

# **Effectiveness of Video Lessons from the Manarkeni App in Learning English among Middle School Students in Coimbatore District**

**ANEESA. S**

**24PED004**

A THESIS SUBMITTED TO  
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND  
HIGHER EDUCATION FOR WOMEN  
COIMBATORE -641043

In Partial Fulfilment of the Requirement for the Degree of  
**MASTER OF EDUCATION**

**April 2026**

**Effectiveness of Video Lessons from the Manarkeni App in Learning  
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**UNDER THE GUIDANCE OF**

**DR.U.S.E. PORKODI**

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**CERTIFIED AS BONAFIDE RESEARCH WORK**

Signature of the Guide

Signature of the Head  
of the Department

Signature of the Dean

## DECLARATION

I, **ANEESA S**, hereby declare that the thesis entitled “**Effectiveness of Video lessons from the Manarkeni App in Learning English among Middle School Students in Coimbatore District**” submitted to Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfilment of the requirements for the award of the **Degree of Master of Education**, is a record of original and independent research work done by me during the period under the supervision and guidance of **Dr.U.S.E.PORKODI Assistant Professor , Department of Education**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, and it has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of this or any other University.

**Signature of the Supervisor**

**Signature of the Candidate**

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## **INTRODUCTION AND CONCEPTUAL FRAMEWORK**

# **CHAPTER I**

## **INTRODUCTION AND CONCEPTUAL FRAMEWORK**

“Technology will never replace great teachers, but technology in the hands of great teachers can be transformational.”

- George Couros (2015)

### **1.1 INTRODUCTION**

We live in a digital age where technology is part of everyday life. Children today are naturally attracted to mobile phones, videos, and digital media. When such technology is meaningfully integrated into education, it can make learning more interesting and effective.

Digital learning has changed the traditional classroom environment. Instead of depending only on textbooks and blackboards, teachers can now use multimedia content, animations, audio clips, and interactive tools. These digital resources make lessons more lively and help students understand concepts better. When students both see and hear information, their chances of remembering it increase.

In English language learning especially, digital tools are highly beneficial. They provide correct pronunciation models, show visual explanations of grammar concepts, and present stories in an engaging manner. Students can replay lessons if they do not understand something the first time. This flexibility supports slow learners and builds confidence among students. Technology-based learning has transformed the way English is taught and learned in schools. The Manarkeni app supports English learning through engaging digital activities and self-paced practice. This study aims to find out the effectiveness of the Manarkeni app in improving English learning among middle school students.

### **1.2 EDUCATION**

Education plays a vital role in shaping individuals and societies. It is not only a process of acquiring knowledge but also a means of developing skills, values, attitudes, and critical thinking abilities that help individuals participate effectively in society. Through education,

learners gain the ability to understand the world around them, make informed decisions, and contribute positively to their communities.

In the school context, education helps children build a strong foundation for their intellectual and personal growth. Teachers guide students in exploring new ideas, solving problems, and developing confidence in their abilities. Modern education also emphasizes holistic development, where emotional, social, and cognitive aspects of learning are considered equally important. As the world continues to change rapidly, education must also evolve to prepare learners for new challenges and opportunities.

### **1.3 TECHNOLOGY IN EDUCATION**

Technology has become an important part of modern education. Digital tools, multimedia resources, and online platforms have transformed the way teachers teach and students learn. Technology allows educators to present information in more engaging ways through videos, animations, interactive activities, and online learning materials.

The integration of technology in classrooms helps students access a wide range of information and learning resources beyond traditional textbooks. It also supports different learning styles, enabling visual, auditory, and kinesthetic learners to understand concepts more effectively. Technology not only makes learning more interesting but also helps students develop digital skills that are essential in the twenty-first century.

Another advantage of educational technology is that it promotes self-learning and flexibility. Students can revisit lessons, watch instructional videos, and practice exercises at their own pace. This approach encourages independent learning and improves understanding of complex topics. When used effectively, technology can enhance the overall quality of education and create a more interactive and student-centered learning environment.

### **1.4. VIDEO-BASED LEARNING**

Video-based instruction combines sound, images, and text to create a rich learning experience. When students watch and listen at the same time, learning becomes more meaningful and interesting. Videos can explain difficult ideas through animations, demonstrations, and real-life examples.

In English learning, video lessons are particularly useful. They help students learn correct pronunciation, stress, and intonation. They show how conversations happen in real-life situations. Stories and poems become more engaging when presented visually. Grammar concepts, which may seem abstract in textbooks, become easier to understand when explained through examples and visuals.

