

# **CHAPTER - I**

## CHAPTER I

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## CHAPTER - I

### INTRODUCTION

#### I.1 NEED AND IMPORTANCE OF THE STUDY :-

The recommendations of the National Policy on Education 1986 to restructure the syllabi of subjects of secondary classes have been accepted by the Maharashtra State Board of Secondary and Higher Secondary Education. In the view of the National Policy of Education, a uniform course of studies for secondary schools has been prescribed in different states all over the country. English plays an important role in scientific as well as technological studies in the country.

This uniform syllabus basically aims at providing learning experiences. While framing the syllabus and the text book, the structural items are also taken as the base. The four skills of listening, speaking, reading and writing are essential for the teaching learning process.

The Languages abilities should enable pupils -

- i) To understand spoken English within the structures and vocabulary prescribed.
- ii) To speak freely using the vocabulary and sentence patterns with correct pronunciation.
- iii) To write in simple and correct English answers to questions on the prescribed text or on topics within the range of their experience.

- iv) To acquire the necessary communicative skills required for their day to day social interactions.<sup>1</sup>

To achieve the above objectives, Every English teacher should manage his teaching process. The best thing is to use various media. There are various types of media such as audio-visual materials, Educational television, Motion pictures, Still pictures, Radio and Recordings, Visual and Verbal Symbols, The text book and other printed materials, designing posters etc.

Today instructional media has been recognised by the teachers and educationists as indispensable, and integral components of instructional materials, despite both formal and informal education. It is difficult to say, whether institutions have been developing the proper appreciation for the contribution, which media can make, and should be making, to both content and method in the educational process.

In the earliest days, the medium of instruction was one dimensional art, and effectiveness of teaching was mainly confined to the content of knowledge. A second dimension was added, when the method and knowledge of how to organise and present content, meaningfully became important. The third dimension crept and formed the idea, that the most competent teacher needed to know something about the taught. The fourth and the most recent dimension

had developed through interaction of mass media and people. Other conditions of teaching have also undergone changes, but all the four dimensions, mentioned above, show progressiveness in the teaching process and modern teaching.

At present the task of the teacher becomes more complicated, more challenging, more professional, more worthy or respect. The curriculum demands more thinking by teachers and students and result in less demanding routine. Further, there is a greater range in choice of instructional materials. Thus, the teacher must learn how to use new media as a part of modern learning system not merely to enrich or supplement present methods of instruction.

As a teachers or as a students we must learn more, learn it more efficiently, remember it better, and apply it more effectively. But unfortunately, most of the students fail to reach their learning potential. Jean Piaget, the distinguished Swiss psychologists, has said that the more a child has seen and heard, the more he wants to see and hear. Experience begets experience, intelligence is not only something you are born with it is also learned.

As teachers in these days face the problem of forgetting, they wonder up-to-date instructional methods and materials including the new media for audio-visual communication can transform classroom instruction into a

series of rich, memorable experiences.

To foster such experiences and reduce forgetting, modern educators are helping us devise new and challenging systems of instruction in which many new tools and techniques are employed for memorable, interesting presentations and explanation. Films, televisions, recordings, self instructional lessons - all there and many other instruments will be successful only if the students remember and use the message that they have presented.

Most of the teachers teaching English at the secondary level, do not pay more attention towards the above media. They do not trust the importance of media and go on according to old traditions. Even some teachers do not know various kinds of media. Consequently students failed to fulfil the objectives which are kept in mind while framing the curriculum and text book.

Our national ethics requires that all students regardless of physical or intellectual endowment, race, religion or socio-economic background have the right to education of optimal benefit to themselves and society. The philosophical position is often expressed by the phrase "Equality of Educational Opportunity." Where equality means not identical or uniform education but adaptation to abilities and needs. There are gifted as well as retarded students who are being neglected. Special provision for education of such students is necessary. They need special

instructions according to their capacities and capabilities. Hence selecting proper media in this study will be helpful to both high and low achievers in learning English. The instructional media that is developed during the study will be helpful in remediating the disabilities of the low achievers in learning english.

Most of the teachers unable to use the appropriate media according to the context due to lack of knowledge about media and their effect on the learners' achievement. It is hoped that this study will inspire and guide to the English teachers to select the proper media and to use it effectively and they will be well acquainted with the various kinds of media. This will helpful to create interest and to trust on the use of media. Hence the researcher has undertaken this problem to study the effect of media on learning English.

## **I.2 IMPORTANCE OF MEDIA IN TEACHING LEARNING PROCESS :-**

"A room without pictures is like a house without Windows". Ruskin.

