Development and Try-out of a Multimedia Programme for Remedying Selected Grammatical Errors in English at Upper Primary Level

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Content

Table of Content

List of Tables

List of Graphs

1.0 Introduction

This modern era the importance of English language. It is called Lingua Franca. Everyone today needs to have the basic knowledge of the English language to enable himself express his views and ideas and understand the others' views and ideas successfully and effectively. Every skill can be acquired through a lot of practice. Listening and speaking are the fundamental skills. Therefore, it is very necessary that listening skill should be improved properly. During teaching-learning program.

English is so inexorable today that one cannot afford 'not to know' it in the digital era of the 21st century as 'not knowing English' result is incalculable disadvantages. English in India enjoys the place of one of the official languages and hence teaching-learning of English has become necessary in the present era more than even before. The increasing of English medium school and spoken English classes all over the country proves that people in India are now far more aware in terms of English as a tool to win the battle of advancement and development. In

"When English becomes universal, no one gains advantage by having it. Rather, anyone without it suffers. We are fast moving into a world in which not to have English is to be marginalized and excluded" (Graddol 2010).

Government have also realized the importance of English as a global language and hence the government of Gujarat has taken up initiatives like Digital English Language Lab Project (DELL) project and the society for creating opportunities through proficiency in English (SCOPE) project. The number of students going abroad for higher studies has also increased considerably these days.

Crystal (2003) writes, "a language achieves a genuinely global status when it develops a special role that is recognized in every country" (p. 3)

English is an international and the national level language. Because of the British rule, English spread widely in the world. It was the language of rules in many countries like the U.S.A, India, Sri Lanka, Australia, etc. Several colonies become Independent but the legacy of the colonies and English remained a language of business, education and administration. English plays different roles in different countries. It is a first

language in countries like a U.K, the U.S.A., Australia, etc. It is a second language in countries like India, Sri Lanka, Bangladesh and Pakistan. And it is a foreign language in countries like Japan, Russia, china etc.

According to Crystal (2003) there are two additional ways a language can achieve such status in other countries: 1) by becoming an official language of a country and 2) by being given priority in a country's foreign-language teaching. When English made an official language, it is a generally described as a 'second language' as it is seen as a complement to the L1 or the first language. In India, for example, English enjoys the status of associate official language with Hindi, Hindi being the official language of formal communication. English enjoys a similar official status in over seventy countries

In the present era technology plays a vital role in language learning throughout the world at the different levels. Technology can be provided with education, in all their modern forms. Digital technologies are ideally placed to help teachers working with learners and learners working Independently, to do the necessary language. We must engage with other people using that language and try to make meaning together.

Technology offers a new way of learning and provides a new ways for all involved in education to be openly accountable to parents, communication and students (National research council 1995). The National Academy of science suggests that new emerging technologies have the potential to enhance learning and the development of new knowledge in many exciting ways by providing access to a vast array of information and connection to other people –for information, feedback, and inspiration (National research council, 1999).

Technology can be supportive of language learning. It has been always tried to encourage learners to learn with the use of Language Learning. Getting learners to do work about topics that are taught in other parts of curriculum is a great way to improve their skills. Technology makes things possible wherever an individual is in the world. Teachers and learners can work online to read or to listen material related to different fields of interest and they can write or speak about what they have discovered, and that material can be shared in the classrooms worldwide. It provides Language Skills enhancement to learners.

1.1 Technology Based Language Teaching

English is so inevitable today that one cannot afford 'not to know' it in the digital era of the 21st century as 'not knowing English' results into innumerable disadvantages. English in India enjoys the place of one of the official languages and hence teaching-learning of English has become necessary in the present era more than ever before. The mushrooming of English medium schools and Spoken English classes all over the country proves that people in India are now far more aware in terms of English as a tool to win the battle of advancement and development.

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Different agencies adopt different approaches, methodologies and materials for teaching English. Each approach or method has its own limitations. India, being a multi-cultural country, requires a set of materials specially designed for multilingual students that suits their cultural and social background. Further, mistakes, lapses and errors are inevitable parts of teaching-learning process. Errors are not the evils to be eradicated. They are not unwelcomed guests. In fact, errors have a crucial role to play in learning and mastering a language. But at the same time, errors just can't be allowed to exist among linguistically developing learners forever as learners at all levels have the right to get rid of them unconsciously, sub-consciously and consciously as well. A variety of approaches prevail today to help one get rid of errors.

As classroom practitioners, one of the very common problems the teachers of English face today is the large number of errors made by their students. Teachers have been

observed applying different strategies to remedy the errors of their learners. All these strategies perhaps do not cater to the real linguistic needs of 'learner customers'. Further, different people of different age groups learn English for different purposes. The materials available in the market are not specially designed for different age groups. Materials designed for adults are not adult in nature. And above all, specially designed remedial materials are hard to find in the market. In short, knowing, understanding, analyzing and remedying the errors is in great demand at all levels in the present era.

1.2 Importance of English

Because of the colonial British rule, English spread all over the world. It was the language of rulers in many countries like the U.S.A., India, Sri Lanka, Myanmar, Australia, etc. Several colonies became independent but the legacy of the colonies continued and English remained a language of business, education and administration. English plays different roles in different countries. It is the first language in countries like the U.K., the U.S.A., Australia, etc. It is a second language in countries like India, Pakistan, Sri Lanka, and Bangladesh. And it is a foreign language in countries like China, Russia, Japan, etc.

According to Thirumalai (2002), English is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. English is the associate official language of India which has over 1200 million people. According to Crystal (2003), 85% of the world's international organizations use English as their official language in transnational communication. About 85% of the world's important film productions and markets use English as well, and 90% of the published academic articles in several academic fields, such as linguistics, are written in English. In many cases, the increased growth in the use of the English language can be attributed to educational, economic, or cultural globalization.

Vyavahare (2007) notes that English is widely used 'perhaps because it is a very rich language in expression.' There are words in English to describe almost every subject under the sun. One reason is that the English language has been accommodative. It has borrowed millions of words from other languages and thereby has enriched itself.

The scientific and technological advances of the western countries have also contributed a lot to the development of English as a language of knowledge.

During the last decade or so, English has truly emerged as a global language. The IT revolution has promoted English very rapidly. To use the computer one needs English, to use a mobile phone one needs English, to operate the internet one needs English. The importance of English has grown so much that even conservative countries like China and Japan have began to train their people in English. The rise of global market, multinational companies and the use of English as a language of communication has firmly established English as a global language.

At the national level, India was a British colony until 1947. Charles Grant in 1792 recommended that European culture should be spread in Asian countries through English. This was taken up by William Bentinck. Thomas Macaulay (as cited by Vyavahare, 2007 p.3) in his minutes spelt the goals of teaching of English. He wanted to produce westernized Indians, so called brown sahibs. Moreover, he wanted to destroy the edifice of Indian culture and knowledge systems. So anything Indian was called uncivilized and illogical. Indian sciences and languages were looked down upon and the only way to become wise and cultured was to study western sciences and culture. He says in his minutes, "A single shelf of a good European library was worth the whole native literature of India and Arabia".

According to Vyavahare (2007), The British expected that the English education would produce brown baboos. They would hate Indian things, such as, festivals, religions, food habits etc. They would be always divided. They would be loyal to British Raj. But this never happened. English became a tool of enlightenment for them. They realized that they were slaves and they must seek freedom. They felt that they should forget their differences and give a united fight for a common cause. They became bold and confident. They learnt to raise their voice against the tyranny of British Raj. Many national leaders like Jawaharlal Nehru, Mahatma Gandhi, Swami Vivekanand, Dr. Radhakrishan, Subhashchandra Bose, Ravindranath Tagore used English effectively to inspire nationalism in their fellow countrymen. Thus the British thought that English would strengthen their rule and culture in India. Ironically English was used by Indians to throw the British Raj out of power.

After Independence India actually had the freedom to choose its language policy. Unfortunately the influence of colonial thinking persisted for a long time. It was reflected in the choice of textbooks and selection of methods imported from abroad.

The government of India recognized eighteen Indian languages. Still there was a need for a link language – a language that could be used for administrative purposes all over India. Jawaharlal Nehru wanted English to play the role of a lingua franca- an official associate language. English became medium of instruction in Indian Universities. There was also a great desire to learn English. That was reflected in mushrooming English medium schools.

The policy regarding English instruction was very clear during the British rule. However, in the post-colonial era there was no clarity on many issues. For example, there was no agreement regarding the medium of instruction. According to Vyavahre (2007), some people wanted English while some wanted an Indian language as a medium of instruction. Similarly English was introduced in different classes in different states, ranging from Class III to Class VI.

There were several committees, commissions and study reports. Their recommendations remained on paper. The University Education Commission was set up in 1950. The commission articulated the goal of education in high sounding terms but was not clear as to which Indian language was to replace English. The Secondary Education Commission (1952) (the Mudaliar Commission) dwelt upon pedagogic and evaluation aspects. The Kothari Commission once again supported three language formula.

The British Council was a major contributor in developing ELT in India. It introduced the structural syllabus in Madras in 1952. The council helped establish first ELTI in Alahabad in 1954. Similarly it was responsible for setting up Central Institute of English in Hyderabad in 1958. Later on many other ELTIs were set up in different states.

According to Vyavahre (2007) NEP – The National Policy of Education was formulated in 1968 with a view to implementing the recommendations of Kothari Commission. NEP wanted Hindi to develop as a link language. At the same time it recognized importance of English as a global language. There were other reports like

Study Group Report and National Policy on Education and Programme of Action. All these reports, more or less repeated the findings of earlier reports.

At the national level there had been a major shift in the methods of teaching English. The structural approach was being replaced by the communicative language teaching. The British Council and the NCERT in collaboration brought about the changes in textbooks. Now the focus is on teaching functional English. In some states the CBSE syllabuses are followed. Another significant change is increasing realization of effective language learning at the early stages. Now many states are introducing English at the primary level some even from Class I.

Due to the political pressures and also because English was a concurrent subject, some states took the liberty of keeping it optional. But now the country has woken up to the urgency of learners' ability to communicate in English and have made English as a compulsory subject at least up to Class X.

1.3 English Language Teaching in Gujarat

Gujarat, the land of Mahatma Gandhi and Sardar Patel, is one of the leading states in India having an affluent entrepreneur inheritance. It is very difficult to think of a country in any part of the world where Gujaratis have not reached. Gujarat is one of those selected states of India that has significantly continued to contribute to the overall growth of the economy and the nation. It is one of the first states that implemented the new pattern of education and the three-language formula. Gujarat has witnessed so many new organizations, institutions and NGOs emerging in the field of education and human resource development in the past decade.

Honorable Chief Minister, Narendra Modi along with the Commissioner, Higher Education and other stalwarts in the field of Education reviewed the situation and felt the need to introduce programmes like Society for Creation of Opportunities through Proficiency in English (SCOPE), Digital English Language Laboratory (DELL), rechristened as Digital Education and Learning Laboratory (DELL) and Knowledge Management Programme for Faculty (KMPF) during 2008 and 2009. Gohil (2012) notes that these programmes have been setup to build English language proficiency and thereby providing better employment opportunities to the youth of Gujarat. They

are also to impart education and training of national standard and keep striving towards excellence to reach the ultimate goal of meeting international standard in English studies.

SCOPE was the first such initiative taken up by the department of higher education, government of Gujarat. As per the information available on the official website of SCOPE, the English language programme is developed on the lines of Common European Framework for Reference (CEFR). Total five programmes, that is, level I to level V are offered by the SCOPE that map to the levels A1 to C1 of the CEFR. The SCOPE centers are available in almost all the districts of Gujarat state and the number is likely to increase as the SCOPE has a target to train 5 lac youth in Business English by 2013. The number of the SCOPE centers has crossed the figure of one thousand so far. At present, levels I, II and III are available at all the centers and levels IV and V shall be made available to some selected centers which demonstrate the competency to deliver the programme successfully. Gohil (2012) notes that each level covers listening, reading, speaking and grammar. Within each learning area, there are a range of online tools designed to provide students with the pedagogical support needed to effectively and independently work in that learning area; for example, the audio version of written texts, the translation option, the dictionary, and the visual aids.

Digital English Language Laboratory (DELL), now known as Digital Education and Learning Lab is another such initiative of the government of Gujarat. The Commissioner of Higher Education Gujarat decided to establish DELLs in colleges of Gujarat in the year 2007. This was in line with the goals setup by NKC to support English language learning as a 'determinant of access.' The implementation of the project was initially carried out by Dr. Babasaheb Ambedkar Open University (BAOU) and is now entrusted to SCOPE.

The focus of this initiative of the government of Gujarat is on developing communicative skills. The young generation in Gujarat by and large is not in a position to speak English fluently. It is hoped that the language laboratories will improve this while providing exposure to neutral accent with provisions for British and American accents to aid in employability internationally. Thus, the project aims at

making students proficient in English thereby opening up the spectrum of job opportunities for them.

The Commissioner of Higher Education has given unique flexibility to run various, innovative programmes in the language laboratories. Though BAOU offered three courses in English language learning, there is a room for designing and offering need based courses. In order to execute the DELL project, a core team was setup. This team consisted of senior faculty members drawn from various universities in the state, and various government colleges of Gujarat. The core team planned the entire implementation of the project. Tenders were invited from the hardware and software providers. The contract for software was given to Infrastructure Leasing & Financial Services Limited (IL&FS) Technologies Limited while HCL, Acer and Zenith were given the responsibility to setup the hardware, which also included the networking. A total of 216 laboratories were setup by these vendors. In the year 2011, Educomp Solutions Limited was given the contract to setup laboratories in all the remaining grant-in-aid colleges of Gujarat.

While the language laboratories were being setup, simultaneously, across the state, the core committee organised the training for DELL coordinators. H M Patel Institute of English Training and Research was given the responsibility to conduct these training programmes in consultation with IL& FS. These training programmes were basically meant to train the DELL coordinators to make effective use of the laboratories.

Since most of the teachers were practically using the Digital Laboratories for the first time, in order to lend a hand to the DELL coordinators, a Google group was setup wherein attempts were made to address various issues related to DELL project. This group also gave a platform to the core committee to provide updates about the project to the coordinators. In order to ensure the success of the project, a series of meetings and video conferences were also organised, during which the DELL project was reviewed and various issues related to its implementation were discussed.

In October 2010, the SCOPE was entrusted with the responsibility of implementing the DELL project which had earlier been done by BAOU. In order to analyse the status of DELLs, the SCOPE office immediately conducted a survey. This survey was intended to find out the status, problems faced, and the amount of work being

done using the infrastructure. Shah (2012) notes that the present status of DELL in terms of infrastructure is that 216 DELL centres have already been setup in two phases. 185 more DELL centres will be setup by the year 2013 and the total number of DELL centres in Gujarat will be 401.

The programmes are first of its kind in India and have received much criticism since inception. However, these initiatives can be considered as milestones in the history of English Language Teaching in Gujarat.

1.4 The Use of Technology in ELT

During the past few decades, technology has become inevitable in almost all the major areas. Education is not an exception. Technology is being used extensively for language teaching purposes especially for English Language Teaching (ELT). "Technological advancements and approaches and methods in ELT have developed side by side. Innovations in language teaching approaches, methods and techniques are supported by use of technology. Technology has supported cognitive, socio-cultural as well as constructivist theory of language learning fulfilling many basic conditions of effective language acquisition" (Gohil, 2012, page 27).

Technology helps both teachers and learners. It helps teachers get rid of their human limitations. Technology enabled multimedia materials provide 'quality and comprehensible input required for quality language output'. Moreover, it provides the learners with extensive exposure to the authentic language use along with great enjoyment. Gohil (2012) notes that the development of language laboratories can be termed as first planned and formal use of technology in the field of language teaching and learning. According to Peterson (1974), it has a history of around 150 years starting in 1877 with the invention of the phonograph by Thomas Edison.

At present, a variety of multimedia products are available in market. These multimedia materials are mainly used for language teaching, and quite less for language testing. There are hardly any need based multimedia materials available for remedial teaching. English language enjoys a high status in India. Its importance as a second language has grown manifold in the past decades. In fact the role and status of

English in India is higher than ever before. It being used as the preferred medium of instruction is an evidence of the prestige associated with the use of this language.

With the gradual increase in the number of English learners, a range of methods and approaches to teaching has been implemented across various institutes of the country to test the effectiveness of the teaching-learning process. Technology has started playing a prominent role in language teaching and is largely seen to have transformed the traditional teaching methods. English language labs, a result largely seen to have been influenced by technology, are gradually becoming a norm to impart teaching communication. The satisfaction that it provides both through visual and auditory senses has been instrumental in its gaining popularity in language teaching. It's an accepted fact that technology plays a positive role in enhancing teaching effect in English communication class. The use of technology in the form of language labs for English language teaching and learning has displayed an upward growth in the use of English and is changing the way we communicate. Various and important aspects of language learning are easily and effectively catered to with the help of technology in use. Accurate pronunciation for example, which is generally seen as a great challenge for non-native speakers becomes very easy to learn and use through digital language labs. The stimulations provided for accurate and relevant language context assists both the teachers and the learners to have fun-filled, yet effective teaching-learning opportunities.

1.5 Rationale of the Study

Multimedia are materials using audio and videos through various mediums to present information. To use Multimedia in teaching one has to bridge the gap between the different types of learners by adding Multimedia to their teaching techniques. Implement 'show and tell' sessions to promote student involvement. Provide Multimedia to demonstrate language learning concepts to students because this will help students learn to think of complicated material in a practical way. Watch videos and movies that reinforce lesson plans. Invite guest speakers to help students learn language.

Education in every country needs to be a high-priority situation, including new changes and ideals to its process. The disposition to acquire and add technology to it,

it is necessary to encourage teachers and students to have better contact with this technology, to reinforce, practice and increase knowledge in different areas. The main account in modern education is on the awaking of curiosity, the stimulation of creativity, the development of proper interest, attitude, values and building of essential skills such as independent study and capacity to think and judge for oneself. In modern education, students are encouraged to explore, to ask questions, to study themselves and to be creative. In this modern education teaching-learning process 85% of teaching is related to the audio visual aids (Aggarwal, 1973). It is now established that audio visual aids works as potent initiators. Modern trends have changed the face of education world. Many progressive methods have come in the wake of these trends. At present, the human being is experiencing various changes in the levels of learning, whether widespread, scientifically or technically, especially when it comes to learning new languages. Changes in learning of them are not only a media but also the need to achieve new goals in different fields of human development.

