CHAPTER-2
THEORETICAL CONSIDERATIONS

2.1 Introduction

Language and the ability to use language symbolically set’s humans apart from the rest of the animal world. It allows people to express thoughts, ideas, emotions, and communicate with others. New research conducted by scientists at the Institute for Learning and Brain Sciences at the University of Washington reveals that early language development begins in the womb and continues throughout a life time.

Language is an extremely important way of interacting with the people around us. We use language to let others know how we feel, what we need, and to ask questions. We can modify our language to each situation. To communicate effectively, we send a message with words, gestures, or actions, which somebody else receives. Communication is therefore a two-way process, with the recipient of the message playing as important a role as the sender. Therefore, both speaking and listening are important for communication to take place.

Through language we can connect with other people and make sense of our experiences. Teacher shape a child’s language development to reflect the identity, values, and experiences of your family and community. Therefore, it is up to teacher to create a warm and comfortable environment in which students can grow to learn the complexities of language. The communication skills that your students develop in their life will be the foundation for his/ her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

2.1.1. Hindi as a Language

Hindi is the most widely spoken language of our land. Hindi is the common means of communication between the people of different regions of our country. People can reach out in every nook and corner of our land through our national language Hindi. People have been using language for mutual interaction. So, due importance must be
given to language teaching at the school level itself. Today, we find the sense of dissatisfaction and unrest in respect to education system in the society.

2.1.2 Objectives of Teaching Hindi at Secondary Level

Our education starts with a language teaching. Language is not only the medium of expression and thought but also it remains with us for whole life. Skills acquired in language will help in teaching and learning other subjects. At secondary level it is very crucial stage in student’s life and language is a skillful subject. According to Hughes, (1962) “Teacher should take care of student’s ability, skill and proficiency and not the subject matter thought he/she teaching of lesson or story”. Teacher will be able to develop the proficiency of Hindi language of students.

One of the primary aims of education is to develop the qualities of good citizenships in students because the students of today will be the citizen of tomorrow. This task of developing the qualities of good citizenships can effectively be performed by teaching of Hindi. The values like patriotism, Brotherhood, and Equality etc. can be inculcated through teaching of Hindi.

According to National Focus Group (2010), Aims and Objectives of Hindi teaching at secondary level are as follows

1. To make pupils acquainted with cultural heritage of the country, preserved in this language and through this language nourish the inspirational unity in the budding Generation.

2. To proper the knowledge of mother tongues of pupils and to assist them in commanding over their mother tongue.

3. To develop the power of appreciations through the study of literature of Hindi.

4. To make pupils acquainted with values derived from Sanskrit language and its literature.

5. To make pupils properly civilized and highly cultured so that they would get real education and there would be all-round development of their personality.
6. To make the pupils better citizens for the future through development of qualities like adjustment, co-operation, and unity in diversity, truthfulness and honesty.

2.1.3 Objectives of Teaching Hindi Language at Non-Speaking Hindi States

The objectives of Hindi language teaching at non-Hindi speaking state are broadly classified, according to skills and sub-skills. The language as a skill is to be developed in each segment of sub-skill.

The language learning means the students are able to speak, listen, read and write. Further objectives are classified into two categories they are general objectives and specific objectives. The general objectives are based on all sub-skills. So, general objectives of teaching Hindi is-

   (1) To listen spoken language
   (2) To speak the language
   (3) To Read the language
   (4) To write the language

Some of the objectives of teaching Hindi, which are observed in practice, are as under:

1. To enable the students to understand the Hindi language.
2. To enable the students to express their views verbally in simple Hindi language.
3. To enable the students to express their views correctly in written Hindi language.
4. To enable the students to enjoy Hindi poetry.
5. To enable the students to develop the interest of reading Hindi literature.
6. To enable the students to develop the knowledge of Hindi vocabulary.

2.2. Learning Process

Living is learning. All living beings learn as they grow. Human beings learn more than any other creatures. A newborn human baby behaves like any other animal offspring. But he changes his/her behaviour very quickly and shows a kind of
behaviour quite different from that of an adult. This difference in seen behaviour is due to learning.

