

Efficacy of Multimedia Coursewares in Learning English Grammar

Dr. G. Singaravelu

Professor & Head, Department of Education, Bharathiar University, Coimbatore-641 046, India

Abstract: *The current study highlights the effectiveness of Multimedia courseware to enhance English grammar among the learners of upper primary level. Grammar has unique place in development of English language or any other languages. Teachers are facing problems in teaching grammar at upper primary level in rural area. Due to the parents of the learners are uneducated, learners of the rural area have opportunity to get the experience of the language learning only in the class room. As indicated by Wendy (2012), educating and learning methods in syntax should expand to guarantee they emphatically affect educators and understudies. There is no significant differences in achievement mean score between post-test of the control group and post-test of the First- Experimental group, pre-test of the First- Experimental group and post-test of the First Experimental group, pre-test of the Second- Experimental group and post-test of the Second- Experimental group and post-test of First- Experimental group and post-test of Second- Experimental group. An Experimental study method was adopted in the study. One control group and Two Experimental groups design were adopted in the study. The researcher's self-made achievement test was employed as a tool for the study. Findings of the study is Multimedia courseware is more effective than conventional methods in learning grammar in English in rural areas. Educational implications are it may be helpful to eradicate the troubles in learning grammar at other levels.*

Keywords: Multimedia courseware, Educational courseware, multiple course wares

1. Introduction

Development of English language or any other language is depended upon better understanding of grammar. Teachers are facing problems in teaching grammar at High school level in rural area. Due to the parents of the learners are uneducated, learners of the rural area have opportunity to get the experience of the language learning only in the class room. Traditional methods of teaching English are not lucrative to the learners. Conventional methods of teaching is psychologically affected the interest of the learners. Preparing Multimedia course ware ensures the effective individual leaning in limited time for all sorts of learners including rural learners also. Courseware innovations have acquired an expanding measure of consideration in the field of training. Sight and sound is a mix of various media that makes instructive courseware more down to earth and appealing. Educational angles and their hidden learning speculations are relevant contemplations to guarantee that understudies acquire the learning targets that the courseware looks to accomplish. Chief motto of the researcher was the problems of the rural learners of upper primary in learning grammar should be eliminated. Hence the researcher designed an innovative multimedia courseware for eliminating the hard spot of the learners in learning English grammar effectively.

2. Review Related Study

The utilization of intelligent interactive media programming adequately and improve the presentation of understudies in the subject being contemplated. The above assertion is upheld by Awaatif and Norizan (2011), which tracked down that the utilization of interactive media programming can assist understudies with getting sorted out the ideas concentrated in an all the more efficient to them, and it permits understudies to comprehend and recall the subject. The utilization of PCs in learning meeting points has a

positive effect in improving understudy accomplishment all the more viably. The utilization of the product had a positive effect as far as understudy investment contrasted and utilizing a customary study hall meeting. (Nor Ilyani, Ahmad Fauzi and Fazillah, 2012; Fauzi and Fazillah 2012; Shayeshteh and Ahmad Fauzi 2014).

This assertion additionally upheld by Rosmawati (2014), which is completing an investigation of Mara Professional College, Indera Mahkota Pahang viability in encouraging English syntax subjects instructed by the English instructor. The consequences of her examination tracked down that great and viable showing make the way toward learning English it is more significant to understudies. Wahab, Norshahriah, and Zaman, Halimah Badioze (2007) advocate the utilization of media courseware for instructing and learning have end up being fundamental and more viable contrasted with customary strategies. Examination has discovered that sight and sound courseware can help understudies in their learning cycle by pulling in and connecting with the students, longer learning maintenance time, making students more confident and proactive in their learning and self-roused. The current investigation might be valuable to enhance the students through showing Multimedia courseware.

As demonstrated by Zamri and NurAisyah (2011), the methodology embraced in the item can help understudies pro the adjusting openly without depending through and through upon the teacher. This shows that, with the help of the media, understudies can adjust viably, independently, and adaptable. Through powerful learning strategies, instructing successfully attract understudies through the courseware Brett P. An and Nash M. portrays the creation and the getting the hang of thinking of a movement of six sight and sound CD-ROMs that cultivate the listening capacities of understudies of Business English. The issues of cost, time, and quality that were knowledgeable about the making of various courseware's are portrayed. The

programming answer for these issues is progressed. This explains the creation of mechanical assemblies that enabled the subject expert to have all out and direct authority over the language learning material. A line of studies has shown that melding educational hypotheses like behaviorism, scholarly, and constructivism in courseware could help raise incredible learning (Leon and Fisher, 2006; ZurinaMuda, 2006; NurYuhanis and Nur Azan, 2007 and Norhayati et al.2001). Wahab, Norshahriah, and Zaman, HalimahBadioze (2007) advocate the utilization of sight and sound courseware for instructing and learning have end up being fundamental and more compelling contrasted with traditional strategies. As expressed in Watts (1997), great courseware needs to zero in just on the understudies' necessities and must be planned in an unmistakable and efficient manner to accomplish its learning objective. Thus the above investigations validated that sight and sound courseware is more compelling in educating and learning English. Singaravelu.G.(2007) suggested a Multimedia bundle for powerful instructing and learning measure.

3. Objectives of the Study

- 1) To find out whether there is any significant differences in achievement mean score between and post-test of the First- Experimental group and post-test of the control group
- 2) To find out whether there is any significant differences in achievement mean score between pre-test of post-test of the First Experimental group and First- Experimental group
- 3) To find out whether there is any significant differences in achievement mean score between the pre-tests of the post-test of the Second- Experimental group and the Second- Experimental group.
- 4) To find out whether there is any significant differences in achievement mean score between the post-test of the control group and the post-test of the Second - Experimental group.

