

TO COMMUNICATE CHANGE THE VOICE ACCORDING TO INDUCTIVE METHOD OF TEACHING GRAMMAR IN ENGLISH THROUGH POWERPOINT PRESENTATION

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Introduction

English language which is common not only in all states of India, but also in the different nations of the world. It is a language which is spoken and understood all over the world. English is a worldwide language and no other language which can serve the purpose of linking together the different nations of the world.

The study of English language is introduced from the first standard in all the Marathi medium schools in Maharashtra state from the academic sessions of 2000-2001. But for first to fourth standard no testing is recommended in the form of examination to judge the absorption of the subject. The real teaching & testing in the subject start from 5th std.

Mudliar Commission and Kothari Commission suggested the three language formula in which English has been placed as a second or third language. English is a skill oriented language LSRW means learning, speaking, reading & writing. These four skills can be developed by learning English. There are four aspects of English teaching that is prose, poetry, grammar & composition. Teaching of grammar plays an important role in language teaching. Since very limited time is available for the study of English grammar. Grammar is a science which can decorate the language in an effective manner. So grammar section is one of the most important topics. The topic is voice i.e. Active voice & passive voice. So the researcher decided to communicate change the voice according to the inductive method of teaching grammar in English through PPT.

Need & importance of Study

Language is not static but dynamic in progress. There were many changes / experiments which evolved different techniques in the area of language study. Consequently, the place of grammar has also undergone a lot of change in language study. Previously grammar was taught for the sake of grammar. It was believed that language can be learnt by memorizing the rules of grammar. But modern linguistics have discarded this notion & evoked that as the study of language means acquiring the skills of language learning, grammar should be taught as a practical means so that's why grammar has an important place in teaching & learning English. In English grammar one of the most important topics is Voice. Student cannot understand what is Voice. But if students get command on construction of sentence that is S+V+O. They don't know what is subject, verb, & object. If student understands the structure of English language they can easily understand active voice & passive voice. That's why researcher selected the problem about voice & made the tool of voice. With the help of tool student can understand the voice.



Statement of problem

“To communicate change the voice according to inductive method of teaching grammar in English through PPT.”

Objectives

- 1.To make the script of change the voice in English.
- 2.To make the research tool for Change the voice.
- 3.To study the effect of PPT.

Assumption

1. English is compulsory subject of secondary level.
2. Student cannot understand the structure of sentence in English.
3. Student cannot understand the grammar in English.
4. Student cannot understand active voice convert into passive voice.

Hypothesis

There is no significance difference between traditional method of teaching change the voice and teaching through PowerPoint Presentation according to inductive method of teaching grammar.

Methodology

In this research experimental method has been used effectively by PPT.

Step I - Place of the tool in Communication

To Indians, English is not only a library language but a language of communication at large English is a skill subject and various communicative skills are to be tacked with a view to get mastery over these skills. Language is not static but dynamic in progress. There were many changes which evolved different techniques in the area of language study.

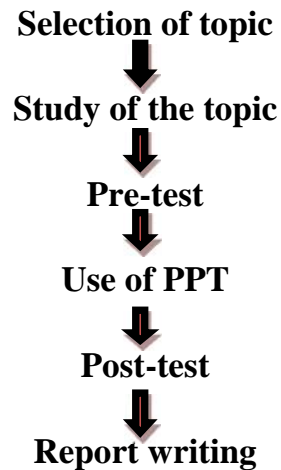
In English grammar one of the most important topic is Voice .Student cannot understand what is Voice. But if students get command on construction of sentence that is S+V+O. They don't know what is subject, verb & object. If student understand the structure of English language they can easily understand active voice & passive voice, that's why researcher selected the problem about voice & make the tool of voice .With the help of tool student can understand the voice.

Step II Objectives of tool

1. To make the script of change the voice in English.
2. To develop the research tool for change the voice in English grammar.
3. To study the analysis of change the voice.
4. To study the effect of research tool.

Step III Nature and planning of research tool

In this research tool experimental method has been used effectively by PPT the working of study is as follows....



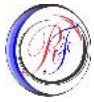
First of all the researcher select the topic for development of the tool. The use of audio-video system helps in effective teaching aids. VCD, DVD, OHP, computer as teaching aids. The difficult & uninteresting subject matter can be made interesting & memorable by the audio video system. To the a set of audio video system it discuss with each other on the related topics and take each other help for its formation.

There are many audio-video sets available in the market but they may not be affordable. Therefore it will be wise if the teacher will made the tool with the help of PPT. The teacher without proper knowledge of the system fails in time management. The researcher makes the PPT with the help of guide First of all the researcher study the analysis of change the voice. Then she makes the script of change the voice She uses diagrams, animations, easy language ,easy rules to convert active voice to passive voice. Then she develop the rating scale for the script and gave it to the experts for its reliability & validity. After checking of the rating scale the researcher develops PPT with the help of experts suggestions. Then she takes one group of 20 students for giving pretest without teaching them change the voice. After that she used PPT and communicates with them. It is very interesting for them. Various examples are given, easily understanding rules ,diagrams were used. Then researcher took the posttest & at the end of both test researcher check the effect of PPT.

