

CHAPTER - VI

OVERVIEW OF THE STUDY

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CHAPTER VI

OVERVIEW OF THE STUDY

INTRODUCTION

Education is as old as the human race, though in course of time its meaning, objectives and scope have inevitably undergone certain changes. Concepts change, attitudes and skills undergo alterations, appreciations, interests and values face revisions, and life itself involves a continuous modification of experience. In this context, education is the process of assisting the learner to adjust to this ever-changing world.

Modernisation has affected very much the system of education. There has been a great explosion of knowledge recently and one of the most important tasks of education is to keep pace with this progress. Knowledge can no more be received passively but to be discovered actively. Along with the knowledge explosion, there is another factor namely population explosion which decides the pattern of life. India is one among the foremost countries of the world which are afflicted by this problem of population explosion. Coupled with this problem is illiteracy. About half of the world's population is totally illiterate and India is no exception to this pattern. In order to obliterate this problem, a logical solution would be an increase in the number of teachers. However, this quantitative change alone cannot be a complete solution in this context. Technology can help us to solve the problems which obviously emanate from knowledge explosion, population explosion and illiteracy.

PRINCIPLES OF EDUCATIONAL TECHNOLOGY

Educational technology implies an approach that makes use of pertinent scientific and technological methods and concepts developed in philosophy, psychology, sociology, linguistics, communications, management studies and related fields. Educational technology as a concept does not necessarily imply the use of machines and hardware as mandatory but it involves such media, equipment and resources whenever needed for effectiveness and efficiency. In short, educational technology includes "the development, application and evaluation of systems, techniques and aids in the field of learning."

The concept of educational technology encompasses a bipartite arrangement of 'technology of education' and 'technology in education'. Technology of education is the base sector which deals with the study of principles, theories, concepts and methods in the instructional process, whereas technology in education refers to the study of use of different media such as audio-visual aids, television and computer to make the instructional process more efficient and effective.

PLACE OF ENGLISH IN INDIAN CURRICULUM

Soon after the independence (1947), many states reduced the number of years given to the teaching of English at the primary and the secondary levels, in the conviction that English would ultimately disappear from the country. Today, it has been felt in many cases that English is useful, or even necessary, for the development of the country. However, the number of years at the primary and the secondary levels and the number of hours in the time-table with regard to the teaching-learning of English have not been increased.

Though English is taught as a second language in all the secondary and higher secondary schools, the teaching of English language is taking place almost through the regional language. When a student comes to college from a vernacular school, his/her greatest difficulty is in adjusting himself/herself to the medium of instruction which is still English. Many college teachers are forced to use the mother tongue, even though they are supposed to teach through English. If some teachers refuse to use any language other than English, they cannot communicate with their students.

The large classes, inadequate time and the poor standards of students impose severe restrictions on the teacher. He/She cannot give his/her students sufficient practice in the use of English. The English teacher's main concern seems to be to cover the syllabus within the time available. The students are concerned only with the passages to be memorised and reproduced in the examination. In such a situation, there is hardly any chance for the student to learn the language.

The situation has been causing some concern to the planners of education in general and to the administrators and teachers in particular in this country. As already suggested, the usefulness of English is no longer in question. The problem is one of finding the ways and means of disseminating the learning of English among the millions

who are being drawn into our educational system, and thus opening up for them the doors to much of the knowledge available to modern man as well as most of the coveted occupations and vocations in a modern society.

TEACHING OF ENGLISH AT THE HIGHER SECONDARY STAGE

As per the provisions of the HSC in Tamil Nadu, a student who passes the Secondary School Leaving Certificate (SSLC) examination or the Matriculation examination (both administered at the end of 10 years of schooling) is eligible to pursue the HSC. Under Part II, he/she is to study English. At the higher secondary stage, Part II - English has an allocation of 4 periods per week in the 40-period time-table. Many studies have indicated the dissatisfaction of the language teachers of this stage with regard to this poor and insufficient time allocation.

