

Use of video CDs in learning English

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Introduction –

Visual experiences are more effective than verbal experiences. As the combination of sound & vision makes the class dramatic & imaginative, video-CDs are one of the best media for English teaching. Video-CD has the advantage of linear motion, facility of still frames, minimal loss of irrelevant information & information returns. Video CDs offer still pictures, motion, black & white colour & repetition of specific sections. In English teaching, all the demonstrations are not economically efficient which could be lowered by video CDs.

It has been found that video –CD gives results equivalent to or better than conventional, direct teaching especially in subjects such as science & mathematics. Television teaching raises the standard of teaching only by exposing teachers directly & indirectly to new concepts & techniques, at a pace which they are able to maintain & by tactfully offering them badly needed guidance & counsel. Pupils during the video session must be advised not to think of the session merely as a sort of entertainment period. It is important to preview the CDs before showing them to the class & to brief pupils about the lesson before the viewing begins.

Rationale for the study –

The teaching of English presents numerous day to day problems for the teachers of English. Due to the stereotyped methods of teaching the subject is sometimes decried as dull & dry. Students are made to cram & memorize concepts without understanding. To avoid or to minimize this the teachers of English must come forward to use Educational Technology in their teaching. Video CDs help to support & supplement the teacher's work. When video are used the learners are active participants rather than passive observers. Video CDs may be provided in different topic & used by learners at their own pace till they achieve mastery. The aforesaid facts motivated the researcher to investigate the impact of video CDs in learning English among primary students and hence the study.

Objective –

- 1) To test the difference in levels of achievement in pre test & post test of both the control & the experimental groups.
- 2) To test the difference in levels of achievement between the control & the experimental groups that were exposed to the video CDs & the conventional method, respectively.

Methodology –

1) Sample – The sample selected for the experiments was purposive sampling for the present study. Z.P. Primary school Hotgi was selected in which there were 20 students in the std-VI of those 10 were taken as control group & the remaining 10 as experimental group.

2) Tool – to teach the experimental group the VDO-CD on DINOSAURS was made use of. To measure the achievement of the two groups the investigator developed a orienion test carrying 10 objective type questions.

3) Experimentation – The experiment was completed in there

different phases. In the first phase the oriterion test was administered on the two different groups to check the previous knowledge of the std-VI student in the topic **DINOSAURS** In the second phase an experimental group was imparted the instructions through video CDs & the control group was taught through the conventional method. Immediately at the end of the instructions the criterion test was administered on the two groups, to obtain the final achievement scores, which were termed as the post test score.

The statistical techniques employed in this study were mean, standard deviation & correlated 't' test.

Data Analysis –

Table No.1
Correlated 't' test between the mean scores of the respondents in the pre-test & post-test

Category		No	Mean	Standard Deviation	r	t-value
Control Group	Pre	10	5.4	2.29	0.77	2.92(s)
	post	10	6.9	1.63		
Experim ental Group	Pre	10	5.8	2.36	0.77	2.71(s)
	Post	10	7.4	2.8		

* s-significant at 0.05 level of confidence

In table1 the calculated 't' values are greater than the table values which suggests that there were significant difference between the performance in the pre test & post test by both the control & experimental group.

Table No.2
Correlated 't' test between the mean scores of control group & experiment group

Category		No	Mean	Standard Deviation	r	t-value
Pretest	Control Group	10	5.4	2.28	0.078	0.385(NS)
	Experimental Group	10	5.8	2.35		
Posttest	Control Group	10	6.9	2.46	0.411	0.663(NS)
	Experim. Group	10	7.4	2.8		
Gain Score	Control Group	10	1.5	1.62	0.1	0.142(NS)
	Experim. Group	10	1.6	1.85		

* NS – not significant at 0.05 level of confidence.

In table-2, the calculated 't' value are less than the table values which reveals that there were no significant difference between the performance of the control group & the experimental group both in the pre-test & post test. Even in gain score, there was no significant difference between the two group.

Finding –

- 1) Both the control & the experimental group shawed better performance in the post- test than the pre-test.
- 2) Both in the pre-test & the post- test, there were no

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Finding –

- 1) Both the control & the experimental group shawed better performance in the post- test than the pre-test.
- 2) Both in the pre-test & the post- test, there were no significant difference in the performance between the control group & the experimental group.
- 3) In the gain-score also, the control & the experimental group did not show any significant difference.

Educational Implication –

The study indicated that the learning by video CDs is an good as that by the teacher. So a survey may be conducted to know the facility of power, CD player/computer/TV etc. in all the primary schools. The talented primary school teachers may be utilized in the preparation of video scripts, because only they know the actual need of their wards “mobile van” may be provided to the DIETs, so that even the rural students will have better exposure. Every week, two or three periods may be exclusively allotted as video classes in the primary schools for abundant video CDs are available in all the DIETs on almost all the competencies.

References –

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