CHAPTER I

INTRODUCTION

1.1.0 INTRODUCTION

English is one of the most useful languages spoken by maximum number of people in the world for which it is called as the ‘Lingua Franca’. It has been used almost by all the nations of the world as a communicative language as it has made the communication easier among most of the countries of the world. It plays a vital role to have a better view of the world and to have better access of the latest sources of knowledge and information. In other words it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. It imparts new knowledge, skills and also provides formal system of living which is found in most of the advanced countries of the world. The commercial weightage, the technical importance and the cultural content of English language also explain the fact of it’s worldwide acceptance as the medium of intellectual exchange. It is quite indispensable for the students of Politics, Economics, Science, Engineering Medical and Technology.

Regarding the importance of different languages, Government of India framed language policy considering the recommendations of different committees and commissions. Both the National Integration Commission (1962) and the Indian Education Commission (1964-66) recommended the three language formula where English had a major position. The Indian Education Commission suggested that learning of English should be compulsory as a second and third language for the duration of six years in the non-Hindi speaking areas and Hindi speaking areas respectively.

In any language learning, grammar plays an important role. All the skills of language–Listening, Speaking, Reading and writing are acquired easily with the help of grammar. Grammar not only familiarizes students with different syntax and usages of words in different sentences but also enriches the speaking ability and helps a person to have a different impression. The importance of teaching grammar cannot be denied
which is taught in schools with different methods and techniques. Sometimes to teach grammar, different teaching aids like charts, pictures, filmstrips, flash cards, television, tape-recorder etc. are used. In this modern era of Information and Communication Technology (ICT) English grammar can be taught effectively with the help of computers and in that multimedia package is very useful as it lessens the burden of the teacher and makes teaching and learning interesting. It also helps students to learn any topic at their own pace and at their own convenience. It also increases the enthusiasm of the students as well as motivates them to learn. Even the learning, which takes place with multimedia package is interactive, accurate and untiring. Students of different age group can learn different things with the help of novel activities through multimedia package. The most beneficial or inspiring aspect of multimedia package is that it provides the mixture of wide range of visuals, graphics and pictures in a multimedia environment to make the teaching-learning more interesting. The present study is an attempt in this direction to develop a Multimedia package to teach English grammar.

Effectiveness of Multimedia package may depend upon its presentation in comparison to traditional method as well as among themselves and just to find out the option to traditional method with better result if any aspects. Now further the discussion is made on the different facts of English language and Multimedia package which is given as follow.

1.2.0 ENGLISH LANGUAGE WORKS LIKE WINDOW ON THE WORLD

The study of English by Indians serves the purpose of a window. Just as the window help us to peep through or to see what is happening out side around us, in the same way the study of English allow us to know the progress of the different parts of the world even it works as the path indicator for many people. It also helps us to know the advancement, when has taken place throughout the world which may be in the field of Technology, Science or any Human activity. It not only helps in knowing the latest things of the world but also helps in getting employment. It provides a kind of privilege as people who have the knowledge of English are being preferred for the selection of a large number of posts. The person with the knowledge of English can stand anywhere in the world and have better prospects for employment.
globalization and liberalization many countries like U.S.A, Canada, Australia, England, New Zealand etc. have opened their doors for Indian students for study and service. Possessing of standard English proficiency is must for getting entry in these countries. Jobs in the international agencies and companies like Knowledge Processing Organizations (KPO), Business Processing Organizations (BPO) and Multi National Companies (MNCs) also require the sound proficiency in English. Thus it is considered as an asset of a person. The proficiency of a person in English language depends upon one’s knowledge of grammar which is very important to express the thought and idea correctly. It conveys the meaning and thought to others. So grammar has also great importance in this process. In the present study, the teaching of English grammar is considered for teaching purpose with a different method.

1.3.0 THE STATUS OF ENGLISH LANGUAGE IN INDIA

Graddol (2010) describing the status of English in India said, “Throughout India, there is an extraordinary belief among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression.” This could also be one of the reasons for which English language enjoys as a powerful medium among masses.

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern in their discussions until 1960. The Board devised the ‘three-language formula’ in its 23rd meeting in 1956 with a view to removing inequalities among the languages of India. It recommended that three-languages should be taught in the Hindi as well as non-Hindi-speaking areas of the country at the middle and high school stages. It showed the importance of English language in India.

A comprehensive view of the study of languages at schools was undertaken and concrete recommendations were made by the Education Commission (1964-66). The Commission, having taken account of the diversity of the Indian context
recommended a modified three-language formula where mother tongue or the regional language of the state is considered as the first language, the official language of the Union or the associate official language of the Union so long as it exists is considered as the second language, and a modern Indian language or a foreign language not covered as the first language or as the second language is considered as the third language. The Commission’s observation on the status and role of English is importance from the point of view of language planning and the way the language was perceived by policy planners. The Commission said “English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university.” This shows the necessity of the English language in the present day society. Because of this necessity, every state has given very importance place to English language in their respective education system. The states of Punjab, Gujarat, Maharashtra, Orissa and West Bengal tend to offer the state’s major language, Hindi, Urdu and another modern Indian language as first language and then English as second language at the primary stage. At the upper primary stage the scene is a bit different. For example, Maharashtra has Marathi and Hindi as first languages and English as second language at the primary stage. However, at the upper primary stage Marathi and English become first languages and Hindi becomes the second language. It is clear that Marathi, Hindi, English and other modern Indian Languages (MIL) are suggested as first, second and third languages in these states. Similarly, Punjab offers Punjabi, Hindi and Urdu as first language and English as a compulsory second language. Meanwhile, Orissa provides Oriya and English as first and second language respectively at the primary stage while Oriya, Hindi, Sanskrit or another MIL are studied as first language at the upper primary stage with English as second language and Hindi or Sanskrit as third language. The states of the North East region offer some of the tribal languages of that region together with English, Hindi, Sanskrit and Bengali as the major languages of study. Some of the North East states teach English as a first language. Hence, the status of English language is considered to be very important in India.
1.4.0 ENGLISH LANGUAGE TEACHING IN INDIA

For almost two centuries, English has been playing an important role in our educational system as well as in our national life. It helped to free the country from the Britishers. During that time it served as a great unifying force in our struggle for independence. It was through this language the leaders from different parts of our country could communicate and chalk out common plans of action for the independence. After Independence, many people opposed to keep this language in India but today one can see the importance role of English language, as it is the national link language for the purpose of inter-state correspondence and trade. The study of this language has also enriched the Indian languages and literature. Today our country does have its own vast English literary work by eminent writes like Manoj Das, Arundhati Roy, Amrita Pritam, and the former president Dr. A.P.J. Abdul Kalam etc. It has also contributed to the growth of knowledge in our country, particularly in the field of science and technology.

To show the importance and necessity of English language teaching Maulana Abulkalam Azad the then Education Minister said “So far as general studies are concerned it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this can not be changed without injury to the cause of education system in India. Today English has become one of the major languages of the world, and Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well the standard of teaching English should be maintained at as a high level as possible.” This shows that during that time it was also felt that teaching of English was not only desirable but also essential in Indian education system which can be seen from the importance of English language teaching.

1.5.0 METHODS AND APPROACHES OF ENGLISH LANGUAGE TEACHING

In the teaching learning of second or foreign language (L2) quite a number of approaches and methods are used. All these methods and approaches have been based on different principles and all of them have their own merits and demerits. All of
them are unique and have something to offer for the teaching and learning of English. There is a potted history of the most well-known approaches and attitudes to language in the second language classroom over the last hundred years or so. As it will be noticed, many of the themes get recycled in different forms, but each time a ‘new’ approach develops adding a slightly different perspective and expands our understanding. All of these approaches were seen to work at some point, and so none can be discounted. It is an absolute conviction that every one still has its place in the grand pantheon of language-teaching approaches, and that aware experienced teachers will be able to utilize all of them in an intuitive, and yet consciously integrated way, in their classrooms. These are some of the approaches and methods used for teaching English language during different time period.

