

CHAPTER - III

CHAPTER III

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CHAPTER : III

PROCEDURE

III.1 INTRODUCTION :-

This chapter deals with the procedure used by the investigator to know the effect of media on IX class students' learning English. The present chapter is divided into 15 major sections. They are as follows :

III.2 THE PURPOSE OF THE STUDY :-

The purpose of the study was to find out the effect of media on learning English and students' achievement. Basically to ensure such valid causal inferences and varified functional relationship. Experimental study is the best method of educational research.

III.3 THE EXPERIMENTAL METHOD :-

The experimental studies enable to improve the conditions and arrive at more precise results. Compbell and Stanley (1963) are of the openion that 'The experiment is the only means for setting disputes regarding educational practice, the only way of varifying educational improvements.'¹

Experimental evidence is the most solid evidence we can obtain as to the functioning validity of new programme or plan (Fox, D.J., 1969, P.458). This view is

also supported by Ennis. He says, "It is legitimate and essential for educational researchers to have causal concerns and to pursue questions about what brings about and what has brought about matters of educational significance."²

However, the researcher has to think of four essential characteristics of experimental research. They are ;

- i) Control
- ii) Manipulation
- iii) Observation
- iv) Replication.

The experimental research is the description and analysis of what will be or what will occur, under carefully controlled conditions. Experimentation is the name given to the type of educational research in which the investigator controls the educative factors to which a child or group of children is subjected during the period of inquiry and observes the resulting achievement.

Experimental research, whether conducted in a classroom or laboratory involves an attempt to control all essential factors save a single variable which is manipulated with a view to determine and measure the effect of its operation. Obviously this procedure is distinctly different from the historical and survey methods. Despite its scientific rigour, experimentation is

only one aspect of the scientific method, for the scientific method involves a great number of activities of which experimentation is simply an important form. The purpose of experimentation is to derive verified, functional relationship among phenomena under controlled conditions, or more simply, to identify the condition underlying the occurrence of a given phenomenon. From the operational point of view, the variation in the independent variable in order to study changes in the dependent variable under controlled conditions. The experiment is generally regarded as the most sophisticated research method for testing hypothesis.

Undoubtedly, once again it may be stated that experimentation is the most scientifically sophisticated research method. It is defined as observation under controlled conditions. It studies observable changes that take place in order to establish a cause and effect relationship. It is the description and analysis of "what will be," "what will occur", or "what can be made to occur under carefully controlled conditions."³ Experimentation thus consists deliberate and controlled modification of the conditions determining an event, and in the observation and interpretation of the changes that occur in the event itself. Experimenters deliberately and systematically manipulate certain stimuli or behaviour of the subject. They are also aware of the factors that could influence the outcome and remove or control them in such a way that they can establish a logical association between

manipulated factors and observed effects. When one engages in experimental research, one does not merely describe a condition, determine the status of something or chronicle past events. Instead of confining to the activities of observing and describing what exists, one deliberately manipulates certain factors under highly controlled conditions to ascertain how and why particular condition or event occurs.

According to Travers, experimentation may occur within the laboratory or outside it. Walter R. Borg thinks that experiment is the ultimate form of research design. According to John W. Best, experimental research is the description and analysis of what will be, or what will occur, under carefully controlled conditions, George G. Mouley describes this method as a technique of deliberately staging a situation designed to force nature to provide a 'YES' or 'NO' answer to any specific hypothesis concerning the phenomenon under discussion.

In the present study the researcher has to investigate the effect of media packages on learners' understanding and their competencies. Hence this method best suits the purpose.

III.4 THE EXPERIMENTAL DESIGN :-

There are various types of experimental designs out of which the investigator had decided to use 'The Posttest - only, equivalent - groups design.'⁴ The design of the research is given below ;

$$R_1 \quad X \quad O_1$$

$$R_2 \quad C \quad O_2$$

Symbols used in the design are -

R_1 - Experimental group

R_2 - Control group

X - Treatment introduced (Teaching through media package)

C - Placebo condition (Teaching through conventional method).

O_1 - Level of phenomenon after treatment.

O_2 - Level of phenomenon without treatment.

III.4.1 Rational for Selecting The Design :-

This design is one of the simplest and the most effective in minimizing the threats to experimental validity. The researcher has to use two methods one is teaching through media and second is teaching through conventional method and to know the effect of particular method the post test was only to be used. Hence the researcher has selected this design for conducting the experiment.

III.4.2 Control Factors :-

The usually considered control factors are :-

i) Chronological age :-

All the students selected for the experiment were studying in IX class. The researcher checked the school's general register and it was found that the age of the selected groups were not below 14 years and not more than 15 years. So all the subjects were the same group.

ii) Sex :-

As the researcher selected the girls school, so there was no problem to control the sex.

iii) Physical Condition :-

All the subjects were the same school and the same class. So there was no physical differences. All the subjects got the same physical condition.

iv) Previous achievement :-

In order to make two equivalent groups, the researcher had administered a test based on their previous knowledge.

v) Study habits :-

Study habits of the selected subjects were same. Because they were learning the same class and teaching was done by the same teachers.

In this way the researcher controlled the above factors.

After having selected the design the ways to control internal and external validities are described as below.

