

## **CHAPTER-II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1.0 INTRODUCTION**

Review of related literature is one of the significant aspects of research. Exploring the previous literature enriches and excites the intellect of the investigator. It is necessary that the researcher is aware of the knowledge generated and the ongoing process of knowledge generation in the area of research for the better clarity of the problems in that area of research. It can help the researcher to have the insight for the methodological aspect also. It provides the firm base for the researcher for the problem identification. Not only that, it also provides the total idea about the ways and means of studying the problem, methods used for that particular problem, tools used for data collection and the techniques used to analyze the collected data to come to the solution of the problem. In the nut shell, it helps the researcher to arrive at the proper perspective of the study. For the present study the researcher had gone through review of related literature in the area of the study.

In this chapter, the related literature on the present problem is presented. Considering the origin of the studies, the reviewed literature has been carried out in two parts namely; studies conducted in India and studies conducted abroad.

#### **2.2.0 STUDIES CONDUCTED IN INDIA**

Following studies were found conducted in India related to the problems of English language teaching- learning and effectiveness of different packages for self learning.

**Shah (1979)** conducted a study entitled “Development and Tryout of Multimedia Package on Effective Questioning in the Context of Micro-Teaching” at South Gujarat University. He developed Self-Instructional Multimedia Package on effective questioning which would be helpful to pre-service and in-service secondary school teacher and to tryout the package by experimentation and to explore the feasibility of the package. He selected 32 teachers as a sample randomly, out of them 16 were in-service teachers in secondary section of Gujarati medium schools of Surat city and 16

were teacher trainee from a college of education. He developed the Multimedia Package on Questioning skills. The experiment was conducted by using single group design. The data collected were analyzed by using t-test and chi-square technique. The major findings were: (1) the teachers who were exposed to the treatment of the Self-Instructional Multimedia Package Course showed significant improvement in all the skills except one. (2) As regards to the percentages of the pupils' talk, there was significant improvement. (3) Sixteen of the 17 measures showed significant difference at 0.01 level between the pre test scores and the retention scores. (4) The qualitative evaluation was that the teachers were quite satisfied with the package course as far as educative importance was concerned.

**Joseph (1983)** has evolved a strategy for teaching English grammar at high school level. The findings indicated that the students and the experts have expressed highly positive reaction towards the multimedia instructional strategy. Both in terms of achievement and ranking by the student, branching form of PLM was found to be the most effective one. Deviated linear form, although similar to branching form in terms of achievement, was found to be having comparatively inferior stand in their ranking by the students.

**Prabhudane (1984)** conducted a study entitled "A Critical Study of the Effects of Using Self Learning and Discussion Methods of Instruction and Objective Assessment Tools, Measuring Higher Level Intellectual Skills and Abilities as Teaching Devices, on the Development of Learners' Scientific Attitude and Problem Solving Skills" at Poona University.

The objectives of the study were (i) to develop objective assessment tools measuring higher level intelligence skills and activities and also steps in the scientific method. (ii) to use this material as a self instructional teaching device and also as a stimulus to group discussion. (iii) to measure the changes produced in the students with respect to the use of the scientific method, higher abilities and knowledge of the subject matter of given experiments in psychology.

The tools developed for the evaluation of the students' were (i) pre-test and post-test to measure higher abilities. (ii) Pre-test and Post-test to measure scientific attitude and

(iii) Post-test to measure content area at the knowledge level. The researcher used the pre-test post-test controlled group design. B.Ed. students, numbering 70 , 35 each in Experimental and Controlled group, all from a college of education, formed the sample.

This study contributed to the development of instructional material and the use of self learning and the discussion method of teaching. The instructional material was effective in self-instruction.

**Jain (1987)** conducted a study entitled “A study of English Language teaching in secondary school of Gujarat State” at the Maharaja Sayajirao University of Baroda. The objectives of the study were: (I) To examine the objectives of teaching English in a historical perspective (ii) To analyze the curriculum in view of the objectives of teaching English (iii) To study human and material resources available and (iv) To study the methods of teaching, evaluation and the difficulties faced by teachers in teaching English. The tools used were questionnaire, opinionnaire and interview. The collected data were analyzed qualitatively. The major findings of the study were: (i) Objectives of teaching English have been an evolutionary process. In the beginning, the main objective was the creation of “a class of persons who were Indian in blood and colour but English in taste, in words and intellect” but now the emphasis is on the acquisition of four language skills. (ii) When regard to class room teaching, it was found that over 70% teachers still used lecture and translation methods. However, group work, discussion etc. were used in few cases. (iii) The evaluation of students’ performance was not merely based on written examinations alone but also on internal assessment in which their oral performance was also taken into consideration. (iv) Teachers teaching English were found overburdened by teaching load, clerical duties, co-curricular activities, etc. Over-crowded class rooms also added to their burden.

