

EFFICACY OF MULTIMEDIA PACKAGE IN COMMUNICATIVE SKILL IN ENGLISH

By

G. SINGARAVELU

Associate Professor, University Grants Commission-Academic Staff College, & HOD Incharge, Department of Education (School of Distance Education), Bharathiar University, Coimbatore.

ABSTRACT

The study enlightens the effectiveness of Multimedia Package in learning communicative skill in English. Objectives of the study: To prepare a Multimedia Package for developing communicative skill in English. To find out the impact of Multimedia Package in improving communicative skill in English. Quasi Experimental method was adopted in the study. Subject: Eighty Students of standard VII from Subramaina Devasthanam Higher Secondary school, Vadavalli were selected as sample for the study. Forty two students were considered as Controlled group and thirty eight students were considered as Experimental group. Achievement test was used as tool for the study. Finding: Interactive- Multimedia Package is more effective than conventional methods in improving communicative skill in English.

Keywords: Interactive, Multimedia package, Communicative skill.

INTRODUCTION

Communication is a complex interactive process, involving shared assumptions and unspoken agreement between individuals. Understandably, there are frequent errors and misunderstanding in communication. Several types of barriers prevent the learners to transmitting their ideas properly. Effective communication is needed for developing the competency of the learners as well standing on the platform of globalization. It is an inevitable competency for acquiring a job and understanding the different cultures. Present curriculum of the language is framed for ameliorating oral communicative skill and written communicative skill. Language fluency is depended upon the experience of the learners in interaction of the society. Maximum learners fail to get the chance to develop the communicative skills in their homes and limited opportunities are given in schools. Maximum students face the problems to speak in English effectively due to interference of mother tongue. Some students are able to expose their ideas with some mistakes and maximum students struggle to describe anything in written communication without error. Such errors can be eliminated by using multimedia package in learning communicative skill in English. Multimedia is used to produce Computer Based Learning, which allows the user to go through a series of presentation, text about a

particular topic and associated illustrations in various information formats. Bhatt (2002), investigated the effectiveness of multimedia package on atomic structure and chemical bonding and reported that both method CAI and traditional was equally effective. Naevdal (2007) investigated the relationship between home computer use and performance in English at school. The sample consists a 656 10th class students of age grouped 10 to 16 years in upper secondary schools in Bregan, Norway. Researcher reported that both boys and girls who seldom used home computers achieved low scores in English. However, those students who spent two or more hours per day on computer, girls performed very well in English while boys failed. Chen (2012) carried out a research on the learning effects of multimedia assisted instruction using information technology model. And in the study researcher favored multimedia assisted instruction to improve the information literacy. Yet the findings of these researchers are not consistent and definite. Therefore, there was an emergent need to conduct more researches in this direction. In the present investigation the relative effectiveness of computer-based interactive multimedia method and conventional direct method of teaching is compared.

1. Significance of the Study

Communicative skill in English is necessary for ameliorating

any subject matter and comprehending the different disciplines. It should be developed from the beginning level of the learners. Conventional methods of teaching communicative English are not fruitful to the learners at upper primary level. Conventional methods did not allow the learners to practice in their own pace. Hence the investigator prepared an Interactive Multimedia Package in learning communicative skill in English. It creates the interest of the learners like video games.

2. Review Related Literature

The following studies substantiate the importance of the study:

Heimann, Mikael (1995), investigated that the increasing of Reading and Communication Skills in Children with Autism through an Interactive Multimedia Computer Program. Heflin, Virginia and et.al (1968), conducted the study for the following purposes: (1) to evaluate the materials and techniques of a new beginning reading program, Listen Look Learn (LLL) Multi-Media Communication Skills System, in order to make revisions where ever necessary and (2) to compare the LLL system in its formative stage with that of basal reader programs. Questionnaires and continuous feedback cards supplied to the teachers provided a detailed subjective evaluation of the materials and techniques. An objective evaluation was carried out during the second year by administering standardized tests to 570 pupils in 21 experimental classes taught reading by the LLL system and 627 pupils in 25 control classes, which used the basal reader. Metropolitan Readiness Testing in September, 1966, showed no significant difference between the two groups. When the Metropolitan Achievement Tests, Primary I Battery, were administered in the spring of 1967, there was a significant difference favoring the experimental group on all subtests. Children with higher intelligence and greater readiness for reading were challenged by the LLL system and made greater achievement than similar children in the basal program. Karemaker, Arjette; Pitchford, Nicola J.; O'Malley, Claire(2010) examined the effectiveness of a reading intervention using the whole-word multimedia software "Oxford Reading Tree (ORT) for Clicker" was compared to a reading intervention using traditional ORT Big Books. Developing literacy skills and attitudes towards

learning to read were assessed in a group of 17 struggling beginner readers aged 5-6 years. This study examined the extent to which multimedia features of typical literacy learning software added benefits for developing literacy skills compared with typical whole-class teaching methods. Raja Soundara P. (2005), examined the study of the development of Communicative Strategy and its Effectiveness in Learning Communicative Skills in English at the College Level. Objectives of the study: (1) To find out the significant difference between the pre-test and the post-test mean score in Communicative Skills in English; (2) To find out the significance difference between the pre-test and the post-test mean score in conventional method. Method: Total sample size 100, using probability sampling techniques in the present study. The data were collected through achievement test. Findings: It showed the effectiveness of conversation of texts to teach English communication skills to the students at college level, using video programmes. Role play was effective to improve communicative study. The orientation aims at teaching different language function in spoken and written English. Orientation course is necessary for the teachers. It can be made to assess the attitude of teacher at collegiate level. The study cites one hundred and fifty references.

3. Objectives

1. To prepare a Multimedia Package for developing communicative skill in English.
2. To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.
3. To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.
4. To find out the impact of Multimedia Package in improving communicative skill in English.

4. Hypotheses

1. There will be no significant difference in achievement mean score between the pre test of control group and the post test of control group.
2. There will be no significant difference in achievement mean score between the pre test of Experimental

group and the post test of Experimental group.

3. Interactive- Multimedia Package is more effective than conventional methods in improving communicative skill in English.

5. Delimitations

1. The study was administered only for the students of standard VII from Subramania Devasthanam, Higher Secondary school, Vadavalli.
2. Communicative skill was only taken for the study.

6. Methodology

Quasi- experimental method was adopted for the study. (pre-test and post-test to the control group and experimental group). Eighty students were taken for the study. At the beginning, 42 students were considered as control group and another 38 students were considered as Experimental group. Pre test was administered to the both groups, traditional methods of teaching was used to the learners of control group and interactive–multimedia package was used to the learners of Experimental group. The same achievement test was used for the Pre-test and Post-test which was prepared on the basis of blue print. Equal weight age was maintained in the question paper. Hence, the Quasi-experimental method and quantitative approaches were adopted in the study.

6.1 Subject

Subject: Eighty Students of standard VII from Subramaina Devasatanam Higher Secondary school, Vadavalli were selected as sample for the study. Forty two students were considered as Controlled group and thirty eight students were considered as Experimental group.

6.1.1 Subject selected for the pilot study

All the students were selected based on their scoring marks in the quarterly examinations.

6.2 Instrumentation

Researcher's self-made achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the split-half method.

6.2.1 Tools selected for the study

Researcher self made achievement tests was prepared on

the basis of blue print of the scheme of examination.

One tool was used for the pre-test and post- test. The test is consisted of 40 marks.

Oral test =20 marks

Written test =20 marks

6.2.2 Reliability of the tool

Test- retest method was used for the study. The co-efficient correlation was found 0.85 in the tool through test-retest method.

6.2.3 Validity of the tool

Content validity was established for the achievement tests through expert suggestions.

Hence reliability and validity were properly established for the study.

