Chapter - 1
Introduction
Introduction

"Teaching is a system of actions, intends to induce learning through interpersonal relationships."—B.O. Smith.

It is a common experience that increase of population and explosion of knowledge are not only affecting the pattern of human life, but also inflicting their full impact on education. The population is increasing in geometrical proportion and now frontiers of knowledge are being opened up almost daily. Explosion of population and knowledge has raised the serious question, of both quality and quantity of education.

Educationists are of the opinion that the educational problems related to the quantity and quality could be tackled by the development of educational technology. Therefore, there has been a rapid development in information & communication technology and its application in education at all levels; with a purpose of extending educational facilities and upgrading instruction in recent years. Our instructional process has more often concentrated on subject rather than on the learner himself. There is nothing more basic in education than the child himself, His mind which observes and reason, which creates new ideas and new patterns out of new observations. His curiosity leads him to discover, to create, to produce, to develop relationship what he
learns, what he observe, what he creates. If the entire instructional process at the school level is guided by the understanding, it will open up for our school teachers the most productive and creative potentials of teaching as a career, every child has a way of exercising and developing his own peculiar talents. But unfortunately all this is not duly recognized by classroom teachers. The aim of classroom teachers in our present educational context should be to encourage thinkers not mere learners. So, in present context the teachers are not expected to stick to only one method or strategy for creating learning situation rather they should blend the teaching strategies.

The Term "strategy" has become a catch word in the field of education since 1960's. It was the outcome of development in cognitive psychology. It marked a shift from teacher and teaching to learner and learning; from instructivism to constructivism; from teacher centered to learner centered approach in learning. While this shift has been gaining popularity, more so with the use of multimedia in education. Other developments have promoted a need for taking a more balanced view of learning. Other researches have also echoed the plea for a flexible and holistic pedagogy incorporating both approaches to learning (Finn & Ravitch, 1996.).

In general terms, 'strategy' is defined as a planned approach to any task. Strategies are consciously initiated mental activities, like, inferring, grouping, deduction, elaboration etc.
that trigger off the process of learning. Historically, the second language learning has parallel the effect of cognitive educational psychology. According to the pre-communicative competence phase, knowledge of language was defined in terms of grammatical knowledge. Then there came a shift and knowledge of second language was defined not just in terms of grammatical competency, but was expended to include other competences. Canal & Swain, (1980) “for the first time define the components of grammatical competency, discourse competence, socio-linguistic competence and strategic competence. Strategic competence is described as mastery over verbal and non verbal communication strategy. In general the study of language learning strategy has taken two approaches, namely product oriented and process-oriented. In the product oriented approach the definition is based on the object of language learning. Tarone, (1983) define strategy as steps taken to develop linguistic and socio-linguistic competence in the target language. In the process oriented definition, stress is on information processing. O’Malley and chamot, (1990) specify, “the special thought or behaviour that individual use to help them comprehend, learn, retain new information. Technology oriented; the strategy is widely used for English language teaching at secondary and higher levels of education. There is an implicit assumption that the use of technology itself enhances language learning. In this sense technology itself has become a strategy for fostering the language learning.
1.1 ORIGIN OF THE STUDY:

While it has long been realized that, a learner through the five senses with olfactory, visual, auditory and tactile etc. But the school has restricted itself largely to the auditory sense only. Though various researches has proved that abstract word symbols rather then concrete aids to learning have been more extensively used by teachers. One of the aim of school education is to expand the knowledge of learner. The teacher's responsibility is to encourage the learners to acquire and to retain the knowledge imparted in school for future use in meeting life problems. But, to our great surprise we find that students forget most of the school learning after a short lap of time. The basic question is why forgetting occurs?

Traditionally, it is hold that learning is the result of practice and forgetting is because of insufficient practice. The common view has been recently challenged by experimental psychologists. Forgetting occurs only when some learning takes place. If there is no learning then there is no forgetting. It is incorrect to say that forgetting anything that was never learnt. Forgetting is an inevitable on concomitant of learning. Thus failure to learn is one of the most common reasons why students are unable to recall answers in examinations questions. As a matter of fact learning requires active rehearsal of what is to be learnt. It means recalling relevant information, grasping
fundamental principle that underline a learning task and memorizing the key facts, Chauhan S.S. (2004, p-236).

