



Innovative Practice in Teaching English at Secondary School: Use of Multimedia Technique in the Acquisition of Second Language Skills

Abstract

The present study enlightens the Impact of multimedia technique in Learning English Language Skills at Secondary School level. Communicative Skills were taught in numerous methods which were not fruitful to achieve expected level of learning. Particularly the Skills of Listening are not prescribed in the Curriculum. Use of multimedia technique encouraged the young children to acquire the listening skills quickly. The main purpose of the research is to simplify the learning about Listening Skills in younger minds through multimedia technique. An Experimental method was used in the present investigation. Total Eighty four students of standard IX and X (9 and 10) were purposively selected for the investigation. From them forty two students were taken as experimental group, another forty two as Control group. Researcher's made-Achievement test was used for the pre-test and post-test.

Introduction:

Language Skills (Listening, Speaking, Reading, Writing along with communication and presentation Skills) , are very essential in the secondary School level but it is being taught in classrooms by using traditional methods of teaching which were not fruitful. In designing and implementing a syllabus for any language teaching particularly in the state of Gujarat, the professional aim is always to adjust teaching inputs to the needs of the learners. The same is with English Language Teaching. Proper strategies and techniques are not used in the classroom transactions or teaching learning. Technique is the actual strategy employed by the teacher to operationalize the method. Learning Language Skills through multimedia technique is introduced for classroom transactions or teaching learning process which is more effective in teaching all the languages and subjects. This technique reduces the stress of the teachers and guarantees the quality of the learners who challenge to understand the hard spots with minimum help of the teachers. By adapting the strategy in the classroom, slow learners and under achievers attain the competency within limited time and with less strain. Scheming different techniques/activities related to the different ability of the learners will ensure achievement and will motivate the learners to learn in their own stage. The teaching should be based on real-life needs provided opportunity for skill-practice. The teaching should motivate the students for self-assessment.

Significance of the Study:

Language skills are listening, speaking, reading and writing along with communication skill and presentation skills. Among this Communication skill is most important language skill. Communication skill is the art of being understood and communicating in the Global world is a challenging task. Skill of listening is one of the important aspects of Communication skill. An active activity that involves receiving, deciphering and perceiving a message which intent to respond. Listening is a technique for improving understanding of what is being said. Skill of listening plays a critical role in developing Speaking and Writing abilities. Our Education system focuses on achievement of the students' competency in all subjects. In any language the

skill of listening is not arranged or may not be taught by the language teacher in the language classes. The same with the English language class, the important skill for developing language ability the skill of listening is missing in the syllabus. Students of standard IX and X had problems in learning English language in Narayan Vidhya Vihar School, Bholav, Bharuch, Gujarat. The difficulties faced by the learners were assessed through pre achievement test and suggestions were given to those who were handling classes to the students. The researcher found that the main reason is that Listening Skill is not taught systematically or properly by the language teacher. As the researcher wanted to improve the fluency in English language of the student, thereby to improve the standard of learners. Hence, the researcher found out an innovative learning method namely **Multimedia Technique** (Use of Audio, Video, Picture through LCD projector and computer) that provided effective teaching-learning process on Listening Skills in the quoted school.

Objectives of the Study:

1. To find out the significant difference between Multimedia Technique and Conventional Method in achievement mean scores in learning English language listening skill at the standard IX and X.
2. To find out the effectiveness of Multimedia Technique in relation to Students' achievement in English language listening skill at the standard IX and X.

Hypotheses of the Study:

In the present investigation the following directional hypothesis was form by the researcher.

1. There is no significant difference between the control group [conventional method] and experimental group (**Multimedia Technique** – Use of Padlet, Prezi Presentation, Power Point Presentation, Audio, Video, Picture through LCD projector and computer).
2. The Multi Media Technique is more effective than conventional method for teaching Listening Skills.

Delimitations of the Study:

The accountability of the researcher is to perceive that the study is conducted with maximum attention in order to be reliable. However, the following delimitations could not be avoided in the present investigation.