The world is getting smaller and smaller with the introduction of better and faster means of communication. People except quick, clear and complete information presented in interesting and attractive manners. Gone are the days when people were contacted with only listening to the information. Now they expect visuals in support of whatever they listen to (Muneer, R., Joubish, M. F. and Khurram, M. A., 2010). Whether it is political propaganda, business information or educational communication, multimedia means are being extensively used for achievement of objectives. multimedia aids-Optical, electronic and other devices-and related supplies-that are designed to enhance learning through the combine senses of learning and sight, e.g. sound, motion pictures, printed materials and television. Frequently two or more of these components are combined into electronic distribution systems, some of which incorporate remote or dial access capabilities. Multimedia are those teaching-learning aids, which assist the teaching process, by which teaching and learning both process become attractive, interesting and sophisticated. It solves the teaching problems which occur during teaching situation. Multimedia are basically a journey for arrival to destination which is the educational aims and objectives.

In present study the researcher has taken two schools of Anand Block for present study. The researcher is teaching in Anand Block. So it facilitated the researcher to carry out research on the students of one of the schools. The researcher has taken students of two schools as sample for the present study. From that the researcher choose students of one school as controlled group and other as experimental group. Investigator has chosen the schools which are having the facilities of T.V screen or projector and speakers because these are required to implement multimedia on students.

The researcher had observed that a large number of students have low proficiency in English. It is a base time where the learners needed to make proper use of English language. The researcher felt that if they were good at English in this stage of learning, they would use English more effectively and confidently in time to come. Moreover, they would be flaunt speakers, projecting themselves as good models to be emulated by others.

The researcher had observed a number of grammatical errors while assessing contextualized pieces of work at upper primary level and categorized these errors in terms of different areas. He had selected the errors which occurred quite frequently. As these errors got repeated frequently, the researcher thought of preparing and trying out a need based multimedia remedial programme at upper primary level to improve their English.

Another reason that motivated the researcher to undertake this project was the present condition of the English in Gujarat. Through his personal visits to various schools as part of Block Teaching and Off Campus Programmes, he has observed that learners at Upper Primary level were not able to comprehend and learn English language effectively. The idea of implementing imported materials without any changes actually doesn't work in most cases simply because Indian learners learn in different cultural and linguistic contexts. Moreover, India is a multilingual country where learners normally use two to three languages.

At present, various types of multimedia materials for language practice are available in the market but most of them are not based on contemporary approaches to ELT. The researcher was motivated to undertake this research because he wished to develop

and try out a need based quality multimedia programme based on Indian cultural contexts and methods suitable to the Indian socio-cultural diversity which may bring about desirable changes in the imported approaches.

1.6 Statement of Research Problem

Development and Try-out of a Multimedia Programme for Remedying Selected Grammatical Errors in English at Upper Primary Level

1.7 Operational Definition of the Terms

Operational Definition of the terms are used to have conceptual clarity of the research problem. In this, the researcher introduced terms used in the research problem and explained them in the context of the present research.

1.7.1 Multimedia Programme

It implies developing a complete need-based package using various types of media like Print media, Electronic media and so on to remedy the errors found in the written expressions of Upper Primary learners. Multimedia means combination of different media, all being used to present, describe or explain something in the best possible way. "Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program" (Philips, 1997). The multimedia-based programs include some multimedia instructional materials such as, graphics, videos and audios (Kurt, 2011, p. 185).

The term 'Multimedia Programme' in the present study consists of total 15 units (each unit of 2 hours) wherein different types of materials like printed materials i.e. worksheets, Computer Assisted Language Learning (CALL) materials i.e. audio-video clips; power point presentations and language games; all in an offline mode.

1.7.2 Try-out

It means to experiment and find out whether something works or not. The success or failure of any method or materials is decided only after it is tried out on groups of learners. The researcher tried out a multimedia programme as a remedial course to provide evidence of its efficacy.

1.7.3 Errors

An inaccuracy in the spontaneous use of language attributable to a malfunctioning of the neuromuscular commands from the brain is an error. Errors are those that occur when the learner has formed inaccurate hypothesis about the language. Any deviation in an L2 speaker's language from the grammatical structure used by native speaker is called an error. The learner changes his/her system as he/she is exposed to the target language.

1.7.4 Selected Areas of Writing

The term 'Remedying Selected Grammatical Errors' in the present study covers only those systematic grammatical errors which occur repeatedly in the contextualized language learning of the Upper Primary, not all the errors observed or errors at advanced levels.

1.7.5 Upper Primary Level

It means the students who have been registered as students of Anand Block learning in standard 6 to 8. These learners have basic teaching-learning experience of English Language.

1.7 Objectives

- To analyze and classify the errors observed among the Upper Primary students.
- To prepare a multimedia programme in English for Upper Primary students to remedy their errors in selected areas of writing.
- To assess the effectiveness of the multimedia programme in terms of achievement of students.
- To assess the effectiveness of the multimedia programme with reference to certain variables.
- To know the opinions of students about the use of multimedia for their teaching-learning of the English Grammar.
- To offer suggestions based on the findings of the study.

1.9 Variables

Variables are measurable characteristics that vary. It may change from group to group, person to person, or even within one person over time.

1.9.1 Independent variable

The independent variable in the present study was the delivery of the multimedia programme in English to remedy the errors of Upper Primary students in their selected areas of English Grammar.

1.9.2 Dependent variable

The dependent variables in the present study were the difference between overall scores on the pre-test and the post-test; and the difference between the scores on the pre-test and the post-test with respect to tenses, articles, prepositions, modal verbs and free paragraph writing.

1.10 Research Questions

- What are the selected grammatical errors be remedied using multimedia materials?
- How the use of technology make teaching-learning process effective and enjoyable on the learners' part?
- What will learners learn through multimedia programme for remedying selected grammatical errors in English?
- How will be the delivery of the multimedia programme help the participants increase their confidence in their ability to use correct and error free English?

1.11 Hypotheses

The purpose of the study was to establish the effect of the multimedia programme for Upper Primary students to remedy their errors in selected areas of grammatical errors. The following hypotheses guided the study:

- There will be no significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.
- There will be no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.

1.12 Scope and Significance

The study explored the possibilities of creating need based materials that are user friendly and cost effective. Hence, the study could be useful to the teachers of English at all levels in preparing multimedia materials for a specific group of learners. The study could further be useful to the teachers who want to help their learners to get rid of their errors in certain grammatical areas using the multimedia materials. It could be significant to the multimedia materials' producers in preparing need based and appropriate materials in terms of the age, level and interest of learners based on eclectic approach. It could also be significant to the policy makers, parents and most importantly to the learners themselves.

1.13 Delimitations of the Study

Present study has been delimited to English Grammar that students are studying in standard VIII. Present study has been delimited to the students studying in Anand Block. These students were further delimited to the students studying in standard VIII during academic year 2015 – 2016. Further study has been delimited to the students studying in Gujarati medium.

1.14 Scheme of Chapterization

Chapter 1: Introduction

The chapter introduces the background and context of the study. It presents the status of English at international level followed by its importance in a multicultural country like India. Further it briefs about the initiatives taken up by the state government of Gujarat to cater to the linguistic needs of young learners of English in Gujarat. The chapter then relates it to the need for the use of technology in teaching of English as a language. Finally, the chapter discusses the rationale and purpose of the study followed by the research questions, statement of the problem, operational definitions of terms, scope of the study, hypotheses, objectives, research design and methodology, delimitation of the study, scheme of chapters and conclusion.

Chapter 2: Review of Related Literature

This chapter reviews the literature regarding past research studies taken up at the national and international level concerning the major areas of the present study. It also includes a few relevant books, articles and research paper reviews with a view to exploring the major areas of the present study. It ends with a brief summary of the observations made on the reviews of related literature followed by their implications.

Chapter 3: Research Design and Methodology

The chapter consists of three major sections:

a) research design and methodology,

b) construction of tools, and

c) preparation and implementation of the multimedia programme.

The present chapter provides a comprehensive view of the research design and methodology followed. The chapter, in short provides the details of the procedures of the production of new materials, the piloting and the field trial of the materials for the data collection. It discusses the validation process of the materials and tools as well. The chapter also presents a sample unit from the multimedia package. The chapter ends with a brief discussion on data analysis and interpretation procedures.

Chapter 4: Data Analysis and Interpretation

The fifth chapter reiterates the major hypotheses and gives details of the participants. It describes the quantitative and qualitative analysis carried out to test the same. It also describes the statistical test carried out on the pre-test and post-test scores and interprets the results. The interpretations are taken into consideration for deriving the findings and arriving at a conclusion. The personal observations made by the researcher are also incorporated in this chapter. In short, it presents the details of how data are analyzed and interpreted.

Chapter 5: Findings, Suggestions and Conclusion

The sixth and the last chapter, first of all summarizes the present study. The chapter attempts to provide explanation and discussion of the results in a simple and lucid language avoiding technical language so that they are comprehended by any person having no or limited research related background. The chapter presents the findings of the present study and presents conclusions arrived at on the basis of the analysis. The chapter also offers suggestions for:

a) improving the multimedia materials and

b) further research

1.15 Conclusion

This chapter introduces the background and context of the present study. The chapter then presents the status of English at international, national and state level. It also throws light on the need and importance of English in a multicultural country like India. This is followed by the discussion on the use of technology in language teaching-learning process. The chapter further introduces the rationale and purpose of the study, the operational definitions of the terms, research questions, hypotheses, objectives, scope of the study, research design and methodology and delimitation of the study are presented. The chapter ends with an overview in the form of scheme of chapterization of the present study.

2.0 Introduction

A literature review surveys scholarly articles, books and other sources relevant to a particular issue, area of research, or theory, and by so doing, providing a description, summary, and critical evaluation of these works. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits into the larger field of study. A literature review is an evaluative report of studies found in the literature related to your selected area. The review should describe, summarize, evaluate and clarify this literature.

2.1 Review of Related Literature

Investigator reviewed conducted researches relevant to present research. These researches were used to have some previous knowledge of the study. This information was very useful to conduct further researches. For better understanding reviews were divided into two parts. They are as follow:

2.1.1 Studies conducted in India

2.1.2 Studies conducted Foreign

2.1.1 Studies Conducted in India

Joseph (2005) carried out a comparative study of difficulties in English learning faced by different categories of school students in Bhopal. Objectives of present study were:

- To ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal.
- To identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups.
- To analyze, interpret and diagnose the factors influencing the level of difficulty between the school students.

- To make an evaluation of the findings and to draw conclusions about the difficulties in English learning as perceived by the students themselves, teachers, parents and school administration.
- To suggest viable measures for improvement of English learning among the students of the target groups.

The investigator has employed sound research methodology for the study.The samples of 800 students, 80 teachers, 20 administrators and 400 parents have been drawn from 20 randomly selected schools from all the schools in Bhopal city using suitable sampling techniques. In this researchScholastic Achievement Test, and Questionnaires for Students, Teachers, Administrators and Parents have been used.The induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the "t" values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures have been studied analytically and systematically.

Patil (2006) studied Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers has been well identified by the investigator. The Study is based on a sound conceptual framework. The related literature has been reviewed comprehensively. All the seven objectives of the Study have been well enunciated as follows:

- To analyze the conventional approach of teaching Computer Education.
- To plan multimedia instructional system for Computer Education.
- To design and construct multimedia instructional system for Computer Education.
- To test the effectiveness of the constructed multimedia instructional system.
- To compare the effectiveness of constructed multimedia instructional system with the conventional system of instruction.
- To validate multimedia instructional system in terms of their effectiveness over conventional system of instruction.
- To equip the pupil teachers and teacher-educators with reliable system to overcome the difficulties in theory course of Computer Education Instruction.

In this study some of the hypotheses are:

- The present setting of teaching of computer education in B.Ed. Colleges is unsatisfactory for better learning of the pupil-teachers.
- An instructional system for computer education through multimedia technology can be planned, designed and constructed.
- The male pupil-teachers and female pupil-teachers perform differently on achievement in their groups irrespective of the system used in instructing them.
- The male pupil-teachers perform differently on achievement irrespective of the system used in instructing them.
- The female pupil-teachers perform differently on achievement irrespective of the system used in instructing them.

Agarwal (2007) studied A Study of the Effectiveness of Computer Based Learning Material on the Selected Chapters of Std. X Science. In this study some hypotheses were framed. Some of them are as follows:

To compare the mean achievement scores at pre-teaching and post-teaching levels through the Computer Based Learning Material (CBLM).

- To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.
- To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the computer awareness scores are considered as covariate.
- To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the Intelligence scores are considered as covariate.
- To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.

Some findings are of the present study are:

- There was found a significant gain in achievement of the students through CBLM.

- The achievement of the experimented group was found significantly higher than that of the controlled group.
- The achievement of the students was found to be independent of their intelligence and computer awareness.
- The achievement of the students was found to be independent of the interaction between treatment & intelligence and treatment & computer awareness.

The scientific attitude of the students was found independent of the treatment, intelligence and computer awareness.

Rezwana (2007) Studied impact of teaching strategies in English in developing creativity among IX standard students of Bangalore city with special reference to sex, intelligence and socio-economic status. Objectives of the present study were:

- To identify the creativity of IX standard students who have English as second language.
- To develop teaching strategies in English for fostering creativity.
- To study the impact of teaching strategies on creativity of the students with special reference to their intelligence, sex and socio-economic status.

The Study has suitably employed purposive sampling technique. The study has employed pre-test, post-test parallel group design. 78 Standard IX students located in Bangalore City who had taken English as second language constituted Experimental Group, whereas, another 78 constituted the Control group. The characteristics of all the tools used for the study, namely, Jalota's Group Test of Mental Ability (Verbal Test of Intelligence), Baqer Mehdi's Creativity Test, SES Scale modified by Lakshminarayan (2000) have been well established. The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

Mahajan (2010) conducted research on effectiveness of instructional programme in spoken English for class IXth students. Researcher mentioned that English has its unique importance for growing India. But the present position of spoken English in

Indian schools is still pitiable. Spoken English of thestudents, these days, is quite defective. In schools main emphasis is given to write English not tospeak English.Many researchers focused their attempts to study the effectiveness of Audio-Media for English Language teaching. But the studies related to effectiveness of instructional programme in spoken English for class 9th students are limited; hence the present study had been taken up. Objective of present study were as followed:

- To develop Instructional Programme on spoken English for IX class students.
- To study the effectiveness of Instructional Programme on spoken English for IX class students.

Hypothesis for the present study were:

- There exists no significant difference between pre-test score of experimental group and control group.
- There exists a significant difference between pre-test and post-test score of experimental group.
- There exists no significant difference between pre-test score and post-test score of control group.
- There exists a significant difference between post-test score of experimental group and control group.

In the present study, a sample of 40 students studying in class 9th of Tulsi Public School, AmbalaCity was selected at random.In this research Achievement test was used as tool for data collection. And data were analyzed using T-test.

Major findings of the present study were:

- There exists no significant difference between the pre test scores of the students of Experimental group and Control group in Spoken English. After the analysis of data it was found that mean of pre test score of Experimental group and Control group were nearly equal 37.65. It means that before giving experimental treatment to one group both the groups were equivalent.
- There exists a significant difference between the pre test scores and post test score of Experimental group. After the analysis of data it was found that mean of pre test scores of experimental group was less than the post test scores of experimental group. It means that there exists significant difference between

the pre test and post test scores of the students in Spoken English under experimental group, which was taught by Instructional Programme.

- There exists no significant difference between pre test scores and post test scores of controlgroup. After the analysis of data it was found that mean of pre test scores of control group and post test scores of control group were nearly equal. Hence there exists no significant difference between pre test score and post test score of control group.

Sharma (2010) studied effectiveness of remedial programme on handwriting improvement in English among children with dysgraphia. Researcher mentioned that In India, due to the ever-increasing population, the classrooms are brimming with the students and it is becoming very difficult for the teacher to pay attention to all the students individually. The result is that many of the students are unable to understand English properly. The time table of a school generally has six periods of English per week, which is not sufficient to improve English language of the students as it is still a foreign language for a large numbers of Indians and English language becomes extremely difficult specially for dysgraphic students. Therefore there is an imperative need to provide a remedial programme for the hand writing improvement in English among children with dysgraphia. Objective for the present study were:

- To identify handwriting skill defects among children with dysgraphia of primary level students.
- To study the type of errors in handwriting, committed by children with dysgraphia.
- To design a remedial programme for the improvement of handwriting in English among children with dysgraphia.
- To study the handwriting errors committed by the dysgraphic students of experimental group and controlled group.

In the present study, the sample of 30 students studying in class VII of Govt. Girls Senior Secondary School, Model Town, Ambala City was taken on the basis of purposive sampling. The students were divided into two equal groups of 15 students: Group A(Experimental Group) and Group B (Control Group). For splitting the group the researcher took 30 dysgraphic students and then she arranged the marks of the students in ascending order. For the data collection Investigator used Learning

Disabilities Checklist developed by Bains and Achievement Test as tools for data collection. Derived finding of the study were:

- It was found that the mean scores of experimental and control group before treatment were nearly equal. So, it is clear that before giving experimental treatment to one group, both the groups were equivalent, so the effect of the treatment can be easily predicted.
- It was found that after giving experimental treatment to one group, there was difference in the performance of both the groups. Experimental group performed much better than the control group, after receiving remedial programme.
- It was found that before giving experimental treatment to the group, the performance level was low, and after applying the remedial programme the performance of the experimental group was increased.

Karekar (2013) carried out research onpreparation and testing the effectiveness of an activity based programme on writing skills in English for the students of Std. VI.Objectives of the present study were:

- To identify the existing strategies used by teachers for improving writing skills of students.
- To investigate the problems faced by students while writing in English.
- To develop an activity based program for developing the writing skill of students.
- To test the effectiveness of the Activity Based Program on writing skill for Std. VI students.

In the present research Pre-Experimental Design, that is, Pre-test, single group treatment, post-test has been employed.The sample of 35 teachers was randomly drawn from 3 schools selected purposively, out of 70 teachers teaching English in 12 schools in Alandi-Markal cluster to Std VI and having experience of teaching English for minimum 5 years.The Activity Based Program has been found to be developed. Tools constructed by the investigator for the study were, namely, Questionnaires, Achievement Test used as Pre-Test & Post-Test, have been well established.Major findings of the present study were as followed:

- Writing Skills of the Students improved significantly.
- The students did not find it dull on account of the variety provided in the activities.
- Rigorous and regular practice helped fixation of various aspects of writing skill.
- Sufficient practice given to the students enriched their power of expression and creativity.
- Specifically designed activities also led to the development of imagination, logical thinking and cognitive abilities like reasoning power , analytical power , and synthetic abilities of students.
- The number of errors in writing was reduced to a great extent.

