



CHAPTER I
INTRODUCTION.

CHAPTER - I

INTRODUCTION

This introductory chapter consists of significance of the problem dealing with the importance of the problem chosen for the study. In this chapter an attempt is made to discuss at length the various aspects such as an approach to the problem, need and importance of the study, statement of the problem, objectives of the study, hypotheses, delimitation and definitions of the terms used.

Approach to the problem :-

Teaching is providing experiences to the pupils. Knowledge can be grasped and retained well if it is caught by senses of the body. "Experience and research have shown that we learn 11.00 per cent through hearing but 83.00 per cent through seeing. We remember 20.00 per cent of what we hear, 30.00 per cent of what we see, 50.00 per cent of what we see and hear, 80.00 per cent of what we say but 90.00 per cent of what we say and do."¹ For this purpose Educational Technology helps the teacher a lot.

According to Encyclopedia of Education, the definition of Educational Technology is, "Educational Technology is the purposeful in combination or seperately, of objects, techniques,

devices, events and relationship to increase the effectiveness of the educational process."² It is also defined by the National Council for Educational Technology as, "Educational Technology is the development, application and evaluation of systems, techniques and aids to improve the purpose of human learning."³

In the period of knowledge explosion the traditional theory that knowledge and virtues can be transmitted literally from a teacher's mind to the consciousness of a pupil is obsolete. Ours is a developing country facing two explosions namely, the explosion of knowledge and the explosion of population. Education is everybody's right and it is the duty of the nation to provide education to all. The constitution of India has also accepted this view and the earliest National Education Policy has given stress on it. But to provide advanced knowledge to large population of the pupils is becoming impossible to the educational system and this affects quality of education. "To tackle the problems that arise out of all these, explosions of knowledge, expectation and population, the same science and technology is being made use of now-a-days. The principles of science and technology have been introduced in educational technology for the effective and efficient teaching and learning. In a fast developing world teachers cannot afford to ignore the different technological media which help them for clarity in communication, diversity in method and forcefulness in appeal."⁴

Multimedia approach in teaching is a part of Educational Technology. This approach is nothing but audio-visual technology used in instructions. Audio-visual Technology is defined by Carlton W.H.Erikson as, "The systematic application of audio-

visual aids both in instruction and training in order to achieve the desired practical ends. It covers the concepts in vogue audio-visual education and audio-visual technology making the expression more comprehensive."⁵ It is the application of psychology, sociology and scientific principles of knowledge to bring about effective instruction in classroom. Indirectly it involves teaching strategies as teaching and learning are inter-related and are inseparable components of the process of education.

English is a foreign language and it is taught as a second or third language in our nation. It has its own script, vocabulary and language items. Our beginners, i.e. the pupils in standard V hear it newly and experience it newly. So to imprint on their minds the vocabulary and language items, audio-visual aids come to the teacher's help. They help the teachers to inculcate the concepts in English on the minds of the pupils and his teaching becomes easy and effective. This study is regarding the same to see how and to what extent audio-visual aids are useful in teaching English to the beginners.

Need and importance of the study :-

The National Policy on Education was published in 1986 giving a new approach to the system of Indian Education. While framing the policy, it was considered that the national aims should be achieved through the medium of education. Taking that view into consideration the 'Syllabus for Primary Education-1988' was implemented in Maharashtra. The Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune has launched a new series of books for English as a Third

Language - 'Learning English' for standards V to VIII based on the syllabus approved by the State Government. These books are being published serially from the academic year 1993-94 and the first book named 'LEARNING ENGLISH' for STANDARD V is in our hand. In the preface of this book on behalf of his committee, the Director of the Maharashtra State Bureau of Textbook Production and Curriculum Research says, "Learning a language is acquiring the four basic skills in it - listening, speaking, reading and writing and also using the language in everyday situations. We have introduced English through all these five channels. We hope the course will give the students confidence in using English as a living language."⁶

When the teachers got this new book in their hands they were somewhat shocked to see it. The reason was that they had the traditional view of the textbook having prose lessons and poems alongwith exercises. Instead of this, the new book contains twelve units having five parts in each unit namely, Let's listen, Let's speak, Let's read, Let's write and Let's talk. The teachers accustomed with the teaching of script (A, B, C, D,....) or 'This, That' and so on in the beginning when opened the book and found two paragraphs, one is the presentation of the teacher to the class and the other is the radio news, were perplexed thinking that it was not right to introduce these types of paragraphs on the very first page of the textbook meant for the beginners.

The research worker has worked as an expert and resource person in English, visited many orientation courses organised

by the Rayat Shikshan Sanstha and guided in many orientation courses organised by the Zilla Parishad, Satara, Satara Taluka Panchayat and Satara Nagar Parishad. These courses were specially meant for the teachers who were teaching English to standard V. During this period, when he discussed with the teachers, he came to know that the government had not organised orientation courses regarding this new approach as it was said in the syllabi published by Maharashtra State Council of Education and Research Training. Secondly, the teachers were not provided with the copy of the handbook for teachers. Only the textbook was in their hands and nothing else. The handbook is published recently but it was not published when this research was made.

