



ज्ञान - विज्ञानं विमुक्तये

Report of UGC Minor Research Project

On

**English Teaching Through Latest Technology
Multiple Media**

A Study Of

Bangalore Urban Students

MRP (H)-0665/13-14/KABA023UGC-SWRO

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Submitted to

UGC

South western Regional Office, Bangalore.

DECLARATION

I Dr. Anita Raghavendra, hereby declare that this report on “English Teaching Through Latest Technology Multiple Media- A Study Of Bangalore Urban Students” prepared under Minor Research Project MRP (H)-0665/13-14/KABA023UGC-SWRO, dated 22nd January 2016, submitted to UGC is based on my research with Bangalore urban students. The work embodied in this report in part or full has not been submitted previously.

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ACKNOWLEDGEMENT

I take this opportunity to express thanks to God Almighty for his blessings. I express my sincere and deep hearted thanks to a lot of people who have extended their unreserved support during the course of my research.

Foremost among them to be thanked is Dy. Secretary, UGC SWRO Bangalore for the financial support in initiating this Minor Research Project titled “English Teaching Through Latest Technology Multiple Media A Study Of Bangalore Urban Students”.

I thank the Principals and Lecturers of various colleges for their support in data collection.

I also take this opportunity to thank our Principal Prof. Dr. Sadananda Haligeri KLE`s S Nijalingappa College, Dr M Prema, HOD, faculty members of Department of English and administrative and managerial staff of KLE`s S Nijalingappa College for their encouragement and support in the completion of this project.

I thank my family, friends and colleagues for their constant support and motivation. I also thank all the students who were involved in the research as samples, without whom, the work wouldn't have been possible.

Dr. Anita Raghavendra

ABSTRACT

- **Introduction:**As colleges focus on preparing students to be career ready, the achievement of English learners is a critical issue. It is widely acknowledged that English as a second language programs alone cannot adequately serve the large and growing numbers of English learners. These students also benefit from content area teachers using strategies and techniques that make subject matter understandable while at the same time developing students' English language proficiency. The education in the use of instructional material in the field of education can be traced back to the three stages of development in the history of educational technology namely, stone age, machine age, paper age.
- **Stone Age:** The concept of Stone Age dates back to the period when basic educational instructional material consisted of the use of stone and rock. During this stage, sticks, shells, seeds and cowries noticeable among others formed the counters. The rock surfaces formed the board, sharp edged pebbles, stones and sticks were used as pens to make scratches that left important messages for future generations, roots, herbs, leaves and fruits produced some indelible liquid used as ink for messages.
- **Paper Age:** This stage started before the first century A.D by this period hand act, wooden Block were in Asia as a printing process, the first printed book was produced in 800 AD. Furthermore with the development of printing machine by John Guttenberg of German in 1445, came a wider horizon in the history of this stage.
- **Machine Age:** Dfoefuna and Eya (1999) stated that this was the period of development in science and technology. This period can be called communication period because of the development in information generated retriever and transition that transmitted at lightning speed, this marks the period of introduction of satellites and computer into education system, radio, television and optic communication system became important in the classroom as a medium of instruction or instructional materialfor Research on the Educational Achievement and Teaching of English Language Learners.
- **Origin** of the research problem Interdisciplinary relevance:
As a lecturer I have always noticed that use of multiple media in teaching generates curiosity and interest in students and also make them involved in the class. Today's students are fast and technologically updated. Hence, to involve and keep students interested in the learningthis research originated.
- **Review** of Research and Development in the Subject:

It will anentity by itself, a never before touched area in the field of multiple media usage in English teaching. This will guide the students and enhance the variegated skills as a person or professional.

- **International status:** It goes without saying that it is aimed at International status and technological expectations with care and comfort.

□

- **National Status:** This will enable to bring all cadres of students cope with learning as audio visual teaching can be grasped and retained better than chalk and talk method of teaching.

Significance:Need of the hour and requirement for our stakeholders to face the emerging challenges in the competitive world. It enables the both slow and advanced learners to be benefited.

□

(iii) Objectives: To strengthen and enhance student's overall performance in learning in general and learning English in particular.

(iv) Methodology:

- Collection of primary sources/material
- Secondary source
- Surfing and documenting sources
- Print electronic media CD
- External links
- Websites quotations
- Interviews/Conversations
- Photographs,Awards



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Utilization certificate

Certified that the grant of Rs. 40000/- (Rupees forty thousand only) received from the University Grants Commission under the scheme of support for Minor Research Project entitled ELT: ENGLISH TEACHING THROUGH LATEST TECHNOLOGY MULTIPLE MEDIA.

Vide UGC letter no. MRP (H)-0665/13-14/KABA023UGC-SWRO dated 15-Feb-14 AND 2015/16 has been fully utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the University Grants Commission.


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INTRODUCTION

Chapter -I

Introduction

One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved by mastering stylistic elements of the language. According to A. K. Sharma: "English language teaching in India, you will agree with me, has suffered a lot so much that our students who pass intermediate or degree examinations with English either as a compulsory or as an elective subject can neither speak nor write correct English, may be because the emphasis in our schools and colleges has always been on the conceptual content and the stylistic content has been neglected so far."

English holds a place of status in our country, even after more than six decades since British left India. No indigenous language however has come up to replace English, either as a medium of communication or as an official language in India under the influence of nationalistic feeling and emotional hostility; English began to reassert its position. Now a day it is still urgent to discuss, what to teach and how to teach a foreign language taking into account the objective, social and professional needs of future specialists in our country. Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. The students have to learn foreign language because students of any subject, any discipline must learn a foreign language. Teaching it is necessary to formulate its actual and realistic aims and tasks. Whenever we come across any result we see the crucial role of English in decreasing the result.

The way English is taught in our colleges today is to a great extent responsible for the failure. The aims of English education and teaching are certainly very lofty and there are inadequate means to realize them. The policy makers have forgotten that English is not the mother-tongue of Indians. We must accept that the standard of its teaching has fallen vastly and that is why it is essential to know the problems of teaching English in India at undergraduate level in the colleges.

Problems of Teaching English as a Second Language

□ Psychological Problems:- It is a widespread misunderstanding amongst students that English is the most difficult of all subjects. The results and the failure candidates act as evidence to prove this fact. Hence most of the students look at this subject with a prejudiced vision and bear the fear through the year. The psychological depression results in poor performance at the end of the year.

□ Learning Methods: - The primary aim of teaching English at this stage should be to concentrate on the fundamental skills of the language ability of the student namely listening, speaking, reading and writing. It is of paramount importance that the teacher should know what his task is and what he is trying to achieve by teaching English. They go on with their job of teaching without knowing the difficulties of the learner. The teacher should be fully aware of the fact that his student's proficiency in English is not up to mark owing to the deteriorating standard of teaching in schools. Their objective of teaching English should be practical and in keeping with the standard of proficiency achieved by our students. They should emphasize on the main aims of teaching English to develop the ability of students to read and understand. It is an overall practice to use Artificial or Indirect Method instead of Natural or Direct Method of teaching English. We all learn our mother tongue very easily because we use Natural or Direct Method of learning. We follow this sequence 1. Listening. 2. Speaking. 3. Reading. 4. Writing. i.e. from the easiest skill to a difficult one. But in learning English as a foreign language we follow this sequence. 1. Writing. 2. Reading. 3. Speaking. 4. Listening. i.e. from the difficult skill to an easy one. When we start anything with difficulty obviously there are greater chances of failure.

□ Problem of Concretizing the Abstract Idea: - The teacher faces a serious problem of concretizing the abstractness of the novel, poem, passage, words etc. They face difficulty in creating live pictures. The students find it difficult to understand the abstract idea and so they are unable to comprehend the lectures given by their teachers in English. If a poem on sadness is going on in the class the teacher should teach it so effectively that the students get tears in their eyes. This type of experience is hardly found in classroom teaching at present. In fact the teacher is always in a hurry to complete the portion and feels that it is waste of time to arouse emotions and interact with the students.

