



Language Development of the Preschool Children: The Effects of an Audio-Visual Intervention Program in Delhi

Sushanta Kumar Roul

Assoc. Prof., Bahir Dar University, Ethiopia, drsushantaroul@gmail.com

Preschool may not be a place where formal education is imparted but yes, it definitely is a place where children have their first taste of independence. Preschool education is the provision of education for children before the commencement of statutory education usually between the ages of 2 and 5. Thus the purposes of the study were: to study the effectiveness of the audio-visual intervention program on the language development of preschool children in relation to their socio economic status. The researcher employed experimental method to conduct the study. The sample consisted of 100 students from preschool of Rohini, Delhi. Thus the total study consisted of 100 children of class L.K.G., besides, all (100) parents of the all sampled children covered under the experimental and control groups were included in the sample so as to collect the data related to their SES. The Language Development Test was developed by investigator and Socio Economic Status standardized scale was used. The findings of the study were: (i) the Audio-visual Intervention Program has also positively affected the overall language development of the preschool children; and (ii) the Audio-visual Intervention Program has not been found to be differently affecting the language development of the preschool children at different SES levels. Hence, in many ways the findings of the present study can be beneficial in strengthening the non-formal preschool education component. It can be useful for the young children, the teachers who handle the young children, teacher training institutions and the policy makers as well.

Keywords: Audio-Visual, Intervention Program, Language Development, Preschool Children, Preschool.

INTRODUCTION

India, the largest democracy of the world is second to China in its population i.e. 1.21 billion which accounts for 17.31% of the world's population (Source: Census of India, 2011). After 64 years of independence it has been able to achieve 74.04 % literacy (Source: Census of India, 2011), while its Asian counterparts like China, Philippines and Thailand have crossed the threshold by achieving 100 % literacy.

Education has always been perceived not only as an agent of social change but the basis of creating a dynamic, liberal and growth-oriented society. But if education has to play a significant role in a society it has to assist in the creation of new values and attitudes in

the place of the old so that the obstacles in the path of modernization may be removed. For this it is necessary to realize that the foundation of Elementary Education must be firm. Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Universally, the early childhood years are expected to lay the foundation for inculcation of basic values and social skills in children. It is believed that these values are imbibed from the family. Consequently, in the past, much of the early care and education of the child was informal, within the family and largely through grandmother's caring practices, stories, and traditional infant games, handed down from one generation to the next. This wealth of developmentally appropriate childcare practices is gradually becoming extinct in view of more modern provisions for children and changing social realities.

With growing urbanization, and an increase in women's participation in the work force across the country, among all socio-economic groups, there has been a sea change in the social structure and practices in the last few decades. Elementary Education in India therefore is the foundation on which the development of every citizen and the nation as a whole hinges. But making Elementary Education available for all in India has also been one of the major challenges for the government. *Elementary Education in India means eight years of schooling from the age of 6.*

The goal of Elementary Education in India has been very difficult to achieve till now. Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realize the goal of Universalization of Elementary Education (UEE). The challenge now is to sustain and deepen current reforms in education and encourage local planning and management of strategies for expanding and improving primary education.

National Policy on Education (NPE) 1986, has recommended a holistic approach of providing ECCE programs which should aim at fostering nutrition, health, social, physical, mental, moral, and emotional development of the child. It has clearly recommended that ECCE programs should be "child oriented, focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage". Research provides evidence of the short and long term benefits of good quality ECCE programs, particularly for children from underprivileged environments. Investments made in early child development and learning have a positive impact on formal education by sustaining him/her in school for a longer period of time paid special attention in increasing girls' enrolment, improving educational outcomes, strengthening community involvement, improving teaching and learning materials and providing in-service teacher training.

District Primary Education Program (DPEP) launched in November, 1994 is conceived as a beachhead for overhauling the primary education system in India. The program aims at operationalizing the strategies for achieving UEE through district specific planning and disaggregated target setting. It draws upon the accumulated national experience of several state level initiatives that were started earlier. It moves away from

the schematic piecemeal approach of the earlier programs and takes a holistic view of primary education with emphasis on decentralized management, community mobilization and district specific planning based on contextual and research-based inputs.

Sarva Shiksha Abhiyaan (SSA) was launched in 2001 to universalize and improve the quality of elementary education in India through community ownership of elementary education. In order to effectively decentralize the management it has involved Panchayati Raj Institution, School Management Committees, and Parent's Teacher's Association, Mother Teacher Association and other grassroots level structures. In order to improve the quality of Elementary Education in India, the SSA has emphasized on improving the student-teacher ratio, teacher's training, academic support, facilitating development of teaching-learning material and providing textbooks to children from special focus groups etc.

With Education for all continuing to be the focal point of the program during primary education dropout rates continue to be significant, retention of children in schools is low and wastage considerable. The dropout rate is still 28.49% at primary stage (Source: Selected Educational Statistics, Govt. of India 2004-05). Despite increased participation of girls gender disparity still exists.

