Chapter I

Introduction
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INTRODUCTION

Rapid development of communication and information technologies has made a person employable world wide provided he has the necessary skills.

Education is not mere imparting of knowledge, but also development of required skills, habits and attitudes. Education should produce physically, mentally, socially and emotionally balanced and competent individuals.

New frontiers of knowledge open every day. There is more and more to be learnt every day. Wide international connectivity through Information Technology and Communication Technology has resulted in an explosion of information. Together with the population explosion, developing countries like India are facing serious difficulties. There are more people to be taught and more information to be assimilated; this can be successfully tackled with the media, methods and strategy called “Educational Technology.” The problems arising from quantity and quality in education can be tackled to a large extent by upgrading the level of educational facilities and instructional methods.

The word ‘Research’ is combined with ‘Development’. It denotes the concern for application of latest information to creation or alteration of a product or process. In the area of Educational Research, attempts to explore current Instructional problems and new approaches to the solution of those problems are made.

Globalization has created a demand for communicative abilities in a language, rather than mere grammatical approach. The teachers have to take up aids to support and improve communicative abilities in Language Teaching. This research emphasizes the role of teachers, media and learners in applying the potential benefits of Educational Technology.

Thus, it is imperative to concentrate on developing English language skills of students in order to make them fit for survival in the age of Information Technology.

Globalization changes the condition under which language learning takes place. People have always learnt languages for economic reason but in a post-industrial
It has been argued that the linguistic skills of workers at all levels take on new importance (Cameron 2000; Cope and Kalantzis 2000; Gee et al., 1996).

Technological change is connected to economic change, since operation of a global market depends on rapid information flows made possible by new information and communication technologies. But the effects of technological change are not confined to the economic sphere: they are also seen in the development of new cultural forms and the popularity of the new leisure activities (e.g. visiting on-line 'chat rooms'). Education, too, is increasingly affected by the advent of new technologies and media. These are having a significant impact on second language teaching (Warschauer and Kern 2000), and in the process raising questions about the potential of technology to radically change the experience of learning languages.

**GLOBALIZATION AND ENGLISH**

There are three main ways in which Globalization and English are connected.

1. In the first place, the rise of transnational corporations does much to promote the spread of English. Typically, these organizations have head quarters located in Europe, North America or Japan, and geographically dispersed centres of production, all of which are connected electronically. Graddol (1997) explains how English is usually adopted as a lingua franca when transnational corporations enter into joint ventures with local companies in non-English speaking countries. This can imply business and legal documentation being produced in English, oral and written communication skills training in English for staff, possible spinoffs for the local hotel and tourist industries, and more English being taught in local schools.

2. Secondly, the increase in the number of world organizations, many of which are themselves implicated in globalized networks, means that English continues to be in demand globally. For example, English functions as the working language of many international bodies and conferences, scientific and many other forms of academic publishing, international banking, international tourism, third level education, International law and human rights, information technology, and Internet communication.
3. The third area is linked specifically to the Internet. English currently predominates on the Internet because majority of computers with connections are located in English-speaking countries. Against this background, students around the world continue to learn English.

EDUCATION

Education is the acquisition of knowledge and experience as well as the development of skills, habits and attitudes, which help a person to lead a full and worthwhile life in this universe.

The human child, who is quite immature and undeveloped at birth, is subjected to a systematic course of instructional and disciplinary influence by a mature and experienced person called ‘Educator’. The child, after undergoing this course of planned training, becomes fit for satisfying the needs of society and also of his own life (Redden)

Education is the complete development of the individuality of the child, so that he can make an original contribution to human life according to the best of his capacity (T.P.Nunn)

Education is a great conservative and transmitting force. Knowledge and experiences of one generation are passed on to the next, thus leading to the progress of mankind. Education is a biological and social necessity for man. Modern researches in experimental psychology testify that a human child if neglected, does not develop the faculties that are required to be developed.

As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social, the accepted customs, norms, values and skills, which are required to be preserved, need to be passed on to successive generation. The Educational process transmits cultural heritage, value systems, knowledge and skills from one generation to another through different institutions. Important activities of the Educational process are teaching, which includes training, instruction and development of cognitive processes and abilities. Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration and the formulation of pilot programmes.
Education is mostly a planned and purposeful activity. Education aims to produce physically strong, socially compatible, spiritually enlightened, emotionally stable, culturally sound, mentally alert and morally upright individuals.

