CHAPTER - I

INTRODUCTION
I.1. Introduction

Whenever any reform in education is anticipated, teacher preparation becomes important as it is also realised in policy document, 'no society can raise above the level of its teachers.' So, visualising the role of a teacher in the development of human resources in our country is essential. Besides, over the years, the dearth of trained teachers in the field of English as a second language teaching has also been felt. Complete overhauling of teacher education is considered necessary to achieve the objectives of education as conceived in the National Policy on Education 1986. The document has also emphasized the application of educational technology to improve the quality of education at all levels. It says, "Educational Technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values etc. both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure, in those villages without electricity, batteries and solar power will be used to run the programmes. (NPE, 1986: p.22)
It has specified the following actions to be implemented in its Programme of Action.

a) Research in the methodology of effective teaching learning of languages with particular emphasis on the use of computers and other communication media.

b) Infrastructure facilities of language and other training institutions for training of teachers and use of new communication technology.

Many research studies are going on in various centres of teacher education regarding the suitability and effectiveness of various innovations in Indian conditions. Those studies reveal that among the different innovations, media application in teacher training holds a promising future.

1.2. The Significance of Media Based Approach

i) Use of Maximum Senses: Senses are said to be the gateways of knowledge. Media call for the utilization of as many senses as possible and thereby facilitate the acquisition of maximum learning on the part of students.
ii) Process of Increasing Attention: Attention is a key force in any process of teaching and learning. Media help the teacher in creating proper situations and environment for capturing as well as maintaining the interest and attention of the students in the classroom.

iii) Enhanced Level of Motivation: Media match with the inner urges, instincts, basic drives and motives of students and thus prove a potent motivating force for energizing learners to learn effectively.

iv) Reduced Verbalism: Raymond Wyman (1957, p.2) writes "We (teachers) tell students, and we provide them with written materials so much of the time. Words are wonderful. They are easily produced, reproduced, stored and transported. But the overuse or excessive use of words can result in serious problems: chiefly of verbalism (using or adopting words or phrases without considering what they mean) and forgetting". Media help us in solving the problems of verbalism by providing alternative media of effective communication.

v) A Good Substitute for Direct Experiences: While teaching in the classroom it is not always possible to provide first hand real experiences to the students. In such circumstances, media provide valuable substitute for the real object or phenomena for making the learning as realistic and meaningful as possible.
vi) Provision for Adequate Impressions or Images: Media help in providing adequate retention by leaving behind a permanent mark in the form of adequate impressions or images and thus media assisted learning is said to be effective and relatively permanent learning.

vii) Better Clarity of the Subject Matter: Media bring clarity to the various difficult and abstract concepts and phenomena related to various subjects.

viii) Help in Fixing up the New Learning: What is gained in terms of learning needs to be fixed up in the minds of students. Media help achieving their objectives by providing humorous activities, stimuli and experiences to the learners.

ix) Save Time and Energy: Much of the time and energy of both the teachers and the students may be saved on account of the use of media as most of the abstract concepts and phenomena may be easily clarified, understood and assimilated through their use.

x) Meet the Individual Differences and Requirements: Some students may be air-minded, some can be helped through visual demonstrations while others learn better through doing. The use of various media helps in meeting the requirements of different types of pupils.
Encouraging Classroom Interaction: Media through its variety of stimuli, provision of active participation and various experiences encourage healthy classroom interaction for the effective realisation of teaching learning objectives.

Solution for the Problems of Indiscipline: With the introduction of media, there is less room for the creation of a passive, dull classroom. Moreover, the students find a variety of creative channels for the utilisation of their tremendous energy which was otherwise being spent for making mischief and creating indiscipline in the classroom.

Help in Meeting Inadequacies of Shortage of Resources:
The use of media helps in solving the problems like

- a) Tremendous growth in our school age population
- b) Shortage of classroom and classroom buildings.
- c) Shortage of good classroom teachers.
- d) The increasing demand to know more and more for coping with the advancement of the age.

