

A Study of the Factors acting as Facilitations to the Modernization of Teaching Hindi in the Schools of Kerala

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Abstract : A sharpened focus on refining Hindi language education in the existing school curriculum of Kerala is meant to equip the learner into an efficient user of Hindi and be able to master the acquisition of language skills and in identifying the specific patterns of strengthening language competence. But there is marked disparity towards the attainment of such unique objectives of Hindi language education and the expected status. As the Official Language of India, due emphasis is to be given to modernize varied dimensions and transactional modes towards mastery in Hindi language. For the modernization of Hindi language teaching, creative and constructive instructional practices are to be designed, validated and practiced. Students in Kerala face many difficulties in learning Hindi which is entirely different from their mother tongue. In the present scenario certain established pre conditions are acting as deterring forces that rise threats to the attainment of higher order thinking and communicative competencies in Hindi language. At the same time, it is worthwhile to note that teaching of Hindi at school level in Kerala is passing through a transitional period. So many factors exist in the field which act as facilitations to the modernization of teaching Hindi in the State. Identifying these aspects will develop confidence in instructional practitioners and act as a foundation while planning the future developmental activities related to Hindi Language education.

IndexTerms - Facilitations, modernization, instructional strategy, pedagogical practice, instructional support

1 Introduction

The people of Kerala had volunteered to study and propagate Hindi even from the pre-independence period. In 1949 Hindi was introduced as a compulsory third language in the schools of Kerala. Hindi was taught as an optional language in some schools of Kerala from 1935 onwards. Students face many difficulties in learning a language which is entirely different from their mother tongue. In order to overcome such hindrances, there is the need to combine the best of designs in instructional practices, a collection of new planning templates, certain attitudes, range of awareness in innovations, techno-pedagogical skills, availability of instructional, administrative and supervisory support, are all of at most importance. All of these areas need a thorough analysis in order to build an atmosphere conducive to reflect and analyze.

The National Curriculum Frame work for School education (2000) has emphasized that education should rely on innovative experiments and experiences emanating from its own context. Innovations and creativity of teachers are considered to be the significant contributors which improve the quality of Hindi language education. Innovations play a key role for enhancing the quality of instruction. Teachers are the major resources in this reform. Innovative teachers adopt methods and strategies which promote perceptive, discriminative and experiential teaching-learning processes. Nowadays more importance is given to competency building rather than on rote learning. Traditional instructional practices of instruction are being supplemented by self-instructional strategies and peer tutoring. The responsibility of developing different teaching-learning activities is vested up on the teachers and students. Teachers have to find the means for achieving different learning objectives. The innovative instructional strategies, bringing about better student achievement and the one which improves collaborative experimental student-centred

cognitive approaches had been identified in order to maximize student learning. This kind of shift from teaching to learning has literally made teachers facilitators of learning.

Recently teachers are diversifying their instructional strategies to incorporate student centred and small group techniques. In-service courses for Secondary school teachers are conducted periodically to keep teachers abreast with the recent developments in the field of second language pedagogy. Collaboration among teachers is also increasing because teachers have to plan different class related activities through sharing of ideas. Innovative teachers dare to experiment with modern strategies, involving them in student-centred activities, co-operating with colleagues and society in making school a more enjoyable place for children.

The changed academic endeavour demands the incorporation of constructive approach along with the changed academic scenario. Recently, teachers are diversifying their pedagogical styles and strategies which are more appealing to students. They are adopting curriculum transaction modes which promote perceptive, discriminative, experiential and experimental teaching learning process. Freedom provided for teachers to adopt innovatory classroom practices, in-service training programmes and teacher empowerment programmes organized by the State education department, availability of instructional support including ICT devices, opportunities provided for students for critical, creative and logical thinking-all are facilitations to the modernization of teaching Hindi in the schools of Kerala.