□ Translation Method:- Translation method is widely used in rural areas. It helps the learner to understand the content of the text but bars from learning the language. The main purpose of teaching the language is kept aside and the teaching of content and theme is given importance. Translation method is thus a great problem in learning English.

□ MotherTongue Interference:- Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue but they forget the essence of pure language. When they speak in their mother-tongue they sometimes use English words in the midst of the sentences. They forget that every language differs in stress, intonation and pronunciation.

□ Difference in English:- English is pronounced in a very different way from almost all other languages of the world. Every region of the world where English is spoken has a different accent. When you are teaching English as second language, you must bear in mind that your students will not know the difference between US English, Queen's English and the entire sundry English's of the world. This could lead to confusions.

□ Lack of Practice:- Language could be mastered by practicing all the four skills viz. Listening, Speaking, Reading, Writing. The rural surrounding does not allow the learner to practice any of these skills. The lack of audio tools also adds in the problem of lack of practice. Many teachers are unable to teach English effectively because they face lot of problems due to the lack of teaching aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively. Some are so costly that the colleges can only afford to buy few.

□ Lack of Interest:- Learning English being compelled have merely become a hurdle in passing. Students only concentrate on passing marks. They do not care for learning the language as a tool of communication. Teacher and the taught both look at this subject as an unavoidable hurdle and try their level best to cross this hurdle anyhow. The report of the Secondary Education Commission says: "Many eminent educationalists and scientists have therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. They hold that in matters pertaining to education, sentiment should not be the ruling factor and that what was most urgently needed was that our youth acquire knowledge from all sources and contribute their share to its expansion and

development. In the attainment of this objective, the study of English was bound to play an important part.”

Lack of Motivation: - In learning a second or a foreign language, motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

□ Mistakes in English: - Most of the mistakes are made unknowingly i.e. when making a mistake becomes habitual; we keep making the same mistake even without realizing it. If we study this problem in a scientific manner by trying to know what is the actual cause behind making the mistake we would be able to avoid it.

□ Crowded Classes:- The size of the classes everywhere is considerably large and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students. For individual attention, there is a provision of Tutorial classes but the number of students in Tutorials is also very large, because most of the college can afford neither so many rooms for this purpose nor so many teachers to conduct effective teaching of English. It should also be recognized that the practical work in the teaching of English demands that the number of students in the class be limited.

“English as a second or foreign language...” indeed is the use of English by speakers with different native languages. English as a second language (ESL) is often used for non-native English speakers learning English in a country where it is commonly spoken. English as a foreign language (EFL) is used for non-native English speakers learning English in a country where it is not commonly spoken. The term ESL has been misinterpreted by some to indicate that English would be of secondary importance. However, it simply refers to the order in which the language was learned. The term ESL can be a misnomer for some students who have learned several languages before learning English. The terms English Language Learners (ELL), and more recently English Learners (EL), have been used instead, and the students' home language and cultures are considered important. (Wright, 2010). Edited

The ways in which English learners are instructed depend on their level of English proficiency and the programs provided in their school or district. In some programs, instructions are taught in both, English and their home language. In other programs, instructions are only in English, but in a manner that is comprehensible to the students (Wright, 2010). Yet, there are other programs in which ELLs are pulled out of the classroom for separate English instruction, or the instruction can also be given in the classroom itself (Wright, 2010).

Although English is the principal language in both the US and the United Kingdom, it differs between the two countries, primarily in pronunciation and vocabulary. For example, some words and phrases that are inoffensive in the US are offensive in the UK and vice versa. These differences are the butt of many jokes. "We have really everything in common with America nowadays, except, of course, language" (Oscar Wilde, in *The Centerville Ghost*). Similarly, Bertrand Russell said: "It is a misfortune for Anglo-American friendship that the two countries are supposed to have a common language." Variations have been misattributed to Winston Churchill, and George Bernard Shaw, that England and America "are two countries [or nations] divided [or separated] by a common language [or tongue]."

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is more closely related to English than Chinese is. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2).

Language learners often produce errors of syntax, vocabulary, and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLresearch has highlighted many errors which cannot be attributed to the L1, as they are attested

in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make' not 'he makes').

Some students may have very different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are also significant. For example, a study looked at Chinese ESL students and British teachers and found that the Chinese learners did not see classroom discussion and interaction as important but placed a heavy emphasis on teacher-directed lectures.

Pronunciation

Non-native pronunciations of English

English contains a number of sounds and sound distinctions not present in some other languages. Speakers of languages without these sounds may have problems both with hearing and with pronouncing them. For example:

The interdental, /θ/ and /ð/ (both written as th) are relatively rare in other languages.

Phonemic contrast of /i/ with /ɪ/ (beat vs bit vowels), of /u/ with /ʊ/ (fool vs full vowels), and of /ɛ/ with /æ/ (bet vs bat vowels) is rare outside northwestern Europe, so unusual mergers or exotic pronunciations such as [bet] for bit may arise. Note that [bɛ] is a pronunciation often used in England and Wales for bet, and also in some dialects of American English. See Northern cities vowel shift, and Pin-pen merger.

Native speakers of Japanese, Korean, and most Chinese dialects have difficulty distinguishing /r/ and /l/, also present for speakers of some Caribbean Spanish dialects (only at the end of syllables), what is known as lallation.

Native speakers of Brazilian Portuguese, Spanish or Galician, and Ukrainian may pronounce [h]-like sounds where a /r/, /s/, or /ʒ/ respectively, would be expected, as those sounds often or almost always follow this process in their native languages, what is known as debuccalization.

Native speakers of Arabic, Tagalog, Japanese, Korean, and important dialects of all current Iberian Romance languages (including about all of Spanish) have difficulty distinguishing [b] and [v], what is known as betacism.

Native speakers of almost all of Brazilian Portuguese, of some African Portuguese registers, of Portuguese-derived creole languages, some dialects of Swiss German, and several pontual processes in several Slavic languages, such as Bulgarian and Ukrainian, and many dialects of other languages, have instances of /l/ or /ʎ/ always becoming [w] at the end of a syllable in a given context, so that milk may be variously pronounced as [mɪɹ̥k], [mɪɹ̥k], or [mɪɹ̥k]. This is present in some English registers—known as l-vocalization—but may be shunned as substandard or bring confusion in others.

Native speakers of many widely spoken languages (including Dutch and all the Romance ones) distinguish voiceless stop pairs /p/, /t/, /k/ from their voiced counterparts /b/, /d/, /g/ merely by their sound (and in Iberian Romance languages, the latter trio does not even need to be stopped, so its native speakers unconsciously pronounce them as [β], [ð], and [ɣ ~ ʝ] – voiced fricatives or approximants in the very same mouth positions – instead much or most of the time, that native English speakers may erroneously interpret as the /v/ or /w/, /ð/ and /h/, /w/, or /r/ of their language). In English, German, Danish, and some other languages, though, the main distinguishing feature in the case of initial or stressed stopped voiceless consonants from their voiced counterparts is that they are aspirated [p^ht^hk^h] (unless if immediately preceded or followed by /s/), while the voiced ones are not. As a result, much of the non-English /p/, /t/ and /k/ will sound to native English ears as /b/, /d/ and /g/ instead (i.e. parking may sound more like barking).

Turkish and Azeri speakers may have trouble distinguishing between /v/ and /w/ as both pronunciations are used interchangeably for the letter v in those languages.