As far as the evaluation scheme is concerned, there are two papers at the end of each year for a maximum of 100 and 80 marks respectively. In addition to these two papers, a continuous assessment of aural-oral and communicative skills is done for a maximum of 20 marks. The first year written papers are administered at the district level whereas the second year papers, at the state level. The aural-oral skills testing is a recent feature introduced in the HSC Examination from the year 1996.

NEED FOR THE STUDY

The revised syllabus for standards XI and XII of the State Board Schools has underscored the needs and importance of developing aural-oral skills of the students at this stage. The syllabus which has come into force with effect from July, 1995 has stated, in clear-cut terms, that the Higher Secondary Course should enable the students to listen with fair comprehension to English spoken clearly about ordinary topics, comprehend English spoken clearly about a specialist topic of which the vocabulary is known, develop an interest in listening to speeches in English and viewing programmes of educative value, make suitable responses - verbal and non-verbal - to utterances in simple and familiar English and to make short and simple contributions to a discussion, read aloud such original passages as a fully-prepared report and a news-item and speak coherently. Based on these objectives, text-books have been prepared and introduced in July 1995 for Standard XI and in June

1996 for Standard XII. The text-books contain, among other things, teaching-learning packages in the area of listening comprehension.

The syllabus has also suggested an introduction of audio-video instruction with such technological materials as pre-recorded cassettes and live as well as recorded educational programmes and news-bulletins on AIR, DD and BBC.

Besides these innovative changes, the Directorate of Government Examinations has envisaged a scheme of evaluation in which the students would be assessed for 20 marks (out of 200 in Part II - English) in listening, speaking and communication skills.

All these changes and the widespread opinion that the students passing out of the Higher Secondary Stage lack in fluency in spoken English have added to the worries of the English teacher. The diffidence of the students, especially the average and slow learners, results from difficulties in understanding the phonemic, phonological and supra-segmental phonetic features of English. Recent studies in L2 learning have called for the need to develop the listening capabilities of students in order to facilitate fluency in speech. Here comes the audio-video instructional strategy which would be a handy tool of the language teacher in realizing the instructional objectives set forth in the syllabus, particularly in the areas of listening, speaking and communication. Thanks to Educational Technology in general and Audio-Video Instructional Technology in particular, the English teacher is much assisted in this direction.

A few studies indicate that motivation to learn a target language can be increased by making use of technological hardware and software. Under these circumstances, the present study assumes importance in exploring the unexplored potentialities of the audio-video packages as a tool in solving the problems faced by teachers, particularly English teachers at Higher Secondary stage.

STATEMENT OF THE PROBLEM

An assessment of the effects of audio-video materials in listening comprehension is arduous and complex, since there is a lack of reference points for evaluation. There is considerable debate around about the generalized effects of television and tape-recorders on pupils' social, psychological and linguistic

behaviour. It is indeed unfortunate that there is no conceptual frame work available in order to evaluate the relevance of results obtained in a technologically saturated environment compared to those obtained in a technologically scarce one. It is imperative to ascertain whether audio-video intervention is effective in different cultural contexts, for different social groups, for males and females and in different subjects at different educational levels in different socio-cultural settings. Information pertaining to the long term consequences of audio-video materials in developing listening comprehension should also be obtained. A study with clearly specified theoretical objectives and their practical implications could take such ideas into consideration. In consonance with these sentiments, the present study in “Effectiveness of Audio-Video Intervention in Developing Listening Comprehension in English at Higher Secondary Stage” was taken up.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:-

1. To establish the relative effectiveness among the different instructional strategies viz. Conventional Teaching Method (CTM), Media-based Non-interactive Group Instruction (MNGI) and AV Presentation as a Support System (SS) in developing Listening Comprehension in English at Higher Secondary stage.
2. To find out whether there is significant difference among the different instructional strategies viz. Conventional Teaching Method (CTM), Media-based Non-interactive Group Instruction (MNGI) and AV Presentation as a Support System (SS) in terms of their effectiveness in modifying the micro-skills which are required for local listening comprehension among the Higher Secondary students.
3. To find out whether there is significant difference among the different instructional strategies viz. Conventional Teaching Method (CTM), Media-based Non-interactive Group Instruction (MNGI) and AV Presentation as a Support System (SS) in terms of their effectiveness in modifying the micro-skills which are required for global listening comprehension among the Higher Secondary students.
4. To develop syllabus based audio-video materials in developing Listening Comprehension in English among the students at the Higher Secondary stage.