The National Education policy of 1986 has set the following educational aims of our country. They are:

- All round material and spiritual development of all people.
- Cultural orientation and development of interest in Indian culture.
- Scientific temper
- National Cohesion
- Independence of mind and Spirit
- Furthering the goals of socialism, secularism and democracy
- Manpower development for different levels of economy
- Fostering research in all areas of development.
- Education for quality

Education is a unique investment in the present and future. Children of today are adults of tomorrow. The preparation of individual child for responsibilities and privileges of adult life has been considered to be the chief function of Education. Education has been equipping children with the necessary knowledge, power and training for successfully facing the problems of adult life, when they grow up. The older and mature members of the society pass on their, as well as their ancestors’ experiences, interests, findings, conclusions, traditions and attitudes to younger and immature members of the society. In this way, the continuity of a society is maintained. Now school has to provide what home and community provided in the past.

Education must keep pace with the changing needs of society. Three prominent functions of Education are:

- Conservative, i.e. preserving all the old traditions, values, ideals, worthwhile customs and way of living.
• Transmitive i.e. transmitting the cultural heritage to the younger generation.

• Progressive i.e. reconstructing new experience, unfolding new dimensions of knowledge, developing new capacities in the individual and furthering civilization and culture.

National progress depends upon the handwork, energy, selflessness and devotion of the individual. The framers of the Kothari Education Commission Report have said that the destiny of India was being reshaped in its classroom.

EDUCATION AND PHILOSOPHY

Philosophy is an intellectual attempt to interpret and understand the universe. Education is the process of enabling people not merely to live, but to live adequately. If Education is a set of techniques for imparting knowledge, skills, and attitudes, philosophy is the foundation to vitalize these.

The gifts of philosophy to education are:

• Philosophy assists education in understanding man, his life, his actions, ideals and problems.

• Philosophy assists the educator in formulating beliefs, arguments, assumption and judgment concerning learning and teaching, character and intellect, subject matter and skill, desirable ends and appropriate means of schooling.

• Philosophy assists education in the determined effort to find out what education should do in the face of contradictory demands of life and factors arising out of experience, which brings meaning and direction to thinking.

• Philosophy assists education in giving unity of outlook to the diverse interest of the individual, his family, community and the state.

• Philosophy provides logical vigor envisaging transcendence and disciplined imagination, which when taken out from the person, will find him a barren mass of flesh.

• Philosophy provides reason with faith.
PHILOSOPHIES OF EDUCATION AND CURRICULUM

The need of philosophy of Education is felt very seriously in the area of curriculum planning. Aggarwal (1996).

- According to Naturalism, the curriculum is based on the nature of the child, and his interests. It lays stress on learning through experience, observation, Heuristic method and by doing. The methods of instruction must be inductive to make teaching effective, inspirational and attractive.

- In Idealism, the curriculum lays stress on the nature of the child, Ethics, religion, arts, truth and humanities. Learning through reading, lecturing, memorization, discussion and imitation are the methods of teaching.

- Pragmatism stresses experience curriculum. It regards utility as the prime mover in the determination of curriculum. Pragmatism assigns due place to the interests of the child, provides for problem-solving activities, creative activities, purposeful activities, and activities which lead to learning through experience and project methods. These are considered to be methods for successful teaching – learning.

- In Existentialism, the primary aim of education is making of a human person as one who lives and makes decisions about what he will do and be. The school should provide an environment where the individuals find security, encouragement and acceptance by teachers. The teacher should facilitate development or originality and creativity by providing necessary material and equipment. Democratic ideas must pervade the school environment; concern and respect for the individual student should be the main concern of the school.

CONCERN FOR QUALITY IN INDIAN EDUCATION SYSTEM

The expansion of the Indian education system and the diversification in the courses, educational infrastructures and delivery mode has led to a wide diversity in quality. While the common criticism is deterioration of standards, the actual reality is the wide variation in standards, which includes within the same system, very poor quality to very high quality institutions, programmes, infrastructures, etc. While the majority of the schools are of poor quality, there are specks of excellence.
There have been some specific efforts in quality improvement in education. These are:

- The qualifications of primary teachers have been revised from x years to xii years of general education followed by two years of teachers training. The qualifications of secondary and senior secondary school teachers have also been fixed and raised to graduate and post-graduate levels with the requirement of full-time teacher training.

- The need for continuing education for the teaching and educational administration community has been recognized.

- Another effort in quality improvement in education has been through both diversification and standardization of the instructional material.

  Computer-aided instructional materials are now available from various sources, primarily from private enterprises; however, the utilization of computer-aided instructional material is quite restricted in the Indian classrooms.

Primary education has all along been a totally governmental affair right from curriculum development, textbook preparation, teacher selection, supervision, monitoring etc.

