CHAPTER - III
DESIGN OF THE STUDY

The previous chapter deals with the review of related literature predating to the present study. The present chapter embodies the relevant objectives, hypothesis, research methodology, population, sample, research tools and the statistical techniques employed for analyses of data.

There are two basic of research design according to purposes Kerlinger:

1. To give answer to research question,
2. To control the variance

An examination plan part and proposition would give a satisfactory thoughtfulness regarding each suitable and relevant outline segments. It ought to be clarified that the plan segments are to some degree compulsory and to some extent decisions made by analyst.

According to Mouley, “A study cannot be evaluated unless its procedures and reported in sufficient detail to make such an evaluation possible.” The selection of the design should particularly clear and precise to allow the grasp to grasp exactly what was done in the event of a need for verification on refutation to present its exact replication.”

An examination plan part and proposition would give a satisfactory thoughtfulness regarding each fitting and relevant outline segments. It ought to be clarified that the plan segments are to a limited extent obligatory and to some degree decisions made by analyst.

A research design includes the following components:

1. Objectives of the study
2. Hypotheses of the study
3. Research Methodology and Research strategy

4. Sampling design

5. Choice of the research tool

6. Data collection

7. Choice of statistical techniques

For measuring the variables development of the Programmed Learning and the CALL Package and construction of a unit achievement test and adopted an opinionnaire. Research configuration is a format of method that empowers the specialist to test speculations to achieve some substantial decision about connection amongst autonomous and subordinate variable. According to Kerlinger, there are two essential reasons for Research outline:

- To give answers to look into questions
- To control changes

Research configuration is conceived to empower the scientist to legitimize the examination discoveries as far as unwavering quality, legitimacy, goals and precision. For execution of research issue, examine design is particularly and deliberately considered.

**OBJECTIVES OF THE STUDY**

The objectives of the present study are as follows:

1. To construct the Programmed learning material to teach English grammar.

2. To develop Computer Assisted English Language Learning (CALL) Package to teach English grammar.

3. To compare the Programmed Learning Material with the Computer Assisted English Language Learning Package.
4. To compare the relative effectiveness of Programmed Learning and Computer Assisted English Language Learning.

5. To compare the level of attainment of students instructed through traditional lecture method with the Programmed Learning and Computer Assisted Language Learning.

6. To study students reactions towards learning through the Programmed learning and Computer Assisted Language Learning.

HYPOTHESES

1. There is no significant difference between the mean scores of the students receiving instruction through Programmed Learning and Computer Assisted English Language Learning Package.

2. There is no significant difference between the mean scores of the students receiving instruction through Programmed learning and instruction receive by traditional method.

3. There is no significant difference between the mean scores of the students receiving instruction through Computer Assisted English Language Learning Package and instruction receive by traditional method.

VARIABLES

**Independent Variable** Method of Instruction is the independent variable of the current study. It contains two levels:

1) Instruction through Programmed learning.

2) Instruction through Computer Assisted English Language Learning Package (CALL Package).
Independent variable

Method of Instruction

- Instruction by Programmed learning
- Instruction by CALL Package

Dependent Variable

As far as accomplishment score understudy's scholastic accomplishment on unit accomplishment test is considered as needy variable.

Control variables

1. Gender
2. Content matter
3. Area of school
4. Time period
5. Rank
6. School atmosphere

Mediating factors

Mediating factors are factors that might possibly influence the outcomes. The interceding factors of the examination are as per the following:

Individual contrasts in:
• intelligence
• Stimulation
• interest in learning
• study propensities
• Interaction among the understudies of trial gathering and control gathering.
• Socio-monetary status or environment of understudies.
• Educational direction or looking for assistance from outside the school.

**GRAPHICAL PRESENTATION OF THE VARIABLES**

![Graphical Presentation of the Variables]

1. Individual contrasts in insight, incitement, enthusiasm for learning and study propensities
2. Interaction among the understudies of trial gathering and control gatherings.
3. Socio-financial status or air of various understudies
4. Educational direction or looking for assistance from outside the school
Programmed Learning and call package

Both Programmed Learning and CALL Package have developed related to objective No. 1 and No. 2. The detailed development is presented in Chapter IV and Chapter V: ‘Development of Programmed Learning and CALL Packages’.