III.5 VALIDITY OF THE DESIGN USED :-

In the present study, an attempt has been made to obtain a balance between internal and external validity.

Careful attempt has been made in this study to control the sources of invalidity using appropriate techniques. How this is done has been described below.

III.5.1 Controls for Internal Validity :-

The eight class of extraneous variables identified by compell and stanley which function as the sources of invalidity are

- i) History
- ii) Maturation
- iii) Testing
- iv) Instrumentation
- v) Regression
- vi) Selection
- vii) Mortality
- viii) Interaction of Selection and Maturation.

i) History :-

The experiment was continuous, no any specific event occurred between two tests. As a part of design selected control group was located which took care of history.

ii) Maturation :-

Maturation refers to the process of change within the experimental subjects as fatigue, hunger, loss of interest. The changes are biological and psychological from within and external sources as location, duration of experiment etc.

As the duration of the experiment was just twenty two days, there was meagre possibilities of biological changes in the learners which might have affected dependent variables.

Every day the students engaged only thirty five minutes, hence there was no problem of fatigue or loss of interest. Besides the experiment was conducted before the school begins. So the subjects were totally free. They had no other additional work to share. The control group set also had the same maturational and developmental experiences. Thus maturation was controlled.

iii) Testing :-

Testing refers to the effects of taking a pretest and posttest performance of individual if the tests are identical. This factor was taken care of by selecting an appropriate design in which there was no pretest.

iv) Instrumentation :-

The testing conditions were the same and the same testing tools.

v) Selection :-

The problems of selection were minimized by administering previous test to assign the experimental and control group.

vi) Regression :-

Two equal groups were made by using test based on their previous knowledge. The sample was not purposive, it was random hence, there was no problem of regression.

vii) Mortality :-

It is related to the loss of subjects during an experiment and also the condition of the experiment.

In order to check mortality personal appeal was made to the students included in the experiment and their consent was sought. Then it was also pointed out to them that the work done for the experiment was a part of their regular learning. It was also pointed that the units would not be again discussed, hence you will have to be careful. This helped maintain high motivation level in both the groups and no students left the experiment till its end.

viii) Interaction of Selection and Maturation :-

The duration of the experiment was very short i.e. twenty two days only. Similarly, the control group was set thus, most of the combined sources of invalidity of selection and maturation were controlled.

To summarize this sample was unbiased. The duration was less as it was stated earlier and the experimental conditions were not leading to the lack of interest and fatigue. The use of control group ensured that there would not be interaction effect. Thus, the interaction effects due to age, sex and time were eliminated.

III.5.2 Controls for External Validity :-

Campbell and Stanley (1963) used the term 'external validity' to refer to the generalizability or representativeness of the study. In order for findings to have any generality and therefore to be more broadly useful it is necessary to consider external validity.

In the present study pretest was not used so effects of interaction of testing and treatment were out of question.

The selected sample was representative and has been ensured through use of an appropriate sampling procedure. So the interaction effects of selection and treatment were eliminated.

Having selected the design with a rationale and the ways to control threats to internal and external validity the variables involved in the study were identified and finalized.

III.6 VARIABLES :-

Variables considered in this study were two types

- a) Independent Variables.
- b) Dependent Variables.

a) Independent Variables:-

Independent variables are inputs. They are measured, manipulated to determine the relationship and they can affect another variables. The independent variables in the present study were

- i) Use of visual aids + cassettes
- ii) Effect of enlarging devices + substitutional table
- iii) graphical aids + transpariencies
- iv) Effect of slogan charts
- v) Use of media for expression
- vi) Effect of projective media

b) Dependent Variables :-

It is a response variable or output. It is measured to determine the effect of the independent variable. The dependent variable was pupils' achievement.

III.7 PREPARATION FOR THE EXPERIMENT :-

After the determination of the variables, necessary preparation required for the conduct of the experiment was made. It included the following.

- i) Consent of the authorities concerned.
- ii) Support material needed.

- iii) Testing material tools.
- iv) Determination of the suitable period for the experiment.
- v) The time schedule of the experiment.

All these factors were included at the preparatory stage. They are further described in details.

III.7.1 Concent of The Authorities Concerned :-

Prior to the conduct of the experiment the permission of the authorities concerned was sought for.

- a) The Principal, Shrimati Putalaben Shah College of Education, Sangli.

The entire plan of the experiment was discussed with the principal. The problems regarding provision for the rooms, duration of the programme etc. were all discussed. The principal was requested kindly to make available the accommodation and resources needed. He heartily gave his concent. Under the guidance of the Principal, the whole programme was thus finalized.

- b) The Headmistress of the School :-

For the real classroom teaching, students from IX standard were needed. Hence, the Headmistress of the neighbouring school, namely G. R. Purohit Kanya Prashala, Sangli was requested kindly to make available the pupils of IX Std for three weeks. She gladly accepted the request and promised to extend her heartiest co-operation whenever required.

III.7.2 Support Material Needed :-

The researcher needed various media packages for conducting the experiment. The nature of the media packages and the preparation of it was explained further.

III.7.3 Testing Material Tools :-

To know the achievement of the pupils, the researcher constructed the tests and comprehensive tests. In all he has constructed six tests and two comprehensive tests based on the two units. The details about it was discussed in the next sub chapter.

