CHAPTER II

REVIEW OF RELATED LITERATURE

“Twice and thrice over, as they say, good is it to repeat and review what is good.”

- Plato.

2.0 INTRODUCTION

The phrase ‘Review of literature’ consists of two words namely ‘Review’ and ‘literature’. The term ‘Literature’ refers to the accumulation of knowledge in a particular area of investigation in any discipline, which includes theoretical, practical and research studies. The term ‘Review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that this study would be an addition to this field. Literature reflects the past views, with a culmination of the present and the future perspective. It is futile to precede any study without knowing what has gone before. Review forms the basis for any research. It throws light on any previous work that has been carried out in the related area. The previous literature gives guidance and develops insight into the problem area chosen for investigation.

A familiarity with the literature in a problem area helps the researchers to discover what is already known, what methods are promising or disappointing and what problems remain to be solved. The essential aspect of any investigation thus is the review of the related literature, that is, a general retrospective survey of previous writings and views pertaining to one’s problem. The investigator has to study different related literature to pursue the research. In order to develop a deep insight out of literature reviews, the studies already done in the area of Unaccompanied Learners since their childhood with
regard to English Language Teaching and in the area of Application of Multimedia in Learning were reviewed by the investigator for the present research.

2.1 SIGNIFICANCE OF THE PROCESS OF REVIEWING RELATED RESEARCHES

Emphasis is laid on the following points to make the review of related literature:

- Considerable amount of time is required to search for literature related to the topic
- Reviewing literature gives the researcher a sense of direction, purpose and meaning.
- It shows whether the evidence already available, solves the problem adequately without requiring further investigation the investigation becomes devoid of risk of duplication.
- Addition to the existing knowledge becomes possible through reviewing literature.
- It helps in learning to compare data which is useful in the interpretation of results.
- It would suggest the specific method of research that is most appropriate to the problem.
- The researcher can gain ideas, based on theories and explanation of hypotheses that are valuable to formulate the problem.
- It involves meticulous search of survey of literature from the libraries, university resources and from the internet.
- It is an academic pre-requisite for planning and efficient execution of the investigation.
The study of related literature thus gives the researcher an idea of the quantum of work done in the field and makes him to work along useful lines. The investigator has collected the reviews and has presented all the significant findings connected with the important variables of the research topic. There are innumerable studies done on Unaccompanied Learners, on application of multimedia in learning, and on English Language Teaching. But the investigator did not come across any study done specifically on teaching Unaccompanied Learners through multimedia. Hence the relevance of this topic for the present research.

2.1.1 CLASSIFICATION OF REVIEWS

Figure 2.1 Review of Related Literature
2.2 STUDIES ON UNACCOMPANIED AND ABANDONED CHILDREN

The investigator reviewed several studies related to Unaccompanied Learners and these reviews were classified as studies done in India and abroad.

2.2.1 STUDIES DONE IN INDIA

Mohammad Reza Iravani et al (2011) conducted a study titled “Role of Social Workers in Supporting Girl Child Labour and their Families”. This study was motivated by an apparent paradox - boys seem to participate more both in the labour market and in school than girls. This pattern breaks down once we take the household work done by girls into account. In this paper it is found that there is symmetry between the factors that make women’s contribution to the household economy less ‘visible’ than men’s and the factors that reduce girl’s involvement in outside work. Both are related to the kind of socio-cultural environment in which households operate in India.

Analyzing the school, work and household chores options for girls, it was found that the kinship system prevalent in different regions as well as amongst different religions and castes is a significant determinant of these choices. In addition, it also found that increase in household income do not decrease the probability of girls doing household chores, reinforcing our conclusion that noneconomic factors are important.

Poonam R.Naik (2011) conducted a study titled “Street children of Mumbai: Demographic profile and substance abuse”. A cross-sectional study was undertaken during February 2003 to May 2004 by involving 217 street children from Anmol and Salaam Balak shelter homes by universal sampling method. Oral informed consent was taken from both the shelter home authorities. Data was collected by conducting face to face interview with street children by using pre-designed questionnaire and was compiled and tabulated and presented in percentages & proportions. Chi square test was
used to study the factor associated with substance abuse. Majority i.e. 113 out of 217 subjects was boys and mostly belongs to Muslim religion (144). The mean age of substance abuse for males was 11.3 years old and 8.83 years old for females. Overall substance abuse was reported by 96(44.2%) subjects. Only 5 subjects reported substance abuse who was continuing school education as compared to school dropouts (52). This difference found to be significant by chi square test. Study revealed that high prevalence and early initiation of substance abuse among street children. Continuing school education has beneficial role in prevention of substance abuse.

Shridhar Sharma1 (2011), conducted a study titled “Volatile Substance Misuse among Street Children in India: A Preliminary Report”. This paper reviewed available Indian studies about VSM among street children and documents the extent of misuse, experienced benefits and harms, and risk factors. The review identified the effective responses to VSM among street children can be put into place only after proper documentation is done of the extent of the problem. At the same time, public awareness about VSM and its associated risks and harms needs to be raised. The report also has drawn attention on the public–private partnership with nongovernmental organizations leading psycho education initiatives, detoxification opportunities, recreation activities, planning and responsibility programming, family reintegration, and occupational mainstreaming peer education, decreased cash liquidity with encouragement to save, life skills training, attention to general and sexual health, sensitizing police personnel to protect rather than exploit children, night school, vocational training centres, and an increase in community awareness.

Anjali Gupta (2012), conducted a study titled “Social determinants of health—Street children at crossroads”. The aim of this study was to describe and examine the state and nature of the quality of life of street children accommodated at an unorganized colony in
the city of Delhi. It provides a social profile of children and their families, and exploring the needs and aspirations of these children living in especially difficult circumstances. A non-probability sample of 100 street children in the age group of 5 - 16 years was randomly selected by their availability. An interview schedule was constructed and administered to gather data. The statistical analysis comprised frequencies and percentages on all the sections of the interview schedule.

