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EFFECTIVENESS OF MULTIMEDIA PRESENTATION FOR TEACHING ENGLISH GRAMMAR TO GOVERNMENT RURAL SECONDARY SCHOOL STUDENTS.

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Abstract:

Language is one of the unique possessions of man, in fact, what distinguishes a man from an animal is the language. By using a language, a person can win the heart of others, with the same language; he can lose his dignity and degrade himself in the society.

Ben Johnson Says: "Language must show a man, speak that I may see thee" A teacher who has command over language can impress his students. The beauty of language used by a teacher can make him loveable. The speaker who has a good command over language can attract a good number of audiences.

INTRODUCTION

There are number of methods that are used by the language teachers to teach English language. Among them use of ICT is also one. In today's schools ICT has become an indispensable part of teaching but the NCFTE-2009 comments that institution utilization of ICT in a superficial and cosmetic manner. It should be assimilated in real sense and should help in the real development of the child. In case of learning of a foreign language like English that too for rural students is task which is supposed to be hilarious. But the novelty and attractiveness of the ICT based learning may really help the learners to conceptualize the English language better than the other routine methods, to identify how far the multimedia will be effective in learning of grammar among secondary school students the following study has been taken up.

MULTIMEDIA AND THE TEACHING – LEARNING PROCESS

The microcomputer technology entitled "Multimedia" in the field of education stands stay put in a good number of Smart schools, progressive educational institutions and teachers' colleges, in particular, as the norms and standards put up by National Council for Teacher Education (NCTE), the apex regulatory authority, makes it obligatory for every teacher education institution in the country to be fully ICT equipped to make every teacher, teacher educator and students teacher well versed in the use of computer and multimedia technology as an integral part of teacher training, imparted through face-to-face or open distance learning mode. The evidence is not too far to seek. "Various possibilities in the use of ICT have been tried for teacher training and ongoing professional development of teachers in the last five decades in India. Initially, radio was used followed by television and audio and video programmes. Today computers and internet and different types of teleconferencing and webcasting are being tried out. All these technologies fall into an ICT Spectrum covering low-end to high-end technologies" (Menon, 2009). Further, "India today has the required expertise, infrastructure and networking with effective online platforms available in IGNOU, CIFEL Hyderabad and RIE Bangalore and other institutions for offering courses in teacher education". The contribution of media houses in launching their school tabloids, like 'News in Education', 'Young Expressions', 'School Times' etc. in co-ordination with hundreds of their

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adopted schools all over the country, in a way, tells the success story of India on the move towards achieving excellence in education through integrating multimedia - both print as well electronic with classroom teaching in a variety of ways, both face-to-face as well as online.

MERITS OF MULTIMEDIA

In a general way, multimedia is a system which exploits the computer to combine text, audio, animation, video and graphics into a single synchronized presentation. All these multimedia components get and hold learners' interest, which many researchers believe is important when teaching the video generation. Multimedia serves as a trenchant teaching tool since it facilitates more complete use of a student's senses in learning. Multimedia instructional material allows the learners to actually see, hear and use the content learned. As multimedia reaches all the senses, its use in the teaching-learning process of classroom is even more justified. Teachers can take advantage of students multisensory abilities to support and enhance traditional forms of learning (Marsh, 2007).

The integration of Multimedia packages into classrooms promises not only to change the kinds of information that is available but the ways that learning takes place. By integrating Multimedia packages into classrooms, courses can become more exciting and stimulating and possibly meet the needs of students with different learning styles. Experimental studies have shown that Multimedia package based learning strategy has positive benefits to students and teachers both with enhanced academic achievements and joyful learning environment.

NEED FOR MULTIMEDIA INPUTS

This backwardness in the subject may be due to Non-English speaking family background, lack of interest and poor methods used in the teaching-learning process. It may not be an easy task for the English teachers, as most of them find it tough to impart the content of the text book and make students understand the concepts completely. English is an ever-growing language, so multimedia can prove as a big brother for qualitative improvement in English teaching-learning process. It sustains the interest of students, through visuals and audio and successfully brings in the elements of the outer world into the classroom and combines the multicultural learning in it. Hence, there is a need for Multimedia package in English Teaching.

Multimedia based entertainment packages are available in plenty, but syllabus based programmes may not be readily available as yet. So, an attempt has been made in this study to develop Multimedia Presentation on teaching grammar components of Preposition and Conjunction for class XI rural secondary school students of Shikaripur taluk of Shivamogga District.

OBJECTIVES OF THE STUDY:

1. To develop a multimedia presentation for teaching Preposition and Conjunction of English grammar among secondary school students.
2. To find out whether the multimedia presentation is more effective than traditional method in learning the concepts of grammar among secondary school students.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference between the pre-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students.
2. There is no significant difference between the post-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students.

Design of the study:

The present study is conducted by pre test – post test experiment and control group design to study the effectiveness of multimedia presentation learning.

The sample is divided homogeneously into control group and experimental group. The control group is treated by traditional method and the experimental group is treated by multimedia presentation. The difference between pre test and post test scores of both the groups are calculated and mean difference of the groups is studied.

Sample:

The sample of the study consisted of 50 rural students studying in ninth standard during the academic year 2012 under Karnataka Secondary Education Board syllabus in Shikaripura (Tq), Shivamogga District. The sample included both boys and girls.

Instrumentation:

The researcher has developed the following tools for collection of related data.

1. Multimedia presentation: This presentation includes custom animations and video based on the teaching of preposition and conjunction prescribed for 9th Standard English subject.
2. Pre-test and post-test questionnaire to measure the competency in learning preposition and conjunction by the researcher

Statistical technique:

1. The data is analyzed by using the 't' test

METHODOLOGY:

After conducting a Pre test the two groups (control and Experimental) in a school were assigned to two different treatments. One group was taught by using multimedia presentation of learning grammar and another group was taught by traditional method. Data on the pupils learning grammar were collected during the pre test and post test in a school. The data collected were put into various statistical analyses.

Treatment

- a. The researcher conducted the pre-test to both the groups before the treatment was given. It involved the teaching of 9th standard selected content of English grammar viz., preposition and conjunction involving definitions and enough exercises through multimedia presentation. The control group was taught by the traditional method.
- b. Immediately after completion of the treatment the experimental and control group were post-tested. The collected data were subjected to statistical analyses and results obtained were interpreted.

Analysis

1. There is no significant difference between the Pre-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students.

**Table 1 : Mean Pre-test Scores of Control and Experimental Groups of Government
rural secondary school .**

Sl.No	Group	Tests	Mean	SD	't' Value
01	Control	Pre-test	39.16	14.37	0.187 NS
02	Experimental	Pre-test	39.42	14.31	

NS: Not significant

The mean pre-test scores of learning preposition and conjunction of control and experimental group of Government rural secondary school were tested for significance. It was found that the obtained 't' value of 0.187 was found to be less than the table value at 0.01 level. Hence, the value was not significant. The null hypothesis that there is no significant difference between the Pre-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school

students was accepted.

2. There is no significant difference between the post-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students.

**Table 1 : Mean Post-test Scores of Control and Experimental Groups of
Government rural secondary school .**

Sl.No	Group	Tests	Mean	SD	't' Value
01	Control	Post-test	39.42	14.10	3.735**
02	Experimental	Post-test	48.54	12.97	

****Significant at 0.01 level.**

The mean of post-test scores of learning preposition and conjunction of control and experimental group of Government rural secondary school were tested for significance.. It was found that the obtained 't' value of 3.735 was found to be more than the table value at 0.01 level. Hence, the value was found to be significant. The null hypothesis that there is no significant difference between the post-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students was rejected. This prompted the researcher to formulate the alternate hypothesis that there is a significant difference between the post-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students. From the table 2, it can be observed that the mean value of post-test score of experimental group 48.54 is greater than the mean value of post-test score of control group which is 39.42.

This indicates that the multimedia presentation for learning preposition and conjunction used in experimental group is found to be effective and is successful in developing the competency of English grammar learning among the Government rural secondary school students.

FINDINGS

The findings of the study indicate that the students of experimental group, exposed to Multimedia presentation, gained much higher scores in their particular topics taken for teaching English than students of the control group.

1. There is no significant difference between the pre-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students.
2. There is a significant difference between the post-test scores of learning preposition and conjunction of experimental and control group of Government rural secondary school students. This indicates that the teaching and learning of preposition and conjunction through Multimedia presentation is more effective than teaching it through traditional method.

CONCLUSION:

The result of the study can also be interpreted in the context of global perspectives of education expressed by world organisations like UNESCO. The Multimedia Digital Learning Conference, held in United States in August 2006, with participants from different countries, applauded multimedia as an appropriate delivery model for education, potential to cause excellence and landmark contribution to the cause of quality education. Thus, the global tribute of multimedia provides a healthy platform to Multimedia-based learning designed meticulously to meet the challenges of the new world order through the process of education.

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