Languages may also differ in syllable structure; English allows for a cluster of up to three consonants before the vowel and five after it (e.g. strengths, straw, desks, glimpsed, sixths). Japanese and Brazilian Portuguese, for example, broadly alternate consonant and vowel sounds so learners from Japan and Brazil often force vowels between the consonants (e.g. desks becomes [desukusu] or [deskɪs], and milk shake becomes [miɾukuɕe:ku] or [miwkicejki], respectively). Similarly, in most Iberian dialects, a word can begin with [s], and [s] can be followed by a consonant, but a word can never begin with [s] immediately followed by a consonant, so learners whose mother tongue is in this language family often have a vowel in front of the word (e.g. school becomes [eskul], [iskul ~ iskuw], [uskul] or [askul] for native speakers of Spanish, Brazilian and European Portuguese, and Catalan, respectively).

Grammar

Tense, aspect, and mood – English has a relatively large number of tense–aspect–mood forms with some quite subtle differences, such as the difference between the simple past "I ate" and the present perfect "I have eaten". Progressive and perfect progressive forms add complexity. (See English verbs.)

Functions of auxiliaries – Learners of English tend to find it difficult to manipulate the various ways in which English uses auxiliary verbs. These include negation (e.g. He hasn't been drinking.), inversion with the subject to form a question (e.g. Has he been drinking?), short answers (e.g. Yes, he has.) and tag questions (has he?). A further complication is that the dummy auxiliary verb do /does /did is added to fulfil these functions in the simple present and simple past, but not to replace the verb to be (He drinks too much./Does he? but He is an addict/Is he?).

Modal verbs – English has several modal auxiliary verbs, which each have a number of uses. These verbs convey a special sense or mood such as obligation, necessity, ability, probability,

permission, possibility, prohibition, intention etc. These include "must", "can", "have to", "need to", "will", "shall", "ought to", "will have to", "may", and "might".

For example, the opposite of "You must be here at 8" (obligation) is usually "You don't have to be here at 8" (lack of obligation, choice). "Must" in "You must not drink the water" (prohibition) has a different meaning from "must" in "You must have eaten the chocolate" (deduction). This complexity takes considerable work for most English language learners to master.

All these modal verbs or "modals" take the first form of the verb after them. These modals (most of them) do not have past or future inflection, i.e. they do not have past or future tense (exceptions being have to and need to).

Idiomatic usage – English is reputed to have a relatively high degree of idiomatic usage.[12] For example, the use of different main verb forms in such apparently parallel constructions as "try to learn", "help learn", and "avoid learning" pose difficulty for learners. Another example is the idiomatic distinction between "make" and "do": "make a mistake", not "do a mistake"; and "do a favor", not "make a favor".

Articles – English has two forms of article: "the" (the definite article) and "a" and "an" (the indefinite article). In addition, at times English nouns can or indeed must be used without an article; this is called the zero article. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner's native language may lack articles, have only one form, or use them differently from English. Although the information conveyed by articles is rarely essential for communication, English uses them frequently (several times in the average sentence) so that they require some effort from the learner.

Vocabulary

Phrasal verbs – Phrasal verbs (also known as multiple-word verbs) in English can cause difficulties for many learners because of their syntactic pattern and because they often have

several meanings. There are also a number of phrasal verb differences between American and British English.

Prepositions – As with many other languages, the correct use of prepositions in the English language is difficult to learn, and it can turn out to be quite a frustrating learning experience for ESL/EFL learners. For example, the prepositions "on" (rely on, fall on), "of" (think of, because of, in the vicinity of), and "at" (turn at, meet at, start at) are used in so many different ways and contexts, it is very difficult to remember the exact meaning for each one. Furthermore, the same words are often used as adverbs (come in, press on, listen in, step in) as part of a compound verb (make up, give up, get up, give in, turn in, put on), or in more than one way with different functions and meanings (look up, look on, give in) (He looked up her skirt/He looked up the spelling/Things are looking up/When you're in town, look me up!; He gave in his homework/First he refused but then he gave in; He got up at 6 o'clock/He got up the hill/He got up a nativity play). When translating back to the ESL learners' respective L1, a particular preposition's translation may be correct in one instance, but when using the preposition in another sense, the meaning is sometimes quite different. "One of my friends" translates to (transliterated) wahed min isdiqa'i in Arabic. Min is the Arabic word for "from"so one "from" my friends. "I am on page 5" translates to ich bin auf Seite 5 in German just fine, but in Arabic it is Ana fee safharaqm 5 I am "in".

Word formation – Word formation in English requires a lot of rote learning. For example, an adjective can be negated by using the prefixes un- (e.g. unable), in- (e.g. inappropriate), dis- (e.g. dishonest), non- (non-standard) or a- (e.g. amoral), as well as several rarer prefixes.

Size of lexicon – The history of English has resulted in a very large vocabulary, including one stream from Old English and one from the Norman infusion of Latin-derived terms. (Schmitt & Marsden claim that English has one of the largest vocabularies of any known language.) This requires more work for a learner to master the language.

Collocations – Collocation in English refers to the tendency for words to occur together with others. For example, nouns and verbs that go together (ride a bike/drive a car). Native speakers tend to use chunks of collocations and ESL learners make mistakes with collocations.

Slang and Colloquialisms In most native English speaking countries, large numbers of slang and colloquial terms are used in everyday speech. Many learners may find that classroom based English is significantly different from how English is usually spoken in practice. This can often be difficult and confusing for learners with little experience of using English in Anglophone countries. Also, slang terms differ greatly between different regions and can change quickly in response to popular culture. Some phrases can become unintentionally rude if misused.

First-language literacy

Learners who have had less than eight years of formal education in their first language are sometimes called adult ESL literacy learners. Usually these learners have had their first-language education interrupted. Many of these learners require a different level of support, teaching approaches and strategies, and a different curriculum from mainstream adult ESL learners. For example, these learners may lack study skills and transferable language skills, and these learners may avoid reading or writing. Often these learners do not start classroom tasks immediately, do not ask for help, and often assume the novice role when working with peers. Generally these learners may lack self-confidence. For some, prior schooling is equated with status, cultured, civilized, high class, and they may experience shame among peers in their new ESL classes.

Differences between spoken and written English

As with most languages, written language tends to use a more formal register than spoken language.

Spelling and Pronunciation: Probably the biggest difficulty for non-native speakers, since the relation between English spelling and pronunciation does not follow the alphabetic principle consistently. Because of the many changes in pronunciation which have occurred since a written standard developed, the retention of many historical idiosyncrasies in spelling, and the large influx of foreign words (mainly from Norman French, Classical Latin and Greek) with different and overlapping spelling patterns,[20] English spelling and pronunciation are difficult even for

native speakers to master. This difficulty is shown in such activities as spelling bees. The generalizations that exist are quite complex and there are many exceptions, leading to a considerable amount of rote learning. The spelling and pronunciation system causes problems in both directions: a learner may know a word by sound but be unable to write it correctly (or indeed find it in a dictionary) or they may see a word written but not know how to pronounce it or mislearn the pronunciation. However, despite the variety of spelling patterns in English, there are dozens of rules that are 75% or more reliable.

There is also debate about "meaning-focused" learning and "correction-focused" learning. Supporters for the former think that using speech as the way to explain meaning is more important. However, supporters of the latter do not agree with that and instead think that grammar and correct habit is more important. Another method that has been used to assist in content-based learning has been the analysis of dystopian literature, in which students are encouraged to make allegorical comparisons to theme prominent in present-day society.

Computers have made an entry into education in the past decades and have brought significant benefits to teachers and students alike. The use of Computers is a tool one can use to improve his/her learning skills. Computers help learners to be more responsible for their own learning abilities. Studies have shown that one of the best ways of improving one's learning ability is to use a computer where the entire information one might need can be found. In today's developed world, a computer is one of a number of systems which help learners to improve their language. Computer Assisted Language Learning (CALL) is a system which aids learners to improve and practice language skills. It provides a stress-free environment for learners and makes them more responsible.