**Kapadia (1988)** conducted a study entitled “Development and try-out of programmes for remedial teaching of English for the post HSSC level” at Gujarat University. The objectives of the study were: (i) to identify grammatical errors in the written expression of the student who have passed HSSC. (ii) To locate the areas of the high frequency of errors in English. (iii) To develop programmed Learning Material (PLM)

for remedial teaching in the selected areas of errors in English. (v) To observe effectiveness of the programmes for remedial teaching in English.

The sample consisted of 160 students who were selected by three criteria: achievement score in English at HSSC examination, ease of availability and readiness to improve their level of English and whose level was from 26 to 35 in English. The sample comprised 80 from urban area and 80 from semi-urban area. Before administering the final programmed learning material, the pre test was carried out and after finishing the try out, post test was administered. The difference was tested with t-test.

The major findings were: (i) Programme I (pronoun) was found very relevant and had the instructional potential as aimed at. (ii) Programme II (concord) consisting of 100 frames was more difficult than the first one. (iii) Programme III (tenses) having 108 frames, the longest chunk of the programmed material required revision. (iv) Programme IV (sequence of tenses) was the most complex from all. (v) From pre-test to post-test, the mean score always increased.

**Jayashree (1989)** conducted a study entitled “Identification of the difficulties in teaching and learning English as a second language among the high school students.” The objectives of the study were to find out the difficulties of teachers and students in teaching and learning English as a second language in the high school. The seminar was conducted to find out the difficulties in teaching and learning of English. And the collected data were analyzed with mean, SD and t-test. The findings were the children’s improper listening nature and their inattentiveness in class. They also found that the students were not interested in studying English.

**Sharma (1989)** conducted a study to design a course in written English for the high school stage: a communicative approach. The objectives of the study were to find out selectively from the teachers and the students about the needs of the in the classroom. The major findings of the study were a large number of the students were poor in written English and the well designed communicative syllabus incorporating the needs of the students can in tension free, interactive classroom, create the satisfying

and positive attitude towards learning writing and enhance the skill of writing and revising.

**Dubey (1990)** conducted a study entitled “A comparative study of a play-way self-learning Technique and the Traditional method of teaching Hindi at initial primary syage” at university of Rajasthan. It attempts to compare the effectiveness of play-way self-learning technique with the Traditional method of Teaching Hindi of primary stage. The objectives were (i) To develop useful SLM for illiterate children and (ii) To compare self-learning and Traditional method. The study was conducted at three stages. The major findings were: (i) the experimental group of children was found to be superior to the controlled group in recognition of alphabets, in reading sentences and writing. (ii) Experimental group was more interested in learning. (iii) Play way self-Learning method of teaching Hindi was found to be much better than the traditional one.

**Pradhan (1990)** conducted a study entitled “A comparative of the effectiveness of the Direct Method and Bilingual Method of Teaching English in Class X in the District of Cuttack” at Utkal University. The objectives were (i) To analyze inadequacies of different methods of teaching adopted before. (ii) To develop, in pupils, four language skills. (iii) To measure the achievement of controlled groups and experimental groups taught by the Direct Method and Bilingual Method, respectively.

The sample comprised 300 students from six schools belonging to both boys’ and girls’ schools. The tools used were a Proficiency test in English, Socio-economic status scale, school Achievement test results apart from Interaction Analysis Category System of N.A. Flanders. Analysis of Variance was used to treat data.

The major findings were: (i) The ANOVA revealed only two significant effects. The first one was the main treatment effect which showed that the treatment produced significant effect. (ii) The Bilingual Method explored and utilized the linguistic habits of the children already established. (iii) The teacher took fewer amounts of time and labour for planning the lesson and taught more effectively.

**Rajendram (1992)** conducted a study entitled “Activity-Centred Teaching of English: An Experimental Study” at Annamalai University. The main objective of the

study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity-centred approach to teaching of English.

