. iv) There were sufficient audio aids in the schools in urban area but they were found scanty in rural area. v) Urban schools were better off with audio-visual aids. vi) Most of the teachers didn't use audio-visual aids in their teaching. vii) The teachers used non-projected visual aids. viii) On account of inavailability of projected visual aids, the teachers didn't use them. ix) The commonly used audial aids in schools were radio, tape recorders and cassettes. However, of the three audial aids not a single was used often by any of the schools either in urban or rural areas. x) The ultra modern audio-visual aids viz. film-projector, television, V.C.R. and computer were rarely used in the schools in view of their high cost and limited liberal grants.

iii) Research for M.Ed. Degree :-

1. Patel, J.J., 'A critical study of the use of Audio-visual Aids in Secondary schools of India with Particular Reference to a selected Area in Gujrat.' (M.Ed. Dissertation, M.S.University, Baroda, 1959).⁸

The aim of this dissertation was to study the impact of the audio-visual movement on the secondary schools. The study included some selected features such as availability of audio-visual aids, financial implication involved, accommodation in schools, trained persons in schools.

The study concluded that, the number of charts for teaching languages and mathematics was very small. Subject like General Science and Social Studies were well illustrated through charts. Very few schools had pictures to illustrate teaching of languages. There was, however, a good collection of pictures in General Science and Social Studies. The reason for not having good collection of pictures was their non-availability and difficulty in maintaining a well classified library. The use of models in schools was restricted to subjects like General Science, Geography and Mathematics. Radio, films and tape-recorders were not in much use in school because of their high cost, non-availability of electricity, over-crowded time table and finally, lack of information about them.

iv) Researches Financed by Government Institutions :-

1) S. Ravishankar, 'An Investigation into the Use of Technological Aids in Secondary School Teaching.' (Doctoral Fellow, Institute of Public Enterprise, University of Hyderabad, 1982).⁹

Objectives of the study :-

i) To ascertain the role and efficacy of technological aids and modern techniques in high school education. ii) To ascertain the frequency of using the technological aids in the schools taken up for study and iii) To ascertain the contributory factors and cause for the main use of modern aids in the schools taken up for study.

The major findings of this study were :-

i) None of the researcher has used the recording or tapes and television or C.C.T.V. ii) Only 4% of teachers rarely used overhead or opaque projectors. iii) Lot of teachers i.e. 96% teachers often use maps, charts and sketches in their teaching of the subject. iv) One of main causes of not using the aids and techniques was the heavy syllabus, heavy workload and therefore no time for teachers to try for innovation. The contributory factor is 61%. v) Inadequate maintenance was the another cause of not using the aids is 60%. vi) The other difficulties arise out of the high cost of modern teaching materials and the inadequacy of finance. viii) Lack of training in the operation of technological aids was also found to be one of the main factors which stood in the way of introducing how teaching (Method, Materials) into the class.

2) Bharadwaj, L.P., 'Survey of KAVAL Towns with regard to the Availability and Use of Teaching Aids in Schools, 1981. (NCERT Financed).¹⁰

The status study was an attempt to find out the position of audio-visual teaching aids. A sample of two hundred private

and government boys' and girls' schools comprising pre-primary, primary, junior high schools and higher secondary schools. was selected from Kanpur, Agra, Varanasi, Allahabad and Lucknow. Data were collected through questionnaires and interviews of teachers, students, principals, suppliers of teaching aids and other official and non-official agencies.

The study analysed :

i) the position of audio-visual aids with respect to availability and use of teaching aids alongwith difficulties encountered in the availability of appropriate aids, and
ii) their use in respect of existing facilities of trained persons as well as the administrative difficulties encountered in producing them.

B) Researches regarding the use of audio-visual aids in teaching English.

1. Dewal, O.S., 'A Study of Difficulties in Teaching English and Effectiveness of Programmed Teaching.' (Ph.D. Edu., MSU, 1974).¹¹

The major objectives of the study were :-

i. To study teacher's preception of difficulties which hampered effective teaching and learning of English, and
ii) To study the effectiveness of programmed teaching.

For the first part of the study ninety-three English teachers of Udaipur constituted the sample. A total of 160 students of class VIII of four government schools of Udaipur city were employed as the sample for the second part of the study. for tools, a questionnaire was administered to the teachers



the purpose of data collection. A pretest, programme and the post test were administered to the students.

The study revealed that :-

i) The difficulties hampering effective teaching and learning of English were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention, and poor socio-economic background ii) Programmed teaching overcame some of the felt difficulties of the teachers and helped students to perform significantly better than those who were taught by conventional method and iii) The strategy proved useful in a situation where teachers were underqualified and untrained in teaching English.