REVIEW OF LITERATURE

Chapter -2

Review of Literature

Review of Related Literature RaoRamachandra K Nijlingappa P and Pillai Swaminathan, (1988):“To study and analysis different aspects of competency in English as attained by polytechnic students.Independent study – Technical Teacher’s Training Institute Madras. The Present review identify the general level of proficiency attained by students in the chosen aspects. Even its priorities the aspects in terms of their easiness difficulty and suggests suitable measures to improve learner’s language skills. As we have t to mastery over the Language we need to go through the skills in deeply.

2. Miss Rupa Sinha ,(1999):“The effects of language of performance a study of factors affecting the learning transfer process in the study of English in standard VI and VII” Researcher has taken following points for his study as a review, The Present study will be about to performance of the students of the experimental group and the control group. It is shown that the problems faced by the teachers during the teaching of English. Even over here they have studied attitudes of parents towards English teaching. We even get the attitudes of experts in Education towards English teaching. Children like to act how life is lived at the Ganesh festival and Vegetable market. Children were found to perform better in small groups. We can use audio visual aids for teaching English found effective in teaching field.

3. Mundhe Rajeshree,(2003)Ph.D. ,Level Developing a self study package in computer education for slow learners. Pune University, Researcher has taken following points for his study as a review Through this study develop self instructional package consisting of video programme and Printed material in from of modules in Marathi and can test the effectiveness of the developed packages by trying out on slow learners. Researcher has used the Experiment Method. The research has concluded that Use of self study packages developed by the researcher for teaching program of computer education to slow learner was found effective. Even the Video program for WordStar was not found significant. It was concluded that video program (G- 3) did not show a significant improvement in the achievement of slow learner for teaching program.

And Printed module in DOS was not effective it was concluded that the printed module for DOS did not Show significant improvement in the achievement of slow learner.

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7. Patil Jayashree Y, (2003-2004) At the M.Phil Level "Study of reading difficulties in reading skills of Marathi medium schools try out remedies for the improvement." - University Pune. Researcher has taken following points for his study as a review. This study is based on to find out difficulties in reading skill. It also helps to try out remedies for correcting the difficulties. Through this we get mastery on each of reading skill. The researcher has used Experimental Method for the Research. It is single group design with pretest and post test design. Researcher has found A large number of students have reading difficulties in auditoria and visual field and correct word reading. Even to reduce the reading difficulties to significant level, corrective strategies and drilling can be useful. Even the Remedial material in reading programme helps the students to improve the performance in reading skill. Teacher should use a variety of methods and concrete material helps the students of 1st to improve their reading ability Mane

8. Rajkumar V, (2006-2007) At the M. Phil Level "A critical study of mistakes and remedial programme to improve loud reading skill of students studying in 7th std. who study English as a third language." University of Pune. Researcher has taken following points for his study as a review We get that to study the problems in loud reading skill of the students studying in 7th std. who study English as a third language. It helps to encourage students to read properly by giving the remedial programme. Even it shows the effectiveness of the remedial programme for improving loud reading skills. The Researcher has used Experimental Method for the Research. It is single group design with pretest and post test design. The remedial programme proves to be useful in correcting the mistakes of the students in loud reading. Students improve their pronunciation. Students read with proper stress and intonation after listening to cassettes and model reading by the teacher. Students read with comprehension after the remedial programme. Student should be given loud reading practice and made aware of their mistakes.

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Researcher Karen ford offers some insight on how ELLs use their native language skills to learn to read and write in second language, and how teachers can help facilitate the process. Through this we can improve the status of English language. Even to enable the learners for developing their learning ability of English subject. We can have the mastery over the language as well as skills.

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Use of the above researches with the present research: The Present review has helped the researcher to get clear idea about his topic. It has helped him to go on particular path for his research work. He realized the importance of his topic with compares to another review in the research work. The researcher has also searched anyone who has done such research on his topic. He has got lot of help from internet and various books. Statement of the problem The need and importance of the study has led the researcher to state the undertaken research problem as follows “A comparative study of Achievement in English at the H.S.C. and at the S.S.C. Examination for development Remedial Material”. Operational Definitions : a) Achievement - Marks secured by the students in the SSC and the HSC Examination b) Remedial Material – Based on the errors in English made by students to rectify them. Review of literature: Many reviews have been done to find out the academic performance of the student at various levels, a study done by Graetz et all in (1995)¹ suggested that the performance of the student is purely based on the social care of the students, the care of the students at the younger age group have increased level of performance and parental support. These indicators have been forecasted in their student test score in examination for future achievements. Similarly a study done in Oregon State University² (2003) showed 30% of the deviation in initial or starting (first) year at college education with available sufficient psychological so as make a better performance at the final level. The level of confidence also plays an important role in better performance of the student and gives a proper emotional shore up. A study done by Vinutha et al³ the exact cause of student performance in the academic career is based on multiple factors such as understanding the language, interest in doing higher studies and adjustability with peer groups and understanding of the subject taught in the class. There are other extracurricular and co curricular activities that may contribute to poor performance of the students such as peer and parental pressure, impact in learning the subjects and personal, medical and other domestic problems etc.

A study done in Regional Primary Care Education, Asheville, North Carolina⁴ stated that complexity in medical education has got an role in level of performance of the student with reflect predominantly in the formative assessment. Hence learning environment also plays a very important role in the academic performance.

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METHODOLOGY

Chapter -3

Methodology

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem of inability to learn English in a normal setup and improve their language quality.

Several students in a class fall under the category, but most parents or guardians prefer to remain in mute mode, which worsens the situation. The objective of this study is to improve English learning ability of students to achieve new heights.

Students learn at different rates, and, according to some published research, students learn only when they are ready. Other research gives importance to intrinsic rewards, differentiated curriculum, and motivation by personalizing lessons.

However, the bottom line for most educators is that some students are slow to learn, but don't have a learning deficiency, they do well outside the classroom, and show no evidence of having a medical problem. They simply do not do well in studies or a particular subject.

Purpose of study.

Academic performance is contributed by many factors including gender, age, medium of instructions, role of teaching faculty, socio economic status and many more factors like adjustability with the peer groups, understanding the language etc. Many studies have been contributed in the area of student's achievement, in order to find out and rectify the factors that reflect on the academic performance at various levels. There are various factors related to low level in the academic setting of the students that may overcome and reflect in their career. Student who has better performance in earlier academic setting can do much better. Many articles reflect on the academic performance as low and high achievers, these studies contribute more on the learning capabilities and performance initiatives. In order to find out various factors of performance of student, "English Teaching Through Latest Technology Multiple Media A Study Of Bangalore Urban Students" was conducted.

Significance:

Need of the hour and requirement for our stakeholders to face the emerging challenges in the competitive world. It enables both slow and advanced learners to be benefited.

Back ground: Even experienced teaching faculty and administrators can be challenged by learners, who are not able to perform up to expected need in their annual performance of their students,. There should be a designed study to foster discussion about diagnosing particular problems that contribute with meeting objectives of students with problem in learning English

Objectives:

To strengthen and enhance student's overall performance in learning in general and learning English in particular.

The following are the objectives of the present study:-

- To compare of the level of retention and understanding of statistical and numerical information in college students before and after administration of multiple media teaching.
- To compare of the level of retention and understanding of terminology and nomenclature related information in college students before and after administration of multiple media teaching.
- To compare of the level of retention and understanding the concept of size, shape measurement etc. and spelling related information in college students before and after administration of multiple media teaching.
- To compare of the overall level of retention and understanding of information in college students before and after administration of multiple media teaching

HYPOTHESIS:

The following hypothesis were formulated for the present study

- The level of retention and understanding of statistical and numerical information is increased after administration of multiple media teaching.
- The level of retention and understanding of terminology and nomenclature related information is increased after administration of multiple media teaching.
- The level of retention and understanding of size, shape, measurement etc. and spelling related information increased after administration of multiple media teaching.
- The overall level of retention and understanding information is increased after administration of multiple media teaching.