The sample comprised 98 students (62 boys and 36 girls) through an achievement test. The tools used were – psychological test and tests of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

The major findings were: (i) The activity-centred approach to teaching of English produced an improvement in reading and writing skills. (ii) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity-centred approach and the conventional method.

**Sevak (1993)** conducted a study entitled “Development and Try-out of a self-Learning Multimedia Package on Education Technology” at South Gujarat University, Surat. The purpose of the study was the development and tryout of self-learning multimedia package and obtained the suggestions regarding the quality of multimedia package. 30 B.Ed. students and 30 teachers were taken as a sample of the study. programmed learning material, video film and handbook were used as the media-tools. He found that teachers and students both could remarkably succeed in their studies.

**Hsu (1994)** conducted a study entitled “Computer Assisted Language Learning (CALL) the effect of elementary language students’ use of interaction modification on listening comprehension.” The objectives of were to examine the L2 students request modification of the input they hear while working on computer based learning material and if this international computerized modifies help L2 students listening comprehension and language acquisition. Data for the study were collected from 15 elementary L2 students by using single group pre-test post-test design. The findings revealed that L2 students use the tools made available by computer technology to make input comprehensible and computerized modification and language acquisition.

**Das (1998)** conducted a study entitled “Exploring effectiveness of computer assisted learning material on rhymes in different modes”. The objectives of the study were to develop computer software on rhymes in graphic text, graphic text music, and graphic

text with music recitation modes and to study the effectiveness of the different mode of presentation. The findings of the study revealed that the computer as a potential medium significantly contributing to the realization of the objectives and also computer assisted teaching material developed by researcher ensure higher learning in all areas of language development.

**Khirwadkar (1998)** conducted a study entitled, “Development of Computer software for learning chemistry at standard XI.” The findings of the study revealed that the developed CAI was effective in terms of academic achievement of the student and instruction time. The teacher and students have positive attitude about the developed CAI. And the achievement of the student was affected by the IQ, academic motivation and attitude.

**Zyoud (1999)** conducted a study entitled “Development of computer assisted English language teaching for standard VIII students” with the objectives to develop a computer assisted ELT programme for standard VIII Gujarati medium students. To study the effectiveness of computer assisted ELT programme on experiment students’ achievement in vocabulary, grammar and comprehension with respect to their intelligent, motivation and attitude. It also studied the attitude of the student towards the usefulness of Computer Assisted ELT programme. The researcher used Basica for developing software. The findings of the study were that the developed package helped students in learning vocabulary and grammar but it had no effect on comprehension. Student had the positive attitude towards it.

**Ngagbam (2000)** conducted a study of English language learning and its use by professionals and non-professionals of Vadodara City. The study revealed that both professionals and non-professionals were satisfied with the English courses which were being taught at different levels i.e. primary, secondary university and professional courses. However most of the professionals and non-professionals felt that changes in the syllabus of English courses should be worked out in such a way that the changes become an efficient tool for the learners.

**Panchal (2006)** conducted a study entitled “Development and Tryout of Self-Learning Materials in English Subject on the Unit of Active and Passive Voice for the Students of Standard – XII” at Veer Narmad South Gujarat University, Surat.

The objectives of the study were: (i) To study the effectiveness of the developed self-learning materials of the various sub units related to ‘Active and passive voice’ in English on the achievement of the students of std XII. (ii) To study the effectiveness of the developed self-learning materials of the topic of Active and passive voice in English. (iii) To get the opinions of the students regarding self-learning materials on Active and passive voice.

The sample was selected by stratified Random sampling technique. Four schools – two from urban area and two rural area were selected. For this study, experimental research design was used. It was developmental cum-experimental in nature. The collected data were analyzed statistically using t-value Anova and Ancova.

The major findings were (i) t-value for all the four sample schools of urban and rural area is significant at 0.01 level. (ii) The students enjoyed learning ‘Active and passive voice’ through self-learning materials.

**Meghani (2009)** conducted a study entitled “A Study of Frustration among the Teachers of Adarsh Nivasi School in the Context of Some Variables” at Dr. Babasaheb Ambedkar Open University, Ahmedabad. The objectives of the study were: (i) To study the level of frustration among the teachers working in Adarsh Nivasi Schools. (ii) To study the frustration of teachers in Adarsh Nivasi schools in context of Gender and Caste. (iii) To study the frustration of teachers in Adarsh Nivasi schools in the context of their educational experience. The major findings were: (i) on average, the frustration was found in 65.8% teachers. (ii) The frustration was found more in female teachers than the male one.