## **1.5. ENGLISH LANGUAGE AT MIDDLE SCHOOL LEVEL**

English has become an essential part of the Indian education system. It is not just another school subject; it is a language that opens doors to higher education, better career opportunities, and global communication. In a diverse country like India, where many regional languages are spoken, English often serves as a common link language. Because of this, developing strong English skills during school education is very important.

The Middle School stage (Classes VI to VIII) is a critical period in a child's academic journey. At this level, students move beyond simple reading and writing. They are expected to understand prose and poetry, learn grammar rules, build vocabulary, and express their thoughts clearly in writing. This stage lays the foundation for secondary education, where English becomes more advanced and analytical. If students fail to build a strong base during these years, they may struggle in higher classes.

However, in many government schools, students face difficulties in learning English effectively. For many children, English is not spoken at home, and they get exposure to the language only inside the classroom. This limited exposure often leads to fear, hesitation, and lack of confidence. Some students memorize answers for examinations without truly understanding the language. Traditional classroom methods sometimes focus more on completing the syllabus rather than ensuring real comprehension and communication skills. As a result, students may score marks but still feel uncomfortable using English in real-life situations.

These challenges show that there is a need for more engaging, supportive, and student-friendly methods of teaching English at the middle school level.

## **1.6. CHALLENGES FACED BY MIDDLE SCHOOL STUDENTS IN LEARNING ENGLISH**

Middle school students face several challenges in learning English. For many learners, English is a second language, and they have limited exposure to it outside the classroom. In rural and semi-urban areas, students may not have opportunities to practice speaking English in daily life. This limited exposure often leads to hesitation, fear of making mistakes, and lack of confidence.

Another challenge is the dominance of traditional teaching methods, where lessons are often lecture-based and focused on textbook completion. Such approaches may not address individual learning differences or encourage active participation. Students with weaker backgrounds may fall behind, while advanced learners may not feel sufficiently challenged.

Socio-economic factors also play a role. Students from economically disadvantaged backgrounds may lack access to additional learning resources such as private tuition, reference books, or digital tools. These challenges highlight the urgent need for innovative, inclusive, and supportive teaching strategies that can address diverse learner needs.

## **1.7. NEED FOR VIDEO-BASED LEARNING**

Middle school students are generally active and curious learners. They respond positively to visual content and interactive methods. Video lessons can reduce boredom, increase attention, and motivate students to participate in class. They also allow students to revisit lessons whenever necessary, which supports independent learning.

Considering these advantages, it becomes important to study whether video lessons provided through the Manarkeni App actually improve English learning among middle school students. Evaluating its effectiveness will help teachers, school administrators, and policymakers make informed decisions about integrating digital tools into regular classroom teaching.

## **1.8. BENEFITS OF VIDEO LESSONS FOR STUDENTS**

Video lessons have become an important component of modern education as they integrate technology with classroom learning and create meaningful learning experiences for students. Unlike traditional teaching methods that rely mainly on verbal explanation and textbooks, video lessons combine visual images, audio narration, animations, and real-life demonstrations, making learning more understandable and engaging. This multimodal presentation helps students grasp complex concepts easily, especially at the middle school level where learners benefit from concrete and visually supported explanations. Video-based instruction sustains students' attention by presenting content in an attractive and dynamic format, thereby increasing motivation and interest toward learning activities.

Another significant benefit of video lessons is their ability to accommodate diverse learning styles. Students differ in their pace and preferred modes of learning; some learn effectively through listening, while others benefit from visual observation or repeated exposure. Video lessons address these differences by allowing learners to pause, replay, and review difficult portions according to their individual needs. Such flexibility promotes self-paced learning, builds confidence among learners, and reduces anxiety often associated with classroom learning. Furthermore, video lessons ensure consistency and clarity in instruction, as all students receive the same quality explanation regardless of classroom limitations. They also support revision and long-term retention, since learners can revisit the material multiple times for reinforcement. The integration of video lessons within teaching practices encourages active participation, collaborative learning, and reflective thinking. Additionally, exposure to digital learning tools enhances students' technological competence and prepares them for learning in a technology-driven environment. Overall, video lessons contribute to improved academic performance, greater learner engagement, and enhanced understanding, making them an effective instructional strategy for supporting students' learning outcomes in contemporary education.

