

EFFECTIVENESS OF MULTIMEDIA APPROACH IN TEACHING ENGLISH AT SECONDARY SCHOOL LEVEL

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Abstract

Multimedia technology holds an important place in teaching-learning process in the changed scenario. It empowers the educational process by means of increased interaction between students, teachers and course content. Multimedia approach to teaching-learning helps in making learning more dynamic, long lasting and also more applicable. The use of multimedia in teaching a language like English proves beneficial for the learners as it provides the opportunity to be the active participants and learn the language quickly and efficiently. It has the ability to turn abstract concepts into concrete contents. It also helps to present large volume of information within a limited time with less effort. As far as the subject of English is concerned, it can also be taught by the different technological devices. Media of communication including audio, video and other demonstration material can be used in teaching English effectively. The uses of these materials come under multimedia approach.

Keywords: *Multimedia, technological devices, media of communication, secondary school level*



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Introduction: - The use of multimedia in English language is presenting the content that uses a combination of different content forms such as text, audio, images, video and interactive content. Multimedia is a type of medium that allows information to be easily transferred from one location to another. Multimedia is the presentation of text, pictures, audio and video with links and tools that allow the use to engage, create and communication using a computer. Use of multimedia technologies in teaching English language is one of the best approaches as it proves beneficial to achieve objectives of language learning. Multimedia approach uses a combination of different content forms such as text, images, audios, videos and interactive content. It proves helpful in teaching English language as it transforms students from passive recipients to active learners. Through the purposeful use of technology, students are able to listen, read and view engaging and interactive material.

There are five basic elements of multimedia: text, images, audio, video and animation. Examples of multimedia learning include watching a PowerPoint presentation or listening or watching a pre-recorded lecture. The recent internet based technologies employed in English language teaching is Web 2.0 tools.

Teaching of English in our schools is unscientific and defective. Teachers rarely use teaching technology like multimedia or instructional technology. The old lecture method and text book method is adopted. The students are made to mug up even stories and poems. All this makes the learning boring and monotonous for the learners. No attempt is made to arouse their interest, creativeness or encourage their self-expression. So there is need to make attempts to make the language learning interesting, scientific and providing opportunities to students for self-expression and creativity.

Statement of the Problem:-

“EFFECTIVENESS OF MULTIMEDIA APPROACH IN TEACHING ENGLISH AT SECONDARY SCHOOL LEVEL”.

Objectives of the Study:-

1. To compare the effect of multimedia approach and the traditional method of teaching in terms of pupil's achievement in English (Grammar).
2. To compare the effect of multimedia approach and traditional method of teaching in terms of pupil's achievement in English (Grammar).in relation to their intelligence.
3. To compare the effect of multimedia approach and traditional method of teaching in terms of pupil's achievement in relation to gender.

Hypotheses:-

- H0 1 There exist no significant difference in mean gain scores of the students in English (Grammar) taught through multimedia approach and traditional method of teaching.
- H0 2 There exist no significant difference in mean gain scores of students in English (Grammar) in relation to their intelligence.
- H0 3 There exist no significant difference in mean gain scores of students in English (Grammar) in relation to gender.

Method and Procedure:-

The present study intended to study the effectiveness of multimedia approach on teaching English (Grammar), falls in the domain of experimental research. In the present experimental study, the investigator has tried to find the effect of multimedia approach on

achievement in English (Grammar) of secondary school students in relation to intelligence and gender. For this purpose, a randomized group pre-test post-test design was used.

Delimitations of the Study:-

- The study was restricted to the sample of 100 students selected from class IX.
- The study was delimited to the students studying in public secondary schools located in Jalandhar city, Punjab.
- The study was restricted to the selected topics of one subject i.e., English (Grammar) based on CBSE syllabus.
- The experiment was limited to 30 working days of the academic session.

Sample:-

The sample was selected using the random sampling technique. A sample of 100 students of IX grade was selected from a public secondary school in Jalandhar City. Out of 100 students, 50 girls and 50 boys were selected. Selected group was divided in two equal groups consisting of 25 boys and 25 girls in each group. The experimental group was taught English (Grammar) by using multimedia approach and the control group was taught by the traditional lecture method of teaching. Self-made Pre-test and Post-test based on selected topics of English (Grammar) was used to assess the performance of the students.

Analysis and Interpretation:-

Table 1:- Showing 't' Value of Mean Gain Scores of experimental and Control group

Groups	N	Mean	S.D.	S.E _p Difference	Mean	df	t-ratio	Remarks
Experimental	50	3.43	1.37	0.24	2.57	93	11.22	Significant at 0.01 level
Controlled	50	2.87	1.13					

Table-1 reveals that mean gain scores of experimental and controlled groups are 3.43 and 2.87 respectively and their mean difference is 2.57 which reveals that the group taught with multimedia approach have higher gain scores as compared to the controlled group taught with traditional method of teaching. The obtained 't' value is 11.22 which is significant at 0.01 level. It shows that there exists significant difference in achievement in English (grammar) of experimental and controlled groups.