Khatoonabadi (2013) carried out a comparative study of the learners' and teachers' perception of preferred English language learning activities. Objective of the present study were as followed:

- To identify learners‟ and teachers‟ perception of learning activities employed in English language classrooms both in India and in Iran.
- To prepare and to implement the program including activities preferred by learners and teachers in Iran and in India to find out the effect of preferred activities in learning English.
- To compare learners‟ and teachers‟ perception of preferred English language learning activities in Iran and India.

In this research Survey-cum- experimental study was implemented. Out of 25 English Institutes in Tehran and 20 in Pune, questionnaire was administered on 10 Institutes in Tehran and 10 in Pune.The investigator had given the questionnaire to 500 learners in India and 700 in Iran. For experimental researchout of 100 students learning English at Pune, 40 were randomly chosen to be taught, whereas, out of 70 students 40 were randomly chosen at Tehran.Tools employed for data collection was, namely, questionnaire, Action Plan, Pre-Test and Post-Test.Findings of the present research were as followed:

- The Indian learners have shown more satisfaction with the preferred activities than the Iranian students.

- The Indian teachers have shown more satisfaction with the preferred activities than the Iranian teachers.
- The Indian learners have shown more satisfaction with the preferred activities than the Indian teachers.
- The Iranian learners have shown more satisfaction with the preferred activities than the Iranian teachers.
- It was found that employing either teachers‟ perceptions or learners‟ perceptions produces equal effect. All groups have achievement. The two groups of classroom activities produce equal effect.
- In general Iranian learners were found to perform well on the writing part of both tests.
- On the spot correction caused all learners in all groups stammer. They forgot what they were talking about.

2.1.2 Studies conducted Foreign

Kim (2006) researched Effects of Test, Audio, and Graphic Aids in Multimedia Instruction on the Achievement of Students in Vocabulary Learning. Study was conducted at Mayungin Middle School in South Korea to explore the use of multimedia components in a web-based self instruction to increase the achievement of students on an English Vocabulary test. The primary objective of this research was to study the effects of six methods of web-based self-instructional program. The six methods of web-based self-instructional program were based on:

- Visual text
- Visual text and adding spoken text
- Visual text and adding graphics
- Visual text, adding spoken text and adding graphics
- Reducing visual text and adding spoken text
- Reducing visual text, adding spoken text and adding graphics

A total 172 tenth-grade students in five classes participated in study. Each group consisted of 22-43 students in non-English-teacher classes. Students were randomly assigned to one of the six study groups.

Quinto (2007) carried out research onAudio-visual influences on speech perception: A comparison of speech and singing. The importance of visual cues in speech

perception is illustrated by the McGurk effect, whereby incongruent visual cues affect the perception speech sounds. It is unclear whether similar effects occur for sung materials. In Experiment 1, participants heard sequences of syllables (la-la-la-ba, la-la-la-ga) that were spoken or sung. Sung stimuli were ascending triads (do-mi-so) thatreturned to the tonic (do). Incongruent stimuli were created by combining an auditory /ba/ with a visual /gal. Participants reported the final syllable. Results revealed overwhelming auditory dominance for spoken and for sung conditions. In Experiment 2, background noise was added to increase attention to visual cues. Auditory dominance prevailed in quiet but visual dominance prevailed in noise. In Experiment 3 the target syllable was isolated. As before, participants exhibited auditory dominance, but they had greater difficulty detecting sung syllables than spoken syllables that were presented in isolation. The contributions of visual and auditory cues from the preceding context are discussed.

Calder (2008) Studied The Selection and Evaluation of Audio – Visual Media for Supporting Learners with Behavioral Problems. The aim of this research was to make recommendations how parents and educators can select and use audio-visual media for supporting learners with behavioural problems (LBP). A literature study was conducted on behavioural problems and on the use of audio-visual media to address these. Thereafter an empirical investigation was done by means of a case study design. A purposive sample was chosen from Grades 10 and 12 learners in Pietermaritzburg. Websites were also selected for addressing a variety of topics. The most important findings were that audio-visual media can be selected by means of five criteria related to content accuracy and appropriateness, diversity and quality. The findings indicate that visual media can stimulate cognitive skills (including problem solving and critical thinking) and reflection about the acceptance of responsibility, positive attitudes and respect for authority, among others. It is concluded that audio-visual media can be used by educators to support LBP.

Gertner (2011)studied Effects of Multimedia Technology in Learning. There has been little research conducted on e-reader devices and the effect they hold on learning. Also, the literature has demonstrated that there are more negative implications to using e-text in learning than there are positive. Understanding the role of e-reader devices in comprehension and transfer is a crucial component of expanding the literature. The goal of this study was to assess the effects of e-text,

specifically on the iPad, on reading comprehension and transfer learning. Sixty nine students enrolled in an Introductory Psychology course read from textbooks and e-text and completed assessment measures in comprehension and transfer learning. Overall, the findings of this study provided support for the notion that there is a positive relationship between learning and reading on an e-text transfer scores when compared to traditional text. Additionally, scores for reading comprehension were similar between both groups.

Rhone (2011) carried out research on Multi-level audio-visual interactions in speech and language perception. That we perceive our environment as a unified scene rather than individual streams of auditory, visual, and other sensory information has recently provided motivation to move past the long-held tradition of studying these systems separately. Although they are each unique in their transduction organs, neural pathways, and cortical primary areas, the senses are ultimately merged in a meaningful way which allows us to navigate the multisensory world. Investigating how the senses are merged has becomean increasingly wide field of research in recent decades, with the introduction and increased availability of neuroimaging techniques. Areas of study range from multisensory object perception to cross-modal attention, multisensory interactions, and integration. This thesis focuses on audio-visual speech perception, with special focus on facilitatory effects of visual information on auditory processing. When visual information is concordant with auditory information, it provides an advantage that is measurable in behavioral response times and evoked auditory fields (Chapter3) and in increased entrainment to multisensory periodic stimuli reflected by steadystate responses (Chapter 4). When the audio-visual information is incongruent, the combination can often, but not always, combine to form a third, non-physically present percept (known as the McGurk effect). This effect is investigated (Chapter 5) using real word stimuli. McGurk percepts were not robustly elicited for a majority of stimulus types, but patterns of responses suggest that the physical and lexical properties of the auditory and visual stimulus may affect the likelihood of obtaining the illusion. Together, these experiments add to the growing body of knowledge that suggests that audio-visual interactions occur at multiple stages of processing.

Akram, S., Sufiana, and K. Malik. (2012) studied on Use of audio visual aids for effective teaching of biology at secondary schools level. The purpose of present study

was to explore and to compare public and private biology teachers' views about use of audio visual aid in teaching of Biology at secondary school level. The data for the study was collected from secondary schools teachers of biology. The results of present study show that there is a positive relationship between facility of Audio – Visual Aids and teacher's attitude. The findings report that secondary schools teachers of biology do realize the importance using audio visual aids in teaching of biology. However, finings reported that teachers of public sectors were more familiar about the importance of use of audio visual aids for teaching of biology than private sector teachers. It was concluded that in public sector school all teachers were trained as only trained teachers were appointed at public sector schools at secondary level. Finding further reported that there were no proper facilities of audio visual aids for biology teaching. Results further inferred that utilization of audio-visual aids in teaching of biology was very effective as it increases the level of interest and enhances motivation for learning in students and the only visual aid available at maximum secondary school was black board.

Nadorff (2012) studied Progressing Mediated Sexual Information in Auditory, Visual and Audio/Visual Channels of Presentation. The aim of this study is to investigate the cognitive processing of television messages containing sexual content presented through different modalities (i.e. audio, visual, and audiovisual) and to provide a better understanding of how these different presentations of sexual content impact activation in the human motivational system, emotional experience, resource allocation, and the encoding of that information into memory. A second aim of this study is to examine whether there are differences between men and women in how sexual content is processed and whether those differences vary across modality of presentation. The aim of this study is to investigate the cognitive processing of television messages containing sexual content presented through different modalities (i.e. audio, visual, and audiovisual) and to provide a better understanding of how these different presentations of sexual content impact activation in the human motivational system, emotional experience, resource allocation, and the encoding of that information into memory. A second aim of this study is to examine whether there are differences between men and women in how sexual content is processed and whether those differences vary across modality of presentation. This study is grounded in theory that relates positive and negative emotions and arousal to the intensity of

activation in two independent motivational systems—appetitive and aversive— which in turn influence the cognitive resources available for allocation to processes, like encoding. Motivational activation, emotional experience, resource allocation, and encoding were operationalized using physiological, behavioral, and self-report measurement techniques. The results of this study tell us that processing sexual content in television is different for men and women and those differences do vary by channel. To begin to understand those differences and integrate these results this section will: 1) identify and discuss which aspects of processing sexual content did not differ between men and women, 2) discuss how those aspects of processing did not differ by channel of sexual content presentation; 3) identify and discuss which aspects of processing sexual content differ between men and women; 4) discuss the aspects of processing that differ as a function of both channel and sex, and finally; 5) Bring it all together with a description, based on the results of this study, that describes how sexual content is processed in each of the three possible channels by men and by women. Following this integration and discussion of the results it will compare this final description to the LC4MP and derived hypotheses and theoretical questions to see to what extent we can clarify, extend, or better explicate the model.

Alshammari (2013) carried out research on a quantitative study of the impact of immersive game-based learning on enhancing vocabulary instruction and acquisition for English language learners. Few studies have addressed the importance of using immersive-game based learning in ESL education. This may be due to the notion that development of this kind of computer application is expensive, time consuming, and requires skills and experience in different areas. The purpose of this study is to investigate the effectiveness of using immersive game-based learning in enhancing vocabulary instruction and acquisition for English Language Learners (ELLs). A two-group experimental design was used in this study. This study found that using immersive game-based learning has a statistically significant effect on vocabulary acquisition for ELLs. This effect was demonstrated through an increase in participants' scores in spelling, pronunciation, and their attitudes towards using immersive games in instruction. The results also showed that using immersive game-based learning did not have a statistically significant effect on participants' scores in word recognition. However, immersive game-based learning was found to be as

effective as flashcards in improving English Language Learners' abilities to recognize vocabulary words.

A quantitative study was conducted to investigate the impact of immersive game-based learning on enhancing vocabulary instruction and acquisition for English Language Learners (ELLs). This study showed interesting findings. The study found that using immersive game-based learning resulted in higher spelling and pronunciation achievement as demonstrated through participants' pre-test and post-test scores. Immersive game-based learning was found to be as successful as flashcards to improve English Language Learners' abilities to recognize vocabulary words. Even though it was more time consuming compared to flashcards, using immersive game-based learning was effective and made learning vocabulary less abstract.

Dixon (2014)conducted research on leveling up language proficiency through massive multiplayer online role playing games: Opportunities for English learners to receive input, modify output, negotiate meaning, and employ language-learning strategies. The purpose of this study is to gain a better understanding of the usefulness of online videogames for promoting second language (L2) acquisition. To achieve this goal, I analyzed the specific types of interaction that take place between English language learners while playing the online videogame entitled Guild Wars 2. Previous research has shown that there can be positive results on L2 acquisition from interaction that occurs while playing video games known as massive multiplayer online role-playing games (MMORPGs). MMORPGs immerse players in virtual worlds that are populated by hundreds of other people, and all are participating in the game in real time. Learners who opt to play the game in a foreign or second language (L2) are exposed to target language input in a context-rich environment in which they can interact freely with native-speakers and other language learners. Although research into the benefits of MMORPGs for L2 learners is still relatively new, the findings so far have been overwhelmingly positive. This study aims to move beyond the question of whether MMORPGs are beneficial and instead asks why and how they may be beneficial.

The data from this study are gathered from the recorded screens of 3 volunteer ESL students as they interact in Guild Wars 2 for a period of about 10 hours over a 5-week

period. In-game interaction is analyzed and placed into categories that are meant to capture the number and types of opportunities for negotiation of meaning and types of learning strategies used. This study suggests that MMORPGs are beneficial to L2 acquisition because they provide opportunities for L2learners to produce large amounts of output, and the output produced by one player is a meaningful source of input for other players. Input and output allowed for connected interaction, in which focus on language form can lead to modified-output. Further, players have the opportunity to negotiate input as a means to complete game tasks. Finally, game tasks are similar to tasks believed to be beneficial in an L2 classroom.

Doe (2014) carried out research on lost in the middle kingdom: teaching new languages using serious games and language learning methodologies. This thesis focuses on the design and development of a serious video game for language learning entitled Lost in the Middle Kingdom. Our game utilizes several language learning methodologies including second language acquisition theory, content-based instruction, and task-based language teaching. This thesis examines previous language learning games and their drawbacks in order to create a more effective experience. Lost in the Middle Kingdom seeks to balance language learning with fun and intuitive game play in order to deliver a form of interactive media that is accepted by both the gaming and research communities. Our test data illustrates the strengths and weaknesses of our game and how future improvements can bolster its effectiveness. This thesis gives a detailed account of the conceptualization, design, and implementation of Lost in the Middle Kingdom, a serious game for language learning. The game's design is fundamentally sound and academically justified. From the start, the game has aimed to balance fun and intuitive game play with language learning in order to create an effective educational tool for all types of players. By using the Unity game engine, a functional beta version of Lost in the Middle Kingdom has been developed and tested. Feedback from players has been analyzed in order to improve the current version of Lost in the Middle Kingdom.

Schroeder (2014) conducted research on Audio-Visual Interactions during Memory Encoding. In real-world circumstances, people often hear auditory input while viewing complex visual scenes. This dissertation investigates how multi-sensory stimuli may interact to influence memory. Specifically, the dissertation asks whether hearing auditory input affects visual memory encoding. This research also considers

whether auditory effects on visual memory are mediated by the characteristics of the auditory cue and the characteristics of the listene.

The first set of experiments examined whether hearing an auditory cue while encoding its corresponding visual image improves memory for the visual image. Participants heard task-irrelevant spatially-uninformative auditory cues while encoding images in various locations. Memory tests revealed that participants were better at remembering which images they saw if the images had earlier been paired with their corresponding auditory cues. Participants were also better at remembering where they saw the images even though the auditory cues were spatially uninformative, but this improvement in spatial memory depended on the type of auditory cue.

The second set of experiments extended these findings by examining whether hearing an auditory cue also influences memory for other objects in a scene that are related to the auditory cue in sound or in meaning. Participants heard an auditory cue and searched for its corresponding image; in some trials, other images that were phonolexically or semantically related to the auditory cue were also present in the scene. Subsequent memory tests indicated that participants remembered phono-lexically and semantically related images better than unrelated images. Moreover, phono-lexically related images were remembered better when hearing spoken words than when hearing environmental sounds, whereas semantically related images were remembered better when hearing environmental sounds than when hearing spoken words. Furthermore, bilinguals outperformed monolinguals on visual memory when hearing spoken words but not when hearing environmental sounds. These experiments demonstrate that auditory input influences visual memory and that audio-visual memory interactions are mediated by the type of auditory cue and type of listener. These findings reveal a high degree of multi-sensory interactivity in memory processes.

Ragatz (2015)conducted research on playing vocabulary games and learning academic language with gifted elementary students.Learning academic vocabulary is part of the curriculum for elementary students. Many gifted students learn new words easily but do not necessarily feel positive about studying vocabulary at school. They also do not transfer these words to their own writing. This researcher used games in

her own fifth-grade classroom to teach vocabulary and measured the use of these words in the students' writing. This study also examined students' attitudes about learning vocabulary through games. This mixed-methods study used quantitative data to study the students' retention of the vocabulary words, their usage of the words in their writing, and their attitude toward playing games to learn vocabulary. The researcher also used qualitative data to measure the students' attitudes toward learning with games. Three different vocabulary games were used and one editing game was used during this 18-week study. Quantitative data from test scores and questionnaire responses were analyzed comparing pre and post responses. Writing samples and word tallies were collected throughout the study. Students learned the definitions of vocabularywords while playing games and retained the meanings after 18 weeks, achieving a mean score on the posttest of 71%. No significant usage of the relevant words in student writing samples was found. Qualitative data from questionnaires and field notes were coded and analyzed. A significant gain was shown in how students felt about studying vocabulary after playing games. This study showed positive results in all areas measured.

2.2 Implication of Reviews of Related Literature

Education is essential for everyone. It is the level of education that helps people earn respect and recognition. It can be said that Education is an indispensable part of life both personally and socially. However, the unequal standard of education is still a major problem that needs to be solved. The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. All people need to study. Only with the advent of education can people gain knowledge and enlarge their view over the world. For example, learning by watching TV or reading books gives people a huge amount of information about anything they are interested in such as mathematics, current news, exchange rates, other countries' cultures and so on. Apparently, people may become more useful and civilized if better educated. In areas where residents are not able to receive an appropriate education, life cannot be as thriving and prosperous as locations where there is a high standard for education.

Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge. Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly

Every research has its own importance. It always comes with some new findings which lead to the development of the Education. This developed education helps in modifying and improving present and upcoming generation. In this research also investigator implemented new way of teaching, through which he wants to increase the understanding level of the students. Investigator studied some researches to find out how was its' effects in earlier studies. Investigator divided these studies into two parts that are Studies Conducted in Indian and Studies Conducted Abroad.

Apart from this there are many other ways through one can get education. There are many formal agencies that are education to the students. They are schools and colleges who are providing education to the students. These agencies are using different teaching methods in the class. From this many researchers have conducted researches to know the impact different teaching methods. From conducted researchers Investigator came across man researches. From all those researchers Investigator has mentioned some researchers which were related to the present study. These researches are mentioned in Reviews of Related Literature. Further these researches are divided into two parts; they are Studies Conducted in India and Studies Conducted Foreign. Investigator mentioned 9 researches in Reviews of Related Literature and 16 researches conducted Foreign.

3.0 Introduction

Methodology is a set of practices. This term may be used to refer to practices which are widely used across an industry or scientific discipline, the techniques used in a particular research study, or the techniques used to accomplish a particular project. People may also use the term "methodology" to refer to the study of such methods, rather than the methods themselves. Having a clear methodology is often deemed important, especially in the sciences. Clearly outlined directions and procedures tend to increase consistency, and to create work which can be repeated elsewhere, which is an important characteristic of rigorous scientific research. This is why the methodology used in scientific research is always described, so that others can replicate the research themselves or identify errors in the methods used which may have created skewed results.

The question is more about why you should write up your methodology in your research proposal and why one should write about it in any subsequent report once the research is completed. Research Methodology is a way to find out result of a given problem on a specific matter or problem that is also referred as research problem. In methodology, researcher uses different criteria for solving the given research problem. Different sources use different type of methods for solving problem. If one think about the word "Methodology", it is the way of searching or solving the research problem. According to Goddard and Melville (2004), answering unanswered questions or exploring which currently not existing in a research.

