SIGNIFICANCE OF MULTIMEDIA ACTIVITIES FOR EFFECTIVE ORAL COMMUNICATION SKILLS OF STUDENTS OF OSHWAL COLLEGE, NAIROBI-KENYA AN EXPERIMENT

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ABSTRACT

This research canvasses the need for effective Oral Communication Skills for students of Oshwal College, Nairobi-Kenya. The students were selected from three departments by pilot testing. The departments were – IT Department, Account Department, and Business department. These research pane ploys the clear clue of the concept "Effective Oral Communication Skills". The researcher has encompassed five domains (Communicative Vocabulary, Idiomatic Expressions, Basic Grammar, Body Language and Pronunciations) to make Students' Oral Communication skills effective through Multimedia Activities. The sample size of this research was 60 students at Oshwal College Nairobi-Kenya. Twenty students from each department were selected. The researcher prepared 50 Non-linear Multimedia Activities by using its five effective tools- text, audio, video, images, and sound. The researcher used Experimental Research Methodology for this research; True Experimental Model was used of this methodology. Statistics data analysis of this research proved the importance of multimedia activities for Oral Communication Skills. A vast difference in the Mark sheets of pre-test and post-test of the subjects proved the effect of Multimedia Activities for Effective Oral Communication Skills of Students of Oshwal College.

KEYWORDS: Need and Concept of Effective Oral Communication Skills, Dimensions for Effective Oral CS, Experimental Research Methodology, Multimedia Activities and Statistics Analysis

INTRODUCTION

Today technology has embarked in education and has been merged with education or it can be said that it is the most important part of education today. If there is a widespread of technology everywhere, today's students cannot be forgotten. It is quite apparent that nowadays students of almost disciplines have achieved high success in entrepreneurship as well as in job markets. But there are many students who are good at their technical skills and also good at their other subjects but are not well versed in communication skills and especially in oral communication skills. As per the researcher's observation, the students, who were in vernacular medium and immigrants from backward

countries, were not effective in their Oral Communication Skills.

Though Oral Communication is one of the most important aspects of communication skills, it has not taken place sincerely. To show the importance of Oral Communication Skills in the life of each student, this research has been undertaken in Oshwal College, Nairobi-Kenya. After the pre-research conducted during their regular lectures. It means when their regular classes were going on, during that time, I took permission for conducting few classes for my research) the researcher observed that it was very easy for almost the students to get to grips with technical subjects; they were more inclined towards technical skills rather than communication skills. They were good mark holders. The researcher marked that the students were able to write English but when she conducted the activities like presentation, group discussion and, debates, she scrutinized that few students were not able to express themselves and those who were speaking were just speaking but not communicating in an effective way.

The researcher also observed that students had the desire to share their ideas, views and information but their ineffective Oral Communication Skills prevented them to take part in any discussions. They were trying to speak but the researcher observed that their oral communication was formulaic rather than spontaneous. The researcher had a word with the faculties of Communication Skills, she came to know that at the beginning of few lectures on Communication Skills, the students were interested in speaking and presenting their views but after conducting the lectures in the same classes for one month, they start losing their interest in learning oral communication skills. Some of the students stopped attending the lectures and the lack of interest in activities was figured out. The researcher found the most apparent reasons for this problem and gave her efforts to have information in the same area which is - Effective teaching and learning methodology.

RESEARCHER'S OBSERVATION

Despite the tremendous importance of Oral Communication Skills, the researcher craves for knowing the reason for its less seriousness. The researcher covered the area of teaching and learning methodology of Oral Communication Skills and she observed that still there are many Colleges and universities are not using technology for better studies. In Oshwal College, She noticed that few students excellent in their Oral Communication Skills but some of them had not have enough confidence to express their views; some students' communication was not at all effective, although they were very expressive as far as their body language was concerned but their communicative language was found ineffective. The researcher tried to find out the reason behind this problem and figured out that almost the students were interested to speak English, to express themselves in an effective way but the teaching methodology was not found effective. The teachers were observed to use the conventional methods of teaching and conducting the lectures by using whiteboard, teaching only from textbooks and the wrong way of giving the theatrical assignments which give the evidence of hard the labour work and giving that much amount of labour work is not worth for practical use of communication skills in real life. She did not find any interaction in the classroom and any interesting methodology used to make the lecture effective or interesting, so students were not participating actively. The researcher discussed the matter with the other teachers of Nairobi and found the same scenario everywhere.

