

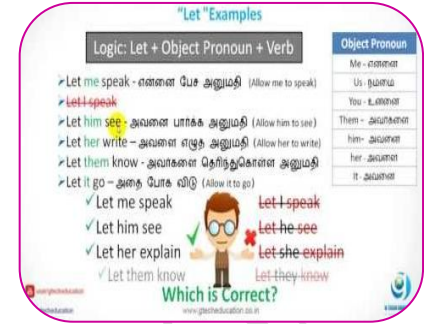


USING MULTIMEDIA ON TAMIL GRAMMAR TEACHING AND ITS EFFECTIVENESS OF LEARNING

D. Jayasree¹ and Prof. Dr. K. Nachimuthu²

¹Ph.D scholar, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem.

²Professor and Head, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem.



ABSTRACT

The effective use of Technology in Education has changed the face of Education and it has created more educational opportunities. This new educational technology is supporting both teaching and learning process. Teaching grammar has always remained a challenges and problems faced by a language teacher in the teaching of grammar. The use of Multimedia in teaching and learning enhances the knowledge and resources of Tamil grammar. Multimedia to be an effective tool for the promotion of learning provides for constructive source of knowledge of language. Generally, understudies create more prominent trust in their capacity to utilize Tamil since they have to interface with the Internet through perusing and composing. Utilizing mixed media gives the understudies to accumulate data through media that empowers their creative abilities, interests. Additionally it utilizing this innovation joined with the feeling of educating has been making an effective instructing strategy.

KEYWORDS: Tamil Grammar, Teaching, Effectiveness of Learning and Multimedia.

INTRODUCTION

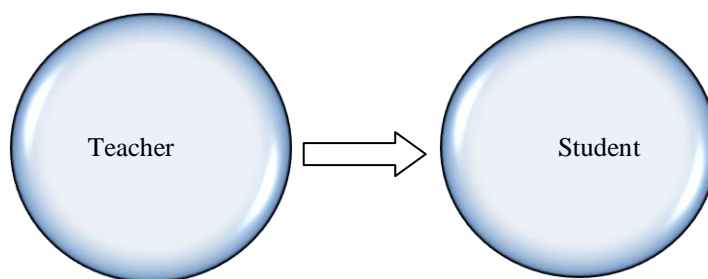
Instruction is a light that demonstrates the humanity the correct heading to flood. The reason for instruction isn't simply making an understudy educated however includes method of reasoning, information capacity and independence. At the point when there is a readiness to change, there is promise for advancement in any field. Imagination can be created and development benefits the two understudies and instructors. Today in the midst of social and technological explosion in various fields of knowledge as well as in the techniques by which, this out bursting knowledge is communicated, the teacher can no longer be the sole and mere information giving instruments in the class room. Further, the growing school population and its concomitantly eager and more diverse variety of classes make it increasingly more difficult for a single teacher to "reach and child" with the information giving methods that we generally follow in the class room. The use of educational software in learning environments is a convenient way to discover and access to information resources in order to prepare learners for future life.

OBJECTIVE OF THE STUDY

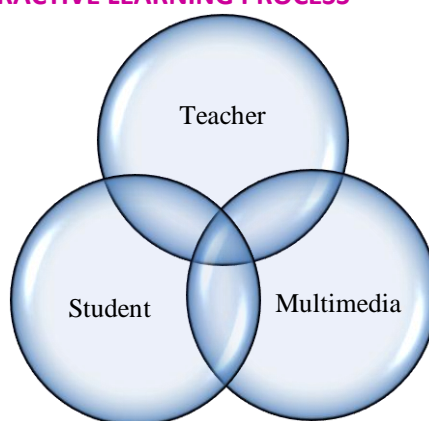
- ✓ To Study the Use of multimedia Materials For Teaching Tamil grammar
- ✓ To Identify the Types of multimedia Materials Which Are Suitable for Teaching Tamil grammar
- ✓ To Examine the Effect of Learning multimedia Teaching Tamil grammar For Secondary Students.
- ✓ To establish A Reusable Framework to Showcase the Usage of Multimedia in Tamil grammar Teaching

CONCEPTUAL FRAMEWORK

TRADITIONAL METHOD – A ONE WAY FLOW



MULTIMEDIA LEARNING – AN INTERACTIVE LEARNING PROCESS



REVIEW OF LITERATURE

Nozari, A. Y., & Siamian, H. (2015). Traditional education classes are no more effective because they are tied to a particular place and time. Podcast complete the defection of other educational resources. In this study we aimed to address whether utilizing podcast multimedia training system has an effect on the motivational achievement and students learning of the Arabic course in high school. In this practical-purposed, descriptive and quasi-experimental study, pre- and post-test method in control and experiment groups was used. Researchers used simple random sampling method to form the groups. The results showed the normal distribution of data according to the value of z (0.09) in the pre- and post-tests in both control and experiment groups. Therefore, the data distribution was normal ($P > 0.925$). Significant differences between experimental and control groups in terms of academic level were not observed in the pre-test. There was no significant difference between the motivational achievement of education in post-test of control and experiment group ($p > 0.89$). The results showed that teaching with podcast multimedia systems significantly increased learning of Arabic in the high school level. But of motivation reinforcement between traditional method and system for multimedia podcasts, showed no significant differences. Each variety of multimedia techniques can be beneficial for a specific course. Therefore, more studies on the effectiveness of podcast method in different courses to determine its effects are necessary.