An individual lives, interact and influences on the environment and vis – a vis in the society. This is called interaction. The change of behaviour is the result of such interaction. Learning is modification of behaviour viz. knowledge, skills, habits, interests, attitudes and tastes.

The world is full of problems. Human beings face problems in their everyday life and try to solve them with their knowledge, understanding, reasoning, skills and techniques of adjustment. Thus, learning is a continuous process. The ultimate aim of all learning is to change one's behaviour suited to the new situations. The existing behaviour may change and new behaviour may be formed.

According to Skinner learning is a "process of progressive behaviour adaptations". Munn has considered learning as "more or less permanent incremental modification of behaviour which results from activity, special training or observations".

Kimble has similarly said", learning refers to a more or less permanent change in behaviour which occurs as a result of practice". Crow and Crow defined learning as "the acquisition of habits, knowledge and attitude".

According to Mc Connell learning is "the modification of behaviour through experience".

On the whole, learning can be defined as the process of effecting changes in behaviour that brings about improvement in our relations with the environment. One of the main aims of education is to effect desired changes in the behaviour of children. To acquire vocabulary, memories a poem, learn the basic skills of arithmetic, operate a machine and so on are the examples of learning. Education seeks to achieve these learning objectives for the benefit of the individuals.

2.3 Types of Learning
Following are the various types of learning

1) Perceptual learning means ability to learn to recognize stimuli that have been seen before. The Primary function of perceptual learning is to identify and categorize
objects and situations. Perceptual learning changes within the sensory systems of the brain.

2) **Stimulus-response learning** means ability to learn to perform a particular behavior when a certain stimulus is present. It helps in establishing connections between sensory systems and motor systems.

3) **Motor learning** establishes changes within the motor system.

4) **Relational learning** involves connections between different areas of the association cortex.

5) **Spatial learning** involves learning about the relations among many stimuli.

6) **Episodic learning** helps in remembering sequences of events that individual witness.

7) **Observational learning** means learning by watching and imitating other people.

2.4 **Theories of Learning**

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programs. It is interesting to think about your own particular way of learning and to recognize that everyone does not learn the way you do.

Burns (1995) 'conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions.' It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behavior until sometime after the educational program has taken place.

1. Sensory stimulation theory
2. Reinforcement theory
3. Cognitive-Gestalt approaches
4. Holistic learning theory
5. Facilitation theory
6. Experiential learning
7. Action learning
8. Adult learning (Andragogy)

1 Sensory Stimulation Theory
Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes research that found that the vast majority of knowledge held by adults (75%) is learned through seeing. Hearing is the next most effective (about 13%) and the other senses - touch, smell and taste account for 12% of what we know. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

2 Reinforcement theory
This theory was developed by the behaviorist school of psychology, notably by B.F. Skinner earlier this century (Laird 1985, Burns 1995). Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization.

Negative reinforcement also strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. A set of conditions is created which are designed to eliminate behavior (Burns, 1995).
Laird considers this aspect of behaviorism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. There is criticism of this approach that it is rigid and mechanical.

3 Cognitive-Gestalt approaches
The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (Burns 1995). Burns notes that this theory has developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.

4 Holistic learning theory
The basic premise of this theory is that the 'individual personality consists of many elements ... specifically ... the intellect, emotions, the body impulse (or desire), intuition and imagination (Laird, 1985) that all require activation if learning is to be more effective.

5 Facilitation theory (the humanist approach)
Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Laird 1985.)
Other characteristics of this theory include:

- a belief that human beings have a natural eagerness to learn,
- there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true,
- The most significant learning involves changing one's concept of oneself.
- Facilitative teachers are:
- less protective of their constructs and beliefs than other teachers,
- more able to listen to learners, especially to their feelings,
- inclined to pay as much attention to their relationship with learners as to the content of the course,
• Apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.
• Learners
• are encouraged to take responsibility for their own learning,
• provide much of the input for the learning which occurs through their insights and experiences,
• Are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