Help in the Development of Scientific Attitude: Instead of agreeing to the listened facts, they resort to observe or use them practically with the help of media and ultimately adopt the habit of generalisation through actual observation and experiments.
Provide Reinforcement to the Learners: Media provide effective reinforcing agents by increasing the probability of the re-occurrence of the responses associated with them and thus render valuable help in the process of teaching and learning.

I.3. Historical Perspectives of Teacher Education

Teaching as profession is as old as human race. Though it has been with us for such a long time, the professional preparation of teachers is probably a little less than two centuries old. It developed gradually and in distinct stages over these years. The historical forerunner of the training of teachers is the monitorial system which came off just accidentally as far back as 1789 at the hands of Rev. Andrew Bell, the superintendent of a male asylum of Anglo-Indian Orphans and destitutes at Madras. To his pleasant surprise, Bell discovered that in the face of scarcity of teachers, the older boys of his asylum taught their companions. The ingenuity of Bell was accepted as a new potential method for the initial preparation of teachers. He tried this approach successfully for eight long years at the asylum and later, on his return to England in 1797, he established a school of his own. Presuming a cue from this experiment Joseph Lancaster also set up a similar school in London in 1798. He exploited
the 'monitorial system' in so complete fashion that the problem of numbers and the question of cost did not bother him at all. At one time he taught over a thousand children under this plan. As a result, a few training schools like Williams Carey's at Serampore, Calcutta Society at Calcutta, Ladies Society and Bombay Native Education Society, came into existence in India during 1802 to 1829, besides a few in England (Khosla, 1976).

Later in 1840 James Key Shuttleworth devised a Pupil-Teacher system under which the Pupil-Teachers were regularly apprenticed at the age of thirteen to the head teacher of elementary school for a period of five years in order to learn the art of teaching alongside their school education. In this system every pupil-teacher was required to give an 'object lesson' the focus of these lessons was developing teaching competence, more particularly through interesting and lively presentation of the object. Here, besides seven hours' daily study and teaching in the school, they also participated in several activities like doing domestic duties, looking after domestic animals, sharing and supervising younger one's work, gardening, exertions, gymnastics, etc. so as to make the training a long
discipline of 'body and mind' coupled with a spirit of enquiry and pedagogy. This system also helped in developing attitude towards the profession. (Brown, 1961)

The 'pupil-teacher system' was recommended to be adopted in India. Consequently upon Wood's Despatch, two parallel systems of teacher training that is 'monitorial' and 'pupil-teacher system' were in vogue at different places in the country. However, by the close of the nineteenth century, the pupil-teacher system of concurrent learning, training and employment and the 'monitorial system' or a kind of regular pre-service teacher training of teachers were available. It considered training of teachers very important and visualised a more logical and systematic extension of the system already in vogue. With this started the establishment of normal schools all over the country with the express purpose of training elementary school teachers or vernacular teachers as they were then generally called. The duration of these courses usually varied from one to three years at different places in the country. Apart from pupil-teachers, the teachers already teaching in schools were also sent for training to normal schools.
Separate training colleges for secondary school teachers also began to come up during the eighties of the nineteenth century and by 1907 certain Indian Universities instituted degrees in teaching, which in the pupil-teacher training system of teacher. It simply prescribes a certain number of lessons for practice teaching which are hardly enough to make the teacher competent in teaching.

The traditional programmes, by and large, aim simply at initiating or inducting the would-be teacher to the tricks of the trade rather than educating him/her in what makes the strength of a wholesome teacher, who may be alive to his/her role as a teacher, who may possess positive attitude towards the profession and who may also possess requisite professional competencies and pedagogical perfection.

However, various efforts have been made over the years, particularly since the late sixties, by different institutions and agencies like the NCERT, NCTE, IATE as well as Universities and individual colleges of education to improve the traditional system of teacher education. For instance, of particular interest in the context of the revision of the B.Ed. curriculum coupled with intensification of student teaching which has been the major thrust of the
Department of Teacher Education (NCERT) for quite sometime. As a result, teacher training courses particularly with the intention of making teacher training more effective and meaningfully functional, have started.

