ABSTRACT

Educational Technology is not understood as a mere application of devices for improving classroom instruction. Several experiments have been conducted to find the usefulness of these devices including the radio. The experiment which investigates the impact of the radio series, 'Teach English Learn English on the listener teachers' and pupils English is one of the type.

A study of related experiments has been made and the tools consisting of a variety of measures, questionnaires, opinionnaires and interviews were designed talking into consideration (i) What (ii) for whom, (iii) how many, (iv) when and (v) how. Tools other than measures have been included to validate the findings.

The measures were administered during the initial, middle and final stages of the experiment. These measures were administered in two phases, i.e., the pilot and the final version. The pilot measures were given to 300 teachers and 2000 pupils, class IX, for whom the series was intended. The sample was randomly selected from 20 rural and urban schools in Kheda, Vadodra and Panchmahals district. The pilot measures were analysed and standardised with validity and reliability procedures. Later the final version of measures was administered to a larger sample of 500 teachers and 5000 pupils selected randomly from 40 rural and urban schools in the state. The findings of 140 teachers and 1120 pupils have finally been used as they took the three measures consistently.

The findings of the Listener and non listener teachers obtained reveal that their mean scores which were 29.09 and 26.28 initially rose to 31.20 and 26.80 during the final experimental phase. Similarly the means of listener and non
listener pupils which were 23.90 and 22.80 rose to 24.55 and 23.03 in the final phase.

The mean differences 2.61 and .53 for listener and non listener teachers indicate a significant impact of the Teach English Learn English series on the listener teachers at .05 level. Besides, the listener and non listener pupils with mean differences 1.55 and .23 between the initial and final measures indicate a significant impact of the TELE series on the listener pupils at both .05 and .01 levels.

The impact on other teacher variables indicated that TELE series has benefitted rural teachers more than their urban counter part. Similarly the performance of the male teachers was found better than that of the teachers in all language areas viz. Listening pronunciation, vocabulary and grammar. In the case of pupils the performance of the girls was better than that of the boys. Both teachers and pupils with language did better than the non lang groups.

The dissertation after analysing the material interprets the data and makes tangible suggestions and recommendations which should be useful to a cross section of people consisting of teachers, headmasters, inspectors, materials producers, syllabus processors, text book writers, media-men among others.

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