2.1 Problem selected for the study

A Study of the factors acting as Facilitations to the modernization of teaching Hindi in the Schools of Kerala

2.2 Objectives of the study

- 1.To identify the factors which act as facilitations to the modernization of teaching Hindi in the schools of Kerala
2. To compare the opinion of the sub samples regarding the availability of facilitations to the modernization of teaching Hindi in Kerala

2.3 Hypotheses of the study

- 1 There exist so many factors which act as facilitations to the modernization of teaching Hindi in the schools of Kerala
- 2 There will be no significant difference among the opinion of subsamples regarding the availability of facilitations to the modernization of teaching Hindi in the schools of Kerala

2.4 Sample selected for the study

The sample consists of 488 Secondary school Hindi teachers randomly selected from different revenue districts of Kerala.

2.5 Methodology selected

Survey method was adopted for the present study.

Tool used for the study

A Rating scale prepared by the investigator was used to collect data.

Statistical techniques used

Mean, Standard deviation and 't' test of significance

3 Analysis of data and Interpretation

The major objective of the present study is to identify to what extend certain factors act as facilitations to the modernization of teaching Hindi. These facilitations are related with seven important areas related to Hindi instruction. They are Methodology of teaching, Syllabus, In-service programmes and Teacher empowerment programmes, Pupil related factors, Instructional support and Co-curricular activities. These seven areas are very crucial as far as teaching of Hindi is concerned which are presented in Table 1

Table 1

Mean scores of opinion of total sample teachers about facilitations to the modernization of teaching Hindi

Selected areas	Facilitations	Mean	SD
Methodology	1. Initiative taken by instructional practitioners in upgrading their knowledge regarding instructional practices.	2.39	0.50
	2. Opportunity to recharged with the innovative trends in activity oriented and process oriented teaching strategies	2.46	0.52
	3. Ample freedom for teachers to adopt innovatory practices related to allied curriculum transaction modalities.	2.33	0.51
	4. Move to humanistic approach in language teaching	2.40	0.54
	5. Scope for linkage of high level educational research with Hindi teaching.	2.06	0.61
2. Curriculum	1. Involvement of select teachers in curriculum modernization	2.29	0.53
	2. Problem based syllabus	2.63	0.51
3. In-service programmes	1. In-house discussion about curriculum in refresher courses, workshops and orientation programme	2.15	0.61
	2. Teacher empowerment programmes organized by State Department of Education	2.49	0.57
	3. Opportunities available for interacting with experts in the field of Hindi Education.	2.07	0.66
	4. Practical Suggestions given by the On Site Support Team.	2.33	0.57
4. Pupil related factors	1. Opportunities provided to students for critical, creative and logical thinking.	2.48	0.54
	2. Freedom given to students to express their ideas related to formulating analogies	2.70	0.48
	3. Importance given to knowledge construction.	2.63	0.50
	4. Active participation of students in dramatization, construction of discourses and co-operative language learning activities	2.26	0.55
	5. Opportunities provided for students to become independent learners	2.46	0.55
5. Instructional support	1. Use of modern audio-visual ICT oriented equipment supplied by State Education Department.	2.30	0.60
	2. Availability of Educational CD's for effective curriculum transaction.	2.22	0.55
	3. Source books prepared and supplied by SCERT	2.57	0.56
	4. Availability of learning materials from other sources	2.18	0.52
6. Evaluation system	1. Continuous and comprehensive evaluation system.	2.50	0.55
7. Co-curricular activities	1. Opportunities to watch select films and documentaries in Hindi	2.13	0.58
	2. Functioning of Hindi clubs in the schools	2.42	0.55

Table 1 presents the mean scores of opinion of sample teachers on facilitations to the modernization of teaching Hindi. It is evident from the analysis that the highest score is obtained for the statement- Freedom given to students to express their ideas. One of the important ingredients to hold the two way communication between the students and the teacher is the amount of freedom given to students to express their ideas. In activity oriented method ample freedom is given for students to express their ideas. The mean score of this statement is 2.70 with a SD of 0.48.

The analysis shows that two aspects are there as second important facilitations. They are (1) Problem based syllabus, which come under the category curriculum and (2) Importance given to knowledge construction which is a pupil related one. But the opinion

is more consistent to the statement-Importance given to knowledge construction-as the SD is lesser than that of the aspect-Problem based syllabus.