I.4. Teacher Education with special reference to Secondary School Teacher Education

The success of the educational system is dependent more on the teachers than on other facilities. Selecting the right type of student teachers and providing relevant professional education to them will go a long way in improving the quality of education.

There are five types of teacher education in Tamilnadu.

a) Pre-primary Teacher Education
b) Primary Teacher Education
c) Secondary Teacher Education
d) Higher-secondary Teacher Education
e) Higher Studies - Higher Education

I.4.a. Secondary Teacher Education

Secondary education is described as the weakest link in the educational chain. Secondary Education paves the way for higher education. It may also be the terminal course for those who want to take up jobs.
Secondary school teachers undergo training in Colleges of Education after graduation. These colleges are under the control of universities. Successful candidates were awarded L.T. and B.T. With the changing concept of teacher preparation, now the nomenclature of the degree is known as Bachelor of Education (B.Ed.). B.Ed. is a one-year course after University graduation. Secondary grade trained teachers with a B.A. or B.Sc. degree can also take this course, if they desire to do so. The trainees specialise in two optional subjects, which they had specialised in the degree course and which they will teach in the high school.

I.4.b. Objectives of Secondary Teacher Education

The secondary teacher trainee should

1. Possess the competence to teach subjects of his/her specialisation on the basis of accepted principles of learning and in the context of the new school curriculum.

2. Develop skills, understanding, interest and attitude which would enable him/her to foster all round growth and development of the children under his/her care.
3. Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work-experience.

4. Develop skills in identifying, selecting, innovating and organising learning experiences for teaching the general and special subjects.

5. Develop understandings of psychological principles of growth and development, individual differences and similarities and cognitive, psycho-motor and attitudinal learnings.

6. Develop skills in guiding and counselling the children in solving their personal as well as academic problems.

7. Understand the role of the home, the peer group and the community in shaping the personality of the child, and help to develop an amicable home-school relationship for mutual benefit.

8. Understand the role of the school in changing the society.

9. Undertake investigatory projects and action research.

What is the source of these objectives?
### I.4.c. Structure of Secondary Teacher Education

<table>
<thead>
<tr>
<th>Area</th>
<th>Weightage</th>
<th>Suggested Courses</th>
</tr>
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<tbody>
<tr>
<td>a) Pedagogical Theory</td>
<td>20 %</td>
<td>i) Teacher and Education in the Emerging Indian Society.</td>
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<tr>
<td></td>
<td></td>
<td>ii) Educational Psychology</td>
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<td></td>
<td></td>
<td>iii) Special Courses according to the needs and facilities available</td>
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<td></td>
<td></td>
<td>iv) Work Situation related to the objectives 1, 6, 7, 8 and 9.</td>
</tr>
<tr>
<td>b) Working with the Community</td>
<td>20 %</td>
<td>v) Core Training package (10 %)</td>
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<tr>
<td></td>
<td></td>
<td>vi) Special Training Programme Package I</td>
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<td></td>
<td></td>
<td>Life Science Physical Sciences/ Social Sciences/ Languages/ Mathematics (20 %)</td>
</tr>
<tr>
<td>c) Content - cum - Methodology and Practice Teaching including Related Practical Work</td>
<td>40 %</td>
<td>vii) Special Training Programme Package II Work Experience (10 %)</td>
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<td></td>
<td></td>
<td>viii) Special Training Programme Package III</td>
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<tr>
<td></td>
<td></td>
<td>Health, Physical Education, Games and Recreational activities (10 %)</td>
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<tr>
<td></td>
<td></td>
<td>ix) Related Practical Work (10 %)</td>
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1.5. Teaching of English in B.Ed. Curriculum

The graduate training (B.Ed.) course is for ten months duration. During this short period of training, the student teachers are trained in methods of teaching covering at least two subjects. The student-teachers who have completed under graduate degree should select either English or Tamil as one of the optionals. The student-teacher acquires theoretical knowledge of the methods of teaching these subjects. Besides, they undergo practical training regarding the method of teaching these subjects. The practical aspects of training consists of the activities of observation, demonstration and criticism of lessons.

