

# Impact of English Language Learning Package on Achievement in English among 9<sup>th</sup> Standard Students

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## Abstract

The curriculum of the present educational system in India does not have an ELLP session especially for the arts subjects. Hence, ELPP is something new to Indian students, whereas it is very common in Western countries to train children in the school to enrich their language learning experiences. ELLP can be used for teaching/learning through teacher's Console and Language Learning Software. It acts as a platform for learning, practicing and producing language skills through interactive lessons and communicative mode of teaching. Learners can act and respond in a variety of ways at their own pace. In this study the investigator concludes that the achievement of 9<sup>th</sup> standard students in English is very much dependent on the instructional strategies and that English Language Learning Package has a positive impact on the achievement in English.

## Keyword

English Language Learning Package (ELLP)

## Introduction

English language learning packages are commonly used in schools, colleges and universities. They are sometimes also referred to as language resource centers, multimedia labs, centers for language study, language learning centers, interactive media centers, language and technology centers, media centers, open access centers, foreign language centers, open learning centers, open access multimedia centers, self-access centers, individualized language learning centers, independent learning centers, Computer Assisted Learning (CAL), world media and cultural centers, language acquisition centers, and language and computer laboratories.

The English language learning package (ELLP) is a technological break for imparting skills in English. The ELLP offers an exclusive result oriented and efficient to enrich the English language learning process. The multimedia based ELLP helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly.

## NEED and Importance of the STUDY

The ELLP is very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the ELLP will stimulate the eyes and ears of the learner to acquire the language quickly and easily.

It is a well-known fact that conventional methods have not been productive on the contrary they have been counter-productive as far as training in language, communication and professional skill is concerned. This situation led to an innovation which is popularly known as ELLP. So the present study was selected for research to know the effectiveness of language learning package on achievement in English of secondary school students.

## Objectives of The Study

The objectives of the present study are:

1. To develop and validate English Language Learning Package in English for 9<sup>th</sup> standard students.
2. To construct and validate Pre-test and post-test to measure achievement in English for 9<sup>th</sup> standard students.
3. To find out the effectiveness of English Language Learning Package on achievement in English for 9<sup>th</sup> standard

students.

## Hypothesis of the STUDY

- There is no significance difference between pre-test and post-test achievement in English of 9<sup>th</sup> standard students
- There is no significance difference between pre-test and post-test achievement in English of 9<sup>th</sup> standard students in control group
- There is no significance difference between pre-test and post-test achievement in English of 9<sup>th</sup> standard students in experimental group
- There is no significant difference between control and experimental groups with respect to pre-test, post-test and difference scores of achievement in English of 9<sup>th</sup> standard students

**STUDY DESIGN:** For present study the "*pre-test-post test equivalent groups' experimental design*" will be selected to know the cause-effect relationship of problem. The experimental group had been treated with English Language Learning Package and control group has been treated with conventional method of teaching.

**SELECTION OF THE SAMPLE:** For the present study, eighty students of 9<sup>th</sup> standard selected as sample and these 9<sup>th</sup> standard students will be selected using purposive sampling technique. The students will be selected on the bases of the achievement in the 8<sup>th</sup> Standard English subject annual examination. Group will be framed as experimental groups and control group. Two experimental groups consist of forty students and control group consist of forty students.

## Tools USED:

1. **Development of English Language Learning Package (ELLP) for the experimental group:** The researchers develop ELLP on the instructional objectives of the topic on 9<sup>th</sup> standard textbook with the assistance of experts (technical and subject) in the field of developing ELLP.
2. **Construction of Pre-test and Post-test in English:** The researcher constructs Pre-test and Post-test on the topic on 9<sup>th</sup> Standard Textbook of English for experimental and control

group to know the effectiveness of ELLP on achievement in English.

**STATISTICAL TECHNIQUES USED:** The collected data will be analyzed by using different statistical techniques such as Mean, Standard Deviation, 't' test & ANOVA (Analysis of Variance) and computer statistical software like SPSS packages will be used for analysis of data.

**ANALYSIS AND INTERPRETATION:** The Impact of English language learning package on achievement in English among 9<sup>th</sup> standard students is assessed using independent t test, paired t test and two way ANOVA followed by Tukeys multiple posthoc procedures.