SAMPLE:

The sample for present study was drawn from different colleges in Bangalore, India. A total of 100 students are taken up for the present study after going through their result in the college tests.

TOOLS:

The following tools were employed in present study:

- Personal data sheet
- Specifically created special audio visual module
- Specifically created special questionnaire

PROCEDURE:

After obtaining the list of all students' marks in internal examination from various colleges in Bangalore, supporting mentors were contacted, students were chosen and confidentiality is maintained throughout the study.

All the students were gathered in the class room and were taught a lesson in the traditional class room teaching method i.e. chalk and talk method. After two days the same students were given

with a questionnaire comprising of Section I was be on the background characteristics of the student– name, age, sex, type of family. Section II with various questions pertaining to different aspects of language learning. Responses were collected

After a fortnight`s time same students were assembled in an auditorium and taught the same lesson with specially designed audio-visual module. After two days same questions were re-administered to know the level of retention and understanding in the students and the responses were collected.

Students given with lesson in traditional class room teaching. Chalk and talk method





Response received after chalk and talk method





Introduction of new specially designed multiple media teaching technic





Response being collected after multiple media teaching



RESULT ANALYSIS

Chapter –4

Result Analysis

The result of the research showed enormous rise in the learning, understanding and retaining capacity of the slow learners.

	Result before the module; A	Result after the module; B	Difference in the results;B-A
Retention of statistical and numerical data	26%	76%	50%
Retention of terminological, and nomenclature data	55.5%	95%	39.5%
Retention of meanings, spellings and concepts related data	27.5%	61.6%	34.1%
Overall performance	37.7%	75.3%	37.6%

The result shows a considerable improvement in the learning, retaining and understanding capacity of the slow learner

Remarkable result in the area of statistical data was seen with a rise of 50% in the learning, retaining and understanding capacity of the slow learner.

Retention of terminological and nomenclature data had a noticeable change of 39.5%.

Retention of meanings, spellings and concepts related data was raised by 34.1%.

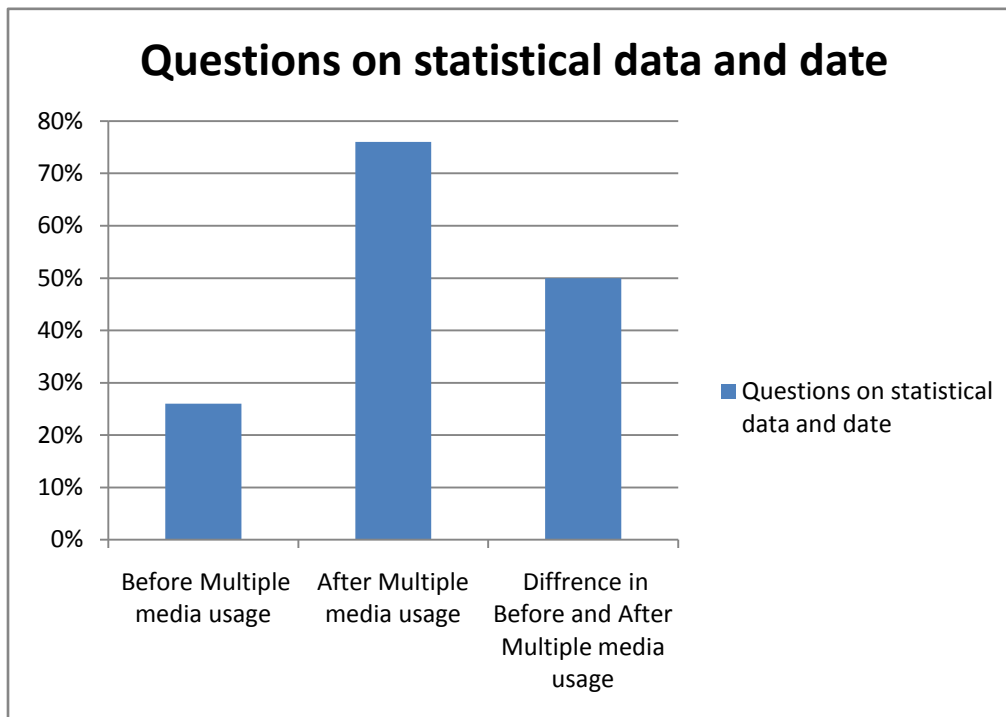
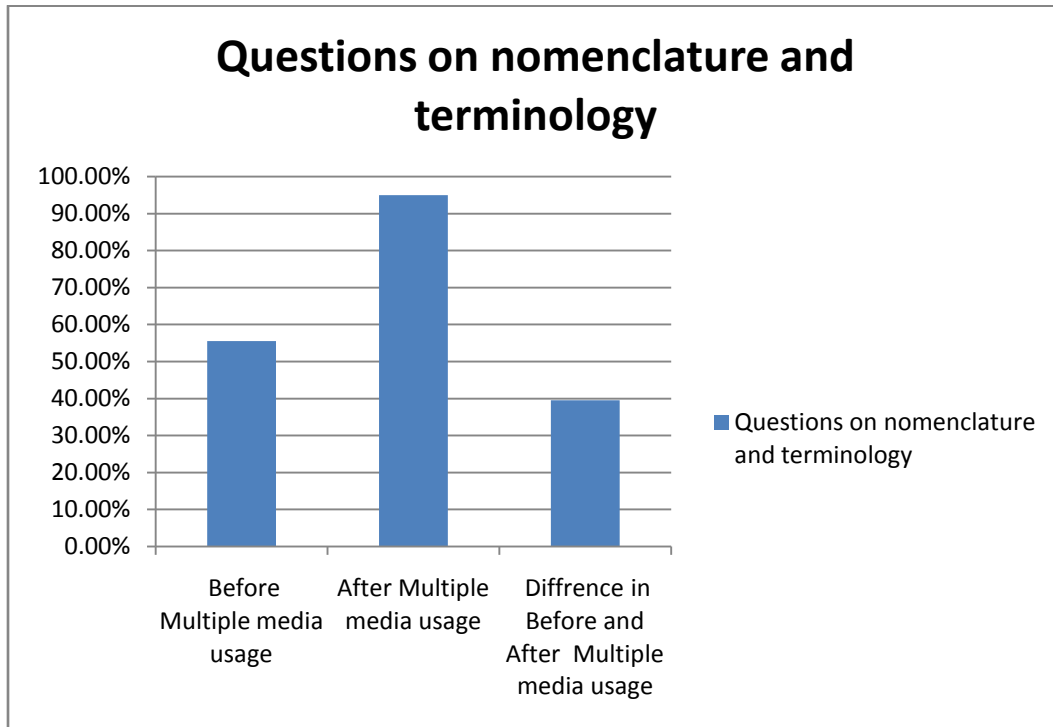
The overall development in the performance was 37.6%.

This ensures the improvement in the learning ability of slow learners with the introduction of new and innovative teaching technics in colleges while teaching English.

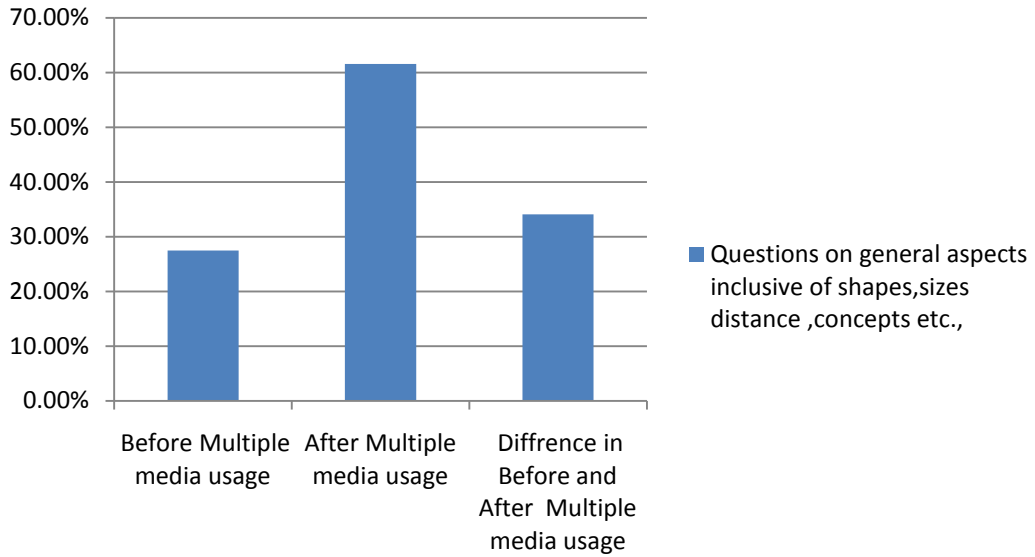
Hence the Hypothesis is proved.