CONTEXT AND REVIEW OF LITERATURE

Concept of preschool

Preschool is an educational institution for children. These are also known as Day Care Centers (DCC); Child Care Centers (CCC); Nursery Schools; Kindergarten Schools; Preschools; and Pre-primary Schools. There is no uniformity in the name, content, or scope. In India, early childhood is defined as the period of a child's life from conception to eight years. It includes early stimulation programs through crèches/home stimulation for 0-3 year olds, Preschool/Early Childhood Education Program (ECEP) for 3-6 year olds, and Early Primary Education Programs as part of primary schooling for 6-8 year olds.

Preschool may not be a place where formal education is imparted but yes, it definitely is a place where children have their first taste of independence. And today, with both the parents are working, preschool is becoming an inevitable part of a child's life. When we talk about independence, it relates to a child remaining away from his parents for a couple of hours, thus breaking free off the separation anxiety.

At play schools, children are exposed to a lot of basic preschool learning activities that help them to get independent faster. These preschool activities help develop in children many self-help qualities like eating food themselves, dressing up, maintaining cleanliness and other such basic qualities. Development in the early years of life is at its most rapid pace and any kind of environmental enrichment or deprivation is likely to render maximum impact on the organism during this period of most active growth. Preschool education is the provision of education for children before the commencement of statutory education usually between the ages of 2 and 5.

In pre-primary education importance is not to be given to any kind of formal teaching and learning, attention is to be given to the psychological development of the children. The activities of preschool are to be designed as per the interest and need of the children. So it is ideal not to have a permanent syllabus for the preschool program. Generally, the main activities of preschools are: *Free-play, Organized play, Story sessions, Music and dance, Acting, Drawing and painting, Creative work, Nature study, Language development, and Including a sense of counting, measurements and weights.*

Preschool Education therefore, becomes for the child an important aspect to preparation for primary school. This is expected to reduce possibilities of wastage and stagnation in early primary grade. But in our country an organized education of the child below primary school age has not received the desired attention.

Objectives of pre-school education

As the name itself suggests, the prime function of pre-school is of course, to prepare the child for the next stage. This goal could easily be achieved if the needs of the particular stage are met properly. Children between 3 to 5 years of age are actually not matured and ready for the formal instruction in reading, writing and arithmetic. Initiating them into the formal education at this stage may lead to improper development of children by providing the suitable and conducive atmosphere and satisfy their basic needs. The education commission in its report of 1964-66 has pointed out the following as the objectives of preschool education in India:

- To develop in the child good health habits and to build up basic skills necessary for personal adjustment such as dressing, toileting habits, eating, washing, cleaning etc.
- To develop desirable social attitudes and manners to encourage healthy group participation, making the child sensitive to the rights and privileges of others.
- To develop emotional maturity by guiding the child to express, understand, accept and control its feelings and emotions.
- To encourage aesthetic appreciation.
- To encourage independence and creativity by providing the child with sufficient opportunities for self-expression.
- To develop the child's ability to express its thoughts and feelings in fluent, correct and clear speech.
- To develop in the child a good physique, adequate muscle coordination and basic motor skills.

Methods of preschool education

Some schools have adopted specialized methods of teaching such as *Montessori, Waldron, Head Start, High Reach Learning, High Scope, the Creative Curriculum, Regale Emil Approach, Book Street* and various other pedagogies which contribute to the foundation of education. In spite of all these, in our country an organized education of the child below primary school age did not receive the attention it deserved until very recently.

Importance of audio-visual aids for young children

There is better understanding today than ever before as to how children learn and what kind of activities and things serve as efficient means and tools of learning. Research has shown that Audio-Visual materials in the form of pictures, charts, maps, slides, film-strips, recordings when properly used can make a significant contribution to learning, reinforcing the role of textbooks, oral instructions and exercises.

The first few years of a child's life are the most impressionable years and the learning experiences provided during these years in or outside the schools and other institutional arrangements have a predominant influence on the future behavioral patterns of the child. Seeing, hearing, touching, smelling and manipulating things in the environment tell the child what the world is like. Sensory experiences of all kinds contribute to strengthen and enrich the child's perception. Toys, building blocks, card-games, puzzles as well as Audio-Visual aids such as pictures, charts, maps, globes, diagrams, flannel graphs, sound-recordings, which are basically materials of sight and sound, offer a variety of experiences which stimulate the senses and promote self-activity in children. Audio-Visual aids reinforce the spoken or the written words with concrete images and thus provide rich perceptual experiences which are the basis of learning.