Class room discipline depends considerably upon how the teacher comes prepared in the class and how he delivers the lesson. To-day's class room is different from what it used to be in the past. There is need of motivating the students for the lesson. Only then the learners are ready to receive anything. What can make a lesson really interesting ? What can help a teacher to teach his lesson

better ? Media serve the purpose to some extent.<sup>2</sup>

The use of Media helps the teacher of English considerably in the teaching of his object. The language teacher should be very much interested in the preparation of different types of media. He should not depend upon others for it. He should understand that the different media make the teaching of the language meaningful and understandable for the learners.

The following are the advantages of using different media in the teaching of english.

- i) The teaching work becomes more effective because the media stimulate the interest of the pupils.
- ii) The students are able to grasp the subject matter very well.
- iii) The teacher can create situations and that way the lesson becomes lively. The learners feel that the subject matter has its direct link with the real situations.
- iv) By using the media, one is able to avoid dependence on mother tongue. Besides, one gets visual reinforcement.
- v) Whatever is learnt through media, remains in the minds of the learners for a long time.
- vi) The different media help in adding variety to the teaching of languages.
- vii) Burden of the teacher as far as his teaching load is concerned, is reduced considerably. He has to talk less if he makes use of the different media in the classroom.



- viii) The different media are some sort of entertainment for the learners.
- ix) Media enable the teacher to present and demonstrate situations, objects and actions that otherwise could never be brought into a class room.
- x) Media enable the teacher to use a large variety of situations so that practice can be related to the different new grammar points.

### I.3 MEDIA : MEANING, CHARACTERISTICS AND CLASSIFICATION

#### I.3.1 Meaning of Media :-

Instructional media are the electromechanical devices which act as middle conditions between student and what he is to learn. As instructional media are simply a means of transmitting instruction. It serves as a channel of instruction what passes through the channel is the substance of instruction.

According to Wittch and Schuller, "the terms audio-visual materials", "instructional materials" and "educational media" are synonymous. The term media includes all three of these therms. Media thus refers to films, filmstrips, recordings, posters, maps, charts, pictures, printed materials, T.V., Computer-assisted instruction etc. <sup>3</sup>

### I.3.2 CHARACTERISTICS OF THE MEDIA :-

Media have different characteristics, and the teacher should know these characteristics in order to decide which of them is relevant to the learning experience he wants to provide. From the user's angle, the important characteristics of the media are the following :

- i) The senses they stimulated, e.g. a book or a picture stimulates the eye an audio-tape stimulate the ear.
- ii) Message code, e.g. a book gives verbal messages, but a film can give non-verbal messages also.
- iii) Multiplicative power : A mass media (T.V., Radio) programme can be attended by a very large number of learners, but a teacher's lecture can be attended by a small number. Additionally learners from mass media can be disbursed in many different locations.
- iv) Power to preserve a message: The mass media programme or a teacher's is a one-time affair. It is difficult to repeat the performance unless it is video taped by a learner for his individual use.
- v) Power to meet specialised needs: Producing mass media programme is costly and hence the programmes are aimed at a large number of learners, producing a poster or writing on a chalkboard is relatively less costly and therefore they can be produced to meet specialised need of small groups.

### I.3.3 CLASSIFICATION OF MEDIA :-

#### Media Used For Teaching of English as a Second Languages at the Secondary Level.

The classification of media is done with a view to impliment and have the evidence of used media. It can be broadly classified into three main categories viz. Visual media, Audio media and Audio-Visual media.<sup>4</sup>

#### A - Visual Media :-

A number of important visual media which help in the teaching of English are as below :-

##### i) Beginneer's Bag :-

The teacher who teaches a class of beginners should have a bag which contains some actual objects. It helps to teach simple things like pen, pencil, book etc., by showing those things to the class. He will show the object and tell its English name. It enables the students to understand those words very thoroughly.

##### ii) Models :-

Models are also quite useful in the teaching of a language sometimes actual objects are not available or we cannot bring those objects to the class for teaching. In that case, the models serve the purpose.

iii) Pictures :-

Pictures are one of the most common type of visual media. According to old Chinese saying 'A picture is worth ten thousand words.' The idea is that if we explain something for say fifteen or twenty minutes to the students, it can be forgotten. But anything visualised through a picture has its impact for a longer time. The learners are able to retain it in their mind for a longer time.

