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Efficacy of Multimedia Integration for Writing Skills in English

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Abstract

The objective of the present study is to tryout the Effectiveness of Multimedia Package developed to enhance Writing Skills in English through a pilot study. The study has adopted an Experimental research design. 10 Pre-University students were randomly selected. Using the app designed with the integration of Multimedia has been used to teach writing skills in English. Major objectives of the study are, to study the efficacy of Multimedia Integration to enhance Writing Skills in English, to find out the differences between the mean of pre-test and post-test writing skills scores of Pre-University students in English, to find out the differences between the Pre-university boys and girls scores in writing skills in English, to find out the differences between the gain of boys and girls in writing skills in English.

Key words: Efficacy, Writing skills, Multimedia Integration

Introduction

Education is the treasure of values, skills, knowledge, wonders, powers, intelligences, ideologies, innovations, developments, pleasures, recreations... the list goes so on and so forth. In order to emphasize the essence of education, Kofi Annan, a well-known statesman says “**Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family**”. Hence there is no doubt in education enabling an individual to be successful. The present scenario poses the global challenge before education that the role of education is not just providing accessibility to it but also ensuring progress. (Pearson, world’s learning company, 2019). To flourish in the current era an individual is looking for skills oriented Educational Experiences. Whether it might be communication skills, employability skills or life skills. Among these communication skills play pivotal role in every phase of life of everybody for which there must be wide scope in education. Moreover, the ability of good communication is one among the important life skills to be acquired. The knowledge of Language skills (Listening, Speaking, Reading and Writing) is the essential key factor for successful communication. Communication is possible through verbal interactions (verbally), written form, visually (graphical, pictorial) and non-verbally (gestures, body language). These means of communications are vital soft skills one must have been acquainted with. Perpetually, the need for written communication is greater as it facilitates the documentation, retention of records, clarification in the information and significantly the written communication also aids the references of the documentations or records. But regrettably, according to a survey report by Pearson, world’s learning company-2019, one in five adults lack the written communication skills they need to progress in life, and 57 million children do not know what it's like to step inside a classroom. Despite of the fact that many millions more are in education, but not learning effectively. As written communication is one of the most important skills, it is the responsibility of English teachers to address the needs of the students because the students of the present generation think communication as the easy practice even without the consideration of correct spelling, grammar and other aspects of language. (Merlinda et.al, 2017)

The skill of Writing:

Writing is the best way of expressing one’s experiences, ideologies, thoughts and it is a very good means of communication. Writing is a skill and art which is acquired through varied practices and training. An individual learns the art of writing better in the formal setup of schools or colleges. Hence language teachers play a pivotal role in inculcating and developing good practice of writing among students. The assessment procedures especially in the form of examination in the educational institutions is the best approach for developing seriousness regarding good writing. As writing for the exams provides the introspective opportunity for students to focus on essence of skill of writing, career perspective also triggers up significance of writing in the minds of young writers. Moreover, it is both teenagers and their parents believe that “**good writing is a bedrock for future success**”. (National survey by the Pew Internet & American Life Project & the National Commission on writing-2009). Any course in the academic arena ultimately aims at job opportunities accessible for the aspirants through the course they pursue. Consequently the emphasis is laid on the job oriented skills and writing skills are prominent among other skills including communication skill. “In today’s workplace writing is a ‘threshold skill’ for hiring and promoting the professionals, survey report also indicates that writing is a ticket to professional opportunity, while poorly written job applications are a figurative kiss of death”. (Dima Youssef & Rama Damad, 2016). Writing is best practised under the supervision of the language experts or language teachers. Teacher’s manifestation and communication within the classroom is definitely noticed, imitated, followed & appreciated by young learners/writers so as to realise the importance of written communication and its worthwhile usage. The knowledge of writing process including the mechanics of writing (spelling, punctuation, grammar etc...) is imparted by the teachers through well planned & systematic procedure. Accordingly, students can improve their skill of writing which enables them to use the written language for various purposes in life. Error free

writing in fact creates a very good impression about the writer. As writing complements to speech it acts as a information and knowledge transferor.

Multimedia for Writing Skills:

The techno savvy generation of the 21st century are in a comfortable zone of learning, aided with educational technology and Multimedia. The teaching-learning environment has also been under a lot of progressive modifications due to the implementation and utilization of innovative educational technological assistance. Accordingly, the learning experiences of the learners of the present generation are wide with the integration of multimedia. The collaboration of videos/clips, images, audios, graphics, still pictures, slides is nothing but the integration of multimedia which is proving to be an extremely promising method for teaching and learning. When it comes to the writing skills multimedia is again utilised as superior source of teaching as well as learning. For the expected learning out comes with respect to the process approach in writing the integration of multimedia is suggested to be utilised at every stage of the learning. (Vijaya Kumar & Shahin Sultana,2016). Ample of writing tools and writing resources such as Google Docs,LecTutor, Analyse my writing, infoplease etc...are quite engaging, encouraging and learning for the 21st generation youngsters as technology has become a driving force of almost every facet of their life.