6 Experiential learning
Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beaty 1995). The process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes. The experiential learning cycle: Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another. As shown in the 'experiential learning cycle' model above, learning is:
• through concrete experience
• through observation and reflection
• through abstract conceptualization
• through active experimentation

Differences in learning styles
As already discussed, the idea that people learn in different ways has been explored over the last few decades by educational researchers. Kolb, one of the most influential of these, found that individuals begin with their preferred style in the experiential learning cycle building on Kolb's work, identified four learning styles:
• Activist (enjoys the experience itself),
• Reflector (spends a great deal of time and effort reflecting)
• Theorist (good at making connections and abstracting ideas from experience)
• Pragmatist (enjoys the planning stage)

There are strengths and weaknesses in each of these styles. Honey and Mumford argue that learning is enhanced when we think about our learning style so that we can
build on strengths and work towards minimizing weaknesses to improve the quality of learning.

7 Action Learning

Action Learning is the approach that links the world of learning with the world of action through a reflective process within small cooperative learning groups known as 'action learning sets' (McGill & Beaty 1995). The 'sets' meet regularly to work on individual members' real-life issues with the aim of learning with and from each other. The 'father' of Action Learning, Reg Revans, has said that there can be no learning without action and no (sober and deliberate) action without learning.

Revans argued that learning can be shown by the following equation, where \( L \) is learning; \( P \) is programmed knowledge (e.g., traditional instruction) and \( Q \) is questioning insight.

\[
L = P + Q
\]

Revans, along with many others who have used, researched and taught about this approach, argued that Action Learning is ideal for finding solutions to problems that do not have a 'right' answer because the necessary questioning insight can be facilitated by people learning with and from each other in action learning 'sets'.

8 Adult Learning (Andragogy)

Malcolm Knowles (1978, 1990) is the theorist who brought the concept of adult learning to the fore. He has argued that adulthood has arrived when people behave in adult ways and believe themselves to be adults. Then they should be treated as adults. He taught that adult learning was special in a number of ways. For example:

- Adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource.
- Adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated.
- The active participation of learners should be encouraged in designing and implementing educational programs.
- Adults need to be able to see applications for new learning.
- Adult learners expect to have a high degree of influence on how learning will be evaluated.
- Adults expect their responses to be acted upon when asked for feedback on the progress of the program.
According to Burns (1995), “By adulthood people are self-directing. This is the concept that lies at the heart of andragogy, is therefore student-centered, experience-based, problem-oriented and collaborative very much in the spirit of the humanist approach to learning and education ... the whole educational activity turns on the student.

Pogson and Tennant (1995) provide a perspective of adulthood as a social construction. They say that the concept of a life's course varies for different individuals and different cultures; therefore trainers and adult educators should be wary of definitive views of adults and their behavior. Burns would probably support this view as he discusses the notion that 'definitions of the adult are not clear' and says 'the same is true of adult education'. He discusses the 'petrol tank' view of school education: 'fill the tank full at the only garage before the freeway, then away we go on life's journey' (1995). He goes on to discuss that problems can arise when people have not had their tank filled completely at school and he extends the metaphor to suggest that there should be service stations along 'the length of the highway of life'.

The question could be asked - when is maturity complete? Is there no further development after a certain stage in life?

Some authors think that while children at approximately the same age are at approximately the same stage of development, the same cannot be said of adults. Adults would vary in levels of knowledge and also in their life experiences. There could be said to be tremendous variation in adult experience.

An adult's emotional response can affect learning. Some adults can approach formal educational settings with anxiety and feelings of high or low self-efficacy. Their approach to new learning contexts can be influenced by how they appraise or evaluate the new experience. For example: given two adults in a classroom where an exercise is about to begin, one individual may interpret the exercise in such a way that leads to a feeling of 'excitement', while the other person interprets the exercise in such a way that leads to the feeling of 'embarrassment'. It is self evident that the way the individual interprets the situation and the subsequent emotion that arises, will affect the kind of action the individual is to take. (Burns, 1995)
Burns considers that such appraisals, coupled with labels such as 'fear' or 'anxiety' can lead some learners to emotionally disengage from the source of discomfort that is the learning experience. However, when coupled with labels such as 'excitement' or 'challenge' the learner is led to take actions that focus on the task.