III.7.4 Determination of The Suitable Period for The Experiment :-

It was determined to conduct the experiment at the very beginning of the first term of the academic year 1998-99. In the meanwhile the test was constructed based on their previous knowledge with the help of the experts to make equivalent two groups. The researcher selected first unit for the experiment, hence this term was preferred. The period was most suitable for effective implementation of the experiment.

III.8 SAMPLE AND SAMPLING PROCEDURE :-

Sampling procedure involves a number of considerations which must be clearly understood if adequate results are to be obtained. The size of the

sample is a most discussed issue in the experimental research especially in the area of research on teaching and learning.

Fox D.J. gives the procedure for selecting sample for educational research. According to him, there are five steps in sampling process and there are corresponding five levels of sample namely -

- a) Universe
- b) Population
- c) The invited sample
- d) Accepting sample
- e) Data producing sample.

The second step relates to the decision of size of sample and its representativeness. The size of the sample becomes important issue because it varies inversely as the standard error.

The sample used in the experiment was simple randomized sample. It was selected in the following manner.

The researcher selected the G. R. P. Kanya Prashala, Sangli. he selected this school because it was convenient to the researcher to conduct the experiment. There are four divisions of Std IX. He selected IX 'B' Class for the experiment by lottery method. There were sixty students in the same division. The researcher introduced the purpose of the study, their difficulties

and problems were considered. Their consent was taken and finally forty students were fixed for the research study. It meant that there were 360 students in IX class, out of them forty were selected. The percentage of sample size was nine. In order to make equivalent groups, the researcher constructed the test of twenty five marks based on their previous knowledge. The test was conducted under the supervision of the researcher. The scores obtained from the test were put in descending order. He assigned the subjects one by one and obtained two groups. The means and SDs of both the groups were calculated. They were almost equal. Thus the researcher obtained two equal groups. A coin was tossed to designate the groups as experimental and control. Group 'A' was named as experimental group and group 'B' was named as control group. The test and marks obtained are given in Appendix No. A and E.

III.9 ANALYSIS OF THE SYLLABUS :-

The researcher analysed the syllabus of IX Standard before conducting the experiment.

Framing a syllabus is a complicated process. The syllabus framing committee has to be very critical while including the items under each topic. The committee has also consider the topic already covered during the previous years while framing the syllabus of higher standards. The syllabus for IX standard must be based on the syllabus from V to VIII. This has been done while framing the syllabus of standard IX. So it is based on the

syllabus which has been already prescribed for Std. V to VIII.

In the state of Maharashtra English is being taught as a Third Language from standard V. As a corollary therefore, by the time the pupil completes the senior primary stage (VI to VIII stds.) and enters Standard IX, he should have adequate grounding in English.

Besides these considerations the syllabus in English (Third language) for IX and X Standards will have to cater for the varying needs of pupils, who, broadly speaking, will fall into two groups.

- i) Those who may terminate their studies after S.S.S. level.
- ii) Those who may pursue higher studies in different faculties.⁵

In secondary schools, attempt should, therefore, be to lay a sound foundation of linguistic skills in English which would enable the pupils to develop additional and advanced linguistic skills so that they may be able to cope with the socio-economic and cultural life of the nation.

The syllabus basically aims at providing learning experience and exposure to language so that he may develop gradually in the course of two years a broad based conceptual understanding of the idiom of English with the help of a knowledge of functional vocabulary grammatical

items, basic sentence patterns and usage.

The main thrust of the new syllabus is on equipping the learner with communicative skills. With a view to promoting this, a list of communicative skill to be developed is provided in the syllabus. These skills are to be developed through the use of the various linguistic items prescribed for the classes concerned and where necessary with the help of the others.

III.9.1 Objectives of The Syllabus for IX Std :-

While framing the syllabus with the due emphasis on the structural approach accepted as a policy by the Maharashtra State, the four skills of listening, speaking, reading and writing essential for the learning and teaching of any language, have also been kept in view. The main thrust is communicative skills.

The abilities should range from the elementary to the higher or refined studies in accordance with the attainments expected at different stages. Gramatical and lexical items used for developing language abilities may vary from class to class. The structural items have been arranged in such a way that the earlier structure facilitate the learning of the later ones.

In order to make learning meaningful, situational, aural , oral and multi-skill approaches are recommended and a balanced development of all the four skills is envisaged.

Due emphasis should be given to writing practice. Pupils should also be able to write compositions based on given outlines pertaining to different topics within the range of their experience.

The skills of reproduction, summarising and answering questions on the prescribed text books as well as on unseen passage within the restricted vocabulary and structures should be developed.

The detailed syllabus given below is a continuation of the language study done in the previous classes. So that the teaching of English may become a uniform and expanding process.

Syllabus for IX standard is given as below.

- a) Prose : Sixty pages (excluding notes and exercises etc.)
- b) Poetry : Hundred lines (excluding introduction, notes, exercises etc.)
- c) Composition :- Guided story-writing with the help of the points. Letter - writing, (Personal) Comprehension / Translation (Unseen passage one standard below).
- d) Grammar : (Linguistic items).
 - (i) Adverb Clauses
 - a) Contract : e.g. Though I ran fast,
I could not get the bus.

b) Result : e.g. He ran so fast that he was completely exhausted.

c) Comparison : e.g. He is stronger than I expected.