5. To develop audio-video materials for testing and assessing the performance of the Higher Secondary students in Listening Comprehension in English before and after experimentation.
6. To evaluate the developed audio-video materials from technical and pedagogical points of view by experts, educationists and practising teachers of English.
7. To find out whether there is any significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV presentation as Support System in their effectiveness in terms of their retention of micro-skills required for local listening comprehension in English as revealed by the learners' performance in the retention test.
8. To find out whether there is any significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV presentation as Support System in their effectiveness in terms of their retention of micro-skills required for global listening comprehension in English as revealed by the learners' performance in the retention test.
9. To find out whether there is significant difference with regard to students' academic achievement in English before and after experimentation owing to the intervention of AV presentation in developing Listening Comprehension skills of the Higher Secondary students.

HYPOTHESES OF THE STUDY

The hypotheses of the study are as follows:-

1. There is significant difference between the means of pre- and post-test scores of the groups of different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System on the skill of Listening Comprehension in English at the Higher Secondary stage.
2. There is significant difference between the means of pre- and post-test scores of the groups of different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support system on different micro-skills of listening comprehension in English.

3. There is significant difference between the means of pre- and post-test scores of the groups of different instructional strategies viz. CTM, MNGI and AVPSS on the skills of Local Listening Comprehension and Global Listening Comprehension in English at the higher secondary stage.

4. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Group Instructional Strategy and AV Presentation as Support System in their effectiveness in modifying the skill of listening comprehension in English among higher secondary students.

5. There is significant difference among different instructional strategies viz. CTM, MNGI and AVPSS in their effectiveness in modifying the skills of local listening comprehension and global listening comprehension in English among higher secondary students.

6. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System with regard to their effectiveness in modifying the micro-skills which are required for local listening comprehension in English among higher secondary students.

7. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System with regard to their effectiveness in modifying the skill of global listening comprehension in English among higher secondary students.

8. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in their effectiveness in modifying the micro-skills required for global listening comprehension in English among higher secondary students.

9. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in their effectiveness in terms of retention of the skill of Listening Comprehension in English as revealed by the learners' performance in the retention test.

10. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in their effectiveness in terms of retention of the skill of local listening comprehension in English as revealed by the learner's performance in the retention test.

11. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in their effectiveness in terms of retention of micro-skills required for local listening comprehension in English as revealed by the learners' performance in the retention test.

12. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in their effectiveness in terms of retention of the skill of global listening comprehension in English as revealed by the learners' performance in the retention test.

13. There is significant difference among different instructional strategies viz. Conventional Teaching Method, Media-based Non-interactive Group Instruction and AV Presentation as Support System in enhancing the retention of the micro-skills of the global listening comprehension in English as revealed by the learners' performance in the retention test.

TOOLS USED IN THE STUDY

The tools used in this study are as follows:

1. Syllabus-based audio cassettes in listening and speech practice areas viz. vowels, diphthongs, consonants, initial consonant clusters, final consonant clusters, stress and stress patterns, falling intonation, rising intonation, falling - rising intonation and stress shift developed by the investigator.
2. Syllabus-based as well as syllabus free audio cassettes in the area of listening comprehension viz. news-items, short talks, conversation, interviews and story telling developed by the investigator.

3. Syllabus-based as well as syllabus-free audio/video cassettes in the area of listening comprehension viz. news telecasts, talks and conversation developed by the investigator.
4. Audio cassettes developed by the investigator covering all the micro-skills of listening for administering the pre- and post-tests to the subjects of the experimental groups.
5. Three objective based paper-pencil tests, covering the selected micro-skills of listening, developed by the investigator.

All the above said tools have been evaluated by practising teachers and experts in English Language Teaching. The AIR, DD and BBC newscasts were considered to be on par with standardized tools.

