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EFFECT OF MULTIMEDIA PRESENTATION ON ACHIEVEMENT IN THIRD LANGUAGE LEARNING AMONG UPPER PRIMARY STUDENTS

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ABSTRACT

　　In the present time language is one of the blazing issues in India. Language plays a vital role in our life. Therefore after independence, various education commission of India emphasize to language learning in their recommendation. The present scenario of India is the first and second language teaching is also measured but the third language teaching naturally neglected. The present study was conducted to assess the effect of multimedia presentation on achievement in third language learning among upper primary students. As the present study intended to see the effectiveness of multimedia approach in teaching third language. So the investigator had to conduct an experiment. For the purpose of the present study the investigator selected parallel group procedure. A sample consisting of 100 students of class viii was selected. Out of 100 students, 50 students were boys and 50 were girls selected for the purpose of the study in order to confine the study to a specific age and educational level. Traditional method of teaching was used to teach the controlled group. The selected topics of third language (Sanskrit) were taught in the same sequence. While experimental group was taught with multimedia approach. 't'-test and standard deviation were used to compare groups on mean gain scores. Thus the investigators conclude that the girls taught through multimedia approach showed better results than the girls taught through traditional method.

KEYWORDS: *Multimedia, Third language, Achievement.*

INTRODUCTION

　　The world in which we live is changing rapidly and the field of the education also experiencing changes. Every branch of learning is oriented is such a way to produce individuals who would fit in the present scenario. This scientific and technological temper is giving an investigate nature to all of us. Educational technology has become a corner stone in the educational efforts of government specifically in teaching learning process to improve the performance of the learners. Media and technology have been introduced into educational institutions because it is believed that they have positive effect on teaching and learning process.

　　Technology of education is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning and may be measured in how and why individuals behave. Education technology relies on a broad definition of the word "technology". Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization and techniques. Some modern tools include but are not limited to overhead projectors, laptop, computers and calculators.

　　An appropriate education technology in the hands of competent teachers can ensure better teaching-learning. At present the role of teachers in educating the children has gain paramount importance.

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The classrooms are overcrowded with heavy amount of syllabus. The people are expected to gain knowledge to improve the level of understanding, develop the interest of pupils, enrich the meaningful development of independent study habit and create purposeful development of self-confidence. In learning an alternative process of teaching has to be adopted moreover, in the fast developing world, where knowledge explosion is taking place in every sphere, it is unreasonable to expect the spoken or written world alone to convey the volume of relevant information to the learner.

Teaching-learning process including the outcomes of interaction among teacher, student and educational environment in accompany with technology make the process of learning more effective. For successful teaching, it requires the knowledge of the subject content, method, technique and teaching aids. The selection of teaching methods and techniques depend upon the nature of the test, learning objectives on the one side and entering behaviour on the other. Traditional teaching in third language is one way teaching in which the teachers are more active and the students are merely passive listeners. Traditional teaching can be considered as sub-part of lecture method of teaching in which there is no use of technique except chalk and board.

In the traditional teaching learning relationship, the relation between the teacher and the student is formal. But slowly over the next decade more innovative approaches appear and teachers noticed that children are becoming more motivated and interested with the use of different teaching methods. Discovery learning, slides, computer-aided instruction, multimedia, internet these all are parts of the innovative approach or modern methods of teaching. One of most important method among modern methods of teaching is multimedia.

PLACE OF THIRD LANGUAGE IN EDUCATION:

After independence, various education commission recommended to adopt three language formula, but the learning of language especially third language remained neglected. If we count the regional language and English as first and second language but the present scenario is the third language has less importance in govt. sponsored school of Bengal. We consider the Sanskrit, Arabic etc. as third language but no concrete measures have not been taken. There is no adequate training facilities for the teachers of third language. In the present education system only two years of upper primary level have been specified for the learning of third language. This all resulted end in the behavioural changes in the students so they opt the third language to obtain higher grade only. Therefore, the learning of third language became neglected. It is quite possible to learn the third language more effectively with use of multimedia.

CONCEPT OF MULTIMEDIA PRESENTATION:

Multimedia means computer aided instruction (CAI) that combines text, graphics, video and audio and may include interactivity options. Multimedia is a combination of several Medias to transport information in several forms from one point to another. Technology has enabled us to arrange that those points could be situated with in one room with in a city or country or located anywhere in the world. The transport media could be copper or fibre, radio or optical waves. The form of information could be text audio or video and the terminal could be fixed or mobile, projection screen or TV tube, notebook, computer or PC.

Multimedia presentation may be viewed by person on stage, projected, transmitted of played locally with a media player. A live multimedia presentation may allow interactivity via interaction with the presenter or performer. It helps in advancing student's involvement. Thus this approach is a combination of a variety of instructional material and techniques for providing series and learning experiences related to any subject. With the proper handling of multimedia, it can helpful for the teacher to meet the needs of the learners.

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EMERGENCE OF THE PROBLEM:

Concept of multimedia is not a new one in developed countries. Multimedia have been changing with a change in hardware technology and advancement in software development. Therefore, effectiveness of CAI has been improving gradually through an evolutionary process. To date, however, these tools have had minimal impact on education because they have not been widely used in schools at any level. Reason for this are many, including a lack of funds for equipment and applications and a lack of knowledge by most teachers. If multimedia is to meet its potential as an educational technology, teachers must learn how to effectively use it as a teaching and learning tool.

