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## **Study on the effectiveness of multimedia instructional package for developing vocabulary acquisition and reading comprehension in Kannada at higher secondary school level**

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### **ABSTRACT**

The study analysed the effectiveness of a multimedia instructional package on developing vocabulary acquisition and reading comprehension in Kannada on a random sample of sixty students of Class 11 from a government higher secondary school in Gadag City. The study tested the effectiveness of the package with regard to gender also. The researcher adopted the experimental method to obtain the result by selecting a single group pre-test-post-test equivalent group design. The tools used for the study are the multimedia instructional package and an achievement test in Kannada prepared by the investigator. In order to analyse the data, mean, standard deviation, and critical ratio (t) are used. The findings of the study revealed that the mean score of the post-test is higher than the pre-test. The findings revealed that there is a significant difference in the tests with regard to gender. There is no high level of effectiveness of the multimedia instructional package on developing vocabulary acquisition and reading comprehension in Kannada at the higher secondary level on the total sample and gender.

**Keywords:** multimedia instructional package, vocabulary acquisition, and grammar

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### **1. Introduction:**

Kannada language has global acceptance due to its importance in raising the standard of life as well as the growth of nation. This view is supported by many reports and commissions. Many reports stated the need of including Kannada as a compulsory subject in our school curriculum from lower classes onwards. Kannada language has got its present status not only as any other Indian languages listed in the schedule of the Indian Constitution, but also as the second language to be taught throughout India. Hence teaching of Kannada has become such a big as well as challenging issue in India.

## **2. The objectives to teach Kannada at Higher Secondary School level**

1. The main objective incorporating Kannada as a language in PUC is to create an interest among students in the state language and literature.
2. To motivate the students to study this language as it will establish ethical value in student.
3. As literature reflect the society.
4. It will reflect the rich diverse cultural heritage of our state.
5. Inclusion of business letters will prove to be very used to students from the practical and carrier point of view.

The best way to overcome this situation is to be with the needs of the generation. Today's children are born into a world of technology and so our children expect a technology-assisted language teaching.

## **3. Need and Significance of the Study**

The problem of teaching Kannada effectively to students stood as an obstacle in the minds of teachers. With the advent of technology, this problem can be reduced to a certain extent. Thus technology-enabled Kannada instruction is necessary to implement in our school curriculum especially to teach a state language. Here comes the need of the present study to prepare a multimedia instructional package for developing vocabulary acquisition and reading comprehension in Kannada. This study aimed at developing vocabulary acquisition skill which is essential for comprehending the language. By acquiring this skill students can excel in the language and thereby they will be able to achieve higher as in their life. Many reviews revealed the efficacy of the multimedia instructional package in teaching Kannada in Karnataka. Anybody can teach but to teach effectively and achieving the target is difficult. Hence the researcher had chosen the particular study.

## **4. Objectives:**

1. To prepare a multimedia package for developing vocabulary acquisition and reading comprehension in Kannada at Higher Secondary level.
2. To find out the level of effectiveness of multimedia package on developing vocabulary acquisition and reading comprehension in Kannada at Higher Secondary level.
3. To find out the significant difference between pre-test and post-test scores of the total sample.
4. To find out the significant difference post-test scores with regard to gender.

## **5. Hypotheses**

1.  $H_{01}$ : There is no high level of effectiveness of multimedia instructional package on developing vocabulary acquisition and reading comprehension in Kannada at Higher Secondary level on total sample and gender.
2.  $H_{02}$ : There is no significant difference between the pre-test and post-test scores on the total sample.
3.  $H_{03}$ : There is no significant difference in the post-test scores with regard to gender.

## **6. Methodology:**

### **6.1. Method:**

Experimental method was adopted for the study.

**6.2. Sample:** The researcher selected forty 11th standard students from Government P.U. College in Gadag City by random sampling.

### 6.3. Tools:

1. The researcher developed the multimedia package to teach the two components of vocabulary and component of reading comprehension for the present study. To study the effectiveness of the package an achievement test in Kannada was also prepared.
2. Academic achievement test in Kannada

### 7. Hypotheses wise Analysis and Findings of Data:

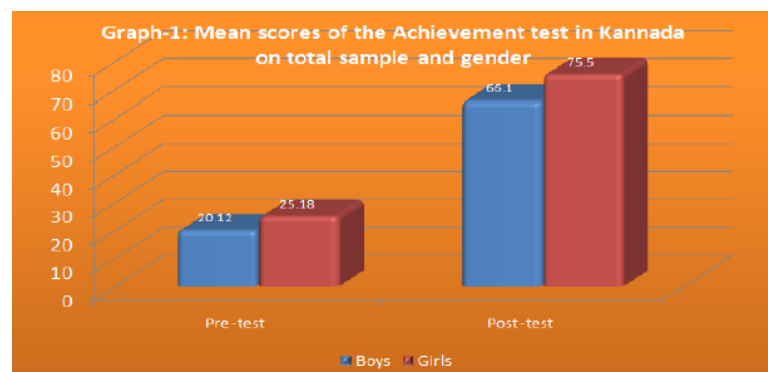
After the implementation of the package, an achievement test was conducted to test the effectiveness of the package in achieving the target. The data collected were statistically analysed and tabulated as follows:

**1) H<sub>01</sub>: There is no high level of effectiveness of multimedia instructional package on developing vocabulary acquisition and reading comprehension in Kannada at Higher Secondary level on total sample and gender.**

**Table -1: Mean scores of the Achievement test in Kannada on total sample and gender**

Category	Sample N	Pre-test Mean	SD	Post-test Mean	SD
Boys	60	20.12	8.11	66.1	8.4
Girls	60	25.18	6.23	75.5	7.12
Total	120	50.56	10.13	70.1	11.28

It is evident from the table that the total mean score of the post-test achievement test is 70.1. This shows that post-test mean score is higher than the pre-test mean scores. There is a much level variation in the mean scores related to gender. Hence the Hypothesis-1 is rejected and alternative hypothesis accepted. It means there is high level of effectiveness of multimedia instructional package on developing vocabulary acquisition and reading comprehension in Kannada at P.U. level on total sample and gender.

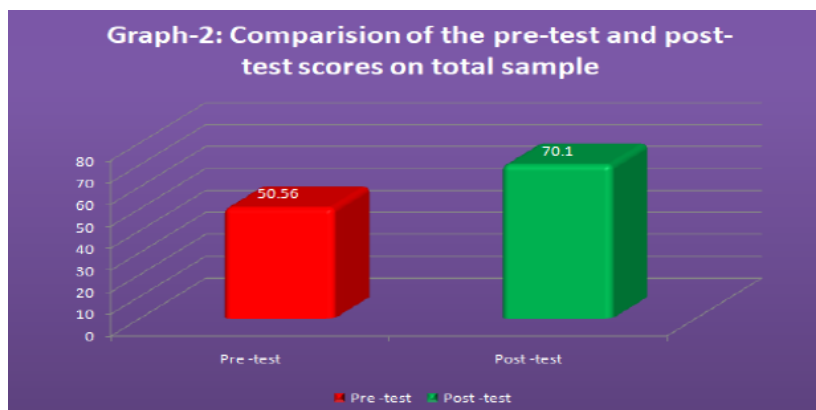


**2) H<sub>02</sub>: There is no significant difference between the pre-test and post-test scores on the total sample.**

**Table -2: Test of significance of the pre-test and post-test scores on total sample**

Test	N	Mean	SD	't' value	Level of significance
Pre-test	60	50.56	10.13	6.68	Significant at 0.01
Post-test	60	70.1	11.28		

It is evident from the table that there is significant difference between the pre-test and post-test scores on the total sample as the t-value is greater than the table value. Hence Hypothesis-2 is accepted. It means there is a significant difference between the pre-test and post-test scores on the total sample.

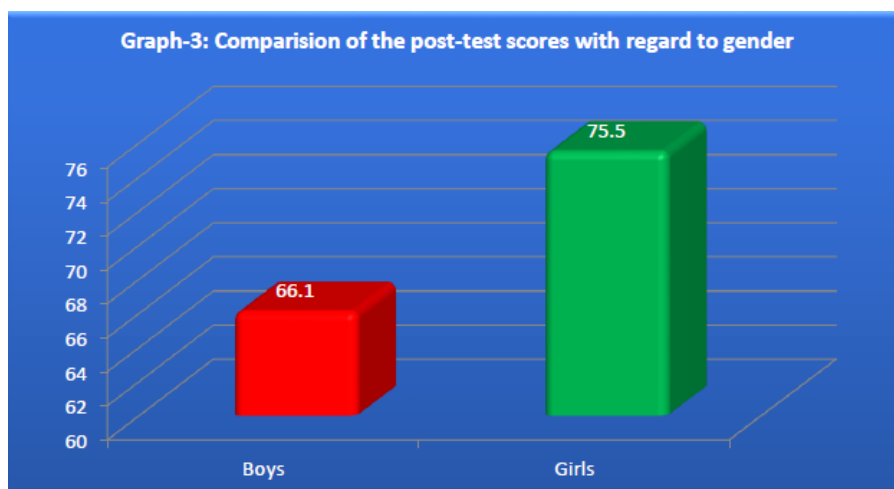


3)  $H_{03}$ : There is no significant difference in the post-test scores with regard to gender.

**Table 3: Test of significance of the post-test scores with regard to gender**

Gender	N	Mean	SD	t-value	Level of significance
Boys	60	66.1	7.9	6.38	Significant
Girls	60	75.5	9.8		

It is evident from the table that there is significant difference in the post-test scores with regard to gender as the obtained 't' value is lesser than the table value. Hence the Hypothesis-3 is rejected and alternative hypothesis accepted. It means there is significant difference in the post-test scores with regard to gender.



## 8. Discussion and Conclusion:

It is clear from the aforementioned results that students who were taught using the software performed better on the post-test than those who were not taught using the package. It illustrates the differences between boys and girls in terms of gender. This demonstrates how well the researcher's package works for the entire sample in terms of helping students improve their vocabulary and reading comprehension.

## 9. Educational Implications:

The results of the study encouraged the researcher to create additional language-teaching tools. Similar to this, many teachers can test the efficacy of their packages in other courses outside Kannada.

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