(ii) Noun Clauses

a) Subject : What he says is right.

b) Complement : That is what I mean.

c) Object of the preposition : There is no meaning what you say.

iii) Reported Speech

a) Command : i) I said to him 'Go out'.

ii) I told him to go out.

b) Exclamations : i) What a fascinating land !' he said.

ii) He exclaimed with joy that the land was very fascinating.

iv) Not only ----- but also

e.g. I like not only cakes but also biscuits.

v) Beafraid / sure / certain / that clause

e.g. I am certain that the will come to me tomorrow.

vi) Past Participle

a) Attributive : We eat cooked food.

b) Predictive : The bird was dead.

c) Adjective phrase : The throne decorated with gems was placed in the Central Hall.

vii) Want + (pro) noun + to + verb

e.g. I want you to clean the blackboard.

viii) Was able to / couldn't

i) Shankar was able to save a rupee everyday.

ii) He couldn't see because it was dark.

ix) What is it like ?

e.g. what is the water in the well like ? It is cool and fresh.

x) What does he look like ?

He is very tall and handsome.

xi) 'do' and 'make'

e.g. I cannot do this exercises. God made the world.

xii) Conditional clause with 'if'

a) If I study hard I'll pass.

b) If I had known the language, I would have asked him many questions.

xiii) Conversion of degree of comparison.

xiv) Revision of items done in previous classes.

e) Communication Skills :

i) Describing states and processes.

ii) Narrating events.

iii) Reporting speech and events.

iv) Asking for and giving information (factual).

v) Expressing cause / result.

vi) Comparing and contrasting.

vii) Conveying ability / inability.

- viii) Asking for giving permission.
- ix) Conveying notion of quantity and number.
- x) Classifying and defining.
- xi) Reference skills, dictionary work.
- xii) Skimming and reading for specific information.

III.10 THE NATURE OF THE TEXT BOOK :-

The researcher studied the nature of the text book of Std. IX in order to fix the units and submits therein for experiment. The nature of the test book is given in the following paragraph.

At the beginning of the first five pages introduction was given. This introduction not only helps the students, teachers but also parents. It includes -

- a) Developing reading skills.
- b) Developing vocabulary skills.
- c) Developing functional grammar.
- d) Developing writing skills.
- e) Place of Mother tongue in the classroom.
- f) In pair or group work.
- g) Testing and examination.
- h) Types of Questions.

The test book consists seven units having references to very important issues of general interest. Each unit consists four sub units. Three revision lessons are given for extensive reading. The nature of each sub unit is given as below :

III.10.1 The Nature of Sub Units :-

The researcher also studied the nature and structure of sub units. The whole text book is structured in the following way.

At the very beginning of each sub unit :

A) BEfore you read :-

This serves / helps to the pupils to motivate the learner. These activities introduce students to the general subject of the text. The discussion points help students remember what they know about the topic and arouse their interest.

Listen and read :-

This activity is intended to increase students' reading speed by asking them to follow in their books at the speed of the cassette recorder / their teacher reading. There is a simple exercise to do during the listening, which helps students develop a general understanding of the text.

B) Read the text :-

The activities in this section focus on the 'sub skills' of reading including skimming, scanning the text to find a particular piece of information and saying what is likely to come next. This kind of anticipation is important for efficient reading.

Actula text :-

The subject matter is given in this.

Glossary :-

At the end of each text Glossary is provided. It helps the learner to understand the passage clearly.

C) Check Your Understanding :-

Reading 'sub skills' developed in this section include ;

- i) guessing meaning from context.
- ii) understanding main ideas.
- iii) distinguishing statements of fact from the writers' opinion.
- iv) understanding the information that is actually stated.
- v) understanding information that you can get from the statement.

D) Vocabulary Focus :-

The activities in Vocabulary focus draw attention to important points of usage including collocations (words which usually go together such as make a request) and word formation. The aim is to sensitise students to the complexities of word - meaning and to build students' word power. A new and important activity is dictionary work. The purpose of these exercises is to give students skills in using dictionaries appropriately and effectively. These skills will help them learn English independently.

E) Grammar Focus :-

The exercises in 'grammar focus' highlight syllabus items as they occur in the text. In addition, other useful items are included from time to time. This book does not include grammar exercise for their own sake. The grammar exercises here focus on Function (Meaning) as well as form. This means that the grammar exercises can often usefully link into the writing activities.

F) Writing Focus :-

These activities are designed to be done in class. They provide students with an opportunity to revise the grammar and vocabulary needed for a particular writing assignment. They also require students to work together in pairs / groups to discuss the content and organisation of the writing. These activities are helpful in training students to write effectively by breaking down the task of writing into a number of separate steps, collecting ideas, thinking about organisation, thinking about style, beginning to write in pairs or groups, checking and revision.

The researcher thoroughly studied all the units and sub units therein and decided two units for the experiment. First the researcher selected the first unit for the experiment.

III.10.2 Why The certain Units Selected :-

As it is already mentioned the researcher conducted the experiment at the very beginning of the first term in June 1998. The reasons of selecting first unit are as below ;

- i) This unit is suitable to prepare media packages.
- ii) This will be in continuous to the learners' study.
- iii) Their routine will not be disturbed.
- iv) It will be very helpful to the learner from their examination point of view.

