A Study On Impact Of Multimedia Package In Teaching English Grammar To Undergraduate Students

ANAMIKA SHUKLA

Professor of English

Department of Higher Education

Govt. of Madhya Pradesh

ABSTRACT

The noteworthiness of English language spread broadly in the present scientific and technological world. All the examination, programming language and refreshed learning are in English language. In the event that we need to seek after advanced education and move toward becoming pioneers of the world must be capable in English language. On the off chance that we are capable in English Language, communication with individuals of different nations would turn out to be simple. In this way, the Government has been empowering for the teaching and learning of English. With the spread and improvement of English around the globe, English turned out to be second language in India and for a few people the main language. It appreciates a high notoriety in the communication. At display the part and status of English in India is higher and its position is as a key of the medium of direction.

INTRODUCTION

Presently a day English Language Teaching is "Direction for English-language learners and distinguished English as a moment language, English as an outside language, English as an extra language or English for speakers of different languages… English as a remote language is utilized for non-local English speakers learning English in a nation where English isn't generally talked. The term has been misconstrued by some to show that English would be of auxiliary significance. Be that as it may, it just alludes to the request in which the language was found out, predictable with the etymological wording of second-language acquisition. The term can be a misnomer for a few understudies who have taken in a few languages previously learning English. The term English Language Learners, and all the more as of late English Learners, home language and societies are viewed as essential".

In the realm of research diverse teaching strategies for English have been executed to test the adequacy of the teaching strategy. Utilization of bona fide materials as movies, radio, teaching module and other technological guides are presented in teaching learning arrangement of educational establishments. Without a doubt these advancements have demonstrated fruitful in supplanting the customary strategies for teaching, for example, grammar interpretation, auxiliary and even open. The methodologies of English Language Teaching have been definitely changed with the momentous section of the innovation. Innovation gives such a large number of alternatives as making teaching intriguing and additionally making teaching more gainful as far as understudies' accomplishment in the examination.

Innovation is a standout amongst the hugest drivers of both social and semantic change. Graddol (2009) states that "innovation, at the core of the globalization procedure and influencing instruction, work and culture…. The utilization of innovation in English-Language teaching has expanded quickly in this age." Now a days the part and status of English is that it is the language of social setting, political, socio-social, business, training, ventures, media, library and communication crosswise over outskirts [1]. It is the key subject in educational modules and language of bestowing training. It is additionally a significant determinant for college passage and handling generously

compensated occupations in the business part. The utilization of multimedia (innovation) keeping in mind the end goal to make English settings encourages English learners to get engaged with previously mentioned divisions. It has been broadly acknowledged for teaching English in present day world. Richey (2006) characterized educational innovation as "the examination and moral routine with regards to encouraging learning and enhancing execution by making, utilizing and overseeing proper technological procedures and assets… .. The Association for Educational Communications and Technology (AECT) meant instructional innovation as the hypothesis and routine with regards to design, development, utilization, management, and evaluation of procedures and assets for learning."

Multi-Media Package: In this examination the agent chose test variable; teaching technique and named as Multi Media Package (MMP). The strategy contains intelligent instructional in which educational innovation is utilized to display content material. The specialist chose (1) Power-Point Presentation, (2) Work Card and (3) Charts as indicated by chosen substance of English Grammar. In this manner teaching through PowerPoint Presentation, Work Card and Charts named as MMP.

English Grammar: The specialist chose following units of English Grammar of First Semester and Third Semester B.A./B.Com

degree-undergrad level understudies: (1) Past Tense for first Semester Students and (2) Active and Passive Voice for third Semester Students. After the substance investigation and recommendation of guide and English educator teaching at under graduate level three media suitable to the substance were chosen [2].

REVIEW OF LITERATURE

Educational Technology suggests the utilization of all media, technique and material for amplifying the learning results. All the educational resources should be used in an incorporated way to ensure advancement of learning. These incorporate every one of the media and strategies for teaching, varying media helps for the viable teaching-learning process *(Mukhopadhyay, 2015)'* [3].

