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**Effectiveness Of English Language Learning Package On Interaction Effect Of Gender On Achievement In English Among Secondary School Students**

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**Abstract**

*It is highly disturbing trend that standards of teaching and learning English have fallen in the country. It is therefore, important that the effective methods of teaching of language are tried out to raise the standards of teaching and learning. The use of English Language Learning Package is almost nil in India. In subject like English, learning package plays a significant role. ELLP provides standardized approach of presenting information to students. By using ELLP a teacher can teach grammar aspects quickly and systematically and clarify it in an effective manner. So the present study is an attempt in this direction.*

**Keywords:** English language learning package (ELLP), Need and significance of the study, Objectives of the study, Hypothesis, Study Design, Sample Design, Tools used, Statistical techniques used, Analysis and interpretation

An ELLP contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc. The English language learning package is an audio or audio-visual installation used as an aid in modern language teaching. All the four language learning skills (LSRW) are given importance and learners are provided with ample opportunities to practice by listening to the audio programs and watching the video clips. "**English Language Learning Package (ELLP)**" is software, which is developed with the help of multimedia (Text, Images, Audio, Video and Animation) components on the topic IX<sup>th</sup> Standard Text book.

**Need and significance of the study**

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 present study has been designed with following objectives.

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

**Hypothesis:**

- There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to pretest scores of achievement in English of 9th standard students.
- There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to posttest scores of achievement in English of 9th standard students.
- There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to difference scores from pre-test and post-test of achievement in English of 9th standard students.

**Study design:**

For present study the “*pre-test-post test equivalent group’s experimental design*” will be selected to know the cause-effect relationship of problem.

**Sample Design :**

For the present study, eighty students of a secondary school will be selected as sample and these IX<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 VIII<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 :**

**Development of English Language Learning Package (ELLP) for the experimental group** : The researcher will develop ELLP on the instructional objectives of the topic on IX<sup>th</sup> standard textbook with the assistance of experts (technical and subject) in the field of developing ELLP.

**Construction of Pre-test and Post-test in English** : The researcher will construct Pre-test and Post-test on the topic on IX<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 had been analyzed with two way ANOVA with interaction design to assess the effect of Gender (Boys and Girls) and groups (control group and experiment group) on pre-test and post test achievement in English of 9<sup>th</sup> standard students.

**Analysis and Interpretation:**

**Hypothesis 1:** There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to pre-test scores of achievement in English of 9th standard students.

To test this hypothesis, the two way ANOVA test was applied and the results are presented in the following table.

**Table 1: Results of two way ANOVA between Gender (Boys and Girls) and groups (control group and experiment group) with respect to pre-test scores of achievement in English of 9th standard students**

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Signi.
<b>Main effects</b>						
Gender	1	0.01	0.01	0.0021	0.9640	NS
Groups	1	5.51	5.51	0.9048	0.3445	NS
<b>2-way interactions</b>						
Gender x Groups	1	0.31	0.31	0.0513	0.8214	NS
Error	76	463.05	6.09			
Total	79	468.89				

The result of the above table shows that,

- The main effect of gender (Boys and Girls) of students of 9th standard students with respect to pre-test scores of achievement in English is found to be not significant ( $F=0.0021$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is not rejected and alternative hypothesis is accepted. It means that the boys and girls students of 9th standard students have similar pre-test scores of achievement in English.
- The main effect of groups (control group and experiment group) of students of 9th standard students with respect to pre-test scores of achievement in English is found to be not significant ( $F=0.9048$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that the students of 9th standard students in control and experiment (English language learning package) groups have different pre-test academic achievement scores in English language.
- The interaction effect of gender (Boys and Girls) and groups (control group and experiment group) of students of 9th standard students with respect to pre-test scores of achievement in English is found to be not significant ( $F=0.0513$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that the students of 9th standard boys and girl's students in control and experiment (English language learning package) groups have different academic achievement scores in English language.

