



**Article : Teaching Grammar through Multimedia to Rural Secondary School Students**

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**ABSTRACT**

The Indian people have been using English as the Second language for the past two centuries. English has become a familiar language to Indians. The rich vocabulary of the English language has been increasing endlessly. The total vocabulary of English language may exceed ten million words. These unlimited words create a psychic fear among the learners who try to master it. What are these words? Don't our people know the usage of even a hundred words in English? Then what hinders their language learning? Even a student completing his tenth standard should be familiar with three to five thousand words in English. Their word power should have increased as they move up in their studies. In spite of this stock of words, they hesitate, fear, feel shy and fail to utter a few words in English. Grammar is very important to learn a better language which involves structure, parts of speech, tenses etc., now a days or at present the traditional method such as lecture method with inductive and deductive approach are being followed but these methods are incomplete as a result the rural learners are facing lot of problems in learning English grammar, it is natural that the students lose interest towards learning English grammar. So the investigator is expected to diagnose the errors in learning of grammar by using Multimedia Presentations or also popularly known as power point presentation. The purpose of the study is to develop a Multimedia Presentations for teaching grammar for the students studying in IX Standard. The present study being an experimental study with variables like Multimedia presentation and Learning grammar. The study involves pre-test and post-test design with treatment in between. Research evidenced indicates that the Multimedia presentation can improve student's performance; therefore Multimedia presentation being an innovative approach to teaching-learning process endless drill and practice without repetition, and provides immediate feedback to the learner on his/her progress. Thus the study assumes its significance and relevance in the present context.

**Introduction:**

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. 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 on the 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..

### **Conceptual Overview:**

The Indian people have been using English as the Second language for the past two centuries. English has become a familiar language to Indians. The rich vocabulary of the English language has been increasing endlessly. The total vocabulary of English language may exceed ten million words. These unlimited words create a psychic fear among the learners who try to master it.

What are these words? Don’t our people know the usage of even a hundred words in English? Then what hinders their language learning? Even a student completing his/her tenth standard should be familiar with three to five thousand words in English. Their word power should have increased as they move up in their studies. In spite of this stock of words, they hesitate, fear, feel shy and fail to utter a few words in English.

English as subject in the school curriculum is given great prominence by the authorities, its study is compulsory for every one. It should be learnt like a skill. In teaching learning of English grammar occupies an important role. It helps the teacher to teach the language well, it is also a great help to the learner.

Grammar is very important to learn the language better, which involves structure, parts of speech, tenses etc., now a days or at present the traditional method such as lecture method with inductive and deductive approach is and several other methods are being followed. But these methods are incomplete in themselves. As a result the rural learners are facing lot of problems in learning English grammar, it is natural that the students lose interest towards learning English grammar, and they are unaware about the usage of grammatical aspects of English learning. Hence they face lots of difficulties when they come to composition level which needs the combination of grammatical aspects, so we can say that the learning of language is nothing but learning of grammar. Grammar is a body of empirical rule which explains and regulate the structure of the sentence.

Kittson in his book language teaching says “The notion that the grammatical mistakes made by a learner are all due to the lack of grammatical knowledge”. Plamer rightly says that “only one tenth of English follows any rules as result the rural learners are facing lot of problems in learning English grammar”.

Hence there is a need of alternative method based on ICT which can reach mass level is multimedia presentation among them the most popular and convenient is Power Point Presentation. By using this tool the components of English grammar which involve complex ideas and concepts can be taught. Mere verbal approach is insufficient and do not develop images in the minds of the learners easily. Hence the researcher intends to Prepared a power point presentation that may result in better perception than verbal abstractions.

### **Objectives of the study:**

The following are the objectives of the study.

- a. To prepare power point Presentation for teaching Noun as part of speech to rural secondary school students.
- b. To study the effectiveness of power point presentation in learning noun as a part of speech over Traditional method.

### **Hypothesis of the study:**

The following hypotheses are framed for the study:

1. There is no significant difference between the pre test and post test scores of learning noun of experimental group of rural secondary school students.

2. There is no significant difference between the pre test scores of learning noun of experimental and control group of rural secondary school students.
3. There is no significant difference between pre test and post test scores of learning noun of control group of rural secondary school students.
4. There is no significant difference between post test scores of learning noun among control and experiment group of rural secondary school students.

### **Design of the study:**

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

<b>Control group</b>	pre test	Traditional Method	post test
	<b>Experimental</b>	<b>group</b>	pre test
P.P	post test		Use of

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 60 students studying in ninth standard during the academic year 2009-2010 under Karnataka Secondary Education Board syllabus (Kannada Medium) in Shikaripura (Tq), Shivamogga District. The sample included both boys and girls.

### **Tools / Instrumentation:**

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

1. **Power point presentation:** This PPT includes custom animations based on the Noun and kinds of noun contents prescribed for 9<sup>th</sup> Standard English subject.

2. **pre test and post test questionnaire** to measure the achievement in learning noun by the researcher

### **Statistical technique:**

1. The data is analyzed by using the following tests

#### **‘t’ test**

### **Methodology:**

After conducting a Pre test the two groups (control and Experimental) in a school were assigned to two different treatments at random. 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 (Procedure)**

a. The researcher conducted the pre test to both the groups after that the experimental treatment was given. It involved the teaching of 9<sup>th</sup> std selected content of English grammar viz., noun as a parts of speech involving definitions and enough exercises through multimedia presentation. The control group was treated by the traditional method.

b. Immediately after completion of the treatment the experimental and control group was post – tested. The collected data were subjected to statistical analyses and results obtained were interpreted.

### **Analysis**

Two major Hypothesis are analysed and interpreted.

**Table – 01**

**Pre test and Post test mean Scores and t value of Experimental group.**

<b>Experimental</b>	<b>Mean</b>	<b>SD</b>	<b>‘t’ Value</b>
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Group			
Pre test	18.1	4.03	3.34*
Post Test	20.7	3.20	

**\* Significant at 0.05 level**

Table 1 indicates the computed 't' value which were found significant at 0.05 level, it can be observed that the mean post test scores of experimental group were greater than the mean pre test scores and the 't' value 3.34 was significant at 0.05 level. Hence it can be inferred that there is a significant difference between pre test and post test scores of learning noun of experimental group. The mean value of the post test is found to be greater than pre test. This signifies that the teaching of noun through power presentation is effective

**Table – 02**

**Post test scores and 't' value of Control group and Experimental group.**

Group	Mean	SD	't' Value
Control	17.5	3.65	3.75*
Experimental	20.7	3.20	

**\* Significant at 0.05 level**

Table 02 shows the post test scores of control and experimental groups. The obtained t-value of 3.75 was found to be significant at 0.05 level. This indicates that there is a significant difference in the post test scores of control and experimental groups. When the mean scores of both the groups was observed it was found that the mean scores of experimental group is greater than mean scores of control group. This shows that the teaching of noun through the Multimedia presentation was found to be more effective than teaching through traditional method.

**Findings:**

1. There is a significant difference between pre test and post test scores of learning noun of experimental group.
2. There is no significant difference between pretest and post test scores of learning noun of control group.
3. There is no significant difference between pre test mean scores of learning noun of control and experimental group.
4. There is a significant difference between post test scores of learning noun of controlled and experimental group. This indicates that the teaching of noun through Power Point presentation is more effective than teaching it through traditional method.

### **Conclusion:**

The study has proved beyond doubt that Multimedia Presentation teaching of English grammar viz noun as a parts of speech involving definitions and enough exercises is more effective then compared to the Traditional method. Multimedia Presentation is more effective in terms enhancing achievement in English grammar among rural secondary school students. The reasons for this effectiveness may be many one among them is the variety and ease of the presentation and the other may be the novelty and learner friendly environment created in the classroom during presentation. Today a lot of emphasis is aid on the ubiquitous learning. More opportunities should be provided to the learner to learn at his own pace. More such attempts will be made in future.

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