Through picture we can illustrate a story, some accident, an activity, a sight, a place etc.

iv) Charts :-

Charts are common type of visual media which are used for teaching the different language items. Some situation can be depicted on a chart. It helps the students in learning composition. It can be used for teaching spelling, for reading purposes.

v) Flash Cards :-

Flash Cards are pieces of Card board or hard paper on which a word or words are written or pictures are drawn. They can be shown to the students at any time. They can be successfully used for a number of purposes e.g.

- a) Word Recognition.
- b) Team Competitions.
- c) Training in Speaking.
- d) Teaching Writing.

vi) Match Cards :-

Flash cards can serve the purpose of match cards. In match cards, we have flash cards in pairs. They are displayed on the flannel board.

vii) Flannel Board :- (Felt Board)

It is a Wodden board on which flannel is fixed. The different flash cards on which flannel is fixed, can be placed on the flannel board. It can be used for teaching spelling, reading of English formation of sentences, picture composition, and guess the meanings and matching etc.

viii) Black Board :-

It is one of the cheapest and most useful type of teaching media. It can work wonders in teaching of English if the teacher is an expert in drawing and sketching. Undoubtedly, it is the never failing friend of a teacher. It can be used for teaching the students reading and writing of language.

ix) Bulletin Board :-

It is a board of soft wood or cork. It is used for pasting papers, pictures or painting. It displays announcements, records, news items, newspaper cuttings, illustrations etc.

x) Pocket Board :-

Anything written on the flash cards may be hung in the pockets of the board and then removed by the teacher at any time.

xi) Epidiascope :-

Flat, printed or drawn pictures and diagrams, and some three dimensional objects may be projected with the epidiascope. In case of a language, writing sample given in the book, diagrams like organs of speech, symbols etc. can be screened so as to make them more clearly visible to the learners.

xii) Overhead Projector :-

It is another useful and more convenient way of using black board. In case of B.B. Work, generally it is seen that the teacher stands in front of while writing and thus his writing on the black board is obstructed. The students can't see it properly. Moreover the teacher has to stand as he is writing on the black board. Both these drawbacks can be overcome in the case of overhead projector. Some main ideas, summary, events can be displayed by using transparencies.

xiii) The Slide Projector :-

Slide projectors used in instructional situations use 2 by 2 inch slides.

- xiv) Substitution Table :- It helps to develop the sentence patterns.

B. AUDIO MEDIA :-

Some of the important audio media which help in the teaching of English are as below :-

i) Radio :-

It can be used in a number of ways for teaching English. The learners can listen to english news and other programmes which are broad-cast on the radio. The pronunication of students can be improved considerably. Listening ability and speaking ability of English can be improved with the help of radio. It also helps to improve writing speed.

ii) Tape Recorder :-

Though it is an expensive type of audio media, it is really very useful. It is an extension of a lecturer's work. It helps to understand the passage clearly. It can also be used for improving pronunication of the students both at the junior and senior stages. It can also be used for teaching the students how to recite a poem and how to read a prose passage correctly. Thus, use of stress, intonation, rhythm etc., can be taught to the learners of language.

iii) Record Player :-

There are gramophone records on which the poems and prose passages are recorded. In the same way, there are

records for teaching stress, intonation etc. These can be successfully used in teaching a class of English. Drills for vocabulary and structures can also be given with the help of a record player.

C. AUDIO-VISUAL MEDIA :-

i) Cinema :-

By seeing the english movies, spoken english of the learners can be improved considerably. Moreover, we can see the situation and also hear what is being said in that situation. It helps in the comprehension of language material.

ii) Television :-

It is modern type of audio-visual media. At present, it is being used for teaching purposes in big cities like Delhi, Calcutta, Madras, Bombay etc.

It can be used for the improvement of pronunciation. It also helps in making teaching of English more interesting and effective. Understanding ability of the students can also be improved.

iii) Film Strips :-

Film strips are more flexible than cinema and so they are quite useful in many respects. They are available specially for teaching and more directly associated with the classroom. They are used on a slide projector or a film strip projector. They can be successfully used for composition lessons.



#### I.4 STATEMENT OF THE PROBLEM :-

##### The Problem :-

"A Study of Effect of Media on IX Class Students' Learning English."

##### I.4.1 Stating the Problem:-

- i) What are the different media used for teaching English ?
- ii) What effects the media have on students' learning skills ?
- iii) How can the students be helped to have minimum mastery over learning skills ?
- iv) Can we achieve the goals with existing system ?  
And what changes are to be done with what effect ?
- v) Is it possible to provide all the media for learning English ?