METHODOLOGY OF THE STUDY

In order to test the hypotheses spelt out, 'Pre-test - Post-test Non-equated Groups Design' was found to be the most relevant and appropriate method in this study. Three identical groups, each of 35 eleventh standard students, were formed on the basis of their scores in different micro-skills in listening comprehension in English as measured by the pre-test. One of the groups was identified as control group and the other two groups were treated as experimental groups. Conventional Teaching Method (CTM) was adopted for the control group, while Media-based Non-interactive Instruction (MNGI) and AV Presentation as Support System (AVP as SS) were introduced as experimental factors to the other two groups respectively.

Audio and video cassettes, syllabus-based as well as syllabus-free, with regard to Listening Comprehension in English, had already been developed and evaluated. The same content was taught to all the three groups through respective instructional strategy. Pre- and post-tests in the same content areas were administered to all the groups. The experimental groups were given the tests making use of the specially developed audio materials. Retention tests in the same content areas were also administered to all the three groups a month after the completion of the experiment.

ANALYSIS OF DATA

The responses made by the subjects of the control and the experimental groups in the pre-, post- and retention tests were stored and tabulated. The mean and SD of the scores of the students in the pre-, post- and retention tests were computed for all the three groups. The spelt-out hypotheses were tested using appropriate statistical techniques.

DELIMITATIONS OF THE STUDY

The delimitations of the study are as follows:

1. The homogeneity among the control and experimental groups was established only with regard to the scores of the higher secondary students (sample) on the pre-test pertaining to listening comprehension in English. The intervening variables such as anxiety, fatigue, motivation and intelligence were not taken into consideration while establishing the homogeneity among the control and experimental groups.
2. Even though a series of objectives related to the four basic language skills viz. listening, speaking, reading and writing are important to be developed among the higher secondary students, it was decided to assess the effectiveness of the AV media alone for want of time.
3. The study was limited to a sample size of 105 higher secondary students since presenting media-based instruction to a larger sample required a lot of resources and facilities in various schools, which were not simply available.

MAIN CONCLUSIONS OF THE STUDY

The main conclusions of the study are stated as follows:

1. The three instructional strategies viz. CTM, MNGI and AVPSS are effective in modifying the skill of listening comprehension in English among the higher secondary students.
2. The different instructional strategies viz. Conventional Teaching Method (CTM), Media-based Non-interactive Group Instruction (MNGI) and AV Presentation as Support System (SS) are effective in developing all the

micro-skills with regard to listening comprehension among higher secondary students.

3. All the three instructional strategies viz. CTM, MNGI and AVPSS are effective in developing the skills of local listening comprehension and global listening comprehension in English at the higher secondary stage.
4. The instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in modifying the skill of listening comprehension in English among higher secondary students. Among these three instructional strategies, AVPSS is the most effective instructional strategy while CTM is the least effective one in modifying the skill of listening comprehension in English among the higher secondary students.
5. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves with regard to their effectiveness in modifying the skills of local listening comprehension and global listening comprehension in English at the higher secondary stage. CTM is less effective when compared to MNGI and AVPSS in modifying the skills of local listening comprehension and global listening comprehension in English at the higher secondary stage. AVPSS is more effective when compared to MNGI with regard to modifying the skill of global listening comprehension in English at the higher secondary stage.
6. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in modifying a majority of the micro-skills required for local listening comprehension in English among higher secondary students. The instructional strategies, viz. MNGI and AVPSS are more effective when compared to CTM in modifying the different micro-skills of the listening comprehension. All the three instructional strategies are equally effective in modifying the micro-skills such as listening to contextual speech via picture cues and local listening comprehension via audio mode.
7. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in modifying the skill of global listening comprehension in English among higher secondary students. MNGI and AVPSS are more effective when compared to CTM in modifying the

skill of global listening comprehension in English among higher secondary students. The instructional strategies viz. MNGI and AVPSS are equally effective in modifying the skill of global listening comprehension in English among higher secondary students.

8. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in modifying the micro-skills required for global listening comprehension in English. MNGI is more effective when compared to CTM in modifying the micro-skills viz. listening to lecture and listening to news item, both in audio mode. MNGI and CTM are equally effective in modifying the micro-skills viz. listening to news item and listening to talk, both in video mode. AVPSS is more effective when compared to CTM in modifying the micro-skills regarding the ability to detect attitude toward subject matter, the ability to identify relationships among units within discourse and the ability to make use of facial, paralinguistic and other clues to arrive at meanings. But, at the same time, both the strategies are equally effective in modifying the micro-skill regarding the ability to identify purpose, scope and topic of the lecture. MNGI is more effective when compared to AVPSS in modifying the micro-skill viz. listening to lectures via audio mode and AVPSS is more effective when compared to MNGI in modifying the micro-skill viz. listening to news item via video mode. Both the instructional strategies viz. MNGI and AVPSS are equally effective in modifying the micro-skills of global listening comprehension viz. listening to news item via audio mode and listening to talk via video mode.
9. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in enhancing the retention of the skill of listening comprehension in English among higher secondary students. AVPSS is more effective when compared to MNGI in enhancing the retention of the skill of listening comprehension in English among higher secondary students. CTM and MNGI are equally effective in enhancing the retention of the skill of listening comprehension in English among higher secondary students.

10. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in terms of retention of the local listening comprehension skill in English among higher secondary students. AVPSS is more effective when compared to CTM and MNGI in enhancing the retention of local listening comprehension skill among higher secondary students.
11. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in terms of retention of the micro-skills required for local listening comprehension in English among higher secondary students. MNGI is more effective when compared to CTM in enhancing retention on the skills of local listening comprehension namely the ability to discriminate among the distinctive vowels and consonants, the ability to guess the meanings of the words listened to, the ability to make use of real world knowledge and experience in understanding ideas and the ability to detect key words in English among higher secondary students while CTM is more effective when compared to MNGI in enhancing retention on the skill of the ability to fix the related words in their proper contexts. AVPSS is more effective when compared to CTM in enhancing retention on the micro-skills of the ability to discriminate among the distinctive vowels and consonants, the ability to guess the meanings of the words listened to, the ability to make use of real world knowledge and experience in understanding ideas, the ability to infer situations and patterns from the given cues and the ability to identify paralinguistic and other clues to arrive at meanings while AVPSS and CTM are equally effective in enhancing retention of the micro-skills namely the ability to fix the related words in their contexts and the ability to detect key words in English among higher secondary students. AVPSS is more effective than MNGI in enhancing retention of the micro-skills namely the ability to guess the meanings of the words listened to, the ability to infer situations and patterns from the given cues, the ability to identify paralinguistic and other clues to arrive at meanings and the ability to detect key words. It is also concluded that MNGI is more effective when compared to AVPSS in enhancing retention of the micro-skill namely the ability to infer situation and pattern from the given

- clues. It is again concluded that both MNGI and AVPSS are equally effective in enhancing retention on the micro-skills namely the ability to discriminate among the distinctive vowels and consonants, the ability to make use of the real world knowledge and experience in understanding ideas.
12. The different instructional strategies viz. CTM, MNGI and AVPSS differ among themselves in their effectiveness in enhancing retention of the skill of global listening comprehension in English among higher secondary students. MNGI is more effective when compared to CTM and AVPSS in enhancing retention of the skill of global listening comprehension among higher secondary students. It is also concluded that both MNGI and AVPSS are equally effective in enhancing retention of the skill of global listening comprehension among higher secondary students.
 13. AVPSS is more effective when compared to MNGI and CTM in enhancing retention of the micro-skills namely the ability to detect attitude of speaker towards subject matter, the ability to identify relationships among units within discourse and the ability to make use of facial, paralinguistic and other clues to arrive at meanings. MNGI is more effective in enhancing retention when compared to AVPSS of the micro-skill namely the ability to detect attitude of speaker toward subject matter. It is also concluded that both AVPSS and CTM are equally effective in enhancing retention on the micro-skills the ability to identify to make use of facial, paralinguistic and other clues and the ability to identify purpose, scope and topic of the lecture among higher secondary students.
 14. The conforming variables did not bring changes attributed to the experimental treatments. It is ascertained that the effectiveness of different instructional strategies differs from each other in realizing the instructional objectives in developing the listening skill in English among higher secondary students. It is also ascertained that the effectiveness of different instructional strategies differs in enhancing the retention of listening skills in English among higher secondary students.
 15. Ability in discriminating among different sounds in English leads to higher level proficiency in guessing the meaning of words in contexts, detecting the key words in speech, inferring situations from the given cues and making use