Step IV Development of tool

Today there is an increasing use of electronic media in our environment. The terms audio refers to the electronic transmission of aural material in both live and recorded forms. The audio medium is utilized in a number of technologies including telephone, radio, audio tapes & records. Video media presents a means for reducing complex ideas & information in logical understandable order.

If student are finding difficulties in understanding any topic then the teacher should adopt any other teaching method or any new innovative methodology. So that the concept will be clearly understood to the students. The students should be able to co-relate the given concept with their regular routine life. For this the sender i.e. the teacher should use different types of educational materials or teaching aids while teaching. If the teaching aid s are not available related to the topic then the teacher should propose his own teaching aid.



In short communication can be made effective if PPT can be used during teaching learning process.

PPT

PPT is produced and edited the images, pictures, backgrounds, animation, diagram by the researcher.

Utility of the PPT

- 1.The script is written only for the students.
- 2.It develops according to particular age of student.
- 3.It develops according to students age and their understanding.
- 4.Students will interact.

Structure of the PPT

The researcher use the five factors to develop the structure of PPT.

- 1.Structure
- 2.Language
- 3.Content
- 4.External characteristics
- 5.Effective learning

Steps to develop PPT

- 1.Work analysis through need analysis.
- 2.Research and data collection.
- 3.Planning.
- 4.Development of structure.
- 5.Test & resurrection .
- 6.Development of last tool.
- 7.Establishment of tool & field test.
- 8.Resurrection of last tool.
- 9.Extending in wide nature.

Step V Reliability & validity of the tool

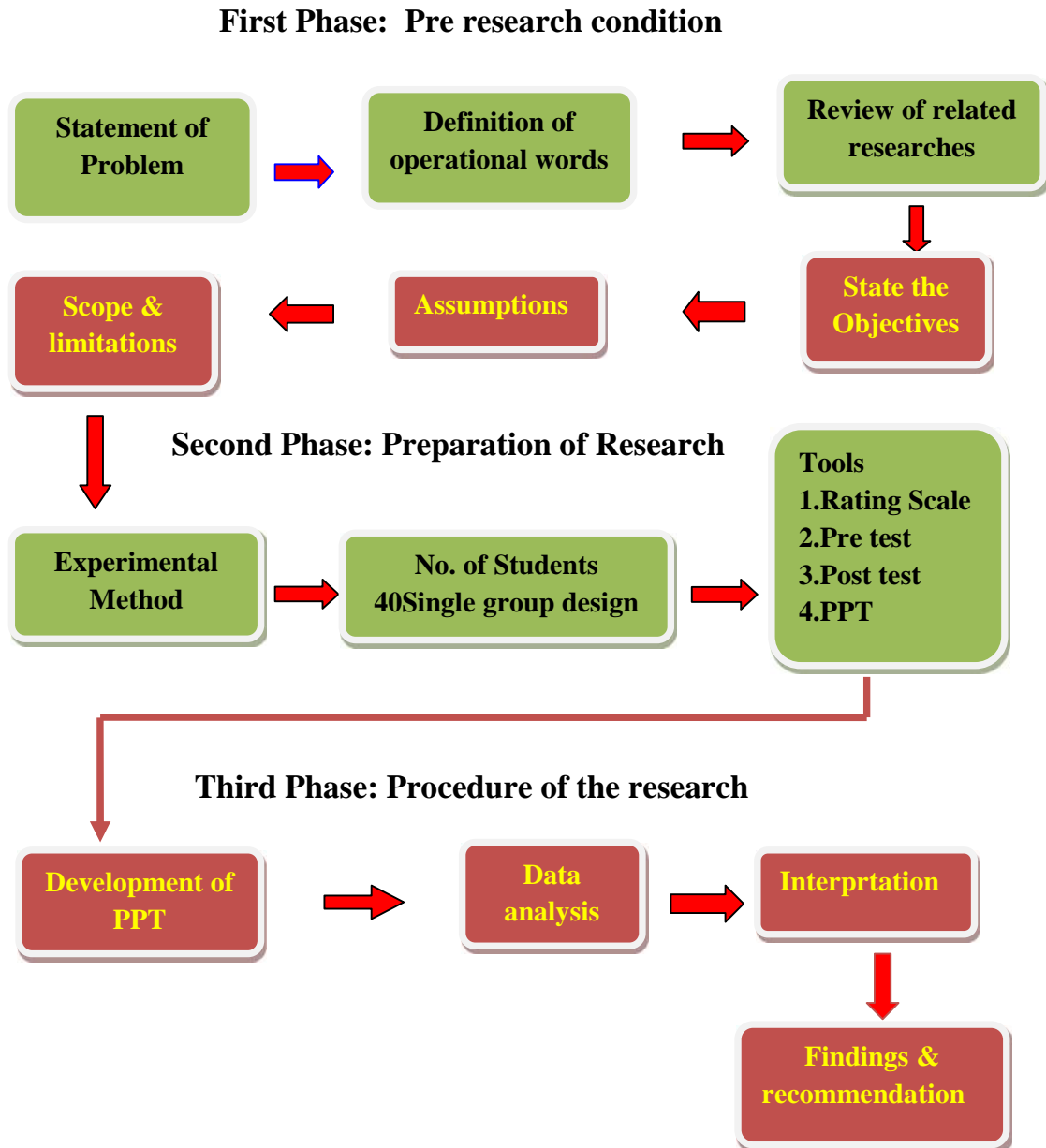
When the researcher made the tool she gave the tool to subject expert for checking. She made rating scale for the validity of the tool. Then with the opinion & suggestion of the experts researcher made some changes into the tool and made the final PPT.