Shamshi Nayyer (2004, p-47) “the language is a means through which a child contemplates the past, grasps the present and approach the future”. It goes without saying that the language plays an important role in the mental, emotional and social development of a person. Though English is a foreign language yet it occupies a unique position in our country, India. English was introduced in India about two century ago. It is rather interesting to know how this language gradually got prominence. In the charter of 1813, article 433 was a pious clause which changed the whole lot of people. The said clause authorized the governor general in council to spend a sum of not less that one lac of rupees in each year on the revival and improvement of literature... for the introduction and promotion of knowledge of science ..... Among the British territories in India, with this a background for British education was prepared. Later lord McCauley defined the meaning of the words like literature, medium of instruction agency of education etc. therefore the study of English was it made compulsory. Soon was become the medium of instruction.

Problems of language study in India: language is a means of communication without which the society is not able to make progress. In India, the language problem exists because there
are many languages used in different states of the country. Due to different social groups in our country the language problem has been due to one reason or other. There is something wrong with the teaching of English in Indian schools. Prof. VK Gokak says, “The study of English in our schools is in a chaotic state today, pupils are taught English for about six periods a week for six years. But it has been estimated they hardly know 1500 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structure of English; the reason is that there is also something wrong. With the learning of English in Indian schools. In this, Michel West said, “a language is not a subject which can be taught; it is a subject, which must be learnt. In the words of Harold Palmer, “what has been badly assimilated must be eliminated consciously”. Everybody in these days is after the criminations. A student does not bother about the knowledge or learning of the language. On the other hand teacher is after enabling the students to pass the examinations. He is always careful that his pass percentage my not go down. Thus there is not real teaching by the teachers or learning retention by the students in the schools. So, the standard of English are fast deteriorating. The method of teaching English adopted in the schools are quite defective. The translation cum grammar
method of teaching is used almost in all schools. The teachers
do not show any interest in acquiring knowledge about the later
method of teaching. All the aspect of language learning is
ignored.

Psychologists have long realized that some people are
able to think abstractly, while others are more dependent upon
concrete material as aid to their thoughts. It has been generally
recognized that the more brilliant the individual, the greater his
power of abstract thought, and conversely, the greater the
dependence upon visual imagery as a vehicle of thought. The
interest of earlier studies has been focused on the issue of
gender difficulties in English related attitudes. Another finding
from the previous research is the low up to moderate correlation
between attitude and achievement. However, some recent
researches shows that among adult non traditional learners
indicates that synchronous, interactive and collaborative
activities are more satisfying and better meet individuals
expectations and need for a learning experience. The present
study deals with the strategy, which can be used by classrooms
teachers to minimize percentage of forgetting and to make the
process of acquisition of knowledge more efficient and lasting
for the students. Thus, this causes the origin of this problem.
1.2 NEED OF THE STUDY:

The need for a literate population has been recognized as a crucial input for nation building and, consequently, universalization of elementary education (UEE) for all children in the age group 6-14 has been accorded top priority in our successive five year plans. The National Policy of Education (1986) reaffirmed the national commitment of achieving UEE with objectives of: (i) universal access and enrolment, (ii) universal retention up to 14 years of age, and, (iii) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning. Subsequent consistent efforts have resulted in a manifold increase in infrastructural facilities, and enrolment and retention of children. Mishra 1996, Satapathy 1998, Sharda 1998, quotes, “Though learner centered teaching is said to promote joyful learning and enhance achievement, little is known about the facts and skills learned and retention of competencies. Keeping this in view, the present study was taken up to find out the effect of blended strategy on learning retention and attitude of students.

Teachers in educational paradigms quite aware now to use different methods to teach students, but teachers usually stick to one method or strategy to teach a complete topic, which is not acceptable psychologically as well as technically. Education should be child centered not the content or teacher centered. So, teaching and learning process must be according
to the need of the learner also. We know that not all the learners can be satisfied by single method or strategy, moreover no content can be taught only through a single method or strategy. If content is taught by blending or combining the various teaching strategies, the problem of individual differences can be overcome easily and effectively. Blending is a planned combination of strategies can give the tremendous results. Keeping this in view, the present study was taken up to find out the effect of the blended strategies on learning retention and attitude of the students. An important issue is the relationship between student's attitudes and instructional contexts. So, different instructional context influence student's attitudes and different attitudes result in different opportunities for learning and achievement?