of paralinguistic clues to arrive at meanings. Ability in guessing the meanings of words in various positions viz. stressed and unstressed, leads to higher level proficiency in detecting the key words in a speech, availing the cognition for understanding the ideas, inferring the situations from the given cues and making use of paralinguistic clues to arrive at meanings. Ability in making use of the cognition leads to higher level proficiency in inferring situations from the given cues, making use of paralinguistic clues to understand the meaning of speech and reconstructing the topics from ongoing discourse. Ability to generalize the meaning of words in various positions, applying the cognition to understand the ideas, inferring relationship between two or more ideas, and detecting the attitude of the speaker towards subject of discourse leads to higher level proficiency in local listening comprehension. Ability in discriminating among the English sounds, applying cognition, guessing the meaning of words in various positions, inferring the meaning of words from the given situations leads to higher level proficiency in understanding from the non-verbal cues of the speaker, inferring the relationship between different concepts and identifying the purpose of a lecture. High level proficiency in different micro-skills results in higher level proficiency in listening comprehension as well as global listening comprehension in English among higher secondary students. Higher level proficiency in local listening comprehension and global listening comprehension leads to that of overall listening comprehension.

RECOMMENDATIONS

Keeping the important conclusions of this study in view, the following recommendations are offered:

1. AV Presentation as a Support System to the classroom teacher of English enables him/her to be a better facilitator in developing the micro-skills required for local listening comprehension and global listening comprehension, which together would, in turn, lead to the development of listening comprehension of students. Conventional Teaching Method is found to be inadequate in providing the students with the opportunities of listening to native and near-native speech contexts, either formal or informal.

Even though there is a possibility of such a provision being available through Media-based Non-interactive Group Instruction, AVPSS is found to be more effective than MNGI due to interaction which the former could offer. Hence, AVPSS as a tool of modern technology can be successfully exploited in the second language classroom for developing certain intricate skills involved in listening. This method is not a substitute for the language teacher; nor, is it a substitute for any other method in practice. It is rather a supporting system in supplementing any method in vogue. So, it is recommended that second language teachers, especially the teachers of English, might make use of AVPSS in their classrooms.

2. As AVPSS is found to be very effective in teaching English as a second language, it is recommended that syllabus-based as well as syllabus-free AV instructional packages in ELT may be developed. These packages would be useful to the classroom teacher of English in exposing his/her students to the native and near-native utterances and speeches in English and in various modes of discourse.
3. Compared to reading and writing skills, listening and speaking skills have not been given their due importance in most of the second language teaching/learning programmes. In conjunction with standard audio-video instructional packages, language acquisition can be made easier and more interesting. It is recommended that the curriculum planners, ELT experts and text-book writers may consider this important aspect and include listening as an inevitable component of language syllabi and text-books right from the earlier stages of instruction. The evaluation experts should also consider the case of including aural-oral testing in the scheme of examinations. It is recommended that, in addition to paper-and-pencil tests, aural and oral examinations may be administered at all levels of instruction.

SUGGESTIONS FOR FURTHER RESEARCH

The suggestions for further research in the area of audio-video media in language classrooms are as follows:

1. Studies may be taken up to find out whether AVPSS is effective in different cultural contexts, for different social groups and for males and females in developing listening skills of the learners at various stages of instruction.
2. Longitudinal studies may be taken up to find out the effects of audio-video intervention in the phenomenon of language acquisition.
3. Studies may also be taken up to find out the influence of such factors as motivation, curiosity, anxiety, fatigue and intelligence on the effects of AV intervention in language acquisition.
4. Studies may also be conducted to ascertain whether the use of AV packages would help the language teacher in developing the other basic skills of language acquisition viz. speaking, reading and writing.
5. Studies pertaining to the role of language teachers within the context of various scenarios of AV presentation inside and outside the classroom are also imperative.