3.1 Research Design

Research plays an important role in the field of education. It contributes to improve education quality and broadens the way of receiving education. Research has various ways through which it contributes not only in education but also in the society. There are different ways of though which research is to be conducted. They are Survey types of research, Case study, Experimental research etc. As present study was experimental in nature, Investigator has mentioned different kinds of experimental research. All experiments involve manipulation of one or more independent variables, and observing the effect on some outcome. Experiments can be done in the field or in a laboratory (Bordens and Abbott, 2002). They can involve human or animal subjects.

What distinguishes the type of experiment is the degree to which the experimenter can assign subjects to conditions. Three types are described here: True, Quasi and Single-subject experiments (McMillan, 1996). They are mentioned below:

True experiments: In a true experiment, subjects are randomly assigned to the treatment conditions. The only differences in the groups would be due to chance. True experiments are excellent for showing a cause-and-effect relationship. Random assignment controls for extraneous variables. They tend to be high on internal validity (Christensen, 2004). It is clear what is being measured. There still might be bias in the overall research design, but at least variables associated with individuals are not a source of constant error.

Quasi-experiments: Quasi-experiments are sometimes called natural experiments because membership in the treatment level is determined by conditions beyond the control of the experimenter. An experiment may seem to be a true experiment, but if the subjects have not been randomly assigned to the treatment condition, the experiment is a quasi- experiment (Campbell and Stanley, 2015). Experiments that take advantage of natural occurrences are quasi-experiments, for example, comparing achievement level of first-born children with that of later-born children; or comparing student performance at two schools, one of which has a lower student-teacher ratio. The experimenter is unable to assign subjects to treatment level - the subjects are already in pre-existing groups.

Single-subject experiments: Instead of comparing behavior or performance of groups of people at a single point in time, a single-subject experiment involves a single case studied over a longer period of time. One individual or situation is exposed to the varying levels of the independent variable. The most simple single-subject research design is termed ABA, where A is the baseline (non-treatment or control) condition or phase (McReynolds and Kearns, 1983). B refers to the introduction of the treatment factor. Behavior is recorded in both stages. Then there is a return to A to see if in fact it was B that brought about the change. The subject of a single-subject experiment might be an entire community.

The proposed study was experimental and specifically Pre-experimental in nature as there was only one group for the present study, namely experimental group. On them

pre-test and post-test was conducted. Best and Kahn (1996) described this kind of the study with one group, pretest – posttest design. This study is presented as follow.

O1 X O2

Where O1 was Pre-test

X Experimental Group

O2 will Post-test.

First Pre-test was administered on the experimental group. Then the experimental group was subject to intervention. Finally Post-test was administered on experimental group.

3.1.1 Techniques for Sampling

Sampling is a method of studying from a few selected items, instead of the entire big number of units. The small selection is called sample. The large number of items of units of particular characteristic is called population. Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. Sampling techniques are categorized broadly in two categories. They are mentioned below:

- Probability Sampling
- Non Probability Sampling

Probability Sampling: In probability sampling, each member of a given research population has an equal chance of being selected. It involves, literally, the selection of respondents at random from the sampling frame, having decided on the sample size. This type of sampling is more likely if the theoretical orientation of the research is positivist, and the methodology used is likely to be quantitative. There are various types of Probability Sampling Method (Easton and McColl, 1997). They are mentioned below:

Simple random sampling: Simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the

population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection.

Stratified Random Sampling: There may often be factors which divide up the population into sub-populations and we may expect the measurement of interest to vary among the different sub-populations. This has to be accounted for when we select a sample from the population in order that we obtain a sample that is representative of the population. This is achieved by stratified sampling. A stratified sample is obtained by taking samples from each stratum or sub-group of a population. When we sample a population with several strata, we generally require that the proportion of each stratum in the sample should be the same as in the population. Stratified sampling techniques are generally used when the population is heterogeneous, or dissimilar, where certain homogeneous, or similar, sub-populations can be isolated

Cluster Sampling: Cluster sampling is a technique in which clusters of participants that represent the population are identified and included in the sample. Cluster sampling involves identification of cluster of participants representing the population and their inclusion in the sample group. This is a popular method in conducting marketing researches. The main aim of cluster sampling can be specified as cost reduction and increasing the levels of efficiency of sampling.

Systematic Sampling: In systematic sampling every Nth member of population is selected to be included in the study. It is a probability sampling method (Bajpai, 2009). It has been stated that “with systematic sampling, every Kth item is selected to produce a sample of size n from a population size of N”. Systematic sampling requires an approximated frame for a priori but not the full list.

Multistage Sampling: This type of sampling is often more practical than simple random sampling for studies requiring "on location" analysis, such as door-to-door surveys. In a multistage random sample, a large area, such as a country, is first divided into smaller regions, and a random sample of these regions is collected. In the second stage, a random sample of smaller areas is taken from within each of the regions chosen in the first stage (Whittemore, 1997). Then, in the third stage, a random sample of even smaller areas is taken from within each of the areas chosen in the second stage. If these areas are sufficiently small for the purposes of the study,

then the researcher might stop at the third stage. If not, he or she may continue to sample from the areas chosen in the third stage, etc., until appropriately small areas have been chosen.

Non Probability Sampling: Non-probability sampling represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying. In non-probability sampling not all members of the population has a chance of participating in the study (Schillewaert, Langerak and Duhamel, 1998). This is contrary to probability sampling, where each member of the population has a known, non-zero chance of being selected to participate in the study. There are various type of Non Probability Sampling method. They are as followed:

Quota sampling: With proportional quota sampling, the aim is to end up with a sample where the strata (groups) being studied (e.g., males vs. females students) are proportional to the population being studied. If we were to examine the differences in male and female students, for example, the number of students from each group that we would include in the sample would be based on the proportion of male and female students amongst the 10,000 university students (Moser, 1952). To understand more about quota sampling, how to create a quota sample, and the advantages and disadvantages of this non-probability sampling technique, see the article: Quota sampling.

Convenience sampling: A convenience sample is simply one where the units that are selected for inclusion in the sample are the easiest to access. In our example of the 10,000 university students, if we were only interested in achieving a sample size of say 100 students, we may simply stand at one of the main entrances to campus, where it would be easy to invite the many students that pass by to take part in the research (Castillo, 2009). To understand more about convenience sampling, how to create a convenience sample, and the advantages and disadvantages of this non-probability sampling technique, see the article: Convenience sampling.

Purposive sampling: Purposive sampling, also known as judgmental, selective or subjective sampling, reflects a group of sampling techniques that rely on the judgement of the researcher when it comes to selecting the units (e.g., people, cases/organisations, events, pieces of data) that are to be studied. These purposive sampling techniques include maximum variation sampling, homogeneous sampling,

typical case sampling, extreme (or deviant) case sampling, total population sampling and expert sampling. Each of these purposive sampling techniques has a specific goal, focusing on certain types of units, all for different reasons (Tongco, 2007). The different purposive sampling techniques can either be used on their own or in combination with other purposive sampling techniques. To understand more about purposive sampling, the different types of purposive sampling, and the advantages and disadvantages of this non-probability sampling technique, see the article: Purposive sampling.

Snowball sampling: Snowball sampling is particularly appropriate when the population you are interested in is hidden and/or hard-to-reach. These include populations such as drug addicts, homeless people, individuals with AIDS/HIV, prostitutes, and so forth (Goodman, 1961). To understand more about snowball sampling, how to create a snowball sample, and the advantages and disadvantages of this non-probability sampling technique, see the article: Snowball sampling.

3.2 Population of the Study

In the research all the students studying in Anand Block of Standard VIII during academic year 2015 – 16 in Gujarati Medium schools was consist as the population for the present study. Investigator has conducted research keeping in mind students studying in Anand Block. Investigator wanted to know effectiveness Multimedia Programmeamong the students studying in Gujarati Medium. Investigator has chosen students studying in of Government Schools as population for the present research.

3.3 Sample of the Study

Present study was experimental in nature. Samples for the present study were selected using Probability sampling method. The samples for the present study were selected randomly. Investigator used cluster sampling method to select the sample. First of all one village of Anand Block was selected, from that randomly one school was selected. From that school students studying in Standard VIII were selected as sample for the present study. Investigator chose students of one school as sample for the resent study. There were 50 students studying in standard VIII who were selected as sample. On these selected students pre-test and post-test was implemented.

3.4 Tools and Techniques Used for Data Collection

- **Achievement Test:** Investigator prepared an achievement test to measure achievement of students regarding English Language proficiency. In achievement test two test were prepared in English as Pre-Test and Post-Test. In the achievement test three topics from the textbook of Standard VIII were selected. From the selected topics Investigator prepared pre-test and post-test. Before preparing achievement test, blue print was prepared for the construction of the achievement test in English Subject. On the basis of the blue print the test items were developed. The test was both subjective and objective in nature. Achievement test was prepared keeping in mind the knowledge level, understanding level and more on the application level of the student. Both Pre-test and Post-test were same based on blue print. In the achievement test items were both open ended and close ended.
- **Reaction Scale:** A Likert type five-point (Strongly Agree, Agree, Can't Decide, Disagree and Strongly Disagree) Reaction Scale was prepared by the investigator. It was prepared to measure the reaction of the students about the effectiveness of Multimedia Programme to learn English Subject. This reaction scale was for the students of Experimental Group about the use of Multimedia Programme. The Reaction Scale was having statements related to implementation of Multimedia Programme. In the reaction Scale students were instructed to show their reaction about effectiveness of Multimedia Programme in the form of putting a tick mark (√) in the appropriate box for each statement. This reaction scale was divided into few parts like students' knowledge about Multimedia Programme, use of Multimedia Programme in classroom, what they learn from this Multimedia Programme and how much it was beneficial for them. There were 15 statements in which students gave their reactions.

3.5 Importance of Data Collection

Data are intended to represent facts and without proper preservation of the context of collection and interpretation, may become meaningless. The collection of data and its analysis assists researchers with discovering answers to their research questions and hypotheses. In some cases, it even predicts future outcomes. This is why data is an

integral part of research (Patil and AM Nageswara, 2011). The results of research and its methods are directly dependent on the collected data and its analysis. Data quality needs to be maintained before, during, and after data collection. It is important to develop detailed plans for data collection. In the process of data collection Pre-test and post-test plays an important role.

3.5.1 Implementation of Pre-test in the Study

Pretesting plays an essential role in identifying and potentially reducing measurement error that damages statistical estimates at the population level and thus endangers comparability across populations in multinational, multiregional, and multicultural surveys. Pretesting involves a variety of activities designed to evaluate a survey instrument's capacity to collect the desired data, the capabilities of the selected mode of data collection, and the overall adequacy of the field procedures (Grimm, 2010).Pretesting is a very important step in research. It helps to improve the quality of data significantly. Pretesting is done on a small sample of respondents from the target population.

3.5.2 Implementation of Post-test in the Study

Post-test is given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program. Post-test is an important part of research, which is useful to know the difference and improvement in students, compared to Pre-test. Post-test provides support for the researcher in terms of effectiveness of researcher's experiment.

3.6 Procedure for the Data Collection

Procedure of data collection has been divided into different phased. All these phases shows the steps that how investigator did his research work. From these phases one would be able to understand how this research was taken place. Each and every phase has its own importance. These phases were divided on the bases of the objective of the present study.

Phase 1: Process of Pre-test Implementation

To implement pre-test on the students, Investigator followed steps. These steps are easy to understand the process for the implementation of pre-test. This process is divided into two steps. Step one was of development of pre-test and step two was implementation of pre-test.

Step 1: Development of Pre-test

Investigator developed pre-test for the student. This test was prepared by the investigator. This test was prepared keeping in mind the level of the students. First investigator prepared Blue Print of the test and then on the bases of that Blue Print investigator developed Pre-test. The blue print of the present study is given below.

***Table 3.1*: Blue Print of Pre-test**

Unit No.	**Content**	**Knowledge**			**Understanding**			**Application**			**Total Marks**
		O	**SA**	**LA**	**O**	**SA**	**LA**	**O**	**SA**	**LA**	
1	Tenses	5 (1 Mark)	6 (1 Mark)			5 (1 Mark)			2 (2 Marks)		**20 Marks**
2	Articles and Connectors	4 (1 Mark)							3 (2 Marks)	1 (3 Marks)	**13 Marks**
3	Prepositions					5 (1 Mark)			3 (2 Marks)	2 (3 Marks)	**17 Marks**
Total Marks		**9 Marks**	**6 Marks**			**10 Marks**			**16 marks**	**9 Marks**	**50 Marks**
		15 Marks			**10 Marks**			**25 Marks**			
O= Objectives, SA= Short Answers, LA= Long Answers											

Justification:

30% weightage is given to knowledge level.

20% weightage is given to understanding level.

50% weightage is given to application level.

Above mentioned is the blue print of Pre-test that was prepared by the investigator. This Pre-test is divided into three parts. They are Grammar, Text and Composition. Pre-test was prepared keeping in mind three levels of the students. These levels are Knowledge Level, Understanding Level and Application level. Each level was given weightage as per the requirements. Knowledge Level was having weightage of 30%, Understanding Level was having weightage of 20% and Application Level was having weightage of 50% in the present Pre-test. Investigator putted both close ended and open ended questions for the students of standard VIII. The test was of 50 marks in which five types of test items were included. Question 1 and question 4 were based on composition; question 3 A, B and C were based on Grammar; and question 2 and question 5 were based on text. All the test items were based on the text and specifically from Unit 1, 2 and 3. Investigator tried his best to give proper justice to each and every question and unit. Investigator gave this test to the language experts. They show some modifications and as per their suggestions, investigator modified the pre-test. While developing pre-test Investigator provided space bellow each question so that students can write answers in that.

Step 2: Implementation of Pre-test

Investigator implemented Pre-test of the students studying in standard VIII. Investigator implemented this test to know students' present mental comprehensive ability of the students. On the bases of the result investigator prepared tasks for the students, which they can use during their teaching and learning process. Apart from this test was implemented to take serious note of the students. This helped investigator in preparing teaching tasks for the students of standard VIII studying in Gujarati Medium School of Anand Block. There were 50 students on whom test was implemented. While taking pre-test investigator made surety that students don't copy from others and write answers genuinely. After completing the process of pre-test collected all the test papers from the students.

Phase 2: Development of Multimedia Programme

Data were collected through pre-test, which helped to know comprehension ability of the students. Soon the basis of collected these data through pre-test; Investigator designed Multimedia Programme for the students. Multimedia Programme was related to the three Units of the text, which students supposed to learn. While developing and designing Multimedia Programme Investigator kept in mind few things which are as followed:

- Students should learn English.
- Students should not feel bore.
- There should be active participation of students in Multimedia Programme.
- Multimedia Programme should allow learners to work in pairs and groups.
- There should be fun in learning.

Above mentioned points were used while developing Multimedia Programme. In the Multimedia Programme Investigator prepared Multimedia Programme related to English grammar, composition, conversation and other text related topics. For all Multimedia Programme instructions and steps were prepared, which students can use while playing Multimedia Programme. Steps of Multimedia Programme were easy to understand for students.

Phase 3: Development of Reaction Scale

Investigator developed Reaction Scale for the students. It was a Likert type five point (Strongly Agree, Agree, Can't Decide, Disagree and Strongly Disagree) reaction scale. There were 15 statements related to Multimedia Programme to know the reaction of students about effectiveness of Multimedia Programme in terms of learning experience English subject. All those statements were positive in nature. This reaction scale was prepared keeping in mind interest of the students towards use of Multimedia Programme for teaching and learning of English Subject. While preparing Reaction Scale Investigator kept in mind few aspects, they are as followed:

- Interest of the students towards teaching English with the use of Multimedia Programme.
- Teaching methods used by teacher for teaching English Subject.
- Students' reactions towards English.
- Students' knowledge about Multimedia Programme.
- Use of Multimedia Programme in the Classrooms.
- What they learn from this Multimedia Programme and how much it was beneficial for them.

Above mentioned points were kept in mind while preparing Reaction scale for the students. Through all these statements Investigator tried to know the reaction of students and what students felt about new way of teaching and learning, that is through Multimedia Programme.

Phase 4: Implementation of Multimedia Programme

Investigator implemented Multimedia Programme on students studying in standard VIII of Gujarati Medium Schools of Anand Block. These tasks were given to the students so that they can use different ways to exhibit their ideas with the use of Multimedia Programme. Investigator implemented Multimedia Programme on students. Students were given time and enough space to use Multimedia Programme. Most of the games were in pair or group work. All these games were divided into three parts, which are Grammar, Composition and Text based Lessons.

Table 3.2: **Points Kept in Mind While Preparing Multimedia Programme for First Topic**

No.	Topic Name	Points Kept in Mind
1	Tenses	↓ Students should be able to know the structure of Language before using it. ↓ Students initially learn one part of the language rapidly by using structure. ↓ Students should understand technicality of language indirectly. ↓ Correction should be carried out in an unobtrusive manner.

Above mentioned points shows points which were kept in mind while implementing Multimedia Programme related to '*Grammar*'. In this topic Investigator used Multimedia Programme to teach Grammar points like Tenses, Articles, Prepositions and Conjunctions.

***Table 3.3:*Points Kept in Mind While Preparing Multimedia Programme for Second Topic**

No.	Topic Name	Points Kept in Mind
2	Articles and Connectors	✢ Students should make aware about the text that they are learning. ✢ Students should think about the importance of the topics which are there in the syllabus. ✢ Students initially learn one part of the language rapidly by practically working on it. ✢ Students are expected to make errors and teachers should be tolerant of them. ✢ The imperative is a powerful linguistic device through which the teacher can direct students' behavior.

Investigator used Multimedia Programme to teach units that are part of '*Text*'. With the use of mentioned points students were able to learn lessons. In this Point three unites of the text were covered, they were Q for Question, LMBB: Learn more be Bright and What were you doing? To teach these units Investigator implemented Multimedia Programme. While implementation of Multimedia Programme above mentioned points were kept in mind.

***Table 3.4:*Points Kept in Mind While Preparing Multimedia Programme for Third Topic**

No.	Topic Name	Points Kept in Mind
3	Prepositions	✚ Students should provide exposer to think on their own. ✚ Students should be given chance to think beyond textbooks. ✚ The imperative is a powerful linguistic device through which the teacher can direct students' behavior. ✚ Language Learning is more effective when it is fun. ✚ Correction should be carried out in an unobtrusive manner.

'Composition' was third topic which was selected by the Investigator for teaching and learning process. While teaching this topic, above mentioned points were kept in mind. In this topic Investigator some topics, which were Essays, Summarizing passage and Arranging sentences.

Phase 5: Process of Post-test Implementation

Procedure of data collection has been divided into different phased. All these phases shows the steps that how investigator did his research work. From these phases one would be able to understand how this research was taken place. Each and every phase has its own importance. These phases were divided on the bases of the objective of the present study.

Step 1: Development of Post-test

Before implementation of experiment, Investigator implemented a Pre-test to know about education of the students. For the preparation of the test Investigator designed blueprint of the test. After implementation of Multimedia Programme on students, post-test was prepared by the Investigator. To prepare post-test Investigator used the same blueprint which was used in pre-test. On the bases of that post-test was

designed. This test was prepared keeping in mind the level of the students. First investigator prepared Blueprint of the test and then on the bases of that Blueprint investigator developed Post-test.

***Table 3.5*: Blue Print of Post-test**

Unit No.	**Content**	**Knowledge**			**Understanding**			**Application**			**Total Marks**
		O	**SA**	**LA**	**O**	**SA**	**LA**	**O**	**SA**	**LA**	
1	Tenses	5 (1 Mark)	6 (1 Mark)			5 (1 Mark)			2 (2 Marks)		**20 Marks**
2	Articles and Connectors	4 (1 Mark)							3 (2 Marks)	1 (3 Marks)	**13 Marks**
3	Prepositions					5 (1 Mark)			3 (2 Marks)	2 (3 Marks)	**17 Marks**
Total Marks		**9 Marks**	**6 Marks**			**10 Marks**			**16 marks**	**9 Marks**	**50 Marks**
		15 Marks			**10 Marks**			**25 Marks**			
O= Objectives, SA= Short Answers, LA= Long Answers											

Justification:

30% weightage is given to knowledge level.

20% weightage is given to understanding level.

50% weightage is given to application level.

Above mentioned is the blue print of Post-test that was prepared by the investigator. This Post -test is divided into three parts. They are Grammar, Text and Composition. Pre-test was prepared keeping in mind three levels of the students. These levels are Knowledge Level, Understanding Level and Application level. Each level was given

weightage as per the requirements. Knowledge Level was having weightage of 30%, Understanding Level was having weightage of 20% and Application Level was having weightage of 50% in the present Post-test. Investigator putted both close ended and open ended questions for the students of standard VIII. The test was of 50 marks in which five types of test items were included. Question 1 and question 4 were based on composition; question 3 A and B were based on Grammar; and question 2 and question 5 were based on text. All the test items were based on the text and specifically from Unit 1, 2 and 3. Investigator tried his best to give proper justice to each and every question and unit. Investigator gave this test to the language experts. They show some modifications and as per their suggestions, investigator modified the Post-test. While developing post-test Investigator provided space bellow each question so that students can write answers in that.

Step 2: Implementation of Post-test

After implementation of Multimedia Programme on the students studying in standard VIII studying in Gujarati Medium School of Anand Block, Investigator implemented posttest on them. Post-test was implemented on the very next day when process of implementing Multimedia Programme got over. It was similar type of test like pre-test, in which same blueprint of test was used. But Investigator changed test items in it. There were 50 students on whom test was implemented. While taking post-test investigator made surety that students don't copy from others and write answers genuinely. After completing the process of post-test collected all the test papers from the students.

Phase 6: Implementation of Reaction Scale

This reaction scale was implemented on the students of standard VIII of Guajarati Mediumstaying in Anand Block. Investigator implemented reaction scale on the experimental group on whom investigator implemented Multimedia Programme to teach English Subject. After implementation of Post-test investigator implemented Reaction Scale. These reactions were based on the experiences that students collected during their teaching and learning process. Through this Reaction Scale students were allowed to express their reactions and put their reactions through given five point scales. On the day of implementation of post-test, this reaction scale was

implemented. After submission of post-test students were made to fill-up Reaction Scale.

3.7 Procedure of data Analysis

The observed data obtained through Pre-test and Post-test were analyzed by employing quantitative data analysis technique. Data collected through Pre-Test and Post-Test were measured using Mean, Standard Deviation, Standard Error of Mean and T-Test. Data collected through Reaction Scale were analyzed by using Percentage and Frequency. From the outcome of the data Investigator was able to know that whether Multimedia Programmewere useful or not for teaching English Subject to the students.

4.0 Introduction

Data analysis an ongoing activity, which not only answers question but also gives the directions for future data collection. Data analysis procedures help to arrive at the data analysis. The uses of such procedures put a research project in perspective and assist individual in testing the hypotheses with which have started individual's research. Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

Data analysis is the process of developing answers to questions through the examination and interpretation of data. The basic steps in the analytic process consist of identifying issues, determining the availability of suitable data, deciding on which methods are appropriate for answering the questions of interest, applying the methods and evaluating, summarizing and communicating the results. Data analysis is essential for understanding results from surveys, administrative sources and pilot studies; for providing information on data gaps; for designing and redesigning surveys; for planning new statistical activities; and for formulating quality objectives.

4.1 Data Analysis of Registration Form

Researcher collected data form with the use for Registration form which was created using Google Form. In that form information of the students were asked. With the use for that information Researcher has created online tasks for the students. Through Registration form information like Name, Age, use of Computer and internet etc. related questions were asked. There were 50 students on whole Registration Form was implemented.

For better understanding collected information was divided into three parts. They were as follows:

- Personal Information
- Use of Computer and Internet
- Use of Computer and Internet for Educational Perouse

4.1.1 Personal Information

Researcher asked questions related to personal information which included gender, age and having personal computer/Laptop. Students gave responses of these questions and then collected data were analysed.

i. Gender:

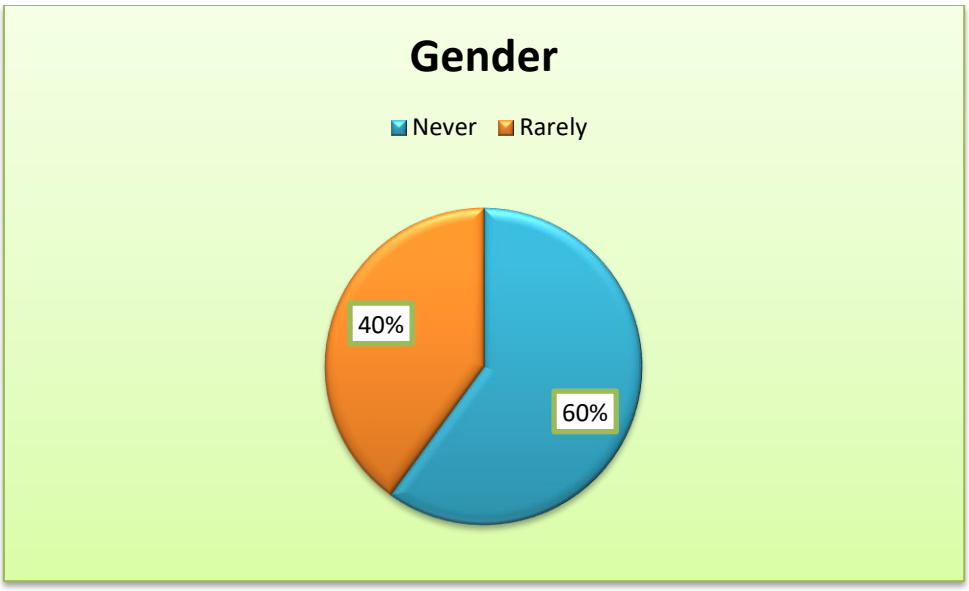
Researcher conducted Registration Form to know the gender of the samples and data were analysed quantitatively.

***Table 4.1*: Gender of the Samples**

Gender	Number of Students
Male	27
Female	23

From the above mentioned table it is shown that there were 27 male and 23 females. After implementation of sampling method 30 students were selected as sample for the present research. They were considered as Experimental Group. Samples were selected randomly and from the selected samples it was found that there were 27 male students and 23 female students who were considered as sample for the present research.

***Graph 4.1*: Gender of the Samples**



Further data were analysed using percentage. In the above mentioned graph it is shown that from the total samples of Experimental group 54% of the students were male and 46% of the students were female.

ii. Age:

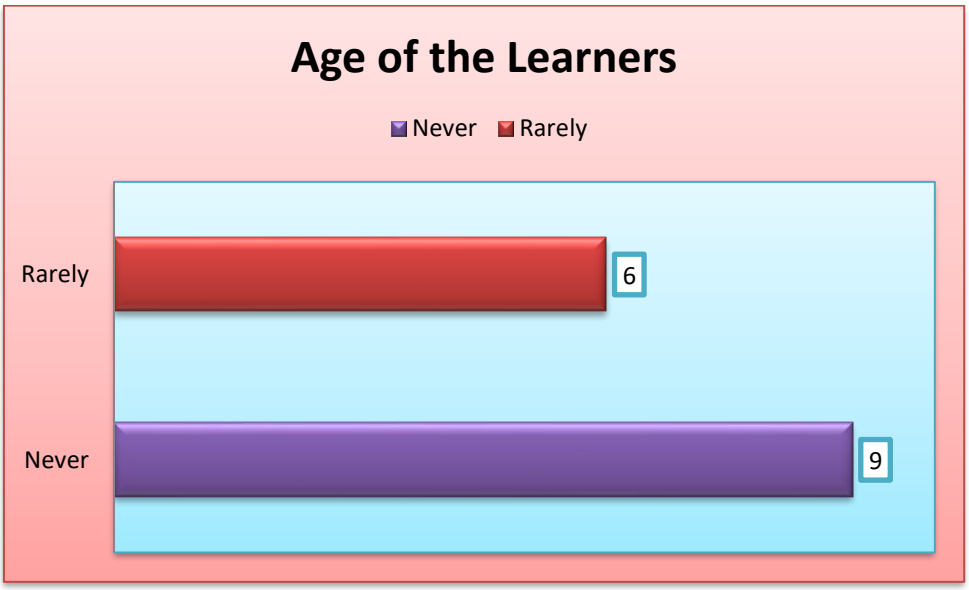
By implementing Registration Form researcher collected information related to age of the students. After implementation of Registration form data were analysed.

***Table 4.2*: Age of the Samples**

Age	Number of Students
13 Years	43
14 Years	07

Above mentioned table shows that students were of the age 13 and 14. So they were divided into two different categories. They were students of 13 years and 14 years respectively. In the Experimental Group all the 50 students were in between the mentioned age. These data were further analysed using graph.

***Graph 4.2*: Age of the Learners**



In the above mentioned graph it is shown that there were only 7 students who were of 14 years age. There were 43 students in the age of 13 years. It shows that most of the students were 43 years old.

iii. Personal Computer/Laptop:

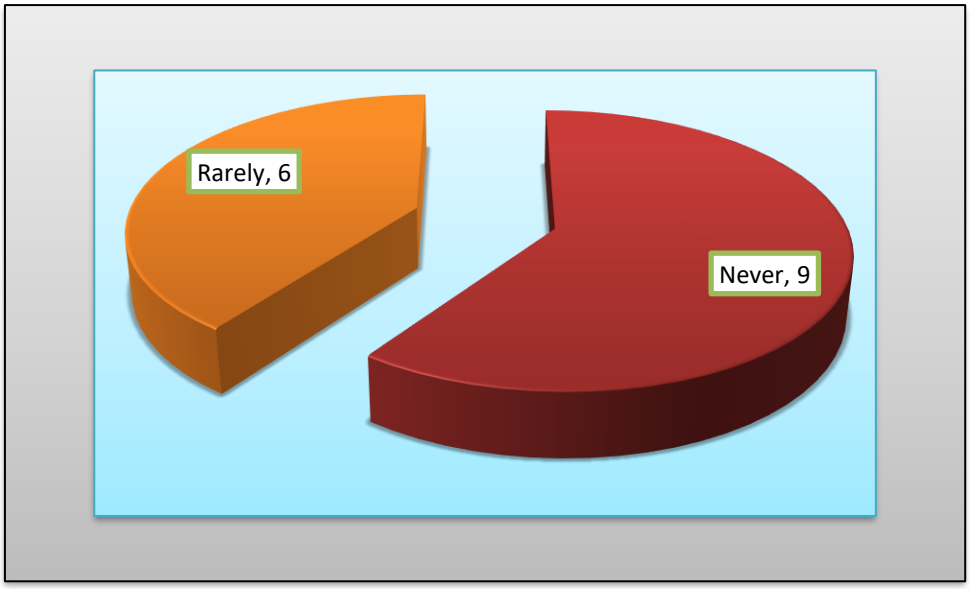
In personal information a question related to having personal computer/laptop was asked to the students.

***Table 4.3*: Students Having Personal Computer/Laptop**

Personal Computer/Laptop	Number of Students
Yes	9
No	41

In the above mentioned table it is shown that the students were asked question related to having personal computer/laptop. Students were supposed to give answer of this question by saying Yes or No.

***Graph 4.3*: Students Having Personal Computer/Laptop**



As it is shown in the above mentioned graph that there were 9 students who were having personal computer/laptop at their home. There were 41 students who were not having personal computer/laptop at their home. From the mentioned graph it is clear that most of the students were not having personal computer/laptop at their home.

4.1.2 Use of Computer and Internet

Researcher asked questions related to use of computer and internet in general. It included questions like use of M.S. Office, using internet in general and using internet for social networking and email. Students gave responses of these questions and then collected data were analysed.

i. Use of M.S. Office:

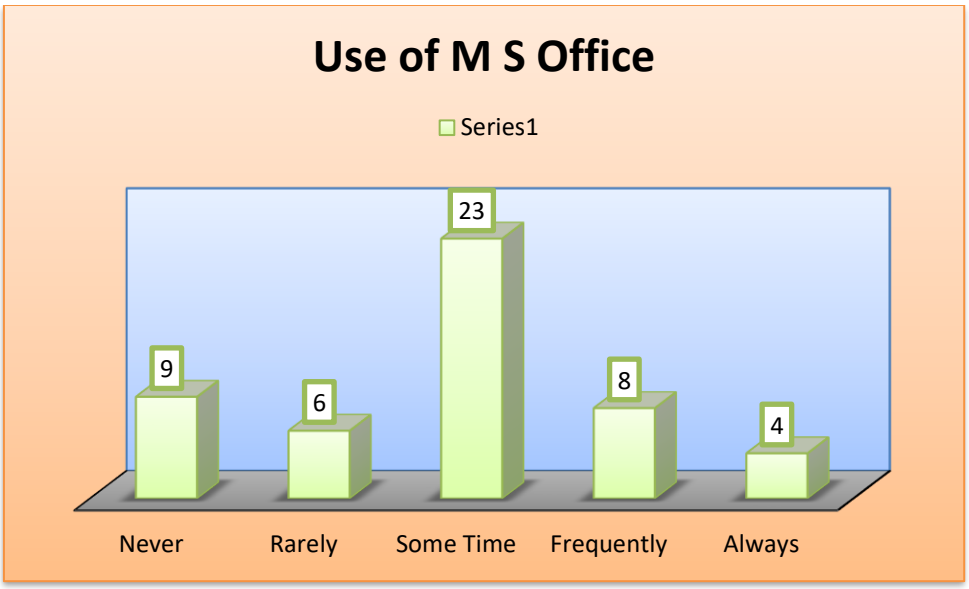
A question related to the use of M.S. Office was asked to the students. From this Researcher wanted to know that how much students are using M.S. Office in their daily routine.

***Table 4.4*: Students Using M.S. Office**

Use of MS Office	Number of Students
Never	16
Rarely	18
Some Time	12
Frequently	4
Always	0

Researcher wanted to know that how much students are using M.S. Office in their daily routine. The collected data were analysed into five different categories. They were Never, Rarely, Sometime, Frequently, Always. From this Researcher wanted to know the usability of M.S. Office by the students.

***Graph 4.4*: Students Using M.S. Office**



It is shown in the above mentioned graph that there were 16 students who have never used M S Office. There were 18 students who use M.S. Office rarely. There were 12 students who use M.S. Office some time. 4 students use M.S. Office frequently in their daily routine. No student responded as use M.S. Office always. From this graph it is shown that most of the students don't use M S Office.

ii. Use of Internet

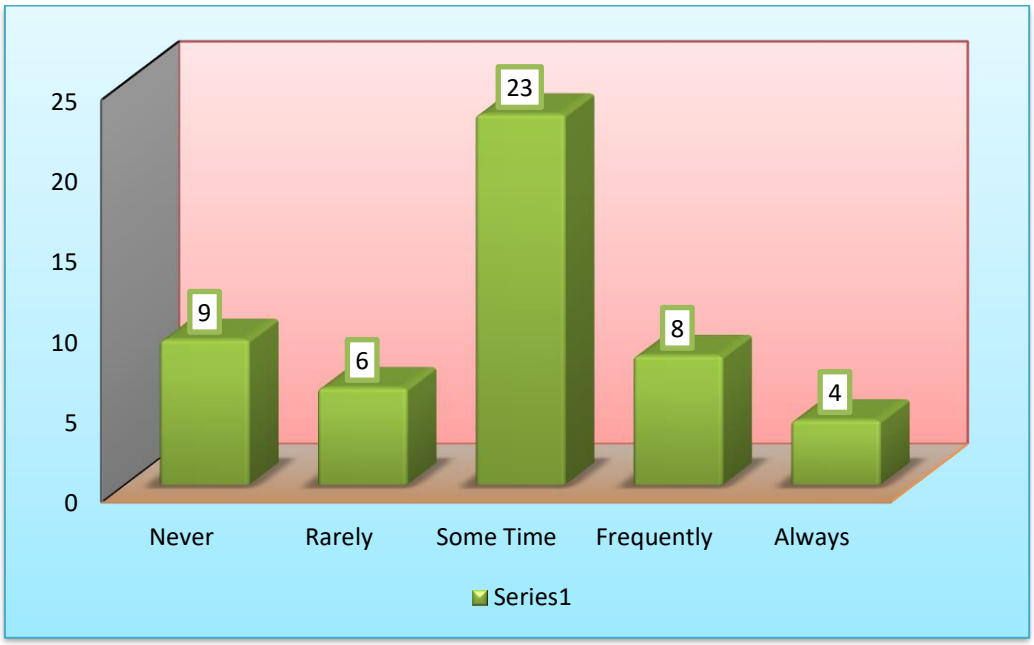
Researcher prepared questions related to the use of Internet. Researcher wanted to know that how many students use internet regularly. After implementation of questions related to use of internet data were analysed.

***Table 4.5*: Use of Internet in General**

Internet Use	Number of Students
Never	9
Rarely	6
Some Time	23
Frequently	8
Always	4

Researcher wanted to know that how much students are using internet in their daily routine. The collected data were analysed into four different categories. They were Rarely, Sometime, Frequently, Always. As per the usefulness of the internet Researcher came to know that how many students were used to with internet.

***Graph 4.5*: Use of Internet in General**



In the above mentioned graph it is shown that there were 9 students who responded as Never for use of the Internet. There were 6 students who rarely used internet for general purpose. There were 23 students who use internet sometime for general purpose. There were only 8 students who used internet frequently for general purpose. There were 4 students who used internet always. From the above mentioned graph it was clarified that most of the students were using internet sometimes or frequently.

iii. Use of Internet for Social Networking and Email

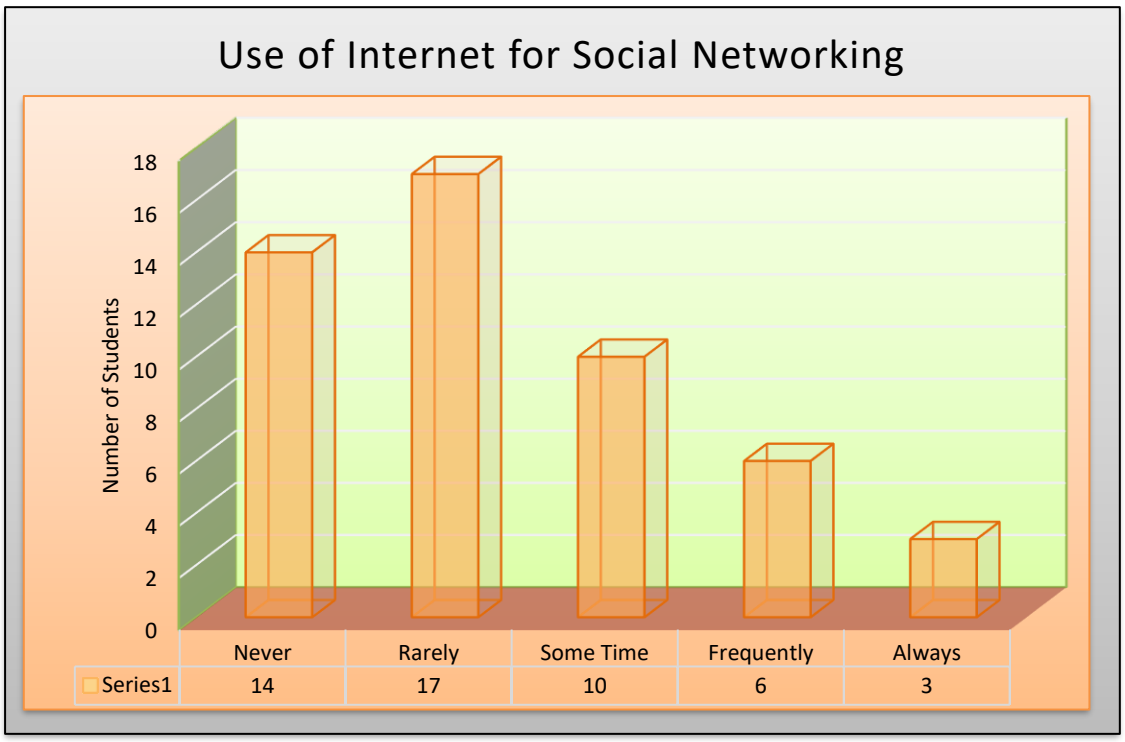
After knowing the use of internet for general purpose Researcher wanted to know how many students were using internet for Social Networking and Email.

***Table 4.6*: Students Using of Internet for Social Networking**

Use of Internet for Social Networking and Email	Number of Students
Never	7
Rarely	11
Some Time	15
Frequently	9
Always	8

To know to up to which extend students using internet for social networking Researcher asked question. Collected data was measured using Never, Rarely, Sometime, Frequently and Always. Data were analysed on the bases of the responses of the students.

***Graph 4.6*: Students Using of Internet for Social Networking**



In the above-mentioned graph, it is shown that there were 7 students who have never used internet for social networking. There were 11 students who indicated that they used internet Rarely for social networking. On the other hand, out of 50 students 15

students mentioned that they used internet Some Times for Social Networking. There were 9 leaners who responded as Frequently for the question related to use of internet for social networking. There were 8 students who always used internet for Social Networking.

4.1.3 Use of Computer and Internet for Educational Perouse

After knowing that how many students are using internet in general Researcher tried to know that how many students are using internet for educational purpose. To get information about this topic researcher draft question to collect data related to this topic. In this part Researcher asked question related to use of internet for educational purpose and experience of any online learning.

i. Use of Internet for Education

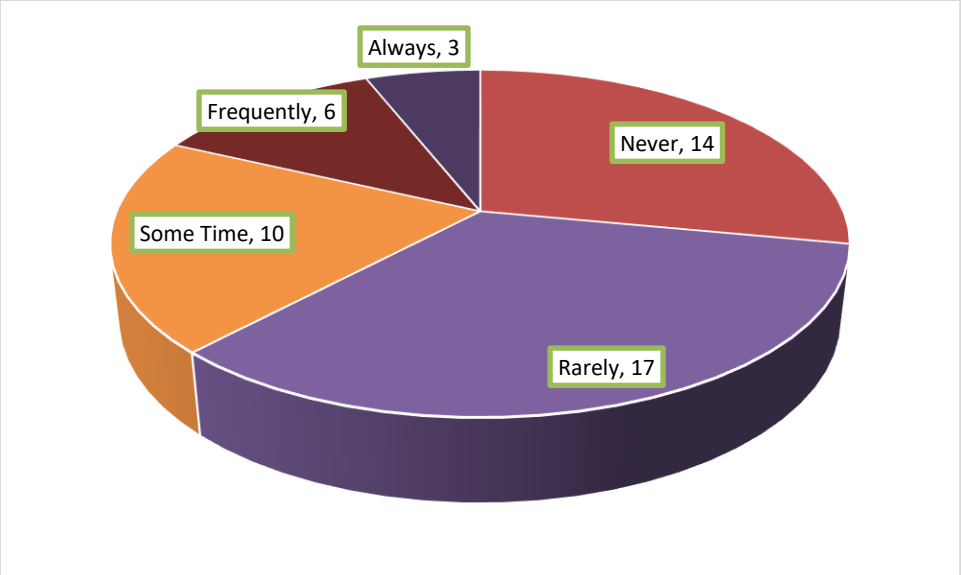
In this content question related to the use of internet for educational purpose was asked. So that Researcher came to know that how much students are aware about the usefulness of internet for educational purpose.

***Table 4.7*: Students Using Internet for Education**

Use of Internet for Social Networking and Email	Number of Students
Never	14
Rarely	17
Some Time	10
Frequently	6
Always	3

In the above-mentioned table, it is shown that students' responses were collected in four different parts. They are Never, Rarely, Sometime, Frequently and Always respectively. On the basis of the responses of the students' data were analysed to know how many students are using internet for educational purpose.

***Graph 4.7*: Students Using Internet for Education**



It is shown in the above-mentioned graph that there were 50 learners who responded for this question. From these 50 students, there were 14 students who responded as Never indicating that they have never used Internet for educational purpose. There were 17 students who Rarely used internet for educational purpose. On the other hand, there were 10 students who responded as Some Times for the same question. There were 6 students who mentioned that the used internet frequently for educational purpose. There were only 3 students who used internet always for educational purpose.

ii. Experience of Online Learning

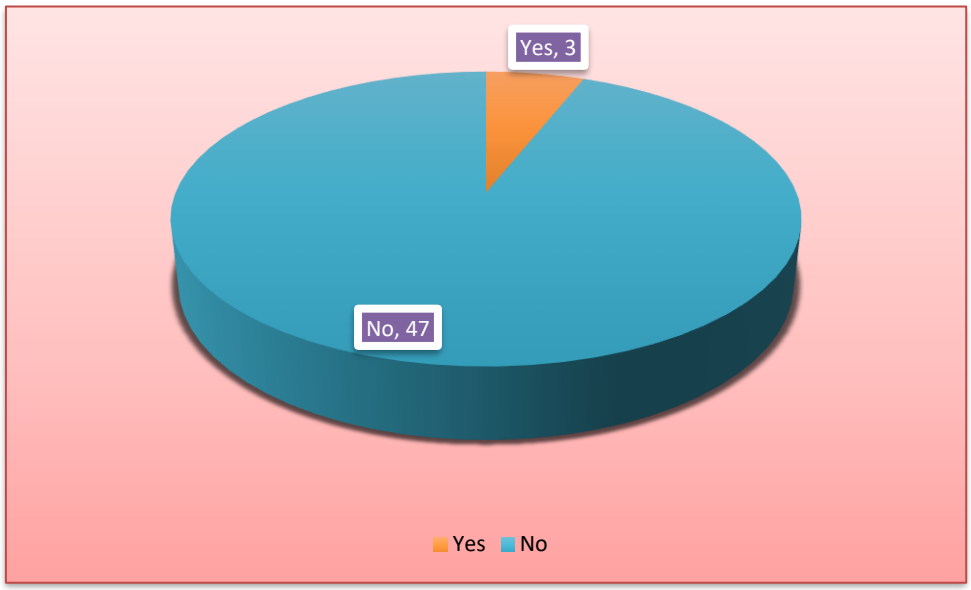
Researcher wanted to know the experience of the students about online learning. Experience of online learning was helpful to make learners relevant with their previous knowledge of online learning.

***Table 4.8*: Number of Students having Experience of Online Learning**

Experience of Online Learning	Number of Students
Yes	7
No	43

Students were asked question related to their experience of online learning. To collect data about students' experience they were asked to give their responses in 'Yes' or 'No'. From this information Researcher wanted to now students' previous knowledge of online learning.

***Graph 4.8*: Number of Students having Experience of Online Learning**



Above mentioned graph was related to online learning experience of learners. There were 50 learners who responded for this question. From these learners only 3 responded as Yes, indicating that they were having online learning experience. There were 47 learners who responded as No that they were not having any learning experience.

4.2 Analysis of Data Collected through Achievement Test

Researcher implemented Multimedia Programme on the students studying in standard VIII in Gujarati medium of Anand Block. Investigator conducted achievement test on the students. In achievement Test, first Investigator implemented Pre-test and Post-test. After implementation of pre-test treatment was given to the students, in which students were taught using Multimedia Programme by the Investigator. Then to measure improvement in the students, after implementation of Multimedia Programme, post-test was implemented. These tests are Achievement Test, through which difference between the both the scores were measured. Then investigator analyzed data to test hypothesis of present study.

Hypotheses for the present study were,

- There will be no significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.
- There will be no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.

Researcher implemented Achievement Test on the students. In the Achievement Test investigator putted questions related to the Grammar, Text based Lesson and Compositions. Then investigator collected data and analyzed those data. Then hypothesis was tested for getting data of the test. The data was analyzed by computing Mean, Standard Deviation, Standard Error of Mean Score, Correlation Co efficient, Standard Error of Mean Difference between Pre-test and Post-test and T-Value are shown with the calculation of the results have been presented in the table.

Investigator implemented pre-test on the students. There were 50 students on whole pre-test was implemented. After implementation of retest data were collected and analyzed. The score of pre-test is given bellow:

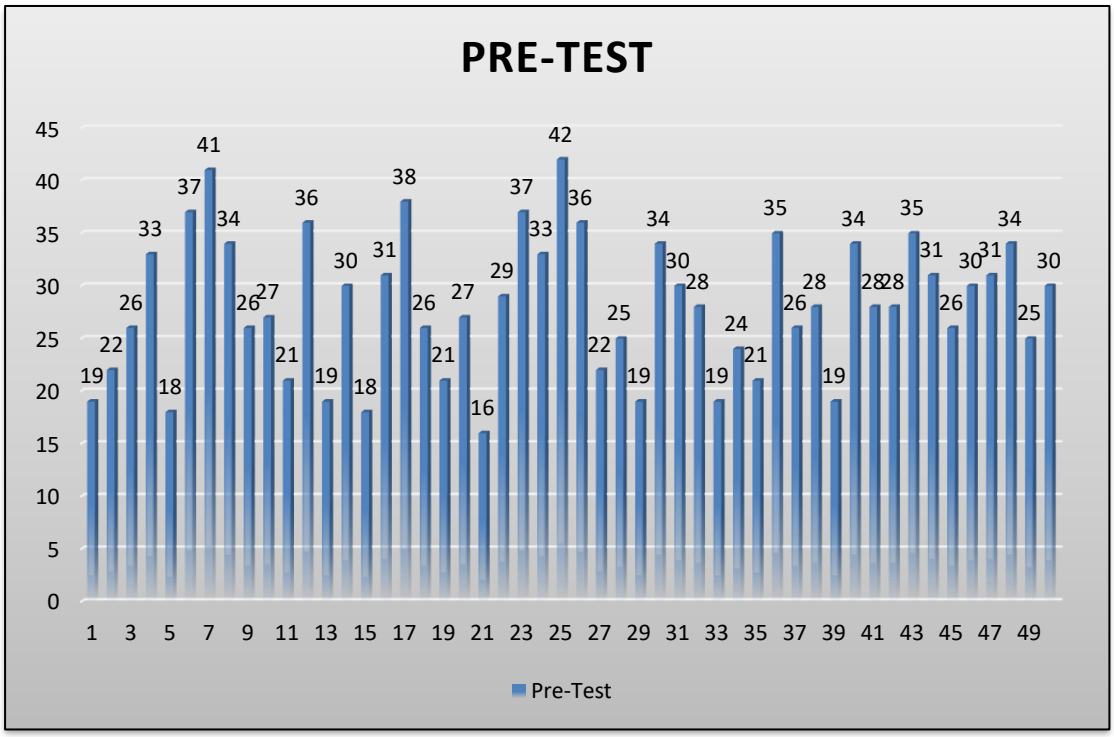
***Table 4.9*: Score of Pre-Test related to related to Multimedia Programme**

Sr. No.	Pre-Test	Sr. No.	Pre-Test
1	19	**26**	36
2	22	**27**	22
3	26	**28**	25
4	33	**29**	19
5	18	**30**	34
6	37	**31**	30
7	41	**32**	28
8	34	**33**	19
9	26	**34**	24

10	27	**35**	21
11	21	**36**	35
12	36	**37**	26
13	19	**38**	28
14	30	**39**	19
15	18	**40**	34
16	31	**41**	28
17	38	**42**	28
18	26	**43**	35
19	21	**44**	31
20	27	**45**	26
21	16	**46**	30
22	29	**47**	31
23	37	**48**	34
24	33	**49**	25
25	42	**50**	30

Pre-test was conducted on 50 students; it was of 50 marks and students were given 1 Hour to write their answers. From all these students there were only two students who scored more than 40 marks. Investigator putted open ended and close ended questions so that students were able to give response to those questions. On the basis of those results investigator prepared Multimedia Programme.

***Graph 4.9*: Score of Pre-Test related to Multimedia Programme**



Graph mentioned above shows the data collected from students based on their scores derived from pre-test. There were 50 students on whom pre-test was implemented. After implementation of pre-test, the Researcher came to know that there were 9 learners who scored 35 or more than 35 marks in pre-test. There were 8 students who scored less than 20 marks in pre-test. Remaining majority of 33 students scored between 20 to 34. In indicated that majority of the learners scored average marks. The highest score of pre-test was of 42 marks which was scored by student number 25. The lowest score of pre-test was of 16 marks which was scored by student number 21.

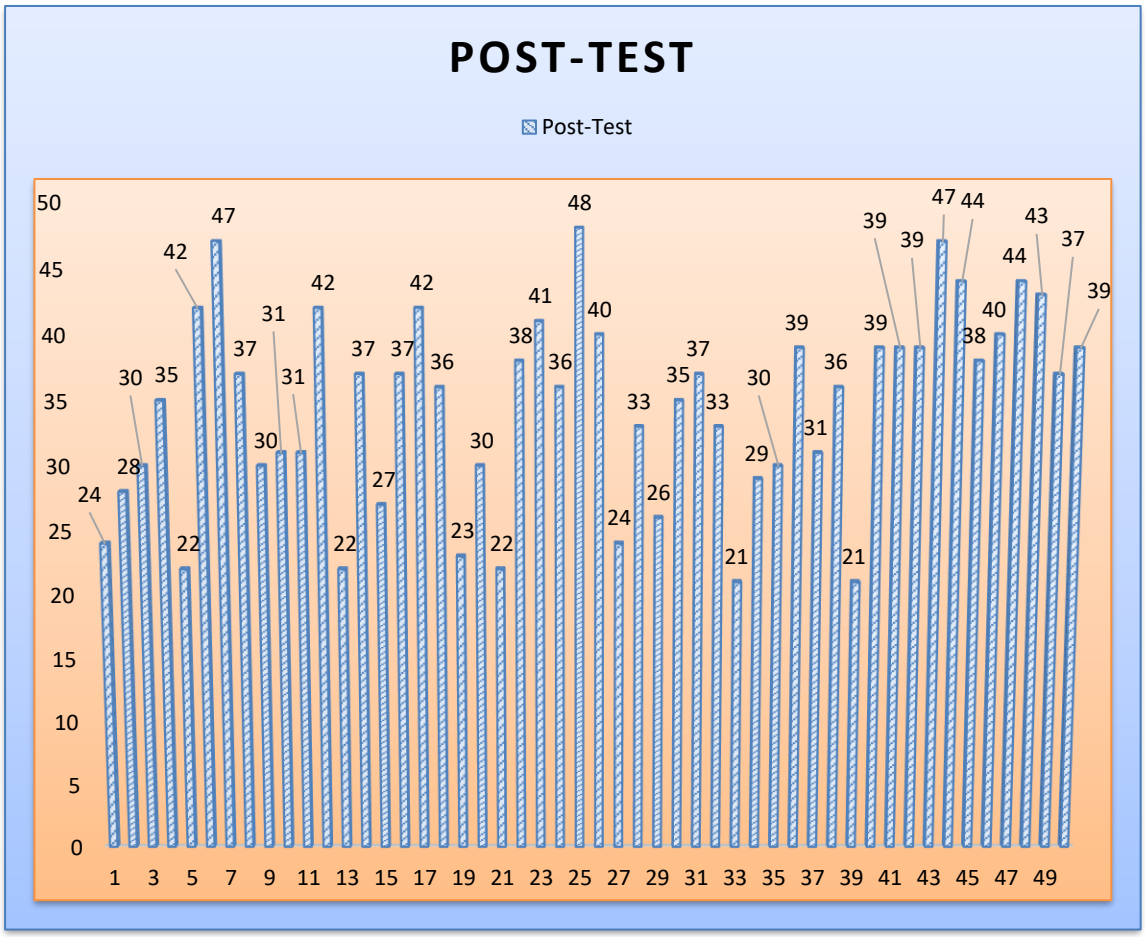
***Table 4.10*: Score of Post-Test related to Multimedia Programme**

Sr. No.	Post-Test	Sr. No.	Post-Test
1	24	**26**	40
2	28	**27**	24
3	30	**28**	33
4	35	**29**	26
5	22	**30**	35
6	42	**31**	37

7	47	**32**	33
8	37	**33**	21
9	30	**34**	29
10	31	**35**	30
11	31	**36**	39
12	42	**37**	31
13	22	**38**	36
14	37	**39**	21
15	27	**40**	39
16	37	**41**	39
17	42	**42**	39
18	36	**43**	47
19	23	**44**	44
20	30	**45**	38
21	22	**46**	40
22	38	**47**	44
23	41	**48**	43
24	36	**49**	37
25	48	**50**	39

Investigator implemented post-test on the students to know the outcome of the Multimedia Programme which was implemented on the students. Through this post-test investigator came to know score of the students which helped Investigator for analysis of data for present study. From the collected data of pre-test and post-test Investigator came to know the effectiveness of Multimedia Programme on students studying in standard VIII in Gujarati medium of Anand Block.

***Graph 4.10*: Score of Post-Test related to Multimedia Programme**



Graph 4.2 was related to post-test scores of the students. Researcher implemented Multimedia Programme on learners to provide Remedy on Selected Grammatical Errors in English. From the analysis of the post-test the researcher came to know that there were 12 learners who scored 40 or more than 40 marks in post-test. There was no learner who scored less than 20 marks in post-test. The highest score of post-test was 48 marks which was cored by student number 25. The lowest score of most-test was of 21 marks which was scored by two students, they were student number 33 and 39.

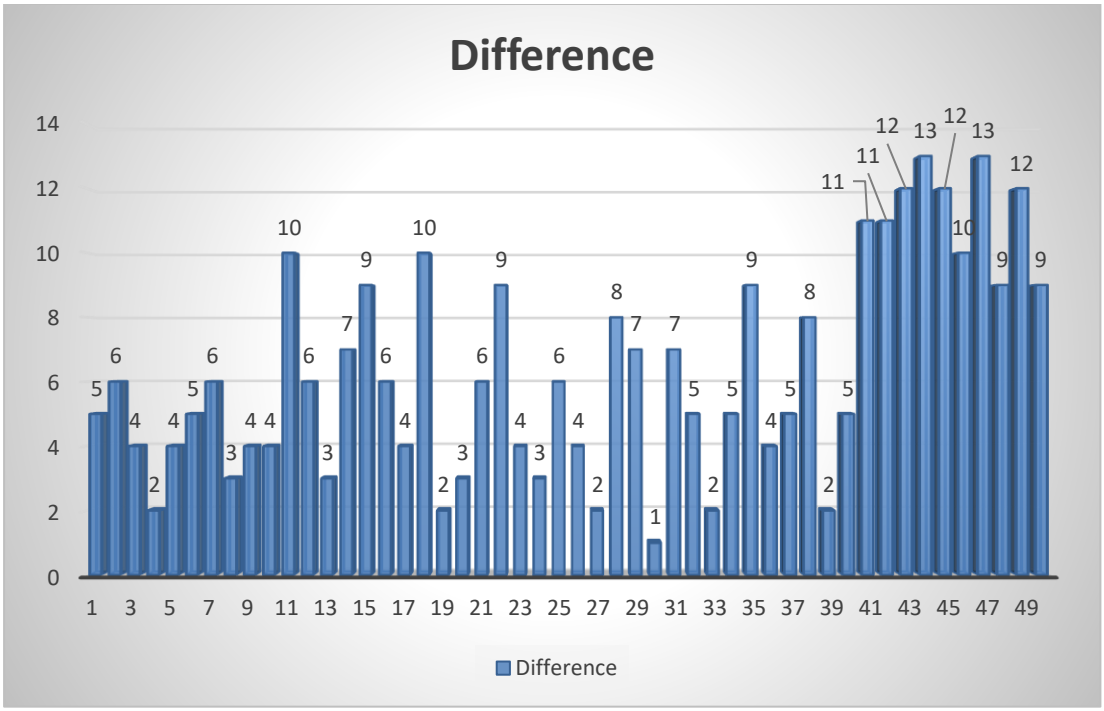
***Table 4.11*: Difference between Pre-test and Post-test score**

Student No.	Pre-Test	Post-Test	Difference
1	19	24	5
2	22	28	6
3	26	30	4
4	33	35	2
5	18	22	4
6	37	42	5
7	41	47	6
8	34	37	3
9	26	30	4
10	27	31	4
11	21	31	10
12	36	42	6
13	19	22	3
14	30	37	7
15	18	27	9
16	31	37	6
17	38	42	4
18	26	36	10
19	21	23	2
20	27	30	3
21	16	22	6
22	29	38	9
23	37	41	4
24	33	36	3
25	42	48	6
26	36	40	4
27	22	24	2
28	25	33	8
29	19	26	7
30	34	35	1

31	30	37	7
32	28	33	5
33	19	21	2
34	24	29	5
35	21	30	9
36	35	39	4
37	26	31	5
38	28	36	8
39	19	21	2
40	34	39	5
41	28	39	11
42	28	39	11
43	35	47	12
44	31	44	13
45	26	38	12
46	30	40	10
47	31	44	13
48	34	43	9
49	25	37	12
50	30	39	9

Above mentioned table shows the difference between two scores, that is of pre-test and post-test. Investigator implemented both the tests on the same group. First Investigator conducted pre-test on the students and after implementing Multimedia Programme to teach English Subject to the students. Then Investigator implemented post-test. This table is showing the difference between these two scores. Pre-test shows the result of the students, before implementation of Multimedia Programme. Post-test is showing the result of the students, after implementation of Multimedia Programme.

***Graph 4.11*: Difference between Pre-test and Post-test score**



This graph shows the differences between two scores that is pre-test and post-test. In this graph it is shown that there was highest level of difference was of 13 marks. It was of students' number 44 and 47. There was only one student who was having difference of one mark and that is student number 30. Apart from that from the graph of difference between pre-test and post-test shows that all the students were having positive difference in terms of marks. Further above-mentioned graph has shown students' improvement in terms of marks.

Collected data from pre-test and post-test were analysed to test hypotheses of the present research. The researcher implemented pre-test on learners, followed by the intervention programme for remedying selected grammatical errors in English at Upper Primary level. After implementation of intervention programme, post-test was implemented. Collected data from pre-test and post-test were analysed to test hypotheses of present research.

Hypothesis 1:

There will be no significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level

Researcher implemented Pre-test on students to know their comprehension ability. After implementation of Pre-test, Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level was implemented. After implementation of this intervention programme, post-test was implemented. Data collected from pre-test and post-test were analysed to test the hypotheses of the present research. The first hypothesis was related to pre-test and post-test comparison of the learners to know improvement after implementation of Multimedia Programme. Collected data were statistically analysed by computing Paired Sample T Test.

Table 4.12: **Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	28.10	50	6.569	.929
	Post-Test	34.44	50	7.413	1.048

Table 4.12 was related to overall idea about the statistical analysis of collected data. Above mentioned table indicated that the pre-test and post test mean score were 28.10 and 34.44 respectively. N stands for number of students which were 50 in both pre-test and post-test. Std. Deviation of pre-test and post-test were 6.569 and 7.413 respectively. The Std. Error Mean score were for pre-test and post-test were .929 and 1.048. This table provided the overall score analysis of pre-test and post-test.

Table 4.13: **Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	50	.896	.000

Table 4.13 was related to Paired Sample Correlation of Pre-test and Post-test. There were 50 students on whom correlation was measured. Correlation used to be

measured between -1 to +1. Correlation statistics at + side indicate positive correlation and – side indicated negative correlation. Furthermore, correlation statistic greater than +/-.50 indicated high correlation and lesser than +/-.50 indicated low correlation. In the present analysis correlation statistic is .896 which indicate High Positive Correlation. The significant value of Paired Sample Correlation is .000 which is lower than .05 and .01 level which indicated highly significance of Paired Sample Correlation.

Table 4.14: **Paired Sample T Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1- Pre-Test - Post-Test	6.34	3.299	.467	7.276	5.402	13.590	49	.000

Collected data from pre-test and post-test were analyzed by implementing T test. It was dependent T test implemented on students. For this pre-test and post-test were implemented on students and differences between these two tests were analyzed using statistical analysis. From the analysis of paired difference Researcher came to know mean difference that is 6.34. The deviation difference was 3.299. Standard error of the mean was .467 of paired difference. The 95% confidence interval of difference was at lower level 7.276 and upper level was 5.402. The T value of the present study was 13.590. The degree of the freedom of the present study was 49. The significance value of the present study was .000 which is lower than the .05 and .01. It indicated the significance of the present study.

Hypothesis of present study was,

"*There will be no significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level*" which is rejected based on the statistical analysis.

So it can be said that, from the present study, that "**There is a significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level**"

Hypothesis 2:

There will be no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.

Second hypothesis was related to post-test scores of Male and Female students who appeared for intervention programme. There were 27 Male and 23 Female students in the group. After implementation of Multimedia Programme for remedying selected grammatical errors in English, students were appeared for post-test. Researcher wanted to know the score difference of Male and Female students, for this purpose post-test scores of Male and Female were analysed.

Table 4.15: **Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	27	35.44	7.597	1.462
	Female	23	33.26	7.175	1.496

Table 4.15 was related to post-test score comparison of Male and Female students to know the learning and comprehension abilities of Male and Female students. There were 27 male and 23 female students who appeared for intervention programme and post-test. Mean score of Male and Female students were 35.44 and 33.26 respectively. Std. Deviation scores were 7.597 and 7.175 respectively for Male and Female students. The Std. Error of Mean were 1.462 and 1.496 respectively for Male and Female Learners. Data collected from this test helped to compute Independent Sample T Test.

Table 4.16: **Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	105	.748	1.039	48	.304	2.184	2.102	2.042	6.409

Above mentioned table is about the calculation of Independent T to know the effectiveness Multimedia Programme for remedying selected grammatical errors in English. The significance of this test was .748 of Levene's Test for Equality of Variances. The Degree of Freedom was 48 in the present research, which means that students were having option for selection unto 48 out of 50. Mean difference of the present research was 2.184 and standard error of mean was 2.102. The 95% Confidence Interval of the Difference at Lower and Upper level were 2.042 and 6.409 respectively. From the 2 tailed significance it was found out that it was .304 which is higher than .05 level and .01 level.

From this test it was found out that Null Hypothesis of the present study which was,

"*There will be no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.*"

Above mentioned null hypothesis was Accepted. It indicated that no gender difference was noticed in terms of learning and comprehension ability of Male and Female students. So it can be said that,

"There is no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the

Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level."

This is how present research has shown the importance of Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level. Further it has proven the effectiveness of Multimedia Programme to teach English grammar. Above mentioned result of the present Research was based on statistical analysis of pre-test and post-test. So for better outcome present study has been analyzed with the use of Reaction Scale to know the responses of the students about the use of Multimedia Programme for remedying selected grammatical errors.

4.3 Analysis of Data Collected through Reaction Scale

Researcher implemented Reaction Scale on the students studying in standard VIII of Gujarati medium. Researcher first of all implemented Multimedia Programme on the students so that they can use this method for their teaching and learning process of English grammar. After implementation of Multimedia Programme, Researcher wanted to know the reaction of the students towards the use of Multimedia Programme for their teaching and learning of English grammar. So that Researcher came to know that what was going on in the minds of the students when they were using Multimedia Programme. Through Reaction Scale, Researcher came to know about the learning experiences of students and their Reaction towards this new teaching method. Reaction Scale was implemented immediate after implementation of post-test. Then data were collected from the students. Collected data were analyzed using frequency and percentage.

***Table 4.6*: Frequency of the Reaction Scale**

Statement No.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	16	19	12	3	0
2	15	28	7	0	0
3	26	14	9	1	0
4	23	19	8	0	0
5	18	25	6	0	1

6	21	23	5	0	1
7	29	17	3	1	0
8	17	22	8	3	0
9	24	19	7	0	0
10	16	18	14	1	1
11	19	18	11	2	0
12	31	14	6	1	0
13	29	16	5	0	0
14	28	19	2	1	0
15	32	13	4	1	0

Researcher implemented Reaction Scale on the students to know the reaction towards the use of Multimedia Programme. In these reactions of the statements Researcher found that most of the students were in the favour to use Multimedia Programme for teaching English grammar. These students were having reactions towards Strongly Agree and Agree in almost all the statements. There 32 students who responded as Strongly Agree for Statement number 15. In Agree there were 28 students gave who responded for statement number 2. In all the statements most of the students gave responses for Strongly Agree or Agree.

There were some students who were not sure or undecided about their reactions. The highest number students who were not sure about the statements were 14 and they were undecided for statement number 10. Very few students were Disagree about the use of Multimedia Programme for teaching and learning. There only 3 students who gave their reaction as Disagree and that is for statement numbers 1 and 8. There were very few students who were Strongly Disagree about some of the statements. The highest number of students who were Strongly Disagree were only 1 and they were Strongly Disagree on only statement number 5, 6 and 10.

***Table 4.7*: Percentage of the Reaction Scale**

Statements	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	32	38	24	6	0
2	30	56	14	0	0
3	52	28	18	2	0
4	46	38	16	0	0
5	36	50	12	0	2
6	42	46	10	0	2
7	58	34	6	2	0
8	34	44	16	6	0
9	48	38	14	0	0
10	32	36	28	2	2
11	38	36	22	4	0
12	62	28	12	2	0
13	58	32	10	0	0
14	56	38	4	2	0
15	64	26	8	2	0

Above mentioned table shows the result of the Reaction Scale. This data was collected by the Investigator. Then this data was analyzed in terms of percentage. In this data it is shown that most of the students were in having reaction towards Strongly Agree and Agree. In reaction of Strongly Agree there were 9 statements on which students were having reaction of 40% or more than 40%. There were 12 statements on which students were Agree with 30% or more than 30%. There were 64% of the students who were having reaction towards Strongly Agree for statement number 15. Above mentioned table shows that from 100% of the students more than 70% of the students were having reaction towards Strongly Agree or Agree for all 15 Statements.

There were some students who were undecided for some statements. The highest percentage of undecided students who responded as Not Sure was 28% and it was on statement numbers 10. There were few students who were having reaction towards

Disagree and the highest percentage was 6% for statement number 1 and 8. There were on 3 statements about reactions as Strongly Disagree. The highest percentage was 4% for statement number 5, 6 and 10. This shows the reaction of the students in terms of percentage on the use of Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.

5.0 Introduction

This chapter interprets the data presented in chapter IV. The interpretation of the data is based effectiveness of using Multimedia Programme to teach English subject to the students of standard VIII. The purpose of this chapter is to summarize the thesis research and suggest research and policy recommendations for further analysis. This chapter provides the overall idea and findings of the research.

Present chapter provides basic information about problem of the study, objectives, delimitations and methodology of the study. Further it focuses on major findings of the study which leads to the discussion of results. This chapter also focuses on implication and conclusion of the study. At the end of this chapter suggestion for further research is given.

5.0.1 Statement of the Problem

Development and Try-out of a Multimedia Programme for Remedying Selected Grammatical Errors in English at Upper Primary Level

5.0.2 Objectives of the Study

I. To analyze and classify the errors observed among the Upper Primary students.
II. To prepare a multimedia programme in English for Upper Primary students to remedy their errors in selected areas of writing.
III. To assess the effectiveness of the multimedia programme in terms of achievement of students.
IV. To assess the effectiveness of the multimedia programme with reference to certain variables.
V. To know the opinions of students about the use of multimedia for their teaching-learning of the English Grammar.
VI. To offer suggestions based on the findings of the study.

5.0.3 Hypothesis of the Study

- There will be no significant difference between the pre-test post-test mean achievement score of Experimental Group who underwent the Multimedia

Programme for remedying selected grammatical errors in English at Upper Primary level.

- There will be no significant difference between the post-test mean achievement score of male and female learners of Experimental Group who underwent the Multimedia Programme for remedying selected grammatical errors in English at Upper Primary level.

5.0.4 Delimitation of the Study

The study was confined to preparation and try-out of multimedia programme in English. The multimedia programme was confined only to selected students who were graduates or post-graduates with English as their special subject and who had enrolled themselves in B.Ed (English) course during the academic year 2012-2013. The study was confined only to the grammatical errors. The researcher dealt with errors in selected areas, that is, very frequently found errors which affected the writing expression. In other words, the researcher did not deal with occasionally occurring errors; or errors taking place at the advanced level. The researcher mainly focused on grammatical errors in writing skills. His objective was to eliminate frequently found errors in writing. The study did not seek to deal with reading or oral communication although it might have improved the learners in these areas as well.

5.0.5 Methodology of the Study

The proposed study was experimental and specifically Pre-experimental in nature as there was only one group for the present study, namely experimental group. On them pre-test and post-test was conducted. Best and Kahn (1996) described this kind of the study with one group, pretest – posttest design. This study is presented as follow.

O1 X O2

Where O1 was Pre-test

X Experimental Group

O2 will Post-test.

First Pre-test was administered on the experimental group. Then the experimental group was subject to intervention. Finally Post-test was administered on experimental group.

Population of the Study

In the research all the students studying in Anand Block of Standard VIII during academic year 2015 – 16 in Gujarati Medium schools was consist as the population for the present study. Researcher has conducted research keeping in mind students studying in Anand Block. Researcher wanted to know effectiveness Multimedia Programmeamong the students studying in Gujarati Medium. Researcher has chosen students studying in of Government Schools as population for the present research.

Sample of the Study

Samples for the present study were selected using Probability sampling method. The samples for the present study were selected randomly. Researcher used cluster sampling method to select the sample. First of all one village of Anand Block was selected, from that randomly one school was selected. From that school students studying in Standard VIII were selected as sample for the present study. Researcher chose students of one school as sample for the resent study. There were 50 students studying in standard VIII who were selected as sample. On these selected students pre-test and post-test was implemented.

Tools and Techniques Used for Data Collection

- **Achievement Test:** Researcher prepared an achievement test to measure achievement of students regarding English Language proficiency. In achievement test two test were prepared in English as Pre-Test and Post-Test. In the achievement test three topics from the textbook of Standard VIII were selected. From the selected topics Researcher prepared pre-test and post-test. Before preparing achievement test, blue print was prepared for the construction of the achievement test in English Subject. On the basis of the blue print the test items were developed. The test was both subjective and objective in nature. Achievement test was prepared keeping in mind the knowledge level, understanding level and more on the application level of the

student. Both Pre-test and Post-test were same based on blue print. In the achievement test items were both open ended and close ended.

- **Reaction Scale:** A Likert type five-point (Strongly Agree, Agree, Can't Decide, Disagree and Strongly Disagree) Reaction Scale was prepared by the Researcher. It was prepared to measure the reaction of the students about the effectiveness of Multimedia Programme to learn English Subject. This reaction scale was for the students of Experimental Group about the use of Multimedia Programme. The Reaction Scale was having statements related to implementation of Multimedia Programme. In the reaction Scale students were instructed to show their reaction about effectiveness of Multimedia Programme in the form of putting a tick mark (√) in the appropriate box for each statement. This reaction scale was divided into few parts like students' knowledge about Multimedia Programme, use of Multimedia Programme in classroom, what they learn from this Multimedia Programme and how much it was beneficial for them. There were 15 statements in which students gave their reactions.

Procedure for the Data Collection

Procedure of data collection has been divided into different phased. All these phases show the steps that how Researcher did his research work. From these phases one would be able to understand how this research was taken place. Each and every phase has its own importance. These phases were divided on the bases of the objective of the present study.

Phase 1: Process of Pre-test Implementation

This process is divided into two steps. Step one was of development of pre-test and step two was implementation of pre-test.

Step 1: Development of Pre-test

Researcher developed pre-test for the student. This test was prepared by the Researcher. This test was prepared keeping in mind the level of the students. First Researcher prepared Blue Print of the test and then on the bases of that Blue Print Researcher developed Pre-test.

Step 2: Implementation of Pre-test

Researcher implemented Pre-test of the students studying in standard VIII. Researcher implemented this test to know students' present mental comprehensive ability of the students. There were 50 students on whom test was implemented. While taking pre-test Researcher made surety that students don't copy from others and write answers genuinely.

Phase 2: Development of Multimedia Programme

Data were collected through pre-test, which helped to know comprehension ability of the students. So on the basis of collected these data through pre-test; Researcher designed Multimedia Programme for the students. Multimedia Programme were related to the three Units of the text, which students supposed to learn. While developing and designing Multimedia Programme Researcher kept in mind few things which are as followed:

- Students should learn English.
- Students should not feel bore.
- There should be active participation of students in Multimedia Programme.
- Multimedia Programme should allow learners to work in pairs and groups.
- There should be fun in learning.

Phase 3: Development of Reaction Scale

Researcher developed Reaction Scale for the students. It was a Likert type five point (Strongly Agree, Agree, Can't Decide, Disagree and Strongly Disagree) reaction scale. There were 15 statements related to Multimedia Programme to know the reaction of students about effectiveness of Multimedia Programme in terms of learning experience English Grammar. All those statements were positive in nature. This reaction scale was prepared keeping in mind interest of the students towards use of Multimedia Programme for teaching and learning of English Subject. While preparing Reaction Scale Researcher kept in mind few aspects, they are as followed:

- Interest of the students towards teaching English with the use of Multimedia Programme.
- Teaching methods used by teacher for teaching English Subject.

- Students' reactions towards English.
- Students' knowledge about Multimedia Programme.
- Use of Multimedia Programme in the Classrooms.
- What they learn from this Multimedia Programme and how much it was beneficial for them

Phase 4: Implementation of Multimedia Programme

Researcher implemented Multimedia Programme on students studying in standard VIII of Gujarati Medium Schools of Anand Block. These tasks were given to the students so that they can use different ways to exhibit their ideas with the use of Multimedia Programme. Researcher implemented Multimedia Programme on students. Students were given time and enough space to play Multimedia Programme. Most of the activities were in pair or group work. All these Multimedia Programme were divided into three parts, which are Tenses, Articles and Connectors and Preposition based textbook.

Phase 5: Process of Post-test Implementation

Procedure of data collection has been divided into different phased. All these phases shows the steps that how Researcher did his research work. From these phases one would be able to understand how this research was taken place.

Step 1: Development of Post-test

Before implementation of experiment, Researcher implemented a Pre-test to know about education of the students. For the preparation of the test Researcher designed blueprint of the test. After implementation of Multimedia Programme on students, post-test was prepared by the Researcher. To prepare post-test Researcher used the same blueprint which was used in pre-test. On the bases of that post-test was designed. This test was prepared keeping in mind the level of the students. First Researcher prepared Blueprint of the test and then on the bases of that Blueprint Researcher developed Post-test.

Step 2: Implementation of Post-test

After implementation of Multimedia Programme on the students studying in standard VIII studying in Gujarati Medium School of Anand Block, There were 50 students on

whom test was implemented. While taking post-test Researcher made surety that students don't copy from others and write answers genuinely. After completing the process of post-test collected all the test papers from the students.

Phase 6: Implementation of Reaction Scale

This reaction scale was implemented on the students of standard VIII of Guajarati Medium staying in Anand Block. Researcher implemented reaction scale on the experimental group on whom Researcher implemented Multimedia Programme to teach English Subject. After implementation of Post-test Researcher implemented Reaction Scale.

Procedure of data Analysis

The observed data obtained through Pre-test and Post-test were analyzed by employing quantitative data analysis technique. Data collected through Pre-Test and Post-Test were measured using Mean, Standard Deviation, Standard Error of Mean and T-Test. Data collected through Reaction Scale were analyzed by using Percentage and Frequency. From the outcome of the data Researcher was able to know that whether Multimedia Programme were useful or not for teaching English Subject to the students.

5.1 Major Findings of the Study

- Researcher implemented achievement test on the students studying in standard VIII of Gujarati Medium of Anand Block. Achievement test was conducted on students as pre-test and post-test. After implementation of Achievement test data were collected. Researcher analyzed the data.
- After analysis of data **Mean** score of Pre-rest and post-test was found out, which was 28.10 and 34.44 respectively. Then **Standard Deviation** was found out of both the test, which were 6.569 and 7.413 respectively.
- Then **SEM** was found of both pre-test and post-test which were **.929** and **1.048** respectively. These scores were used to found **Correlation** which was **0.896.** This **Correlation** shows show highly positive correlation of both the scores.

- Researcher implemented Achievement test on the students studying in Standard VIII of Gujarati medium school of Anand Block. After analyzing achievement test it was found that **SEM_d** was **.467**. From this calculated t value was found which was **13.590**.
- This calculated t value was higher than table value at 0.01 level and 0.05 level. 2-tailed significance value was .000 which is lower than .05 and .01 level. So hypothesis was rejected.
- Another hypothesis was related to Male and Female learning and comprehension ability. After analysis of data Post-test **Mean** score of Male and Female were found out, which were 35.44 and 33.26 respectively. Then **Standard Deviation** was found out of both the test, which were 7.597 and 7.175 respectively. Then **SEM** was found of both pre-test and post-test which were **1.462** and **1.496** respectively.
- From this Research it was found out that Multimedia Programme are useful for teaching and learning of English Subject. It can improve students' comprehension ability and they can perform better in the field of education.
- Further it is also found out that students found it interesting as new teaching and learning method.
- After implementation of Achievement Test, Reaction Scale was implemented to know the reaction of students about the use of Multimedia Programme in their teaching and learning process. Researcher implemented Reaction Scale on the students studying in Standard VIII of Gujarati medium school of Anand Block.
- There were 15 statements in the Reaction Scale and all the statements were positive in nature. After collection data from the students, data were analyzed using Frequency and Percentage.
- From the analysis of the data collected through Reaction Scale it was found out that most of the students were having reaction towards **Strongly Agree** and **Agree**. It shows that students were having positive reaction about the use of Multimedia Programme that is used for teaching and learning English Subject. In percentage it is show that more than **70%** of the students were having reaction towards **Strongly Agree** and **Agree**.
- There were few students who were not sure about the statements. The maximum number of students were 9 and minimum numbers 4 who were **Not**

Sure about the given statements. In percentage this students were between **10% to 25%**.

- There were very few students who gave their reactions as **Disagree** and **Strongly Disagree** for the given statements. There were only 0 to 2 students who responded as **Disagree** and **Strongly Disagree**. In percentage this it is between **0% to 5%**.
- From this Reaction Scale it is found out that most of the most of the students were having positive reaction about the use of Multimedia Programme that is used for teaching and learning of English Subject to the students Standard VIII of Anand Block.

5.2 Discussion of Results

This research focuses on effectiveness of using Multimedia Programme to teach English subject to the students of standard VIII of Anand Block. In the present study Researcher tried to know the effectiveness of Multimedia Programme on the students. There were 50 students who used Multimedia Programme to learn English subject. After implementation of Multimedia Programme data were analyzed and derived Findings. These were some other researches were conducted related to Multimedia Programme. So Researcher compared results and findings with the results and findings of present resrarch.

From the researcher conducted in India, Investigator came across some researches which were related to improvement of English language. From those researches **Mahajan (2010)** developed a remedial programme to improve English language and from the findings it was found out that it was very effective for the students. Similarly Investigator has used Multimedia Programme as new method of teaching English and findings shows that this way of teaching has improved their English. **Sharma (2010)** and **Karekar (2013)** prepared activity Based Programme to improve English Language Skills of Learners. The findings of these two researches clarified that different kinds of programmes are useful to improve language skills of learners. In the present research Investigator has also used new kind of programme which was interesting for the students. Even findings of the Reaction Scale identifies that students were having positive response for this new way of teaching and learning.

In India Investigator did not come across any study related to Multimedia Programme. But when it comes about reviews of foreign, then one can have long list of researches related to Multimedia Programme. In foreign **Cortez (1974), Wrucke-nelson (1992)** and **Moeller (1996)** prepared Multimedia Programme for teaching and learning of English to the students of ESL learners. Findings of all these researches show the positive impact of Multimedia Programme for teaching English. In the present research also it was found out that teaching English through Multimedia Programme was interesting for students. **Shaw (2009)**, **Alshammari (2013)** and **Ragatz (2015)** designed activities for the students to improve vocabulary of learners. Whereas in present Research Investigator used Multimedia Programme to teach English Subject to the students. It shows that apart from any particular skill of language, Multimedia Programme can be used to teach English Subject at school level. All these discussion of result shows that as use of Multimedia Programme were effective in foreign it was also useful and effective in India as well. Apart from this, it also clarifies that Multimedia Programme can work as fun and teaching tool for students.

5.3 Implications and Conclusions of the Study

Present study is about the effectiveness of Multimedia Programme to teach English subject. In this Research Researcher has shown the importance of Multimedia Programme which increase students' curiosity and makes them to involve themselves in teaching and learning process. Multimedia Programme are useful to teach students. Multimedia Programme are having quality that students use to play it as their total interest is in the enjoyment of the Multimedia Programme. But apart from that students use to feel relaxed mentally. So a mentally relaxed child can do many different kinds of activities with innovations. This is the reason that most of the students like to use multimedia. Apart from all these students use to play with others so it use to create more interaction in between. So Researcher used Multimedia Programme as tool to teach students.

Multimedia have an ability to make students more interactive and can keep involving them in work. Multimedia Programme can be used to teach many things to the students like vocabulary, interactions, creative tasks and many more. Through all this students learn new things subconsciously. It can be considered as another option of teaching instead of using traditional lecture method. It doesn't mean that students

should use only Multimedia Programme for teaching and learning. But teachers should know how they like to learn. Whenever students feel bore or monotonous teacher can use Multimedia Programme to make students interactive and increase interest in them. This kind of teaching can be considered as an innovative teaching and learning process. Trough Multimedia Programme on one hand students don't feel bore and on the other hand students use to learn subconsciously. Multimedia Programme can be a very worthwhile teaching element. A successful Multimedia Programme is successful because for the reason that it is based on specific time allocation, it has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their actively engaging with the language.

5.4 Suggestions for the Further Studies

- Effectiveness of using communicative language teaching to teach English subject to the students of standard VIII.
- Study to know the usefulness of Multimedia Programme in Upper Primary Schools of Anand Block.
- Usefulness of Multimedia Programme to improve vocabulary of ESL learners at Secondary Level.
- Study the opinion of teachers about the use of Multimedia Programme to teach English at Upper primary Level.

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Achievement Test

Pre-test

Date: 07/12/2015 **Time: 1 Hour**

Total Marks: 50

Name:

Class:

Roll no.:

Question No.	**1**	**2**	**3**	**4**	**5**	**Total Marks**
Marks Obtain						

Que. 1: Bellow mentioned are the topics for an essay writing. Choose one topic, and write an essay in 250 words. **(15)**

- My Ideal person
- My Favourit Sports Person
- Place that I visited in last Vacation

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Que. 2: Complete following sentences using an appropriate connecting word. **(04)**

1) Alia seems to be quite intelligent; _____ she often gets poor grades.
    a. Whereas
    b. Otherwise
    c. Nonetheless
2) This restaurant has some of the best chefs in the town. _____ their service is excellent.
    a. In addition to
    b. Beside
    c. Moreover
3) He is a reckless driver; _____ he hasn't had any accidents.
    a. Even as
    b. Although
    c. Even so
4) _____ spend a lot of money on a gift, he made a present for his father.
    a. Before
    b. Rather than
    c. Of only

Que. 3 (A): Fill in the blanks with appropriate Article. **(05)**

1) _____ book you wanted yesterday in not available now.
2) There is nothing wrong in attending _____ one day seminar.
3) I am using _____ ink pen.
4) I bought _____ umbrella for this rainy season.
5) Savita is half _____ hour late.

Que. 3 (B): Fill in the blanks with appropriate Prepositions. **(05)**

1) Put a scarf _____ your jacket. (over / above)
2) The clock _____ the wall is beautiful. (in / on / at)
3) I have been waiting here _____ for three hours. (Since / for)
4) The audience and celebrity are standing _____ to each other. (behind / opposite)
5) Teacher will come back _____ 1 p.m. (in / on / at)

Que. 3 (C): Fill in the blanks with appropriate words given in the bracket. **(06)**

1) Kamal _____ newspaper every morning. (read)
2) We _____ seminar on Personality Development yesterday. (attend)
3) Sita just _____ pizza for her friends. (order)
4) Aman _____ for a job at the moment. (look)
5) Yesterday at this time, it _____ heavily. (rain)
6) Before doctor arrived the patient _____. (die)

Que. 4: Bellow mentioned are the sentences given. They are not in proper sequence. Arrange the sentences in proper sequence as per your understanding. **(15)**

- ✓ The frog burrows underground and eats termites.
- ✓ It's a long name! But the name is useful for scientist, because all scientists know this one name is for this one kind of frog.
- ✓ It's called the purple frog, the Indian purple frog, or the pignose frog.
- ✓ In 2003, scientists first discovered the purple frog. The scientific name for the purple frog is Nasikabatrachus sahyadrensis.
- ✓ Different names for the same animal can be confusing, so scientists give animals and plants scientific names.

Achievement Test

Post-test

Date: 29/01/2016 **Time: 1 Hour**

Total Marks: 50

Name:

Class:

Roll no.:

Question No.	**1**	**2**	**3**	**4**	**5**	**Total Marks**
Marks Obtain						

Que. 1: Bellow mentioned are the topics for an essay writing. Choose one topic, and write an essay in 250 words. **(15)**

- My Best Friend
- My School
- Place that I visited in last Vacation

_____

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Que. 2: Complete following sentences using an appropriate connecting word. **(04)**

1) I need to work hard _____ I can pass the exam.
    a. Since
    b. So that
    c. Where
2) _____ he was the best candidate, he didn't win the elections.
    a. Although
    b. And
    c. But
3) _____ you come back from your trip, we'll meet to discuss the problem.
    a. So
    b. Since
    c. When
4) She went to the shops _____ couldn't find anything that could fit her needs.
    a. But
    b. Or
    c. And

Que. 3 (A): Fill in the blanks with appropriate Article. **(05)**

1) After half _____ hour cricket match will start.
2) Raju is having _____ smart phone.
3) Mahatma Gandhi is _____ father of Nation.
4) This is _____ book to read.
5) Where is _____ will there is _____ way.

Que. 3 (B): Fill in the blanks with appropriate Prepositions. **(05)**

1) I am sitting _____ the chair which has two arms.
2) Sita is waiting _____ her home.
3) Karan will meet _____ 18th September.
4) Fan is _____ my head.
5) Flowers are _____ the vase.

Que. 3 (C): Fill in the blanks with appropriate words given in the bracket. **(06)**

1) Iron _____ into the water. (sink)
2) Now students _____ in the class. (read)
3) Gita _____ College tomorrow at this time. (join)
4) Now Neha _____ a book. (read)
5) Last night we _____ movie. (Watch)
6) I saw an accident when I _____ the road. (cross)

Que. 4: Bellow mentioned are the sentences given. They are not in proper sequence. Arrange the sentences in proper sequence as per your understanding. **(15)**

- ✓ He started to bark to its reflection. It said "How are you taking with big meat over here, I am going to kill you."
- ✓ And the dog in the water even vanished away. It thought that "I am deceived by my own reflection and I should be satisfied whatever I had."
- ✓ A boy thought that what did it do on the bridge with a piece of meat in its mouth? Suddenly it saw its reflection in the water.
- ✓ One day, a dog was walking over a bridge.
- ✓ The piece of meat fell into the water from its mouth.
- ✓ It thought that it was another dog.
- ✓ So the dog would not have any piece of meat.

Que. 5: Bellow some questions are given. You have to give answers to those questions in 70 to 100 words. **(15)**

1) At Smit Vidhyalaya which game students are playing? Why?

2) Why Sant Harida Started Singing?

3) Why Tina wrote letter to Meena?

Reaction Scale

Name:

Class:

Roll No.:

The following statements are to collect your reaction towards Multimedia Programme for teaching and learning. Please go through the statements given below and put the tick mark (√) on one of the options given according to your degree of perception for the respective statement.

No.	Statements	Strongly Agree	Agree	Cant' Say	Disagree	Strongly Disagree
1	I know about Multimedia Programme for learning.					
2	I have previous experience with Multimedia Programme					
3	English is useful for further studies.					
4	English helps for currier development.					
5	I have experienced Multimedia Programme for learning.					
6	Multimedia Programme are useful for learning English language.					
7	I like Multimedia Programme for English grammar learning.					
8	Multimedia Programme improve my English.					
9	Multimedia Programme were appropriate and interesting to the grammar topics.					
10	We understand lessons easily with the use of Multimedia Programme.					

No.	Statements	Strongly Agree	Agree	Cant' Say	Disagree	Strongly Disagree
11	I was satisfied with the use of Multimedia Programme for learning.					
12	Multimedia Programme helped in sustaining the interest of the students.					
13	Varieties of interactive tasks were given to us while using Multimedia Programme.					
14	Multimedia Programme will help in future for teaching and learning.					
15	I will participate in this kind of teaching and learning process.					