The researcher selected the second unit i.e., 'Health.' This unit consists two important subunits. He has selected this unit for the following reason.

- i) He wanted to know the performance of the students about the subunits which are not for their first semester.
- ii) This unit has full scope for using the various media.

As it was an experiment he selected only these limited units.

III.11 DETERMINATION OF MEDIA ACCORDING TO THE CONTENT :

After selecting the units and the subunits for the experiment, the researcher determined the appropriate media for teaching the particular content. As it was already mentioned the researcher has conducted the experiment on twenty two days. He used different media

packages for different periods. The details about it are given as below.

III.11.1 UNIT I - ENVIRONMENT :-

Environment is one of the important widely discussed national issues. Language learning takes place in a real life situation is the principle of language learning. Hence the appropriate subject has been selected for creating real situation.

This unit consisted four sub units namely ;

- i) A Letter From Mother Earth.
- ii) How could We Live Without You.
- iii) Vanishing Forests.
- iv) A Boy's Song (Poem).

Unit - 1 , Subunit - 1 A Letter from Mother Earth. It is a letter written by mother earth to the children. Mother Earth is complaining about fast disappearing forests.

Period & Sections	Content	Media
	vii) We can't breathe fresh air.	
	viii) We have little social life.	
Period - 2 The Text; Vocabulary & Phrases	<p><u>Actual text</u> : This is in the form of letter</p> <p>I) <u>Why Mother Earth is Sad Now</u></p> <p>i) Long ago men cared for her, worshiped her as God.</p> <p>ii) Now they don't respect her any more.</p> <p>iii) They destroyed her forests and mountains.</p> <p>iv) They spoil her air with smoke and fumes of their cars and buses.</p> <p>II) <u>What does Mother Earth expect from children</u></p> <p>i) To become good citizens and take care of her.</p> <p>ii) To plant more trees in their houses in their schools and in their towns and villages.</p> <p><u>Vocabulary and Phrases</u> -</p> <p>i) Philosopher, Million, citizens, workship, in praise of, to take care of to provide with smoke and fume.</p>	<p>Tape recorder</p> <p>Transparency</p> <p>Transparency</p> <p>Flash cards and Flannel Board</p>

Period & Section	Content	Media
Period 3 Writing focus	<u>Types of Letter</u> i) The Family Letter ii) The Friendly Letter iii) The Formal and official Letter. iv) The Business Letter. v) The Application.	Transparency
	<u>Common Features for Letter</u> Writing i) Address & date. ii) Salutation. iii) Beginning of the letter. iv) Body of the letter. v) Concluding. vi) Subscription.	Tranaparency
	Special forms (format) and demonstration of one letter (Family Letter).	Transparency

Unit - 1 Subunit - 2How Could We Live Without You ?

This passage narrates the history of Chipko movement. It is a narrative prose passage.

TABLE - IIPERIODWISE DISTRIBUTION OF CONTENTAND MEDIA FOR UNIT I-2.

Period & Section	Content	Media
Period 4 Before you read & Text	<p><u>Tools</u> - Kiln, palace, sword, axe</p> <p>* Three Hundred years ago a group of women in Rajasthan gave their lives to save trees.</p> <p>* Text - (Passage) For Comprehension. Chipko Movement, Bishnoi Women, Prayer, save Khejari trees, Sacrifice made to save nature.</p> <p>* <u>The Chipko Movement</u> - The Bishnoi Women in Rajasthan started the Chipko Movement about 300 years ago. the movement was started to save trees and keep up the fabric of the world. The women hugged trees to protect it from the axes. Near about 250 women sacrificed but it did not go waste. The king repented his action. The</p>	<p>Epidiascope</p> <p>Picture (How they did this)</p> <p>Tape recorder Printed Matrial appeared in the newspaper, Tranaparency</p>

	Cuckoo	Peacock	Tribes	Water Glass	Mother	Pool
Wandering running			✓	✓		
Dancing		✓				
Swimming						✓
Looking					✓	
Loving						✓
Singing	✓					

UNIT - 1 SUB UNIT - 3

VANISHING FORESTS:-

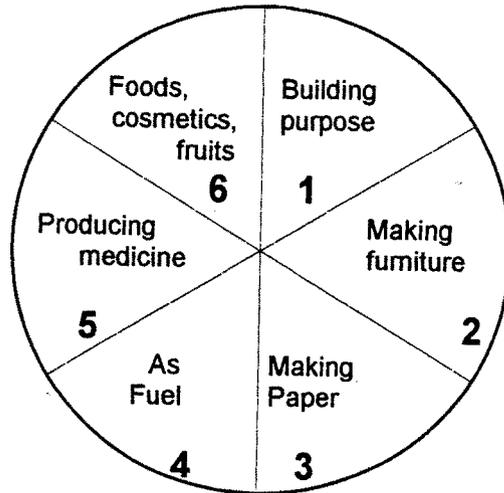
This describes how the forests are vanishing and also the efforts being made all over the world to save the forests.

TABLE - III

PERIODWISE DISTRIBUTION OF CONTENT

AND MEDIA FOR UNIT I - 3

Period No. & Section	Content	Media
Period 7 Before You Read	I) <u>Different Uses of Wood</u> pie chart	Chart and Transparency



II) Three Zones in the world - torrid, temperate and frigid.