Considering that case, the researcher mentioned that to make students' oral communication skills effective, the lectures can be conducted with the help of various interesting activities. She figured out that multimedia activities can play the vital role in teaching and learning of Communication Skills interesting, interactive and collaborative. She came to know that researches based on multimedia technology and tools prove the importance of multimedia in

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education and for the improvement in the area of communication skills. But here the researcher finds that multimedia technology has been used to improve the education system by overtaking traditional methods. The previous researches also mention that multimedia technology has been used for students' achievement and retention. But as far as Oral Communication Skills are concerned, multimedia has been used less especially in that area. So to prove the importance of multimedia, the researcher undertook the study entitled:

"Significance of Multimedia Activities for Effective Oral Communication Skills of the Students of Oshwal College, Nairobi-Kenya."

HYPOTHESIS

The hypothesis of this research can be formulated as follows:

- By providing the experimental treatment of multimedia activities, students of Oshwal College will get effectiveness in their oral communication skills.

- Multimedia activities will sustain their interest for a long time in the classroom to learn effective oral communication skills and will make the learning interactive, collaborative and exciting.

- Non-linear Multimedia activities consisted of various elements like text, sound, audio, video, and images will lead the students towards self-learning by interacting with the multimedia content in special reference to learn effective oral communication skills.

  The following null hypotheses guided the study

- There will be no significant difference in the overall mean scores of the pre-test and post-test of the students in the experimental group,

OBJECTIVES OF THE RESEARCH

The objectives of the study were:

Objectives

- Using of multimedia activities to make oral communication skills effective of students of Oshwal College.

- Using experimental research methodology to check the effects of the independent variable (multimedia activities) on a dependent variable (Effectiveness in oral communication skills).

- To give the recommendation for improving teaching-–learning methodology especially for teaching oral communication skills.

METHODOLOGY OF RESEARCH

As stated earlier, the purpose of undertaking this research was to make Oral Communication Skills effective of the Students of Oshwal College through Multimedia Activities. The study was guided by the hypothesis. The testing of the hypothesis required an experiment in controlled conditions. So experimental research was selected by the researcher to test the hypothesis and to execute objectives.

This present study has adopted, two groups' randomized subjects, pre-test post-test design of True Experimental Design. This model is also known as Pre-test-Post-test Control Group Design. A true experimental design consists of three basic characteristics;

- The presence of a control group,

- Random selection and assignment to groups, and

- An administration of a pre-test to capture the initial differences in the groups.

To meet the requirements of this research, this design was selected. True-Experimental Research is used especially in educational research as it ascertains the equivalence of experimental and control groups by random assignment of subjects to these groups. Randomization controls most of the extraneous variables as well as initial randomization and pre-test for both the groups give the authentic result.

The design type can be represented as follows:

Experimental Group: $\boxed{R}$ O_1 X O_2

Control Group: $\boxed{R}$ O_4

Where O1 is the pre-test, X is the Treatment, that is, the trout of the multimedia activities, and O2 is the post-test used to measure the effect of the multimedia activities on Effective Oral Communication Skills of subjects.

After finalizing the design, procedure of true experimental research was taken place by deciding setting, subject, variable and validity of the research and by conducting a pre-post test of Experimental and Control Group of the research. The procedure of true-experimental research is as follows:

Setting of the Research

This research was undertaken in Oshwal College of Nairobi-Kenya which is situated in East Africa.

Subject of the Research

The subjects of the research were selected from three departments of Oshwal College. It department, the Accounting department and Business department. Twenty students from each department were selected for the research. 30 boys and 30 girls were selected to avoid gender discrimination. 30 students were put in Experimental Group and 30 were put in Control group.

Variables of the Research

Experimental research explores the strength of the relationship between variables and these variables are known as Independent Variable and Dependent Variable.

Independent Variables were manipulated by the researcher to cause the effect on the dependent variable. Thus dependent variables were affected by the independent variables. The researcher observed and measured the dependent variable to determine the effect of the independent variable.

In this research, Treatment of Multimedia Activities to make Oral Communication Skills effective was the independent variable and the pre-test and post-test scores that measured the effectiveness of Oral Communication Skills of Engineering Students were dependent variables.