2.5 Bloom's Taxonomy of Learning Domains
Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts (rote learning). The committee identified three domains of educational activities or learning (Bloom, 1956)

1. Cognitive: mental skills (Knowledge)
2. Affective: growth in feelings or emotional areas (Attitude or self)
3. Psychomotor: manual or physical skills (Skills)

2.5.1 Cognitive Domain
The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

Revised Cognitive Domain
Bloom’s Taxonomy has been revised by Anderson and Krathwohl (2001) with new terms and emphasis. This adapted Bloom’s model has Knowledge converted to Remember and the highest level of development is Creating rather than Evaluate.

Create - The learner creates new ideas and information using what has been previously learned.

Evaluate - The learner makes decisions based on in depth reflection, criticism and assessment.

Analyze - The learner breaks learned information into its parts to best understand that information in an attempt to identify evidence for a conclusion.
Apply - The learner makes use of information in a new situation from the one in which it was learned.

Understand - The learner grasps the meaning of information by interpreting and translating what has been learned.

Remember - The learner is able to recall, restate and remember learned information.

2.5.2 Affective Domain

These learning outcomes relate to growth in feelings or emotional areas (Attitude or self), behaviors, and values. This is also now commonly expressed in the modern field of personal development as 'beliefs' and their retention by and affect upon the learner.

Receiving - The learner becomes aware of an attitude, behavior, or value and is open to the experience.

Responding - The learner exhibits a reaction or change as a result of exposure to an attitude, behavior, or value.

Valuing - The learner recognizes value and displays this personal opinion through involvement or commitment.

Organization - The learner reconciles internal conflicts and determines a new value or behavior as important or a priority.

Characterization by Value - The learner integrates consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character.

2.5.3 Psychomotor Domain

These learning outcomes relate to the development of physical skills and manual tasks.

Observe - The learner translates sensory input into physical tasks or activities.

Model - The learner is able to observe and replicate a fundamental skill or task.

Recognize Standards - The learner recognizes standards or criteria important to perform a skill or task correctly.

Correct - The learner utilizes standards to evaluate his/her own performances, make corrections and execute the skill reliably independent of assistance.
Articulation - The learner applies a selected skill to real life situations.

Naturalization - The learner is more automated with an unconscious mastery of an activity and related skills.

2.6 Importance of Learning Package in Hindi

In our country Hindi language is regarded as a useful language and widely spoken language. Hindi language is used as common means of communication between the people of different regions of our country. In school learning Hindi subject is ignored. Today in the school Hindi language is having second position. The teacher in the classroom mainly uses Traditional Approach in teaching Hindi. This results into the fewer students’ achievement in Hindi language. To develop interest towards the subject, teacher should make use of Learning Package that engages students in learning Hindi language.

Following are the importance of Learning Package in Hindi.

- Students can be able to speak and write Hindi correctly.
- Bridging the gap between practice and habit.
- Develop student’s interest towards learning Hindi.
- Students develop their own ideas and enhance the Hindi language.
- Emphasis on speaking pure and correct Hindi language.
- Following achievement in respect to Learning Package.
- Learning Hindi becomes more effective and practical.
- The students learn content of prose and poetry recitation of poems, rules of Grammar, composition, précis writing etc. effectively through Learning Package.
- Using this Package, the individual strength of the student is recognized and his/her individual needs are addressed.
- It can accomplish the skills like critical thinking, creative problem solving and synthesis of knowledge through Learning Package. We can also accomplish the art of authentic assessment.
- Develop respect for the fundamental characteristics like attitude, interest, self-learning and the personalities of the students towards Hindi Language. This vast difference can be reduced by using Learning Package in the subject of Hindi.
2.7 Learning Package

The term Package indicates that some items are crammed or packed in a packet. Package material means a number of materials on a specific issue, developed in different formats for specific or diverse target group. Learning Package consists of different types of learning materials (Cohen and Ben-zvi, 1982) viz. Structured text, lab experiments followed by inquiry questionnaires and learning games. The learning materials are used in a comprehensive approach with classroom discussions, group work and individual work.