1.5.1 Grammar Translation Method: 1850s – 1950s

How language was taught in most schools; grammar was taught as a set of rules (e.g. verbs, conjugations) after the classical languages, Latin and Greek; practice was done through written exercises; the medium of instruction was the mother tongue; vocabulary was learnt via translated lists, often related to the comprehension of written texts; written text was seen as the ‘real’ language and considered superior to the spoken version; written texts were translated and composition in L2 was regarded as the apex of language ability; speaking and listening were seen as less important, and mediated via ‘conversation classes’ which were tagged on as extras to the main course. The stresses on the translation into mother tongue and vis-à-vis so Storm (1988) said, “It is not till one can translate the world that one has complete mastery over it, so that one not only understand it but can use it.” The leading exponents of this approach were Johan Seiden Sticker, Karl Plotz, H.S.Ollen and Johann Medinge due to the following key features. According to Prator (1979), the key features of the grammar translation method are as follows.

- Classes are taught in mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together and instruction often focuses on the form and infection of words.
• Reading difficult classical text begins early.
• Often the drills are used in translating disconnected sentences from the target language to the mother tongue.

The major limitations of this method has been highlighted by Richard and Rodgers (1986) “It is a method which has no advocates, though widely practiced, there is no theory for this. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistic psychology or educational theory.” Some of the limitations given by Richard & Rogers (1986) are as follows.
• As written activities are emphasized more the method does not encourage oral fluency and spontaneity (i.e. listening and speaking).
• The method as it advocates the use of the mother tongue is unsuitable for mixed linguistic groups.
• Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.
• Little or no attention is given to pronunciation.

1.5.2 Direct Method: 1890s- Till Today

Specific to the Berlitz chain of schools started in the USA, the brainchild of the entrepreneur himself, speaking and listening were the most important skills, the medium of instruction was English, students learnt sequences of strictly-chosen (i.e. centrally scripted) grammatical phrases by listening and repetition, grammar ‘rules’ were avoided, and replaced by phrases (which of course had grammar disguised in them), vocabulary was learnt either incidentally, as part of the phrases being taught, or via lists grouped under types of situation, its modern incarnation survives in the omnipresent language phrasebooks, and the method is still the basis of lower level teaching in Berlitz’s ubiquitous and successful language schools. Charles Berlitz believed that “Direct Method implies direct association of the foreign speech with the learner’s thought, i.e. thinking in a foreign language, “The basic tent of the Direct Method was that second language learning is similar to first language learning. The direct method was based on the following principles.
- A language can be learnt only by using it in the classroom.
- Learning becomes more effective only if teachers encourage direct and spontaneous use of the target language in the classroom.

Richard & Rodgers (1986) summarize the following key features of the direct method.
- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences can be taught using this method.
- Oral communication skills are built up in a carefully traded progression organized around questions and answers i.e. exchange between teacher and students in small intensive classes.
- Grammar is taught inductively.
- New teaching points are taught through modeling and practice.

Apart from these benefits, this method has some limitations which are as follow according to (Elizabeth 2004).
- As the method insists on the restricted use of the mother tongue it helps learners to engage in repeating what the teacher says until they have acquired a certain grammatical pattern which then vary in further practice.
- It is uneconomical method in relation to time.
- It requires small class, motivated learners and talented teachers in order to succeed really well.

1.5.3 Audio-Lingual Method: 1960s – 1970s (USA)

A Scientificised version of the direct method, the new science of linguistics suggested that language was a set of ‘structures’ (e.g. ‘this shirt needs washing, mending, ironing, etc’; ‘he has washed, ironed, folded, etc. the clothes.; grammar rules were an illusion, so it was more important to focus on these ‘structures’, vocabulary was seen as an adjunct to the structures, speaking and listening were the most important skills; the learning method was based on behaviorist psychology– stimulus-response learning, language exercises for speaking were mostly listen and repeat (i.e. drilling), and repeat and extend; language exercises for writing were multiple choice and fill in
the gap; thinking was discouraged, automaticity of response was favoured; the
language laboratory epitomized the audio-lingual approach and was meant to
revolutionize language teaching – the reason that it did not do so was simply, as with
computers now-a-days, that most learners need people as teachers, not machines; a
lasting legacy of this approach is the much loved substitution table.

1.5.4 Structural-Situational Method: 1960s –1980s (UK)

This was a pragmatic version of audio-lingual method. The key difference from the
audio lingual approach was that the language presentation and practice was
situationali\textit{s}ed and so was always given social meaning. Speaking and listening were
the most important skills used in this method. This method gave rise to the idea of
Presentation, Practice, and Production (PPP). For example, a given language point,
say the present simple tense for routines (called the target item) was presented (P) and
given controlled practice (P) and then given further semi-controlled practice (P) (often
called ‘free practice’) in say a role-play. It all took place in one lesson where all the
techniques of audio-lingual method were used, but the famous ‘situation’ was added
(mimes, pictures, sounds). It was assumed that what we taught during these three
stages was what the students should learn, and pundits remained focused for decades
on how to optimise this process. This equation of teaching and learning is now seen as
a false goal. PPP has been rubbished recently by proponents of task based
methodology, a criticism based on a deliberately false characterisation of PPP. Prator
(1979) summarizes the following key features of the structural approach.

- **Dialogue Memorization:** Students memorize various dialogues.

- **Expansion Drill:** The teacher gives a model sentence. Then s/he gives cues to
  help students expand on it.

- **Repetition Drill:** Students are asked to repeat the teacher’s model.

- **Chain Drill:** Students ask and answer each other one by one in a circular around
  the class room.

- **Single Slot Substitution Drill:** Teacher states a line from the dialogue and then
  uses a word or a phrase as a cue to students to substitute it in the sentence at
correct place while repeating a line.
• Transformation Drill: Teacher provides a sentence that must be turned into something else, for e.g. question must be turned into something else, for e.g question must be turned into negative.

• Question and Answer Drill: It helps students to answer questions or ask questions quickly.

• Use of Minimal Pairs: Using contrastive analysis teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learner. Students need to pronounce and differentiate the two words.

• Complete the Dialogue: Selected words are erased from line in the dialogue and students are asked to find and insert it.

• Grammar Games: Various games designed to practice a grammar point in context.

Some of the limitations of a Structural Approach by Richard and Rogers (1986) are given as follows.

• Sentences are not learnt always by imitation and repetition but generate from learners underlying competence. The structural approach minimizes language learning to the practice of limited sentence patterns and cures the working of human competence.

• It does not encourage learner centered teaching.

• It is a discrete point teaching where structures are presented in isolation and not in appropriate context.

1.5.5 Humanistic Approaches: 1970s – 1980s

Emanating from the USA, and particularly championed by Earl Stevick, this movement was based on the assumption that language classes were places of fear for language learners, specifically associated with the silent way, community language learning, suggestopaedia, and total physical response. Many in the UK questioned Stevick’s basic assumption, as the UK’s pragmatic teaching tradition had long taken account of so-called ‘affective’ factors in language teaching, and UK language teaching was famous for its engaging and ‘fun’ qualities. However, the philosophy of the humanistic approaches was valuable and since then it has become an essential precept of language teaching that students assimilate things best when they are talking
about themselves, something now called ‘personalisation’. Strangely, it was felt that proponents of humanistic approaches were often rather dictatorial in their conference demonstrations.