Research from different countries with different educational systems and curricula will provide an opportunity to identify the relationship between student's attitudes and instructional context of theses countries. The majority of the existing studies concern attitudes towards learning in general. Only few have studied attitude towards a particular discipline like English, Hindi, Maths and Physics etc. (Manis, 1983, 1989). Taking into consideration all the above, the investigator decided to evaluate the effect of blended strategy on the learning retention and attitude of school students.
1.3 RATIONAL OF THE STUDY:

Very often, it is misconstrued that educational technology with all its gadgets can be a panacea to all our educational melodies. What matters really is how systematically now media like the radio, television, cassette, recorder, computer etc. are yoked to the teaching learning process. Henry Diezaeide has observed that, “Instead of continuing to let the machines do only what teachers cannot do, we should ask ourselves what is the teacher should do that the machines can not do.” Skinner puts it, “Almost all our major problems involve human behaviour and they can not be solved by biological technology of behaviour.”

A great variety of research of McConnell, Hutchinson, Got kin and Massa Grover indicates that when we change teaching methods, a new class or classes of star learners emerge. We can derive support for this and the idea of differentiating teaching methods for different kinds of learners not only from the studies of Hutchinson, Got kin and Massa Grover & others, but from observations concerning changes in individuals that have resulted in field tests of materials such as the recordings and the ideas books.

It is a common observation that some of the isolates and maladjusted children, who do not ordinarily respond, suddenly become alive and excited about learning when new
methods are introduced. Bloom (1953) writes, "The discussion method is conductive to eliciting higher level of reflective thinking or creative problem solving than is the lecture method". Thompson reported (1957), when measured by objective test administered up to six months after course completion; information learned through discussion is retained better than that learned through traditional teaching. Thus discussion method not only facilitates higher order cognitive skills, but the learning is likely to be retained for longer period.

Robert Travers (1971) had pointed out that, "Information is not satisfactorily stored when a passive learner is passively exposed to inputs, though some learning may occur". In 1972, ILO mentions, "essence of systematic method is that man should learn from each other and should contribute their own experiences to the fullest. Vernon S. Gerlach (1994), recommended use of instructional media for designed use of systematic and effective instruction which shall assist learner to acquire learning outcomes or objectives efficiently and effectively. Hacker and Nieder (2000) assumed that learning should be "deep" and "durable". Specifically they argue that principle of active learning, collaboration and effective feedback and motivation can make learning durable. Dzuiban and colleagues (2004) explain that the instructional model of the entire course is to be reconceptualized and redesigned, retaining the face-to-face component, yet shifting "from lecture
to student-centered instruction in which students become active and interactive learners” (p. 3).

The attitudes are largely responsible for the intensity of students’ responses in the classroom and are both predictors of, and contributors towards, students’ achievement in language learning. While improved instructional materials, syllabus design, and teaching approaches all play a role in improving learner achievement, such achievement is not maximized if the students do not exhibit a positive orientation towards their subject. Furthermore, Gardner, 1985, p. 10, that there is a direct correlation between motivation and attitude; that is, motivation constitutes a positive attitude combined with effort and desire. In the language learning context, motivation (to learn the language) refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

1.4 STATEMENT OF THE PROBLEM:

Thus on the basis of above discussion, the problem undertaken may be stated as under:

“AN EXPERIMENTAL STUDY OF THE EFFECT OF BLENDED STRATEGIES ON LEARNING RETENTION AND ATTITUDE OF SECONDARY SCHOOL STUDENTS”
1.5 OPERATIONAL EXPLANATION OF TERMS:

BLENDED STRATEGIES: Blended strategy is not a new concept, evolving over the last four decades from the use of a combination of classroom formats, books, and handouts to a blend of face-to-face instruction and technologically-mediated approaches (American Society for Training & Development, 2001).

Blended strategy means a mixture of various learning strategies and delivery methods that will optimize learning experience of the learners.

Blended strategy may be defined as the combination of traditional and nontraditional face-to-face and authentic online/offline learning activities to encourage student engagement and potentially transform student learning experiences and outcomes (Davis & Fill, 2007, p. 817).

The main objectives of blended learning is to optimize learning outcomes and minimize the cost of the program through "any combination of learning delivery methods, including most often face-to-face instruction with asynchronous and/or synchronous computer technologies" (So & Brush, 2007, n.p.). Hofmann & Miner (2008) suggest that the "key to the entire blend [is] that each piece [is] dependent on another. Dzuiban and colleagues (2004) explain that the instructional model of the entire course is to be reconceptualized and redesigned,
retaining the face-to-face component, yet shifting "from lecture to student-centered instruction in which students become active and interactive learners" (p. 3). Broader use of the term blended strategy suggests an even more sophisticated and useful approach, that of considering a wide range of traditional e-learning delivery modes of educating learners. In many experiences, blended strategy may be interpreted is a great opportunity for learner centered curricular design.