Source books prepared and supplied by SCERT which comes under the area teaching-learning aids, is the third important facilitation as the mean score is 2.57 with SD of 0.56.

Source books for teachers ensure consistency. They provide guidelines for teachers regarding the effective transaction of lessons included in the stipulated text books.

Continuous and comprehensive evaluation system adopted in the schools of Kerala is the fourth important facilitation as evident from the analysis. The mean score of this aspect is 2.50 with a S.D of 0.55.

Teacher empowerment programmes are very helpful in developing teachers into true professionals. Teacher empowerment programmes organized by education department is in the fifth position with a mean score of 2.49 with a SD OF 0.57

Logical thinking helps learners discuss the truth, solve problems and make appropriate decisions. Both are very useful for developing creativity and literary skills in learners. This aspect which is included in the questionnaire as a pupil-related factor is ranked in the sixth position in the group of facilitations, with a mean score of 2.48 and SD 0.54.

The analysis reveals that the aspect 'opportunities to get recharged with the innovative trends in activity oriented and process oriented teaching strategies which is included in the category 'methodology' is in the seventh position with a mean score of 2.48 and a SD of 0.52.

Opportunities provided for students to become independent learners, which is included in the category of pupil related factors, is considered as a positive aspect of the modern educational system.. Independent learning is a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry. It is evident from the analysis that this aspect is in the eighth position among the facilitations with a mean score of 2.46 and SD 0.55.

Functioning of Hindi clubs in schools is an important facilitation to the modernization of teaching Hindi. Language clubs help to develop literary skills amongst the students of all classes, and empower students to use language as a tool of communication and expression in prose, poetry, drama and other creative literary forms. The analysis shows that this aspect included in the category of facilitations to the modernization of Hindi teaching is in the ninth position with a mean score of 2.42 and SD of 0.54.

Move towards humanistic approach in language teaching is a characteristic feature of modern educational system. The thrust of humanism seems to be the ability to advance through understanding and co-operation as human beings. The aspect 'move towards humanistic approach in language teaching' comes in the tenth place out of the 23 facilitations as identified by the sample of teachers which has included in the category 'methodology'. The mean score of this aspect is 2.40 with SD of 0.54.

In order to make teaching-learning process interesting, the teacher should have sound knowledge regarding modern-instructional practices. It is generally noted that, the secondary school Hindi teachers are very keen in up grading their knowledge regarding modern teaching methods and strategies.

'Initiative taken by teachers in upgrading their knowledge regarding teaching methodology' is in the eleventh place among the given 23 facilitations with a mean score of 2.39 and SD of 0.50. This aspect is listed under the category 'methodology' related facilitations.

This aspect, 'freedom of teachers to adopt innovatory practices related to curriculum transaction' included in the category of 'methodology' is in the twelfth position of facilitations to the modernization of Hindi teaching in the schools of Kerala. The mean score of this aspect is 2.33, and SD 0.50.

On-site support team provides valuable support for teachers by giving concrete suggestions regarding modern instructional practices of teaching Hindi. The on-site support team consists of senior and experienced teachers whose duty is to visit schools and observe classes of practising teachers and put forward valuable comments in connection with their classroom practices. It is evident from the analysis that the statement- practical suggestions given by on-site support team-is in the thirteenth position with a mean score of 2.33 and SD of 0.57.

Modern audio-visual ICT oriented equipments supplied by State Education Department are literally facilitations to the modernization of teaching. They are quite helpful in improving the quality of teaching and learning. Instructional supports are supplementary devices by which the teacher tries to clarify doubts of students, to establish new ideas, for making interpretations and improve instruction. This aspect is in the fourteenth place in the total 23 facilitations that were included in the questionnaire. The mean score of this aspect is 2.30 and the SD is 0.60.

Recently, teachers play a major role in planning the curriculum. Curriculum modernization is a vital element in improving the quality of education. Teachers' views on curriculum modernization and curriculum implementation process are imperative in ensuring the success of a curriculum. It is evident from the analysis that this aspect is in the fifteenth position among the 23 facilitations, to the modernization of teaching Hindi, given in the questionnaire with a mean score of 2.29 and SD OF 0.53.