1.5.6 Functional Syllabuses–Communicative Language Teaching 1: 1970s –1990s

Emanating from the work of the Council of Europe in the 60s, the first tranche of the communicative 'revolution' was based on the idea of grouping bits of language according to communicative functions (in the USA called ‘speech acts’) like apologising, requesting, and advising. It was rare for a direct relationship between function and language to be established because functions can be expressed by a vast range of expression and non-verbal cues. However, where a clear direct relationship could be found (e.g. ‘my apologies’ for apologising, ‘do you mind if I’ + pres simple, for asking permission), it was regarded as a matter of convention only to be used for teaching purposes, not for authentic linguistic description. These ‘bits’ were called ‘exponents’, so a number of ‘conventional exponents’, covering the range from formal to informal, could be related to each key function. Students were taught these exponents often misguidedly at the expense of grammar. No obvious method was suggested by defining language in this way, so the listen-and-repeat and repeat-and-extend methods persisted, and rightly so because, as such phrases depended for their usefulness on accurate rhythm and intonation, various forms of drill lent themselves well.

1.5.7 Communicative Language Teaching 2: 1975 Till Today

The second tranche of the communicative ‘revolution’ really took off by the early 80s, mostly radiating out from the UK. The key principle was the separation of classroom work into ‘accuracy’ work and ‘fluency’ work. The accuracy work was for concentrating on learning new bits of language (grammar patterns, functional exponents, vocabulary, etc) where as, fluency work was for getting the students to speak freely (say in discussions). Much confusion was caused when teachers were trained to see these as closely linked together, with accuracy work leading to fluency work (see PPP), which is actually not possible. The basic principle of all communicative activities in the classroom, whether accuracy-based or fluency-based,
was the ‘information gap’, which has remained with us ever since. The ‘communicative revolution’, via the information gap, has been very profound and real, and has coursed through every aspect of method, whether accuracy or fluency oriented. An example of the accuracy-oriented information gap, we can have ‘communicative drills’ (e.g. students interview each other about their daily routines to get controlled practice of present simple tense for routines); and as an example of a fluency-oriented information gap, we can have free discussion, where the students discuss a real thing without interruption and the teacher takes notes of the mistakes and feeds these back afterwards.

In the USA in the late 70s, an influential version of second language learning theory was developed by Stephen Krashen, which postulated that learners ‘acquired’ language if fed a diet of genuine communication (as does the child acquiring the first language), but they only ‘learnt’ language if fed a diet of classroom exercises. The result was that many teachers started to believe that (unconscious) ‘acquisition’ was profounder, more real, and therefore better, than (conscious) ‘learning’. These teachers decided that the classroom had to become an immersive ‘bath’ of authentic communication. This attitude persists today in many classrooms, at the expense of conscious learning. In fact, many variations of the learning-acquisition model have since emerged (including those of Bialystok, Long, and Rutherford), and a combined processing model seems to be the current favourite, which is to say that the classroom learner probably operates both mechanisms – learning and acquisition – all the time, with some interchange between the two. It is now thought, increasingly, that teachers cannot strongly influence how these mechanisms are used by their students.

The basic premises of the communicative approach include the following (Elizabeth, 2004):

- Using the language in unrehearsed contexts
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques.
- Focusing on all of the components of communicative competence – grammatical functional and pragmatic.
- Grammar and vocabulary are taught inductively.
• Students apply the target language independently and without translation when they feel confident enough to do so.
• Information gap exercise are given to the students.
• This is a learner centered approach.

In spite of these said special features, this approach has following limitations given by Richard and Rogers (1986) and Elizabeth (2004)
• The teacher must be fluent in the target language. Such teachers are limited in number.
• It cannot be used for large or very large classroom.
• The teacher must be competent in using this approach.
• Sometimes classroom becomes too communicative to create disturbance for others.

1.5.8 Test-Teach-Test Method: 1980 till Today

‘Test-teach-test’ was an inventive variation of traditional PPP, particularly appropriate to teaching functional exponents but also adaptable to grammar points and lexis. The students are given a task, such as a role-play, without any prior teaching of the relevant language points, and this is the first TEST phase. If the students have problems and make mistakes, the teacher knows that they have to teach the biggest errors, and this teaching (also known as ‘Presentation’) is the TEACH phase. This is followed by the students doing further practice exercises of these target items, which is the second TEST phase. All in all, this is a popular and resilient piece of methodology which brings together a number of principles, and has stood the test of time.

1.5.9 Negotiated Syllabus: 1985 till Today

Mostly relevant to executive and business English students where needs are specific and focused, it has become the norm for many professional language training organizations to use this method for language teaching. Based on this principle, we first find out what students want and test them to find out what they need, and then
negotiate the syllabus with them. It has recently had a big impact on general English classes too. It is especially good when the syllabus is emerging and flexible and is being negotiated on a regular basis during the whole course because it is diametrically different from school-set syllabuses and exam-oriented syllabuses. It has to be applied carefully, depending on whether it is appropriate to the specific context.

1.5.10 Task-based Approaches: 1985 till Today

This is very relevant to business English teaching, and has been solidly part of business English teaching since the late 80s. Since the mid 90s, it has become much more established in general English teaching. It is a methodological idea which attempts to get away from PPP altogether. Students are not taught language points in advance, but rather are given communicative ‘tasks’ to prepare for. These tasks require them to ask the teacher to ‘give’ them whatever language bits they might need in order to fulfill the task. An example would be ‘have the students in groups plan a recreational weekend for a visiting friend. Here, the language they need will be discussion exponents, telephoning language, arrangement language, lexis of sightseeing, etc. Each group would be given what language they need by the teacher as they ask for it. In the final phase, the students actually do the complete task and they ‘use’ the language they have asked for and been given. The best place to find a clear outline of this approach is Willis (1996). The best General English textbook series using this approach is the 'Cutting Edge Series' by Peter Moor and Sarah Cunningham. In the Business English context, teachers tend to use the task-based approach as a matter of course, with telephone role-plays, meetings, negotiations, and presentations. A big question still being widely discussed is whether the students, on being ‘given’ the language they need for their task, then need some controlled practice so that it becomes more assimilated. In other words, do students need some form of rapid PPP? Since it appears to have gained ideological popularity especially in the UK, there may be a danger that the task-based approach dominates teaching to the detriment of the other methodologies which have equal validity.
1.5.11 Lexical views of Language: 1990 till Today

As early as the 1970s, academic linguists noticed that the language was full of set phrases (e.g. you don’t say, onwards and upwards, the knock-on effect of, it’s a good job (that) . . ., etc.). In 1986, a famous duo, Pawley and Syder (1983) showed that these set phrases are actually part of a memorised store of pre-fabricated ‘chunks’ which, once learnt, each native speaker has automatically at their disposal. When speaking, they said, we appear to use these chunks like single vocabulary units. Since then, notably through the writings of Michael Lewis in the early 1990s, the Lexical View of Language has become a central plank of both business and general English teaching. It particularly affects what we teach – lexical chunks rather than single items of vocabulary, (e.g. to make an appointment, to do business with, to penetrate the market, market forces, healthy competition, an absolute disaster, etc) – and, some have argued, lexical chunks in place of grammar. Nowadays, it is normal to see lexical expressions as the main lexical content of a textbook unit. It is a big challenge which still remains is how to prevent the lexical approach dominating teaching to the detriment of the other components of the language learning task, such as grammar, syntax, and phonology.

1.5.12 Output – Feedback Approach: 1999 till Today

Again originating mainly in the business English field, this is less an approach, more an attitude of mind. Based on the idea of an immersive bath of communication from which useful language focus then arises. If we simply set our students off in authentic communicative activities in the classroom, we can use the ensuing language ‘output’ as data for feedback (or ‘reformulation’). This feedback is one form of language focus, and can take many forms, such as, individualised feedback sheets, overhead slides full of errors for class discussion, full-scale remedial presentations, etc. A really interesting extension of this idea is ‘Reformulate Output Lightly but Often’ (ROLO) by Emmerson, (1999). In this approach, the teacher listens to the students discussing something, notes the problems down, and then goes through a sequence involving eliciting, concept questions, and guiding questions, so that the students come to a reformulated version of the selected language errors from their discussion. These
corrected errors get recycled in a similar way, lightly but often, over the next few lessons.