DESIGN AND METHOD

Related to objective no. 3 the researcher designed the study and implies the experimental method. In four stages experimentation has been done i.e.

Experiment stage
Repetition stage I
Repetition stage II
Repetition stage III

POPULATION AND SAMPLE

The understudies of English medium schools of both Haryana and Delhi under Central Board of School Education shaped as populace of the present examination. The present investigation involved understudies acclimate with PCs examining in standard IX.

“One of the initial phases in planning quantitative research is to pick subjects. As a gathering, subjects are typically alluded to as the example.” In trial ponder the chose understudies have been educated for a specific timeframe in genuine classroom circumstances. The Programmed Learning and CALL Package have produced for looking at their viability. For this reason, it required a school must have PC lab. The significant fundamental angle in the example determination is the assent of the school experts, to give authorization for the analysis to be directed in their particular schools in light of the fact that the investigation requires changes in time-table. Amid the
examination, investigation and three reiteration phases of the analysis have been led. For this reason authorization of the school specialists have asked for by composing letter to a few schools picked with PC perquisite. The letter for consent of school specialists is encased in reference section. Accordingly, four schools were chosen purposively.

For leading the examination Jai Modern secondary school of Haryana state was chosen and for redundancy arrange I Ganga International school of Haryana state, for reiteration organize II Saraswati Model school of Delhi and for redundancy organize III Happy Child display school of Delhi were chosen. For examination the understudies of class IX were chosen as subjects. For every experimentation organize there were three equal gatherings of understudies. The equivalent gatherings were made purposely identical by utilizing their past accomplishment scores of English. From school records past accomplishment scores of understudies were orchestrated. In this manner each gathering shaped was confirmed by educators’ evaluating of understudies. To give treatment two Groups were formed randomly. Group one of these groups was considered as experimental group I (Programmed Learning group) and group two was considered as experimental group II (CALL Package group) and the group three was considered as Control group (Traditional Lecture method group). The control group students were called only on the day of posttest after the experimentation done with experimental groups. The details of the sample are shown below in table 3.1
Table 3.1
Sample Profile

<table>
<thead>
<tr>
<th>Groups</th>
<th>Experimental Phase</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Experiment</td>
</tr>
<tr>
<td>Experimental group I</td>
<td>Instruction through Programmed Learning</td>
<td>28</td>
</tr>
<tr>
<td>Experimental group II</td>
<td>Instruction through CALL Package</td>
<td>28</td>
</tr>
<tr>
<td>Control Group</td>
<td>Instruction Traditional Lecture Method</td>
<td>28</td>
</tr>
<tr>
<td>Total no of Students</td>
<td></td>
<td>84</td>
</tr>
</tbody>
</table>

Table 3.1 shows the experimented/no experimented to which each of these groups were related and reflecting the number of students for experiment and repetition stages.

For each group of experimentation more than fifteen students were taken as “in research comparing groups there should be at least fifteen subjects in each
The must be sufficient number of computers system in the school as per the number of students in the group as the CALL Package developed according to examining the effectiveness for that a computer system is needed for every student.

To a close extent, the selected groups were same because the students of all groups are studying in English medium schools with Bilingual Method as the medium of instruction. Also the content of English Grammar was taught to the students of class IX was same. All the students included in the sample were of 13 to 14 years. The students of the selected group belong to upper middle and the middle socio-economic status.

METHOD OF THE STUDY

In the present examination Experimental technique utilized to discover the relative viability of CALL and Programmed Instructions. 'Three comparable gatherings just posttest configuration' was embraced. Past accomplishment scores of the understudies in English were masterminding in dropping request. The number arrangement of 1,4,5,8… et cetera were put in one gathering and number arrangement of 2,3,6,7… et cetera were put in another gathering. The Third identical gathering was made with the division of two gatherings of IXth class. Educators’ appraising affirmed the identicalness of these three gatherings by schedule. For keeping up the equivalency of these gatherings, analyst took help of their English dialect educators to rate their understudies according to their capability on a five point scale. The Five focuses rating i.e. "A" – Extraordinary, "B" – Good, “C” – Average, “D” – Below Average and “E” – Not Good. The rating by the educator and the connection between's understudies' past accomplishment scores was figured, the high relationship speaks to that division of the gatherings was identical.

The dissipate graph of past accomplishment scores and educator's evaluating for analyze arrange appearing in the accompanying table.
Table: 3.2
Validation of Teacher’s rating: Scatter Diagram

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>46-50</td>
<td></td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>36-40</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>31-35</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>21-25</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>09</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>06</td>
</tr>
<tr>
<td>11-15</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>06</td>
</tr>
<tr>
<td>Total students</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>27</td>
<td>16</td>
<td>84</td>
</tr>
</tbody>
</table>

\( r = 0.81 \) (Highly +ve Correlation)

‘\( r \)’ is the delegate of high connection between’s the past accomplishment scores in English subject and instructors’ appraising. Thus, one might say that the past accomplishment score was illustrative and solid for making proportionate gatherings.

For marking the exploratory gatherings, a coin was hurled. Directions through
Programmed Learning were gotten by the test aggregate I and guidelines through CALL Package were gotten by the trial assemble II. Subjects of all gatherings were measured on the reliant variable T2 after the experimentation organizes.

**Layout of Experimental design is as follows:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Treatment</th>
<th>Posttest</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>-</td>
<td>X1</td>
<td>T2EI</td>
<td>Ho: T2EI = T2EI</td>
</tr>
<tr>
<td>EII</td>
<td>-</td>
<td>X2</td>
<td>T2EI</td>
<td>T2EI = T2C</td>
</tr>
<tr>
<td>C</td>
<td>-</td>
<td>-</td>
<td>T2C</td>
<td>T2EI = T2C</td>
</tr>
</tbody>
</table>

The three groups in the design are represented as follows:

- Experimental group I (E1)
- Experimental group II (EII)
- Control group (C)

Programmed Learning Instruction(X1) received by the experimental group I (E1). The instruction through CALL Package(X2) received by the experimental group II (EII) and Instructions through traditional method received by the control group (C) considered not any special instructions but as usual. Posttest (T2) was administered on the three groups on the same day and the same time for data collection. Effectiveness of different experiments was considered by differences to test the null hypotheses:

- There will be no significant difference between the mean scores of students receiving instruction through Programmed Learning (T2EI) and CALL Package (T2EII).
- There will be no significant difference between the mean scores of students receiving instruction through Programmed Learning (T2EI) and receiving instruction through traditional method (T2C).
There will be no significant difference between the mean scores of students receiving instruction through CALL Package (T₂EII) and receiving instruction through traditional method (T₂C).

Administration of Experiment

The present research was regulated for testing the adequacy of Programmed Learning and CALL Package. It shows that technique for guideline was the autonomous variable and understudies' scholastic accomplishment was the needy variable. Post test plan just was the outline for 'Three proportionate gatherings'. Trial aggregate I was dealt with as the gathering getting direction through Programmed Learning. Trial amass II was dealt with as the gathering accepting direction through the CALL Package and the control bunch getting guideline by customary address strategy.

During the administration of the experiment, four characteristics were considered are as follows:

 ✓ Internal Validity and Control
 ✓ Schedule and Experiment
 ✓ External Validity and Repetition
 ✓ Measurement

INTERNAL VALIDITY AND CONTROL

For conducting an experiment, it is to be kept in mind the threats of internal validity, which are as follows:

• Trial mortality: During investigation and reiteration stages not even a solitary subject either scoring high or low was dropped. Amid the examination every one of the understudies of all the three gatherings were available all through the entire experimentation.

• History: In the present investigation no significant current occasion happened which may influence the reliant variable and if at all any occasion happened it would have influenced similarly all the three gatherings, as the conditions
were same.

- Development: various changes in the subjects happened over the long haul. The impact of development of subjects in the present investigation was invalidated, as the aggregate time taken in the examination was just seven days.

- Pre-testing: The introduction of the subjects to the pre-test may fill in as the learning background; subsequently it might influence their posttest execution. The present examination depended on just posttest outline. So the impact of pre-test did not intercede posttest scores.

