CHAPTER II

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2.1.0 INTRODUCTION

Review of related literature is one of the significant aspects of the research. It enables the researcher to know the amount of work done in the concerned areas. It is necessary that the researcher is aware of the knowledge generated and the ongoing process of knowledge generation in the area of the research for the better clarity of the problems in that area of research. It not only helps the researcher to have the insight for the methodological aspect but also 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 in data analysis. 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 the related literature in the area of the present study.

Researcher came across few studies related to the present study which is divided into three main categories.

- Studies related to English Language Teaching
- Studies related to the use of Technology and Different Methods in Teaching-Learning Process
- Foreign Studies Conducted in the Area Related to the Present Study

Those studies have been analyzed in the following paragraphs and the research implication has been drawn to strengthen the rationale of the present study.

2.2.0 STUDIES RELATED TO ENGLISH LANGUAGE TEACHING

Dewal (1973) carried out a study of Difficulties in Teaching English and Effectiveness of Programmed Teaching. Major findings of the study were (i) Programmed teaching worked well with teachers who were untrained in teaching English

(ii) It oriented teachers in managing classroom instruction (iii) It helped developing subject competence of the teacher.

Jain (1987) conducted a study entitled "A Study of English Language Teaching in Secondary School of Gujarat State". 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, the human resources were graduates but the schools were lacking material resources.

Kapadia (1988) conducted a study entitled "Development and Try-out of Programmes for Remedial Teaching of English for the post HSSC level". The objectives of the study were to identify grammatical errors in the written expression of the student who have passed HSSC. And to locate the areas of the high frequency of errors and to remediate those with the help of developed PLM. And also to study the effectiveness of the developed PLM in terms of the students' achievement was one of the objectives. The programmes were presented separately in which the result was positive as the mean score increased.

Jayshree (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 high school. The study 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 were the causes for the difficulties in teaching learning. It was 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 students in the classroom. The major findings of the study were, (a) a large number of the students were poor in written English, (b) the well designed communicative syllabus incorporating the needs of the students can make the students tension free, interactive in classroom, create the satisfying and positive attitude towards learning writing and (c) enhance the skill of writing and revising.

Ngagbam (2000) carried out 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 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.

2.3.0 STUDIES RELATED TO THE USE OF TECHNOLOGY AND DIFFERENT METHODS IN TEACHING - LEARNING PROCESS

Sabharwal (1978) conducted a Research to Study the Comparative Effectiveness of Programmed Auto Learning vis-à-vis other methods of Teaching English as a second language to L1 and L2. The objectives of the study were to assess the efficacy of four different treatments of (Teaching of English as Second Language) TESL viz. the bilingual method, the audio-lingual, grammar translation and programmed auto learning methods and to find out which of the four have better effect on the students. The findings of the study were that grammar translation and bilingual methods were more effective in comparison to other two methods.

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.

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 stage". The objectives of the study were to develop useful self-learning material for illiterate children and to compare self-learning and traditional method. The study was conducted in three stages, namely reading, writing and search for sentences. Major findings of the study were that the experimental group of the children was found superior to the control group in recognition of the alphabets, in reading sentences and writing. Age and sex were not found related to academic achievement in the experimental group. And even the experimental group was more interested in the process of learning and they took much less time in learning.

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 the study 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 modes of

the 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 the student 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.

2.4.0 FOREIGN STUDIES CONDUCTED IN THE AREA RELATED TO THE PRESENT STUDY

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 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.

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 on "Integrating Internet into the Classroom: the Effect on Learning, Student Satisfaction, and Labour 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 through

out 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 students' writing proficiency and promote positive attitude towards writing.

Springer (2002) conducted a study on "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, and 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.

Williams (2002) conducted a study on an Examination of the Relationship between Learning Style as Measured by the Matching Familiar Figures test and a Computer Assisted Instruction Metric unit. The study was conducted with the purpose to identify the learning style, to determine the relationship of the effectiveness of the CAI and to serve as a pilot study to establish reliability for the computerized version of MFFT. The conclusion is drawn that when developing CAI as one of the instructional design stages, it is important to consider the target population. One of the characteristics to consider is

the preferred method of learning, or learning style, while there was no statistical significance in the relationship between the learning style and performance in the CAI metric instructional unit.

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 effect 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 on "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 indicated 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 on "Computer Technology Integration in Cyprus Elementary Schools". The purpose of this study was 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 present

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 teachers' education, school climate, teachers' professional behavior and teachers' 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.

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 on "The Use of Technology and its Effect on Student Achievement". The study was conducted to examine the use of technology and its effect on the 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 also increases.

Gilbert (2006) this experimental research 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 research 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 to high school students. The population sample of the control group consisted of 111 students. The experiment group included 145 students. The control group was taught with reading- writing approach and the experimental group was taught English usage. The findings established the hypothesis of this investigation at 0.05 level of confidence. The result that the high school students who were taught with aural –oral approach performed significantly better than the students of control group, taught with reading-writing approach.

2.5.0   IMPLICATION FOR THE PRESENT STUDY

From the reviewed literature, the researcher has found that there has been a great concern regarding the teaching - learning of English. As many researches have been conducted on this aspect, which can be seen from the studies conducted by Dewal (1973), Jain (1987), Kapadia (1988), Jayshree (1989), Sharma (1989), and Ngagbam (2000). Above six researches have been related with the topics like programme teaching, curriculum of English and the resources available in schools, course design in English for communicative approach and difficulties in teaching or learning of English and the remediation. Researchers by Sabharwal (1978), Joseph (1983), Dubey (1990), Hsu (1994), Khirwadkar (1998) and Das (1998) were conducted to see the effectiveness of the different methods to teach different subjects. Those researches have been based on CAI, PLM, CALM, CALL, and Play way method etc. these researches have been conducted on teaching of English, Listening Comprehension, Hindi, Chemistry, etc. Out of these researches only one research conducted by Das (1998) was found measuring the effectiveness of the CAI presented in different modes and that too was for teaching rhymes at lower standard. And researches by Khirwadkar (1998) and Zyoud, (1999) have

been found which were measuring the effectiveness of the CAI. The study conducted by Khirwadkar (1998) was for the students of higher secondary but it was meant for teaching chemistry. And the study conducted by Zyoud (1999) was for teaching English grammar, but it was for the students of Gujarati medium and it was conducted with old syllabus and the then approach of teaching grammar was structural approach.

Most of the studies conducted in foreign countries were related to the integration of technology either at school level or university level. Studies conducted by Bolliger (2002) and Buzhardt (2002) were related to web based learning and use of internet for teaching. Studies by Lyson (2002), Gabrielle (2003), Floyed (2006), and Gilbert (2006) were based on computer or use of technology in teaching learning at different level. Out of these reviewed studies one study by Paul (2007) was based on teaching of English with Aural – Oral approach.

All the studies were found following experimental research following quasi-experimental design. As no study was found related to the teaching of English Grammar to English medium students, researcher considered the present study to teach English Grammar to English medium students with the help of CAI in different modes following some aspects of communicative approach as well as structural approach.