1.5.13 Noticing Method (Consciousness Raising Method): 1995 till Today

Some studies into the psychology of classroom language learning showed that there is little relationship between what the teacher teaches in one lesson and what students learn in that lesson as conscious learning. At the same time, William Rutherford in the mid 80s put forward the idea of using the classroom to gradually *raise students’ awareness* about the target language rather than imagine that teachers can teach it for active reproduction by endless practice. What this means is that when we do presentation and practice work with students on any language item, all we are actually doing is raising the noticeability of that language in the minds of the students. In other words, we are helping the student to notice it the next time and the next time, and little by little to take it on board in a process of ‘successive approximation’, or ‘layered noticing’. We are not teaching it for immediate active accurate production. This awareness-raising is therefore only the first stage of a series of stages by which the language item, and the language awareness surrounding it, passes into the unconscious of the student. The concept of ‘reformulation’ (reflective correction) is very much connected with the idea of raising noticeability. The process of assimilation by the student is an unknowable and invisible process, so we don’t need to concern ourselves with it. In this method PPP has an important place in language teaching, not to teach language points but to raise their noticeability in the minds of the students. As a matter of note, the place of fluency work (e.g. free role-play) in the noticing model has two functions (i) to provide free-speaking scenarios in which we can assess the students’ current state of progress and assimilation and (ii) to show what language points still need more focus and practice i.e. language focus via reformulation. These activities are a form of informal testing; they do not function as the ‘production’ phase of a PPP approach, because that is by definition a semi-controlled, and therefore accuracy-oriented, phase.
1.5.14 Grammaticisation Method: 1999 till Today

Recently, very much in the 'noticing' mould, there has been a growth of interest in classroom tasks which help the student to see grammar in its global, and truly communicative context; some modern academic linguists’ take the view that language is 'grammaticalised lexis' rather than the view from the last 100 years that it is 'lexicalised grammar'. Using this principle for language syllabuses, some schools have dispensed with grammar, and give the title ‘lexis’ to many language ‘bits’ which once might have been called grammar. As for language exercises, we can use global text exercises (using semi-authentic and authentic texts) in which the ‘grammar’ has been taken out (i.e. the inflections, the articles, the infinitive markers, etc), and which the students have then to put back, e.g. " Reserve Bank expect lower interest rate today eleven time this year, drive them low level four decade’; this is very motivating for the learners, it is very individualised, and it is very efficient for the teacher, who only has to spend time clarifying the language items which are causing problems. The ‘grammaticisation’ approach is becoming increasingly popular, but it is important to keep it in perspective with the other approaches for teaching grammar, which all have their own relevance.

1.5.15 The Role of English Language Teacher Today

There are many methods and approaches for ELT. Every method and approach has its merits and demerits. What is the role of the English teacher in choosing a approach and or method for ELT. Teachers use translation when it is quick and efficient to get across meaning. Teachers still teach grammar, even though he no longer assume it to be a starting point, but more a reference point. Teachers use drilling (e.g. listen-repete) when it is an efficient way for students to get their mouths round the sounds and rhythm of a useful expression. Teachers use practice exercises (e.g. gap-fills) to raise students’ awareness of common lexical expressions. Teachers use focus on functional expressions when students listen to a tape model of a telephone call. They use information gaps almost all the time, in accuracy as well as fluency work. They use personalisaton all the time, whether the students are practising language, preparing for a role-play, or reading the newspaper. They use a task-based approach when students are set a discussion role-play and are required to prepare their positions.
in groups, asking for language help from the teacher as they go along. They use output feedback when the teacher uses a conversation activity to produce student ‘output’, and then feeds back on language errors. Teachers use test-teach-test when students are set a short telephone-call role play without time to prepare, and this is taped and followed up with focus on (i.e. introduction and practice, or PP, of) telephone phrases, which is then followed by another telephone role-play (the third P). They use noticing activities practically all the time, because any activity in which the students are being invited to put their attention on an aspect of language is a noticing activity. They use grammaticisation activities when they want to see how each student’s individual internal grammar is progressing.

It has been a curious tendency in ELT for both the perpetrators of new ideas, and for many teachers, to want to dispense with the old to make way for the new. This cannot be right. The modern teacher is able to use any approach from the past as long as it is appropriate and useful which may be called as ‘principled eclecticism’ or ‘principled integration’. It can be better called as ‘principled integration’, because ‘eclecticism’ suggests picking separate things from the selection available, whereas ‘integration’ forces us to remember that everything has come from what has been before, and that everything that has gone before remains relevant today.

Central Board of Secondary Education (CBSE) develops common curriculum keeping nationwide requirements in focus for common secondary and higher secondary schools in India and Abroad. English and Hindi are used as the medium of Instruction in the schools affiliated by CBSE. It has recently introduced the Grading system based on continuous and comprehensive evaluation (CCE). English in these school is thought in communicative approach and the researcher is taking the help of communicative approach as the basic approach while preparing the multimedia package for students for teaching of English Grammar.

1.6.0 IMPORTANCE OF TEACHING ENGLISH GRAMMAR

It is shown in the previous discussion that English has its own importance in the world as well as in India. Because of its importance in formal education and in a way it is the responsibility of an English teacher who has to make his students familiar
with four skills of English language teaching, grammar holds an important place. The importance of grammar can be felt with the following lines. “Language is the vehicle of our thoughts, feeling and of our stories, whether true or not. And grammar is the machinery by which that vehicle is set and kept in motion the motive power (the steam, the electricity) is the mind and speech sounds are air and space through which the movement of the vehicle takes place.” (Frisby, 1966)

We learn basic grammar when we start to put sentences together as children. But the actual ‘knowing’ of grammar is much more complex. Grammar teaches us how to build sentences, about the types of words that we use and when we should use them. Grammar also tells us what type of word we are using in any particular sentence. There are lots of different aspects to English grammar, and each is as important as the last. It is English grammar that will allow one to be a better communicator, listener, thinker, reader and writer. Having a knowledgeable understanding of grammar will let one have a potentially rewarding career in many fields of work.

To put it simply, grammar is a way in which we organize words, clauses and phrases into meaningful conversation and communication. The organization of grammar all depends on the logic and, understanding of grammar will mean you can think more logically. Grammar without logic and organization means you cannot clearly put across your message. The more grammar rules you understand, the clearer your communication is. This makes it easier for one to be heard and to tell own story. Having an advanced knowledge of grammar is something everyone should have.

Till now, the grammar was taught with the help of structural approach where the teacher used to explain the structures of different sentence patterns and other grammatical formations. But later it was felt that this approach was not so effective in English language teaching as it doesn’t make students proficient in all the skills of language and particularly in the skill of speaking. Thus, let’s have a look at the objectives of teaching grammar which provides the clear direction.
1.7.0 OBJECTIVES OF TEACHING GRAMMAR

Followings are the objectives of teaching English grammar given by Richards and Rogers (1986).

- To develop the knowledge and understanding of grammar.
- To develop ability for using grammar in one’s own writing of English.
- To develop the understanding about the rules of grammar and their use in writing English.
- To develop students insight into the structures of English Language.
- To develop scientific attitude about English language.
- To enable students to express their ideas logically and correctly in speech and writing.
- To teach grammar as a ruled governed behavior and not as mere rote learning.
- To enable students to develop their understanding about the rules of grammar through use and practices of its structures.
- To develop their mental abilities of reasoning and correct observations.
- To enable the students to assimilate the correct patterns of the language without rote memorization.