- Factual Regression: The mean of the consequent test tends to move towards the mean of the populace if bunches are chosen from the extraordinary scoring gatherings (Low or High). This is called as factual relapse. In the present examination the gatherings were made proportional. So the factor was controlled.

- Examining inclination: If gatherings of subjects can’t be chosen arbitrarily, the risk of inspecting predisposition exists. Besides, there are different methodologies that assistance responsible for this issue in the event that where randomization is outlandish. In the present investigation the gatherings were made comparable watching the understudies’ past accomplishment in English subject and educators rating.

- Instrumentation rot: The present investigation was construct just with respect to posttest outline and every one of the gatherings were given basic accomplishment test. There was no impact of instrumentation rot, on the grounds that the test was directed just once.

- Results Consistency: Result of just a single trial may not be solid. It might change in the second test. This debilitates inner legitimacy. By analyzing aftereffect of the analysis in the three reiterations this factor was controlled.

Interaction among trial gathering and control gathering: This is very basic that after the periods, understudies of the examination gatherings and the control gathering may
have met and traded their encounters. The reliant variable in each gathering may have been influenced by the resulting collaborations among the gatherings. Endeavors were made to limit this impact by telling ahead of time the test assemble I and the exploratory gathering II that a short time later their gathering would be subjected to the rest of the strategy for direction. The third direction through conventional strategy aggregate was drawn from another division of review IX of the school. The understudies of the gathering were educated just upon the arrival of the posttest. Along these lines, there were slightest odds of the impact of consequent associations.

- Novelty of the treatment. Understudies' commonality and nonstop utilization of the instrument would evacuate the impact of oddity. By giving them (both the test gatherings) earlier comparative treatment for one earlier day and that won't be incorporated into the unit of current examination. This was done to control the impact of curiosity of treatment.

The specialist measured the impact of free factor on subordinate variable in the test explore. The control was picked up by following outside factors to counteract or kill any impact they may somehow have on the watched wonder.

Amid the experimentation following factors were controlled:

- Subject matter
- Gender
- Area of school
- Time period
- Grade
- School Atmosphere

The program on the C.D. of Computer Assisted Language Learning Package was introduced with secret word assurance on the PCs of PC research center amid the treatment stage, to control and kill any impact it may have generally on the experiment.
SCHEDULE AND THE EXPERIMENT

For experimentation Jai Modern High school of Haryana state was chosen. Three equivalent gatherings were made for probe the premise of past accomplishment scores of English and educator's appraising. Exploratory gathering I was marked as the gathering CALL Package were named as the Experimental gathering II and control amass named getting guideline through Programmed Learning, accepting the directions accepting through the as the gathering where guidelines through conventional address technique were given. The Packages with the client manual of the Package were allocated to two teachers of English subject arbitrarily. For sitting appropriate course of action of the understudies were finished. A classroom was chosen for Programmed Learning and the understudies sat on the seats. Isolate worksheets were dispersed. The manual of the material was cleared by educator in which understudies himself/herself take after the guidelines. Every understudy was given individual PC in the PC research center of the school for the CALL Package. The program that was on the C.D. of the CALL Package was played in each of the PC. Every understudy was guided well ordered to work the PC and learn himself/herself how to opening the program. The investigation proceeded for seven days. On the primary day try in a similar way was led for the understudies of both the trial bunches by taking a different unit of English sentence structure which was not the piece of the present CALL Packages. The accompanying table no. 3.3 displayed the given treatment with the present PI and CALL Package from second day to 6th day of the trial gatherings. The unit accomplishment test was controlled on all the three gatherings on the most recent day. The successive teaching points are given in the table as follows
Table no. 3.3
The schedule of teaching points during experiment stage

1st day

Teaching points

Experimental group I (Programme Learning)
Introduction towards Computer conveyed learning by PPT on 'Verbs and its structures' (English)

Experimental group II (CALL)
Introduction towards Computer conveyed learning by PPT on 'Verbs and its structures' (English)

2nd day

Experimental group I (Programme Learning)
Action Verbs
- Introduction of action verbs and words that are not action verbs, so that previous knowledge not needed
- Give Examples of action words from students vocabulary
- Identification of action verbs and not an action verbs by students as drilling activity