**Hypothesis 2:** There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to post-test scores of achievement in English of 9th standard students.

To test this hypothesis, the two way ANOVA test was applied and the results are presented in the following table.

**Table 2: Results of two way ANOVA between Gender (Boys and Girls) and groups (control group and experiment group) with respect to post-test scores of achievement in English of 9th standard students**

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Signi.
<b>Main effects</b>						
Gender	1	510.05	510.05	117.2174	0.0001	S
Groups	1	64.80	64.80	14.8920	0.0002	S



2-way interactions						
Gender x Groups	1	8.45	8.45	1.9419	0.1675	NS
Error	76	330.70	4.35			
Total	79	914.00				

The result of the above table shows that,

- The main effect of gender (Boys and Girls) of students of 9th standard students with respect to post-test scores of achievement in English is found to be significant ( $F=117.2174$ ,  $p<0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that the boys and girls students of 9th standard students have different post-test scores of achievement in English.
- The main effect of groups (control group and experiment (English language learning package) group) of students of 9th standard students with respect to post-test scores of achievement in English is found to be significant ( $F=14.8920$ ,  $p<0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that the students of 9th standard students in control and experiment (English language learning package) groups have different post-test academic achievement scores in English.
- The interaction effect of gender (Boys and Girls) and groups (control group and experiment (English language learning package) group) of students of 9th standard students with respect to post-test scores of achievement in English is found to be not significant ( $F=1.9419$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that the students of 9th standard boys and girl's students in control and experiment (English language learning package) groups have similar achievement scores in English.

**Hypothesis 3:** There is no significant interaction effect of Gender (Boys and Girls) and groups (control group and experiment group) with respect to difference scores from pre-test and post-test of achievement in English of 9th standard students.

To test this hypothesis, the two way ANOVA test was applied and the results are presented in the following table.

**Table 3: Results of two way ANOVA between Gender (Boys and Girls) and groups (control group and experiment group) with respect to difference scores from pre-test and post-test of achievement in English of 9th standard students**

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Signi.
<b>Main effects</b>						
Gender	1	515.11	515.11	44.3987	0.0001	S
Groups	1	32.51	32.51	2.8023	0.0982	NS
<b>2-way interactions</b>						
Gender x Groups	1	5.51	5.51	0.4751	0.4927	NS
Error	76	881.75	11.60			
Total	79	1434.89				

The result of the above table shows that,

- The main effect of gender (Boys and Girls) of students of 9th standard students with respect to difference scores from pre-test and post-test of achievement in English is found to be significant ( $F=44.3987$ ,  $p<0.05$ ) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that the boys and girls students of 9th standard students have different difference scores from pre-test and post-test of achievement in English.
- The main effect of groups (control group and experiment (English language learning package) group) of students of 9th standard students with respect to difference scores from pre-test and post-test of achievement in English is found to be not significant ( $F=2.8023$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that the students of 9th standard students in control and experiment (English language learning package) groups have similar difference scores from pre-test and post-test of achievement in English.
- The interaction effect of gender (Boys and Girls) and groups (control group and experiment (English language learning package) group) of students of 9th standard students with respect to difference scores from pre-test and post-test of achievement in English is found to be not significant ( $F=0.4751$ ,  $p>0.05$ ) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that the students of 9th standard boy's and girl's students in control and experiment (English language learning package) groups have similar achievement scores in English.

#### Implication of the study:

- The present study helps to know the effectiveness of English Language Learning Package (ELLP) on achievement in English of secondary school students.
- The present study helps to enhance learning facility for the specific needs of individual learner.
- The present study enables the students to learning through exploration, discovery, and experience.
- The present study helps to review the material at his or her own pace and in keeping with his/her own individual interests, needs, and cognitive processes.
- The present study helps to follows the principles of learning i.e. Learning by Observation and Learning by Doing.
- The present study helps to save the time, money and energy of teacher by handling the large number of students at a time using technology.
- The present study helps in making the learning highly individualized and self-dependent.

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