Despite large volume of national and international research which indicate the complexity of the formative years of primary education, and the fact that the skills, values, beliefs developed in the primary grades are the most significant critical success factors both in education and later in life, primary education has been left to the wisdom and talent of the bureaucracy.

This can imply that primary education is too easy and too simple a job warranting any expert attention for review and policy directive. It has rarely been seen as a serious and complicated academic affair. The government and the governmental agencies have been considered adequate enough to look after both administrative and academic affairs of primary education, whereas the involvement of academicians have been found necessary in school and higher education.

NCERT was set up to provide professional support to school education, curriculum development, textbook preparation, teacher training, evaluation and research.
in all areas related to school education. This included primary, secondary and senior secondary level education.

Subsequently, its state counterparts, namely SCERT units were set up. This network has led to the standardization of curriculum and textbooks; however, eventually, it has also led to centralization of curriculum and textbooks. Previously, the textbooks used to be prepared by the private publishers; today it has been taken over by the state Textbook Boards and such other agencies. The state agencies often adopt and adapt NCERT textbooks.

Although the stated pedagogical approach professes and promotes locally relevant curriculum and textbooks, over a period of time the child's learning environment has been distanced from his/her living environment and experience.

A major issue in educational financing in India is the large gap between expenditure and investment. The expenditure increased steadily over the years, but its conversion into investment remained wanting. On the one hand, the education sector always cried for greatest resource allocation; on the other hand, resources allocated to education have rarely been fully utilized. This is indicated by the yearly surrender of allocated resources unutilized for education. Besides, there is the problem of under-utilization of resources, and at times, mis-utilization. Despite enormous capital expenditure, the educational infrastructure is used for few hours in a day and for a few days in a year. The salary component across all the sectors of education is above 85 percent; but the effective utilization of educational personnel has been a matter of great concern at all levels.

With the mismatch between the state’s capability of educational investment and rising aspiration and demands for education, new alternatives like privatization of formal education is emerging. This development is directly linked to the opening of Indian market and globalization. ‘Education for All’ has been a global issue. This has resulted in direct participation of international agencies. The Canadian CIDA, Swedish SIDA, OIDF, the European Commission, the World Bank, UNDP and UNICEF are directly involved in primary education in India under the District Primary Education Programme
The salient features of the policy perspective in Education are:

- There has been a continued effect in enacting, reviewing and developing policy guidelines for Indian educational development.

- Despite the failure, there is an evolving commitment of the state to universalize elementary education.

- Among the various levels of education, higher education has been subjected to more frequent reviews than others. Secondary education has conspicuously been an unattended sector from the policy angle.

- Indian policy, planning and development in elementary education have been globalized both from the policy perspective as well as from the involvement of the international agencies.

**EDUCATIONAL TECHNOLOGY**

The increase of population and explosion of knowledge are not only affecting the pattern of human life, but also inflicting their full impact on education. Educationalists are of the opinion that the educational problems relating to the quantity and quality could be tackled by the development of Educational Technology.

The term Educational Technology was recognized in 1967 with the establishment of the National Council for Educational Technology in the United Kingdom. The United Kingdom Association for programmed learning promptly added “Educational Technology” to its title in 1968.

Educational Technology is a field made up of elements of other fields. It has taken elements of Cognitive Psychology, Perception Psychology, Measurement, Evaluation, Communication Management, Media and Systems Engineering.

The Instructor has to play a pivotal role for the success of Educational Technology. The teaching aids, either modern or traditional, only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him. The technologies assist him to do his work in an efficient manner to achieve the Educational Objectives.
The use of radio, open and closed circuit television, video tapes, audio tapes, computer based instruction, and satellites to reach distant educational markets is revolutionizing education. Technology based instruction produces measurable and significant changes in the learners.

National Council for Educational Technology (1967) defined Educational Technology as the development, application and evaluation of systems, techniques and aids to improve the process of learning.

“Educational Technology is the application of scientific knowledge about learning and the conditions of learning to improve the effectiveness and efficiency of teaching and training. In the absence of scientifically established principles, educational technology implements techniques of empirical testing to improve learning situations”. (The National Center for Programmed Learning, UK, 1971)

“Educational Technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication, and employing a combination of human and non-human resources to bring about more effective instruction” (The Commission on Instructional Technology, USA, 1982).

All three definitions are similar in that each emphasizes the primary function of educational technology as improving the efficiency of the process of learning.

LANGUAGE

One of the most fascinating aspects of human development is the acquisition of language. Language is a means of communication. It is the medium and the instrument through which thoughts, ideas and feelings are transmitted from one mind to another.