All materials in a package are interrelated and complement with each other to reinforce the messages as key learning communication issue. Materials of a package are packed in a box or packet. Package material can be developed on education, training and or communication or motivation. There are a number of needs for packaging materials. (a) One material in the Package complements others, so it reinforces the messages and learning on a specific issue; (b) Repetition of messages through different media/format makes the communication effective and learning sustained; (c) There is need to address all three domains of learning- knowledge, skill and attitude, which leads to practice; and (d) Variation of presentation makes learning joyful and effective.

In present time teaching through Learning Package is important throughout the world. This mode of education will continue to flourish as more and more open distance education institutes/ universities are coming up to meet a variety of educational needs of the ever increasing number of learners and fast changing societal conditions. Besides subject based teaching, much professional and industrial training is now imparted through Learning Package. It is important to develop a Package of teaching-learning materials for classroom use in order to engage children in active learning. As stated in the position paper on ‘Curriculum, Syllabus and Textbooks’ of the National Curriculum Framework (2005), what is needed in the current educational practices is not a single textbook but a Package of teaching-learning materials. It is felt that a textbook should become a part of this Package and not the only teaching-learning material. Learning through Package are needed for in-service education, lifelong education etc.
Learning Package is usually a self content Package of materials design for a single student or a small group of students to use in attaining a specific objective. The Package is so constructed that a student can proceed through a sequence of given activities with little or no aid from the teacher. A Learning Package usually contains three major components.

1. The objectives of the Package
2. The activities for the students to follow in order to achieve objectives including references to sources of information.
3. Type of Past evaluative device.

2.7.1 Characteristics of Learning Package

Learning Package differ from a chapter of a textbook or an article of a journal. The chapters of a text book usually present information in a very compact form. They are closer to reference Packages than to Learning Package. They are organized in terms of the subject matter rather than to aid learning. Similarly an article in a journal is a means of communicating with equals in the profession. On the other hand, are the instruments for learning? The main characteristics of are discussed as follows:

Characteristics of Self-learning Package are given as under.

Self-Learning Package should be

1. Self-explanatory
2. Self-contained
3. Isolation.
4. Self-directed
5. Self-motivating
6. Self-evaluating
7. Self-learning

1 Self-explanatory

The content should be presented in a style so that a learner can go through the Package without much external support. The content should be self-explanatory and conceptually clear. For this, the content is analyzed logically before it is presented. This order maintains the continuity and the consistency of the content. Thus, the promote self-learning on the part of the learner.
2 **Self-contained**

Efforts should be made to make the package self-sufficient so that a learner does not hunt for the additional sources, or even a teacher. Not that distance learners should not seek external support, or meet a teacher, but many of them are not in a position to receive support due to their geographical, physical and psychological isolation.

3 **Isolation**

Considering this factor, to the possible extent Package should be self-sufficient so that he/she would not be at a disadvantage to those learners who are having accessibility to additional sources and teachers. For this the scope of the content of the unit should be visualized in detail. While avoiding the non-essentials only the essential details need to be presented so that the unit can cover all information required by the learners and keep away all that is not necessary.

4 **Self-directed**

The study package should aim at providing necessary guidance, hints and suggestions to the learners at each stage of learning. The self-directed Package is presented in the form of easy explanations, sequential development, illustrations, learning activities, etc. The Package performs the role of a teacher who can guide, instruct, moderate and regulate the learning process in classroom situations. Thus, the course Package should direct the entire process of learning. Some teachers in conventional classroom situations also do not feel and do the activities like guiding, instructing, moderating and regulating the learning process. The reasons may be many such as time constraints, teacher style, lack of interest in these aspects etc.

5 **Self-motivating**

In distance education systems, the learners remain off the campus for most of their study-time. The study Packages like a live-teacher should be highly encouraging for the learners. The Packages should arouse curiosity, raise problems, relate knowledge to familiar situations and make the entire learning meaningful for them. It is not easy to create these situations, without an extra effort from the course writer. The sense of reinforcement should be strengthened at every stage of learning and retention.