**Hypothesis 1:** There is no significance difference between pre-test and post-test achievement in English of 9th standard students.

Table 1: Results of t test between pre-test and post-test achievement in English of 9th standard students

Academic achievement	Mean	SD	Mean Diff.	SD Diff.	Paired t	p-value	Signi.
Pre-test	10.04	2.44					
Post-test	21.00	3.40	-10.96	4.26	-23.0070	0.0001	<0.05, S

From the results of the above table, it can be seen that, a significant difference was observed between pre-test and post-test achievement in English of 9th standard students ( $t=-23.0070$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the post-test scores of achievement in English of 9th standard students are significantly higher as compared to pre-test scores of achievement in English of 9th standard students.

**Hypothesis 2:** There is no significance difference between pre-test and post-test achievement in English of 9th standard students in control group

Table 2: Results of t test between pre-test and post-test achievement in English of 9th standard students in control group

Academic achievement	Mean	SD	Mean Diff.	SD Diff.	Paired t	p-value	Signi.
Pretest	10.05	2.84					
Post-test	18.48	2.21	-8.43	3.79	-14.0645	0.0001	<0.05, S

From the results of the above table, it can be seen that, a significant difference was observed between pre-test and post-test achievement in English of 9th standard students in control group ( $t=-14.0645$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the post-test scores of achievement in English of 9th standard students are significantly higher as compared to pre-test scores of achievement in English of 9th standard students in control group.

**Hypothesis 3:** There is no significance difference between pre-test and post-test achievement in English of 9th standard students in experimental group

Table 3: Results of t test between pre-test and post-test achievement in English of 9th standard students in experimental (English language learning package) group.

Academic achievement	Mean	SD	Mean Diff.	SD Diff.	Paired t	p-value	Signi.
Pre-test	10.03	1.99					
Post test	23.53	2.34	-13.50	3.04	-28.1025	0.0001	<0.05, S

From the results of the above table, it can be seen that, a non-significant difference was observed between pre-test and post-test achievement in English of 9th standard students in experimental (English language learning package) group ( $t=-28.1025$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the post-test scores of academic achievement of students are significantly higher as compared to pre-test scores of achievement in English of 9th standard students in experimental (English language learning package) group.

**Hypothesis 4:** There is no significant difference between control and experimental groups with respect to pretest, post-test and difference scores of achievement in English of 9th standard students.

Table 4: Results of t test between control and experimental (English language learning package) groups with respect to pre-test, post-test and difference scores of achievement in English of 9th standard students

Variable	Groups	Mean	SD	SE	t-value	P-value	Signi.
Pre-test	Control	10.05	2.84	0.45	0.0456	0.9637	>0.05
	Experimental	10.03	1.99	0.32			
Post-test	Control	18.48	2.21	0.35	-9.9241	0.0001	<0.05
	Experimental	23.53	2.34	0.37			
Difference	Control	8.43	3.79	0.60	-6.6093	0.0001	<0.05
	Experimental	13.50	3.04	0.48			

From the above table, it can be observed that,

1. Control and Experimental (English language learning package) groups do not differ significantly with respect to pre-test scores of achievement in English of 9th standard students ( $t=0.0456$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is not rejected. It can be concluded that, the Control and Experimental (English language learning package) group have similar pre-test scores of achievement in English of 9th standard students.
2. Control and Experimental (English language learning package) groups differ significantly with respect to post-test scores of achievement in English of 9th standard students ( $t=-9.9241$ ,  $p<0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected. It can be concluded that, the students of Experimental (English language learning package) group scored significantly high on post achievement test when compared to students of Control group.
3. Control and Experimental (English language learning

package) groups differ significantly with respect to difference scores of pre and post-test of achievement in English of 9th standard students ( $t=-6.6093$ ,  $p<0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected. It can be concluded that, the difference scores of achievement in English of 9th standard students is significantly higher in Experimental (English language learning package) group as compared to Control group.

### Conclusion

The present study reveals that the achievement in English among secondary school students is very much depending on instructional strategies. From the present study it is empirically evidenced that English Language Learning Package (ELLP) has a positive impact on achievement in English among secondary school students. So it motivates them to learn and achieve best in English subject. Hence, it will be highly useful to students if the teacher adopt English Language Learning Package instruction for teaching English.

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