

CHAPTER - III

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## CHAPTER -- III

### REVIEW OF RELATED LITERATURE

#### III.1 INTRODUCTION

The purpose of the present chapter is to take review of related literature. It summarizes the findings and suggestions from the earlier researches in the field of the present study.

The review is helpful to the researcher in the following ways.

- 1) It helps to avoid duplication in research and provides suggestions for further research work.
- 2) It is useful in selection of the methods and tools to be employed at in the interpretation of results.
- 3) It helps researcher in research methodology.
- 4) It gives guidance about the research work done.
- 5) It is helpful in outcomings of the research.

With a view to reviewing the related literature the researcher has gone through the following volumes of research work :

Why only these for V. Books  
& not Research journals?

- i) A Survey of Research in Education edited by Dr. M.B. Buchy Centre of Advanced Study in Education, M.S. University, Baroda.
- ii) Second Survey of Research in Education 1972-78, Dr. M.B. Buch (Ed.), Society for Educational Research and Development, Baroda.
- iii) Third Survey of Research in Education (1978-1982) Dr. M.B. Buch (Ed.) National Council of Educational Research and Training, New Delhi, 1987.
- iv) Fourth Survey of Research in Education (1983-88) Dr. M.B. Buch (Ed.) National Council of Educational Research and Training, New Delhi, 1991.
- v) The III Indian Year Book of Education, Educational Research, National Council of Educational Research and Training, New Delhi.

### III.2 REVIEW OF RELATED RESEARCH WORK

Ghanapragasam N.S.<sup>1</sup> (1975) had a research work about question bank. It was based on setting up a question bank of objective tests.

This research was conducted in Yeddapalli, Institutes of Educational Research, Loyola College, Madras 1975 U.G.C. Financed.

It gave the importance of question bank.

It was practical step towards examination reform. Objectives of testing were taken to be knowledge, comprehension, application, analysis, synthesis and critical evaluation of all the different types of objective test items. Multiple choice items with three to five choices were largely developed in this project.

Eleven other types of items included the following completion, master list, statement and reason, true or false statement, matching, filling up blanks, classification, comparison, simple problems, short answer questions and comprehension passage.

For the sake of try out test papers were prepared by selecting questions out of this pool of items and then administered to the pre-university and degree students of science in Loyola College who formed the sample of the study. Item analysis was carried out, Facility index and discrimination index were found about for each item which would help the teacher to pinpoint the suitable questions.

The most important outcome of the project is creation of Loyola Chemistry Question Bank. The bank consists of objective

type of questions mostly at the B.Sc. level numbering 2983 of which 1847 were already tested during the project period during 38 objective tests. The questions have been classified in three main branches of chemistry organic, inorganic and physical.

Shah S.G. <sup>2</sup> (1979) had an investigation for his Ph.D. The title was 'Development and Try out of Multi-media Package on Effective Questions in the Context of Micro Teaching (SGU).

The objectives were

- i) to develop self instructional multi-media package on effective questioning which would be helpful to preservice and inservice secondary school teachers.
- ii) to try out the package by experimentation and to explore the feasibility of the self instructional multi-media package.

Thirty two teachers were selected randomly 16 preservice and 16 inservice. It was a single group design and analysis was done with Chi-square test.

Major findings were as given below :

- i) The teachers who were exposed to the treatment of the self instructional multi-media package course showed significant improvement in all skills except one.



- ii) As regards the percentage of the pupil talk there was significant improvement.
- iii) The self-rating scores of the teachers showed that they had a feeling of improvement in the use of eleven questioning skill out of twelve.
- iv) The results about the opinion of the teachers reveal that they did realise the utility of micro teaching technique for practising the skills.
- v) The results obtained on the package course evaluation questionnaire indicated that the package course was quite interesting for the participants.
- vi) The qualitative evaluation of the package led to the conclusion : the teachers were quite satisfied with the package course so far as its educative importance was concerning.

Kumar S<sup>3</sup> (1982) (M.S.U.) had done 'An Investigation into the questioning pattern of social studies and science teachers in English Medium Schools.'

He observed the questioning behaviour of social studies and science teachers, what kinds of questions they asked and what were the succeeding and preceding event of questions and he studied

the association of different kinds of questions with students response.

Main objectives of his studies were

- i) To analyse the classroom questioning behaviour of social studies and science teachers of English medium schools.
- ii) To study the kinds of questions used by the teachers in classroom teaching.
- iii) To study the preceding and succeeding events of different kind of questions.
- iv) To study the association of different kinds of questions with student's response
- v) To study the association of different kinds of questions with student's response and imitation.

This was conducted on 35 schools & 205 teachers were observed with Flander's Interaction Analysis Category System. Percentage of response and imitation were found out. The data were analysed by Chi-square test.