As per *Elsom Cook (2001),* "Multimedia is the mix of an assortment of communication channels into a planned informative affair for which a coordinated cross-channel language of interpretation does not exist. [4]"

And as per Reddi (2003), "Multimedia can be characterized as a coordination of multiple media components (sound, video, illustrations, content, activity, and so forth.) into one synergetic and emblematic entire that outcomes in a greater number of advantages for the end client than any of the media components can give separately. [5]"

Sabharwal (2016) held an investigation of the similar adequacy of modified – auto-learning versus different strategies for teaching English as a moment language in connection to accomplishment. The principle destinations of the examination were : (I) to evaluate the relative efficacy of the four distinct medicines, viz., the bilingual technique, the sound lingual strategy, the grammar-interpretation technique and modified auto learning, (ii) to see if higher or bring down accomplishment in Hindi, helped for accomplishment in English, (iii) to discover which of the exploratory medications for yielded better English accomplishment, comes about with student gatherings of differential Hindi and introductory English accomplishment, and (iv) to see if or not presentation to hone sessions achieved contrasts in English learning by student bunches utilizing customized guideline material [6].

Prabhu (2014) completed an exploration venture, entitled as "Communicational Teaching Project" (CTP). It was propelled with the principle objective (I) to discover viability of Communication based teaching with reference to Grammatical Structure based teaching. It was study with analyze (according to analyst's supposition). The Project completed for a time of one year. It was understood that learners need to go past syntactic ability to get informative fitness and teaching for open skill essentially includes less precise teaching of linguistic structure [7].

Talking about the aftereffects of the undertaking *Beretta and Davis (2003)* said that the troubles of suitable test development and of controlling trial factors the primary speculation expected in the support of Communicative based teaching yet the outcome proceed with a 'test' of the theory yet not 'confirmation'. In any case, with the specific restriction comes about all in all, are discovered positive with the conclusion that Grammar Construction happen through an emphasis on importance alone [8].

Gaikwad (2013) contemplated the Direct Method and the Bilingual Method of teaching English to bring down classes of optional schools in Rural Maharashtra state. The destinations were: (I) to look at the near efficacy of the immediate strategy and the bilingual technique under trial condition for teaching English and (ii) to think about the accomplishment of students in language learning picked up by the immediate technique and the bilingual technique in regard of four essential abilities of language learning in particular tuning in, perusing, composing and talking and on account of structure and vocabulary appreciation [9].

OBJECTIVES OF THE RESEARCH

1. The principle target of this exploration is to get ready multimedia package (MMP) based, teaching module with a specific end goal to show English Grammar to undergraduate understudies.

DEVELOPMENT OF TEACHING MODULE: TRADITIONAL METHOD – LECTURE METHOD

The analyst has chosen Group 1, control amass for conventional technique for teaching. For teaching with the conventional technique the analyst chose to take after teaching strategy in light of Herbart's five-steps. Herbart upheld five ordinary steps based model as a diagram of a teaching strategy. They are:

(1) Preparation — First step is a process of relating the substance to past educated substance keeping in mind the end goal to make enthusiasm for the understudies.

(2) Presentation — Second step is introducing the substance new material in a particular way.

(3) Association — Third step is careful retention of the new thought through correlation with past thoughts and thought of their similitudes and contrasts so as to embed the new thought in understudies' brain.

(4) Generalization — Fourth step is a methodology particularly critical to the guideline to young people and designed to build up the psyche in a summed up shape as far as long haul educational destinations.

(5) Application — it is picked up learning is to be utilized as a part of a specific process or occasion so it turns into a piece of the utilitarian personality with an unmistakable, fundamental interpretation of the subject [10].