Experimental group II (CALL)
Action Verbs
- Introduction of action verbs and words that are not action verbs, so that previous knowledge not needed
- Give Examples of action words from students vocabulary
- Identification of action verbs and not an action verbs by students as drilling activity
- List of action verbs
- Exercises appointed in the PC, understudies needed to compose reply in PC and finds their solution checked and gives input
3rd day
Experimental group I (Programme Learning)
Simple Present Tense
Introduction of the verb with in the first place, second and third individual subject
- Verb particularly third individual solitary form(s, es and ies)
- Presentation of Simple current state
- Use of the strained, all things considered, circumstances
- Words recommending tense
- Exercises to be allotted by the instructor

Experimental group II (CALL)
Simple Present Tense
- Introduction of the verb with initially, second and third individual subject
- Verb particularly third individual solitary form(s, es and ies)
- Presentation of Simple current state
- Use of the strained, all things considered, circumstances
- Words recommending tense
- Exercises to be doled out by Computer

4th day
Experimental group I (Programme Learning)
Present Continuous Tense
Comparison between Simple Present and Present persistent tense
- 'Helping verbs' (Am, Is &Are) and subject verb understanding
- Table displaying Present Continuous Tense
- Past participle shapes (spelling)
- Use of the strained, all things considered, circumstances
- Words proposing tense
- Exercises to be allocated by the educator

**Experimental group II (CALL)**
- Comparison between Simple Present and Present constant tense
- 'Helping verbs' (Am, Is & Are) and subject verb assertion
- Table exhibiting Present Continuous Tense
- Past participle frames (spelling)
- Use of the strained, all things considered, circumstance
- Words recommending tense
- Exercises to be doled out by Computer

**5th day**

**Experimental group I (Programme Learning)**

**Simple Past Tense**
- Past tense types of verbs (spellings)
- Irregular verbs shapes and their employments
- Use of the strained, all things considered, circumstance
- Words recommending tense

**Simple Future Tense**
- Simple Sentences as example
- Irregular verbs forms and their uses
- Exercises to be assigned by the teacher

**Experimental group II (CALL)**

**Simple Past Tense**
- Simple Sentences as example
- Past tense forms of verbs (spellings)
- Irregular verbs forms and their uses
- Use of the tense in real life situation
- Words suggesting tense
Simple Future Tense

- Simple Sentences as example
- Irregular verbs forms and their uses
- Words suggesting tense
- Exercises to be assigned by computer

Day 6

Experimental group I (Programme Learning)

Summary

- Meaning of Action verb
- Verb forms in three tenses and their uses
- Keys to remember
- Discussion on previous exercises
- Exercises to be assigned by the teacher

Experimental group II (CALL)

Summary

- Meaning of Action verb
- Verb forms in three tenses and their uses
- Keys to remember
- Discussion on previous exercises
- Exercises to be assigned by the teacher

Note:

- No special treatment was given to control group but normal lesson planning on action verbs and tenses mentioned in chapter 5.
- On the seventh day teacher-made test was conducted on all the three groups.
- In a day one hour was allotted for each treatment.
- Month and year of experimentation and repetition was July-Oct 2016.
For introductory purposes PPT’S on ‘Verb’ was prepared by researcher.

EXPERIMENT conducted in such way so no much previous knowledge needed.

EXTERNAL VALIDITY AND REPETITION

“Repeating the procedures used in a particular experiment to determine whether the same results are obtained a second time with different participants known as Repetition or repetition”. The researcher devised repetition thrice for verification of results of experiment. For repetition-I Ganga International school of Haryana state, for repetition-II Saraswati Model school and for repetition-III Happy Child model school of Delhi were taken. The comparative gatherings, comparative strides and same standard were taken after. Calendar, execution and Control over different factors were done in an indistinguishable way from done in the principal try. Along these lines, the treatment stage connected for six days. The unit accomplishment test was led on the seventh day.

The extent to which the results of a study can be generalized beyond the sample involves by External validity.

• Interrelation between pre-testing and independent variable:

The present study was posttest only design. Hence, no option of linkage between pre-testing and independent variable.