6 **Self-evaluating**

As the learners remain separated from the open and distance institutions and the teachers, the study Package should make provisions for feedback as well. To ensure optimum learning, the learners should know whether they are on the right track. Self-evaluation in the form of self check questions, activities, exercises, etc., provides the
learners with the much needed feedback about their progress, reinforces learning, and motivates them for learning. The course writer should develop a built in evaluation system by giving an appropriate number of self-check exercises, activities and ‘check your progress questions’.

7 Self-learning

Self-learning Package is based on the principles of self-learning. So a unit, besides information, provides the learners study guide – directions, hints, references etc., - to facilitate their independent learning. To make the content comprehensible, it is supported by simple explanations, examples, illustrations, activities and so on.

2.7.2 Difference between Learning through Learning Package and Traditional Learning Approach

At this juncture, it is important to consider what Learning Package is. In Learning Package students sit side by side at the same table and talk with each other as they do their individual assignments, having students do a task individually with instructions that those who are compatible have to help the slower students. Putting students into groups does not necessarily gain a task of Learning Package, it has to be structured and managed by the teacher. The classrooms which encourage learning through Learning Package can prove to be far more beneficial to the students than the classrooms which follow the traditional approach of learning. The difference between the two can be stated as below.

Table: 2.1

Difference between Traditional Classrooms and Learning Package Classrooms

<table>
<thead>
<tr>
<th>Traditional Classrooms</th>
<th>Learning Package Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration should be on the book or the teacher.</td>
<td>Concentration on peers in order to learn from them, help them and share ideas and materials.</td>
</tr>
<tr>
<td>Talking to neighbours is restricted.</td>
<td>Talking to neighbours is encouraged in order to exchange ideas, debate, explain, suggest and question.</td>
</tr>
<tr>
<td>Do one’s own work and let others do theirs.</td>
<td>Sharing of work with others is encouraged consequently the work done together becomes better than the one done individually.</td>
</tr>
<tr>
<td>If help is needed, teacher to be consulted.</td>
<td>If help is needed, consult group mates or members of other groups before asking the teacher.</td>
</tr>
<tr>
<td>Compete for the teacher’s attention.</td>
<td>Allow each student an opportunity to be spokesperson for the group.</td>
</tr>
<tr>
<td>Individual excellence</td>
<td>Group learning and excellence.</td>
</tr>
<tr>
<td>Learning is an outcome of teaching</td>
<td>Learning is not essentially an outcome of teaching.</td>
</tr>
<tr>
<td>No interdependence among group members. Students are concerned about self-performance.</td>
<td>Interdependence among group members is encouraged.</td>
</tr>
<tr>
<td>While working in groups, the lazy ones do away with working, ‘hitchhiking’ on other group member’s work.</td>
<td>While working in groups, each member is assigned with a different task to work on.</td>
</tr>
<tr>
<td>Group dynamics is not given importance.</td>
<td>Group dynamics is important.</td>
</tr>
<tr>
<td>A leader is often appointed.</td>
<td>Each individual in the group is a leader.</td>
</tr>
<tr>
<td>A student is responsible only for his own learning.</td>
<td>A student is responsible for the learning of other group members also.</td>
</tr>
<tr>
<td>Group learning is never emphasized on and so never evaluated.</td>
<td>The teacher on a regular basis encourages students to process the learning of the group.</td>
</tr>
<tr>
<td>Teacher observation and feedback seldom takes place.</td>
<td>Teacher observes and encourages revisions and modification in learning strategies and its outcome.</td>
</tr>
</tbody>
</table>

### 2.7.3 Components of Learning Package

Following were the components incorporated in Learning Package.

1. **Application (Practical Utility)**

   Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension. Application means use of acquire knowledge and understanding of the concepts in new situations.

2. **Grammar**

   Research conducted by Mochizuki and Ortega (2008) revealed that teaching Grammar to students results in more accurate speaking in communicative tasks.
Shiotsu and Weir (2007) found in their study that grammatical knowledge is more important than vocabulary size for understanding English. Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non prestige forms.

