

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

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Abstract: *The present study enlightens the Impact of multimedia technique in Learning Listening Skills at Secondary School level. Communicative Skills can be taught in numerous methods which were not useful to achieve expected level of learning. Particularly the Skills of Listening, reading, speaking and communicating are not prescribed in the present Curriculum. Use of multimedia techniques encouraged the young children to acquire listening skills quickly. The aim of the research is to simplify the learning about Listening Skills in younger minds through multimedia technique. Present research was conducted by using an Experimental methodology. Total 84 students of standard IX and X (9 and 10) were purposely selected for the investigation where forty two students were taken as an experimental group and another forty two as a Control group. Researcher's made-Achievement test was used for the pre-test and post-test.*

Keywords: Innovative Practice, Teaching, Multimedia Technique, Language Skills

I. 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, the professional aim is always to adjust teaching inputs to the needs of the learners. The same is with English Language Teaching. For English language teaching requires proper strategies and techniques which are not used in the classroom transactions or teaching learning. Technique is the real method hired through the instructor to operationalize the method. Learning Language Skills via multimedia strategies is brought for school room transactions or teaching learning processes 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 themselves to understand the hard spots with minimum help of the teachers. Teachers have to adapt the various strategies for the classroom teaching, slow learners and underachievers attain competency within limited time and with less strain. Scheming different techniques/activities related to the different abilities 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 opportunities for skill-practice. The teaching should motivate the students for self-assessment.

1.1 Significance of the Study:

Language skills are listening, speaking, reading and writing along with communication skills and presentation skills. Among this Communication skill is the 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 intends to respond. Listening is not only a technique but also a skill for improving understanding of what is being said. Listening plays a crucial role in Speaking and Writing abilities. Secondary School Education concentrates on achievement of the students' competency in all subjects. In English, Listening Skill is not arranged separately in the syllabus. Students of standard IX and X had problems in learning Listening Skill in Nirmala English School, Kandivali East, Mumbai. The difficulties faced by the learners were assessed through pre achievement tests and suggestions were

given to those who were handling classes to the students. The researcher wanted to improve and enhance 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 on Listening Skills in the quoted school.

1.2 Objectives of the Study:

- To find out the significant difference between Multimedia Technique and Conventional Method in achievement mean scores in learning Listening Skill at standard IX and X.
- To find out the effectiveness of Multimedia Technique in relation to Students' achievement in Listening Skill at standard IX and X.

1.3 Hypotheses of the Study:

There is no significant difference between the control group [conventional method] and experimental group (**Multimedia Technique** – Use of Padlet, Prezi Presentation, PowerPoint Presentation, Audio, Video, Picture through LCD projector and computer).

The Multi Media Technique is more effective than conventional methods for teaching Listening Skills.

1.4 Delimitations of the Study:

However, the following delimitations could not be avoided in the present study.

- The study is confined to 88 students of standard IX and X studying in Nirmala English School, Kandivali East, Mumbai
- The study included Listening Skills alone, and was limited to only one topic in the same.
- The experimental design had been used due to this the size of the sample was limited.
- Only the effectiveness of Multimedia Techniques was tested in the study.
- The study is confined to secondary school students only.

1.5 Method of Study

The researcher selected the experimental study to identify the effectiveness of multimedia techniques in enhancing achievement in Listening Skills at standard IX and X. The researcher framed techniques such as Prezi Presentation, PowerPoint Presentation, audio CDs, video and pictures. Qualitative approach was used in the present study.

1.6 Sample

Eight four students of standard IX and X form Nirmala English School, Kandivali East, Mumbai were purposely selected for the study. 44 of them were considered as an experimental group and the remaining 44 were considered as a control group.

1.7 Variables

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

1.8 Tools used for the study

The researcher made a multimedia module and self-made achievement test as the tool for conducting the study.

1.9 Description of Techniques used in the study:

After administering the pre-test, the conventional method of teaching was adapted for the control group and the researcher provided treatment through multimedia techniques (Researcher made Multimedia Module) to the experimental group, who were provided with following techniques:

Multimedia Techniques (Padlet, Prezi Presentation, PowerPoint Presentation, audio CDs, video and pictures):

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

1.10 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.

II. FINDINGS OF THE STUDY

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

III. CONCLUSION

Research in any area is only a modest beginning to explore its distinctions. Multimedia Technique is equitably 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 research study can be considered as a small but substantial contribution to education. More studies in different dimensions of multimedia Techniques are essential to understand the value of Multimedia Techniques.

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