Abstract

Foreign language learning deserves special significance in this globalised scenario. The scope of utilising innovations in technology for learning English language is increasing. The purpose of the study was to test the effectiveness of Web Integrated Language Learning in reducing English Language Anxiety, in improving Interest in English, and in enhancing Achievement in English among Secondary School Students by comparing its relative effectiveness with Activity Oriented Method of Learning. The study was restricted to students at Secondary School Level. The topic of investigation was thus entitled ‘Effectiveness of Web Integrated Language Learning on Language Anxiety and Achievement in English among Secondary School Students’.

Experimental method was employed for the study. The research design adopted was the Pre-test Post-test Non Equivalent Groups Design. The investigator prepared Lesson Plans for both Web Integrated Language Learning and Activity Oriented Method of Learning and tested their effectiveness on English Language Anxiety, Interest in English and Achievement in English. The investigator prepared and standardised a Scale on English Language Anxiety, an Inventory on Interest in English and an Achievement Test in English for the purpose of data collection. These were used as both Pre- as well as Post-tests. The Experimental group was exposed to Web Integrated Language Learning and the Control group to Activity Oriented Method of Learning. The scores of the Pre-tests and Post-tests were analysed using appropriate statistical techniques.

The major conclusions of the study were: Web Integrated Language Learning is more effective than Activity Oriented Method of Learning in reducing Language Anxiety in English, in improving Interest in English and in enhancing Achievement in English.