Findings suggest that the quality of life of the participants in this study was depressed due to a lack of access or substandard educational and medical facilities, or absence of emotional support from their poverty stricken families. Based on the findings, it has been suggested that the street Child phenomenon necessitates a partnership between governmental and non-governmental organizations to provide for policy and legislation, funding and resources to translate programs into concrete plans of action.

2.2.2 STUDIES FROM ABROAD

Jane Read (2010) conducted a study titled “Gutter to Garden: Historical Discourses of Risk in Interventions in Working Class Children’s Street Play”. This study investigated interventions in the gutter play of British working class children in the first decade of the 20th century through their re-location within Free Kindergartens. In contemporary literature, the street child was viewed through a binary lens, as both ‘at risk’ and ‘as risk’, reflecting wider societal discourses in a period of rapidly developing social policy. The paper concluded that motivations of free kindergarten activists from the standpoint of a range of theory and builds on recent papers discussing 21st century urban childhood. The findings also suggested that both historical continuities and discontinuities in the theoretical aspects of risk have implications for current social
policy, urban design and early childhood education. The questions raised include issues of children’s rights, citizenship, inclusion and cultural diversity.

**Cathy Ward (2011)**, “Building on the Strengths of Street Children in Kampala, Uganda”. This study identified that using the AI approach has enabled to connect with and have a much better understanding of the inherent strengths and potential of this group of young people. This study has also been made clearer as to how to sustain and improve younger people’s life situation a way that is owned and endorsed by them.

**Christopher Mulenga (2011)** conducted a study titled “AI Application in Friends of the Street Children”. The results of the study indicated that the new view of a street child has been established in Friends of the Street Children. The child is no longer perceived as a problem but a person with a problem. This means that instead of blaming the child for being on the streets, the workers are engaged in resolving the problems faced by them. The study also suggested that Street children are very creative: their potential can easily be tapped into.

**Dosunmu, Akinola George (2011)**, conducted a study titled “Child Labour among Working Children in Ogun State, Nigeria”. The research work focus on issues of child labour among working children in Nigeria. The subject of children as the natural wealth of nations has been an area of active empirical investigations. Children who live with families; these include those who hawk all the day on the streets and go home at the end of the day; go to school and hawk on the streets before and after school, during weekends and holidays. Child labour results in urban unemployment as they pickup jobs meant for adults. This is tied to cheaper labour they provide, so employers of labour find their labour more attractive. The study was carried out in Ogun State of Nigeria. Study population comprises of working children which cut-across gender.
Questionnaire was used to illicit information from respondents after which the data gathered was analysed through simple percentage. Based on the conclusion of the research work findings revealed that majority of the working children (62.7%) did not support the idea of children engaging in economic activities.

Katia Floripes et al (2011) conducted a study titled “Estimating the number of street children and adolescents in two cities of Brazil using capture–recapture”. The estimated number of street children and adolescent was 5225 in Maceio and 1191 in Arapiraca. According to the official records, the population registered was 565 and 157, respectively. Most individuals were male (71.4% and 71.8%, respectively). They still maintain contact with their families (85.5% in Maceio and 89.6% in Arapiraca) and attend school regularly (43.4% and 49.7%). Drug use was admitted by 46.9% of the individuals in Maceio and by 26.9% in Arapiraca. In both cities, glue inhalation, associated or not with other drugs, was most frequently cited. The study concluded that the Children and adolescents on the streets are a common and underestimated occurrence in Maceio and Arapiraca. They have similar characteristics to street children from other countries and other cities in Brazil. The method of capture–recapture seems to be suited to study populations such as street children.

Louw. S E N et al (2011) conducted a study titled “Indicators for a social work intervention plan for street children”. This article examines the street child phenomenon from an ecological perspective in order to obtain indicators which are important for an intervention plan for street children. The literature study focused on four different levels of the ecological perspective, namely the micro, meso, exo and macro-levels, although a detailed discussion of these levels is not included in this article. The empirical investigation exploited quantitative and qualitative research methods.
The analysis concluded that the intervention with the street children should be handled by a specialist team, as well as by members of the community. In the micro-system, the interventions should be directed specifically at the micro-system, i.e. care, healing, bonding with other systems, and the development of the child. Regarding the meso-system, focus should be on development of the feeling of belonging, training, and further development of life skills. Regarding the exo-system, the interventions should be handled by means of a multidisciplinary team as well as community members and resources, all directed to support. The development of the support system will then contribute to creating hope in the child. In the macro system the intervention is directed at safeguarding the street child and developing systems and policies which would be advantageous to the street child. The ecological perspective offers a comprehensive framework within which the street child may be treated holistically.

**Marit Ursin (2011)** conducted a study titled ‘Wherever I lay my head is home’ –young people’s experience of home in the Brazilian street environment”. This study identified that, many of the young people may be described as homeless in a territorial sense, their narratives demonstrate the complex ways in which many feel or have felt at home in the streets of a middle-class neighbourhood. The reason for the feeling of being at home is closely interlinked to aspects they find important in their everyday lives, namely that of autonomy, safety and belonging. This analysis illustrated that earlier ignored dimensions of why young people choose the street rather than home, and in addition, challenges some common definitions and assumptions.

**Argyo Demartoto et al (2012)** conducted a study titled “Need-Based Street Children Management in Surakarta City of Central Java Province of Indonesia”. The objective of research was to find out the characteristics of street children, the cause of children becoming street children, and the management of street children’s problems in
Surakarta City. As the marginalized and alienated children from the hard environment of city, some street children living and working in the street, work in the street but still return back to their parents’ home every day, then some of them work in the street and Ann A. Rudnicki (2012), conducted a study titled “The Development of Russia's Child Protection and Welfare System”. This study reviewed Russia’s child protection system facing challenges both universal and specific and suggested that Russia must continue to develop its legal framework to permit and facilitate effective interventions that keep children safe and families healthy. It was also addressed that the legal and practical barriers that contribute to regional discrepancies in implementation of child protection systems. It must work to change attitudes that can inhibit child protection and make the recruitment of foster homes difficult. It must continue to expand the expertise and experience of child protection professionals throughout the country.

return back to their origin once in 1 – 3 months and the problematic street adolescents disperse in a variety of certain zones because of poverty, domestic violence, parents’ encouragement, and children’s environmental factor.