### **2.2.1 Observation of the Researches Conducted in India**

As the investigator traversed the educational researches done in India, he could see comparatively only few researches done in the area of educational technology. Though there are only few, these researches brought from the immense wealth of



practical knowledge related to classroom teaching and learning in the modern world of science and technology. A careful review of the related researches exhibited the fact that self-learning materials, computer assisted instructional material and programmed learning materials play a vital role for good teaching and better learning.

The findings of the related researches done in India can be summarized in the following lines:

- a) Most of the researches support the fact that the prepared material enhances learning among the students significantly.
- b) Computer assisted learning material is essential in the classroom teaching as it is useful in developing clear concepts and in stimulating learning.
- c) The instructional material was effective in self-instruction.
- d) The instructional strategy for learning is quite feasible in Indian classrooms in terms of time.
- e) Learners as well as teachers were helped in acquiring a better knowledge through various techniques Viz, programmed learning materials or self-learning materials or self-instructional materials.
- f) Teaching learning with the help of multimedia package is proved to be very much effective.
- g) Students have a higher ability to retain knowledge when they learned through the prepared material.
- h) The teachers should be given encouragement and proper training to develop their own instructional material for teaching learning process.
- i) Students liked and had a positive attitude towards instructional technology.
- j) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity-centred approach and the conventional method.
- k) Most of the teachers used lecture and translation method in the classrooms and also they were over burdened by teaching load and the other works.

- l) The students do not take enough interest in studying English.
- m) The well designed communicative syllabus can enhance the skill of writing and revising.
- n) Most of the teachers working in Adarsh Nivasi Schools are suffering from frustration and the condition of the female teachers of these schools is even worst.

### **2.3.0 RESEARCHES CONDUCTED ABROAD**

Review of the studies done in foreign countries related to the present study is presented as follows:

**Macdonald (1973)** conducted a study entitled “The Development and Evaluation of a Set of Multimedia Self – Instructional Learning Activity Package for Use in Remedial English at an Urban Community College” at Memphis State University. He used pre test – post test design as a method of research. He applied Analysis of Covariance (ANCOVA) as a statistical method to analyze the collected data. One hundred and twenty six community college students at a mid-south urban community college enrolled in remedial English classes as a sample.

Three Multimedia Self Instructional Learning Activity Packages were developed and tryout. It was compared with traditional method. Through this study he found that the students in the experimental group showed a significant difference in post test scores on the criterion measures at the 0.01 level. Students in the experimental group on the post – experimental attitude measure scored significantly higher (at 0.05 level) than the students in the controlled group.

**Aqeel (1989)** conducted a study entitled “The Effect of Classroom Instruction on students’ Reading Achievement in English” at University of Salford (United Kingdom) to study the differential effects of instructional methods for teaching English as a foreign language on student classroom interaction and reading achievement. Two groups of Arab students enrolled in English language studies course in the United Arab Emirates University were randomly assigned to one of the two instructional techniques; a Content English Method (CE) and a General English Method (GE). Students were observed in their classrooms using international analysis

data collection procedures and measurement. In addition, students were given Pre and Post reading achievement test as well as an exposure self report questionnaire to evaluate the effect exposure to the target language may have on classroom interaction and reading achievement. The result of the study showed that the Content English Groups had more initiating interactions than did the General Groups, and also, had more responding interactions than did the General English Groups. Other significant results were obtained when comparing male and female students in the two instructional groups.

**Hatcher (1999)** conducted a study entitled “A Causal Comparative Study: Motivational and Learning Strategies of Developmental and Non-developmental Freshman English Composition Students at Mississippi community Colleges” at the University of Mississippi. A causal comparative study examined differences in motivational and learning strategies of developmental and non-developmental freshman English composition students enrolled at Mississippi community and junior colleges. An 81-item questionnaire, the motivated and learning strategies questionnaire (MSLQ) was administered to students to examine if freshman English composition developmental and non-developmental students differed in their self-reported perceptions on fifteen motivation and learning strategies scales.