These are various methods and approaches for teaching of English grammar. Out of all these methods and approaches, the communicative approach is certainly unique in them and that it is one of the approaches that really focuses on the feeling of the students and tries to satisfy affective factors in learning due to which this approach of teaching is emphasized more for teaching of English including English grammar in India. In the present study the researcher is prepared a multimedia package to teach English grammar using communicative approach. Here is the discussion about the multimedia package.

1.8.0 MULTIMEDIA

With the development of modern technology, multimedia has entered into teaching and had quick development. If we look at the situation in today’s educational
institutions, we can observe that technology-augmented classroom teaching indeed have become established parts of everyday teaching and learning. Groves and Zemel (2000) stated that acceptance and use of multimedia in the classroom has reached the point today that suggests, multimedia is critically important to teaching. Today, multimedia technologies application has come true. Research and development performed in the last couple of years created tools and systems for computer technology for teaching that varies from subject to subject and from teacher to teacher and studied, evaluated, and established useful usage scenarios. Use of technology in the classroom has seen many changes from such things as slides and silent film, motion pictures with sound, television, interactive computer-assisted instruction, to internet and digital-based multimedia presentations. Recording a video of the entire lecture, further published as podcasts, enabling learners to use the materials even on their mobile audio devices. Many students have notebook computers which can be included in the learning process. Smaller mobile devices such as PDAs or cell phones are becoming more and more powerful and ubiquitous. Better pen-based interfaces and screens are becoming available. Question is how educational content should be presented, deployed, navigated, searched, retrieved, edited, combined, exchanged, and reused in an appropriate and proper way to make learning of particular subject effective. Multimedia is a computer based technology having answers to all these questions.

Multimedia is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternately mean a judicious mix of various mass media such as print, audio and video or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet allow individualized use and learning. In essence, multimedia merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation.

1.8.1 Meaning and Definition of Multimedia

Multimedia combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education. As the name implies, multimedia is the integration of multiple forms of
media. This includes text, graphics, audio, video, etc. For example, a presentation involving audio and video clips would be considered a "multimedia presentation." Educational software that involves animations, sound, and text is called "multimedia software." CDs and DVDs are often considered to be "multimedia formats" since they can store a lot of data and most forms of multimedia require a lot of disk space.

According to Barron and Orwig (1995) “Multimedia can be loosely defined as computer-based technology integrating some, but not necessarily all, of the following: text, graphics, animation, sound, and video.”

Elsom-Cook (2001) “Multimedia is the combination of a variety of communication channels into a co-ordinated communicative experience for which an integrated cross-channel language of interpretation does not exist.” This definition gives way for two approaches-one that is termed the “multiple-media” utilization, and the other in which a combination of different channels acquires unification as a medium.

Reddi (2003) “Multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually”.

1.8.2 Importance of Multimedia

Fame (2010) in the article “The Evolution of Multimedia in Education” stated “Multimedia not only impinges on individual learning, but also on the many functions of the education sector: teaching, development of teaching materials and pedagogies, teacher training, assessment of students and accreditation of course material. The education sector also has administrative needs, and teachers and establishments have to promote their services. Finally it affects the supporting service industry and other complementary sectors. The main modes of Multimedia for education emerging seem to be: Broadcast instruction, Real-time conversation, CAL packages, and Multimedia presentations. Multimedia reference, Network information searching. However, the situation is still very fluid, with new lines of development yet to emerge. The basic CD multimedia product has emerged and will survive to 2010.” Researchers agree
that the benefits of multimedia education surely exist for appropriate subjects and learning settings. Snyder (1998) in “Research on Developments in Business Simulation and Experiential Learning: Multimedia and Student’s Expectations” indicated many benefits of multimedia in classroom presentation like increased retention rates, and increased interest in the course. Komiya (2000) and Hofstetter (1995) stated that Multimedia has also been shown to elicit the highest rate of information retention and result in shorter learning time. Research by Reinhardt (1995) specified that: (i) multimedia can boost curiosity, creativity, and teamwork amongst participants, (ii) multimedia can change the role of teacher from the traditional role of omniscient ruler to that of a tour guide, (iii) multimedia can increase access to information, (iv) multimedia can break down the wall of the classroom. Butler and Mautz (1996) found that students in a multimedia presentation consistently had more favorable impressions of the presentation than did students in a traditional lecture presentation. According to Luna and McKenzie (1997) with multimedia, the communication of the information can be done in a more effective manner and it can be an effective instructional medium for delivering information. A multi-sensory experience can be created for the audience, which, in turn, elicits positive attitudes toward the application. Learners can work at own pace and control their learning path, learn from an infinitely patient tutor, actively pursue learning and receive, feedback and it allows teachers for creative work, saves time for more challenging topics, replaces ineffective learning activities, increases student contact time for discussion. Agnew, Kellerman & Meyer (1996) stated that Multimedia application design offers new insights into the learning process of the designer and forces him or her to represent information and knowledge in a new and innovative way. According to Bruder (1991) an important benefit of multimedia is that it is fun to participate in as either a receiver or presenter of information.

Multimedia has obvious educational benefits when developed and used well. Adaptation of right choice of media according to the subject to be conveyed and/or the recipient can lead to better learning. This demands the developer of multimedia to be aware of some characteristics of Learner and Principles of Multimedia.
1.8.3 Guiding Psychological Support for the Use of Multimedia

Gardner (1983) in Multiple Intelligence Theory asserted that humans actually learn through many different cognitive styles. The theory consists of seven types of intelligence: bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical and spatial. If humans learn through multiple types of intelligence, then the most effective instructional media would appeal to many or all of them. The challenge that educators face is how to deliver learning materials to people with varying modes of learning i.e. intelligences. Using teaching techniques that match the individuals preferred learning style makes learning a more natural experience. If learning becomes natural, then it becomes easier, faster, fun and more successful.

Bernice McCarthy (1987) in the book “The 4-Mat System” identifies four distinct type of learners: 1. The "Innovative" learner 2. The "Common Sense" learner 3. The "Dynamic" learner and 4. The "Analytical" learner. The first three learner types are all natural right brain learners who will prefer a visual and kinesthetic approach. The only natural left brain learners are the analytical learners, who find it comfortable to be verbal and logical and have an auditory presentation of information. Hence considering all these four types of learners, multimedia education can cater the need of each and every type of learners as per their preferences.

Dervan et.al. (2006) in “Current Developments in Technology-Assisted Education” stated “Modern learning theory such as Accelerated Learning is guided by more than a decade of psychological research on the inner workings of the human brain. We have learned that humans have several forms of intelligence instead of a single static IQ and individual learning styles are largely dependent on this diversity. A learner’s dominant sensory system, i.e. visual, auditory or kinesthetic, also plays a major role in determining their natural learning style. If the teaching style employed closely matches this preferred style, learning becomes more natural and thereby easier so consequently results improve and learning time is reduced. Evolving Multimedia technologies can be used to forge stimulation, which support multiple learning styles as they present a wide range of graphical, textual and aural sources.” How to involve technology in the best way considering the changes taking place in it demands us to focus on the Principles to Design Multimedia.
1.8.4 Principles of Multimedia Learning

Multimedia is a rapidly evolving technology that is bridging the gap between reality and magic. It involves the integration of different media such as text, sound, video, two dimensional (2D), and three dimensional (3D) graphics and animation, with a capacity for user interaction with Multimedia product. Learning is a cross-sensory experience that requires a lot more imagination. There is thus an absolute need for graphics and animation to help the learners understand “difficult” subjects that rely heavily on imagination. For Education the 2D and 3D animation is making it possible for more individuals than ever to access knowledge and learn in new and different ways. Animation is enabling us to address our educational challenges, bringing learning to the students instead of bringing students to learning. It is allowing for the creation to teach creativity that defies the constraints of the time and distance as it provides access to knowledge that was once difficult to obtain. The application of multimedia in teaching makes teaching methods, teaching concepts and forms, teaching structure, as well as theories change. Multimedia is a natural extension of a creative mind. It helps you harness the potential of ideas.