The management of street children is determined by the need and problem the street children are facing using street based street literacy, centre based and re-socialization through the open house for street children as well as community based approaches by conducting activity and advocacy on the street children problems involving all potencies of society. In fact, the approaches above are overlapping. The study identified that the most important point was facilitator’s empathy and commitment to manage the street children’s problem.

Dibesh Karmacharya et al (2012) conducted a study titled ‘A study of the prevalence and risk factors leading to HIV infection among a sample of street children and youth of
Kathmandu”. This study was conducted to determine the prevalence of HIV infection among a sample of street children and youth of Kathmandu and to identify risk factors associated with HIV infection in this group. A sample of street children and youth was recruited based on the purposive sampling of ten streets in Kathmandu, Nepal, known to have a high density of street children and youth. A total of 251 street children (aged 11–16 years) and youth (aged 17–24 years) were enrolled, with informed consent, from November, 2008 through June, 2009. Most of the participants (95%) were males.

The results showed that the street children and youth of Kathmandu have nearly 20-fold higher prevalence of HIV infection than the general population of Nepal (0.39%). The children and youth engage in number of high risk behaviours, including intravenous drug use, putting them at significant risk of contracting HIV and other sexually transmitted infections.

Didin Saripudin (2012) conducted a study titled “The Street Children Development in Open House”. This study is conducted to evaluate the effect of resocialization programme implementation in open house on the street children and to determine how far such programme reached its goal. The design of this study was programme evaluation using quantitative approach. This study used Context, Input, Process and Product (CIPP) evaluation model by focusing on three of four components of CIPP evaluation model such as input, process and product. The population and sample of the study were administrator, facilitator and street children chosen from 16 open houses in Bandung City, West Java Province, Indonesia. Results: The perception of administrator, facilitator and street children on input relevance was positive in average level. The perception of administrator, facilitator and street children on process was positive in average and high level. This study also presented input and process variables contributing significantly toward the product variable.
The study concluded that the street children resocialization programme in open house in Bandung, from input, process and product components, was generally in average level, there were still some weaknesses that can be handled. In order to reach the goal of street children resocialization in open house, corrective action can be taken comprehensively and synergically by the responsible persons.

Macalane Junel Malindi (2012) conducted a study titled “The role of school engagement in strengthening resilience among male street children”. This study highlighted that globally, considerable numbers of at-risk children continue to disengage from school by dropping out and adopting street life for various reasons. These children survive in environments that are devoid of resilience-promoting resources. This qualitative South African study examined whether or not school engagement strengthened resilience among male school-going street children in residential care. This study conducted three semi-structured focus group interviews with the street children who volunteered participation in this study. The study involved 17 street children aged between 11 and 17 years. The participants had lived on the streets for periods ranging from three months to five years. The participants were in Grades 6–11. The transcribed interviews were thematically analysed.

The findings showed that school engagement strengthened resilience among the participants by promoting pro-social change, future orientation, opportunities for support, learning of basic skills and restoration of childhood. The findings show researchers, health-care and educational practitioners that through school engagement, schools can expose street children to healthy and supportive social and academic environments in order to enable them to regain their childhood remain in school and function resiliently. The findings therefore, reconfirmed school engagement as a
powerful, multifaceted resilience-promoting resource even for children with street life experiences.

2.3 STUDIES ON LEARNING THROUGH MULTIMEDIA

The investigator has reviewed several studies related to multimedia and these reviews were classified as studies done in India and abroad.

2.3.1 STUDIES DONE IN INDIA

Murthy C. S. H. N. et.al, (2008), conducted a study titled “Designing E-Learning Programs for Rural Social Transformation and Poverty Reduction”. Here they say that the conventional education system with different forms of E-learning and rigid academic instructive curriculum could not bring desired changes in specified timeframe work at rural level in the targeted communities and groups, a sociological approach with a sociable and flexible curriculum in new E-Learning programs becomes need of the hour. The impact of socializing influence of these E-Learning programs should be properly exploited to motivate and inspire the rural target groups. The benefits of E-learning then become extensive and soon integrate with the needs of the lower strata of the society in order to achieve a rapid social transformation in the lives of the farmers, vocational groups, artisans and small income self-help groups comprising women, girls and physically challenged. This study suggests a number of new generation E-Learning programs as strategies of development of communication with a promise of high returns for the industry for its investment in these programs with socially relevant messages and media convergence.

Abbas Pourhosein Gilakjani (2012) conducted a study titled “The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning”. The use of multimedia in teaching and learning leads to higher learning. Multimedia refers
to any computer-mediated software or interactive application that integrates text, colour, graphical images, animation, audio sound, and full motion video in a single application. Multimedia learning systems offer a potential venue for improving student understanding about language. Teachers try to find the most effective way to create a better foreign language teaching and learning environment through multimedia technologies. Here the researcher defines multimedia, elaborates the rationale for using multimedia, identifies multimedia learning, mentions principles of multimedia, explains theoretical basis of multimedia English teaching, reviews roles of teachers and learners in multimedia environment, discusses the relationship between multimedia and learning, and states the strength of multimedia English teaching. The teachers need to make full use of multimedia to create an authentic language teaching and learning environment where students can easily acquire a language naturally and effectively.