Table 2:- Showing Mean Gain Scores, S.D. ‘t’ Value in English (Grammar) Across Different Levels of Intelligence

Levels	Groups	N	Mean	S.D.	S.E.P.	Mean Difference (D)	df	t-ratio	Remarks
High	Experimental	11	4.30	1.17	0.434	3.7	17	7.20	Significant at 0.01 level
	control	10	2.37	1.12					
Average	Experimental	30	3.57	1.19	0.23	2.43	58	8.73	Significant at 0.01 level
	Control	29	2.43	1.14					
Low	Experimental	10	2.24	1.05	0.34	1.23	14	2.54	Significant at 0.01 level
	Control	10	1.94	0.92					

Table-2 reveals that mean gain scores of high intelligent students of experimental and control groups are 4.30 and 2.37 respectively and their mean difference (D) is 3.7. ‘t’ value (t= 7.20 is significant at 0.01 level which indicates that students belonging to high level of intelligence of both experimental and control groups differ significantly in their achievement and also the mean gain scores of high intelligent students are in favor of experimental group.

The mean gain scores of average intelligent students belonging to experimental and control groups are 3.57 and 2.43 respectively and their mean difference (D) is 2.43 t’ of value (t=8.73) is significant at 0.01 level which reveals that students having average level of intelligence of both the groups differ significantly in their achievement and the mean gain scores of average intelligent students of experimental group (M=3.57) are higher than that of control group (M=2.43).

Table 2 reveals that mean gain scores of low intelligent students of experimental and control groups are 2.24 and 1.94 respectively and their mean difference (D) is 1.23. The ‘t’ value 2.54 is significant at 0.01 level which shows that students belonging to low level of intelligence of both the groups differ significantly in their achievement and the mean gain scores of low intelligent students of experimental group (M=2.24).

Table 3: Showing ‘t’ value of Mean Gain Scores of Boys and Girls of Experimental Group

Groups	N	Mean	S.D.	S.E. _p Difference(D)	Mean	df	t-ratio	Remarks
Boys	25	3.87	1.13	0.413	.670	42	1.62	Not Significant at 0.05 level
Girls	25	4.47	1.66					

Table 3 interprets that the mean gain scores of boys and girls are 3.87 and 4.47 respectively and their mean difference is .670. The 't' value is found to be non significant at 0.05 level which indicates that boys and girls do not differ significantly in their mean scores when exposed to multimedia approach.

Table 4: Showing 't' value of Mean Gain Scores of Boys and Girls of Control Group

Groups	N	Mean	S.D.	S.E. _p Difference(D)	Mean	df	t-ratio	Remarks
Boys	25	1.43	1.04	0.319	.157	42	0.43	Not Significant at 0.05 level
Girls	25	1.58	1.20					

Table 4 reveals that the mean gain scores of boys and girls are 1.43 and 1.58 respectively and their mean difference (D) is .157. Calculated 't' value .43 is not significant at 0.05 level which indicates that the boys and girls do not differ significantly in their mean scores when taught through traditional method of teaching.

FINDINGS OF THE STUDY

The following are the findings of the study-

1. Multimedia approach for teaching English at secondary level is more effective when compared with the traditional method of teaching due its effectiveness of animation, sound, colour, and text in learning.
2. The mean gain scores of experimental and controlled groups are 3.43 and 2.87 respectively and their mean difference is 2.57 which reveal that the group taught with multimedia approach has higher gain scores as compared to the controlled group taught with traditional method of teaching.
3. The students belonging to high level of intelligence of both experimental and control groups differ significantly in their achievement and also the mean gain scores of high intelligent students are in favor of experimental group.
4. The students having average level of intelligence of both the groups differ significantly in their achievement and the mean gain scores of average intelligent students of experimental group are higher than that of control group.
5. The students belonging to low level of intelligence of both the groups differ significantly in their achievement and the mean gain scores of low intelligent students of experimental group.
6. The t boys and girls do not differ significantly in their mean scores when exposed to multimedia approach.

1. Multimedia approach for teaching chemistry at higher secondary level is more effective when compared with the traditional method of teaching low achievers due its effectiveness of animation , sound, colour, and text in learning.
 2. There is no significant difference between pre and post test mean achievement scores of the control group among low achievers.
 3. There is significant difference between pre and post test mean achievement scores of the experimental group among low achievers.
 4. There is no significant difference between pre tests mean achievement scores of the control and experimental group among low achievers.
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Educational Implications:

Multimedia approach plays an important role in improving achievement of students in English (Grammar). It leads to in-depth understanding and retention of knowledge. It makes the students active participants in the educational process. It also enhances the concentration of students and helps in better retention. It can be used with all the categories of student's viz high, average and low intelligent students. When compared to traditional method of teaching, multimedia approach affects learning positively. And also empowers the educational process by means of increased interaction between teachers, students and content matter. It is useful for the students as it helps to absorb and retain information more easily. It is also helpful in developing interest and creativity among students.

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