Four hundred and ninety five students enrolled in freshman developmental English compositions classes and freshman non-developmental English composition classes at the main campuses of 14 of the 15 Mississippi community and junior colleges participated in the study. Two intact classes were randomly selected from each institution. Data were analyzed using an independent t-test. Results showed significant differences in 8 of the 15 motivation and learning strategic scale. Freshman developmental English community students in Mississippi community colleges scored significantly higher than non-developmental freshman English composition students.

**Chang (2000)** conducted entitled “Design and Implementation of a Schema-Based Learning System on the Web.” The purpose of the study was to address the design and development of web-based system that complements the human cognition need to structure and restructure information in its hierarchical representation, and to view and

associate information at the learner's preference. The study evaluated the usability and the effectiveness of the schema-based learning system by collecting feedback from a group of students in this course. The study used the feedback to refine the design of the schema-based learning system.

**Manochehri (2001)** conducted a study entitled "The Effects of Web-Based Learning (WBL) Versus Traditional Instructor Based Learning (IBL) on Students' Knowledge and satisfaction based on student learning styles." The purpose of this study was to compare the effects of WBL versus those of Traditional IBL on student knowledge and satisfaction based on student learning styles. The study examined a sample of under-graduate students who were enrolled in the college algebra offered as both on-campus instructor based (Traditional) and Web-based at the University of North Texas (UNT). A total of 36 Web-based students and 58 Instructor-based students participated in this study.

This study utilized a posttest – only intact group. Student knowledge and student satisfaction was measured at the end of the course as independent variables. Based upon the results of the LSI, post-learning examination and satisfaction a series of two-way analysis of variance (ANCOVA 4\*2) techniques and independent variable test was used for each of the independent variables, knowledge and satisfaction based on a student's leaning style.

The results revealed that students' learning style were statistically significant for knowledge when learning on the web versus instructor-led. In addition, the learning style was important factor for Web-based learning. The results indicated students with Assimilator and converger as learning styles required better result with the web-based learning method. Furthermore, the study found that there is significant difference in students' satisfaction based on learning on the Web versus Instructor-led.

**Bolliger (2002)** conducted a study entitled "The Design, Implementation, and Evaluation of a Web-Based Training Programme for Future School and Administrators in a North West Florida School District". For the study web based instructional product was successfully developed and evaluated through a field test. The module was a prototype of a new learning and training system which was

required for the Florida principal certification. The participants consisted of one instructor and twenty five trainees. Trainees evaluated this web-based training programme favorably. They have also offered several recommendations for the revision of the module.

**Buzhardt (2002)** conducted a study entitled “Integrating Internet into the Classroom: The Effect on Learning, Student Satisfaction, and Labor Costs.” The study assessed the cost effectiveness of replacing pen-and-paper assignments graded by instructors with online assignments graded by computer. One hundred ten students were randomly assigned to use either pen-and-paper study guide or online study guide. No statistically significant differences were found on any of the measures. The researcher concluded that while these results may not generalize to all settings or courses, in this case online instruction into a classroom-based college course saved labour cost and increased students’ satisfaction.

**Lyson (2002)** conducted a study entitled “The Effect of Technology Use on Student Writing Proficiency and Student Attitudes toward Written Assignments in a Ninth-Grade Language Arts Classroom.” The purpose of the study was to determine whether computer technology had an effect on essay writing, as measured by an established writing assessment rubric and readability index. As well as writing proficiency, this study sought to address whether computer technology had an effect on students’ attitude toward writing, as by a survey instrument. A sample of 281 ninth grade language arts students at one junior high school participated in the project. The students were divided in two groups, with one group (experiment) utilizing laptop computer in English class throughout the year for writing the assignments and activities. The other group (control) used traditional handwritten methods for completing written work in the language art classroom. Administration of pre-test and post-test essay for both the groups took place at the beginning and end of the investigation. Analysis of the scores from both groups indicated that students using computers had significant essay scores on the post-test essay. The results of this data indicated that students may have more positive attitude toward writing, both with and without a computer, when using computer technology. The conclusion was drawn that computer technology, when utilized in a writing classroom, can enhance student writing proficiency and promote positive attitude towards writing.