In present study the blended strategy includes the offline Computer Assisted instruction; CAI with CD-ROM (Eduright home addition 9th class C.B.S.E. English Course) followed by classroom discussion and traditional class room teaching in comparison with the traditional teaching of English for IX grade students.

LEARNING RETENTION:

Learning is the relatively permanent change in behaviour due to practice and experience.

Human mind possess spacial ability by virtue of which every experiences or learning leaves behind memory images or traces that are conserved in memory. This preservation of the memory traces by central nervous system or brain is known as retaining of the learned or experienced act Mangal S.K. (2007, p-262)
How longer the informations can be retain depends upon the strength and quality of the memory traces, when it is time of to recollection information or past experiences of learning, the memory traces are used and when some one is unable to reproduce or make use of past experiences and learning, it is said that the person is not able to retain what has been learned or he forgotten.

Thus, for remembering and memorization, learning is primary condition. If there is no learning, there would be no remembering, secondly, the learning experiences are retained properly in the form of mental impressions or images. So that they can be reviewed when the need arises. Thethird and the fourth stage in the process of memorization or remembering can be named as recognition and recall.

Thus, above discussed four stages (learning, retention, Recall and recognition) are related with the memory process. There have been replace by three distinct stages.

Encoding, it is referred to a process to translate or convert the sensory information into such a coded form that can be easily stored and reproduced at the time of our need. When the proper encoding of the learned material take place, the results in terms of its storage and retrieval in proportion are always better. The storage is concerned with power of retention. Retrieval is concerned with the revival or reproduction of the stored encoded message memory images into their
original form, the coded message undergoes a process of decoding and as a result the knowledge is reproduced in the form they were experienced or learnt during the process of learning or experience.

Psychologists have tried to classify memory into certain types according to their nature and purposes served.

**Sensory or Immediate Memory:**

It helps and individual to recall something immediately after the learning perceived it. In such type of memory, retention is extremely brief, generally, from a fraction of a second to several seconds.

**Short Term Memory:**

It is temporary and short time like the immediate memory. Generally, five to nine items can be held in short term memory at a time.

**Long Term Memory:**

Long term memory has quite a durable or endless retention of the sensory impressions that is why it is also referred to as permanent memory. In addition to its long duration of retention. The span of retention is far greater than the short term or immediate memory. The sensory impressions stored in long term memory are subjected to very little or no decay and requires little, if any, rehearsal for their lengthy and effective retention. On account of its such nature and characteristics, it
is the only memory that helps us to remember a number of limitless things on a relatively permanent bases.

The most important thing and attributes attached to long term memory is related with uniqueness in encoding the received sensory information in a properly organized and systematic way

**Episodic Memory:**

It is connected with episodes and events, which may consists of personal events and experiences associated with one's life.

**Semantic Memory:**

It helps in storing as well as retrieving of collection of relationship between event or association of ideas.

**Measurement of Retention:**

What has been retained in one's memory out of the total originally learnt material provides a measure of one's retention power the following:

**Method of Recall:**

(a) Free Recall Method.

(b) Probed Recall Method and Serial Recall Method.

**Method of Recognition:**

(a) Simple Recognition type Test.

(b) Multiple Recognition Test.
Saving Method and Reconstruction Method are used for the measurement of Retention and Memory.

According to Hacker and Nieder (2000) learning should be “deep” and “durable”. Students must retain information from classes in order to benefit from the learning. The instructors’ jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

In present study the learning retention confined the performance of learner on achievement test made by researcher
in English course of 9th class, immediately after the treatment and after two weeks of conducting the treatment.

ATTITUDE TOWARDS LANGUAGE:

The concept of attitudes towards language includes attitudes towards speakers of a particular language; if the definition is even further broadened, it can allow all kinds of behavior concerning language to be treated (e.g. attitudes toward language maintenance and planning efforts) (Fasold 1984: 148).