After the suggestions of experts researcher made some changes in PPT as follows

1. Make the underline of main point.
2. Use colourful picture, diagrams.
3. Use the tense chart.
4. More exercises for practice should be given.
5. Some exercises should be given to test student's previous knowledge.

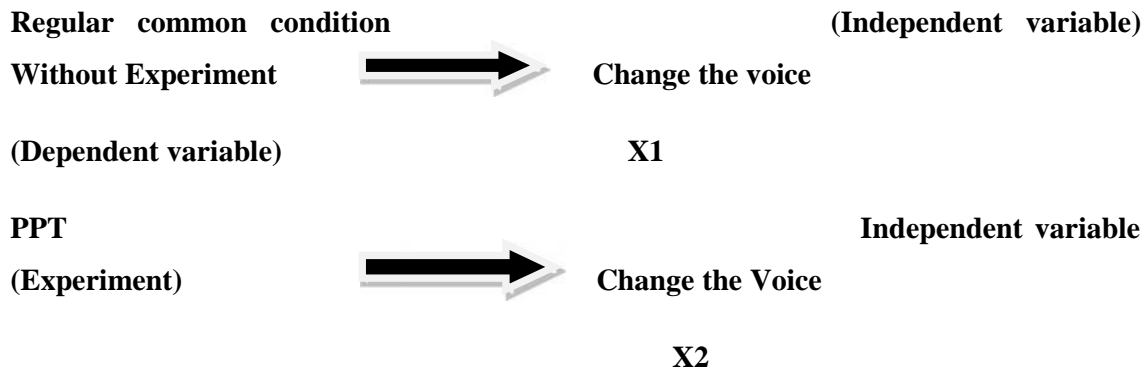
After the completion of the research tool researcher make the new tool. Researcher make the new tool according to the experts' advice.

Flow Chart of research Procedure



Experimental Design

After the selection of sample researcher used the experimental design. Experimental design is the blue print of the procedure that enables the researcher to test hypothesis by reaching valid conclusions about relationships between independent and dependent variables. For this research researcher used single group pre & posttest design. This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and post test scores. No comparison with a control group is provided.



In this design researcher administered a pretest before showing the PPT & a posttest after the viewing. She computed the mean difference between the pretest & post test score

Sample:- Purposive sampling method was used.

Karad city

Total no. of secondary school 60



Purposive sampling 1 school

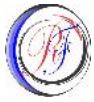


40 students



Single group experimental design





Pre test	Post test
Mean =16.35	Mean =22.1
S.D.= 1.98	S.D.=2.85

Data analysis - for t test

Unit	Pre test	Post test	
1.No.of students	N1=40	N2=40	
2.Mean of test	M1=16.33	M2=22.1	
3.Standard Deviation	=1.98	=2.85	r=0.45

Value of t

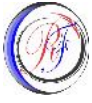
The value of t is 14.02 with df =39. The critical values given at table of t are 2.02 & 2.71 at 0.05 & 0.01 levels respectively. Since the obtained t value 14.02 is more than the table value necessary for the rejection of null hypothesis at 0.5 level for df =39 the null hypothesis is accepted & it may be concluded herewith that there is no significance difference to using the PPT presentation is more useful than the traditional method of teaching grammar.

Findings of the research

- 1.** After the guidance of the experts with there instructions & suggestions the researcher made excellent PowerPoint presentation. When students learn through PPT it is very useful for them.
- 2.** The concept of change the voice is understandable for the students through PPT.
- 3.** PowerPoint Presentation is more effective than traditional method of teaching grammar.

Conclusion

Overall the conclusion is that PowerPoint Presentation is more effective than the traditional method of teaching gram



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