



A STUDY ON THE PERCEIVED IMPACT OF MULTISENSORY APPROACH OF TEACHING THROUGH VIDEO TEXT ON THE ENGLISH LANGUAGE PROFICIENCY OF YOUNG ADULTS

¹Swati Srivastava and ²Saurabh Kumar

¹Assistant Professor and ²Nodal Officer

¹Pragati College and ²State Project Implementation Unit

¹Raipur and ²Nava Raipur

Chhattisgarh, India

Abstract

The present study aimed at investigating the impact of multisensory approach of teaching through video text material and role-play on the English language proficiency of young adult students of class 12th of Chhattisgarh Board of Secondary Education schools of Raipur, Chhattisgarh. A quasi-experimental pre-test, post-test no- equivalent group design has been implied. A self-made questionnaire comprising of 74 items was used to collect data from a sample of 80 young adult students (40 boys and 40 girls), selected by non-probability purposive sampling technique. The sample was divided into 2 groups, experimental group comprising of 20 boys - 20 girls and the control group comprising of 20 boys and 20 girls. Experimental group was taught by video text material and role play whereas control group was taught by conventional chalk and talk method. Descriptive statistics using mean, standard deviation and critical ratio and two-way ANOVA were used for analysis. The finding of the study revealed the statistically significant difference in favour of the experimental group but no statistically significant difference due to gender.

Keywords: Multisensory Approach, Video Text Material, Role-Play, English Language Proficiency.

Introduction

English not only plays an important role in education but in personal as well as national development too. According to a report only 17 % students are studying in English medium schools in India. According to a report on English proficiency survey in the world, India has been lowered to 22nd position from 20th position gained in 2015. Knowledge of English is very important as English is the language of science, technology and business in the present e-world. Learning English language is not just related to acquiring the skills of listening, speaking, reading and writing. It comprises of development of communicative ability involving the integration of these skills. Schneider and Ever (2009) asserted that multisensory instruction should be used for teaching literacy to English language learners. Their research findings indicate that multisensory structured language instruction produced good results in case of struggling learners. Anna Gillingham and Bessie Stillman's original 1936 teaching manual was based on theories propounded by Dr. Orton. They made use of multisensory techniques with teaching the structure of written English that include sounds, meaning and common spelling rules. Multisensory approach refers to the structured, sequential multisensory techniques established by Dr. Orton and Ms. Gillingham and enhanced by Linda mood Belt. US Environmental protection agency (2007), in their study tried to help teachers teach English to adult students, while making them familiar with basic concepts about the environment, using multisensory, multimedia approach. Magpuri et al (2014) investigation on the impact of Simultaneous Multisensory Institute for Language Arts (SMILA) approach on reading proficiency revealed that the students who received SMILA instruction approach showed that the students who received SMILA instruction approach showed significant result in word reading, sound –symbol knowledge and oral reading fluency. Ali S. (2012) came with the findings that multisensory structured language approach is effective in teaching reading and spelling to adult learners. Sutaria (1982) indicate that multisensory approach improves learning. Moustafa and Ghoni (2016) indicated in their study that Multisensory approach activities facilitate the learning of letter sound correspondence.

Significance of the study

Multisensory approach of teaching using learner's maximum senses help the learner to gain rich vocabulary and grammar proficiency. It is important to teach the learners divers vocabulary and grammar so they become proficient in English language.

Objectives of the study

To study the impact of multisensory approach of teaching on English language proficiency on young adults

Research questions

1. Is there any statistically significant difference in the English language proficiency of young adults due to the teaching approach (multisensory vs traditional)?
2. Is there any statistically significant difference in the English language proficiency due to gender?



Hypotheses of the study

1. There would be no significant difference between the post test scores in English language proficiency of young adults of the control group and the experimental group.
2. There would be no significant effect of the interaction between teaching approach and gender on the English language proficiency of young adults.

Research Methodology

Population

In the present study, population comprised of class XII students of Chhattisgarh Board of Secondary Education affiliated Hindi medium schools of Raipur city.

Sample

Purposive sampling technique has been used to select sample. A CGBSE Hindi medium school was chosen purposively .80 sample comprising of 40 boys and 40 girls were selected from a homogeneous population. Homogeneity was established on the basis of their achievement scores in Class XI English exam.