We use language to
1. Maintain contact with others
2. Gain information
3. Give information
4. Persuade
5. Accomplish goals
6. Monitor our own behaviour when we talk to ourselves.
Language is a means of discovery; discovery of the self and of the World. The human urge to share with others or express one’s thoughts and desires drives the learning of a language. The nature of teaching – learning of any language in the World will always remain deeply connected to the need / motivation of the learners to acquire that language.

LANGUAGE SKILLS

There are four basic language skills. There are:

a. Listening

Listening is a pre-requisite to further communication. Listening involves processing the data, reconstructing the data and giving meaning to the data. Poor listening skill is a result of inadequate vocabulary and phrases, poor attention, inability to understand pronunciation and fast speech. Children should be trained to listen to English coming to them directly from the teachers and others or indirectly through the radio, tapes and tape recorders. Listening practice should be given through graded spoken English material starting with sounds, sound clusters, words, sentences and paragraphs.

b. Speaking

Speaking skill requires correct pronunciation and spontaneous use of words and sentence forms in meaningful contexts. Mastery of vocabulary and grammar is essential for speech. To speak correct English, students should be familiar with sentence patterns and their meanings. In an English sentence, word order is more important than in other Indian Languages.

The teacher conducting dialogues using a given context or situation can develop the speaking skill.

c. Reading

Reading means to understand the meaning of printed words. Reading consists of recognition and comprehension skills. A reader should have the knowledge of the language, the knowledge of the writing system and the ability to interpret.
Reading is a good source of self-education. By reading a person can keep himself informed of all the news, knowledge, literature and science of the World. While reading, a reader interacts with a text, decodes it, and constructs meaning in the process.

For improving the reading skill teacher should select the appropriate reading material, keeping in view the age of the students. Practice sessions should be planned so that students get an opportunity to read aloud as well as to read silently. The teacher should be adept at diagnosing reading problems and correct them immediately.

d. Writing

Writing is the communication of ideas through the written media. There are two aspects of writing. Firstly, the mechanics of writing, that is the hand manipulating the pencil to produce some graphic symbols. Secondly, writing sentences, paragraphs, stories, articles, letters and composition. Writing requires correct grammar, appropriate expression and comprehension on the readers’ part.

Writing reinforces the grammatical structures, idioms and vocabulary. The effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

COMPONENTS OF LANGUAGE

- The phonological or sound of language
- The syntactic or structure of language
- The semantic or meaning of language
- The pragmatic or social and cultural use of language

Together these four components make communication possible and children use all the four components simultaneously as they listen, talk, read and write.

THEORIES OF LANGUAGE LEARNING

Behavioral Theory

Learning theorists, such as Mourer (1954), Skinner (1957), and Osgood (1963) considered that language is learned or conditioned through association between a stimulus and the following response.
According to Skinner and his followers, all behavior is learnt or operant. Behavior is modified or changed by the events that follow or are contingent upon that behavior. Any event that increases the probability of occurrence of a preceding behavior is said to reinforce that behavior. Any event that decreases the probability is said to punish. The resultant behavior change is called learning or operant conditioning. Complex behavior is learned by chaining or by shaping. In chaining, a sequence of behavior is trained in such a way that each step serves as a stimulus for the next. In shaping, a single behavior is gradually modified by reinforcement of ever closer approximations towards the final behavior. Thus, language results from active role of the environment.

According to the theory, parents provide modelling and reinforcement, and as a result, establish the child’s repertoire of sounds. Once acquired, a behavior requires only occasional reinforcement to be strengthened and maintained.

Thus, Second Language Acquisition, on the other hand, is a taught, classroom based interactive, performance-reward oriented, and situational skill, with proper confirmation and reinforcement techniques used.

**Psycholinguistic Theory**

The leading proponent of Psycholinguistic theory was Noam Chomsky. He dismissed operant learning by stating,

“The fact that all normal children acquire essentially comparable grammars of great complexity with remarkable rapidity suggests that human beings are somehow specially designed to do this”.

The biological basis for language and the developmental similarities across children point to an innate or inborn language acquisition mechanism. Chomsky called this mechanism, “The Language Acquisition Device” or LAD. The LAD contains universal underlying linguistic principles or phrase structure rules.

The Child’s rapid acquisition of an incredibly complex syntax can be explained only on the basis of prewired neurological mechanism. The LAD contains both substantive and formal universals in the form of a catalogue of semantic or meaning
classes and rules for generating sentences. These universals form a primitive theory for any potential natural language. The LAD enables each child to process incoming language and to form hypotheses based on the regularities found in that language. Through hypotheses testing, the child derives an accurate concept of the syntactic rules of his native languages. Although the LAD is innate, linguistic input is needed to activate the analysis mechanism.