The "principles of multimedia learning" advocated by Richard Mayer & Ruth Clark based primarily on Mayer's research (2001), Clark and Mayer (2003) that provide the following overview of multimedia principles and their effect on learning are explained below.

**Multimedia Principle:** It talks about the best use of words and pictures in learning situations. Adding graphics to words can improve learning. Students learn better from words and pictures, rather than from words alone.

**Modality Principle:** It refers to the best use of visual and auditory channels in the process of learning. Explaining graphics with audio improves learning. Students learn better from animation and narration, than from animation and just on-screen text.

**Redundancy Principle (Split attention effect):** It states the best use of text and audio. Explaining graphics with audio and redundant text can hurt learning. Thus it is better to eliminate redundant material. Avoid reading on-screen text. Students learn better
from animation and narration, than from animation, narration, and on-screen text. Learners do not learn as well when they both hear and see the same verbal message during a presentation.

**Spatial Contiguity Principle:** Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen. i.e. best placement of words and pictures. Placing text near graphics improves learning.

**Temporal Contiguity Principle:** Students learn better when corresponding words and pictures are presented simultaneously rather than successively. i.e. best sequencing of words and pictures.

**Coherence Principle:** Students learn better when extraneous material is excluded rather than included. Using gratuitous visuals, text, and sounds can hurt learning.

**Individual Differences Principle:** Design effects are stronger for low-knowledge learners than for high knowledge learners, and for high-spatial learners rather than for low-spatial learners. It demands best use of prior knowledge. These learners are equipped to use cognitive strategy to work around cognitive overload, distraction, or other effects of poor design.

1.8.5 The Elements of Multimedia in Education

It is very tempting to use the latest computer wizardry to represent information and develop computer enhanced learning materials. However, the instructional design of these systems should be based on a careful examination and analysis of the many factors, both human and technical, relating to visual learning. When is sound more meaningful than a picture? How much text is too much? Does the graphic overwhelm the screen? For a student, this allows them to test all of their skills gained in every subject area. Students must be able to select appropriate multimedia tools and apply them to the learning task within the learning environment in order for effective learning to take place.
A Multimedia Learning environment involves a number of components or elements in order to enable learning to take place. Hardware and software are only part of the requirement. As mentioned earlier, multimedia learning integrates five types of media to provide flexibility in expressing the creativity of a student and in exchanging ideas.

**Text:** Out of all of the elements, text has the most impact on the quality of the multimedia interaction. Generally, text provides the important information. Text acts as the keystone tying all of the other media elements together. It is well written text that makes a multimedia communication wonderful.

**Sound:** Sound is used to provide emphasis or highlight a transition from one page to another. Sound synchronized to screen display, enables teachers to present lots of information at once. This approach is used in a variety of ways, all based on visual display of a complex image paired with a spoken explanation (for example, art – pictures are ‘glossed’ by the voiceover; or math – a proof fills the screen while the spoken explanation plays in the background). Sound used creatively, becomes a stimulus to the imagination; used inappropriately it becomes a hindrance or an annoyance. For instance, a script, some still images and a sound track, allow students to utilize their own power of imagination without being biased and influenced by the inappropriate use of video footage. A great advantage is that the sound file can be stopped and started very easily.

**Video:** The representation of information by using the visualization capabilities of video can be immediate and powerful. While this is not in doubt, it is the ability to choose how we view, and interact, with the content of digital video that provides new and exciting possibilities for the use of digital video in education. There are many instances where students, studying particular processes, may find themselves faced with a scenario that seems highly complex when conveyed in purely text form, or by the use of diagrams and images. In such situations the representational qualities of video help in placing a theoretical concept into context.

Video can stimulate interest if it is relevant to the rest of the information on the page, and is not ‘overdone’. Video can be used to give examples of phenomena or issues referred to in the text. For example, while students are reading notes about a particular
issue, a video showing a short clip of the author/teacher emphasizing the key points can be inserted at a key moment; alternatively, the video clips can be used to tell readers what to do next. On the other hand, it is unlikely that video can completely replace the face-to-face lecture: rather, video needs to be used to supplement textual information.

One of the most compelling justifications for video may be its dramatic ability to elicit an emotional response from an individual. Such a reaction can provide a strong motivational incentive to choose and persist in a task. The use of video is appropriate to convey information about environments that can be either dangerous or too costly to consider, or recreate, in real life. For example: video images used to demonstrate particular chemical reactions without exposing students to highly volatile chemicals, or medical education, where real-life situations can be better understood via video.

**Animation:** Animation is used to show changes in state over time, or to present information slowly to students so they have time to assimilate it in smaller chunks. Animations, when combined with user input, enable students to view different versions of change over time depending on different variables.

Animations are primarily used to demonstrate an idea or illustrate a concept. Video is usually taken from life, whereas animations are based on drawings. There are two types of animation: Cel based and Object based. Cel based animation consists of multiple drawings, each one a little different from the others. When shown in rapid sequence, for example, the operation of an engine’s crankshaft, the drawings appear to move. Object based animation (also called slide or path animation) simply moves an object across a screen. The object itself does not change. Students can use object animation to illustrate a point – imagine a battle map of Gettysburg where troop movement is represented by sliding arrows.

**Graphics:** Graphics provide the most creative possibilities for a learning session. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. With a scanner, hand-drawn work can be included. Standing commented that, “the capacity of recognition memory for pictures is almost limitless”. The reason for this is that images make use of a massive
range of cortical skills: color, form, line, dimension, texture, visual rhythm, and especially imagination.

1.8.6 Multimedia Package

Multimedia Package is an interactive instructional method that uses a computer to present material, track learning and direct the user to additional material which means the students needs. It can also be used to describe Internet based instruction through the use of Web Pages, Web Bulletin Boards, Letters and Newsgroups, video and Real Audio, Graphics and Hands on applications. Additionally self-teaching programmers on CD-ROM to the emerging DVD round out the group of available forms of Multimedia Package.

Multimedia Package uses a combination of text, graphics, sound and video in the learning process. It is especially useful in distance learning situation. The explosion of the Internet as well as the demand for distance learning has generated great interest and expansion of Multimedia Package.

There are numerous unique features of Multimedia Package which make it an exciting one in the field of education. One of the most useful things of Multimedia Package is its adaptability for distance learning. Before the dominance of microcomputers, distance learning was mostly accomplished through Programmed Instruction. On the contrary, multimedia package provides regular and timely interaction with the instructor and current feedback. Students can repeat tutorials as often as needed and work at their own pace. Multimedia package also can be used with greater numbers of students than a traditional classroom would hold. Multimedia package and Web-Based instruction have opened avenues of access to individuals with disabilities that were not possible before.

Intelligent Multimedia Package is programmed so that the Multimedia package adapts to the students individual needs. It acquires information about the students current knowledge of a subject and their goals in learning the subject and then creates a user profile based on this knowledge. It can then adjust itself to the individual student.
Multimedia Package is a narrower term and most often refers to drill-and practice, tutorial or simulation activities offered either by themselves or as supplements to traditional teacher directed instruction. Computers capture the students attention because the programmes are interactive and engage the students spirit of competitiveness to increase their scores Also Computer Assisted Instruction moves at the students pace and usually does not move ahead until they have mastered the skill Programmes provide differentiated lessons to challenge students who are at risk.

1.8.7 Principles of Multimedia Package

The term multimedia package is used in the broadest sense here. Multimedia package will refer to any use of computers that interacts with students in some or the other way in the educational process. Following are the principles given by Vanaja (2006) on the bases of which Multimedia package works.