Map of the world

Period No. & Section	Content	Media
	III) Play a recording of the passage for general understanding.	Tape recorder
	IV) <u>Vocabulary</u> - i) vanishing- disappearing fast ii) huge - very large iii) <u>deforestation</u> - the process of clearing forests of their trees.	Flash Cards
Period 8 The text	I) <u>Trees on the retreat</u> :- pie-chart. Forest covered a quarter of all land in 1950. By 1980 1/5 had gone. Much more will vanish by A.D. 2000 as each year an area of forest as big as <u>Hungary</u> falls under the axe.	Chart Map
	II) <u>Efforts to save the Forests</u> : i) <u>India</u> : Indian Villagers organized the Chipko Movement to save their trees from the axe of wood cutters. ii) <u>Australia</u> : The Govt. of Australia helped Tasmania to save its temperate forests.	Map of the world and Transparency

Period No. & Section	Content	Media
	<p>iv) <u>South Korea</u> :- Planted quick-growing pines on huge areas of hillsides.</p> <p>iv) <u>China</u> :- Since 1950 China has more than doubled its forest area by planting lands the size of Italy.</p>	
Period No.9 Grammar	<p>I) Know / understand + SOMETHINGS e.g.</p> <p>i) I Know Git</p> <p>ii) She understands Marathi.</p> <p>iii) She liked coffee.</p> <p>II) <u>Noun Clause</u> :- There is a set of verbs in English which are often followed by 'that' --- such structures are called Noun clauses. They are objects of these verbs.</p> <p>e.g. i) What did they know ?</p> <p>- They knew that somehow the soil, the light, water, the air, mutually interdependent.</p>	<p>Flannel Board</p> <p>Flannel Board, Roll up.</p>

Unit - I Sub unit - 4

The fourth subunit is a song. 'A Boy's Song'
This is a poem describing the beauty of nature. This is a
Lyrical form of the poem.

TABLE - IVPERIODWISE DISTRIBUTION OF CONTENTAND MEDIA FOR UNIT I-4

<u>Period No. & Sections</u>	<u>Content</u>	<u>Media</u>
Period 10 A Poem	I) General Theme of the poem II) Central idea. III) Reading of the Poem	Tape Recorder
Period 11 A Poem and Tanslatiion	I) Details studyof the poem II) Poetic devices III) Concepts IV) Imaginary V) Meaning of times. Practice of Translation	Pictures Epidiascope Posters.

III.11.2 Unit II - Health

In this unit there are four subunits. The researcher has selected only two subunits for his convenient.

Unit II - Sub Unit - 1 -Coffee

The text deals with the advantages and disadvantages of drinking coffee. It further explains the effects of coffee on the body. It surprises to know that coffee produces different effects on human body.

TABLE - V
PERIODWISE DISTRIBUTION OF CONTENT
AND MEDIA FOR UNIT II.1

Period No. & Sections	Content	Media																											
Period 12 Before you read and the text	<p>I) <u>Advertisement of tea</u> <u>Or Coffee</u></p> <p>ब) अन्नू ताजगी दे दे टाटा की चाय ले ले ब) अरे हुजुर चाह ताज बोलिये क) वाघासारख्या मर्दासाठी लिप्टन रेड लेबल ड) दीदी तुमभी नेस कॉफी पीने लगी</p> <p><u>Read the text</u> : Play a recording of the passage on a coffee.</p> <p>II) <u>Vocabulary (Matching)</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">A</td> <td style="width: 50%; text-align: center;">B</td> <td></td> </tr> <tr> <td>1) controversy ()</td> <td>a) excite to action</td> <td></td> </tr> <tr> <td>2) consist ()</td> <td>b) bring forth, create</td> <td>Flash</td> </tr> <tr> <td>3) stimulate ()</td> <td>c) the power of mind to form images</td> <td>Cards</td> </tr> <tr> <td>4) produce ()</td> <td>d) Various openions</td> <td></td> </tr> <tr> <td>5) imagination ()</td> <td>e) lay emphasise on</td> <td>Flannel Board</td> </tr> </table> <p>III) <u>Effect of Coffee on the body</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"><u>Times of the day</u></td> <td style="width: 50%; text-align: center;"><u>Effects on Body</u></td> <td></td> </tr> <tr> <td>1) The morning -</td> <td>acts on kidneys and helps the body get rid off the waste products collected in body during the night.</td> <td></td> </tr> <tr> <td>2) <u>After Lunch</u></td> <td>: acts on gastric glands and helps digestion</td> <td>Transparency</td> </tr> </table>	A	B		1) controversy ()	a) excite to action		2) consist ()	b) bring forth, create	Flash	3) stimulate ()	c) the power of mind to form images	Cards	4) produce ()	d) Various openions		5) imagination ()	e) lay emphasise on	Flannel Board	<u>Times of the day</u>	<u>Effects on Body</u>		1) The morning -	acts on kidneys and helps the body get rid off the waste products collected in body during the night.		2) <u>After Lunch</u>	: acts on gastric glands and helps digestion	Transparency	<p>Chart.</p> <p>Tape Recorder</p>
A	B																												
1) controversy ()	a) excite to action																												
2) consist ()	b) bring forth, create	Flash																											
3) stimulate ()	c) the power of mind to form images	Cards																											
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<u>Times of the day</u>	<u>Effects on Body</u>																												
1) The morning -	acts on kidneys and helps the body get rid off the waste products collected in body during the night.																												
2) <u>After Lunch</u>	: acts on gastric glands and helps digestion	Transparency																											