Semantic structuring of early child language came from the cross-cultural studies of Brown, Slobin and Bowerman (1973). Their results suggested that the early semantic rules are universal. Brown concluded, “A rather small set of operations and relations describes all the meaning expressed in the early multi morphemic utterance of child, whatever the language they are learning”. Unlike Chomsky, these semanticists assumed that the common rules represent a general pattern of cognitive development, not innate structure.

**The Sociolinguistic Theory**

Sociolinguistic analysis centers on the communication unit required to convey information. Language is used to communicate and does not occur in a vacuum. The overriding motivation for language and language acquisition is effective communication. The speaker chooses the form and content that will best fulfill his intentions based on his perception of the communication situation.

Within the Sociolinguistic model of language acquisition, the primary communication context of interest is the child with its mother. The interactions that occur within this context are considered to be, according to Rees (1978), “the originating force as well as the conditions for language learning”. As caregivers respond to their infants’ early reflexive behaviors, the infants learn to communicate their intentions. Gradually, the infants refine these communication skills through repeated interactions.

The Sociolinguistic approach specifies the contribution of environmental linguistic input and the role of parental modelling and feedback. All of these contributions to children’s learning are aspects of a general communication background established well before children begin to use language expressively.
Vygotsky (1978) asserted that children learn through social interaction, and language is an important facilitator of learning. Language learning is the reflection of the culture and community in which students live. Language helps to organize thought, and children use language to learn as well as to communicate and share experience with others.

ENGLISH IN POST-INDEPENDENT INDIA

By the time India became Independent, English had already consolidated its position in school and university education. Leaders of the freedom movement – Gandhi, Nehru, Tilak, Gokhale and Bose among others used it extensively in their discussions and writings.

The association of English with colonial rule was de-emphasized and its importance as a language of wider opportunities and international contact was increasingly recognized.

In 1961, the Government of India proposed a three-language formula. The spirit of the three-language formula was that in the north Indian states efforts would be made to teach a language from south, east or west of India as the third language. But most Hindi speaking states chose Sanskrit. Tamil Nadu and Mizoram decided on a two-language policy in their educational system – native language and English.

Report on the Education Commission 1966 summarized that for a successful completion of the first degree course, a student should possess an adequate command of English be able to express himself with reasonable case and felicity, understand lectures in it and avail himself of its literature. Therefore, adequate emphasis had to be laid on its study as a language right from the school stage.

In 1967 the government was forced to pass the official Language Act assuring the continuance of English in addition to Hindi as the official language of the Union.

As Krishnaswamy and Sriraman (1994) have so effectively argued, post-independent India witnessed a continuation of colonial policies with regard to English, and, as a result, it has become even more deeply entrenched in Indian Society.
English has got enormous upmarket value. Be it in higher education, administration, the judiciary, journalism or multinational companies, a high level of proficiency in English will improve quick professional growth.

AIMS OF TEACHING ENGLISH

English is considered a world language. The Kothari Commission (1964-66) suggested that English be studied as a Library language with the aim of getting the knowledge of science and technology, commerce and trade. In India, English is studied as a second or third language in many states while it is optional in some states. Even with the growth of Indian languages, English continues to be the link language between the states and the centre and also between the multilingual Indian communities, apart from its being a valuable link with the World Organizations and with the growing knowledge in science, technology, and trade. Pt. Jawaharlal Nehru described English as, “Our major window on the modern world”.

OBJECTIVES OF TEACHING ENGLISH

The main objectives of teaching English at the secondary level are:

- to help the students enjoy the learning of English.
- to help the students listen to English spoken by their teacher and classmates and understand it.
- to help the students speak English with their teachers and classmates.
- to train the students to read and understand the given reading materials.
- to help the students write simple but appropriate English in answering questions and doing language exercises.
- to help the students read, recite, understand and enjoy fairly simple poems in English, and
- to help the students learn elements of language, such as sounds, words, spelling, phrases, sentences and their structures.
LISTENING

Listening has been called the “neglected language art” because it is rarely taught in elementary classrooms.

Listening is the first of the four language models that children acquire, and it provides the basis for the other language arts. Infants use listening to begin the process of learning and to comprehend and produce language.

Children and adults spend approximately 50% of their communication time listening. Despite the importance of listening in our lives, little time has been devoted to listening instruction in most classrooms, and teachers often complain that they do not know how to teach listening.

The three steps in the listening process are receiving, and assigning meaning (Wolvin and Cookley, 1985). As the first step, listeners receive the aural stimuli presented by the speaker. Next, listeners focus on selected stimuli while ignoring other distracting stimuli. In the last step, listeners assign meaning to the speaker’s message.