Research Procedure

To study the impact of multisensory approach of teaching on young adults, a quasi-experimental non-equivalent group design was used. In the present study, a multisensory videotext material and gender are independent variables and English language proficiency is a dependent variable. The researcher framed experimental and control groups from a homogeneous sample of 80 students. Homogeneity was established based on scores in class XI English exam. Both the experimental and the control group were administered a pre-test. The pre-test scores were analyzed. The mean and standard deviation of the two groups did not differ significantly. Both the experimental and the control group had 40 students each (20 boys and 20 girls).10 chapters of the book, General English for class XII of State Council of Educational Research and Training, Raipur were used as a base for teaching through multisensory video text material with role play to experimental group and through traditional method of lecture to control group within the duration of 24 days. Each session lasted for 50 minutes. Both pre-test and post-test were made from the grammar and vocabulary exercises in the book. Data was collected by administering self-made English test in the form of questionnaire.

Research Instrument

Self-made questionnaire consisted of 74 items.17 items in vocabulary section and 57 items in grammar section. The items with the difficulty value in the range of 20% -80% and discrimination index ranging from 0 .3 - 0 .8 were selected for the final form of test.

Reliability of the instrument

Test –retest method was used to determine the reliability coefficient of the English language proficiency test. Karl Pearson's product moment method was used to calculate coefficient of correlation. The reliability coefficient was found to be 0.83

Validity of the instrument

Concurrent validity was determined using a standardized English language proficiency test (ELPT-MKDR) by K.S.Mishra and Dr. Ruchi Dubey. Correlation coefficient was found to be 0.80.

Statistical Analysis

For the analysis of data, descriptive statistics (mean, standard deviation, critical ratio) and Two-way ANOVA were computed for pre and post-test for both the control group and the experimental group.

Result

The present study aimed at investigating the impact of multisensory approach of teaching on English language proficiency of young adults of Chhattisgarh Board of Secondary Education affiliated schools of Hindi medium. To see the significance of intervention effect, hypotheses were tested. To test the hypotheses, mean, standard deviation, critical ratio and Two-way ANOVA were used for analysis.

H1 There would be no significant difference between the post test scores in the English language proficiency of young adults of the control and the experimental group.



Table 1: Mean, S.D. and Critical Ratio value of post-test scores in English language proficiency of young adults of the control and the experimental group

Group	N	Mean	S.D.	C.R
Experimental Group	40	42.8	8.01	2.6
Control Group	40	38.57	6.43	
Df = 78; P<0.05; Significant				

It is clear from the table that the mean and S. D of post test score in English language proficiency of young adults of control group are 38.57 and 6.43. The mean and S. D of post test score of experimental groups are 42.8 and 8.07. The table value at 78 degree of freedom is 1.96 at .05 level of significance. The critical ratio value was found to be 2.6 that indicates a statistically significant difference between the post-test scores of control group and the experimental group. The mean value of post-test scores of experimental groups is higher than the mean value of post score of the control group. Thus, it can be interpreted that young adults of experimental group scored higher than the control group.

H2 There would be no significant effect of the interaction between multisensory approach of teaching and gender on the English language proficiency of young adults

Table 2: Summary of the Two-way ANOVA of the English language proficiency of the control and the experimental group on the pre test

Sources	df	Sum of Square (SS)	Mean sum of Square (MS)	F
Teaching Approach	1	108.115	108.115	86.05
Gender	1	0.11	0.11	0.08
Interaction (Teaching Approach * Gender)	1	1.015	1.015	0.75
Between Cells	3	109.24		
Within Subjects	76	106.75	1.35	
Total	79	215.99		

The table depicts that at .05 level of significance, table value of F –ratio is 3.97 and the calculated value is 80 with df (1,76) for the effect of approach of teaching, which is statistically significant in favor of experimental group. The F approach * gender (interaction) value is found to be 0.75. Thus, F interaction value is not significant. Thus, it can be concluded that the joint effect of approach of teaching and gender on English language proficiency is not significant.

