



Construction and Try Out of Multimedia Strategy to Develop Vocabulary of Hindi language

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Abstract:

In present study, the researcher's main objective was to construct multimedia strategy to develop Hindi language vocabulary of students of standard 9 and to study its effect in relation to traditional strategy. The researcher had chosen 72 students as a sample from Thakkarbapa Vidyamandir from Ahmedabad city. The sample was divided in two different group: 1) Experimental group and 2) Controlled group. These groups were treated with multimedia strategy and traditional strategy to develop Hindi language vocabulary. It was found that multimedia strategy is more effective than tradition strategy to develop Hindi language vocabulary.

1. Introduction

Vocabulary can be defined as a word within a particular language which is known to the person. With increasing age, people tend to develop vocabulary. It is considered as a very important communication tool which improves a person's knowledge. It also helps one to acquire the knowledge and help in better communication. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined where all the words known and used by a person are related to a particular subject.

Hence, Words, or phrases or group of words can be termed as vocabulary. Vocabulary includes synonyms, idioms, antonyms or word lists. A Vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastered vocabulary is of much importance because you will be judged based on the words you use. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

In present study, the researcher had constructed multimedia strategy to develop Hindi language vocabulary of students of standard 9.

2. Definitions of vocabulary

"A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined."

"A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge."

"A supply of expressive techniques or devices."

3. Objectives

Objectives of the present study are as follows:

1. To construct multimedia strategy for development of vocabulary in Hindi language.
2. To study the effect of multimedia strategy on development of Hindi language vocabulary of students of standard 9.

4. Hypotheses

Hypotheses of present research are as follows:

- H₀₁** There is no significant difference between mean scores obtained in post-test of students of experimental group and controlled group.
- H₀₂** There is no significant difference between mean scores obtained in post-test of boys of experimental group and controlled group.
- H₀₃** There is no significant difference between mean scores obtained in post-test of girls of experimental group and controlled group.

5. Limitations of the study

1. The present study was conducted in Shree Sahajanand Gurukul Secondary School of Ahmedabad city.
2. The present study was performed on students of standard 9.
3. The researcher had constructed multimedia strategy and post test.

6. Importance of the study

- The present study will help teachers to understand the effect of multimedia strategy to develop Hindi language vocabulary.
- The students can improve their language vocabulary using modern multimedia strategies.
- The teachers can develop their own strategies to improve language vocabulary.
- The teachers will inspire to use other than traditional teaching methods to improve quality of teaching.
- Classroom learning can be interesting using such non-traditional methods.

7. Multimedia Strategy

The researcher had developed desktop based multimedia strategy to develop Hindi language vocabulary in students of standard 9. This desktop based multimedia strategy was developed with the help of expert software developer. The multimedia strategy can be installed on windows system and can be run as a window based application. The application has different subpages (windows) which can be accessed using different link buttons on every page. Each button on it leads the operator to specific exercises which lead students to improve their vocabulary in Hindi languages. Each item of the exercise also has images related to the specific word which help students to memorize the word. The researcher had instructed the students using this multimedia strategy to develop their Hindi language vocabulary.

8. Research method

In present study the researcher had to check the effectiveness of group multimedia strategy to develop Hindi language vocabulary in students of standard 9. The multimedia strategy was compared with the traditional strategy. For this, the researcher has divided sample in to two different groups: experimental group and controlled group. The researcher had used experimental research method to perform this study.

9. Experimental design

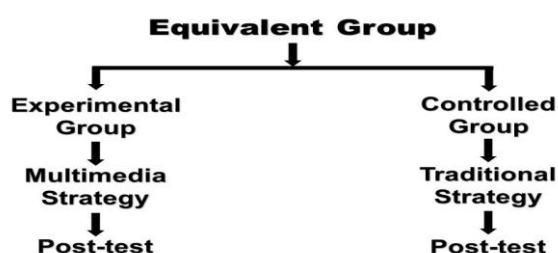


Figure 1: Experimental design

10. Sample of the study

In present study the researcher had chosen 72 students from Thakkarbapa Vidyamandir, Ahmedabad as sample. These students were divided in two different equivalent group: experimental group and controlled group. In each group 36 students were there out of which 18 were boys and 18 were girls.

11. Research tool

The researcher had used two different research tools for present study, teaching tool and data collection tool.

- As teaching tool, multimedia strategy to develop Hindi language vocabulary for the students of standard 9 was constructed.
- For data collection, the researcher had constructed post test in Hindi language vocabulary.