In any research, it is very important to define both independent and dependent variables clearly. Operational Variable defines the independent and dependent variables clearly. As stated before, independent variable of this research was Treatment of Multimedia Activities to make Oral Communication Skills effective but it is very essential to define the area of multimedia as it is pretty vast and interesting area to study. In this research, five interesting elements of multimedia –text, images, audio, video and sound - were taken to design non-linear multimedia activities. Going further, as stated before, the dependent variable of this research was effectiveness in Oral Communication Skills of Engineering students. Again it is a necessity to define the area of Oral Communication as it is also a vast area to study. In this research, five domains were selected to make Oral Communication Skills effective. Communicative Vocabulary, idioms, grammar, body-language, and pronunciation were the domains.

Pre-Test of Both the Groups

The pre-test was administered at the beginning of the experiment. As this research was on Oral Communication Skills, a pre-test was also conducted orally in both the groups (Experimental and Control). For this, one activity – Extempore game was designed in which a box full twenty cheats was set on a bench. There was a topic in each cheat, so the box was full of twenty topics. Each student came on dice one by one, picked up a cheat and spoke on a topic mentioned in the cheat. Students of both the groups came randomly to maintain the instrumentation factor of internal validity high and different locations for both the groups for pre-test was decided for high internal validity. The activity contained 30 marks to assess effective Oral Communication Skills which should be including effective use of the five most important domains of it which were- Communicative Vocabulary, Idioms, Grammar, Body Language and Pronunciation. Thus, a pre-test was formed of 30 marks.

The participants were assessed qualitatively using the analytical rubric, adopted from the IELTS speaking assessment criteria (band descriptors – public version) with some adaptations. The adaptation was required due to non-verbal aspects incorporated to this research for Effective Oral Communication Skills.

Manipulation

Manipulation means to control something. In this research, the independent variable was manipulated to cause the great effect on the dependent variable. All extraneous variables were controlled and the independent variable was manipulated to test the hypothesis. In this study, multimedia activities were the only cause which caused the effect which was effectiveness in Oral Communication Skills of Engineering Students.

Experimental (Multimedia) Treatment

A package of Multimedia Activities was designed, produced and delivered in the year of 2018 after pilot testing and pre-test of the sample unit. All audio-visual activities included the main two thematically connected language functions which were very essential to develop oral communication skills or speaking skills, the functions were - Listening and Speaking. The activity package was divided into three parts – Individual Activities, Pair Activities and Group Activities. During treatment, each activity was practiced on a projector with the help of speakers having the effective sound

system and then participants were asked on the stage in front of the whole class to perform the task mentioned in each activity which made them interact and collaborate and also enhanced their confidence for any stage and public performance. Instructions are given at the end of each activity to perform it helped the teachers and learners immensely to carry out each task effectively.

Post-Test of Both the Groups

The Post-test was administered at the beginning of the experiment. As this research was on Oral Communication Skills, the pre-test was also conducted orally of both the groups (Experimental and Control). For this, one activity –Extempore game was designed in which a box full twenty cheats was set on a bench. There was a topic in each cheat, so the box was full of twenty topics. Each student came on dice one by one, picked up a cheat and spoke on a topic mentioned in the cheat. Students of both the groups came randomly to maintain the instrumentation factor of internal validity high and different locations for both the groups for post-test were decided for high internal validity. The activity contained 30 marks to assess effective Oral Communication Skills which should be including effective use of the five most important domains of it which were- Communicative Vocabulary, Idioms, Grammar, Body Language and Pronunciation. Thus, pre-test was formed of 30 marks.

Validity of the Research

For reliability of any research, both internal and external validity must be high. Donald Campbell and Julian Stanley states, Internal Validity asks the question, "Are the measurements I make on my dependent variable influenced only by the treatment, or are there other influences which change it?"

To justify the answer of this question, all the extraneous variables were controlled mentioned by Donald Campbell and Julian Stanley which were history, maturation, testing, instrumentation, statistical regression, differential selection, experimental mortality, and selection-maturation interaction. Additional Two extraneous variables by Borg and Gall - the John Henry effect and experimental treatment diffusion were also controlled for the high internal validity.