DEVELOPMENT OF MULTIMEDIA PACKAGE

The specialist has built up a Multimedia Package (MMP) as an instrument for teaching the subject examination. Teaching with MMP implies teaching with EDU-TECHs (power-point presentation, work-cards and charts), other than conventional or chalk and talk strategy. In this exploration the analyst has chosen three techniques for MMP, teaching through (1) Power-point presentation, (2) Work-card and (3) Chart.

DEVELOPMENT OF POWERPOINT PRESENTATION

PowerPoint Presentation is notable teaching apparatus now days. For the present investigation a presentation was built by the scientist as per chose substance of teaching. The scientist took after the steps given by Ambasana (2002) to build the presentation. They are talked about here under five headings: (1) Identification of subject, point and learning destinations, (2) Construction of Graphic File, (3) Construction of Slide Show, (4) Primary testing of Slide show, (5) Final type of slide show.

DEVELOPMENT OF TEACHING MATERIAL: WORK-CARD

Work-card is known as student focused self learning material. With the assistance of Work-card a student can learn without anyone else's input at his own particular place, so it is called an individual learning technique. For this a unit is separated into little parts and for each piece of the theme a work-card is developed. And to assess the accomplishment of the understudy a test (in a work-card) is additionally given toward the finish of concentrate through work-card. In the event that the appropriate responses of the inquiry given in test are correct, the student goes to next work-card generally the student needs to examine a similar work-card once more. There is a model based investigation when teaching through work-card is completed. While setting up the work-card textbook content is utilized however content presentation needs orderly, intriguing and propelling.

PLANING AND PREPARING TEACHING MATERIAL: CHART

For the present investigation the scientist arranged charts on 'Past Tense" and 'Dynamic and Passive Voice' for the understudies. The analyst has built two charts to educate the two themes. For development of the charts following steps were trailed by the analyst:

1. Preparation for the chart

2. Exhaustive investigation of the content units

3. Preparation of essential design of Chart

4. Investigation of the essential design of Chart and Construction of the auxiliary design of the Chart

5. Pre testing of auxiliary design of Chart and preparation of conclusive design of the Chart

DEVELOPMENT OF ACHIEVEMENT TEST: POST TEST

In this area detail of the development of post-test is given. The analyst has created accomplishment test. The present examination was expected to look at the adequacy of MMP with reference to customary technique for teaching and as far as accomplishment of the understudies. To think about the adequacy of MMP the analyst estimated the accomplishment of learners for the point (1) PAST TENSE and (2) ACTIVE AND PASSIVE VOICE. After the usage of trial factors a test was controlled to control group and exploratory group.

RESULTS

The displayed ponder was to check the adequacy of MMP (with reference to teaching through Power-Point Presentation, Work-Card and Chart) and strategy by two

classroom tests one for choosing content "Past Tense" and one for "Active and Passive Voice" in various college courses. The agent likewise directed the test in urban and semi urban region. In this manner in every one of the six tests were completed. Aftereffect of every one of these examinations uncovered that: The MMP (with reference to teaching through Power-Point Presentation, Work-Card and Chart) demonstrated more viable than Traditional technique.

CONCLUSION

The present examination was a trial concentrate to know the viability of MMP in teaching of English grammar. The techniques chose under MMP titles were (1) teaching through Power-point Presentation, (2) Work-card, and (3) Chart. Trial inquire about was completed utilizing randomly chosen two groups just Post-test design. Two units in particular "Past Tense" and "Active and Passive Voice" of English grammar were chosen for try 0ne and two individually. One exploratory group (test group contains three sub groups) and one conventional group were recognized for the analyses. Conventional group was instructed through customary technique for teaching while test group through MMP (under the three segments through power-point presentation, work-card and charts). For explore one and two replications were done. The test one and two with their replication were set for re-replication changing the

understudies of various districts (Say urban and semi-urban zone) with similar subject units. Toward the end implies subsequent to teaching (applying exploratory variable) a post-test was directed. Understudies' accomplishment score of post-test was investigated for making out the determination. For this accomplishment of control group and trial group after the treatment were analyzed utilizing the t-test.

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