Language teachers who adopt this definition focus on Grammar as a set of forms and rules. They teach Grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

3. Vocabulary

The National Reading Panel (NICHD, 2000) identified Vocabulary as one of five major components of reading. Its importance to overall school success and more specifically to reading Comprehension is widely documented (Baker, Simmons, & Kame’enui, 1998; Anderson & Nagy, 1991). The National Reading Panel (NRP) stated that Vocabulary plays an important role both in learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean. “Teaching Vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However,
lacking either adequate word identification skills or adequate Vocabulary will ensure failure” (Biemiller, 2005).

Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, Vocabulary is used to refer to the kind of words that students must know to read increasingly demanding text with Comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time.

The NRP’s synthesis of Vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted Vocabulary instruction. The findings are:

• **Provide direct instruction of vocabulary words for a specific text.** Anderson and Nagy (1991) pointed out “there are precise words children may need to know in order to comprehend particular lessons or subject matter.”

• **Repetition and multiple exposures to vocabulary items are important.** Stahl (2005) cautioned against “mere repetition or drill of the word,” emphasizing that vocabulary instruction should provide students with opportunities to encounter words repeatedly and in a variety of contexts.

• **Vocabulary words should be those that the learner will find useful in many contexts.** Instruction of high-frequency words known and used by mature language users can add productively to an individual’s language ability (Beck, McKeown, & Kucan, 2002). Research suggests that vocabulary learning follows a developmental trajectory (Biemiller, 2001).

• **Vocabulary tasks should be restructured as necessary.** “Once students know what is expected of them in a vocabulary task, they often learn rapidly” (Kamil, 2004).

• **Vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge.** Stahl and Kapinus (2001) stated, “When children ‘know’ a word, they not only know the word’s definition and its logical relationship with other words, they also know how the word functions in different contexts.”
4. Comprehension

Comprehending language involves a variety of capacities, skills, processes, knowledge, and dispositions that are used to derive meaning from spoken, written, and signed language. In this broad sense, language Comprehension includes reading Comprehension, which has been addressed in a separate tutorial, as well as Comprehension of sign language. Deriving meaning from spoken language involves much more than knowing the meaning of words and understanding what is intended when those words are put together in a certain way.

2.7.4 Role of the Teacher in using Learning Package

Teacher has to perform following roles

1. To plan lessons that decide on
   a) Objectives
   b) Size of groups
   c) Learning Package
2. To ensure that the group task is relevant and applied in new situation and reconstruction of knowledge.
3. To challenge students’ thinking and scaffold their learning, necessary skills to help students construct new ways of thinking and learning.
4. To give instructions regarding Package for developing listening, speaking, reading and writing skills.
5. To promote student-to-students interaction and model how to interact with each other in socially appropriate ways.
6. To monitor and intervene with groups where necessary.
7. To evaluate the achievement of students at the end of implementation of the Package

A teacher, in a classroom using learning package, should be a friend, philosopher and guide who focus on learning rather than teaching.

In case of lack of concept clarity, the teacher prompts students.
2.7.5 Advantages of using Learning Package

Learning Package offers an excellent possibility of arousing student’s motivation through their various advantages.

1. Permit individualization of instructions
2. Help / teaching new topics and subjects
3. Help fresh teachers
4. Permit absentee students to keep pace with the class through self study
5. Provide better motivation through a multisensory approach to learning.

2.8 Summary

Present study is immensely useful to the teachers as well as the students. Teaching through the textbook becomes dry and lifeless. Learning Package is a better way of teaching sub-points or Units to the students. It is helpful to all kinds of students from slow learners to fast learners from gifted to normal etc. Both the students and the teachers get to know each other’s abilities. Here the teacher has a special skill in modifying instructions and developing adaptation. It is but natural that students working through Package need more support and encouragement in overcoming the rough spots. This learning is not only beneficial to the students but it also provides important opportunities to the teachers to develop their own teaching skills. The teachers should know how to incorporate learning package and how to evaluate their learning. In this type of learning through Package, the teachers will have to find new ways of collaborating and sharing their expertise. Luckily, this sort of learning involves communicating with others and hence it is exciting and rewarding.