The research worker read this book and realised that it was very essential to use audio-visual aids in teaching English to the beginners with the help of this book. There is a wide scope for using educational aids at this stage. Teaching without educational aids will be of no use. No doubt that the school should provide the teachers with audio-visual aids as far as possible but "the language teacher should be very much interested in the preparation of different types of aids. He should not depend upon others for it. He should understand that the different aids make the teaching of language meaningful and understandable for the learners. The moment a student comes into English teacher's presence he must inhale the English fragrance and be wholly impregnated with English. It is possible when the teacher makes use of variety of aids in his teaching."⁷

How far the schools provide audio-visual aids to the teachers and to what extent they are used by the teachers is

an important subject to think over as far as English is concerned. In that sense the research-worker found it urgent to make some research and hence he selected the same subject for his research.

Statement of the problem :-

The statement of the problem selected for the study is "A Study of the Use of the Audio-visual Aids in Teaching English to the Beginners in Satara City."

Objectives of the study :-

1. To know the existing position of the schools regarding audio-visual aids for teaching English to the beginners.
2. To see to what extent audio-visual aids are used by the teachers while teaching English to the beginners.
3. To know the opinions of the teachers who teach English to beginners regarding the use of audio-visual aids in their teaching.
4. To know the difficulties of the teachers who teach English to the beginners regarding the use of audio-visual aids in teaching.
5. To create awareness among teachers teaching the beginners about the importance of audio-visual aids.
6. To suggest them the ways of teaching English to the beginners with the help of audio-visual aids.

Hypothesis of the study :-

The following were the hypotheses of this study :-

1. Most of the schools have many audio-visual aids, but some of them are not used.

2. Teachers don't want to use audio-visual aids in teaching because they think that it takes a lot of time of their teaching period and then it becomes impossible for them to complete the portion.
3. To some extent, English is taught to the beginners with the help of audio-visual aids in those schools where standard V is attached to secondary schools.
4. Municipal Council Primary schools have no audio-visual aids because they are not provided grants to purchase them.
5. Teachers who teach English to the beginners agree with the benefits of using audio-visual aids in teaching English.
6. Audio-visual aids facilitate English teaching especially to beginners.

Delimitation of the study :-

Every research has its own limitations. It depends upon the time and the resources available to the investigator. The term 'delimitation' means 'eliminating certain aspects of the problem that are included in the study. It sets limits or boundaries to the study.

For the fulfilment of the objectives and testings of the hypotheses, the investigator delimited his study as follows :-

1. **Area of reasearch :-**

Satara Municipality is the geographical area determined for the study.

2. Schools :-

Only those primary and secondary schools existing in the year 1993-94 to which standard V is attached are studied.

3. Medium :-

Only Marathi medium primary and secondary schools are taken into consideration.

4. The present study confines itself with the study of the use of audio-visual aids in teaching English.

5. Only teaching English to beginners (i.e. the pupils in std.V) is taken into consideration.

6. The study is limited only to those audio-visual aids which are very useful in teaching English only. They are black-board, roll-up board, bulletin board, flannel board, pictures, charts, direct objects, models, flash cards, epidioscope, overhead projector, filmstrip projector, radio, tape-recorder, record player, T.V., video, V.C.R. and cinema.
Are all very helpful ?

7. The findings, inferences and conclusions drawn from the study are applicable to those schools which are included in this study and can also be made applicable to other schools wherever the same situation exists.

Definitions of the terms used :-

The important terms used in this study have the

following meanings :-

1. **Study** :-

"The 'study' means devotion of the time and thought to acquiring information especially from books, pursuit of some branch of knowledge."⁸

2. **Use** :-

"To 'use' means to put into practice or operation, to carry into action or effect. It is also defined as to prosecute or pursue some course of action, to do, to perform or to carry on."⁹

3. **Audio-visual aids** :-

The term 'audio-visual aids' is defined as 'the branch of educational theory and practice concerned primarily with the design and use of message which controls the learning process. It undertakes the study of the unique and relative strengths and weaknesses of both pictorial and non-representational messages which may be employed in learning process for only purpose; and the structuring and systematization of messages by men and instruments in an educational environment."¹⁰

This term is also defined as, "the study of pictorial (and other iconic or analogic) messages as these bear upon the learning process."¹¹

4. **Teaching** :-

To impart knowledge or skill to another; to give

instruction to another; to educate or to train another, to facilitate learning.¹²

5. English :-

English language learnt by non-English-speaking students as a foreign language.¹³

6. Beginners :-

Class of students at the beginning level of study or achievement in a subject.¹⁴

7. City :-

Municipal corporation occupying a definite area.¹⁵

You have not followed this definition; supra, p. 3.

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