Now a days on at present for teaching third language the traditional method such as lecture method with inductive and deductive approach are being followed. But these are incomplete as a result of problem in learning third language. Due to which the student loose interest towards learning third language.

Hence there is a need of alternative method based on ICT which can reach mass level is multimedia presentation. By using this tool of technology the components of third language which involves complex ideas and concepts can be taught. So the investigators are expected to diagnose the errors in learning of third language by using multimedia presentation or also popularly known as power point presentation. The purpose of the study is to develop multimedia presentation for teaching third language among the upper primary students. The present study is being an experimental study with valuable like multimedia presentation and learning third language. Research evidence 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. Thus the study assumes its significance and relevance in the present content.

STATEMENT OF THE PROBLEM:

Effect of multimedia presentation of achievement in third language learning among upper primary level.

DELIMITATION OF THE PROBLEM:

1. The present study is delimited to students of class viii at upper primary level only.
2. The study is delimited to govt. sponsored school only.
3. The study is delimited to Bongaon city at North 24 Paraganas district in West Bengal only.

OBJECTIVES OF THE STUDY:

1. To develop multimedia presentation for selected topic of third language.
2. To develop achievement test for selected topic of third language.
3. To compare the mean gain scores of achievement in third language of groups taught through multimedia presentation and traditional method of teaching.
4. To compare the mean gain scores of boys and girls of experimental group.
5. To compare the mean gain scores of achievement of boys in third language taught through multimedia presentation and traditional method of teaching.
6. To compare the mean gain scores of achievement of girls in third language taught through multimedia presentation and traditional method of teaching.

HYPOTHESIS:

1. There will be no significant difference in the mean gain scores of achievement of group taught through multimedia and group taught through traditional method of teaching.
2. There will be no significant difference in the mean gain scores of achievement of boys and girls taught through multimedia presentation.
3. There will be no significant difference in the mean gain scores of achievement of boys in third language taught through multimedia presentation and traditional method.

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4. There will be no significant difference in the mean gain scores of achievement of girls in third language taught through multimedia presentation and traditional method.

METHOD AND PROCEDURE DESIGN:

Hence, this study falls in the domain of experimental research. Experimental research can be conducted under the framework of experimental designs. For the purpose of present study the investigators selected parallel group procedure. In it two or more groups as nearly equivalent as possible, are employed at the same time. Under controlled conditions as carefully as possible only a single factor or variable is manipulated or changed, the experimental factor is varied for one group while the parallel group serves as the controlled one for comparative purposes, undergoing customary or non-experimental conditions. Two groups are equated by employing randomized group technique.

SAMPLE:

A sample consisting 100 students of class viii from KalupurPanchpota High School, Bongaon was selected. Out of 100 students, 50 students were boys and 50 were girls selected for the purpose of the study in order to confirm the study to a specific age and educational level.

STATISTICAL TECHNIQUES:

An appropriate statistical techniques are employed to present a concise picture a whole data. That it can be easily comprehended. Descriptive statistics such as mean, S.D. were used to compare groups on mean gain scores.

ANALYSIS AND INTERPRETATION:

1. Showing 't' value of mean gain scores of experimental and controlled groups in third language:

Groups	N	Mean	S.D.	t-value	Remarks
Experimental	50	9.24	1.31	30.54	Significant at 0.01 level
Controlled	50	1.30	1.27		

Here shows that mean gain scores of experimental and controlled groups are 9.24 and 1.30 respectively. The obtained 't' value (30.54) is significant at 0.01 level. Thus the first hypothesis is rejected.

It shows that there is significant difference in achievement of students in third language of experimental and controlled groups.

2. Showing 't' value of mean gain scores of boys and girls of experimental group in third language:

Groups	N	Mean	S.D.	t-value	Remarks
Boys	25	8.89	1.25	1.65	Insignificant at 0.01 level
Girls	25	9.50	1.32		

Here shows that mean gain scores of experimental group girls and boys are 8.89 and 9.50 respectively. The obtained 't' value (1.65) is insignificant at 0.01 level. Therefore the second hypothesis is not rejected.

It clearly shows that boys and girls do not differ from each other in their mean gain scores when taught through multimedia approach.

3. Showing 't' value of mean gain scores of boys of experimental and controlled groups in third language:

Groups	N	Mean	S.D.	t-value	Remarks
Expr. boys	25	8.89	1.25	17.32	Significant at 0.01 level
Contl. boys	25	1.79	1.60		

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Here shows that mean gain scores of boys of experimental and controlled groups are 8.89 and 1.79 respectively. The obtained 't' value (17.32) is significant at 0.01 level. Thus the third hypothesis is rejected. It shows that there exists significant difference in mean gain scores of boys of experimental and controlled group.

4. Showing 't' value of mean gain scores of girls of experimental and controlled groups in third language:

Groups	N	Mean	S.D.	t-value	Remarks
Expr. girls	25	9.50	1.32	29.90	Significant at
Contl. girls	25	0.83	0.57		0.01 level

Here shows that mean gain scores of girls of experimental and controlled groups are 9.50 and 0.83 respectively. The obtained 't' value (29.90) is significant at 0.01 level. Thus the first hypothesis is rejected.

It shows that there exists significant difference in mean gain scores of girls of experimental and controlled group.

FINDINGS:

Thus we conclude that girls taught through multimedia approach showed better results than the girls taught through traditional methods.

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