GRAPHS

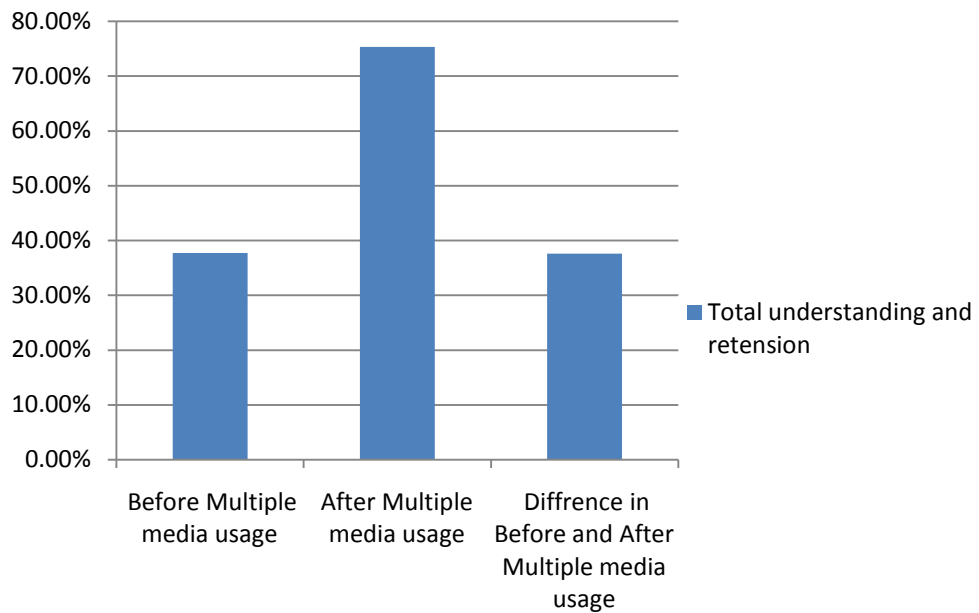
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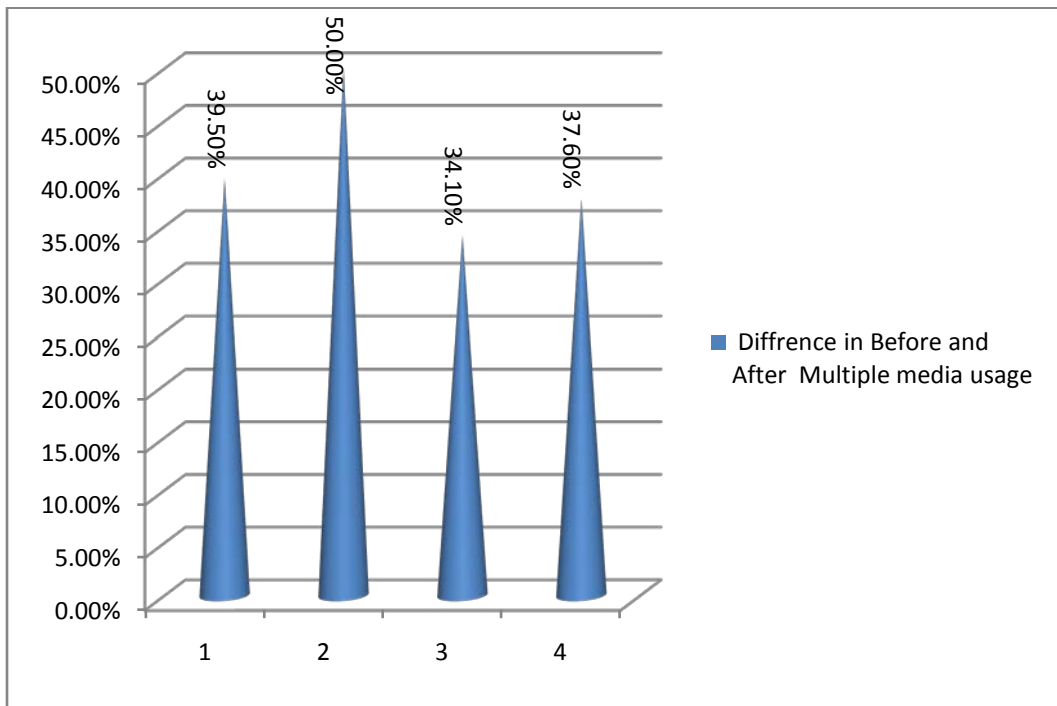
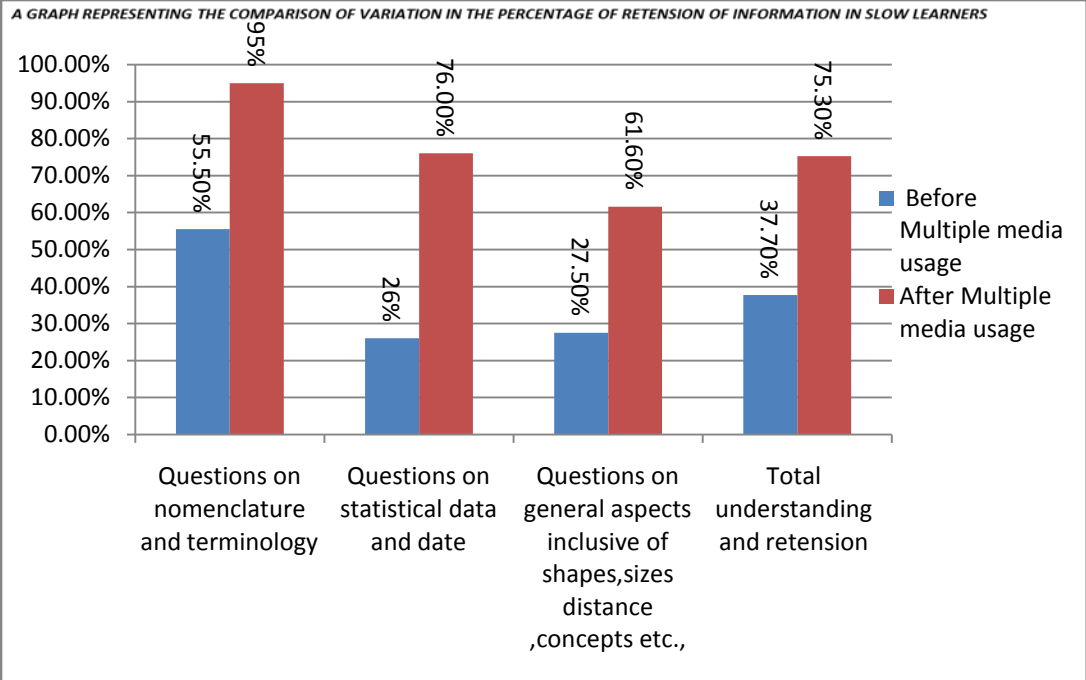


