



# Construction And Standardization On Achievement In English Of Xi Standard Students

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## Abstract

The Silk Road Achievement test has been constructed and standardized to measure the XI standard student's. The items were constructed based on Multiple Choice question. Initially, the scale consists of 50 items. The pilot study was conducted with 9 students of XI standard students who are studying higher secondary schools located in kundrathur of Kancheepuram District. The sample for pilot study were selected randomly. The responses collected were analysed by using statistical techniques. The scores of the item that satisfies 't' value alone were taken for the main study. Out of fifty items, only items thirty-three were not selected, and seventeen items were selected for the main study.

**Keywords:** Computerized Demonstration Approach, English Language Teaching, Technology-Integrated Learning, Student Engagement, Digital Pedagogy, Secondary Education.

## Introduction

English language proficiency is a critical skill in the 21st century. With advancements in educational technology, computerized demonstrations offer a visual, interactive, and student-centric learning experience. Traditional chalk-and-talk methods often fail to engage students effectively, leading to lower retention and motivation. This study explores how multimedia-enhanced demonstrations impact students' language skills, particularly in reading, writing, listening, and speaking.

## Review of Related Literature

**Urvashi Agrawal (2019)** The Effectiveness of Computer Assisted Instruction for Educational Purposes: A Review of Recent Research The purpose of this review paper is to present a critical, comprehensive, review of literature on the effect of computer assisted instruction on different subjects' teaching and learning

with the goal of giving an outline what is currently known and providing guidance for future research. Government School of Lucknow State. The 51 studies were taken under consideration for the tests from class XI. Simple random technique like Achievement Test and Reaction Scale has been applied to select the sample. The investigator adopted Experiment method. 9.8% studies showed no difference between computer assisted instruction and conventional instruction. 90.2% studies favoured computer assisted instruction over conventional method of instruction; and no study favoured conventional instruction over computer assisted instruction. Results for language teaching were examined. English subject with the highest percentage of results favoured computer assisted instruction. Positive results favoured the computer assisted instructional programme over the conventional method of instructions.

**Muhammed Harshad Hussain (2011)** Effectiveness of demonstration method to teach the abstract concepts to the children of Twelfth Grade students of Government School Dhok Ali Khan, Pakistan. The objective is to investigate the effect of demonstration method to improve the students' understanding of the abstract concepts. In this study different simple illustrated short stories with moral lessons including honesty, faithfulness, kindness and trustworthiness have been selected and played in projector room on LED and repetitive demonstration to convey the abstract concepts associated with emotions including happiness, sadness, love and hatred have been demonstrated by the teacher. 30 students of the class were given pretest and post test. The instruments used for data collection were pre-test through observation, record, repetitive demonstration and post-test. The data have been collected in graphs and percentage. In findings, there is a significant increase in positive achievement of the students. The study also helped and changed the reaching practices and improved the children's interest in learning different concepts and other activities.

### Objective of the study

The main objective of this study is to **develop and evaluate the effectiveness of a computerized demonstration approach** for teaching English to **Standard XI students**, enhancing their language learning through interactive and technology-driven methods.

### Sample Size

The sample size for the present study is 28 samples. In that, 14 samples were in experimental group and 14 samples were in control group. A sample is a small proportion of the population that is selected for observation and analysis. The sample of this study consisted of twenty-eight students of Grade 11. The sample was taken from PEACE ON GREEN EARTH PUBLIC SCHOOL, KUNDRATHUR, Kancheepuram District, Tamil Nadu. Random sampling technique was adopted for the present study.

### The pilot study

The Preliminary Draft of the Criterion test Tool was prepared, and it consists of 50 items. Specific instructions for the learners, mentioning time limit, method of answering etc., were instructed. The items were presented to 9 students in XI Standard English subject in the form of a test and the scores were computed. One mark was given to each correct responses and zero mark was given to each wrong response.

Then, the scores were arranged in the decreasing order. Using the 9 answer sheets, item - wise analysis was done.