RESULTS AND COMPARISONS

This result was drawn from 60 students of Oshwal College, Nairobi-Kenya. It was drawn out of the instrument – Oral Pre-test and post-test. Pre-test and Post-test were conducted of both the groups to know the impact of multimedia activities in the subjects of both the groups (Experimental and Control group).

By doing the observation, it is observed that the mean of all six aspects of evaluated for effective Oral Communication Skills increased in the post-test. The mean score of Experimental Group of all the aspects of Effective oral Communication Skills in pre-test is 17.6 and in post-test is 37.14 and SD of the same group in pre-test is 5.16 and in Post-test is 13.12. On the other hand, the mean score of Control Group of all the aspects of Effective Oral Communication Skills in pre-test is 13.16 and in post-test is 14.54 and SD of the same group in pre-test is 6.26 and in Post-test is 6.94. The t-value for pre-test and post-test for Experimental Group on Effective Oral Communication Skills is highly significant at 11.42 which indicates that there is a good effect of Multimedia activities on the students of Experimental Group, with the help of multimedia activities; they could make their Oral Communication Skills effective very smoothly.

CONCLUSIONS

After conducting the whole research, the researcher arrived at the conclusion that Multimedia Activities can play a vital role in teaching and learning of Oral Communication Skills. Based on the research findings through data analysis of pre-test and post-test conducted for effective Oral Communication Skills, the researcher has drawn following conclusions:

Multimedia Activities Can Make Oral Communication Skills Effective Smoothly and Interestingly

During the research, it was found that multimedia activities which were the combination of text, images, audio, sound and video helped the learners to grasp the expressions of vocabulary, idioms, grammar, pronunciation and Body language easily. Students paid extreme attention to the audio-visual activities. It was found that there was no scope of diverting any student's attention due to interesting and fun loving activities. The students started using lexical and idiomatic expressions naturally and they also got improved in the aspects of Body-language and pronunciation and they started using correct grammatical structures after the experimental treatment of multimedia activities. Besides, the test result in the experiment also proves that there is considerable progress in students' Oral Communication Skills.

Multimedia Activities Can Give Advantage to the Teaching and Learning Process

Multimedia Activities implemented in the classrooms of Oshwal College contributed in both the students' progress and the class management. Through Multimedia, the students were given more chances to learn and experiment with the words and idioms, audio structure helped a lot to improve their pronunciation and grammatical structure, and Body Language was improved especially with the activities based on images, sound and video forms. The students were asked to apply their assumptions spontaneously by seeing the videos and image based activities which motivated each student to take part in the activity and spontaneous responses made them gain huge amount of confidence and excitement. Thus, while experiment, teacher and learners both felt that two hours of time was spent just in few minutes. So multimedia activities provided enough amounts of fun and learning together which excised boredom from the class.

Multimedia Activities Can Motivate the Students in the Learning Process

The researcher found that a good atmosphere was created in the class. The students became more active and enthusiastic during teaching-learning process. The students started raising their hands excitedly to give answers and were found very confident to come on the stage to perform the activities. After attending five to six sessions, they also became spontaneous in their response. They also liked having the discussion with their friends.

Thus, this research proves the entire hypothesis mentioned in this research.

FUTURE RESEARCH SCOPE

This research has a broad scope. The research is on Effective Oral Communication Skills through Multimedia Activities. Oral Communication is a vast area which is difficult to cover in a particular time span. Effective Oral Communication Skills encompass Communicative vocabulary, Idioms, Correct Grammar, Body language, Paralinguistic, Critical thinking, Logical thinking, Negation Skills, Sense of humour, etc. Here five domains have been specified for improvement which are Communicative vocabulary, Idioms, Correct Grammar, Body language and pronunciation but for future research, other domains can also be targeted. In this research, Students of Oshwal have been adopted as subjects but in future, students or professionals of other branches can also be selected as subjects and any state,

district or country can be selected for the research. Here Oral Communication Skill has been made effective with the help of multimedia activities in which non-linear multimedia activities was prepared and five tools of it were taken to make activities which were audio, video, images, text and sound but for future research, other tools of multimedia can also take place like graphics and animation. In future Oral Communication can be taught by using all tools of multimedia or by just using one multimedia tool.

The future scope of this research remains in domains of Oral Communication Skills, selection of subjects, state or district and tools of Multimedia technology. Thus the area of this research can be as wide as the future researcher can make it.

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