**Principle of Small Steps:** A multimedia package is made up of a large number of small and easy to take steps. A student can proceed from knowing very little about a topic to mastery of the subjects by going through a programme with the combination of many small steps.

**Principles of Active Responding:** This principle rests on the assumption that a learner learns better by being active. Multimedia package provides opportunity for learner to respond frequently. It not only presents material to the learner but also induces sustained activity of the learners.

**Principle of Immediate Confirmation:** The psychological phenomenon of reinforcement is the basis of this principle. Necessity of providing immediate confirmation is important from two point of view.

a) The learner will not wildly guess and

b) When the learner is not sure of the responses he/she needs to be confirmed of the correctness of the response or provide with the right response.

**Principle of Self Pacing:** Multimedia package is a technique of individualized learning based on another basic assumption that learning can take place better if an
individual is allowed to learn at his own pace. The pupil is not forced to move with other members of the class. Some students naturally learn more rapidly or more slowly than others. In a normal class room some students may be left behind as they are not able to learn at their own pace. This principle controls individual differences in the process of learning that helps in making learning more enjoyable.

**Principle of Student Testing:** Continuous evaluation of the learning process helps in maximizing learning is another assumption on which multimedia package is based. The students leaves behind a record of his responses because it is required to write a response for each frame in a response sheet. This detail record helps in revising multimedia package and also provides a feedback to the teacher about the student’s progress.

All aspects being considered, Multimedia package does not necessarily replace teacher, text books, classrooms or laboratories. Multimedia package is another aspect of learning that harnesses the potential of computer and makes it a tireless participant in the educational process. Perhaps the greatest benefit of Multimedia package is giving small boost to the marginal student, which leads to success.

### 1.8.8 Advantages of Multimedia Package

In the age of technology the teacher has to develop a lot for the students requirement. Multimedia package is one such material which can help the teacher to cope up with the needs of the students. Besides that it also lessens the workload of the teacher and it can have many advantages, which are given as follow (Khirwadkar, 1998)

#### Interactive Learning

Multimedia package helps the students to learn themselves and provide them the direct communication. They can get direct feed back at the same time of their learning. Another thing is that as it is individualized learning students actively learns without the help of the teacher. Even one can have the related clues for learning which make learning interesting and active.
Individulized Learning

Learning through Multimedia package is totally an individualized instruction. Further it provides the students maximum flexibility. It provides them with different learning experiences according to their level of understanding and ample time for learning. It also provides the learner a choice to select the topic of one’s own interest at a specific point of time. The student can constantly know about one’s progress as one is provided with constant feedback during learning process. It does not allow the learner to proceed to new content without completing the previous one that makes learner to learn the particular topic and master it. Multimedia package also provides individual attention to each student, which is one of the basic requirements to improve the quality of teaching learning in overcrowded classrooms.

Provides Motivation

It helps in motivating learners through special effects and the games added in presenting different topics which makes the learning more enjoyable. With simulation and animation, it gives unique experiences to the students and helps teachers to provide different topics in more interesting and realistic manner. It arouses motivation in the learner by presenting content systematically, interestingly and giving feedback efficiently. Even the games that are used to present content determine them to complete with themselves and to learn more.

Provides Wide Range of Experiences.

Multimedia package helps the teacher to provide wide range of experiences. One can illustrate the concept through manipulation of graphics in different dimensions. Graphics, drawing becomes handy for the teachers. And the most encouraging thing about it is that whenever the teacher wishes one can modify that particular thing at one’s convenience. Those graphics also attracts the students attention more and on the desired point. Concepts with the help of proper data, teacher can present diagrams and graphs which help them to understand the concepts clearly with longer effect.
Besides all these advantages it has the big advantage of using the computer that gives the learner more confidence and freedom to design their own learning programme in terms of time, space and content. Unlike other audio-visual devices where the learners have limited options to listen to the dialogues, music etc. and/or watch the same cartoons movies etc., this disadvantage is overcome by the extensive memory of the computer. Variety and diversity according to the taste of the learner is possible through Multimedia package which makes the students to get involved in the process of language learning. The principles and the advantages of Multimedia package show its impaction teaching learning of language. So here the researcher has mentioned about its contribution in English language teaching in the following paragraph as the research is related to use of Multimedia package in English language teaching.

1.8.9 Multimedia Package in English Language Teaching (ELT)

The use of Information and Communication Technology has enriched the teaching learning process with the help of computer and technology gadgets. It has a great potential for teaching at all levels that has brought a sea change and innovativeness in teachers to use it for teaching and learning. English and computer both are vital in modern time as both open the gate for opportunities of the world. Even English language is the language of computer. Its use helps in improving English language also as well as it makes classroom learning interesting and lively.

In ELT computer can play very useful role as it can work with the imagination of the students as well as the teachers and writers. If any poetry or story is there then it can be presented with pictures incorporating different effects which provide the live words to the students. Instead of teaching and explaining through the words, it works with the interest and curiosity of the students. Even the learning that takes place with this can have longer effect as it affects more senses of the students. Even grammar can be effectively taught with it as different situations can be created and different construction can be presented with pictures. This makes easy to differentiate among varied grammatical constructions. Even variety of exercises can be given to the students. Multimedia package can provide the different ways of teaching and learning grammar. If the teacher has knowledge of computer he/she can prepare material to teach them according to his/her students needs. The most advantageous thing in the
use of Multimedia package for ELT is that it provides variety of exercises and it can have active involvement of the students.

The present study is an attempt in this direction to teach English grammar with the help Multimedia package which is rationalized as follow.

1.9.0 RATIONALE OF THE STUDY

The language that is used by many people and which opens the window of the world information’s has great importance. English language holds that important place as it has been one of the most important languages of the world. It is called as the library language as a vast amount of world information and literature is available in English. It is considered as a link language in multilingual and multicultural country like India with different local and state languages. It is also considered as the language of trade and commerce as a very large portion of world trade and commerce is done through this language. This language has a great importance for the students in Secondary and Higher Secondary as they study it as the first language (L1) or as a second language (L 2) all over the country.

English is one of the mostly used web languages, students cannot use web (internet) effectively without the knowledge of English. The impact of the English at present is so much that the teaching learning of English language plays an important role in the society at large and school at particular from futuristic perspective. Besides all these things, grammar of any language is very important, as without this language learning cannot be possible. And the English grammar provides a sound structure to the English language learning. Considering the importance of English language the researcher took the present study to contribute to enhance the teaching-learning of English grammar. Even the teaching of grammar invoices different methods and approaches for better result and it also involves different use of teaching aids as well as the techniques.

Teaching of language undergoes sea changes with demand and need of the time. Even language teaching and learning becomes a difficult job if the goal of developing language efficiency among the students is not achieved well. Teaching English
language, covering the syllabus and fulfilling the taste of the students, may be difficult. The teacher should yield to change his/her way of teaching. Though old approach may be well known very thorough and effective, one has to give place to new methods to fulfill the need of the present time. Methods followed for decades cannot be easily abandoned but feeling the reality, change in teaching method is indispensable to develop English language ability of the students of India in general.

Further in this technological driven era, which the whole cosmos is at one’s desktop with just a single mouse click affects and enters into every sphere of life. The advancement in technology has made it quite possible to take advantage of many modern facilities in different facets of communication. The language teaching learning process is not exception, since language in its strict technical sense is a means of communication. Audio visual devices, such as, tape-recorders and video tapes have frequently been used effectively in language classes. However, since both human nature and the language teaching-learning process are dynamic phenomena, the need for the newest techniques and technological devices is felt. As computer is a versatile device with many advantages of storing huge amount of information and processing them as per one’s wish and need, it can be utilized as a complementary device to other audio visual aids in teaching language. During the computer based language activities, learners can observers several structural changes occurring to words, sounds, rules and meanings of the language they are learning. Multimedia package is one the forms of Educational Technology using the potential of computers and following the pedagogy of teaching and learning, which has great impact in field of education. With its unique features like, drill, simulation, animation, tutorial and gaming, it makes teaching and learning more interesting and encouraging for the students.