The purpose of education at the preschool level is not so much a question of giving information to children to be memorized as of deeply stimulating their senses, arousing their curiosity, stimulating inquiry and helping them to achieve significant perceptual growth. If these are objectives of education, then the learning environment has to be suitably designed. Designing the environment means to create maximum opportunities for children to observe and work with several things which contribute to their understanding of man and the world. Looking at pictures, listening to a story, listening to recordings of speeches of great birds and animals, playing with educational toys, working with building blocks, stringing beads, sorting color blocks and shapes, matching them to pieces of colored fabric, touching pet animals, looking at a puppet-show are some of the interesting activities which provide concrete learning experiences to children and help them to develop new attitudes towards learning. Consequently, the role of the teacher of today has changed from a transmitter of information to that of a planner and organizer of appropriate learning experiences with the management of a variety of teaching and learning materials with a view to creating a stimulating environment for learning.

Conveying ideas skillfully to children is another important task for the teacher of preschool and primary school children. Audio-visual aids in various forms are of immense help to the teacher in this task. A picture or a chart or even a simple drawing on the blackboard can provide the child an entirely new experience in understanding an idea or a concept than more words. Words have different meanings to different individuals but a picture or a drawing can to a much greater extent convey what we have in our mind. Ideas that often seem quite simple to us may not be so simple and clear to the child. But if the child could 'see' what we are talking about, it helps it to understand what we exactly mean in our words: 'seeing believes'.

A visual presentation of an idea or a concept using a picture or a chart or a model helps children to develop mental images of the object that we are talking about. A mere verbal presentation or a lecture cannot serve this purpose. A visual presentation adds variety to teaching and breaks the monotony in the classroom instruction. An old proverb says: *If I hear, I forget; If I see, I remember; and If I do, I understand.*

Seeing and hearing together can be more convincing and effective than just hearing. The child gets bored with the pictures but love to look at pictures of different kinds presented before him. Today the child in the preschool is required to learn increasingly complex information and skills in a highly complicated world. Research shows that 80% of learning occurs through the sense of sight and hearing and, therefore, planned use of audio-visual aids which are essentially materials of sight and sound, help to improve learning and teaching. This important principle is the basis of audio-visual aids to education.

Need and significance of the study

The foregoing discussion makes it clear that since 1950 determined efforts have been made towards the achievement of Universalization of Elementary Education (UEE). Over the years there has been a very impressive expansion in the provision of educational facilities and enrolment. However, the goal of UEE which was envisaged in the constitution of India to be achieved by 1960 is still an elusive goal and much ground is yet to be covered. Also the dropout rates continue to be significant, retention of children in schools is low and wastage considerable. Dropout rate is much higher among girls and weaker sections of the society.

Despite all the financial constraints aggravated by population explosion, poverty and illiteracy of the masses; large rural habitation; wide gulf between the availability and accessibility; inequality in opportunity owing largely to socioeconomic disparities and more significantly in the context of remote, desert, hilly and tribal areas and failure to provide adequate work ethics are among the major stumbling blocks in making the elementary education free and compulsory. Also, it is a well-known fact that the primary education forms the foundation for further education. In order to make primary education broad based and stronger than before, there is a need to strengthen the pre-school education component. It provides children with stimulating experience for cognitive, language, physical, social and emotional development. It prepares a child with the necessary concepts, for the later learning of reading, writing and mathematics in primary grades.

Simultaneously, it provides a school-readiness program to the child i.e. it prepares him/her with the necessary concepts, language and physical skills for the later learning of reading, writing and mathematics in primary grades. It helps the child to develop other competencies too, i.e. getting along with other children, following a routine program, learning to sit and concentrate on an activity for a period of time, widening of the attention span etc. All these skills and competencies help in adjustment in the first

few years of primary school. Also these children will make better progress in primary education.

It is evidence that the children exposed to preschool education were found to be superior in every aspect in comparison to the children who were not exposed. Early Childhood Education to some extent also leads to reduction in the number of dropouts and failures at the primary level and also has a positive impact on the enrolment of girls, which has been a serious concern for the last few decades. If organized effectively, an ECE program can compensate for the deprivation at home front and can help the child build a strong foundation which would later facilitate the development of his full potential (Kaul, 1992) .

Recently, there has been an emphasis on the use of educational technology in facilitating learning at various levels of education. The use of educational technology even at preschool level seems to be promising in making learning both effective and interesting. In fact, at this stage it seems to be more relevant as young children may find it most natural and enjoyable. In this context some mass media technology like TV and Radio are perceived as of possible help to children to their development in a more natural manner. Such an approach can also be made use of in the preschools activities organized in the preschools. Increasingly the effectiveness of such centers constitutes a huge structure and given due emphasis by the government. Some initial efforts have been made by N.C.E.R.T., New Delhi by designing some programs for radio broadcast in collaboration of All India Radio (AIR). But the effectiveness of such programs is more often believed than investigated. Therefore, there is a need to conduct some impact studies on the effectiveness of such programs.