Avinash Jayswal et al (2012), in the study titled “Effectiveness of Audio-Visual Aids on Achievement in Basic Concept of Universe” say that Education develops a student Physically, Socially, Mentally and Spiritually by teaching various subjects like Science, Mathematics, Social Science, English, Drawing, Sanskrit, Physical Training. Every subject develops Cognitive Domain, Affective Domain and Psychomotor Domain of students if taught properly. Many things which we use in day to day life have been application of pure science. There are mainly three branches of Science, namely Physics, Chemistry and Biology. At standard 8 levels, these three branches of science are taught under one subject, i.e., Science. Space Science is one branch of physics which has made lot of progress in last few decades. Lot of satellites are used to facilitate daily communications and some educational instructions also. Space science is a branch of science which is very abstract in nature. Almost all the topic related to Space Science needs lot of visualization to
develop concepts and understanding. There are two ways; one of these is to take students into space, out of the earth which is practically impossible. The other way is to show them Videos, Posters or Models of Space Science. The study was a developmental type of study and it was quantitative in nature. The study followed pre experimental design. 53 Students of standard VIII studying in academic year 2011-2012 at St. Basil School were selected using cluster sampling technique. An Achievement Test prepared by the researcher was used to collect the data. This test consisted of 35 Objective types of questions. Researcher found enhancement in achievement in Basic concept of Universe when taught through Educational Videos.

**Joshi Ashvini (2012),** in the study titled “Multimedia: A Technique in Teaching Process in the Classrooms” speaks of one of the techniques to improving the students’ performance as developing English language skills by providing multimedia during the process of teaching and learning in the classroom. Multimedia classroom provide the students chances for interacting with diverse texts that give them a solid background in the tasks and content. This gives the advantages of the use of multimedia in the classroom. Technology in the classroom also improves the quality of teaching and learning and gives various techniques in teaching a foreign language. The researcher used a qualitative method giving an in-depth description of using multimedia in the classroom. The difference between a conventional classroom and multimedia classroom has been clearly differentiated. Through the multimedia the teacher gave opportunity to students to express their opinions.

**Anboucarassy (2014),** Conducted a study titled “Effectiveness of E-Learning Module in Environmental science to promote Environmental Awareness and Environmental Attitude among the High School Students in Puducherry”. The results of this study
evidenced that the constructed and technically designed E-Learning Module on Environmental Science for High School Learners have impact on their Achievement Score of Environment Science. The learning package promotes their Pro-Environmental Behaviour, Sensitiveness towards the Environment, Understanding about the different types of Environmental Problems and issues we create and face. Overall, the multimedia package enabled the students to improve their Awareness and Attitude towards the Environment.

Satyaprakasha C.V et al (2014), in the study titled “Effect of Multimedia Teaching on Achievement in Biology”, found that ‘Multimedia instructional systems’ are very effective in teaching students. The term ‘Multimedia instructional systems’ refers to the user of appropriate and carefully selected learning experiences which are presented to the learner through selected teaching strategies which reinforce and strengthen one another so that the learner will achieve predetermined and desired behavioural objectives. In the present study attempt has been made to find out the effect of Multimedia Teaching on achievement in Biology. For the present study, two sections of 9th standard, 38 and 39 students of Samhitha High School, Kurabrahalli, Bangalore have been chosen as the sample. Multi Media Teaching significantly promoted achievement with respect to knowledge, understanding, application and total achievement in biology in comparison to conventional method. Different objectives like knowledge, understating, application and total achievement in Biology were significantly attained by both boys and girls in experimental group.

2.3.2 STUDIES FROM ABROAD

Luann K. Stemler (1997) reviewed a paper titled “Educational Characteristics of Multimedia”. This paper identified that the use of multimedia technology has offered an alternative way of delivering instruction. Interactive multimedia learning is a process,
rather than a technology, that places new learning potential into the hands of users. Information on the design and use of multimedia characteristics are not available as a coherent body of literature. Educators should have access to appropriate ways to design software packages that will take advantage of multimedia capabilities without losing the focus on the user's needs or the content being presented. The scope of this paper is limited to a review of research on educational multimedia features used for instructional purposes. It also studied the effects of (a) screen design (visual elements: colour, text, graphics, and animation), (b) learner control and navigation, (c) use of feedback (d) student interactivity, and (e) video and audio elements on the development of educationally effective multimedia modules are examined.

Aycock, H (1992), conducted a study titled “Eight ways for children to learn with multimedia”. The findings of the study revealed that one of the best ways to teach kids is to provide Multimedia environment for exploration as children have the potential to explore their realm of learning.

Riel, Margaret (1994), conducted a study titled “Educational change in a technology-rich environment”. The study examined the visions that have been created for the redesign of schools and the ways in which computer and communication technology have provided the means for people to work toward these visions. The findings revealed that an integrated view of school reform ideas and describes the ways in which our current technology has provided the platform to support these changes in areas, namely, instructional practices, school design, and school organization. The study also presented examples of how collaborative technology tools that help individuals produce shared knowledge and technological settings for new collaborative designs are continuing to change the process of education.
Cheryl A. Wissick (1996) conducted a study titled “Multimedia: Enhancing Instruction for Students with Learning Disabilities”. This study highlighted the significance of including different types of formats of current multimedia technologies in the curriculum. This study also identified the integration of opportunities and challenges for using multimedia for students with learning disabilities. His study advocated different framework of learning environment with multimedia viz, demonstration station, research station, and creation station that offers teachers and students possible for enhancing teaching learning environment.

Victor H.P. van Daal (2000) conducted a study titled “Computer-assisted learning to read and spell: results from two pilot studies”. Out of the two studies conducted, the first study was concerned with the use of the program in kindergarten children (K2). As there is no curriculum for these children, a computer programme that is fully adaptive may well boost their independence in learning to read and spell. The main finding in this study was that kindergarten readers learned in up to 16 hours of computer practice as much as is normally attained in the first 3 months of formal reading instruction in the classroom. In the second study, reading-disabled students with low levels of motivation engaged in computer-based spelling practice.