Objectives of the Study

1. To study the efficacy of Multimedia Integration to enhance Writing Skills in English.
2. To find out the differences between the mean of pre-test and post-test writing skills scores of Pre-University students in English.
3. To find out the differences between the Pre-university boys and girls scores in writing skills in English.
4. To find out the differences between the gain of boys and girls in writing skills in English.

Hypotheses

1. There is no significant difference between the mean of pre-test and post-test writing skills of Pre-University students in English.
2. There is no significant difference between the Pre-university boys and girls scores in writing skills in English.
3. There is no significant difference between the gain of boys and girls in writing skills in English.

Methodology

In the present study descriptive survey method has been employed to study the **Efficacy of Multimedia Integration for Writing Skills in English.**

Sample

The sample for the study was 10 Pre-University students selected randomly from private aided and unaided pre university colleges.

Tool used

Achievement test regarding English language Writing Skills was constructed and validated by the researcher. An app designed with the integration of multimedia was used.

Methodology in Brief

To study the efficacy of Multimedia Integration for writing skills in English, the pre-test, Treatment, Post-test single group design was adopted in the study.

Multimedia Integration for writing skills in English exposed to the Experimental Group

The experimental group consisting of 10 students of I year PUC were taught some aspects on writing skills in English such as I. Spelling Skills ii. Vocabulary Enhancement & iii. Grammar Comprehension & Aspects of Language using the App designed with Multimedia Integration (YouTube videos, Power Point Presentations, Online resources for writing, images etc...).

Statistical technique used

Differential Analysis-'t'-test

Analysis and interpretation of data

Hypothesis-1

There is no significant difference between the mean scores of pre-test and post-test with regard to writing skills of Pre-University students in English.

Table-1

Mean, SD and 't' Value of Writing Skills in English of Pre-university students in Pre-test & Post-test.

Tests	N	Mean	SD	't' value	Remarks
Pre-test	10	37	7.02	5.02	S
Post-test	10	65.3	10.46		

The obtained value of t-test in the Table -1 is 5.02. The number of degree of freedom associated with this table is 9. The value of t test required for significance at the 0.05 level is 2.26. Here the obtained value of t test is more than the table value which is 5.02. So there is significant difference between the mean scores of pre-test and post-test with regard to writing skills of Pre-University students in English. Hence H_0 (Null hypothesis) is rejected.

Hypothesis-2

2. There is no significant difference between the Post test scores of Pre-university boys and girls in writing skills in English.

Table-2

Mean, SD and 't' Value of post- test scores in Writing Skills in English of boys and girls of Pre-university.

Variables	N	Mean	SD	't' value	Remarks
Boys	05	38.6	9.19	5.44	S
Girls	05	35.4	7.63		

The obtained value of t-test in the Table -2 is 5.44. The number of degree of freedom associated with this table is 4. The value of t test required for significance at the 0.05 level is 2.78. Here the obtained value of t test is more than the table value which is 5.44. So there is significant difference between the Post test scores of Pre-university boys and girls in writing skills in English. Hence H_0 (Null hypothesis) is rejected.

Hypothesis-3

There is no significant difference between the gain of boys and girls in writing skills in English.

Table-3

Mean, SD and 't' Value of the Gain in Writing Skills in English of boys and girls of Pre-university.

Variables	N	Mean	SD	't' value	Remarks
Boys	05	29	14.5	0.19	NS
Girls	05	27.6	6.50		

The obtained value of t-test in the Table -3 is 0.19. The number of degree of freedom associated with this table is 4. The value of t test required for significance at the 0.05 level is 2.78. Here the obtained value of t test is less than the table value. So there is no significant difference between the gain of boys and girls in writing skills in English. Hence H_0 (Null hypothesis) is accepted.

Findings of the study:

1. There is significant difference between the mean scores of pre-test and post-test in writing skills of Pre-University students in English. Scores in post-test are considerably better than pre-test.
2. There is significant difference between the Post test scores of Pre-university boys and girls in writing skills in English. Boys have scored better than girls in the post-test.
3. There is no significant difference between the gain of boys and girls in writing skills in English. Gain scores of boys and girls have no much difference.

Conclusion:

The present study on **Efficacy of Multimedia Integration for Writing Skills in English** has been carried out through a pilot study. Integration of multimedia such as video, slides, audio clips etc would be helpful for both teachers and students to have rich teaching and learning experiences. Similar opinion is expressed in the study by **Victoria Pavlou (2019)**, that media integration helps to promote critical thinking and creativity.

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