Table 3: Summary of the Two-way ANOVA of the English language proficiency of the control and the experimental group on the post test

Sources	df	Sum of Square (SS)	Mean sum of Square (MS)	F
Teaching Approach	1	738.125	736.125	22.54
Gender	1	35.125	35.125	1.017
Interaction (Teaching Approach * Gender)	1	103.5	103.5	3.16
Between Cells	3	876.25		
Within Subjects	76	2586.25	32.74	
Total	74	3463.50		

The table depicts that at .05 level of significance, table value of F – ratio is 3.97 and the obtained value is 22.54 with df (1,76) for the effect of approach of teaching, which is statistically significant in favour of experimental group. The F approach *gender (interaction) value is found to be 3.16 whereas F-table value is 3.97. Thus, F interaction value is not significant. Thus, it can be concluded that the joint effect of approach of teaching and gender on English language proficiency is not significant.



Discussion

The difference between the means of post-test scores in the English language proficiency of young adults of the control and the experimental group is found to be significant at .05 level of significance. Findings of the study are consistent with Kim and Gilman (2008) and D' Alesio, Scalia and Zabel (2007) study asserts the idea that multisensory approach improves students vocabulary acquisition. Results match with the findings of Lopez (2010) that technology supports learning as students do not experience stress and with the outcome of Winter (1996) study that asserts retention rate increases in multisensory teaching.

References

1. Ali, S. (2012). Teaching Reading and Spelling to Adult Learners: The Multisensory Structured Language Approach. *English Language Teaching*, 5(3), 40-45.
2. Birsh, J. R. (2011). *Multisensory teaching of basic language skills*. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.
3. Bradford, J. (2008). Using multisensory teaching methods. *Teaching Methods for Dyslexic Children*.
4. Christie, S. B. (2000). THE BRAIN: UTILIZING MULTI-SENSORY APPROACHES FOR INDIVIDUAL LEARNING STYLES. *Education*, 121(2).
5. D'Alesio, R., Scalia, M. T., & Zabel, R. M. (2007). Improving Vocabulary Acquisition with Multisensory Instruction. Online Submission.
6. Kim, D., & Gilman, D. A. (2008). Effects of text, audio, and graphic aids in multimedia instruction for vocabulary learning. *Journal of educational technology & society*, 11(3), 114-126.
7. Kuhn, J. N., & Schroeder, H. H. (1971). A multi-sensory approach for teaching spelling. *Elementary English*, 48(7), 865-869.
8. López, O. S. (2010). The digital learning classroom: Improving English language learners' academic success in mathematics and reading using interactive whiteboard technology. *Computers & Education*, 54(4), 901-915.
9. Moustafa, B. M. (1999). *Multisensory Approaches and Learning Styles Theory in the Elementary School: Summary of Reference Papers*.
10. Murphy, N. (1997). *A Multisensory vs. Conventional Approach to Teaching Spelling*.
11. Schneider, E. (1996). *Teaching Foreign Languages to At-Risk Learners*. ERIC Digest.
12. Srivastava, S. (2017). *Impact of multisensory video text material on English language proficiency of young adults*. Ph. D. Thesis, Pt. Ravishankar Shukla University.
13. Sutaria, S. (1982). *Multisensory Approach to the Teaching of Reading to Learning Disabled Students: A Review of Research and a Case Study*.
14. US Environmental Protection Agency (2007). *Teach English, Teach About the Environment: A Resource for Teachers of Adult English for speakers of other Languages*. Retrieved on March 2016 from <https://www.epa.gov>
15. Winters, C. A. (1996). *Adult Learning and Multisensory Teaching*.

Filename: 3
Directory: C:\Users\DELL\Documents
Template: C:\Users\DELL\AppData\Roaming\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: Windows User
Keywords:
Comments:
Creation Date: 4/16/2021 4:41:00 PM
Change Number: 5
Last Saved On: 4/24/2021 10:16:00 PM
Last Saved By: Murali Korada
Total Editing Time: 27 Minutes
Last Printed On: 4/29/2021 7:50:00 PM
As of Last Complete Printing
Number of Pages: 4
Number of Words: 2,088 (approx.)
Number of Characters: 11,903 (approx.)