**Munday (2002)** conducted a study entitled “Effect of Learning Strategy Awareness on Learning, Learner and Instructor” at Oklahoma State University. The purpose of this study was to describe the effects of learning strategy awareness on learning, learner and instructor. In the eight week session accelerated under-graduate business administrator’s degree program at Newman University in Wichita, Kansas. The study was descriptive of nature and used quantitative and qualitative methodology to characterize the learning strategy preferences of current undergraduate business administration degree program adult students. The population selected for this study was two voluntary groups of adult students which included one instructor and 30 adult students. The chosen evaluation instrument used was the “Assessing the Learning Strategies of Adults (ATLAS). The ATLAS instrument was to assess the learning strategy preference (Navigators, Engagers and Problem Solvers) of the students. A voluntary focus group session was with each group of learners in order to gather qualitative data to describe the exact ways members of each group go about learning, the barriers; they face in the learning process and the things that facilitators do to help and hinder them in the learning process. Chi-square was employed to compare the Newman University accelerated undergraduate business administration degree program adult student to the norms of ATLAS.

Instrumented Learning was an effective way of creating adult learning awareness. The ATLAS instrument created awareness with each student. Adult student can realize positive impact in the academic achievement if they know their learning strategy preferences the end of the four week study. The post-test showed that the ATLAS made a significant increase in their knowledge base. ATLAS was a very participant and accurate learning strategy preference identifier tool. Instructor can make a significant impact in the academic achievement of their adult students by knowing the strategy preference of the students. An awareness of individual learning strategies was an important element of being learner centered.

**Springer (2002)** conducted a study entitled “The Formative Evaluation of a Computer Assisted Instruction Module for Metric Area Instruction, for Pre- Service Teachers: Its Effect on Student Achievement and Its Congruence with ADDIE (Analysis, Design, Develop, Implement, Evaluation) Instructional Design Model.” This research examined the effectiveness of a computer assisted instruction

programme in teaching basic knowledge of the metric area to pre-service teachers. The pre-test and post-test design was used for the study and the population was divided into two groups-treatment and control. An analysis of variance of group means derived from a quasi-experimental non-equivalent control-group design was used to examine a research question on the effectiveness of CAI teaching metrics to pre-service teachers. The CAI metrics programme produced a significant increase in metric knowledge as measured by the post-test instrument. Analysis of linear and area subtests revealed that the increase on overall scores was attribute to the area subtest.

**Gabrielle (2003)** conducted a study entitled “The Effect of Technology-Mediated Instructional Strategies on Motivation, Performance, and Self Directed Learning.” The purpose of the study was to check the affect of motivation, performance and self directed learning of undergraduate students. The other purpose of the study was to use new technologies to efficiently deliver these instructional strategies as supplementary course content. The researcher communicated with control and experiment group via e-mail and used e-mail to direct experimental group students to technology-mediated instructional strategies.

The findings of the study suggest that systematically designed technology-mediated instructional strategies can positively affect motivation, performance, and self directed learning. Further, new technologies can help improve the efficiency of delivering such strategies.

**Casanova (2004)** conducted a study entitled “An Analysis of Computer-Mediated Communication Technologies as Tools to Enhance Learning”. The integration of computer-mediated communication (CMC) technologies into the higher educational settings have required faculty to change their roles from the direct instructional model to a model based on constructivist’s ideas. CMC instructional tools (Its) have provided a change by shifting a traditional teacher centered setting into a teacher facilitator environment. Teacher’s professional development has become an important task to effectively integrate technology into their courses. Questions concerning the implementation and value of CMC technologies and their impact in higher education are not yet clear. The purpose of this research study was to determine the extent to which CMC technologies promoted the achievement of stated goals and objectives for

course taught in higher education. This study was directed by three research questions: (1) In what ways are higher education faculty using CMC technologies to deliver their courses? (2) What is the faculty's primary instructional intent for the CMC technologies they selected for integration into the teaching process? (3) In what ways does the integration of selected CMC technologies promote achievement of stated goals and objectives in their courses? The research study population consisted of 17 higher education faculties from the Trek 21 project at West Virginia University during the year 2001. These participants received technical training, enhanced web-designed courses, worked collaboratively and prepared instructional resources during a 7-day week period during summer 2001. The data collection was done by survey, course analysis and interview. Findings indicated that faculty was mainly using CMC technologies to support teaching practices and to improve teacher's productivity.

**Charsky (2004)** conducted a study entitled "Evaluation of the Effectiveness of Integrating Concept Maps and Computer Games to Teach Historical Understanding." The purpose of the study was to determine if one of scaffolding, concept mapping, would affect the participants' games performance, game knowledge, and historical understanding. Three different ninth grade advanced global history classes participated in the study. Each class was randomly assigned a treatment condition.