The objectives of B.Ed. English programmes are as follows:

i) To develop in the student teachers the essential skills in teaching English.

ii) To develop in trainees an understanding of the nature of second language teaching.

iii) To train the student-teachers to become efficient in the use of modern successful methods and classroom techniques of teaching English.
iv) To train the student teachers in strategies and techniques of English testing appropriate to secondary school classes.

v) To foster the habit of examining the syllabus and English Readers critically and of consulting reference books to help them plan lessons.

vi) To help the trainees in the production of aids and instructional materials to make the teaching more effective.

I.6. The Problems of Teaching English in Colleges of Education

The Student-teachers are expected to achieve something which is not possible within a short period of ten months.

It is due to the non-realisation of the objectives set for training colleges that the skill imparted to trainees in these institutions have little bearing on the school practice.

The teacher-trainees do not keep themselves abreast of the modern developments and results of the researches in linguistics and language teaching.
Each training institution must have at least two teachers to teach English to the teacher-trainees of this particular methodology, but some colleges do not even have a single teacher to teach English methodology. Under such circumstances, it is very difficult to teach the essentials of the teaching methodology of English syllabus and to supervise the practice teaching of student-teaching.

The student teachers even after receiving training from these colleges are familiar neither with the teaching aids nor with the effectiveness and limitation of these aids.

Only few colleges have used audio-visual aids to give training to the student-teachers.

The questions asked in the theory examinations are of repetitive nature and the student teachers prepare only selected answers on the basis of bazaar notes. Rote memory is given more importance in the questions asked.

The low standard of proficiency in English among the trainees is also one of the important problems.
I.7. Media and Teaching Competency

At the outset, it should be made clear to the teacher trainers that different media and methods are suitable for realising different learning outcomes, that the effectiveness of aids depends not only on the materials provided but also on the techniques used. These include not only the special techniques associated with the teaching of specific subject but also general organisational strategies needed for running the classroom; keeping order, facilitating communication, catering to individual differences among trainees etc. New training methods developed from different sources such as psychological research, pedagogical theory, academic disciplines, outgrowth of educator’s ideas and experiences help to know how training ought to occur. Whatever be the source and whatever be the nature of training method adopted, the media help to support and supplement the teacher educator’s work in developing teaching competency of student-teachers.

I.8. Statement of the Problem

The main purpose of this research is to evaluate the impact of media on teaching competency of student teachers. The title of this study reads as follows:

A STUDY ON THE IMPACT OF MEDIA ON STUDENT-TEACHERS WITH REFERENCE TO SELECT VARIABLES
I.8.a. **Operational Definition of Key Terms**

I.8.a.i. **Impact:** Oxford Advanced Learners Dictionary (1995) defines the term ‘Impact’ as the strong impression or effect of something. In this study this word refers to the effect of media administered to the experimental group. It is measured by comparing the mean scores of students of experimental group and control group.

I.8.a.ii. **Media:** Derived from Latin word ‘between’ the term refers to anything that carry information between a source and a receiver. They are considered as instructional media when they carry messages with an instructional purpose. The present study operationally defines media as an instructional package consisting more than one format. It is a combined presentation of visual media including video with other verbal media forms. Also, ‘educational technology’

I.8.a.iii. **Teaching Competency:** Oxford Advanced Learners Dictionary defines the word ‘competent’ as having ability, power, authority, skill, knowledge, etc. to do what is needed. ‘Teaching Competency’ means being competent in teaching. In this study, the term ‘Teaching Competency’ denotes the measurable manifestation of the
ability of the sample to teach. The teaching competency here is assessed by administering ‘Evaluation Proforma’ developed by SRKV College of Education, Coimbatore, Tamilnadu, India.

The evaluation proforma has three major components in the skill of teaching English prose for comprehension such as a) Reading (Process) b) Selection of the Passage (Material) and c) Testing (Product).

I.8.a.iv. Student-Teachers: The ‘Student-Teachers’ means the would be teachers who are undergoing training in teaching skill. The term ‘Student-Teachers’ here stands for the B.Ed. trainees.

