

## **Effectiveness of Multimedia for the Development of Speaking Skill in English**

**Riddhi S. Desai**

Assistant Professor, Shri Mahavir Vidhyamandir Trust B.Ed. College, Surat, Gujarat, India

---

### **Abstract**

It is being repeatedly told that this is the modern era of learning where science and technology is fast growing and resulting in new knowledge, skills and attitudes; and it gives a major challenge before educational planners, administrators, researchers, teachers and managers of education on international standards. In this context, a global trend obviously is the increasing use of modern Information and Communication Technology in Education in general and Language Learning in particular. Now-a-days 'CALL' is in the air in language-teaching. CALL, i.e., Computer Assisted Language Learning refers to the use of computers specifically for the purposes of learning. Many CALL programmes are presently used in language classrooms for teaching grammar, speaking and other skills. By reviewing related past literature and studies and considering the importance of computer multimedia, the investigator decided to investigate into the effectiveness of multimedia programme for developing Speaking Skill in English. For the purpose, the investigator carried out this investigation by taking predecided objectives and hypotheses related to the problem. Two schools from Surat District (one from urban and one from rural area) were selected by incidental sampling method. A sample of 240 students was selected and distributed in four groups by random assignment method in each school. 'Solomon Four Group' research design was used. The investigator used three types of research instruments, viz. instruments for conducting the experiment, instruments for measuring the effectiveness of the experiment and standardized tests for covariates. The collected data were analyzed statistically by using appropriate statistical techniques, viz. correlated t-test, analysis of co-variance, analysis of variance. At the end of the investigation, the investigator found that the experimental groups did a better performance over control groups on Speaking Skill Criterion Test, multimedia programme can be used for teaching and developing Speaking Skill in English irrespective of Gender, Level of IQ of students.

**KEYWORDS:** Speaking Skill, Multimedia, Development.

---

### **Introduction**

It is being repeatedly told that this is the modern era of learning where science and technology is fast growing and resulting in new knowledge, skills and attitudes; and it gives a major challenge before educational planners, administrators, researchers, teachers and managers of education on international standards. In this context, a global trend obviously is the increasing use of modern Information and Communication Technology in Education in general and Language Learning in particular. Now-a-days 'CALL' is in the air in language-teaching. CALL, i.e., Computer Assisted Language Learning refers to the use of computers specifically for the purposes of learning. Many CALL programmes are presently used in language classrooms for teaching grammar, speaking and other skills.

Multimedia generally indicated a rich sensory interface between humans and computers or computer- like devices- an interface that in most cases gives the user

control over the pace and sequence of the information. With growing and very fast changing information technology, Multimedia has become a crucial part of computer world. before getting the idea about multimedia, one must have clear idea of "**Media**". Media is a plural of Medium. Any sign, symbol, speech, element or an object by which any message can be conveyed from one place to another is known as medium.

There are four basic language skills, i.e. Speaking Skill, Speaking Skill, Reading Skill, and Writing Skill. These skills are fundamental in language learning, especially in a foreign language like English. Among these four language skills, Speaking Skill is the most important skill for oral communication. The Skill of Speaking is active in nature as speaker is active while speaking. It is also called a Productive Skill. By reviewing related past literature and studies, and considering the importance of multimedia, the investigator carried out her investigation on "**Effectiveness of Multimedia for the Development of Speaking Skill in English**".

### **Objectives of the Study**

1. To find the significant difference between the mean scores of achievement in Speaking Skill Criterion Test at pretest and posttest stages of the students of Experimental Group-I.
2. To find the significant difference between the adjusted mean achievement scores of Experimental Group-I and Control Group-I on Speaking Skill Criterion Test by taking IQ score, Pretest Achievement Scores and Learning Style as Covariates.
3. To find the significant difference between the adjusted mean achievement scores of Experimental Group-II and Control Group-II on Speaking Skill Criterion test by taking IQ scores and Learning Style as Covariates.
4. To find the significant difference between the adjusted mean achievement scores of Experimental Group-I, Experimental Group-II, Control Group-I and Control Group-II on Speaking Skill by taking IQ scores and Learning Style scores as covariates.
5. To find the main effects of Treatment, Pretest, Gender, Area and Level of IQ on the adjusted mean achievement scores of students on Speaking Skill Criterion Test by taking IQ scores and Learning Style as Covariates.
6. To compare between the mean achievements scores of students of all four groups of Standard-VIII for Speaking Skill on the basis of Observation Schedules.

### **Hypotheses**

1. There is no significant difference between the mean scores of achievement in Speaking Skill Criterion Test at pretest and posttest stages of the students of Experimental Group-I.
2. There is no significant difference between the adjusted mean achievement scores of Experimental Group-I and Control Group-I on Speaking Skill Criterion Test by taking IQ score, Pretest Achievement Scores and Learning Style as Covariates.
3. There is no significant difference between the adjusted mean achievement scores of Experimental Group-II and Control Group-II on Speaking Skill Criterion test by taking IQ scores and Learning Style as Covariates.
4. There is no significant difference between the adjusted mean achievement scores of Experimental Group-I, Experimental Group-II, Control Group-I and Control Group-II on Speaking Skill by taking IQ scores and Learning Style scores as covariates.