The results indicate that there was not a significant difference between the treatment groups in game knowledge, and historical understanding. However, the participants' responses and comment made in journals shows that the student did learn about theoretical history and history in general. The results also indicated that the no concept map groups' motivation for the treatment improved compared to their motivation for regular class room instruction.

**Eteokleous (2004)** conducted a study entitled "Computer Technology Integration in Cyprus Elementary Schools." The purpose of this study is to evaluate the current situation in Cyprus elementary classrooms regarding computer technology integration. The study examined how Cypriot elementary teachers use computers and the factors that influence computer integration in their classroom practices. To address the research questions that guided the study, an evaluative case study design was applied. It employed a mixed method approach through the usage do structured



questionnaires and semi-structured, open ended interviews as the major methods of data collection. The value of the proposed study lies in its potential to help policymakers, educators and stakeholders that have the power to take decisions and design policies, in gaining understanding on how computers are used in the classroom and the factors that influence their use.

The results of the quantitative analysis indicated that while Cypriot teachers use computers rather extensively for their own purposes, they use them less frequently in their classes. Regression analysis revealed that teacher's education, school climate, teacher's professional behavior and teacher's attitudes towards the use of computers in education, were significant predictors for classroom computer use. The results of the qualitative analysis summarize the factors that influence teachers in applying computers in their classroom practices. A general uniformity across the three categories of teachers revealed, in terms of the factors that function as barriers in applying computers in the classrooms. The factors can be summarized as follow: lack of resources; tyranny of the curriculum; incomplete and inadequate professional development training.

**McLaughlin (2004)** conducted a study entitled "Towards a new paradigm for teaching and learning: A case study of the process of integrating instructional design and technology at Florida Community College at Jacksonville." The study examined the process by which administrators, faculty and instructional design staff at Florida Community College converted four traditionally formatted courses to online courses in order to integrate innovative instructional design and learning strategies with instructional technology. The study also examined the design and development of an electronic instructional design assistant that would enable the user to systematically design curriculum that incorporated learning and motivational theory. The researcher used case study design to describe the model and processes the college administration used to implement the project. The purpose of this study was to explore how one institution of higher education addressed the gap that exists between systematic and collaborative instructional design and the use of instructional technology in online course development. Data for the study was collected through semi-structure interview and a review of project related records, reports, guidelines and artifacts.

Data was also obtained through field observations and researcher participation in training and professional development sessions with faculty and staff.

**Chin (2004)** conducted a study entitled “Effectiveness of Implementing Computer Assisted Language Learning Teacher in the English for Specific Purpose Training Program” at Lynn University. In order to determine the “effectiveness” of a corporate ESP training program, the approach for this study was to evaluate trainees’ pretest and posttest scores related to the ESP training program. The study found that within two months of the implementation of the blended learning in the Activation English Training Program, participants had significant improvement on their test scores. Participants in the study, generally, had positive attitudes towards learning English with CALL before and after two months of the Aviation English training Program. The study also found that participants who had positive perceptions of CALL facilitating interactions in the classroom tended to have positive attitudes towards using CALL in learning English.

**Chitiyo (2006)** conducted a study entitled “Integration of Instructional Technology by University Lecturers in Secondary School Teacher Education Programmes in Zimbabwe: An Exploratory Study.” The objective of the study was to examine how the lecturers conceptualize IT integration. How they integrate IT into their instruction, the support given by their institutions and the constrain they face. The qualitative methodology was used. For data collection three tools were used questionnaire, interview and analysis of documents. Findings of the study revealed that majority of the lecturers were integrating IT largely as hardware in nature viewing it as audio-visual aids.

**Floyed (2006)** conducted a study entitled “The Use of Technology and Its Effect on Student Achievement.” The study was conducted to examine the use of technology and its effect on student achievement. The result of the study revealed that when comparing surveys of administrators, teachers and students with student test scores, the principal responses indicated a negative correlation to student test score result. The responses of the teachers in the teacher technology survey and the teacher pedagogy survey showed no correlation to student achievement and responses for the students in the student technology survey indicated a positive correlation to student

achievement. The data showed that student technology use increases student achievement increases.