COMPONENTS OF LISTENING

Hearing is an automatic physical component of listening. Hearing occurs when eardrum vibration caused by sound impulses is transmitted to the brain.

Listening occurs when the brain assigns meaning to the transmitted impulse. Thus listening is an active process of an art.

The listening process has four components

1. **Hearing**: Hearing is physiological. It is the nonselective process of sound waves striking the eardrums, with the resultant electrochemical impulses being transmitted to the brain.

2. **Attending**: Although listening starts with a physiological process of learning, it quickly becomes a psychological one as students decide whether to focus on, or attend to what you say. This decision is directly related to their needs, wants, desires and interests, as well as the relevance of the message, the setting, the intensity of the message, the concreteness of the message, and the duration of the message.
3. **Understanding**: Understanding involves the mental processing of received information. During this phase, students must actively judge the worthiness of the message and the relevance of the information, as well as select and organize the information received (Friendman 1986).

4. **Remembering**: Remembering is the fourth component of the listening process. The recall of information is directly related to how the information is evaluated. In this evaluation process, they are "weighing the message against personal beliefs, questioning the speaker’s motives, challenging the ideas presented, suspecting the validity of the message, holding the speakers’ ideas up to the standards of excellence, wondering what has been omitted, thinking how the message could have been improved and in other ways evaluating what is being said" (Friendman, 1986, p.7)

**AUDIO MEDIA IN TEACHING LISTENING SKILL**

Audio Media refers to the various means of recording and transmitting the human voice and other sounds for instructional purposes. Elementary and secondary students spend about 50 percent of their school time just listening. The importance, then, of audio media in the classroom should not be underestimated.

Audio Media can be used in all phases of instruction from introduction of a topic to evaluation of student learning. In preschool and primary grades, tapes and records can be used for rhythm development, story telling, playing games and acting out stories, songs etc. Teachers can easily prepare audiotapes for specific instructional purposes. Most common use of audio material is for drill work. The students can practise spelling, vocabulary, taking dictation, typing from a pre-recorded tape, or pronunciation of foreign language recorded by the teachers on tape.

The slow student can go back and repeat segments of instruction as often as necessary since the recorder / computer can serve as a very patient tutor. The accelerated student can skip ahead or increase the pace of his instruction.

Testing and evaluating in the audio mode is especially appropriate when teaching and learning have also been in that particular mode. Thus, Audio materials are readily available and very simple to use.
STATEMENT OF THE PROBLEM

In India, where English is taught as a second language, much emphasis is on writing skills and learning of grammar. The speaking, reading and listening skills are neglected. The most neglected, in this researcher’s experience, is the listening skill. Since English is not spoken in Indian homes as a means of communication, children are not exposed to listening to the proper English sounds from a young age. The present education system provides no training in listening skills. There is essentially a need to expose children to proper listening skills in second language teaching from a very young age. Keeping in mind this problem of the lack of appropriate listening skills taught in schools, the researcher took up the present study, "Effectiveness of Audio-Assisted Instructional Strategies in Teaching Listening Skills in English at High School Level".

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:-

1. To establish the relative effectiveness among the different instructional strategies viz TMT (Traditional method of teaching), AMT (Audio method of teaching), TAMT (Traditional supported by audio method of teaching) in developing listening comprehension in English at standard VIII students.

2. To find out whether there is significant difference among the different instructional strategies viz TMT, AMT and TAMT in terms of their effectiveness in modifying the micro skills which are required for listening comprehension in English among the VIII standard students.

3. To develop an audio material for testing and assessing the performance of the VIII standard students in listening comprehension in English before and after experimentation.

4. To develop an audio material in developing listening comprehension in English among standard VIII students.

5. To evaluate the developed audio material from technical and pedagogical points of view by experts, educationists and practicing teachers of English.
6. To find out whether there is any significant difference among different instructional strategies viz TMT, AMT, and TAMT in their effectiveness in terms of their retention of micro skills required for listening comprehension in English as revealed by the learners’ performance in the retention test.

7. To find out whether there is significant difference with regard to students' academic achievements in English before and after experimentation owing to the intervention of audio presentation in developing listening comprehension skills of the high school students.

HYPOTHESES OF THE STUDY

The hypotheses of the study are as follows:-

1. There is significant difference between the means of pre and post-test scores of the groups of different instructional strategies viz TMT, AMT and TAMT on the skills of listening comprehension in English of standard VIII students.

2. There is significant difference among different instructional strategies viz TMT, AMT, and TAMT on the post-test scores of the sound Discriminative skill of listening comprehension in English of standard VIII students.

3. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Aesthetic skill of listening comprehension in English of standard VIII students.

4. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post-test scores of the Efferent skill of listening comprehension in English of standard VIII students.

5. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Critical skill of listening comprehension in English of standard VIII students.

6. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Therapeutic skill of listening comprehension in English of standard VIII students.
7. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Social skill of listening comprehension in English of standard VIII students.

8. There is significant difference among different instructional strategies viz TMT, AMT and TAMT on the post test scores of the Descriptive skill of listening comprehension in English of standard VIII students.

9. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Sound Discriminative skill of listening comprehension in English of standard VIII students.

10. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Aesthetic skill of listening comprehension in English of standard VIII students.

11. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Efferent skill of listening comprehension in English of standard VIII students.

12. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Critical skill of listening comprehension in English of standard VIII students.

13. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Therapeutic skill of listening comprehension in English of standard VIII students.

14. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Social skill of listening comprehension in English of standard VIII students.

15. There is significant difference among different instructional strategies viz TMT, AMT and TAMT in their effectiveness in terms of retention of the Descriptive skill of listening comprehension in English of standard VIII students.
PURPOSES OF LISTENING

Elementary teachers spend a great deal of instructional time reminding students to pay attention; unfortunately, however, children often do not understand the admonition. When asked to explain what "paying attention" means, some children equate it with physical behavior such as not kicking their feet or cleaning off their desks. Learning to attend to the speaker's message is especially important because researchers have learned that students can listen to 250 words per minute, 2-3 times the normal rate of talking Foulke (1968).

Why do we listen? Students often answer that question by explaining that they listen to learn or to avoid punishment Tompkins, Friend & Smith, (1984). It is unfortunate that some students have such a vague and limited view of the purposes of listening. Communication experts Wolvin & Coakley (1979) delineate five more specific purposes:

- Discriminative listening
- Aesthetic listening
- Efferent listening
- Critical listening
- Therapeutic listening

The researcher being a teacher herself, having taught classes from kindergarten to higher secondary level, found listening skills to be the most neglected skill in L2 teaching. Besides, lack of teaching methods to improve listening skills, and lack of suitable audio materials to teach pronunciation and discrimination of sounds made the researcher take up listening skill for her research.

In the classroom, little or no time is normally devoted to acquire listening skills. The teachers often complain of lack of materials. Time constraints are an impediment to proper, patient teaching of listening skills. Therefore the researcher chose every day situations where those listening skills could be applied, thus capturing the imagination of the children taught.

Using the above references the researcher decided on seven categories to be taught and tested. She developed her own material for the sub headings suggested in the above literature and added two more. Ten exercises were devised under each category of skill. It was recorded on audio CD and used for instruction, testing and evaluation.
SCOPE OF THE STUDY

Research on Audio Assisted Instruction would help Educational planners to prepare suitable software for effective teaching of listening skills in English for vernacular medium students. The present study tries to establish effectiveness of audio aids in learning / teaching listening skills in English for High School students. It suggests some remedial measures to make improvements in the Listening skills of English for vernacular medium students. The software prepared for the present study can be exploited to be of use for all students of Tamil Nadu. In areas of difficulty, such packages can be of immense practical use for practicing teachers in realizing the instructional objectives in the teaching of English. In total, this study paves the way for introduction of listening skills in schools.

NEED FOR THE STUDY

In this era of rapid communication, the indispensability of English communication skill with proper phonology and intonation, has increased many fold. Employers have noted a specific lack of English communication skills during recruitment. Teaching old syllabi, out of context with modern needs, leads to difficulty in functional English. The cognitive process is hampered by the language factor leading to lack of motivation and confidence. It is the absence of school level language planning that flattened out their career curve.

This research explores the possibility of having Audio assisted instructional strategies in realizing the instructional objectives in the areas of listening in English. Many studies show that motivation to learn the target languages is increased by technological hardware and software.

Under these circumstances, the present study assumes importance in exploring the unexplored potentialities of Audio packages as a tool in solving the problem faced by English teachers and students.

DEVELOPMENT OF AUDIO ASSISTED LISTENING SKILLS PACKAGES

For the purpose of audio assisted teaching of listening skills, the researcher divided listening skills into seven basic categories. They are described as follows:-
1. Discriminative Listening Skill

It helps the students to hear and discriminate between the various sounds for effective pronunciation. This skill consists of listening to different vowel sounds, consonant sounds, diphthongs, word stress, sentence stress and Intonation played through audio to help learners differentiate various sounds.

It tests the discriminative ability to distinguish sounds

2. Aesthetic Listening Skill

Learners listen aesthetically to a teacher when they listen for enjoyment. It is the type of listening children do as they listen to stories, poems, songs and actors in a play.