1.9 Variables Selected for the Study

The treatment variables are the training techniques namely i) Video assisted training and ii) Traditional method of training.

The learner variables are sex, student teachers’ discipline and medium of instruction under which they studied at school.

The dependent variables are the Attitude Towards Teaching and Intelligence.
I.10. Need for the Study

Traditionally teachers have enjoyed a position of great respect in our country. But, the status of teachers has diminished during the last few decades. Deterioration in teachers' service conditions, the isolation in which teachers work, phenomenal expansion of the educational system, lowering of standards of teacher training, a general impression that a very large number of teachers do not perform their duties properly, changes in the value system of the society etc. are found to be the reasons for the deterioration. The status of teachers has had a direct bearing on the quality of education, and many of the ills of the latter can be ascribed to the indifferent manner in which many teachers have performed their function. The National Policy of Education (NPE - 1986) therefore places complete trust in the teaching community. It calls for a substantial improvement in the conditions of work and the quality of teacher education.

The present trend in education at all levels is towards implementing technology based innovations. The success of such innovation depends on the contextual conditions and strategies employed in the process of implementations. The
most important strategy related factor is 'staff development'. This factor gains more importance in the present situation since the standard of teaching English is decreasing day by day. There is a considerable short fall in achievement at school, resulting in a gap between the students' achievement and requirements. This is more prominent in the English subject and the English teachers are criticised as being responsible for this low achievement in English.

The majority of our teacher educators appear ill-equipped in the innovative methods of teacher training. It is not their fault however. They themselves had little help from their training in teaching the language. The trainer's role consisted in training the translation method and elaborate explanation of obscure grammatical points, followed by mechanical exercises in various constituents of English such as prose, poetry, grammar, composition, etc. Another serious defect in the training of English teachers is that the trainers do not adopt a proper method in training. This does not mean that they should adopt a rigid method. In fact, the training should be different for different subjects, different schools and teachers of different classes. They are not aware of the different techniques of training English teachers.
NPE (1986) has rightly said: "Educational Technology will be employed in the spread of useful information, the training and retraining of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc. both in formal and non-formal sections." There are a few researches that have evaluated the impact of media on students' communicative skills in English. No researches, so far, has been done so deeply on teacher trainee. Hence, this research has evaluated the impact of media on English teaching competency of teacher-trainees.

1.1. Scope of the Study

Since this is the experimental study, the investigator attempted to know the treatment effect of the experimental factor, i.e. the purpose of this study is to evaluate the effectiveness of media and usefulness of this approach in catering to the need of the teacher-trainees. This study will be of immense help for the educationists particularly for the teacher trainers to know the usefulness of this approach. Since the concept of education has been changed from time to time, the training methods and techniques should also be changed in accordance with the change in system itself.
It will also help the administrators and educational institutions such as NCERT, SCERT, etc. to sensitise the present need in the method of English language teaching. This study will initiate several other studies on English Language Teaching (ELT) and Teacher Education. This study will give scope for improvement of the method of second language teaching removing the hurdles and give scope for further study in this field for the betterment of method of teaching English at B.Ed. level. This study will initiate some other researchers to try to find media effectiveness on their field of specialisation.

I.12. Objectives of the Study

In the light of the variables selected for the study, the following objectives were framed:

1. To compare the Impact of Video Assisted Training with the Traditional Method with reference to the teaching competency of the student teachers.

2. To find out whether there is any significant difference between the mean scores of the reading ability of the control group and the experimental group at the post-test level.
3. To find out whether there is any significant difference between the mean scores of the trainees’ competency to test pupils’ comprehension of the control group and the experimental group at the post-test level.

4. To find out whether there is any significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group at the post-test level.

5. To find out the correlation between the teaching competency at the post-test level and the following variables
   a) Attitude towards Teaching  
   b) Intelligence.