#### I.5 DEFINITIONS OF THE TERMS USED :-

The terms used in the above statement are defined for the sake of clarity and also for limiting the scope of the study as follows :

##### i) Media :-

"Mode of presentation of the subject matter is called media."<sup>5</sup> To make some arrangement of the subject matter before it is presented before the students. To present the subject matter before the students in such a manner that it attracts the students and inspire them to learn it.

Instructional media play a keyrole in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge , skills, and attitudes. In this sense, the teacher, the textbook, and the school environment are media. However, media will be defined as "the graphic, photographic, electronic or mechanical means for arresting, processing and reconstituting visual or verbal information."

ii) Learning :-

"Learning is the acquisition of habits, knowledge and attitudes. It involves new way s of doing things, and it operates in an individual's attempts to overcome obstacles or to adjust to new situations. It represents progressive change in behaviours. It enables him to satisfy interests to attain goals."<sup>6</sup>

I.6 SCOPE AND LIMITATIONS OF THE STUDY :-

- i) This study was limited IX standard.
- ii) The scope of the study was only a division out of four from G.R.P.Kanyal Prashala, Sangli.
- iii) This study was related with urban area that is Sangli.
- iv) Only one and half unit was taken for the experiment.
- v) Media selected and developed which are applicable to the certain units and convenient to the investigator.

- vi) It was proposed to complete the experiment within a month during the first term of the academic year and three months for analysis of the study and research report.

I.7 OBJECTIVES OF THE STUDY :-

The objectives of the study were as follows :-

- i) To analyse the syllabus of Std. IX in the light of objectives of teaching English set in the new pattern.
- ii) To study the text book of Std. IX to locate the areas those need support material.
- iii) To study the various kinds of media applicable to teach extracts from text for Std. X.
- iv) To prepare media packages for each subunit.
- v) To develop lesson plans inclusive of media packages
- vi) To know the efficacy of media in relation to students' achievement.

I.8 ASSUMPTIONS OF THE STUDY :-

Following were some assumptions of the study under investigation :-

- i) All the teachers followed the syllabus before teaching the units.
- ii) Teachers are well acquainted with the new approach of teaching English as a foreign language.
- iii) All the teachers followed the instructions given in the text book.

- iv) Teachers are well acquainted with the format of question paper and evaluation system.
- v) All the teachers of English are well aware of the objectives and changed syllabus.
- vi) All the teachers used the conventional aids in the teaching - learning process.
- vii) Unit tests are conducted in the secondary schools.
- viii) Question papers are set by the individual teachers.

#### I.9 HYPOTHESES OF THE STUDY :-

The following hypothesis of the study were formulated.

- i) There is no significant difference between the mean performance of the students from group 'A' and 'B' on previous test.
- ii) The achievement of the students of group 'A' is better than the group 'B' after using visual aids and cassette.
- iii) The achievement of the students of group 'A' is better than the group 'B' after using enlarging devices, visual aids and substitution table.
- iv) The achievement of the students of group 'A' is superior than the group 'B' after using graphic aids, transparencies and cassette.
- v) The achievement of the students of group 'A' is better than the group 'B' after using visual aids, audio aid and slogan charts.

- vi) The achievement of the students of group 'A' is superior than the group 'B' after using comprehensive media packages.
- vii) The achievement of the students of group 'A' is better than the group 'B', after using media for expression, visual aids and cassette.
- viii) The achievement of the students of group 'A' is better than the group 'B' after using projective media, visual aids and cassette.

#### I.10 SCHEME OF CHAPTERISATION :-

The investigator used various media packages in learning English and collected data from testing. It has been analysed and interpreted and conclusions based on experimentation have been systematically presented in the following five chapter as indicated below :

#### CHAPTER I :- INTRODUCTION

It contains need and importance of the study, importance of media in teaching - learning process, statement of the problem. Objectives of the study, hypotheses of the study, assumptions of the study, scope and limitations of the study and organisation of the study.

#### CHAPTER II :- REVIEW OF THE RELATED RESEARCH STUDIES

This chapter is stated to the review of the related research studies in instructional media in India.

### CHAPTER III :- PROCEDURE

In this chapter the researcher explains the experimental method, experimental design used in his experiment and actual execution of the experiment. It also includes the description of the sampling design and the tools and techniques adopted in the present study.

### CHAPTER IV :- ANALYSIS AND INTERPRETATION OF DATA

This chapter is stated to analyse and interpretation of the data obtained through experimentation.

### CHAPTER V :- SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discussed the results of the experiment and draws conclusions based thereupon. It also includes recommendations of improvements which were honestly felt by the researcher as essential suggestions.

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