The most important finding in this study was that the amount of non-task directed behaviour of those who had practised with the computer significantly decreased during both computer sessions and classroom sessions. In the discussion of the findings highlighted the way in which computers can be used most efficiently for the instruction of reading and spelling is analysed and suggestions for further research and development are also presented.

Ed Smeets et al (2001) conducted a study titled “Pupil-centred learning, ICT, and teacher behaviour: Observations in educational practice”. This research resulted from a
study of Teaching–learning characteristics and the role of the teacher in ICT learning environments. Observations were carried out in classrooms of 25 technology rich primary and secondary schools in five European countries. Qualitative and quantitative results show that in many cases ICT is used to facilitate traditional ways of teaching. Some examples of promising ICT Teaching–learning situations are presented. In addition, quantitative results indicated that learning environments are more pupil-centred when there is a higher degree of curriculum differentiation and when teachers act as coaches. However, even if teachers act as coaches, they tend to stay firmly in control of the learning environment.

**John Steel and Alison Hudson, et al (2001),** conducted a study titled “Educational Technology in Learning and Teaching: The Perceptions and Experiences of Teaching Staff”. This paper examined the perceptions and experiences of educational technology from the perspective of university teachers’ at Shefield Hallam University. An analysis of the findings brought by this study was the pedagogic and technical as well as social and cultural factors impacting significantly on lecturers’ experience of educational technology. The findings revealed that the need for increased levels of communication and implementation of educational technologies among the academic staff, university administrators and managers, and students.

**D. J. Brown (2002)** conducted a study titled “Design guidelines for interactive multimedia learning environments to promote social inclusion”. The analysis showed that the most important and frequently occurring problems were used to distil a set of design guidelines for the development of effective interactive multimedia learning environments. The results from this usability content analysis were also used to refine the initial prototypes to improve their usability and effectiveness.
Gheorghita Ghinea (2003) conducted a study titled “The impact of cognitive styles on perceptual distributed multimedia quality”. This study aims to examine the relationships among users’ cognitive styles, the multimedia Quality of Service (QoS) delivered by the underlying network, and Quality of Perception (QoP), which encompasses user levels of enjoyment and understanding of the informational content provided by multimedia material. Accordingly, 132 users took part in an experiment in which they were shown multimedia video clips presented with different values of two QoS parameters (frame rate and colour depth). Results showed that, whilst the two QoS parameters do not impact user QoP, multimedia content and dynamism levels significantly influence the user understanding and enjoyment component of QoP.

Fernando Alonso et al., (2005), conducted a study titled “An instructional model for web-based e-learning education with a blended learning process approach”. This paper proposed a psycho pedagogical instructional model based on content structure, the latest research into information processing psychology and social constructivism, and defines a blended approach to the learning process. Technologically speaking, the instructional model is supported by learning objects, a concept inherited from the object-oriented paradigm.

Nadaleen Tempelman-Kluit (2006), published article titled “Multimedia Learning Theories and Online Instruction”. Based on the several multimedia learning theories have been surveyed in this paper and compared with two versions of the same tutorial. The first version (HTML) demonstrates the standard library instructional approach, with text and images included, and a hierarchical navigation bar with content organized in modules. The second demonstrates a less-traditional approach to library instruction that employs streaming audio and narration. According to the learning theories presented in this paper, the latter version is more effective as a teaching tool.
Cher Ping Lim (2007) conducted a study titled “Building Teachers’ Capacity for Using Technologies in Schools: A case study of in-service professional development in Barbados”. This study was done in collaboration with the technical consultancy mission with the Inter-American Development Bank to work with the Ministry of Education, Youth Affairs and Sports of Barbados on the professional development for teachers, and it discussed the process of formulating and implementing an in-service professional development plan to build teachers’ capacity for ICT use in the classrooms. The four main components of the mission were identified to improve the capacity building of education officers in the ministry were, the design and development of an in-service professional development program for teachers, the implementation and evaluation of the programme, and the capacity building of school leaders.

Richard E. Mayer (2007) published a book titled “Cognitive Theory of Multimedia Learning”. The book recapitulated that, multimedia learning takes place within the learner's information system - a system that contains separate channels for visual and verbal processing, a system with serious limitations on the capacity of a channel, and a system that requires coordinated cognitive processing in each channel for active learning to occur. The paper also highlighted that Multimedia messages are designed in light of how the human mind works and are more likely to lead to meaningful learning than those that are not. This proposition is tested empirically.

Tim Unwin (2007) conducted a study titled “The Potential of e-Learning to Address the Needs of Out-of-School Youth in the Philippines”. This paper reports on the findings of focus group discussions designed to explore the learning and skill-based needs of out-of-school youth in the Philippines, particularly addressing their reasons for leaving school, their current activities and employment, how they acquire skills and knowledge, what they want to learn about, their use of Information and Communication
Technologies, and their future employment plans. It was undertaken in the context of the development of a programme of e-learning through ICT Centres to be delivered in support of the country’s 5 million out-of-school youth. The first is that it is crucial to combine considerations of out-of-school and in-school learning programmes. The major findings of the study were the need to identify ICT learning resources that will actually and be of benefit to out-of-school youth as well as children living and working on the streets. The findings also suggested that we should adopt a cautious approach to the use of new ICTs in supporting the education of out-of-school.

Alaa Sadik (2008) conducted a study titled “Digital storytelling: a meaningful technology-integrated approach for engaged student learning”. The aim of this study was to assist Egyptian teachers in developing teaching and learning through the application of a particular digital technology. Students were encouraged to work through the process of producing their own digital stories using MS Photo Story, while being introduced to desktop production and editing tools. They also presented, published and shared their own stories with other students in the class. Quantitative and qualitative instruments, including digital story evaluation rubric, integration of technology observation instruments and interviews for evaluating the effectiveness of digital storytelling into learning were implemented to examine the extent to which students were engaged in authentic learning tasks using digital storytelling.