Satyaprakasha, C. V., & Sudhanshu, Y. (2014). The term ‘Multimedia instructional systems’ refers to the user of appropriate and carefully selected verities of learning experiences which are presented to the learner through selected teaching strategies which reinforce and strengthen one another so that the learner will achieve predetermined and desired behavioural objectives. In the present study attempt has been made to find out the effect of Multi Media Teaching on achievement in biology. Objectives of the study were 1.To find out the effectiveness of Multi Media Teaching on achievement in biology and 2.To find out the

effectiveness of Multi Media Teaching on achievement in biology among boys and girls in experimental group. Hypotheses of the study were 1. Multimedia teaching would promote achievement in biology and 2. The attainment of different objectives of achievement in biology would be same among boys and girls in experimental group. For the present study, two sections of 9th standard consisted of 38 and 39 students of Samhitha High School, Kurabrahalli, Bangalore has been chosen as the sample. Cluster and random sampling procedure was employed in the selection of the sample. Achievement Test in Biology developed by the investigator has been used for the collection of data. The major findings of the study were 1. Multi Media Teaching significantly promoted achievement with respect to knowledge, understanding, application and total achievement in biology in comparison to conventional method. 2. Different objectives like knowledge, understating, application and total achievement in biology were significantly attained by both boys and girls in experimental group.

Singaravelu, G. (2014). The study enlightens the impact of Gadget Based Learning of English Grammar at standard II. Objectives of the study is to find out the learning problems of the students of standard II in Learning English Grammar in Shri Vani Vilas Middle School and to find whether there is any significant difference in achievement mean score between pre test of control group, and post test of control group in Learning English Grammar of the students of standard II in Shri Vani Vilas Middle school at Mannargudi. Equivalent group Experimental method was adopted for the study. The study is confined to 160 students of standard II studying in Shri Vani Vilas Middle school, Mannargudi for 80 students (-40 control group+40 Experimental group), and 80 students (40 control group+40 Experimental group) from Gopala Samudram Middle school at Mannargudi. Researcher's self-made achievement test was used as instrumentation for the study. It establishes that the conventional method of teaching is not effective in learning English Grammar at standard II. The main educational implication is that it can be implemented to all other schools.

Joshi, A. (2012). One of the procedures to enhancing the understudies' meets the scholarly needs and causes them creating English dialect abilities is giving sight and sound amid the way toward educating and learning in the classroom. Mixed media classroom give the understudies opportunities to cooperating with differing writings that give them a strong foundation in the undertakings and substance of standard school courses. The composition plans to discover a few focal points of the utilization of mixed media in the classroom. Additionally, the association of innovation in the classroom can not denied giving positive point to enhancing the nature of instructing and giving more different methods in showing an outside dialect. The exploration utilizes a subjective technique giving a profoundly portrayal utilizing sight and sound in the classroom. The distinction between a conventional classroom and sight and sound classroom has been attracted this composition. The composition demonstrates that there are a few points of interest in showing English utilizing interactive media as a method in showing process in the classroom. Through the media the educator could give greater chance to understudies to express their feelings and appreciate amid the course. The profoundly nearness and inspiration additionally convey positive perspectives to understudies so they can enhance their aptitudes.

Vogel, S.P. and Engelhard Jr, G. (2011) describe a quantitative approach based on Rasch measurement theory for evaluating classroom assessments within the context of foreign language classes. A secondary purpose was to examine the effects of two instructional approaches to teach grammar, a guided inductive and a deductive approach, through the lens of Rasch measurement theory.

Larsen-Freeman, D. (2000) suggested that from a pedagogical perspective, there is a cost for associating grammar with rules. They discuss reasons for underlying rules and give implications for a reason-based approach to teaching grammar. The way people interact with knowledge has changed tremendously for today's society, in that the skills of information-management are required more than those for the retention of knowledge.

Hanson-Smith, E. Ed(2000) examined "Not Just Flashy Gadgets" (June Averill, Eve Chambers, Maria Dantas-Whitney); "Immersed in Writing: Networked Composition and Kendall Demonstration Elementary School" (Joy Kreeft Peyton); "Enthusiasm, Experience and Collaboration: Technology in the DEIL/IEI"

(Douglas G. Mills); and "Teaching Writing with Web Projects: Famous Personages in Japan" (Thomas N. Robb). Part four, "Training Teachers," has two chapters: "Hands-On Teacher Training: Presentation Software" (Elizabeth Hanson-Smith); and "A Teacher Preparation Course for Computer-Assisted Language Learning" (Sarah Rilling). A "Glossary of Key Terms" and a subject index are also included.

