A Study of Effectiveness of Listening Skill Development Programme through Multimedia

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Abstract:

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. We feel as if we have built a world of words and we live in it. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity in existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. Any branch of knowledge cannot be pursued without properly using and understanding language. That is why it is very essential for every man to learn and use a language. Among all the creatures, it's only the humans who have developed a system of communication amongst themselves. There is no human being, ordinarily speaking, who does not "have" a language of his or her own.

Keywords: *Effectiveness, Language, Listening skill, Skills*

1 Introduction

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. We feel as if we have built a world of words and we live in it. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity in existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. Any branch of knowledge cannot be pursued without properly using and understanding language. That is why it is very essential for every man to learn and use a language. Among all the creatures, it's only the humans who have developed a system of communication amongst themselves. There is no human being, ordinarily speaking, who does not "have" a language of his or her own.

2. Objectives of the Study

1. To construct the pretest and posttest.
2. To construct and develop the Listening skill development Programme.
3. To study the effectiveness of the Listening skill development Programme with reference to experimental treatment implemented on the Secondary school students.
4. To study the effectiveness of the Listening skill development Programme with reference to gender of the Secondary school students.

3. Hypotheses of the Study

Ho₁ There will be no significant difference between the corrected mean scores on posttest of the experimental and controlled groups.

Ho₂ There will be no significant difference between the corrected mean scores on posttest of the groups of boys and girls.

4. Delimitation of the Study

1. The study was limited to the Gujarati medium secondary school students of standard nine of North Gujarat region where English was being taught as a second language.
2. The LSD programme was self made.
3. The LSD programme was implemented on 120 students of standard 9 of Banaskantha district.
4. Audio video programme, pictures and charts were used for multimedia programme.

5. Tool

5.1 Listening Skill Development Programme (LSD Programme)

The investigator prepared the primary structure of the LSD programme. It was of fifteen hours in fifteen days. This primary structure was sent for the expert's opinions. Expert's suggestion were collected and implemented. Then the LSD programme of thirty hours in twenty six days was constructed. The reconstructed LSD programme was piloted on the ten studenmts of standard eight and nine. Due to piloting the investigator was able to reset the content in time limit the investigator changed certain games, rhymes, techniques and strategies of English listing and speaking practice on the basis of piloting. Finally the investigator constructed the programme. It was of thirty hours in twenty six days programme.

5.2 Pretest and Posttest

The investigator pre-piloted the primary structure of the pretest-posttest on twenty students of standard nine. After pre-piloting the investigator constructed the pretest and posttest for listening skill. This reformed pretest and posttest was sent to the experts for their opinions. On the basis of the suggestions of the experts, corrections were made. After the corrections, 40 items were remaining in the test.

6. Population and sampling of the study

Out of four districts of North Gujarat region, the investigator selected Banaskantha district randomly by lottery. After the selection of Banaskantha district by lottery, investigator had stratified the schools according to the area. From each area, one school was selected purposively thus in rural area shree Adarsh High School, Malgadh was selected. Though the programme was prepared for the standard eight and nine, at the time of implementation of the programme the investigator has to select any one standard for the convenience of the school as it was of thirty hours in twenty six days. The principals refused to give permission for the implementation of the programme in both the standards for such a long period. At this time standard nine was selected randomly by lottery. Then out of four classes in rural area two classes were selected randomly by lottery. One class was selected randomly as an experimental group and the other was selected as a controlled group. In urban area Doshi N.J.Adarsh High School, Deesa was selected. Out of five classes two classes were selected randomly. Out of them, one was selected randomly as an experimental group and the other as a controlled group by lottery.

7. Data collection

To collect the data, the investigator used the pretest-posttest. Pretest was used before the implementation of the LSD programme and posttest was used after the implementation of the LSD programme.

8. Statistical Method

According to the objectives of the study, the scores of pretest and posttest were classified in 2x2x2 factorial design for testing hypothesis. ANOVA was performed.

9. Testing of the hypothesis

No.	Hypothesis	F value	Level of significance	Rejected /not rejected
1	There will be no significant difference between the corrected mean scores on posttest of the experimental and controlled groups.	29.26	0.01	Rejected
2	There will be no significant difference between the corrected mean scores on posttest of the group of boys and girls.	0.42	N.S.	Not Rejected

10. Findings of the study

1. Listening skill of the experimental group was developed in comparison to that of controlled group after the LSD programme. It means the LSD programme is the effective and develops listening skill.
2. Listening skill development programme was equal in both the groups' boys and girls after LSD programme. It means the LSD programme is equally effective in both the groups. Gender is not an affecting variable here.

11. Conclusion

The test for listening skill will be useful for the measurement of English listening skill of the secondary students. The parents, teachers and principals can use this scale to know the English listening skill. The teachers and principals can use this programme to develop the English Listening skill of their students. They can implement this programme during vacations and in the time of leisure.

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