1. The present investigation is restricted to 84 students of standard IX and X studying in Narayan Vidhya Vihar School, Bholav, Bharuch, Gujarat.
2. The present investigation is restricted to Listening Skills alone, and was kept only one topic only.
3. Since experimental design had been used, the size of the sample was limited.
4. Only the effectiveness of Multimedia Techniques was verified in the study.

The study is restricted to secondary school students only.

Method of Study:

The researcher selected the experimental study to identify the effectiveness of multimedia techniques in enhancing accomplishment in Listening Skills at standard IX and X. The researcher framed as techniques such as Prezi Presentation, Power Point Presentation, padlet, flip class, mobile, audio CDs, video and pictures. Qualitative approach was promoted in the study.

Sample selected for the Study:

Eight four students of standard IX and X form Narayan Vidhya Vihar School, Bholav, Bharuch, Gujarat were purposively selected for the study. 42 of them were considered as experimental group and the remaining 42 were measured as control group.

Variables:

The independent variables namely multimedia technique and the dependent variable namely achievement score were used in this study.

Tools used for the study:

In the present investigation the researcher had used the following tools (1) researcher made multimedia module and (2) self-made achievement test

Multimedia Techniques (Padlet, Prezi Presentation, Power Point Presentation, Padlet, flip class, audio CDs, video and pictures):

Testing the listening ability of the students was through Prezi Presentation, Power Point Presentation, Audio, Video and Picture by questioning. SQ3R techniques, inductive-deductive methods were adopted for teaching through researcher made multimedia module. After imparting complete treatment to the experimental group, post-tests were administered to both the groups.

Data Analysis:

In the present study the researcher used descriptive analysis and inferential analysis for analysing the data. The "t" test was used to find the significant difference between the mean scores of different groups of variables selected for the study.

Findings of the Study:

There is significant difference between the control group [conventional method] and experimental group [Multimedia Technique] with regard to their achievement mean score in Listening Skills.

The students of experimental group have outscored then the students of control group in their achievement in Listening Skills. The Multimedia Technique is more effective than conventional method in enhancing their achievement in Listening Skill.

Conclusion:

Research in any region or part is only a different beginning to discover its distinctions. Multimedia Technique is impartially a new idea and full potential is yet to be realized in the field of education. Any piece of knowledge on Multimedia Techniques is a contribution to its knowledge base. In this way, the investigation can be considered as a small but substantial contribution to the field of education.

Educational Implications:

The Multimedia Technique...

1. can become an effective strategy in the classroom teaching at high school level.
2. is effective for learning communication skills.
3. if well planned and executed; it becomes resourceful.
4. can be extended to all categories of students at high school level.
5. is effective both for the slow learners as well as for the average learners.

6. helps a student to become self-reliant and confident.
7. enhances the thinking capacity of the students and it help them to develop reasoning skills.
8. enhances mutual understanding and co-operation among students at all levels and all subjects.
9. provides the chance of learning to the students in their own phase.
10. provides the chance to use world resources.
11. provide the opportunity to use e-resources.

References:

1. Skehan, P. (1998). A cognitive approach to language learning. Oxford: Oxford University Press.
2. Mehdi, B., & Gupta, B. (1979). Psychology of Child and the Curriculum. New Delhi; NCERT.
3. Wright A. (1989). Pictures for Language Learning, Cambridge University Press.
4. Lynch, T. (2004). Study Listening, Cambridge University Press.
5. Field, J. (2008). Listening in the Language Classroom, Cambridge University Press.
6. <http://padlet.com>
7. www.prezi.com

Mr. Kalpesh V. Patel
In-Charge, Principal
Amity B.Ed. College
Amity Educational Campus
Dahej Bypass Road
Bharuch

Copyright © 2012 - 2016 KCG. All Rights Reserved. | Powered By: Knowledge Consortium of Gujarat