The findings from the analysis of students-produced stories revealed that overall, students did well in their projects and their stories met many of the pedagogical and technical attributes of digital stories. The findings from classroom observations and interviews revealed that despite problems observed and reported by teachers, they believed that the digital storytelling projects could increase students’ understanding of
curricular content and they were willing to transform their pedagogy and Curriculum to include digital storytelling.

**Vassilios S et al (2008)** conducted a study titled “The Impact of the Perspectives of Teachers and Parents on the Literacy Media Selections for Independent Study of Students Who Are Visually Impaired”. The results of the findings indicated that the teachers' unsystematic use of technology will not constitute a significant predictor of students' choices of haptic medium (reading and writing Braille) versus the use of speech output. Instead, significant effects emerged with regard to the use of audiotapes. The latter finding suggests that the more the unscientific use of teachers technology, the less the students were likely to choose to use audiotapes for their schoolwork.

**Jan Herrington (2009)** conducted a review titled “Literature Review: Trends and issues”. This paper provided a summary of the findings that emerged from a detailed exploration of recent literature describing innovative technology-based projects. The exploration sought to investigate the forms of technology-based learning being reported in the literature with the view to discovering patterns and themes in the forms of learning strategies being employed, the enhanced learning outcomes being reported and the nature of the evaluation methodologies employed. The paper analysed students who exposed computer-based lesson with good design principles completed a lesson in less time and had a higher completion rate and those with limited abilities can learn effectively using the internet, if designed with access in mind.

**Mary Wild (2009)** conducted a study titled “Using computer-aided instruction to support the systematic practice of phonological skills in beginning readers”. The paper reported the results of a randomized control trial investigating the use of computer-aided instruction (CAI) for practicing phonological awareness skills with beginning readers. Two intervention groups followed the same phonological awareness programme: one
group undertook practice exercises using a computer and the other group undertook practice exercises using a paper-based format. A third, control group, experienced a practical maths programme, with no explicit literacy or CAI components. Children in all three groups were pre- and post-tested on phonological skills and their ability to apply those skills. Statistical analysis indicated a significant learning advantage accruing to children in the computer-based group compared with the other groups, particularly in relation to phonological awareness with a modest but significant effect size detected. The advantage was apparent but less strong for the orthographic application of their phonological skills. Analysis by gender indicated that girls in the computer group made more progress than boys.

Nicola Whitton (2009), made an attempt on “Review of the Research Literature on the Impact of Multimedia”. This review found out that most of the children (84%) who use the Internet daily or weekly and 90% of these use it for homework. There is evidence that students who use an online revision service perform better than those who do not. The study also indicated that computer use by children at home is linked to higher attainment and Interactive online resources can increase confidence and motivation but printed notes may be preferred to online.

Richard E. Mayer et al (2009) published a journal titled “A Cognitive Theory of Multimedia Learning: Implications for Design Principles”. This paper identified the effect of multimedia learning to engage the learner in three important cognitive processes. The first cognitive process, selecting, is applied to incoming verbal information to yield a text base and is applied to incoming visual information to yield an image base. The second cognitive process, organizing, is applied to the word base to create a verbally-based model of the to-be explained system and is applied to the image base to create a visually-based model. Finally, the third process, integrating, occurs
when the learner builds connections between corresponding events (or states or parts) in the verbally-based model and the visually-based model. The model is explained more fully for how to use multimedia to help students understand a scientific explanation.

**Ryan T. Gartner (2011)** conducted a study titled “The effects of multimedia technology on learning”. The goal of this study was to assess the effects of e-text, specifically on the iPod, on reading comprehension and transfer learning. Sixty nine students enrolled in an Introductory Psychology course read from textbooks and e-text and completed assessment measures in comprehension and transfer learning. Overall, the findings of this study provided support for the notion that there is a positive relationship between learning and reading on an e-text transfer scores when compared to traditional text. Additionally, scores for reading comprehension were similar between both groups. The findings also indicated that due to the increasing prevalence of e-reader devices, researchers, educators and textbook companies should work with one another to explore their effects on learning.

**Sarah R. Jones (2012)** conducted a study titled “Digital Access Using Blogs to Support Adolescent Writers with Learning Disabilities”. The study analysed the significance of blogs to the classroom. The study identified that blogs can extend to a variety to create authentic writing environments for students with and without disabilities and more support to the students with disabilities to meet the challenges to the future life in communication competency.

**2.4 STUDIES ON ENGLISH LANGUAGE TEACHING AND LEARNING**

The investigator reviewed several studies under English Language Teaching and these reviews were classified as done in India and abroad.
2.4.1 STUDIES DONE IN INDIA

**Bonnie Piller (2005)** conducted a study titled “English Language Teaching Strategies Used by Primary Teachers in One New Delhi, India School”. This study investigated teacher behaviours, lesson delivery and sequence of content and learning expectations used by K-5 teachers at one school in New Delhi, India. This research brought broader understanding of strategies for teaching English reading and writing to students whose first language is not English. The rationale for the study stems from the need to gain greater international perspective of the teaching of English learners. Results reflect analysis of classroom observation field notes, face-to-face interviews with thirty three teachers and administrators, digital photo journaling, and artefacts. This study has revealed some evidence to support the idea that effective instruction for English learners does the following (1) develops proficiency in natural language or conversation through activities that are related to the children's everyday experiences, (2) provides ample opportunity for learning, even over-learning, through recitation, repetition, and practice toward automaticity of knowledge and skills, and (3) scaffolds for understanding and development of thinking skills through the methods of demonstration, modelling and questioning.

**Victoria Roybal (2008)** conducted a study titled “Effective ninth-grade transition programmes can promote student success”. This article provided a discussion of the issues related to this transition and provides a review of related research and recommendations. It was noted that the transition from middle into high school can be perilous for some students. High school freshmen fail at an alarming rate. In a general sense, the environment, expectations, structure and culture of high schools are different from middle schools. However, school leaders can implement transition programs that may promote success of 9th graders. Middle school and high school leaders can work
together to facilitate student success. Educators have developed programmes and systems to assist students in their transition from middle to high school.