Giving up of rote memorization is emphasized by eminent educationists all over the world. Education Department of Kerala has taken every step to give up the traditional system of learning 'by heart'. As the analysis shows this aspect is in the sixteenth position in the list of facilitations with a mean score of 2.26 and SD of 0.55.

The Education Department of Kerala supplies interesting and thought provoking C.D's for effective curriculum transaction based on different lessons including poems. As evident from the analysis, this aspect is ranked in the seventeenth position in the list of facilitations given in the questionnaire with a mean score of 2.22 and SD of 0.55.

The availability of learning material from other sources i.e. from internet and newspapers is another major facilitation to the modernization of Hindi teaching in the schools of Kerala. The analysis shows that this aspect is in the eighteenth position among the twenty three facilitations given in the questionnaire, with a mean score of 2.18 and S.D of 0.52.

Refresher courses, workshops and orientation programmes on modern instructional methods organized by education department are very helpful in modernizing the teaching of Hindi in the secondary schools of Kerala. Teachers get opportunity to discuss about current issues and problems or share their ideas in Seminars and similar academic endeavours. As evident from analysis the aspect 'in-house discussion about curriculum in refresher courses, workshops and orientation programme' is in the nineteenth position with a mean score of 2.15 and SD of 0.61.

Films are perfect vehicles for introducing students to different types of popular culture and engaging them with critical questions on various aspects. Films facilitate comprehension, help to explore non-verbal elements, develop oral skills and provide meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech. Opportunities to watch Hindi films and different art forms in Hindi on television are very helpful to the modernization of teaching Hindi. This aspect is in the twentieth position among the facilitations with a mean score of 2.13 and SD of 0.58.

Interaction with experts in the field of Hindi education is very useful to the modernization of Hindi teaching in the schools of Kerala. This aspect is in the twenty first position as revealed from the analysis with a mean score of 2.07 and SD 0.61.

The ultimate goal of research in languages is to enable teachers to make sound decisions about the educational activities and experiences that will best serve students. Research can stimulate discussion, challenge assumptions, and raise new questions. It is evident from the analysis that this aspect is the final one among the 23 facilitations given in the questionnaire. The mean score of this item is 2.06, and the SD is 0.61.

Table 2
Mean scores of opinion of male and female teachers about facilitations to the modernization of teaching Hindi.

Statements	Male		Female		t	Sig.
	Mean	SD	Mean	SD		
Initiative taken by instructional practitioners in upgrading their knowledge in upgrading their knowledge in pedagogical practices	2.50	0.50	2.41	0.50	1.494	0.136
Involvement of select teachers in curriculum modernization	2.26	0.57	2.30	0.52	-0.690	0.490
Opportunity to get recharged with the innovative trends in activity oriented and process oriented instructional practice	2.60	0.55	2.47	0.56	1.974	0.049
Ample freedom for teachers to adopt innovatory practices related to	2.50	0.54	2.31	0.52	3.115	0.002