6. To find out the significant difference, if any, between the mean scores in teaching competency of sub-groups of the experimental group with reference to the following variables at the post-test level
   a) Sex  
   b) Attitude towards Teaching  
   c) Intelligence  
   d) Medium of instruction in school education (i.e., English and Tamil languages)  
   e) Major discipline.

Better to reword this because of your use of the word ‘media’ to indicate educational technology.
7. To find out the interaction effect, if any, between the treatment and the following variables of the experimental group on the teaching competency at the post-test level.

   a) Sex    b) Attitude towards Teaching   c) Intelligence
   d) Medium of instruction in School education
e) Major discipline.

1.13. Hypotheses of the Study

To test whether the above objectives have been reached, the following null-hypotheses were formulated for testing.

1. There is no significant difference between the teaching competency of the experimental group and the control group at the post-test level.

2. There is no significant difference between the mean scores of the reading ability of the experimental group and the control group at the post-test level.

3. There is no significant difference between the mean scores of the trainees' competency to test the pupils' comprehension of the experimental group and the control group at the post-test level.
4. There is no significant difference between the mean scores of the nature of the passage selected by the trainees of the experimental group and the control group at the post-test level.

5. There is no correlation between the teaching competency and the following variable of the experimental group at the post-test level.

   a) Attitude towards Teaching  b) Intelligence.

6. There is no significant difference between the mean scores of the teaching competency of sub-groups of the experimental group with reference to the following variables at the post-test level.

   a) Sex  b) Attitude towards Teaching c) Intelligence d) Medium of instruction in school education  e) Major Discipline.

7. There is no interaction effect between the treatment and the following variables of the experimental group on their teaching competency at the post-test level.

   a) Sex  b) Attitude towards Teaching  c) Intelligence d) Medium of instruction in school education  e) Major Discipline
I.14. Methodology in Brief

I.14.a. Sample

The student teachers at the B.Ed. level formed the population of this study. The students studying in the affiliated Colleges of Education of the Bharathidasan University constituted the sample for this study. The trainees with English as one of their optionals formed the sample. The cluster sampling technique has been adopted in this study.

I.14.b. Methodology

The sample selected as above was divided into two groups. 40 subjects in the control group were exposed to conventional method of training. The treatment group was exposed to video. At the end of the experiment, the difference between the scores of the control group and the experimental group in the student teachers' teaching competency was analysed statistically. The interaction effect between the treatment and the select variables was also analysed. Differential analysis was done to the data obtained from the experimental group with reference to the select variables.
I.14.c. **Tools**

i) Video Programme developed by the Investigator.

ii) 'Evaluation Proforma' to evaluate the teaching competency of student-teachers developed and validated by Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore 641020, Tamilnadu, India.

iii) 'Attitude towards Teaching Scale' developed and validated by P. Ponnambalam and H. Visweswaran.


v) The 'Personal Blank' to collect data on Sample
I.14.d. Statistical Techniques

i) ‘T’ test to analyse the differential hypotheses.

ii) ‘F’ test to find out the interaction effect of treatment and the variables on teaching competency of the sample.

iii) Correlation to find out the relationship between the Attitude towards Teaching and Teaching Competency and between the Intelligence and Teaching Competency of the experimental group.

I.15. 7. Limitations

1. This study is limited to the B.Ed. Trainees who have selected English as one of their optionals.

2. This study is limited to the method of teaching English Prose for Comprehension only.

3. This study is limited to the selected samples from selected colleges only i.e. eighty trainees from two colleges.

4. Video is the only medium used in this study.
1.16. Organisation of Thesis

This thesis is presented in five chapters. In the first chapter 'Introduction', the usefulness of media in teaching, nature of B.Ed. curriculum with special reference to Optional English, the need for the present study, statement of objectives, scope of the study and the limitations of the study find place. In the second chapter, the report of the study of the related literature is included. The third chapter discusses the methodology of study at length. The statistical analysis and its interpretation are given in the fourth chapter. In the fifth chapter, the suggestions and recommendations based on findings are given. The Bibliography at the end provides a list of books, journals and reports that have helped the investigator on the formulation and conduct of this research. The appendices give complete information regarding the tools used.