5. There is no significant main effects of Treatment, Pretest, Gender, Area and Level of IQ on the adjusted mean achievement scores of students on Speaking Skill Criterion Test by taking IQ scores and Learning Style as Covariates.
6. There is no significant difference between the mean achievements scores of students of all four groups of Standard-VIII for Speaking Skill on the basis of Observation Schedules.

### Population and Sample Selection Procedure

In the present investigation, the investigator wanted to know the effectiveness of Multimediated Programme for developing Speaking Skill in English in the students of Standard-VIII studying in Gujarati medium schools of Surat District. Therefore all the students of Standard-VIII of Gujarati medium schools of Surat District were the population for the present investigation.

For the present investigation, selection of schools from Surat District was done by incidental sampling method, out of which one was from urban and one was from rural area. From each school 120 students were selected randomly and were distributed in four groups of thirty each by random assignment method, to fulfill the requirement of Solomon Four Group Design. Thus the total sample of 240 students for the final experiment. Total sample for final experiment is presented in table 1.1 as presented below:

**Table 1.1**  
**Details of Sample for Field Experiment**

No.	Place of Experiment	Standard	E <sub>1</sub> *		E <sub>2</sub> *		C <sub>1</sub> *		C <sub>2</sub> *		Total
			G*	B*	G*	B*	G*	B*	G*	B*	
1.	School from Surat City Precidency School, Rander	VIII	14	16	13	17	16	14	14	16	120
2.	School from Rural Area Sanjivani Vidhyalaya, Hazira	VIII	13	17	14	16	16	14	16	14	120
Total			27	33	27	33	32	28	30	30	240

E<sub>1</sub> - Experimental Group-I

C<sub>1</sub> - Control Group-I

G - Girls

E<sub>2</sub> - Experimental Group-II

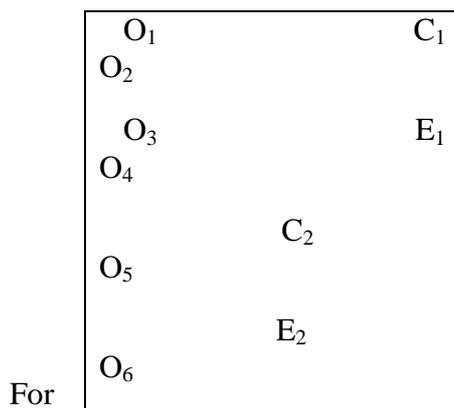
C<sub>2</sub> - Control Group-II

B - Boys

### Research Design

Solomon Four Group Experimental Design was applied for the present investigation. In the Solomon Four Group Design, there is a possibility of comparing groups with pretest and without pretest and at the same time, it is a kind of a design having highest level of internal and external validity. [Best, J. W. (1986)].

## Solomon Four Group Design



C<sub>1</sub> and C<sub>2</sub> – Control Groups

E<sub>1</sub> and E<sub>2</sub> – Experimental Groups

O<sub>1</sub> and O<sub>3</sub> – Pretest

O<sub>2</sub>, O<sub>4</sub>, O<sub>5</sub>, O<sub>6</sub> – Posttest

### Research Instruments

the data collection, the investigator used three types of research instruments which are mentioned below:

- (i) Instruments for conducting the experiment,
- (ii) Instruments for measuring the effectiveness of the experiment,
- (iii) Standardized Tests.

### Instruments for conducting the experiment

The Investigator had selected some stories, comprehensions and poems from the old textbook of English of Standard-VIII of Gujarati medium schools of Gujarat board and prepared Multimediated Animation Programme on them for conducting the experiment. The investigator decided to develop Speaking Skill of English through multimediated stories, comprehensions and poems.

### Instruments for measuring the effectiveness of the experiment

- (i) Speaking Skill Criterion Test
- (ii) Observation Schedules for Speaking Skill

### Standardized tools for measuring Covariates

- (i) K.G Desai Verbal- Non –Verbal Intelligence test for IQ measurement
- (ii) Adhyayan Shailly Sanshodhanika for measuring Learning Style

### Scheme of Analysis

For testing the hypotheses, the collected data were analyzed statistically using the selected statistical techniques, viz. correlated t-value, analysis of co-variance, analysis of variance.

### Finding

The findings are categorized as follows:

### Findings related to Treatment

Findings of the results are presented as follows.

**(A) Finding related to Objectives for Achievement on Speaking Skill (Based on correlated t-values)**

1. Multimedia Programme is effective for the development of Speaking Skill.
2. Traditional Method of teaching is also effective for the development of Speaking Skill.