**Sumita Rao.K (2011)** conducted a study titled “Need Analysis of Effective method in teaching English in Secondary Schools”. This research work identified the conditions prevailing in the Indian Classrooms and the complexities and intricacies of the language has envisaged towards the development of an innovative strategy of Teaching English to Secondary School Students. It has been observed that in spite of availability of numerous methods and approaches, students lag behind in scoring required percentage or showing fruitful performance in the learning of English. This created an urge in the researcher to develop a distinct package, which is free from anomalies, or flaws that prevail in other methods. Keeping these points in mind, the researcher has developed an integrated teaching package called The DISCSAP Model of teaching English. The researcher also aims at knowing the influence of DISCSAP Model on Anxiety and Achievement Motivation. This model’s chief purpose is to measure the IX Standard students’ achievement in English with respect to its dimensions viz. phonetic skills, communication skills and Linguistic skills (Syntax and Grammar).

**Solanki D. Shyamlee (2012)**, “Use of Technology in English Language Teaching and Learning”: An Analysis, says that in Language Teaching and Learning, we have a lot to choose from the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD’s or VCD’s. The last two decades have witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in English teaching.
Using multimedia to create a context to teach English has its unique advantages. This paper tries to analyse the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner.

**Sreenivasulu Reddy.P (2012), “Problems in Teaching/Learning English as a Second Language in India”** gives an account of how English has spread and gained the status of a global language. It examines the present status of English as a second language in India. The domineering position of English in the modern world is identified. The paper shows how English will continue to hold a secure position even in future. This article lists different features of language, defines language and identifies the factors that affect second language learning. It also asserts that it is essential for a language teacher to understand the different theories involved in the process of teaching and learning to make teaching effective. This understanding forms the basis for a teacher to select a proper approach, method and technique that would be useful to her/his students. This article also discusses different problems faced by teachers of English in India. It also explains the need for a teacher to be resourceful and knowledgeable to meet the grave situation and promote better standards of achievement.

**Vijay Baburao Pande (2013) conducted a study titled “Problems and remedies of Teaching English as a Second Language”.** This paper identified that the reason for the decline of the standard of English language in India is the inability of the teachers to understand the difference between the teaching of literature and the teaching of the language skills. This study also identified that English language in India has suffered a lot so much that our students pass intermediate or degree examinations with English either as a compulsory or as an elective subject, can neither speak nor write correct
English, because the college has always been on the conceptual content and the stylist content has been neglected so far.

2.4.2 STUDIES FROM ABROAD

Paul Man-Man SZE (2006) conducted a study titled “Developing Students’ Listening and Speaking Skills through ELT Podcasts”. This study dealt with the application of podcasting in teaching English as a second/foreign language. It began with a brief introduction to podcasting. The research then proceeded to the ELT (English Language Teaching) podcasting proper and that covered the areas like how to locate ELT podcasts, the content of ELT podcasts on the Web and how to use such resources for improving learners’ listening skills and the educational benefits of teacher podcasts and student podcasts. The last part of the study suggested suitable speaking activities for student podcasts. Radio drama and ELT rap, two kinds of oral language arts activities which were deemed particularly suitable for Hong Kong’s secondary schools students to develop phonological awareness; second, they enable teenage students to give expression to their thoughts and feelings about the society they live in.

May Lai-Yin Wong (2009), conducted a study titled “Perspectives on the English Language Education of Hong Kong’s New Senior Secondary (NSS) Curriculum”. The paper explored issues relating to the New Senior Secondary (NSS) English curriculum in view of professional perspectives from curriculum design and task-based principles. To underline the roles played by learners and teachers in curriculum development, this paper looked at curriculum from a social contextual perspective as defined by Graves (2006; 2008). The NSS curriculum was designed to provide greater flexibility for secondary schools to cater to learners’ varied interests, needs and capabilities, with the first-ever incorporation of an elective part of both language arts and non-language arts.
modules (e.g. poems and songs, popular culture, social issues, etc.) for learning English both creatively and practically.

This study attempted to assess the innovation by considering the availability of resources and teacher education programmes, roles of teachers and learners, and assessment schemes. The government has made available a series of teacher training programmes and a wide range of resource books and material packages for use by teachers. The paper also argued that learners have recently shown some sign of compliance with task-based teaching, and that small-class teaching could optimise the implementation of the innovative curriculum.

**Dario Luis Banegas (2010)** conducted a study titled “Integrating content and language in English language teaching in secondary education: Models, benefits, and challenges”. In this paper attempt was made to define language and content as vital components in Content Based Instruction (CBI)-Content and Language Integrated Learning (CLIL) in order to review the origins of CBI and the continuum perspective, and CLIL definitions and models featured in the literature and finally summarises the current aspects around research in programme evaluation. It also reviewed the benefits and challenges of this innovative approach so as to encourage critically context-responsive endeavours. It was found that what is needed then is the creation of spaces in which CBI-CLIL is examined within a particular context of culture where teachers play a significant role as they are crucial in any educational change. CBI-CLIL offers new avenues for exploration, but these avenues have to be based on thorough needs analysis in which all stakeholders are involved and in strict response to students’ L1 curriculum.

**Noelia Martínez Esteban (2010)** conducted a study titled “Written Feedback to Secondary School Pupils of English”. The present study investigated how noticing is
related to composing and subsequent feedback processing in individual and collaborative EFL writing. Participants were Spanish secondary school pupils at a low intermediate proficiency level who completed a three-stage writing task that included writing a picture-based story (Stage 1), comparing their written texts with two native-speaker models (Stage 2), and attempting subsequent revisions (Stage 3). The results indicated that the students noticed mainly lexical problems at the writing stage but could only find a few solutions to those problems in the models provided. However, the comparison with the models allowed them, especially those who wrote collaboratively, to notice a large number of features related to the content of the pictures and the linguistic means used to express that content. They were also found to incorporate a reasonable number in subsequent revisions. A number of implications from these findings for research and pedagogy are suggested.

**Khaled Bin Chowdhury (2012),** conducted a study titled “Communicative Language Teaching Approach at Higher Secondary Level in Bangladesh – Teachers’ Perceptions and Classroom Practice”. The goal of this research was to investigate the higher secondary level teachers’ perceptions and expectations about CLT in the higher secondary education in Bangladesh. Another outstanding goal of this study is to identify the discrepancies between the teachers’ perceptions of CLT and the real classroom practices at the said level. The participants in this study are 5 higher secondary level EFL teachers. The instruments used to elicit data for this study are written questionnaire and semi structured interview. It was found that teachers have correctly identified the principles of CLT and the communicative activities. Huge mismatch was also identified between the perceptions and real classroom practices which happen owing to the practical reasons. It was also found that teachers’ right perceptions of CLT do not help
them in their classroom practices. On the other hand, the misconceptions have a debilitating impact on them. So, this study recommends a happy marriage between the innovative ideas of this Western teaching approach and socio-cultural realities in the EFL countries.

**Philip Powell-Davies et al., (2013)**, published an article, a study titled “English Language Teacher Education in a Diverse Environment”. This article examined English Language Teacher Education in a Diverse Environment examines the many contexts in which English teaching and learning takes place around the world. This paper explored a broad range of issues from the challenges of teaching and learning languages in large, diverse classrooms to the implications this raises for the training and continuing professional development of teachers. Multilingualism is also addressed together with an examination of the importance of mother-tongue education.

This was examined against the cultural context in which education operates and the enormous opportunities and challenges this poses. The inter-dependence of national and local identity, language policy, the use of languages in education systems, the socio-economic pressures to learn English, and the interests and concerns of parents and communities is clearly delineated in this paper.

**Eli Arocena (2014)** conducted a study titled “English language teaching in secondary education and the use of English outside school a comparison of the Basque Country and Friesland”. This research work focused solely on English; English inside and outside school, with a particular focus on the didactics of English language teaching in secondary education and on the exposure to English outside of the school environment. This study has looked at the characteristics of English language didactics and the use of English outside school that secondary students experience in the Basque Country and in Friesland. On the whole, this report showed that secondary school students in the
Basque Country and in Friesland do not use the foreign language (English) very extensively, neither at school nor outside. English is for them, at least in most cases, the foreign language they learn at school. The study of the didactics carried out for this report showed that the Basque students have the chance to use more English in school than their peers in Friesland, but that the situation changes slightly outside of school where the Frisian students seem to be more exposed to English than their Basque counterparts (not taking into account the exposure and use the Basque students accrue at the English academies).

Mehmet Fatih Urun (2014) conducted a study titled “A Study on ELT High School Teachers’ Practices to Foster Learner Autonomy”. The present study aimed to identify the practices of ELT high school teachers to foster learner autonomy and to examine the differences with respect to the background variable of gender. The participants of the study were ELT high school teachers in the province of Izmir, Turkey (N=118). Data was collected by means of Autonomy Practices Questionnaire, which is a structured quantitative and qualitative measure. The analysis revealed that ELT teachers are highly motivated to foster autonomy through some particular practices such as activity-based practices, material-based practices, student-centred practices, and objective-based practices. Moreover, gender has significant effect on ELT teachers’ student-centred practices to foster autonomy. The results were discussed with regard to real practices of ELT teachers and ELT curriculum implementation.

Neeraj Bishnoi (2014), conducted a study titled “Effectiveness of Multimedia Programme in Teaching English Grammar to Secondary School Students”. The objectives of the present study was to develop a multimedia presentation for teaching active and passive voice of English grammar among secondary school students and to
find out whether the multimedia presentation is more effective than traditional method in learning the concepts of grammar among secondary school students. The sample of the study consisted of 50 students studying in ninth standard. The study has proved beyond doubt that Multimedia Presentation teaching of English grammar viz active voice and passive voice involving definitions and enough exercises is more effective than when compared to the conventional method. Multimedia Presentation is more effective in terms enhancing achievement in English grammar among secondary school students.

Ruth Roux (2014) conducted a study “Professional Development of Mexican Secondary EFL Teachers: Views and Willingness to Engage in Classroom Research”. This paper presented the partial results of a professional development needs analysis carried out with secondary English language teachers in northeast Mexico. The study examined the teachers’ previous professional development experiences; their views on professional development contents and formats; and disposition to engage in inquiry-based professional development. Results indicated that stand-alone and degree courses were the only professional development activities the participants had experienced. Other practices such as mentoring, peer observation, attending conferences, or networking, were unfamiliar to the majority of them. Although most of the teachers considered that training courses had a high impact on teaching, some of them valued the impact of professional development practices that involve autonomy, reflection and collaboration. A high percentage of teachers reported disposition to learn about and engage in classroom research.
2.5 RESEARCH GAP

The studies reviewed by the Investigator are on unaccompanied learners, Multimedia and English Language Teaching and Learning. Though there are many studies done related to these variables, the investigator did not come across any study done on the application of Multimedia on Unaccompanied Learners.

Thus the investigator identified this area for investigation.

2.6 CONCLUSION

The investigator has reviewed 60 studies both from India and abroad. This includes 16 studies on Unaccompanied Learners, 28 studies on Multimedia, and 16s studies on English Language Teaching. The studies reviewed disclose the fact that many aspects and areas of multimedia have been investigated. Use of multimedia packages on different groups of students in regular schools has been undertaken. But the investigator did not come across any study where effectiveness of the multimedia package is tested on Unaccompanied Learners for English. The researcher thus felt that the present research study fills up the lacuna. Hence in the present study an attempt has been made to find the effectiveness of a Multimedia Learning Package for English on a group of Unaccompanied Learners.