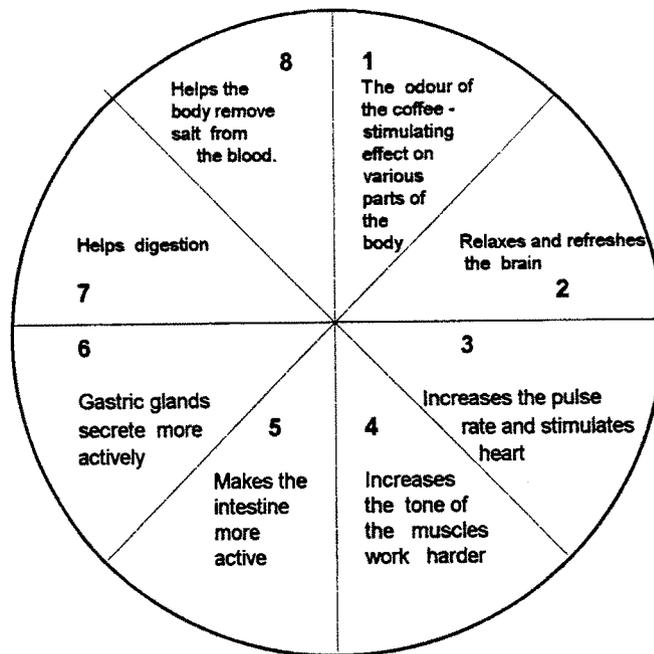
Period No. & Section	Content	Media
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3) Afternoon - acts on muscles and helps us feel less tired.

4) Evening - Stimulates the mind and the imagination

IV) Coffee, a healthy drink -
Pie - chart

Transparency



Period 13

Grammar

Focus

1) Past Participles as adjectives e.g.

i) I liked that painted doll.

ii) He is a learned man.

Past participles are used as adjectives and they come before the nouns they describe. such adjectives are called attributive adjectives.

Transparency

Flannel Board

Chart

Predicative adjectives -

Adjectives which come after verbs as part of predicates are called predicative adjectives
e.g. 1) He looked worried.

2) He felt disappointed.

Transparency

2) Past Participal Phrases

e.g. 1) The coffee bean contains one per cent of a substance known as caffeine.

Period & Sections	Content	Media
Period 14 Picture composition	Description of ' <u>The Garden</u> ' Big open place,--green lawns, ---- lovely plants, flowers, fountains ... the cool., and fresh air - visit garden in the morning ----- delightful scene.	sequence of pictures flannel Board

Unit II - Sub Unit 2 - T. B. Easy to cure fatal to ignore

It give us signal of the danger if we neglect this disease. We are worried to know that five out of every 1000 Indians above the age of 5 have infectious T.B.

Periods & Section	Content	Media
	c) A course of orally administered drugs can cure it within 6 to 8 months and there is no need of hospitalisation.	Transparency
	d) All govt. and semi govt. hospitals give anti T.B. drugs free of cost. <u>Sputum smear Test.</u>	Slides slide projector
Period No. 16 Vocabulary Grammar Focus & & Writing Focus	Vocabulary - word formation govern - government treat - treatment Judge - Judgement (Certain nouns are made from verbs by adding -ment. The meaning of such nouns is act / fact or of -ing.	Flash Cards, flannel Board
	<u>Grammar</u> <u>Quantity and number</u> a) which are the countable numbers? one two b) which are the measurable words? roomful, spoonful etc. e.g. 1) Spoon - Spoonful - a spoonful of medicine 2) Pocket - pocketful - pocketful of marbles.	Chart, Flash cards and flannel board

III.12 PREPARATION OF THE MEDIA AND THE LESSON PLANS:-

After fixing the media according to the content the researcher prepared the media packages. The researcher himself developed media such as posters, charts, transparencies, flash cards, substitution table, graph. He made available cassette from the market especially prepared for Std. IX, by Abee Foundation, Pune. He acquired hardwares such as overhead projector, flannel board, slide projector, tape recorder, epidiascope etc., from S.P.S. College of Education, Sangli. He also obtained slides from the Civil Hospital, Sangli.

In this way the researcher collected the required materials from the various sources and prepared media packages to use in the experiment.

III. 12.1 The Lesson Plans :-

There was a set of sixteen lessons plans. These plans covered one and half units which are selected to conduct the experiment. The basic idea of lesson planning was to plan lesson in a systematic way that helped to bring on behavioural changes which were expected to occur through teaching. Above all, it was a guidance plan for the teacher. The lesson plans had seven parts in the first part name of the subunit was given. In the second part the analysis of the subject matter was presented. The third part was concerned with the objectives and their specifications which are to be achieved. The fourth part was teacher's activities. The fifth part was pupil's

activities. The sixth part consisted the supported materials used. The seventh part consisted evaluation. The questions were to be asked after finishing the each sub unit. The details lesson plans are given in Appendix No. B.