Questions on general aspects inclusive of shapes,sizes distance ,concepts etc.,

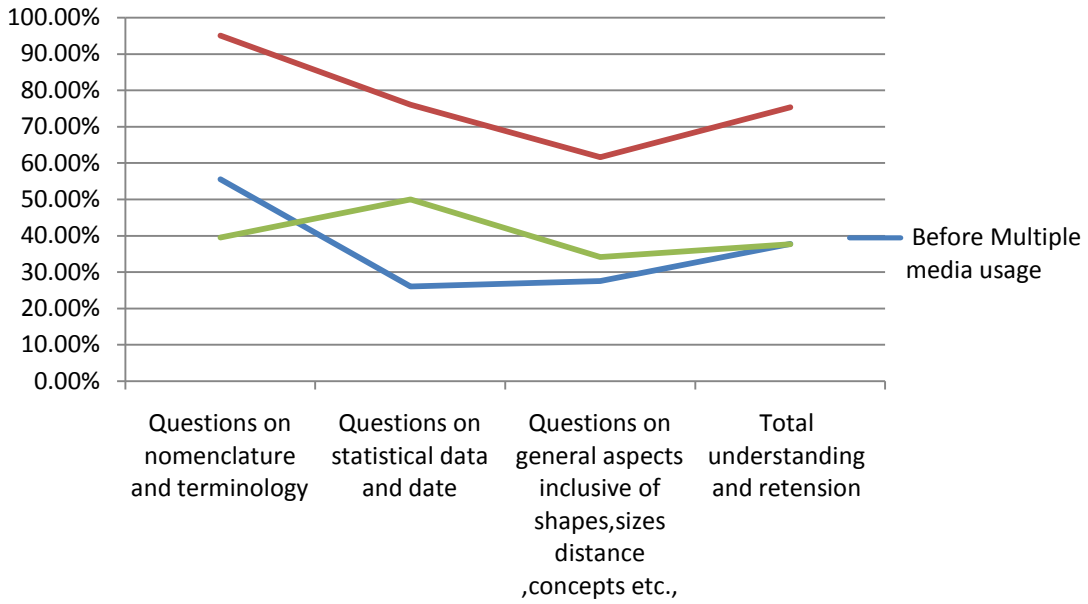


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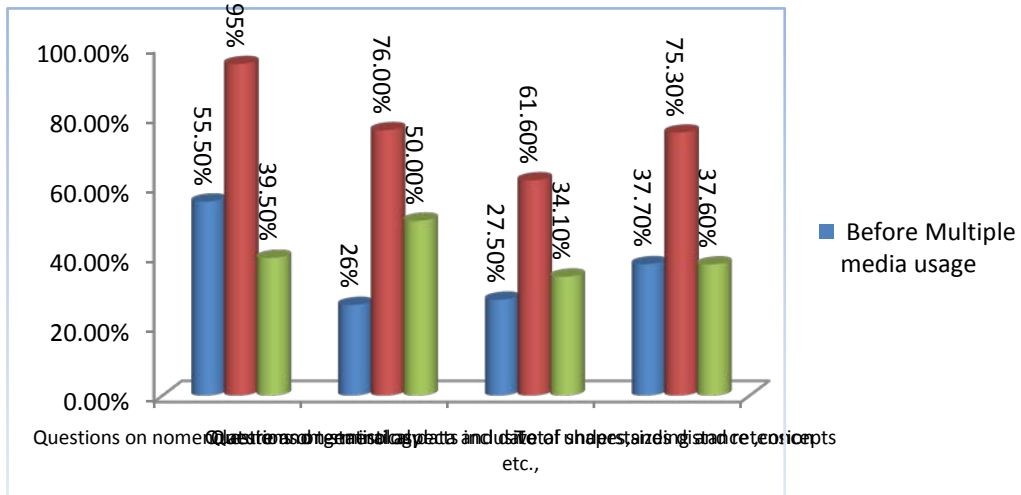




A GRAPH REPRESENTING THE COMPARISON OF VARIATION IN THE PERCENTAGE OF RETENSION OF INFORMATION IN SLOW LEARNERS



A GRAPH REPRESENTING THE COMPARISON OF VARIATION IN THE



DISCUSSION AND SUGGESTIONS

Chapter 5

Discussion and Suggestions

One thing which we should remember is, just because a student is not doing well in one class does not make that student a slow learner. Also, slow learners vary from reluctant learners. A slow learner to begin with wants to learn, but has a problem with the process. A reluctant or hesitant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Slow learners seldom have learning disabilities. In the days before formal schooling, these students would carry on productive lives working at tasks that did not require extensive reading, writing or math.

However, nowadays the emphasis is less on occupational learning and more on academic preparation. Thus, to provide them the best possible opportunities in a changing world there is a growing need to help remediate these students. There are basically two commonalities emerging with slow learners.

First, they need more or extra time to complete tasks. This means parents or guardians must be willing to augment what happens at colleges regardless of the fact how fruitless it might appear. Secondly, the student must be offered appropriate incentives

The next area which is very important is proper nutrition, like students need good breakfast. Research suggests a quality breakfast and proper sleep are the two best ways to improve student's performance.

Finally, a teacher or parent must seek lessons and other resources that make it easier to differentiate the curriculum and make learning more vital and relevant. To this end, special education sites on the Internet have some great ideas. Although slow learners do not qualify for special education classes, the concepts teachers use with special education students are ideal for helping a slow learner once the student's weaknesses have been diagnosed. Having a slow learning child is not unusual, about 10 percent are slow learners in a classroom.

Solutions or Remedies:

□ Building a Rapport with Your Class: - When the teacher enters the class for the first time it is very important that he/she gives a welcoming smile to your students and greets them. The assuring smile and greeting them in a familiar manner helps them bond with the teacher instantly. When the bonding happens, they will find learning the language easier.

□ Place of English Should be defined: - English offers vast opportunities to all. The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, journalism, international trade and diplomacy.

□ Applying Different Methods of Teaching: - The teacher while teaching English should use the different methods of teaching English to the students. The teacher can also make use of the language lab.

Some of the methods of teaching English are as follows:

1. The grammar translation method.
2. The direct method.
3. The series method.
4. Variation of direct method.
5. The oral approach/situational language teaching.
6. Audio lingual method.
7. Communicative language teaching.
8. Directed practice.
9. Learning by teaching.

Use of appropriate method for teaching various topics accordingly helps to enhance the effect of teaching language.

Building Confidence among Students: - At the very beginning students should be trained to ask some simple English questions and give their answers, like 'What is your name?', 'Which country are you from?', 'Who is your best friend?' etc. Many teachers of English as a second language make the mistake of beginning with the alphabet. This is wrong. When they are trained to ask questions on the first day itself, students will definitely show off these questions to their folks. And their interest in the language will be built. They will come with higher hopes of learning more things the next day. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level.

Proven ideas to help slow learners

- College opens the door to vocational training where they often excel. Work study programs give them a purpose for going to college.
- A Slow Learner might repeat one grade level for academic or social reasons. Repeating more than one grade is a disaster for their self- esteem.
- The least desirable alternative is a non-graded program where the student works at their own speed and is graded for their effort.
- Another way is to use their IQ to compute a passing grade. For example if passing is 70% and their IQ is 80 then a passing grade would be $.8 \times 70 = 56\%$.
- Look at their problem areas and focus on them with extra tutorial help. This could be during the last period of the day or after college. Allow by-pass strategies such as calculators, or let them do oral or visual reports.
- Provide a quiet place to work, where the student can be easily observed and motivated.
- Add a variety of tasks to the learning even if not assigned, such as painting a picture of a reading assignment.

- Allow for success.
- Ask questions about the assignment.
- Some researcher use “Three Transfer” form of learning, in which the student must take information and do three things with it besides reading. For example read it, explain it to someone else, draw a picture of it, and take notes on it.
- Be patient but consistent.
- Do not reward unfinished tasks. Challenge the student, make the student to do the most difficult assignments first and leave the easier ones to later. Call it the dessert principle. Parents/Guardians should not be overprotective

Parents may contact the teacher if there is a concern. Calling an administrator solves nothing, as the teacher is the sole legal judge of academic success.