At present, day by day classroom is becoming overcrowded due to which there is change in teacher and pupil ratio. It has made the condition of classroom worse due to teacher’s difficulty to give proper attention to the students. This overcrowded classroom can be dealt with the help of Multimedia package. It can be more advantageous to both students and teachers. It allows the teacher to give attention to individual students and teachers. It allows the teachers to give attention to individual students being a facilitator and the students can proceed according to their own pace.
It also satisfies the need of the students’ imagination as they can modify the presented content according to their imagination, which can provide them the different situation to use the language differently.

Besides these, VII standard is the initial stage of the students in the secondary education so, it is very important to pay attention in teaching of English subject and guiding them properly to prepare them for the board examination and for better understanding about the subject which makes a strong base for higher education. Teaching them through multimedia package will help them to be familiar with the teaching and learning with the help of computer which will expose them to technology. Teaching at this stage will provide them enough time for the preparation of board examination on which teachers as well as parents give more stress. Another reason for considering this study that English language teaching and computer are complimentary to each other as both hold importance place at present.

The researcher has selected the subject of English grammar, as English language needs special attention in grammar as it provides the base of English language to the students. Even grammar needs different situations for better explanation as many topics are considered to be complex for the students to understand. By putting the students into different situations the base for grammar can be strengthen. In that multimedia package can provide more drilling practice with different situations, which may not be possible for teacher at least at individual level.

From the reviewed literature, the researchers has found that there been a great concern regarding the learning of English. As many researches have been conducted on this aspect, which can be seen from the studies conducted by Dewal (1973), Jain (1987), Kapadia (1988), Jayshree (1989), Sharma (1989) and Ngangbam (2000). All the six researchers have been related with the topics like, programme teaching, curriculum of English and the resources in schools, course design in English for communicative approach and difficulties in teaching or learning of English and the remediation. Researches by Sabharwal (1978), Joseph (1983), Dubey (1990), Hus (1994), Khirwadkar (1998), Das (1998), Gabrielle (2003), Casonova (2003), Sankey and Nooriafshar (2005), Floyed (2006), Gilbert (2006), Jayaraman (2006), Patil (2006), Shikhara (2007), Patel (2009), Gupta (2010), George (2011), Patel (2011),
Booth and Begg (2011) and Rechard (2011) were conducted to see the effectiveness of the different methods to teach different subjects. Those researches have been on Multimedia package, PLM, CALM, CALL, CAI and play way method etc. These researches have been conducted on teaching of English, Listening Comprehension, Hindi, Chemistry, technology etc. It shows that Multimedia package has been effective and it has been positive in the process of teaching and learning with reference to the studies conducted by Khirwadkar (1998), Hsu (1994), Zyod (1999), Das(1998), Gabrielle (2003), Sankey and Nooriafshar (2005), Gilbert (2006), Jayaraman (2006), Shikhara (2007), Patel (2009), Gupta (2010), George (2011), Patel (2011), and Rechard (2011). Even the researcher has found that very few studies have been conducted to teach English language especially at the lower secondary level.

The researcher has found the few studies were based on the teaching of English. They were for the students having English as the second language i.e. L2. Because of these reasons the researcher had taken up the present study in English medium schools affiliated to CBSE where English is considered to be the first language. Besides this the researcher also felt that sometimes the students of English medium do make common errors in grammar while communicating so as to provide them the experiences of different situation and structures the researcher had taken the study on English Medium students.

Besides this, the school teacher- centered approach while teaching English and due to that the teaching learning becomes teacher dominated, boring and therefore the researcher made an effort to develop the package with which the students can learn the presented topic with their own pace and interest. The researcher also develop the package with which the students can learn the presented topic with their own pace and interest. The researcher also developed the package for standard VII students because they need to improve their fundamental and basic English at this stage to have prepared for the X standard board examination. Hence the present study is an attempt in this direction for development and finding effectiveness of a multimedia package to teach English grammar to standard VII CBSE students.
1.10.0 RESEARCH QUESTIONS

Being an English teacher, the following researcher questions were in the mind of the researcher and tried to find out the answers of these research questions through the present study.

- Whether Multimedia Package can be used for effective teaching of English Grammar at standard VII?
- Whether students studying English grammar through Multimedia Package can perform similarly to the students studying the same through traditional method?

1.10.0 STATEMENT OF THE PROBLEM

DEVELOPMENT AND EFFECTIVENESS OF MULTIMEDIA PACKAGE TO TEACH ENGLISH GRAMMAR

1.11.0 OBJECTIVES OF THE STUDY

The researcher completed the present study with the help of the following objectives.

1. To develop the multimedia package to teach English Grammar to Standard VII English Medium CBSE students.

2. To study the effectiveness of the developed multimedia package in terms of achievement of standard VII English medium CBSE students in English grammar.

3. To study the effectiveness of the developed multimedia package in terms of the reactions of standard VII English medium CBSE students.

1.12.0 HYPOTHESIS OF THE STUDY

Following null hypothesis was formulated to achieve the objectives of the present study which will be tested at 0.01 level of significance.
H0: There will be no significant difference between the mean achievement scores in English grammar of the standard VII English medium CBSE students of control group those studied through traditional way and that of experiment groups those studied through multimedia package.

1.12.0 EXPLANATION OF TERMS

The following terms are explained as per the contextual meaning related to the specific need of the present study.

**Multimedia Package:** For the present study multimedia package for teaching grammar is the package developed by the researcher with the help of power point presentation, Flash 0.8. taking the topics of standard VII English Grammar viz. . Types of Sentences, Tenses, and Article.

**Traditional Method:** For the present study, traditional method of teaching English grammar means teaching of English grammar to standard VII students with the help of the chalk and talk method by their teachers.

1.13.0 OPERATIONAL DEFINITION OF TERMS

The following terms were defined operationally for the present study.

**Achievement in English Grammar:** The marks scored by the students in the test constructed by the researcher on the topics selected were considered as the achievement of the students in English grammar for the present study.

**Reactions of Students:** The scale value of the preferred belief of the students regarding the component on a five point-scale. The aggregate qualitative scale value was considered as the reaction of students towards the developed Multimedia package.
1.14.0 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Followings were the delimitations and limitations of the present study.

- The present study was limited to pre-test post-test equivalent quasi experimental design. The study is also limited to the tools i.e. achievement test in English grammar and reaction scale prepared by the researcher.

- The present study was delimited to three topics of standard VII English grammar syllabus of CBSE i.e. Types of Sentences, Tenses and Articles.

1.15.0 SCHEME OF CHAPTERIZATION

The present study is comprised of five chapters and the detailed chapterization is given as follow.

Chapter I i.e. Introduction deals with the Introduction, English language works like window on the world, the status of English language in India, English language teaching in India, methods and approaches of English language teaching, importance of teaching English grammar, objectives of teaching grammar, multimedia, rationale of the study, research questions, statement of the problem, objectives of the study, hypothesis of the study, explanation of terms, operational definition of terms, limitations and delimitations of the study, scheme of chapterization

Chapter II Deals with the Review of the Related Literature in India and abroad, summary of the review of related literature and the implication of the reviewed literature for the present study.

Chapter III Focuses on the Methodology of the Study which includes Design of the Study, Population and Sample of the Study, Tools used for Data Collection Development of Multimedia package, Procedure of Data Collection and Techniques of Data Analysis.
Chapter IV Includes details of analysis, interpretation of the collected data and discussion.

Chapter V Deals with the Summary of the whole study.