III.13 CONDUCTING THE EXPERIMENT :-

After the analysis of the syllabus, detgermination of the media according to the content, and preparation of the lesson plans, the researcher framed the time schedule of the experiment. The programme is given below.

TABLE - VII

THE PROGRAMME OF CONDUCTING EXPERIMENT

Test. No. & Marks	Unit No., Title of unit and subunit	Period No.	Date	Group 'A' Time	Group 'B' Time
	Unit I - <u>Environment</u>	1	27/6/98	10.00a.m.	10.40 a.m.
	I.1.1.A) Letter From Mother Earth (Before You read section)			to 10.35a.m.	to 11.15 a.m.
	I.1.2. A text	2	28/6/98	10.00a.m.	10.40 a.m.
	I.1.3. Writing Focus Letter Writing	3	29/6/98	to 10.30a.m. 11.05a.m.	to 11.45 a.m. 11.45 a.m.

Test No. & Marks	Unit No., Title of the Unit & subunit	Period No.	Date	Group 'A' Time	Group 'B' Time
Test - 1 (20)	Based on Unit I-1	-	30/6/98	10 a.m. to 11 a.m.	10 a.m. to 11 a.m.
	I.2-1 - How could We Live Without You? (Before you read section)	4	1/7/98	10.35a.m. to 11.05a.m.	11.10 a.m. to 11.45 a.m.
	I.2.2 - Vocabulary and check you understanding.	5	2/7/98	--"--	--"--
	I.2.3 - Grammar and Writing Focus.	6	3/7/98	--"--	--"--
Test - 2 (20)	Based on Unit I-2		4/7/98	10.00a.m. to 11.00a.m.	10.00 a.m. to 11.00 a.m.
	I.3.1- Vanishing Forests (Before You read section)	7	5/7/98	10.00a.m. to 10.35a.m.	10.40 a.m. to 11.15 a.m.
	I.3.2. - Read the text (actula text)	8	6/7/98	10.35a.m. to 11.05a.m.	11.10 a.m. to 11.45 a.m.
	I.3.3. Grammar and writing focus.	9	7/7/98	--"--	--"--
Test - 3 (20)	Based on Unit I-3		8/7/98	10.00a.m. to 11.00a.m.	10.00 a.m. to 11.00 a.m.
	I.4.1. A Boy's Song (Poem)	10	10/7/98	10.35a.m. to 11.50a.m.	11.10 a.m. to 11.45 a.m.
	I.4.2. Chekc your understanding and Grammar.	11	11/7/98	--"--	--"--

Text No. & Marks	Unit No., Title of the Unit & subunit	Period No.	Date	Group 'A' Time	Group 'B' Time
Test 4 20	Based on Unit I-4		11/7/98	2.00 a.m. to 3.00 p.m.	2.00 a.m. to 3.00 p.m.
Compre- hensive Test I (40)	Based on Unit I		12/7/98	10.00a.m. to 11.30a.m.	10.00 a.m. to 11.30a.m.
	Unit II Health				
	II.1.1. Coffee (Before You read section)	12	13/7/98	10.35a.m. to 11.05a.m.	11.10a.m. to 11.45 a.m.
	II.1.2. Grammar Focus	13	14/7/98	---"---	---"---
Test - 5 (20)	Based on Unit II -1		15/7/98	10.40a.m. to 11.40a.m.	10.40a.m. to 11.40a.m.
	II.2.1. T.B. Easy To Cure Fatal To Ignore (Before You read section)	14	16/7/98	10.35a.m. to 11.05a.m.	11.10 a.m. to 11.45a.m.
	II.2.2. Read the text and check your understanding	15	17/7/98	---"---	---"---
	II.2.3. Composition	16	18/7/98	9.00 a.m. to 9.30 a.m.	0.35 a.m. to 11.05 a.m.
Test 6 (20)	Based on Unit II-2		18/7/98	12.00a.m. to 1.00 p.m.	12.00a.m. to 1.00 p.m.
Compre- hensive Test (40)	Based on Unit II		19/7/98	10.00a.m. to 11.30a.m.	10.00a.m. to 11.30a.m.

Note :- Figures into bracket indicate marks of the test.

III.14 DEVELOPMENT OF THE TOOLS :-

After the treatment, the researcher has to conduct tests on each subunit and comprehensive unit test to know the achievement of the learners of both the groups. Hence the investigator developed the tools. While constructing the tests weightage to objectives, weightage to questions and weightage to subunits were considered. The blue prints were prepared and were given to the experienced subject teachers and experts. In the light of their instructions and suggestions the blue prints were modified and finally questions were set according to them. The blue prints are given in Appendix No. c. The question papers are also given in Appendix No. D.

III.15 CONCLUDING REMARKS :-

In the foregone pages the researcher has explained the procedure he has used to know the effect of media on learning English. While doing so he has also described the research design and sampling procedure he has used in the experiment. He has also described the analysis of the units and determination of media according to the content. He has also described the tools used for collecting the required data.

With the help of the tools the data were collected through experimentation. Data thus collected from the experimentation are analysed and interpreted in the succeeding chapter viz., chapter IV - Analysis and Interpretation of Data.

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