This item tests the interest with which students listen to stories, poems, songs, situations in real life and tick answers as they listen. These are enjoyable listening activities.

3. Efferent Listening Skill

It is practical listening to understand a message. This type of listening is used to identify the important pieces of information and remember them. It is required in many instructional activities.

It tests the ability to hear and follow instructions such as announcement, reaching a place and drawing. It involves listening, comprehending, and execution of audio instructions.

4. Critical Listening Skill

Learners need to develop critical listening skills because they are exposed to many types of persuasions and propaganda. It is essential that they listen critically and learn to judge. This item tests the ability to listen and critically evaluate propaganda, sales promotions, and advertisements and come to valid conclusions.

5. Therapeutic Listening Skill

Therapeutic means sympathetic listeners. Specific situations where such listening skills are useful are, for example, those relating to theft, loss, deaths, accidents, failure, and illness and so on.

This item tests the ability to listen sympathetically and comprehend the seriousness of the situation that has been described to him.
6. Social Listening Skill

A learner has to interact with his community, namely, in school, post office, banks, shops, hospitals, work place, etc., where he has to socialize and communicate. The audio method gives him the necessary means to reply correctly in various such situations.

These items test the comprehension of the students in various common social situations such as accepting invitations, taking messages, taking orders, and expressing regret.

7. Descriptive Listening Skill

Things, persons, places and activities can be described and listening skills are enhanced by interesting listening exercises.

This item tests the ability to answer questions about places, persons, things and events described to them.

The Researcher incorporated the seven above-mentioned listening skills into a C.D. format for teaching and testing students.

METHODOLOGY OF THE STUDY

In order to test the hypotheses, “Pre-test, Post-test, Non-equivalent Groups Design” was found to be the most relevant and appropriate method in the study.

The students of VIII Standard in P.N. Pudur Government School were selected for the experiment. Three groups were formed. One of the groups was identified as control and other two groups were treated as experimental groups.

TMT (Traditional Method of Teaching) was adopted for the control group, AMT (Audio Method of Teaching) and TAMT (Traditional supported by Audio Method of Teaching) were adopted for experimental groups.

Audio package for seven different listening skills in English had already been developed and evaluated.

The same content was taught to all the three groups through respective instructional strategies. Pre and Post-test in the same content-areas were administered to all the groups. The three groups were given the tests making use of the specially developed audio materials. Retention tests in the same content-areas were also administered to all the three groups a month after the completion of the experiment.
The responses made by the subjects of the control and the experimental groups in the pre, post and retention tests were scored and tabulated. The mean and SD of the scores of the students in the pre, post and retention tests were computed for all the three groups. The spelt-out hypotheses were tested using appropriate statistical techniques.

TOOLS USED IN THE STUDY
The tools used in the study are as follows:-
1. Audio Compact Disc (C. D.) developed by the investigator for teaching the seven listening skills.
2. Audio cassette developed by the investigator for testing seven listening skills of the three experimental groups.
3. Answer sheets with multiple-choice questions for testing the seven listening skills of the groups.

DELIMITATIONS OF THE STUDY
The delimitations of the study are as follows:-
1. This study was confined to standard VIII students.
2. Gender-wise comparison was not done in this study.
3. Of the four languages skills, only listening skill was taught and tested.
4. This study was confined to four Tamil Nadu Govt. High schools having Tamil as medium of instruction.
   1. Govt. High School, Thondamuthur, C.B.E.
   2. Govt. High School, Kalveerapalayam, C.B.E.
   3. Govt. High School, Seeranaickenpalayam, C.B.E.
   4. Govt. High School, P. N. Pudur, C.B.E.
5. Demographic, economic and parental education background were not considered.

ORGANISATION OF THE RESEARCH REPORT
The concepts of Education and Educational Technology, Language Skill, Theories of Language, Aims and Objectives of teaching English in School, Audio Media in teaching Listening Skill, Need for the Study, Statement of the Problem, Scope of the
Study, Objectives of the Study, Hypothesis of the Study, Tools availed in the Study, Methodology of the Study, Delimitations of the Study, a brief resume of the succeeding chapters are given in Chapter I.

A conceptual framework with respect to teaching English as Second Language has been given in Chapter II.

An account of some of the previous studies pertaining to Teaching of Listening Skill has been given in Chapter III.

The development and validation of the Audio Listening package availed in the study and the conduct of the experiments have been reported in Chapter IV.

A detailed analysis of data, testing of null hypotheses and the interpretation of the findings of different analysis have been given in Chapter V.

An overview of the study along with main findings and conclusion, recommendations and suggestions for further research have been given in Chapter VI.