curriculum transaction modalities						
In-house discussion about curriculum in refresher courses, workshops and orientation programme	2.20	0.61	2.14	0.65	0.880	0.379
Teacher empowerment programmes organized by State Department of Education	2.52	0.56	2.46	0.57	0.954	0.341
Opportunities available for interacting with experts in the field of Hindi Education.	1.98	0.60	2.09	0.67	-1.429	0.154
Move to humanistic approach in language teaching	2.48	0.52	2.37	0.59	1.675	0.095
Problem based syllabus	2.63	0.51	2.62	0.52	0.184	0.854
Opportunities provided to learners for critical, creative and logical thinking	2.56	0.56	2.43	0.53	2.108	0.036
Freedom given to students to express their ideas related to formulating analogies	2.73	0.47	2.56	0.60	2.676	0.008
Importance given to knowledge construction	2.63	0.53	2.63	0.50	-0.119	0.906
Active participation of students in dramatization, construction of discourses and co-operative language learning activities	2.34	0.58	2.26	0.56	1.226	0.221
Opportunities provided for students to become independent learners	2.46	0.52	2.46	0.56	-0.071	0.943
Practical Suggestions given by the On Sight Support Team	2.39	0.55	2.31	0.57	1.208	0.228
Use of modern audio-visual ICT oriented equipments supplied by State Education Department.	2.30	0.56	2.30	0.61	0.013	0.989
Availability of Educational CD's for effective curriculum transaction	2.18	0.53	2.23	0.55	-0.758	0.449
Source books prepared and supplied by SCERT	2.52	0.54	2.59	0.57	-1.003	0.316
Continuous and comprehensive evaluation system	2.50	0.54	2.50	0.55	-0.040	0.968
Scope for linkage of high level educational research with Hindi teaching	1.99	0.66	2.12	0.64	-1.732	0.084
Opportunities to watch select documentaries and films in Hindi	2.04	0.60	2.09	0.63	-0.717	0.474
Functioning of Hindi clubs in the schools	2.37	0.55	2.44	0.55	-1.017	0.309
Availability of learning materials from other sources	2.14	0.52	2.20	0.52	-0.958	0.338

Table 2 shows the level of significance of male and female teachers regarding facilitations to the modernization of Hindi teaching in the secondary schools of Kerala. It is clear from the analysis that there exists significant difference between male and female teachers in four aspects. The first aspect is opportunity to get recharged with the innovative trends inactivity oriented and process oriented teaching strategies adopted in the classroom. The 't' value obtained for this aspect is 1.974 and level of significance 0.049. The second aspect is ample freedom for teachers to adopt innovatory practices related to curriculum transaction. The 't' value of this aspect is 3.115 and significant at 0.002 level. The next aspect is opportunities provided to students for critical creative and logical thinking.

The 't' value of this aspect is 2.108 and the level of significance is 0.036. Significant difference between male and female secondary school Hindi teachers was found regarding the aspect- freedom given to students to express their ideas. The 't' value of this aspect is 2.676 and the level of significance is 0.008.

Table 3 Mean scores of opinion of Government and Aided school Hindi teachers about facilitations to the modernization of teaching Hindi.

Statements	Govt		Aided		t	Sig.
	Mean	SD	Mean	SD		
Initiative taken by instructional practitioners in upgrading their knowledge in pedagogical practices	2.50	0.51	2.38	0.49	2.686	0.007
Involvement of select teachers in curriculum modernization	2.27	0.53	2.31	0.52	-0.814	0.416
Opportunity to get recharged with the innovative trends in activity oriented and process oriented instructional practice	2.63	0.50	2.40	0.58	4.483	0.000
Ample freedom for teachers to adopt innovatory	2.42	0.55	2.30	0.51	2.488	0.013

practices related to curriculum transaction modalities						
In-house discussion about curriculum in refresher courses, workshops and orientation programme	2.17	0.63	2.13	0.66	0.660	0.509
Teacher empowerment programmes organized by Department of Education	2.54	0.57	2.42	0.55	2.338	0.020
Opportunities available for interacting with experts in the field of Hindi Education.	2.01	0.66	2.11	0.65	-1.585	0.114
Move to humanistic approach in language teaching	2.47	0.57	2.33	0.58	2.556	0.011
Problem based syllabus	2.67	0.51	2.58	0.52	2.035	0.042
Opportunities provided to learners for critical, creative and logical thinking	2.44	0.55	2.47	0.53	-0.542	0.588
Freedom given to students to express their ideas related to formulating analogies	2.66	0.54	2.54	0.61	2.083	0.038
Importance given to knowledge construction.	2.67	0.50	2.61	0.50	1.363	0.174
Active participation of students in dramatization, construction of discourses and co-operative language learning activities	2.34	0.56	2.23	0.56	2.107	0.036
Opportunities provided for students to become independent learners	2.49	0.55	2.44	0.55	0.902	0.367
Practical Suggestions given by the On Sight Support Team.	2.41	0.58	2.27	0.56	2.600	0.010
Use of modern audio-visual ICT oriented equipments supplied by State Education Department.	2.30	0.59	2.29	0.61	0.104	0.917
Availability of Educational CD's for effective curriculum transaction.	2.16	0.56	2.26	0.53	-1.939	0.053
Source books prepared and supplied by SCERT	2.60	0.58	2.56	0.56	0.735	0.462
Continuous and comprehensive evaluation system	2.53	0.55	2.48	0.55	1.014	0.311
Linkage of high level educational research with Hindi teaching.	2.07	0.65	2.11	0.64	-0.532	0.595
Opportunities to watch select films and documentaries in Hindi	2.05	0.60	2.11	0.64	-0.891	0.373
Functioning of Hindi Clubs in the schools	2.43	0.55	2.42	0.55	0.316	0.752
Availability of learning materials from other sources	2.21	0.54	2.17	0.50	0.806	0.421