2.) Paigaonkar, A., 'The Use of Mass-Media for Second Language Teaching in India with Special Reference to Radio and Television.' (Ph.D. Lign., Poona U., 1978).¹²

The objectives of the study were :-

i) To take a survey of the availability of English and Hindi teaching programmes through the mass-media in India. ii) To see how far the principles of linguistics, the principles of psychology of learning and considerations about the socio-cultural conditions of the learners were used in preparing English and Hindi lessons for the mass-media. iii) To see if there was an attempt to use the potentials of each mass medium while preparing English and Hindi lessons and to what extent they were utilized. iv) To find out facts about the conditions in which planning, preparation and evaluation of English and Hindi

lessons for the mass-media took place, and v) To see how English and Hindi programmes over the mass-media were being utilized by teachers and pupils.

The programmes studied were Hindi teaching on the Pune radio through Marathi, English teaching on radio for schools in Maharashtra, English teaching on Bombay, Pune and Delhi televisions under the School Television programme and English teaching through the Marathi news paper 'Kesari' from Pune. The design of the study was based on survey methodology, using observation, interviewing and questionnaire as tools for data collection. Content analysis of official documents was also carried out. All those connected with policy formation, programme production, programme execution and programme participation were studied using suitable methods.

The findings of the study were :-

i) Script-writers and subject experts of radio and TV lessons for schools had the knowledge about the principles of linguistics and pedagogy but did not have the training needed to use the media potentials. This was reflected in the actual lessons produced. English lessons through the newspaper and Hindi on radio for general public did not reflect such knowledge and training of their procedures. ii) Teachers in the schools of Pune, Bombay and Delhi lacked awareness of the principles of linguistics and their application to second language learning. No training was available to them for any source. A few Bombay and Delhi teachers were exposed to some orientation because of user-teacher courses and on-the-spot evaluation meetings. This, however, covered very few teachers. iii) Teachers were

generally aware of the second language teaching programmes over mass-media, with the exception of linguaphone records. iv) Rural teachers were more aware of the radio as an available medium of teaching second languages than their urban counterparts, but the situation was reverse in the case of the rest of the mass-media. v) It was hypothesized that the use of English and Hindi lessons put across by the radio and the TV would progressively decrease as one moved from the urban upper class schools and rural schools. This was not supported in the case of the radio programmes and their being very few TV sets in the rural schools, a meaningful comparison could not be made.

3) Joseph, K.S., 'Evolving a Strategy for Teaching English Grammar at High School Level.' (Ph.D. Edu., MSU, 1983).¹³

The major objectives of the study were :-

i) To evolve a validated multimedia strategy for teaching English grammar at high school level. ii) To find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching. iii) To find out the relationship between the pupils' attitude towards the multimedia strategy and their achievement in the comprehensive test, and iv) To find out the relationship between pupils' intelligence and their performance in the comprehensive test.

For realizing the above objectives a single group design was used. The study was conducted in a group of 28 students studying in class IX and X of an English medium school of Baroda City. The components of the industrial strategy were

introduction by the teacher, PLM of linear, deviated linear and branching forms, tables and charts, exercises and assignments, key to exercises, summery and criterion tests. The instruments used for the study were nine criterion tests and a comprehensive test, a reaction questionnaire, and an attitude scale prepared by the investigator and Raven's Standard Progressive Matrices. The study was conducted for two successive years in one group of students studying in class IX and X. The strategy was validate on the basis of the students' performance on the criterion test and comprehensive test, students' reaction towards the material and expert's reaction towards the material. Descriptive statistical techniques and t-test were used for analysis of data.

The main findings of the study were :-

- i) About 90 per cent of the students scored 60 per cent or more marks in five out of nine units. In the rest of the units 30 to 80 per cent students scored 60 per cent or more marks.
- ii) Both the students and the experts had expressed a highly positive reaction towards the multimedia instructional strategy.
- iii) Branching PLM was found to be most effective in terms of achievement and ranking by the students.
- iv) Deviated linear PLM was found to have a comparatively inferior stand in terms of ranking by the students.
- v) Linear PLM was found to be least effective in terms of achievement and rating by the students.
- vi) The students expressed a stable favourable attitude towards the strategy.
- vii) There was no significant relationship between student's attitude and achievement.
- viii) There was a significantly positive relationship between

intelligence of the students and their achievement through strategy.

The educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient English grammar teaching.

The above studies make it clear that various research workers and experts have undertaken various problems regarding audio-visual aids in teaching and teaching of English with audio-visual aids. But this present study is altogether different from them in point of content, objectives, methodology, area, period, etc. (Hence its a new one and unique of its kind and it will contributed and add to the present stock of knowledge.

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