MULTIMEDIA CLASSROOM TEACHING

The utilization of mixed media depicted here makes utilization of print writings, film and Internet to create and upgrade etymology and learning. Through their associations with interactive media messages on point of intrigue, understudies turn out to be progressively comfortable with scholarly vocabulary and dialect structures. As they seek after supported investigation of one substance region through center order inquire about, the understudies turn out to be effectively occupied with the way toward importance development inside and crosswise over various media. Working however the complex mixing of implications, inserted inside various writings urges understudies to make associations as they manufacture a more extensive scope of schemata, which are then accessible to enable them to get a handle on future writings. Utilizing print, film and Internet as assets for examining gives understudies chances to accumulate data through upgrades that will animate their creative impulses, draw to their advantage and acquaint them with the crude materials for investigation and elucidation of both dialect and setting. Understudies create strong establishment in a few branches of knowledge and progress toward becoming "content specialists" in one. Along these lines they significantly increment their general information base, and also their English dialect and basic proficiency abilities, encouraging their execution in future school courses. Albeit different investigations bolster the use of mixed media in the classroom, Liu, Jones and Hem Street (1998) point out that the plan of sight and sound is helpful when innovation is to have any impact on learning. One of the fundamental reasons for programming in composing is to encourage the advancement of scholastic composition aptitudes for understudies using the articles matter for composing assignments. The program is introduced as a reenactment amusement to intrigue and inspiration. Understudies utilizing the program wound up in the virtual universe of instruction.

MULTIMEDIA LEARNING PROCESS

I hear and I overlook.

I see and I accept.

I do and I get it.

- Confucius

The utilization of interactive media portrayed here makes utilization of print writings, film and Internet to create and upgrade semantics and information. Through their communications with media messages on subject of intrigue, understudies turn out to be progressively comfortable with scholarly vocabulary and dialect structures. As they seek after continued investigation of one substance zone through center order look into, the understudies turn out to be effectively occupied with the way toward significance development inside and crosswise over various media. Working however the complex intermixing of implications, installed inside various writings urges understudies to make associations as they manufacture a more extensive scope of schemata, which are then accessible to enable them to get a handle on future writings. Media mixes are for the most part alluded to as sight and sound framework. Sight and sound signifies 'Numerous Media'. Mixed media, is the blend of different computerized media types, for example, content, pictures, sound and video, into an incorporated multi-tactile intelligent application or introduction to pass on data to a crowd of people.

CONCLUSION

Through the communication with sight and sound, the understudies turn out to be progressively comfortable with scholastic vocabulary and dialect structure. Associating with the Internet will make the advantage of expanded understudy inspiration. Understudies are anxious to start class and frequently arrive before the actual arranged time at the PC lab, signing on the Internet and starting exploration all alone. They additionally frequently remain after class to keep dealing with the Internet. By and large, understudies create more prominent trust in their capacity to utilize Tamil since they have to interface with the Internet through perusing and composing. Utilizing mixed media gives the understudies to accumulate data through media that supports their creative energies, interests. Additionally it utilizing this innovation joined with the feeling of instructing will make a fruitful educating technique.

REFERENCES

- Ashvini Joshi (2012) Multimedia: A Technique in Teaching Process in the Classrooms. *Current World Environment*, 7(1), 33-36.
- Damodharan, V. S., & Rengarajan, V. (2007). Innovative methods of teaching. In *Learning Technologies and Mathematics Middle East Conference, Sultan Qaboos University, Muscat, Oman* (pp. 1-16).
- Hanson-Smith, E. (2000). Technology-Enhanced Learning Environments. Case Studies in TESOL Practice Series.
- Joshi, A. (2012). Multimedia: A Technique in teaching process in the classrooms. *Current world environment*, 7(1), 33-36.
- Larsen-Freeman, D. (2000). Grammar: Rules and Reasons Working Together. *ESL Magazine*, 3(1), 10-12.
- Liu, Min; Jones, Colleen; Hemstreet, Susan (1998). Interactive Multimedia Design and Production Processes. *Journal of Research on Computing in Education*, (30)3, 254-80.
- Nozari, A. Y., & Siamian, H. (2015). The effect of applying podcast multimedia teaching system on motivational achievement and learning among the boy students. *Acta Informatica Medica*, 23(1), 29.
- Satyaprakasha, C. V., & Sudhanshu, Y. (2014). Effect of multi media teaching on achievement in Biology. *IJREP*, 3, 41-45.
- Singaravelu, G. (2014). Impact of Gadget Based Learning of Grammar in English at Standard II. *Journal on English Language Teaching*, 4(2), 33-39.
- Vogel, S. P., & Engelhard Jr, G. (2011). Using Rasch measurement theory to examine two instructional approaches for teaching and learning of French grammar. *The Journal of Educational Research*, 104(4), 267-282.



D. Jayasree

Ph.D scholar, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem.