

EFFECTIVENESS OF MULTI-MEDIA AND RECIPROCAL TEACHING OVER TRADITIONAL TEACHING METHOD IN THE MILIEU OF LANGUAGE APTITUDE

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ABSTRACT: : This study is focussed on the effectiveness of multi-media teaching and Reciprocal Teaching method over traditional teaching method in the milieu of language aptitude of students of both private and government school students, the difference in the language aptitude of Male/Female students and the usage of technology and interaction in the teaching learning problem helps in choosing the suitable teaching-learning strategies. This study focussed at introducing the various new methods of teaching and also the traditional method of teaching. It also studied to what extent the language aptitude of students differ with the change in teaching method. The language aptitude of students will also be analysed. This study would concentrate on the modification and the reforms for the utilization of technology and interactional process in the education by new teaching methods. By using the latest techniques and methods the investigator intends to assess the level of motivation in students also.

INTRODUCTION :

Teaching is a system of actions which induce learning. It is an arrangement and manipulation of situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. Teacher is the only one who has to show the students what is the curricular materials, and how they are organised, how facts become concepts, laws & principles, how they are associated and dissociated. For the purpose, the teacher has to resort many materials, techniques and methods. Teaching methods are the methods adopted by the teacher to transact the curricular material to students. The purpose of adopting each and every method is very clear to educators and educational researchers. It is nothing but to create certain desirable change of behaviour in case of students through transaction of the curriculum. This transaction is done in the classroom between the teacher and the student through a series of planned activities performed by the teacher in the classroom. Those planned activities serve the teacher in the form of tactics to communicate the curriculum in the method of teaching. All methods of teaching are flexible and can change according to the need of hour. At any situation in the development of a curricular material, the teacher has the freedom to switch over to any other methods according to the need of the context of teaching. Research on teaching has shown more effective variations from the age old teaching methods as in the case of models of teaching and strategies of teaching.

In an educational context, educators, researchers, policy makers and educational administrators are interchangeably used certain terms like 'Teaching' and 'Instruction'; 'methods', 'models' and 'strategies' of teaching. The concept of teaching is a very vague one and its conceptual boundaries are far from clear. However accurately one may describe the activity of teaching, there will and always must, remain certain trouble - some borderline cases. The meaning of the term can be approached from three distinct angles. First, as a doctrine or body of knowledge. In this reuse it refer the content of teaching such as teachings of Quran and teaching of Vedas. This indicates the system of beliefs or a body of ideas. Second, teaching



reflects the profession of teaching. In the sense of a profession the meaning represents a job or occupation of a person who engages in teaching. Third, teaching on a system of activities or methods by which knowledge, skills and values are imparted to a target group - the pupil.

The pupils have been receiving education from their Gurus since the time immemorial, with the teacher sermonizing from a higher pedestal and the pupils listening to him with rapt attention. The time passed then the hermitage of the ancient Guru changed in to class-room but the very nature of teaching remained the same. This trend is still in vogue everywhere the world over. However, the educationist of modern times felt that the traditional method of class-room teaching has become outdated today with the advancement in technology. Therefore, to rid the learner from the drudgery of the class-room where the students are often seen yawning .Therefore, the idea of smart class-room came in to existence. It implies the employment of the tools of technology as teaching aids as also the involvement of the taught along with the teacher in the process of teaching. This research aims at underlining the theme as to how the Multi-media teaching can have an edge over the traditional methods. It has been attempted to emphasize how the MMT is more effective than the archaic class-room technique.

RESEARCH PROBLEM :

Effectiveness of Multi-media and Reciprocal teaching method over Traditional teaching method in the milieu of language aptitude.

DELIMITATION OF THE STUDY:

1. The area of the our research will be limited to the one district of Punjab i.e Patiala only.
2. Limitation will be of only Government and Private schools in this research.

RESEARCH HYPOTHESES:

On the basis of review of literature following hypotheses has been framed:

1. There may exist the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching.
2. There may exist the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching.
3. Multi-media teaching may be better than Reciprocal teaching.
4. There may exist no difference in the language aptitude of Private and Government school students.

RESEARCH METHODOLOGY :

Research-project calls for a well-concentrated effort aimed at leaving no stone unturned in arriving at the contemplated conclusion. The modern research-scholar has to perspire a lot if he has a tenacity of purpose to come out with something new in the name of research. Therefore, with this purpose in mind, I propose to go ahead in this direction as under:

Now that the topic for research has been finalized, a sample survey will be made for experimentation of the topic under research. For this purpose instructional material will be prepared for a sample group of pupils. It will be administered to them for trial as a pre-test. The pre-testing will require formation of two groups: Group A and Group B. These groups will serve as a lab to test the response and acumen of the pupils. After all it is the students who have to make the new techniques of teaching successful through their reciprocation. The treatment will be given to both the groups by Multi-media teaching by giving



them post-test. And then again similar treatment to both the groups will be given by Reciprocal teaching by post-test.

It would be pertinent to mention here that the research will focus on judging the English language aptitude of eighth standard students both from Government-run and private schools of urban and rural areas. They will include both male and female students. A total number of 80 students will be chosen for achieving this objective. To streamline the task the pupils will be divided in to two groups 'A' and 'B'. Both the groups will be subjected to Pre-Test and Post-Test. In Pre-Test, all the three methods of teaching viz. Traditional Teaching Method (TTM), Multi-Media Teaching (MMT) and Reciprocal Teaching (RPT) will be employed. The main objective of this exercise will be to make a comparative appraisal of these methods. To assess the efficacy of some new scheme or technique it is necessary to ascertain feedback on the same from the target beneficiary group. Therefore, to achieve this objective, Pre-Test will be followed by a Post-Test on the above three methods of teaching through a process of scoring. It will be on the basis of an overall analysis based in turn on the score obtained which will, in fact, establish the superiority of one technique of teaching over the other.

STATISTICAL TECHNIQUES TO BE USED IN THE STUDY:

- I. The data will be analysed by applying mean SD of two groups after analysis.
- II. The T-value will also be applied after the study.

OPERATIONAL DEFINITIONS

MULTI-MEDIA TEACHING: Multi-media simply means multiple media or combination of media. The media can be still pictures, sounds, motion videos, animation and text items combined in a product whose purpose is to communicate information.

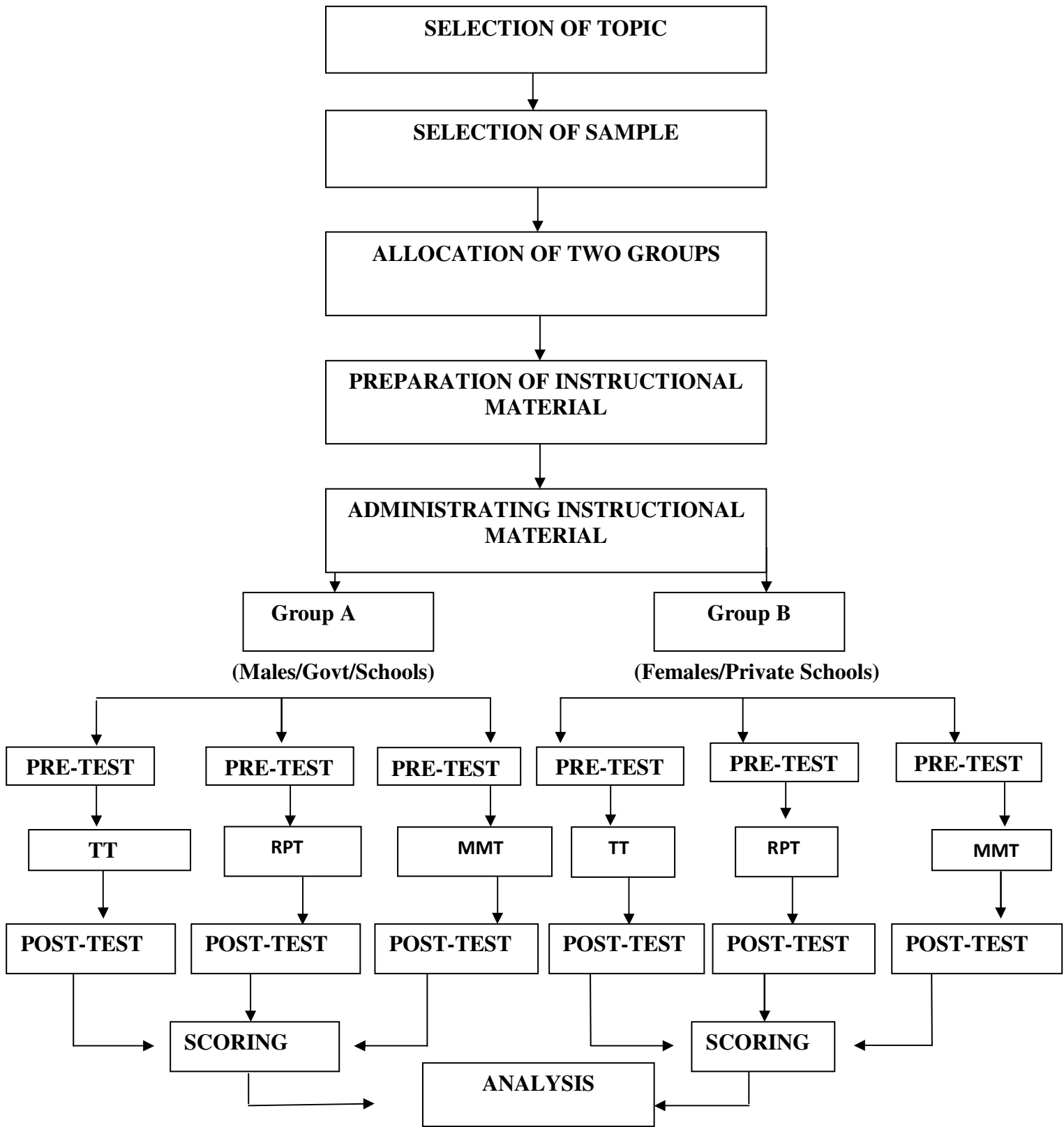
Multi-media learning is not something new. It is woven into the fabric of our childhood by Tom Boyle in Design for Multi-media learning (1997)

RECIPROCAL TEACHING: Reciprocal Teaching is an interactional activity where students talk with their teachers about the substance and meaning of texts they just read. Students are put in position where they have to stay focussed on what they read, so they are able to explain it to the class by using four strategies; Summarizing, Questioning, Clarifying, Predicting. While the teacher begins leading these discussions to show how it is done, they slowly reduce involvement so that students take the lead.

TRADITIONAL TEACHING : Traditional teaching is concerned with the teaching being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision makers (in regard to curriculum content and specific outcomes) They regard students as having knowledge holes that need to be filled with information. In short traditional teacher views that it is the teacher that causes learning to occur.

LANGUAGE APTITUDE : Language aptitude refers to the potential that a person has for learning languages. This potential is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language. Aptitude tests vary but many include evaluation of ability to manage sounds, grammatical structures infer rules and memory.





RESULTS AND FINDINGS :

1. There exists the significant effect of Multi-media teaching on the language aptitude of students as compared to Traditional teaching.
2. There exists the significant effect of Reciprocal teaching on the language aptitude of students as compared to Traditional teaching.
3. Multi-media teaching is much better than Reciprocal teaching.
4. There exists no difference in the language aptitude of Private and Government school students.

CONCLUSION:

From the above findings we came to the conclusion that the Multimedia and Reciprocal teaching method is far effective than the traditional mode of teaching in the milieu of language aptitude. Students were highly motivated by the new method of teaching in their class. The result was positive.

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