Objectives

1. To study the effectiveness of the Audio-visual Intervention Program on the language development of preschool children.
2. To study the difference between the Mean Pre-Test and Post-Test scores of Experimental Group on Language Development with effects of audio-visual intervention program of preschool children.
3. To study the difference between the Mean Pre-Test and Post-Test scores of Control Group on Language Development with effects of any intervening variable of preschool children.
4. To study the effectiveness of the Audio-visual Intervention Program on the language development of preschool children in relation to their socio economic status.

METHOD

Keeping in mind the nature and need of the present research, the Experimental Method was considered to be the appropriate one. Experimentation is the classical method of the science laboratory, where elements manipulated and effects observed can be controlled. It can be effectively applied within non-laboratory settings such as the classroom, where significant factors or variables can be controlled to some degree. In educational research, experimental method is the application and adoption of the classical method of science laboratory.

Sample

The sample consisted of 100 students from one preschool of Rohini, Delhi. The cluster random sampling technique was used to select one pre-school out of total preschools in Rohini, Delhi. From that particular school, all (2 sections x 50 students) 100 children of class Lower K.G. were included as the sample of the study to constitute the experimental and control groups. Thus the total study consisted of 100 children of class L.K.G., in addition, all (100) parents of the all sampled children covered under the experimental and control groups were included in the sample so as to collect the data related to their socio economic status.

Tools

To study the effectiveness of the audio-visual intervention program on the language development of the preschool children, the Language Development Test was developed by Investigator. The language development of the preschool children was measured in terms of their Listening Comprehension and Vocabulary. For this purpose, story-telling method was used. For narrating a story, expression by the teacher along with flash cards for the purpose were used. The cards were used once at a time in a sequence as the story goes on. The investigator also used the Socio Economic Status standardized scale (Bharadwaj, 1980). This scale has been devised to measure the socio economic status of parents of students. The reliability and validity of the said test were found to be maximum.

Procedure of data collection

For actually conducting the experiment, the preschool teacher was given a two-day orientation and training as to how the study is to be conducted with clear perception of the roles. On the first day, importance of the use of audio-visual aids in imparting education to preschool children is given. The sessions were supplemented with number of selected audio programs and demonstration by using simulation and micro-teaching strategies. On the second day the same activity is demonstrated. Since the subjects of the present study were preschool children it was not possible to collect data regarding their SES from the children themselves. Therefore, the data regarding their SES was collected from their parents. This data formed the basis for assigning the subjects to the experimental and control group. In order to ensure the homogeneity among the experimental and control groups, pre-testing was done on language development tests. This was the main base to ensure that the experimental and control groups are equal and matched with respect to the variables under investigation before the commencement of the experiment.

Statistical techniques

After the treatment and the post-test, the performance of the experimental and control groups were to be compared on language development. The statistical techniques of Mean, Standard deviation and 't'-test techniques were employed to see the difference between experimental and control group of experiment.

RESULTS

1) The difference in the mean post-test scores of experimental and control groups on language development of preschool children

Table 1: Significance of difference between the mean post-test scores of experimental and control groups on language development

<i>Contents</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t'-ratio</i>
Listening Comprehension (LC)	Experimental	50	26.88	3.42	12.69 **
	Control	50	18.50	3.33	
Vocabulary	Experimental	50	73.50	15.37	16.41 **
	Control	50	35.66	4.92	
Language Development Total (LDT)	Experimental	50	100.50	18.26	16.42 **
	Control	50	54.16	7.51	

*at 0.05 level: 1.96

** at 0.01 level: 2.58

The mean post-test scores of experimental group on listening comprehension, vocabulary and language development total are found to be 26.88, 73.50 and 100.50 respectively with S.D 3.42, 15.37 and 18.26. Similarly, the mean post-test scores of control group on listening comprehension, vocabulary and language development total are found to be 18.50, 35.66 and 54.16 respectively with S.D 3.33, 4.92 and 7.51. The t-ratio between the groups comes out to be 12.69, 16.41 and 16.42. It is significant beyond 0.01 as well as 0.05 level of significance. It indicates that the preschool children of the two groups differ significantly on language development in general.

The comparison of mean scores further reveals that the mean score of experimental group is much higher than the control group. It means that the audio-visual intervention program is found to have a positive effect on the language development of the preschool children. Thus the Hypothesis (H1) that “the audio-visual intervention program will have a positive effect on the language development of the pre-school children” is accepted. From the results of the preceding phase, it is evident that the calculated t-values of language development of post-test experimental group are significant at a very high level. The results revealed that the preschool children, who were exposed to the audio-visual intervention program performed better than those who were not exposed.

(2) A. The comparison between the pre-test and post-test mean scores of experimental group would be made in this section to determine whether or not certain kind of audio-visual intervention program effects language development of preschool children

Table 2: Significance of difference between the mean pre-test and post-test scores of experimental group on language development

<i>Contents</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-ratio</i>
Language Development Total	Pre-test	50	51.94	14.91	14.41 **
	Post-t	50	100.50	18.26	

*at .05 level: 1.96

** at .01 level: 2.58

It can be seen that the mean pre-test and post-test scores of experimental group language development total is found to be 51.94 and 100.5 respectively with S.D. 14.91 and 18.26. The t-ratio between the two groups comes out to be 14.41. It is significant at 0.01 level of significance. It indicates that the pre-school children of the two groups differ significantly in their language development total scores.