The parents should take their child to exciting places where they can see academic success is important. A trip to a local university or community college, a walking tour of city hall is highly motivating..

- Assessment: Use shorter tests, oral testing, redoing tests, short feedback times, don't make students compete.
- What to avoid: Don't use cooperative learning that isolates the student and places him or her in a win-win situation or standardized tests. Definitely don't ignore the problem.
- What to encourage: Grouping with a patient partner. Learning about the students interests. Placing the student in charge, Mapping, graphic organizers, and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.

5- REMEDIAL INSTRUCTION

Rastogi (1978) and Narayana Rao (1987) have suggested that the remedial teaching classes or special classes should be conducted systematically based on laid down guidelines.

- 1- The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students.
- 2- Short frequent lessons should be introduced instead of long lessons every week.
- 3- The slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio visual aids in the instructional process which can provide unique experience to the slow learners in the presentation of the content.
- 4- The teacher should be aware of that fact that a friendly approach in remedial teaching is highly conducive.
- 5- To generate interest social skills and confidence in slow learners, stress may be laid on effective use of art, music and drama.
- 6- The teachers dealing with the slow learners should give due importance to practice, drill and review which all facilitate the comprehension and retention of slow learners.
- 7- With a view to ensure optimum human resource development special remedial classes should be arranged for slow learners.

6- HEALTHY ENVIRONMENT

The college environment should be healthy and reasonably free for slow learners. Many a time poor environmental factors contribute a lot towards the slowness. Poor environmental factors should be adequately tackled or removed at the earliest so that congenial atmosphere can be created for the effective learning of slow learners

7- PERIODICAL MEDICAL CHECK-UP

Physical anomalies sometimes serve as vital contributory factors for slow learning. Poor health and other malfunctions also have adverse effect on the learning of slow learners. If a particular anomaly is detected and correctly diagnosed, then a slow learner can become a normal learner after remedial treatment. In absence of periodical medical check-up, there will be no opportunity for the teacher to diagnose the cause of slow learning and to ensure the possible medical remedy.

8- SPECIAL METHODS OF TEACHING

The research evidences reveal that the following special methods will be very effective for slow learners:-

A- Audio and visual instructions

B- Mastery learning strategy with extra corrective instruction

C- Modular instruction

D- Computer assisted instruction

A) AUDIO AND VIDEO INSTRUCTION

Slow learners need extra time for remedial and enrichment activities. In the audio instruction the expert's service not ordinarily available in the school is made available. They can listen to the audio instruction based on their subject units in the evening hours. They can take them home and make use of according to their convenience. Also they can listen to relevant educational radio program which also has positive effect on the slow learners' learning.

The video instruction provides unique experience to the slow learners in the presentation of instructional content. It penetrates more deeply into human character with an immediate excitement than any other single medium.

B) MASTERY LEARNING STRATEGY

Mastery learning is a system of instruction that emphasizes the achievement of instructional objectives by all students by allowing learning time to vary. The basic idea behind mastery learning is to make sure that all or almost all the students have learned a particular skill to a pre-established level of mastery before moving on to the next skill. Once the slow learners have the experience of mastery learning and attain a pre-determined mastery level, the learning will build on learning leading them to a remarkable success or achievement.

C) MODULAR INSTRUCTION

Module is a self- contained auto instructional package dealing with a single conceptual unit or subject matter. Instruction through modules has been found very effective for all levels of students and it is found more effective with regard to low achievers and slow learners. It may be used individually or in small learning groups. It accommodates instruction to individual differences. The learning materials presented in the module for each objective, the project work and the practicum incorporated in the learning module enable the slow learners to surmount the problem of abstract thinking and to understand the possible association which will, ultimately tell upon their retention. Modular instruction takes care of concrete presentation of subject matter by incorporating necessary diagrams, sketches, pictures, worksheets, examples etc. with the learning material at appropriate places. Thus, in many ways, the modular instruction proves to be suitable for slow learners.

D) COMPUTER ASSISTED INSTRUCTION

Computer assisted instruction is a kind of individualized instruction administered by a computer and its roots has in programmed instruction and in the behavioral theories of learning. CAI programmes stress drill and practice exercise, others teach students facts and concepts. It gives instant knowledge of results and provides immediate feed- back which are very essential for slow learners to ameliorate their learning process. In this method every student can learn at his own rate. Students will have no pinch of inhibition when they learn through CAI. The feeling that they are not preyed upon by the supervisors and the free and relaxed readiness to learn themselves at their own rates, give the slow learners an impetus to learn and to manifest their best. Hence, the methods are only means to achieve our pre-established behavioral objectives.

9- LEARNING CONTRACTS AND PEER TUTORING

A) LEARNING CONTRACTS

A learning contact is an agreement between the teacher and the student to study and share information about a specific topic. It helps the classroom teacher organize the instructional programme for some exceptional students. Dunn and Dunn (1974) describe the contracting process they suggest that the contract include a list of media or resources and activities the

students will use, as well as any methods the students will use to report what has been learned. Finally they suggest that the contract indicate how the student's performance will be evaluated and, if appropriate, what the schedule will be for completing the project.

B) PEER TUTORING

Long ago educators realized that students could help one another learn. When one student teaches another, this is called peer tutoring. There are two types of peer tutoring: cross age tutoring where the tutor is several years older than student being taught, and same- age peer tutoring where one student tutors a classmate. When implementing peer tutoring, it is important that the rules for tutors be quite explicit; that is tutors show or tell their students what to do then watch as the students perform, they repeat the demonstration or instruction if the student makes an error, and then praise the student when the response is correct. Hence teacher monitoring of the tutors is an integral part of the system. It is not time consuming but it is extremely important. Thus, peer tutoring does seem to be an effective way to provide appropriate levels of instruction to students (Slavin, R.E. 1986). This makes it more relevant to slow learners who are in direct need of additional instructional time.

CONCLUSION

CHAPTER-6

CONCLUSION:

After the analysis, the results bring us to the conclusion that a slow learners will be immensely benefited by various innovative teaching methods like the one done here. We will be able to bring them in pace with others and generate interest in learning English language while removing fear of it with multimedia teaching, repeated teaching, individual interest and various other ways suggested. Keeping in Mind Aims of Teaching English: - The teacher should always emphasize on the aims of teaching English. It will help to teach effectively. These aims are:

1. To enable the students to understand English when spoken.
2. To enable the students to speak in English.
3. To enable the students to read English.
4. To enable the students to write in English.

These are the primary aims of teaching English instead of enabling the student to pass in the upper class.

Improvement in Teaching Facilities: - Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books and teaching aids. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of linguistics and English language teaching.

Make Students Think in English: - Making it a very firm rule but subtly implied that there will be no other language spoken in the class other than English and exhorting them to think in English. This a mammoth task, and can be achieved only after some weeks or probably months of teaching.

End the SocioPsychological Problems: - Many think English as the most difficult language and many call it unnecessary to learn it. The efforts of the teacher should be in eradicating the

Socio-Psychological problems of the students, by motivating them and giving them some responsibility.

Building Communication Skills - “Never teach your students always, instead speak with them”. Conversing with the students about day-to-day things, talking with them in simple English will be the initial icebreaker. And when they talk, they learn. Encouraging students to talk and as long as the students attempts to talk in English, the teacher makes it a point to listen.

Matching Level with YourStudents: - Being a teacher one may know the language and might have got accolades for it but student cannot even frame three sentences in English properly. Only the perseverance of the teacher will help them do it. It should be remembered that students are not native English speakers and they will not be able to even ask you their doubts. They should be encouraged patiently to express themselves.

Finally, Teaching English as second language is really a fun if you do it in the right sporting way. You have to make it fun for your students too that's the way they will learn better.

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