Development and Tryout of Animation Programme for the Unit of 'The Golden Touch' in English

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Abstract:

Twenty first century is recognised as an age of information and communication. In this age, the earth is considered as a global village with a unique international language, especially English. To face the global challenges and to meet with expectations of the present age, one cannot go on without learning English. Across the Earth, several hundred million people use one or other form of English language in their routines and personal life. Today, English language is a universal tool of communication; and plays a role of common language in the world of trade, science and technology. By reviewing related past literature and studies and considering the importance of computer multimedia and especially animations, the investigator decided to investigate into the development of animation programme for the unit "The Golden Touch" in English. For the purpose, the investigator carried out this investigation by taking pre decided objectives and hypotheses related to the problem. Two schools from Surat District (one from urban and one from rural area) were selected by incidental sampling method. A sample of 240 students was selected and distributed in four groups by random assignment method in each school. 'Solomon Four Group' research design was used. The investigator used three types of research instruments, viz. instruments for conducting the experiment, instruments for measuring the effectiveness of the experiment and standardized tests for covariates. The collected data were analyzed statistically by using appropriate statistical techniques, viz. correlated t-test, analysis of co-variance, analysis of variance. At the end of the investigation, the investigator found that the experimental groups did a better performance over control groups on Content Criterion Test for the unit 'The Golden Touch', multimedia programme can be used for teaching English irrespective of Gender, Level of IQ of students.

Keywords: *Animation, Effectiveness*

1. Introduction

Twenty first century is recognised as an age of information and communication. In this age, the earth is considered as a global village with a unique international language, especially English. To face the global challenges and to meet with expectations of the present age, one cannot go on without learning English. Across the Earth, several hundred million people use one or other form of English language in their routines and personal life. Today, English language is a universal tool of communication; and plays a role of common language in the world of trade, science and technology.

Animation is the one of the medium of Computer Multimedia. Multimedia generally indicated a rich sensory interface between humans and computers or computer- like devices- an interface that in most cases gives the user control over the pace and sequence of the information. With growing and very fast changing information technology, Multimedia has become a crucial part of computer world. Before getting the idea about multimedia, one must have clear idea of "**Media**". Media is a plural of Medium.

Any sign, symbol, speech, element or an object by which any message can be conveyed from one place to another is known as medium. Animation is one of the most important medium for teaching-learning. By reviewing related past literature and studies, and considering the importance of multimedia and animation, the investigator carried out her investigation on **"Development and Tryout of Animation Programme for the unit 'The Golden Touch' in English "**.

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

3. Hypotheses
Ho_1 There is no significant difference between the mean scores of achievement in Listening Skill Criterion Test at pretest and post test stages of the students of Experimental Group-I.

Ho_2 There is no significant difference between the adjusted mean achievement scores of Experimental Group-I and Control Group-I on Listening Skill Criterion Test by taking IQ score, Pretest Achievement Scores and Learning Style as Covariates.

Ho_3 There is no significant difference between the adjusted mean achievement scores of Experimental Group-II and Control Group-II on Listening Skill Criterion test by taking IQ scores and Learning Style as Covariates.

Ho_4 There is no significant difference between the adjusted mean achievement scores of Experimental Group-I, Experimental Group-II, Control Group-I and Control Group-II on Listening Skill by taking IQ scores and Learning Style scores as covariates.

Ho_5 There are no significant main effects of Treatment, Pretest, Gender, Area and Level of IQ on the adjusted mean achievement scores of students on Listening Skill Criterion Test by taking IQ scores and Learning Style as Covariates.

Ho_6 There is no significant difference between the mean achievements scores of students of all four groups of Standard-VIII for Listening Skill on the basis of Observation Schedules.

4. Population and Sample Selection Procedure
In the present investigation, the investigator wanted to know the effectiveness of Multi mediated Programme for developing Listening Skill in English in the students of Standard-VIII studying in Gujarati medium schools of Surat District. Therefore all the students of Standard-VIII of Gujarati medium schools of Surat District were the population for the present investigation.

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

Table 1: Details of Sample for Field Experiment

No.	Place of Experiment	Standard	E_1*		E_2*		C_1*		C_2*		Total
			G*	B*	G*	B*	G*	B*	G*	B*	
1.	School from Surat City Precidency School, Rander	VIII	14	16	13	17	16	14	14	16	120
2.	School from Rural Area Sanjivani Vidhyalaya, Hazira	VIII	13	17	14	16	16	14	16	14	120
	Total		27	33	27	33	32	28	30	30	240

E_1 - Experimental Group-I E_2 - Experimental Group-II
C_1 - Control Group-I C_2 - Control Group-II
G - Girls   B - Boys

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

Solomon Four Group Design

O_1	C_1	O_2
O_3	E_1	O_4
	C_2	O_5
	E_2	O_6

C_1 and C_2 – Control Groups
E_1 and E_2 – Experimental Groups
O_1 and O_3 – Pretest
O_2, O_4, O_5, O_6 – Post-test

6. Research Instruments
For the data collection, the investigator used three types of research instruments which are mentioned below:
  1. Instruments for conducting the experiment,

2. Instruments for measuring the effectiveness of the experiment,
3. Standardized Tests.

7. Instruments for conducting the experiment

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

8. Instruments for measuring the effectiveness of the experiment

(i) Listening Skill Criterion Test
(ii) Observation Schedules for Listening Skill

Standardized tools for measuring Covariates

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

9. Scheme of Analysis

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

10. Findings

The findings are categorized as follows:

10.1 Findings related to Treatment

Findings of the results are presented as follows.

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

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

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

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

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

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

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

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

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

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

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

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

E.1: For Listening Skill

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

(F) Findings on the basis of Observation Schedules

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

11. Conclusion

Listening Skill is the Basic skill for the process of developing any Language. English language holds an important place, as it is one of the most important international languages. It shows that we cannot neglect the study of English language. That's why the development of the Listening Skill in English is quite necessary for the up-coming new generation. Multimedia programme opens the doors for different points of view, different ways of behaviour, beliefs, linguistic expressions and style of communication.

Multimedia can stimulate more than one sense at a time. Development of Listening Skill through multimedia programme is the torch bearer in the area of language development.

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