12. Data collection

The researcher had constructed a post test for Hindi language vocabulary of 50 marks. In this test different types of vocabulary based items were comprised. The test was provided to students of experimental group and controlled group at the same time. The students were provided 1 hour and 30 minutes to complete the test. The answer sheets were collected properly and did further process of classification, tabulation and analysis.

13. Data analysis and interpretation

The researcher had constructed a post test on Hindi language vocabulary. The data was collected, classified and analyzed using statistical methods. The researcher had performed t-test to test the hypotheses. The results of analysis and interpretation are as follows.

Ho₁ There is no significant difference between mean scores obtained in post-test of students of experimental group and controlled group.

Table 1: Results of students of experimental group and controlled group

Group	N	Mean	SD	SED	t	Significance
Exp	36	40.22	6.48	1.66	3.46	0.01
Cont	36	34.47	7.58			

df	0.05	0.01
70	1.99	2.65

From above table it is seen that the mean scores of students of experimental group and controlled group are 40.22 and 34.47 respectively. Standard deviations are 6.48 and 7.58 and standard error of deviation is 1.66. Calculated t value is 3.46. Table t value for df=70 are 1.99 and 2.65 at 0.05 and 0.01 levels respectively. Calculated t value is higher than table t value at both the levels. Therefore, it is said that hypothesis is rejected at 0.01 level and there is a significant difference between mean scores of post test of students of experimental group and controlled group. Mean score of students of experimental group is higher than the mean score of students of controlled group. Therefore, multimedia strategy is more effective than traditional strategy.

Ho₂ There is no significant difference between mean scores obtained in post-test of boys of experimental group and controlled group.

Table 2: Results of boys of experimental group and controlled group

Boys	N	Mean	SD	SED	T	Significance
Exp	18	38.67	7.15	2.22	2.18	0.05
Cont	18	33.83	6.11			

df	0.05	0.01
34	2.03	2.73

Mean of boys of experimental group and controlled group are 38.67 and 33.83 respectively, standard deviation of boys of experimental group and controlled group are 7.15 and 6.11 and standard error of deviation is 2.22. Calculated t-value is 2.24. For df=44, table t-values are 2.03 and 2.73 at 0.05 level and 0.01 level respectively. Calculated t-value is more than table t-value at 0.05 level. Therefore, hypothesis is rejected and there is a significant difference between mean scores of boys of experimental group and controlled group. Moreover, mean score of the boys of experimental group is more than that of boys of controlled group. Therefore, it is said that multimedia strategy is more effective than traditional strategy on Hindi language vocabulary.

H₀₃ There is no significant difference between mean scores obtained in post-test of girls of experimental group and controlled group.

Table 3: Results of girls of experimental group and controlled group

Girls	N	Mean	SD	SED	T	Significance
Exp	18	41.78	5.50	2.48	2.69	0.05
Cont	18	35.11	8.94			

df	0.05	0.01
34	2.03	2.73

Above table shows that mean of girls of experimental group and controlled group are 41.78 and 35.11 respectively, standard deviation of girls of experimental group and controlled group are 5.50 and 8.94 and standard error of deviation is 2.48. Calculated t-value is 2.69. For df=34 table t-values are 2.03 and 2.73 at 0.05 level and 0.01 level respectively. Calculated t-value is more than table t-value at 0.05 level. Therefore, hypothesis is rejected and there is a significant difference between mean scores of post-test of girls of experimental group and controlled group. Moreover, mean score of the girls of experimental group is more than the girls of controlled group. Therefore, it is said group discussion strategy is more effective on Hindi language vocabulary of girls than traditional strategy.

14. Findings

- It was found that multimedia strategy is more effective on development of Hindi language vocabulary of students of standard 9.
- It was revealed that multimedia strategy is more effective on development of Hindi language vocabulary of boys of standard 9.
- It was also found that multimedia strategy is also effective on development of Hindi language vocabulary of girls of standard 9.

15. Conclusion

In present study, the researcher had constructed multimedia strategy to develop Hindi language vocabulary of the students of standard 9. For this the researcher had developed a desktop based multimedia application with the help of expert software developer. The main objective of researcher was to study the effectiveness of multimedia strategy on development of Hindi language vocabulary of students of standard 9. It was found that multimedia strategy was more effective than traditional strategy to develop Hindi language vocabulary of students of standard 9.

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