The major findings of the investigation were as below :

- i) The teacher dominated the classroom interaction and about 71.37 per cent of the total time was used by the teacher. Of this teacher's talk questioning formed only 6.09 per cent.
- ii) The possibility of a question to be followed by response got decreased with an increase in the level of complexity of questions.
- iii) The questioning behaviour of social studies and science differed significantly. Science teachers used total questioning translation, interpretation, application and higher order questions to a greater extent and memory and routine type of questions to less extent than social studies teachers.
- iv) Different kinds of questioning had relationship with students response and initiation. Increase in the use of questioning increase students response and initiation.

Jangira N.K. and Dhoundiyal N.C.<sup>4</sup> (1981) - Their research was 'Effect of classroom behaviour training on the classroom questioning behaviour of Teachers' N.C.E.R.T. New Delhi.

The specific objectives of the investigation were:



- i) to design classroom behaviour training (CBT) based on the systematic feedback following interaction analysis approach.
- ii) to design classroom questioning behaviour observation system with a view to modifying the questioning behaviour of the teachers.
- iii) to study of effectiveness of classroom behaviour training (CBT) in modifying the classroom questioning behaviour of teachers.

The effectiveness of CBT was assessed through an experimental study, a pre-test, a post-test and control.

A twenty hour training programme was given to the observers who were to observe these teacher using (CQBOS).

Main findings were :

- i) CBT helped in increasing the incidence questioning in experimental group.
- ii) In respect of structural characteristics of questions it was found that teachers improved the quality after undergoing CBT.

- iii) After the CBT the experimental group showed a significant improvement with respect to question delivery behaviour pause and voice. In respect of speed of delivery of questions it was not significant.
- iv) CBT helped in modifying the pupils response management behaviour of the teacher.
- v) CBT had possitive effect on experimental group.

Jangira N.K. and Dhoundiyal N.C.<sup>5</sup> (1984) "Structural characteristics of classroom Questions, Pupil Responses and Pupil Response Management Behaviour of Social Studies Teachers, Dept. of Teacher Education, N.C.E.R.T. New Delhi 1981.

#### The specific objectives of the investigations

- i) to study the incidence of classroom questions in social studies lesson at grade VII.
- ii) to study the different levels of classroom questions used in social studies lessons.
- iii) to study the structural characteristics and quality of classroom questions in social studies.

- iv) to study the type of pupils responses solicited by the classroom questions.
- v) to study the pupil's responses in the context of the structural qualities of the questions.
- vi) to study the management of pupils' responses in the social studies lessons and
- vii) to study the response management in the context of the type of responses received from pupils.

The sample was of 25 social study teachers of Delhi and Haryana schools. One lesson for 35 minutes was taperecorded for analysis Classroom Questioning Behaviour Analysis System was used for analysis of the lessons. Chi square test was used for analysis.

Main findings of the investigation were

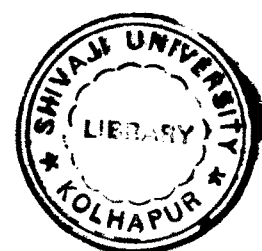
- i) The incidence of classroom questions, in social studies lessons under study was very high.
- ii) On an average 29 questions were asked in a lesson.
- iii) Most of the questions were at memory level.

- iv) The length of the question varied from four to thirty four words.
- v) Most of them were of 14 words in average.
- vi) Structural characteristics of the questions used in the social studies classroom appeared to be related to the type of pupils responses they elicited.
- vii) The type of pupils' responses were related to the response management behaviour of the teachers.

In 1985 Pratap D.G.<sup>6</sup> from Poona University has compared various structures in English and Marathi and his investigation has specially mentioned that 'Questioning in Marathi is a simple matter as compared to English'.

Sharma A. K.<sup>7</sup> (1986) in his investigation 'Effects of Different Microteaching Setting on Development of Probing Questioning and Verbal Classroom Interaction' studied effects of different micro-teaching setting.

- 1) He studied whether the increase in number of pupils has any influence on the development of probing questioning skill.



- 2) Whether progressive increase in the duration of teaching, period from five minutes to twelve minutes had any effect on the probing questioning skill and on verbal classroom interaction.
  
- 3) Progressive increase in teaching period and number of pupils together had any effect on this skill of probing questions.

The results were in favour of micro teaching.

### **III.3 CONCLUDING REMARKS**

All this research work shows that researches have been made to see the effects of questions in classroom, the students response, use of question bank, classroom interactions and the questioning skill from the point of view of micro teaching.

But there has not been any research work specially on improving the skill of framing questions in English of teacher trainees who have obtained methodology of teaching English as their first method.

So the problem selected by the researcher is a novel one.

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- 1) Buch M.B. (Ed.) Second Survey of Research in Education (1972-78) Society for Educational Research and Development, Baroda 1979, p.383.
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- 3) - Ibid - p.766.
- 4) - Ibid - p.813
- 5) - Ibid -
- 6) Buch M.B., Fourth Survey of Research In Education Vol. I 1983-88 National Council of Educational Research and Training, New Delhi 1991, p.652.
- 7) - Ibid - p.948.