6.3 Statistical Technique

Percentage, mean, SD and t test were adopted in the study for analyzing the tabulated data.

6.4 Phases Adopted in the Study

The following were adopted phases of the study.

1. Finding the learning impediments of the learners in communicative skill of English in existing conventional methods.
2. Preparing the instrument and consulting with eminent professors.
3. Establishing validity and reliability of the tool.
4. Administering pre test to the selected sample.
5. Finding the problems through pre test.
6. Planning and script writing for preparation of Multimedia package.
7. Preparation of an interactive multimedia package for learning communicative skill.
8. Administering post-test by an achievement test.
9. Analysing the results.
10. Finding the impact of Interactive Multimedia Package in learning communicative skill in English.

6.5 Activities

The following treatments were given to the students:

1. Teacher taught the operating system of the Interactive

–Multimedia Package.

2. Students were stimulated to operate the package.
3. Problems of the learners to use the package were explained at the spot.
4. A package was given to the students to learn the content in their own.
5. Self-monitoring of the students was the liberated strategy used in it.
6. Self-evaluation done by the learners themselves.

6.6 Data Analysis

The average mean scores of the pre-test and post-test results were calculated and tabulated as given below.

The Table 1 clarifies the percentage of scores in conventional method and innovative method as follows in Fluency in response, Narrating a story, Skill of questioning, Describe a picture, Letter writing, Reporting, Essay writing and Using appropriate words.

6.7 Hypotheses Testing

6.7.1 Hypothesis:1

There will be no significant difference in mean achievement score between pre-test of control group and Post-test of control group in improving communicative skill in English.

In the Table 2, calculated t value (0.15) is lower than table value (1.96). The null-hypothesis is accepted at 0.05 level. It proves that there is no significant difference in achievement mean score between the pre test of control group and the post-test of control group in improving communicative skill in English. It shows that developing communicative skill in English through the conventional method is ineffective. Hence, it is concluded that there is

Units no	Tested skills	Conventional method percentage score	Interactive Multimedia Package percentage score
1	Fluency in response	6.24	1818
2	Narrating a story	7.14	21.26
3	Skill of questioning	8.08	24.55
4	Describe a picture	6.02	18.09
5	Letter writing	6.52	18.92
6	Reporting	3.20	10.23
7	Essay writing	7.23	21.36
8	Using appropriate words	2.45	8.36

Table 1. Scores difference between pre test and post test

So. No	Group	Number of the Samples size	Mean	SD	t-Value	Significant Level
1	Pre test control group	42	9.43	3.80	0.15	P<0.05
2	Post test control group	42	9.95	3.89		

Table 2. Pre-test of control group and the post- test of Control group in using conventional method

no significant difference in achievement mean score between pre-test of control group and post-test of control group in improving communicative skill in English .

6.7.2 Hypothesis-2

There is no significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.

The calculated value is (8.42) greater than Table 3 value (2.00). Hence null hypothesis is rejected at 0.05 level. It shows that there is a significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group.

6.7.3 Hypothesis-3

Interactive-Multimedia Package is more effective than conventional methods in improving communicative skill in English.

The Table 4 indicates the impact of Interactive Multimedia Package in effective use of communicative skill in English. Seven Students were able to use the communicative skill in English, effectively in conventional method and other thirty five students were unable to use the communicative skill in English, effectively in conventional method. Thirty two

Experimental groups	N	Mean	S.D	t	Result
Pre-test	38	6.81	3.71	8.42	Significant at 0.05 level
Post-test	38	15.62	4.08		

Table 3. Mean score between the pre test of Experimental group and the post test of Experimental group

Strategies	Involved students in the study	Number of students able to effectively use the both skills	Number of students face the problems in using communicative skill
Conventional	42 students	7 students	35 students
Interactive-Multimedia Package	38 students	32 students	6 students

Table 4. Difference between pre-test and post-test

students were able to use the communicative skill in English effectively through Interactive-Multimedia Package and other six students were unable to use the communicative skill in English, effectively in the same method. Hence Interactive-Multimedia Package is more effective than traditional method in improving communicative skill in English.