Attitude is something an individual has which defines or promotes certain behavior. Although an attitude is a hypothetical psychological construct, it touches the reality of language life. Baker stresses the importance of attitudes in the discussion of bilingualism. Attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. However, attitudes are affected by experience; thus, attitude change is an important notion in bilingualism. Attitudes vary from favorability to unavoidability. Attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to, e.g. a language situation (Baker 1988:112-115).

The major dimensions along which views about languages can vary are social status and group solidarity. The distinction of standard/nonstandard reflects the relative social status or power of the groups of speakers, and the forces held
responsible for vitality of a language can be contributed to the solidarity value of it. Another dimension, called in group solidarity or language loyalty, reflects the social pressures to maintain languages/language varieties, even one without social prestige (Edwards 1982:20).

Fishman and Agheyisi (1970) have suggested that there is a mentalist and behaviorist viewpoint to language attitudes. According to the mentalist view, attitudes are a “mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject’s introspection”. Difficulties arising from this viewpoint include the question that from what data can attitudes be derived, and in what way are they quantifiable. According to Behaviourism, attitudes are a dependent variable that can be statistically determined by observing actual behaviour in social situations. This also causes problems; it can be questioned whether attitudes can be defined entirely in terms of the observable data (Dittmar 1976: 181).

Fasold suggests that attitudes toward a language are often the reflection of attitudes toward members of various ethnic groups (Fasold 1984: 148): people’s reactions to language varieties reveal much of their perception of the speakers of these varieties (Edwards 1982: 20).

In generally, research has proved the integrative motivation to have been more beneficial for the learning of another language (Loveday 1982: 17-18). On the other hand,
Gardner & Lambert, for instance, have found that where the L2 functions as a second language (i.e. it is used widely in the society), instrumental motivation seems to be more effective. Moreover, motivation derived from a sense of academic or communicative success is more likely to motivate one to speak a foreign/second language (Ellis 1991: 118).

As it concerns attitude towards English Gardner (1975) defined as “a learned predisposition to evaluate in certain ways objects, people, actions, situations or proposition involved in learning English.” The motivation constitutes a positive attitude combined with effort and desire. In the language learning context, motivation (to learn the language) refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language (Gardner, 1985, p. 10 — emphasis supplied).

In the psycho-social domain, questions need to be asked such as: To what extent does competence in English contribute to the enhancement of interpersonal relationships or personal development? Do students feel that knowledge of English enables them to have access to a greater range of forms of entertainment or types of media? How great is English a factor in students’ self-esteem? How do students relate to English in terms of their attitudes towards the other languages they know?
1.6 OBJECTIVES OF THE STUDY:

1. To find out the effect of traditional strategy on the attitude of 9\textsuperscript{th} class students towards English language.

2. To find out the effect of blended strategy on the attitude of 9\textsuperscript{th} class students towards English language.

3. To study the effectiveness of blended strategy and traditional strategies on the attitude of 9\textsuperscript{th} class students towards English language.

4. To find out the effect of blended strategy in terms of learning retention in experimental group.

5. To find out the effect of traditional strategy in terms of learning retention in control group.

6. To study the effect blended strategies and traditional strategy in terms of learning retention in English language.

7. To reveal the effectiveness of both the strategies in terms of learning retention between phase I and II.
1.7 HYPOTHESIS:

1. There is no significant difference between the post test-I and post test-II on learning retention after treatment in experimental group in terms of learning retention. (Phase-III & IV).

2. There is no significant difference between the post test-I and post test-II of control group in terms of learning retention. (Phase-III & IV).

3. There is no significant different between the post tests-I of both the groups, in terms of learning retention. (Phase-III).

4. There is no significant different between the post test-II of both the groups in terms of learning retention. (Phase-IV).

5. There is no significant difference between the attitude towards English language before and after teaching through blended strategy.

6. There is no significant difference between attitude towards English language before and after teaching through traditional strategy.

7. There is no significant difference between the post test of attitude towards English of both the groups experimental and control after the treatment. (Phase-III).
1.8 DELIMITATIONS OF STUDY -

It is bound to have some limitations which depend on the resources of the investigator and they are termed as delimitations. The delimitations of the present study are as follows:

1. The present study was delimited to public schools of Rishikesh city only.

2. The study was confined to class VII of three schools namely Modern Public School, Rishikesh.

3. The study includes only the effect of blended strategy on retention and attitude of students towards the English language after the treatment.

4. The study was confined to English language only.

5. The study was delimited to the best abilities and efficiency of the investigator.