**(B) Findings related to Objectives for comparing Groups on Speaking Skill**

**B.1: Findings related to Objectives for comparing With Pretest Groups on Language Skills (Covariates- Pretest Scores, IQ Scores and Learning Style Scores):**

1. Multimedia Programme is more effective as compared to the Traditional Method of teaching for the development of Speaking Skill in Urban area and for Overall results, while comparing the groups with pretest.
2. Multimedia Programme and Traditional Method of teaching is equally effective for the development of Speaking Skill in Rural area, while comparing the groups with pretest.

**B.2: Objectives for comparing Groups Without Pretest on Speaking Skill (Covariates-IQ Scores and Learning Style Scores):**

1. Multimedia Programme is more effective as compared to the Traditional Method of teaching for the development of Speaking Skill in Urban area and for Overall results, while comparing the groups without pretest.
2. Multimedia Programme and Traditional Method of teaching is equally effective for the development of Speaking Skill in Rural area, while comparing the groups without pretest.

**(C) Findings for comparing all the four Groups on Speaking Skill (Covariates- IQ Scores and Learning Style Scores)**

1. Multimedia Programme is more effective as compared to the Traditional Method of teaching for the development of Speaking Skill in Urban area and Overall results, while comparing all the four groups.
2. Multimedia Programme and Traditional Method of teaching is equally effective for the development of Speaking Skill in Rural area, while comparing all the four groups.

**(D) Findings related to the Main Effects of the selected Variables (Covariates: IQ scores and learning style scores )**

1. Gender has no effect on the development of Speaking Skill in English through Multimedia Programme, i.e. the Multimedia is equally effective for both girls and boys.
2. Pretest has no significant effect on the learning through Multimedia Programme.
3. Area has significant effect on the development of Speaking Skill in English through Multimedia Programme. It shows that Multimedia Programme is more effective in Urban area as compared to Rural area for the development of Speaking Skill in English.
4. Level of IQ has no significant effect on the development of Speaking Skill in English through Multimedia Programme, i.e. it is equally effective for the students of Higher, Medium and Lower level of IQ.

**(E) Findings related to the Interaction Effects of the selected Variables**  
(Covariates: IQ scores and learning style scores )

**E.1: For Speaking Skill**

1. There is significant interaction effect between Treatment and Area for the development of Speaking Skill in English. And Multimedia Programme is highly effective for Urban area as compare to Rural area.
2. There is significant interaction effect between Treatment and Gender for the development of Speaking Skill in English. In Traditional Method, boys are scoring higher than girls, while for the effect of Multimedia Programme, girls are showing better performance than boys.
3. There is no interaction effect of Treatment and Level of IQ on adjusted mean scores for the students for the development of Speaking Skill. And all the students with different IQ category are scoring higher in learning through Multimedia Programme than those of students from Traditional Method of teaching.
4. There is no interaction effect of Treatment and Pretest on adjusted mean scores for the students for the development of Speaking Skill. Multimedia Programme is equally effective for both the groups, viz. With Pretest and Without Pretest.

**(F) Findings on the basis of Observation Schedules**

1. Multimedia Programme is highly effective for the development of Speaking Skill in English as compared to Traditional Method of teaching.
2. Multimedia Programme is equally effective for both groups, i.e. Experimental Group-I and Experimental Group-II.

**Conclusion**

Speaking Skill is the most important skill for communication process. English language holds an important place, as it is one of the most important international languages. It shows that we cannot neglect the study of English language. That's why the development of the Speaking Skill in English is quite necessary for the up-coming new generation. Multimedia programme opens the doors for different points of view, different ways of behaviour, beliefs, linguistic expressions and style of communication. Multimedia can stimulate more than one sense at a time. Development of Speaking Skill through multimedia is the torch bearer in the area of language development.

**References**

1. Best, J. W. (1986). *Research in Education*. (5<sup>th</sup> Ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Bolinger, D. (1968). *Aspect of Language*. New York: HJarcourt, Brace and World Inc. p. 3.
3. Dave, B. M. (2000). *English Language Teaching*. Ahemdabad: Anada Prakashan.

4. d[ sie, a[ c. J. an[ d[ sie, k[. J. {1997}. *s>Si[Fn pŪ(tai[ an[ p(v(Fai[. {CĪ) aivZ(t}*. amdivid: y&(nv(s<T) g\>Y (nmi<N bi[D<.
5. Rawal, H. and Nakum, G. (1997). *A Textbook of English Language Teaching*. Ahmedabad: B.S. Shah Prakashan. p. 34.
6. pT[l, a[m. an[ a°yi[. {1990}. *p\iyi[(gk s>Si[Fn an[ S]x(Nk ai>kDiSiA#i*. amdivid: b). a[s. Sih p\kiSn.
7. Shah, R. A. (1999). *Fundamentals of Teaching English*. Meerut: Surya Publication. p.76.
8. Steinmetz, R. & Nahrstedt, K. (2010). *Multimedia Systems*. Retrieved from <http://books.google.co.in.html>.