7. Findings

1. There is no significant difference in achievement mean score between the pre-test of control group and the post-test of control group. It substantiates that conventional method of teaching is not effective. There is no improvement in conventional methods of teaching in learning communicative skill in English. Conventional methods are not fruitful to the learners for enhancing knowledge in English.

2. There is significant difference in achievement mean score between the pre-test of Experimental group and the post-test of Experimental group. Interactive Multimedia Package is more effective than conventional method in improving communicative skill in English. Multimedia package encourages the learners to learn Communicative English. Learners scored less marks in Pre- test of Experimental group and scored high marks in Post-test of Experimental group. It confirms the effectiveness of Interactive-Multimedia Package in learning Communicative skill in English.

3. Interactive-Multimedia Package is more effective than conventional methods in improving communicative skill in English. All types of learners were attracted by the Interactive-Multimedia Package which assured the effectiveness of the package. The study comparatively excelled in the field of English Education.

Kumar and Tiwari (2011), has done a study to the effectiveness of computer assisted instruction program and traditional method of teaching English in standard -9th. In the study effect of gender, and methods on teaching English in class 9th evaluated. Investigator perform this study on 90 students on the basis of the results, investigator not found any significant difference between gender and methods.

8. Educational Implications

1. The study can be extended to other schools.

2. Interactive –Multimedia Package may be prepared for other subjects also
3. Interactive–Multimedia Package can be introduced in teaching grammar.
4. It may be used to encourage and activate the gifted learners.
5. Interactive–Multimedia Package paves way to ameliorate the creativity of the learners.

Conclusion

The researcher conducted the study towards the students of standard six to find out the impact of Interactive –Multimedia Package in improving Communicative skill in English. The students had monotony in the conventional method but the Interactive–Multimedia Package increased the enthusiasm of the learners. Conventional methods displeased the learners to learn effectively and the score of the learners appeared very low. Finding innovative methods like Interactive –Multimedia Package may promote the interest of the learners and it eliminates the problems of the learners and increases the scoring ability of all learners. Hence, Interactive–Multimedia Package is more effective in improving Communicative skill in English. Fatigues of the students were refreshed by the Computer Based learning environment of using Interactive –Multimedia Package in communicative English class room transactions.

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ABOUT THE AUTHOR

Dr.G.singaravelu holds the Degrees M.A(English),.M.Ed.,M.Phil(English),. and Ph.D(Education). He is working as Associate Professor in UGC-Academic Staff College, and Incharge of Head of the Deapartment of Education (SDE)Bharathiar University, Coimbatore, South India. He served as Coordinators for B.Ed programme and CRPF in the same university. He is specialized in Primary Education, Secondary Education, Teacher Education, Higher Education and English Education. He has been serving as a Lecturer in English in Arts and Science College. He was serving as a Resource person for DIET faculties, Block Resource Teachers and Primary Teachers, Secondary Teachers and College Teachers. He published 70 research articles and participated in 40 conferences held in various parts of India. He chaired many seminar sessions in various universities. He is an editorial committee member in Imanger's Journal on School Educational Technology, and Journal of English Language Teaching. NCERT's meritorious National Award crowned him for introducing innovative gadget in the field of Mathematics. He has published Five books entitled English Education, Primary Education, Methods of Teaching English, Micro Teaching in English and Challenges in Indian Education. He is guiding 8 Ph.D scholars in Bharathiar university. He has produced 64 M.Phil in Education. He has produced 2 Ph.D in Educational Technology and 7 in Education. He has completed a Major project entitled e-TLM Package. He participated and presented papers in conferences held in University of Cologne, Germany and visited Dubai as well as Sharja. He participated and presented papers in conferences held in University of Pennsylvania, Philedelphia, USA, University of Malaya, Malaysia and Nanyang University, Singapore.