### Item Analysis

Item analysis is done in order to improve the reliability and validity of the test. Item analysis consists of two parts. They are: i) Difficulty level ii) Discriminative Index. Difficulty level indicates the percentage of students who found difficult to answer the particular items. Discriminative index indicates the degree to which an item distinguishes between the high achievers and the low achievers. The effectiveness of a test can be increased by selection of items with suitable difficulty and discriminative value. For carrying out item analysis the investigator followed the following steps.

The valued answer sheets were arranged in the decreasing order of scores. After the arrangement it was divided into three groups. The top 27 percent and the bottom 27 percent of the scores were considered for item Analysis.

TEST ITEM	Upper Group PT	Lower Groups PB	Difficulty Index	Discrimination Index	Decision
1	1	2	0.5	-0.3	Rejected
2	3	2	0.8	0.3	Selected
3	3	1	0.6	0.6	Selected
4	2	2	0.6	0	Rejected
5	1	2	0.5	-0.3	Rejected
6	3	1	0.6	0.6	Selected
7	1	2	0.5	-0.3	Rejected
8	3	3	1	0	Rejected
9	2	0	0.3	0.6	Selected
10	1	2	0.5	-0.3	Rejected
11	3	3	1	0	Rejected
12	1	0	0.1	0.3	Selected
13	1	1	0.3	0	Rejected

14	3	3	1	0	Rejected
15	1	1	0.3	0	Rejected
16	2	3	0.8	-0.3	Rejected
17	1	1	0.3	0	Rejected
18	3	2	0.8	0.3	Selected
19	1	2	0.5	-0.3	Rejected
20	3	0	0.5	1	Selected
21	2	3	0.8	-0.3	Rejected
22	3	3	1	0	Rejected
23	1	2	0.5	-0.3	Rejected
24	2	3	0.8	-0.3	Rejected
25	1	1	0.3	0	Rejected
26	1	3	0.6	-0.6	Rejected
27	3	2	0.8	0.3	Selected
28	1	2	0.5	-0.3	Rejected
29	3	0	0.5	1	Selected
30	2	1	0.5	0.3	Selected
31	1	3	0.6	-0.6	Rejected
32	3	3	1	0	Rejected
33	3	2	0.8	0.3	Selected
34	1	3	0.6	-0.6	Rejected
35	3	3	1	0	Rejected
36	2	1	0.5	0.3	Selected
37	2	2	0.6	0	Rejected
38	2	2	0.6	0	Rejected
39	3	3	1	0	Rejected

40	3	3	1	0	Rejected
41	2	3	0.8	-0.3	Rejected
42	2	1	0.5	0.3	Selected
43	1	3	0.6	-0.6	Rejected
44	2	3	0.8	-0.3	Rejected
45	3	1	0.6	0.6	Selected
46	3	2	0.8	0.3	Selected
47	1	2	0.5	-0.3	Rejected
48	3	0	0.5	1	Selected
49	2	1	0.5	0.3	Selected
50	2	3	0.8	-0.3	Rejected

### Description Of the Final Tool

The final draft of The Silk Road consists of seventeen items. Out of fifty items, seventeen items are selected and thirty three items are rejected. The minimum score for the tool is zero and maximum score for the tool is Fifty.

### Establishing the validity of the tool

In order to establish the validity of the prepared tool the investigator submitted the draft tool to the experts in the field of English for suggestions and modifications. After studying the draft tool, the experts gave some suggestion to modify certain words and expressions for better clarity. The investigator carried out those changes in the draft tool and established the validity of the tool prepared.

### Establishing the reliability of the tool

The tool was administered among 9- XI standard students of SIVANTHI PUBLIC SCHOOL, KUNDRATHUR, Kancheepuram District of Tamil Nadu and re - administered among the same 9 students after a week. The correlation found between the two administrations was 0.85. It is a high level of correlation. Thus, the reliability of the tool was ensured.

## Conclusion and Implications

This study highlights the effectiveness of computerized demonstration methods in English language teaching for Standard XI students. The integration of technology-driven strategies enhances comprehension, engagement, and retention. Educational policymakers and teachers should consider implementing such methodologies for better learning outcomes. Future research could explore long-term impacts and scalability in diverse educational settings.

## References

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