4. Methodology

Experimental method was adopted in the study. One control group and Two Experimental groups design was adopted in the study. Post test was administered for the control group. Pre test-Treatment and Post-test were administered to the two Experimental groups. In the beginning, conventional methods of instruction to thirty students were given and their performance were tested by administering Post-test only and its score was tabulated Secondly, 60 students from another school were divided into two Experimental groups who were involved in the pre-test in the existing conventional method and after the treatment of using a Multimedia course ware for both groups, the Post-test was administered for both experimental groups in achieving grammatical competency in English. The same tool was used for the Pre test and the Post test. Hence in this study qualitative and quantitative approaches were adopted for the study.

Sample

Sixty (60) students studying in standard six at Bommanam Palayam School and thirty students from Panchayat union middle school, Vadavalli were measured as samples for the study. Thirty learners were considered as the Control group and another sixty students were taken as Two Experimental groups in the study.

Tool

The researcher's self-made achievement test was employed as a tool for the study.

Description of instrumentation

Twenty five objective types of questions were prepared by the researcher. Each question carries one mark.

Fill up	-	5marks
Choose the best answer	-	5marks
True or False	-	5marks
Match the following	-	5marks
One word substitute	-	5marks

Reliability of the tool

The test-retest method was used for this study and coefficient correlation was found 0.85 in the tool.

Validity of the tool

Content validity was recognized for the test through expert suggestions. Hence reliability and validity were properly established for the study.

Statistical Technique

Mean, Percentage, Standard Deviation, and t-test were adopted for this study to analyzing the data.

Procedure of the study

- 1) Estimating the obstacles of the understudies in English Grammar.
- 2) Preparation of courseware.
- 3) Implementing the courseware.
- 4) Pre- test to Control group and two-Experimental groups and two- Experimental groups and Post- test to Control group.

Data Collection

The specialist managed a pretest to the understudies with the assistance of the instructors. A demonstrative test was utilized to distinguish the issues of the students in learning English punctuation. The reasons for low accomplishment by unsatisfactory strategies were discovered. Interactive media courseware was rehearsed in the homeroom for the two Experimental gatherings. The posttest was controlled towards the two Experimental gatherings and the adequacy of the Multimedia courseware was discovered.

Hypothesis testing

Null Hypothesis-1

No significant differences in achievement mean score between the post test of Control group and post test of First- Experimental group.

Table 1

Stages	N	Mean	S.D.	df	t-value	Result
Posttest control group	30	10.62	3.13	58	6.32	significant
Post test First Experimental group	30	15.42	3.21			

The calculated t value is (6.32) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. So, there is significant difference between the post test of control group and post test of First Experimental group in achievement mean scores of the learners in learning English grammar.

Null Hypothesis-2

No significant differences in achievement mean score between the pre test of First- Experimental group and post test of First Experimental group

Table 2

Stages	N	Mean	S.D.	df	t-value	Level of significance
Pretest First Experimental group	30	10.70	3.24	58	7.65	P>0.05
Post test First Experimental group	30	15.42	3.21			

The calculated t value is (7.65) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. So, there is significant difference between the pre test of First-Experimental group and post test of First Experimental group in achievement mean scores of the learners in learning English grammar.

Null Hypothesis-3

No significant differences in achievement mean score between the pre test of Second- Experimental group and post test of Second- Experimental group.

Table 3

Stages	N	Mean	S.D.	df	t-value	Level of significance
Pretest Second Experimental group	30	10.60	3.14	58	7.54	P>0.05
Post test Second Experimental group	30	16.64	3.22			

The determined tvalue is (7.54) more noteworthy than the table worth (2.00). Consequently invalid speculation is dismissed at 0.05 levels. Subsequently there is a huge contrast between the pre-test of the Second-Experimental gathering and the post-test of the Second Experimental gathering in accomplishment mean scores of the students in learning English language structure.

Null Hypothesis-4

No significant differences in achievement mean score between the post test of Control group and post test of Second- Experimental group.

Table 4

Stages	N	Mean	S.D.	df	t- value	Result
Posttest control group	30	10.70	3.13	58	7.34	significant
Post test Second Experimental group	30	16.64	3.22			

The calculated t value is (7.34) greater than the table value (2.00). Hence null hypothesis is rejected at 0.05 levels. So, there is a significant difference between the post-test of the control group and the post-test of the Second experimental group in achievement mean scores of the learners in learning English grammar.

5. Findings

- 1) Traditional method is ineffective but Multimedia course ware assists the rural-learners to score more marks in learning English. Post test mean score of control group is (10.62) less than post test of First Experimental group 15.42 and post test of Second Experimental group 16.64.
- 2) Significant differences in achievement mean score between the post-test of Control group and post-test of First- Experimental group.
- 3) Significant differences in achievement mean score between the pre test of First- Experimental group and post test of First Experimental group
- 4) Significant differences in achievement mean score between the pre test of Second- Experimental group and post test of Second- Experimental group.
- 5) Significant differences in achievement mean score between the post test of Control group and post test of Second- Experimental group.

Educational Implications

- 1) Multi media course ware can be extended to primary level.
- 2) It can be carry to implement to other subjects.
- 3) It might be carried out in higher education
- 4) It may be implemented in higher secondary school education also.
- 5) It can be implemented in all the Universities.
- 6) It may be more supportive to promote teacher Education.
- 7) It may adjust the learners' interest.
- 8) It may ensure the quality language education.

6. Conclusion

The investigation features the issues looked by provincial students in gaining grammatical competency in English by utilizing conventional methodologies. Multimedia courseware is more successful in procuring linguistic capability in English. Consequently it will be steadier to advance the capability of the students in punctuation. Like the viable techniques for utilizing Multimedia, courseware draws in youthful students in learning English language structure.

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