The comparison of mean scores further reveals that the mean score of experimental group in post-test is much higher than the pre-test. It means that the audio-visual intervention program is found to have a positive effect on the language development total scores of pre-school children. Thus the audio-visual intervention program will have a positive effect on the language development of the preschool children is accepted.

(2) B. The comparison between the pre-test and post-test mean scores of control group would be made in this section to determine whether or not some intervening variables have affected the language development of preschool children during the audio-visual intervention program

Table 3: Significance of difference between the mean pre-test and post-test scores of control group on language development

<i>Contents</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-ratio</i>
Language Development Total	Pre-test	50	52.10	6.84	1.41 n.s.
	Post-test	50	54.16	7.56	

*at .05 level: 1.96

** at .01 level: 2.58

It can be seen that the mean pre-test and post-test scores of control group on language development total are found to be 52.10 and 54.16 respectively with S.D. 6.84 and 7.56. The t-ratio between the two groups comes out to be 1.41. It is less than the table value at df of 98 and not significant even at 0.05 level of significance. It indicates that in the present study, the pre-test and post-test scores of control group are not found to differ on the language development scores. It means that in the present study no intervening variable is affecting on the language development of pre-school children.

(3) The effectiveness of the Audio-visual Intervention Program on the language development of preschool children in relation to their socio economic status

Table 4: Significance of difference between the mean post-test experimental group scores in language development of preschool children with high, middle and low SES

<i>Contents</i>	<i>Groups</i>	<i>Mean</i>	<i>SD</i>	<i>t-ratio</i>
Listening Comprehension	High	26.78	2.54	0.19 n.s
	Low	26.50	4.50	
Vocabulary	High	70.86	14.94	0.47 n.s
	Low	74.20	18.01	
Language Development Total	High	97.64	17.09	0.37 n.s
	Low	100.7	22.16	
Listening Comprehension	High	26.78	2.54	0.54 n.s
	Middle	27.30	3.10	

Vocabulary	High	70.86	14.94	0.77 n.s
	Middle	74.65	13.91	
Language Development Total	High	97.64	17.09	0.75 n.s
	Middle	101.96	17.00	
Listening Comprehension	Middle	27.30	3.10	0.59 n.s
	Low	26.50	4.50	
Vocabulary	Middle	74.65	13.91	0.08 n.s
	Low	74.20	18.01	
Language Development Total	Middle	101.96	17.00	0.18 n.s
	Low	100.7	22.16	

*at 0.05 level: 1.96

** at 0.01 level: 2.58

(A) *Between high and low socioeconomic status:* The result reveals that the mean post-test scores of the children of high SES experimental group on listening comprehension, vocabulary and language development total are found to be 26.78, 70.86 and 97.64 respectively with their S.D's 2.54, 14.94 and 18.46. Similarly the mean post-test scores of low SES children of experimental group on listening comprehension, vocabulary and language development total are found to be 26.50, 74.20 and 100.7 respectively with their S.D's 4.5, 18.01 and 22.16. The t-ratio between the two groups on language development and its two dimensions come out to be 0.37, 0.19 and 0.47 respectively. None of the t-ratios is significant even at 0.05 level. It shows that the children of high and low SES exposed to the audio-visual intervention program do not differ significantly on language development and its both dimensions. It can be interpreted to mean that in the present study audio-visual intervention program has not been found to be differentially affecting the language development of preschool children at different SES level.

(B) *Between high and middle socioeconomic status:* The result reveals that the mean post-test scores of the children of high SES experimental group on listening comprehension, vocabulary and language development total are found to be 26.78, 70.86 and 97.64 respectively with their S.D's 2.54, 14.94 and 18.46. Likewise the mean post-test scores of middle SES children of experimental group on listening comprehension, vocabulary and language development total are found to be 27.30, 74.65 and 101.96 respectively with their S.D's 3.13, 13.91 and 17.00. The t-ratio between the two groups on language development and its two dimensions come out to be 0.75, 0.54 and 0.77 respectively. None of the t-ratios is significant even at 0.05 level. It shows that the children of high and middle SES exposed to the audio-visual intervention program do not differ significantly on language development and its both dimensions. It can be interpreted to mean that in the present study audio-visual intervention program has not been found to be differentially affecting the language development of preschool children at different SES level.

(C) *Between middle and low socioeconomic status:* The result reveals that the mean post-test scores of the children of middle SES experimental group on listening comprehension, vocabulary and language development total are found to be 27.30, 74.65 and 101.96 respectively with their S.D's 3.10, 13.91 and 17.00. Similarly the

mean post-test scores of low SES children of experimental group on listening comprehension, vocabulary and language development total are found to be 26.50, 74.20 and 100.7 respectively with their S.D's 4.5, 18.01 and 22.16. The t-ratio between the two groups on language development and its two dimensions come out to be 0.18, 0.59 and 0.08 respectively. None of the t-ratios is significant even at 0.05 level. It shows that the children of middle and low SES group exposed to the Audio-visual Intervention Program do not differ significantly on language development and its both dimensions. It can be interpreted to mean that in the present study audio-visual intervention program has not been found to be differentially affecting the language development of preschool children at different SES level. Thus the hypothesis that "the audio-visual intervention program on the language development of preschool children will differ significantly at different socioeconomic status level" is rejected.

FINDINGS

- ❖ The audio-visual intervention program has a positive effect on the listening comprehension of the preschool children.
- ❖ The audio-visual intervention program has a positive effect on the vocabulary of the preschool children.
- ❖ The audio-visual intervention program has also positively affected the overall language development of the preschool children.
- ❖ The audio-visual intervention program of experimental group between post-test and pre-test is found a positive effect on the language development total scores of preschool children.
- ❖ No intervening variable of control group between post-test and pre-test is affecting on the language development total scores of preschool children.
- ❖ The audio-visual intervention program has not been found to be differently affecting the language development of the preschool children at different socio economic status levels.

DISCUSSION

Based on the findings, it is evident that audio-visual intervention program is capable of providing valuable assistance to the preschool teachers in the non-formal pre-school setting by presenting worthwhile information and learning experiences simultaneously to a large number of students. Hence, in many ways the findings of the present study can be beneficial in strengthening the non-formal preschool education component. The finding can be useful for the young children, the teachers who handle the young children, teacher-training institutions and the policy-makers as well.

In the absence of a structured and prescribed syllabus for the non-formal preschool education component such programs for conducting the non-formal preschool activities in the preschools. Even the daily three hours non-formal preschool activities can be based on the specific themes of the audio-visual program, by which the same theme can

be recapitulated/repeated in one way or the other. In the absence of a well sequenced material and printed text-books, the content of the program can be printed along with the activities and supplied as guide books to the teachers, so that the teachers can prepare themselves to conduct activities.

Some of the previous research studies findings supported to this study, these are: Children's abilities to speak and understand words developed faster when they were with classmates with better language skills. Going to school with children who had better language skills was even more beneficial for children who began preschool with higher language skills and for those who were in classrooms that were well-managed by the teacher (Mushburn, et al., 2011). In another study, children of experimental group had greater attention span, higher level of concentration, better vocabulary and become more articulate as compared to the children of the control group (Balasubramaniam & Yoganandam, 1994). Children's reaction on mass-media communication, the researcher found that children had difficulty in understanding formal English and Hindi but liked television as it kept them attentive. Language styles were beyond the linguistic competence of young children. The disclaimers used were in passive voice, elliptical and semantically complex (Sharma cited in Indian Educational Abstract, 1996). Radio intervention program has positive effect on student learning. However, no gender difference was found in learning of students (Sahoo, cited in Indian Educational Abstract, 1996). Effectiveness of audio-video intervention in developing listening comprehension in English, the researcher compared the effectiveness of conventional teaching method with media-based non-interactive group teaching and AV presentation as support system. It was found that media based non-interactive group teaching was more effective in comparison to conventional teaching method. AV presentation as support system was more effective in enhancing retention of listening comprehension (Ilangovan, 2001).

The ideas to spark language comprehension in children and found that after working with children with specially constructed language learning activities, the post-test indicated an improved performance of the group with two-third of the students performing to the expected level of mastery. The observation during the treatment indicates that, lack of interest, slow grasping power, language problem, socio-economic factors, long absence from classes and lack of parental support, supervision and guidance as the associated factors in the case of students not showing the expected level of performance (Lalitha, 1998). To compare the effectiveness of video teaching learning material (VTLM), video aided instruction (VAI) and conventional teaching. She found that, students were most favorably disposed towards VTLM. Retention with VTLM and VAI was more effective than CT. Students retained more who were exposed to VTLM than students who were exposed to VAI. Students exposed to VTLM and VAI were significantly different in their achievements (Neera cited in Indian Educational Abstract, 2001). Study on the Effect of using audio-visual equipments on reading-writing communication among the students of standard 5 and the findings were: (a) The experimental students obtained significantly higher scores on the performance of reading writing communication than the control group students; and (b) The gain scores

of the experimental group were higher than the gains recorded by the control group (Anbuchelvan, 2005).

It has already been discussed that each program is in a magazine format and of 15 minutes duration. Keeping in view the pedagogical considerations each program includes conversation, song, story, drama, riddles, music and sound effects and fun and humor in it. Hence the program can arouse interest, increase attention span and develop language among the young children. The present study therefore strengthens the use of all such activities in organizing the pre-school education. Therefore, such programs should be a regular feature in preschools so as to help enhance the language development process of the young children and strengthen the ability of the teachers by providing worthwhile information, which are useful in our daily life.

CONCLUSION

As the content of the audio-visual program is researched well before its presentation, the teachers can get authentic information which is useful for them as well as for the young children they handle. Also the findings of this study can be equally useful for the other functionaries i.e. program officers, child development project officers, supervisors and the teacher educators of the preschool teacher-training institute who can always train the preschool teachers, keeping in view the mental, physical, social and psychological need of the young child. Also there is a need to train the preschool teachers about the process of conducting activities either in the pre-service or in-service training. The findings of the present study can also be beneficial for the policymakers who in turn may try to strengthen the preschool education component by allocating additional funds and planning more such programs in future.

REFERENCES

- Anbuchelvan, M. (2005). A study on the Effect of using audio-visual equipments on reading-writing communication among the students of standard 5. *Journal of Educational Research and Extension*, 42 (1), 33-36.
- Balasubramanian, N. & Yoganandam, M. (1994). Effectiveness of pre-recorded audio cassettes as supplementary device in teaching English pronunciation to school children. *Experiments in Education*, 22(10), 216-220.
- Bharadwaj, R.L. (1980). *Socioeconomic Status Scale*. Agra: National Psychological Corporation.
- Garden, D.B. (1964). *Development in Early-Childhood: The pre-school years*. New York: Harper and Row.
- Glass, N. (1999). Sure Start: The Development of an early intervention program for young children in the United Kingdom. *Children and Society*, 13, 257-264.
- Government of India (1986). *National Policy on Education (NPE)*. New Delhi: MHRD, Department of Education.

- Ilangovan, K. N. (2001). Audio-video intervention in teaching of listening comprehension in English at higher secondary stage. *The Journal of English Language Teaching*, 26(1), 45-53.
- Kaul, V. (1992). Early Childhood Education in India. G. Woodill, J. Bernhard, and L. Prochner (eds), In *International Handbook of Early Childhood Education*, 275–92. New York: Garland.
- Lalitha, T.V. (1998). Ideas to Spark Comprehension. *The Primary Teacher*, 23(1), NCERT, New Delhi.
- Ministry of Home Affairs (2011). Census Report of India. New Delhi: Govt. of India.
- Ministry of Human Resource Development (1994). *District Primary Education Program (DPEP)*. New Delhi: Department of Education, Govt. of India.
- Ministry of Human Resource Development (2001). Sarva Shiksha Abhiyan: Program for Universalization of Elementary Education in India. New Delhi: Department of Elementary Education and Literacy, Government of India.
- Mashburn, A.J. at al., (2011). Peer Effects on Children's Language Achievement during Pre- Kindergarten. *Child Development*, Vol. 80, Issue 3. pp. 686-702.
- N.C.E.R.T. (1996). Indian Educational Abstracts. New Delhi, Issue -1, July.
- N.C.E.R.T. (2001). Indian Educational Abstracts. *New Delhi*, 1(2).
- N.C.E.R.T. (2004). *A study on the Role, Functions and Need Assessment of Sub-district Functionaries for Promoting Quality of Education at the Upper Primary Stage under Sarva Shiksha Abhiyan (SSA)*. New Delhi: Ministry of HRD.
- NIEPA (2004-05). *Selected Educational Statistics*. New Delhi: Govt. of India.

Turkish Abstract

Okul Öncesi Çocukların Dil Gelişimi: Delhi’de Görsel-İşitsel Müdahale Programının Etkileri

Okulöncesi formal eğitimin uygulandığı yer olmasada çocukların bağımsızlık duygusunu ilk tattıkları yer olarak tanımlanabilir. Okul öncesi eğitimi genellikle 2 ile 5 yaşları arasında zorunlu eğitimin başlamasından önce bir hazırlık eğitimidir. Bu çalışmanın amacı sosyo ekonomik durumlarına göre okul öncesi öğrencilerin dil gelişimi üzerinde görsel-ışitsel müdahale programının etkililiğini araştırmaktır. Araştırmacı bu çalışmada deneysel modeli kullanmıştır. Örneklem Delhi, Rohini’den 100 okul öncesi öğrencisinden oluşmaktadır. Sonuç olarak çalışmanın tamamı L.K.G sınıfı 100 öğrencinin yanında sosyo ekonomik düzey hakkında veri toplamak amacıyla deney ve control grubundaki tüm öğrencilerin velilerini (100) de kapsamaktadır. Dil Gelişimi Testi araştırmacı tarafından geliştirilmiş ve Sosyo Ekonomik Durum Ölçeği kullanılmıştır. Çalışmanın bulguları şöyledir: (i) Görsel-İşitsel Müdahale Programı okul öncesi öğrencilerin genel dil gelişimini olumlu yönde etkilemiştir ve (ii) Görsel-İşitsel Müdahale Programı farklı sosyo ekonomik düzeylerden öğrencileri farklı olarak etkilememiştir. Sonuç olarak, birçok yolda bu çalışmanın bulguları formal olmayan eğitimin bileşenlerini güçlendirmede yararlı olabilir. Çocuklar için, küçük çocuklarla ilgilenen öğretmenler için, öğretmen yetiştiren kurumlar için ve politikacılar için bu bulgular yararlı olabilir.

Anahtar Kelimeler: Görsel-İşitsel, Müdahale Programı, Dil Gelişimi, Okul Öncesi Çocuklar, Okul Öncesi

French Abstract**Le Développement du Language des Enfants Préscolaires: Les Effets d'un Programme Audiovisuel D'intervention à Delhi**

L'école maternelle ne peut pas être un endroit où l'éducation formelle est communiquée mais oui, c'est certainement un endroit où les enfants ont leur premier goût d'indépendance. L'éducation préscolaire est la disposition de l'enseignement pour des enfants avant le début de l'éducation statutaire généralement entre les âges de 2 et 5. Ainsi les buts de l'étude étaient : étudier l'efficacité du programme audiovisuel d'intervention sur le développement de langue d'enfants préscolaires par rapport à leur statut socio économique. Le chercheur a employé la méthode expérimentale pour conduire l'étude. L'échantillon a consisté en 100 étudiants de préscolaire de Rohini, Delhi. Ainsi l'étude totale a consisté en 100 enfants en classe L.K.G., en plus, tous (100) les parents de tous les enfants échantillonnés couverts sous l'expérimental et des groupes témoins ont été inclus dans l'échantillon afin de rassembler les données liées à leur SES. Le Test de Développement du Language a été développé par le chercheur et le Statut Socio Économique Échelle Normalisée a été utilisée. Les découvertes de l'étude étaient : (i) Le Programme Audiovisuel D'intervention a aussi positivement affecté le développement de langue global des enfants préscolaires; et (ii) Ce Programme Audiovisuel D'intervention n'a pas différemment affecté le développement du langage des enfants préscolaires aux niveaux de SES différents. En conséquence, à bien des égards les découvertes de l'étude présente peuvent être avantageuses dans le renforcement du composant d'éducation préscolaire non-formel. Cela peut être utile pour les petits enfants, les professeurs qui traitent les petits enfants, des institutions de formation de professeur et les décideurs politiques aussi.

Mots clés: Audiovisuel; Programme D'intervention; Développement du Language; Enfants Préscolaires; Préscolaires

Arabic Abstract

تطور اللغة الخاصة في طلاب مرحلة ما قبل المدرسة: أثر التدخل البرنامج المرئي-المسموع في دلهي

ربما لا تكون مرحلة ما قبل المدرسة مكانا للتعليم الرسمي، ولكن هذه المرحلة هي المكان الذي يتذوق فيه الأطفال طعم الاستقلالية لأول مرة. مرحلة ما قبل المدرسة هي توفير التعليم للأطفال قبل بدء مرحلة تكوين التعليم و عادة ما تكون في الأعمار ما بين 2 و 5 سنوات. الهدف من هذه الدراسة هو دراسة مدى فعالية البرنامج المرئي والصوتي المتداخل على تطور اللغة بالنسبة للأطفال في مرحلة ما قبل المدرسة مع الأخذ بالاعتبار حالتهم الاقتصادية والاجتماعية. استخدم الباحث أسلوبا تجريبيا لمواصلة الدراسة. ضمت العينة الدراسية 100 طالب من مرحلة ما قبل المدرسة في روجيني، دلهي. العدد الكلي للدراسة ضم 100 طفل من صف ل.ك.ج. إضافة إلى ذلك كل اهالي الأطفال الـ 100 المتواجدين في المجموعة التجريبية والمجموعة الأخرى تم ضمهم للعينة من أجل جمع المعلومات المتعلقة بأطفالهم. تم تطوير اختبار اللغة من قبل باحثين تم استخدام مقياس موحد للحالة الاقتصادية والاجتماعية. النتائج التي توصلت إليها الدراسة هي: 1- البرنامج الصوتي والمرئي التداخلي أثر بشكل إيجابي على تطور اللغة الكلي للأطفال مرحلة ما قبل المدرسة. 2- لم يؤثر البرنامج الصوتي المرئي التداخلي على تطور اللغة للأطفال في مرحلة ما قبل المدرسة في مستويات مختلفة. لذلك النتائج التي توصلت إليها الدراسة يمكن أن تفيد في تقوية مكونات التعليم غير الرسمي في مرحلة ما قبل الدراسة. من الممكن أن تكون مفيدة للأطفال الصغار، المعلمون الذين يدرسون هؤلاء الأطفال و مؤسسات تدريب المعلمين بالإضافة إلى صناعات القرار.