• Interference of Multiple-treatments: On the off chance that few medications connected by a specialist, it is hard to decide how well each of the medicines would work independently. In the present examination just a single treatment was connected to the each test gathering. So various treatment impedance factor was not there.

• Non representative sample: Tests were chosen for four phases of experimentation, from four schools contrasting in one trademark from each other. The attributes were: i) Two Co-training schools from rustic zone and ii) Two Co-instruction schools from urban zone. In this way, the specimen chose is illustrative and speculation capacities of the outcomes were not dubious.
• **Replication or Repetition.** For building up the unwavering quality and outside legitimacy of research discoveries, replication is a vital strategy and it was done three times in the present examination.

• **Lack of legitimate guidelines with respect to treatment:** On the off chance that the analyst unfits to depict acceptably how to play out the treatment, there might be odds of altering the results. So in the present examination, isolate ‘Client manual’ with each one of the purposes of intrigue has been set up for the two medicines which would help the educator to perform out the treatment as depicted in User manual.

• **Hawthorne effect:** In the exploratory gatherings, Students knew about the examination being aware on them. So they may have turned out to be cognizant about their realizing which thus higher accomplishment and inspired to demonstrate their greatest capacities. Coming about higher accomplishment by them might be an aftereffect of the Hawthorne impact. The inspector had endeavored to help this effect by telling both the trial clusters in advance that they furthermore would be subjected to remaining treatment experience from that point.

**MEASUREMENT**

**Students’ Achievement**

Concerning objective No. 4 and 5 to discover impact of independent variable on subordinate variable the examiner built an educator made unit accomplishment test and it was directed on all the three gatherings. “The reason of the achievement test is not to foresee future execution but rather to quantify what has been realized”. As the unit achievement test is the basic part of Programmed Learning and CALL Package, the portrayal about the development of the test is given under discrete heading in part 4 and 5. A similar test was directed for the investigation and each of the three imitation stages. From that point forward, worked out on scores; examined and factual procedures were made. The last duplicate of unit accomplishment test is added as informative supplement no. 1 and 2.
TOOL USED

For last target of the exploration, was to look at the reaction of understudies towards the Programmed Learning and the CALL Package. Remembering the ultimate objective to find the reactions of the understudies towards the Programmed Learning and the CALL Package, the pro was balanced the opinionnaire made by Ambasana (2002). On the understudies of trial gatherings, the opinionnaire was controlled, who got course either by the Programmed Learning or by the CALL Package. It had 10 proclamations - five positive and five negative. It was a three point rating scale; the three focuses are 'concur', 'can't state' and 'oppose this idea'. The understudies were required to set a tick detriment for everything in the section picked by them. For understudies' advantage it was given in extraordinary to them. A duplicate of appeared in addendum no. 3.

DATA COLLECTION

Specialist gathered the vital information for managing the instruments portrayed previously. All the three gatherings were post tried on the unit accomplishment test developed by the scientist in the examination and redundancy arranges after the treatment stage was finished. As indicated by the appropriate response key, the appropriate response sheets were scored. By then by controlling the opinionnaire on both the trial bunches in each of the four periods of experimentation the reactions of the understudies about getting heading through Programmed Learning and CALL Package were assembled. Understudies' open finished reactions towards CALL Package were collected and discussed out.

STATISTICAL TECHNIQUES USED

By utilizing 'Three proportionate gatherings just posttest outline' near adequacy of the Programmed Learning and CALL Package was to be tried. As accomplishment scores, the information gathered on posttest were at the estimation level being interim level. Examination of fluctuation (ANOVA) was utilized to break down the distinction among aggregate methods for accomplishment scores. Post hoc Tukey Honestly huge Difference Test was utilized for single step different correlations of gathering implies which showing level of huge contrast. Frequencies on ostensible scale were assembled as conclusions towards learning through Programmed Learning.
and CALL Package. In this way non-parametric Pearson's Chi-square method was utilized to examine the data. Detailed investigation and translation are shown in Chapter 6. Taken after by point by point advancement of the Programmed Learning and CALL Package are given in Chapter 4 and 5.