**Gilbert (2006)** conducted a study entitled “Effectiveness of Computer-Assisted Instruction Blended with Class-room Teaching Methods to Acquire Automotive Psychomotor Skills.” The study was conducted to check the effectiveness of blending online computer – assisted instruction (CAI) With traditional classroom instruction were investigated in the Automotive technology Department at Southern Illinois university Carbondale. Results were determined by a psychomotor electrical diagnostic skill evaluation of two matched groups exposed to different blending methods of teaching basic electrical concepts. Following the course of blended instruction, active electrical circuit boards measured participants’ hands – on diagnostic problem solving abilities. Frequency trends within the response data set exhibited could be attributable to CAI blending methods. In conclusions of this research study blended teaching methods experienced by the experimental group demonstrated a comparatively higher level of psychomotor electrical diagnostic skill capability.

**Paul (2007)** conducted a study entitled “An Aural –Oral Approach to the Teaching of English Usage”. The objective of the study was to compare the effectiveness of a conventional reading – writing and aural- oral approach in teaching Standard English usage. This study reveals the findings from interview research where the researcher reports on the EFL graduate students’ expressions of the particular difficulties and challenges in their academic programs needed to satisfy the oral skills based academic requirements for both male and female interviewees. This study shows the EFL students’ low satisfaction with their infrequent participation in the group discussion environment.

### **2.3.1 Observation of the Researches Conducted Abroad**

A careful review of related researches done abroad revealed that though most of the Indian researches concentrate on school level, the researches done abroad concentrates on almost all the levels of education. The review of related literature also revealed that comparatively more researches have been done abroad in the field of

self-learning material in instructional technology. The related researches revealed that the findings of the researches done abroad reflected striking similarities with the findings of the Indian researches. Besides, the findings of the related educational researches done abroad can be summarized on the following points.

- a) Students were able to identify a number of benefits of self-directed learning.
- b) The use of instructional technology increased variety, interest and attention specially enhanced feedback for both instructor and students.
- c) Students noted the importance of hands on experience and other forms of active learning.
- d) Online instructor in classroom can save labor cost, and also, increase students' satisfaction.
- e) The use of computer technology can enhance students' writing proficiency and promote positive attitude towards writing.
- f) Systematically designed technology mediated instructional strategies can positively affect motivation, performance and self directed learning.
- g) CALL is one of the effective techniques for teaching-learning of English language.
- h) Aural – oral approach is better than reading – writing approach in teaching Standard English usage.

#### **2.4.0 IMPLICATION OF REVIEWED LITERATURE FOR THE PRESENT STUDY**

The review of related researches revealed that a variety of instructional media have been used in order to identify their effectiveness in terms of students' achievement and students' reaction. The review brought out the fact that there is an important link between the experiences of students' learning and achievement and the educational media used. From the review of related researches one can easily understand that self-learning material in the instructional media is the connection between students and information that helps in learning better among students. As the investigator found out from the collected data that the tribal students were in the centre of the study and they were very poor in study, particularly, in English subject;

he decided, after a healthy discussion with the experts, to develop self-learning material.

From the reviewed researches, the investigator has found that there has been a great concern regarding the teaching – learning of English. Many researches have been conducted on this aspect which can be seen from the studies conducted by Jain (1987), Kapadia (1988), Jayshree (1989), Sharma (1989), Ngangbam (2000), Macdonald (1973), Aqeel (1989), Chin (2004) and Paul (2007). Most of the researches have been related with the difficulties in teaching or learning of English and the remediation. And many researches have been conducted to see the effectiveness of the different methods of teaching English. All those researches have been based on CAI, CALL, PLM, CALM, etc. No research was found measuring the effectiveness of developed teaching learning material and that too was for teaching English to standard VIII students studying in Adarsh Nivasi Schools. Therefore, the investigator proposed the present study to teach English to standard VIII students in Adarsh Nivasi School.

As the investigator searched through the related researches done in India, no research had reported in the field of education of the tribal children studying in Adarsh Nivasi Schools run by Tribal Development Department of Gujarat. Therefore the present study is needful and important. This study would not only add knowledge of teaching the subject of English for VIII standard tribal students in Adarsh Nivasi Schools, but also to all the subjects at all levels of education to select and develop their own self-learning material on consonance with the content area for a better teaching and learning.

## **2.5.0 CONCLUSION**

In this chapter, we have discussed about the review of related literature and its implication for the present study. In the next chapter, we will discuss about the methodology, design, population, sample, data collection and its analysis technique etc. of the present study.