It is evident from Table 3 that government and aided secondary school Hindi teachers differ in nine aspects, as far as facilitations to the modernization of Hindi teaching are concerned. Initiative taken by instructional practitioners in upgrading their knowledge in pedagogical practices is the first one having 't' value 2.686 and level of significance 0.007. Opportunity to get recharged with the innovative trends inactivity oriented and process oriented teaching strategies adopted in the classroom is the next aspect with 't' value 4.483 and level of significance 0.000. Ample freedom for teachers to adopt innovatory practices related to curriculum transaction is another aspect with 't' value of 2.488 and level of significance 0.013. The next facilitation regarding which government and aided school teachers differ significantly is teacher empowerment programmes organized by State department of education. The 't' value obtained is 2.338 and level of significance 0.020. Another aspect in which government and aided secondary school Hindi teachers vary significantly is regarding opportunities available for interacting with experts in the field of Hindi education. Government school teachers believe that teachers are getting less opportunity to interact with experts in the field of Hindi education.

As far as the aspect the humanistic approach in language teaching is concerned, significant difference was found between the opinion of government and aided school teachers. Government school teachers strongly believe that the humanistic approach in language teaching is a major facilitation to the modernization of Hindi teaching. The 't' value obtained is 2.556 and level of significance is 0.011. Significant difference was also found in the opinion of these subsamples regarding aspects like problem based syllabus, freedom given to students to express their ideas, Active participation of students in dramatization, construction of discourses and co-operative language learning activities and practical suggestions given by the on- site support team. It is evident

from the analysis that the government school teachers experience more facilitations than their counterparts, the aided school teachers.

4 Tenability of Hypotheses

The sample is of the opinion that there exist favourable conditions for the effective teaching- learning of Hind language in Kerala.. Hence the first Hypothesis that there exist so many factors which act as facilitations to the modernization of teaching Hindi in the schools of Kerala is accepted. As there was disparity among the opinion of subsamples regarding the availability of facilitations, the second Hypothesis that there will be no significant difference among the opinion of subsamples regarding the availability of facilitations to the modernization of teaching Hindi in Kerala is rejected.

5 Conclusion

The study shows that all the items included in the rating scale are facilitations to the modernization of teaching Hindi in the secondary schools of Kerala as the mean values are high and above theoretical average. The difference in opinion was only in the case of four items. The first aspect is opportunity to get recharged with the innovative trends inactivity oriented and process oriented teaching strategies adopted in the classroom. The second aspect is ample freedom for teachers to adopt innovatory practices related to curriculum transaction. The next aspect is opportunities provided to students for critical creative and logical thinking. The last aspect is opportunities provided to students for critical creative and logical thinking. Significant difference between male and female secondary school Hindi teachers was found regarding the aspect- freedom given to students to express their ideas. Male teachers consider these four items as more facilitations to the modernization of teaching Hindi.

As far as the sub sample government and aided school is concerned, significant difference was found in nine aspects. Government school teachers experience more facilitations than their counterparts the aided school teachers as far as modernization of teaching Hindi is concerned. A close analysis of the facilitating factors in the teaching-learning scenario of Hindi language education at School level will act as a basement for erecting future developments related to varied curriculum transaction modalities.

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