## **1.9. LEARNING THEORIES SUPPORTING VIDEO LESSONS**

The use of video lessons in education is strongly supported by several established learning theories that emphasize active, meaningful, and learner-centered instruction. Behaviourist learning theory highlights the importance of stimulus and response in learning, where repeated exposure to instructional content reinforces understanding and strengthens

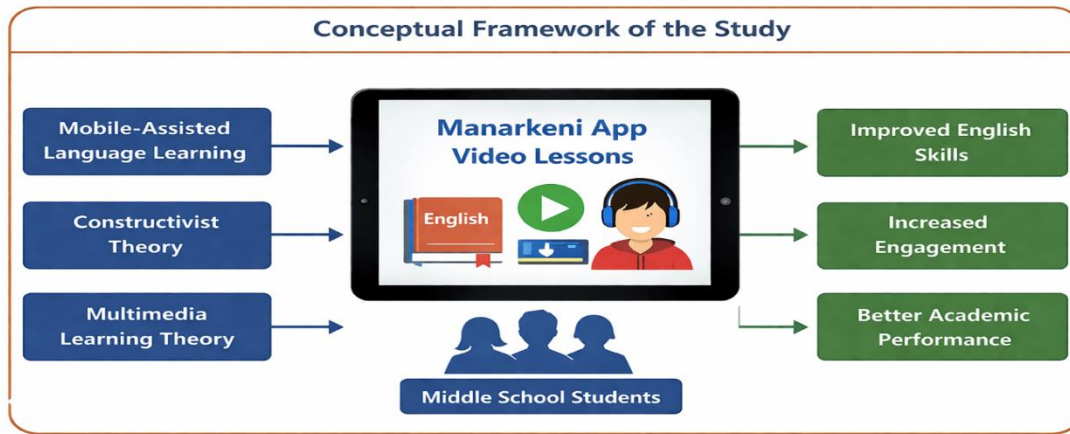
memory. Video lessons provide clear demonstrations, guided explanations, and repeated practice opportunities that help students acquire knowledge through reinforcement and feedback. From a cognitivist perspective, learning occurs when learners actively process information and organize it within their existing mental structures. Video lessons support cognitive learning by presenting information through visuals, narration, and examples, which reduce cognitive overload and facilitate better comprehension and retention. Constructivist theory further explains that learners build knowledge through experience and interaction with learning materials. Video lessons create contextual and realistic learning environments where students can relate concepts to real-life situations, thereby promoting deeper understanding and personal meaning-making. Social learning theory also supports video-based instruction, as students learn effectively by observing models, demonstrations, and language usage presented in videos, encouraging imitation and application of learned behaviors. In addition, Mayer's Multimedia Learning Theory suggests that learning becomes more effective when information is delivered through both visual and auditory channels simultaneously, a principle that forms the foundation of educational videos. Altogether, these learning theories justify the integration of video lessons in classroom instruction, as they enhance engagement, support diverse learning needs, and promote lasting learning outcomes among students.

#### **1.10. MOBILE -ASSISTED LANGUAGE LEARNING (MALL)**

Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices such as smartphones, tablets, and educational applications to support language learning anytime and anywhere. With the rapid growth of mobile technology, learning is no longer limited to classroom spaces, as students can access learning materials, video lessons, interactive activities, and language practice through mobile applications. MALL promotes flexible and learner-centered education by allowing students to learn at their own pace, revisit lessons, and practice language skills repeatedly according to their individual needs. It creates opportunities for continuous exposure to language through listening exercises, pronunciation practice, vocabulary building, and interactive communication tasks. Mobile learning environments also increase students' motivation and engagement because they connect learning with familiar digital tools used in everyday life. In English language learning, Mobile-Assisted Language Learning helps improve listening, speaking, reading, and writing skills by providing authentic learning experiences and immediate feedback. Furthermore, mobile-assisted learning encourages independent learning habits, collaboration, and active participation, making it an

effective approach for enhancing language learning outcomes among middle school students in technology-supported educational settings.

**Figure 1.1: Conceptual Framework of the Study**



### 1.11. GROWTH OF MOBILE LEARNING APPS

The rapid advancement of digital technology and widespread availability of smartphones have led to significant growth in mobile learning applications across the educational sector. Mobile learning apps have transformed traditional teaching practices by providing students with easy access to educational content beyond the boundaries of the classroom. These applications offer video lessons, interactive exercises, quizzes, games, and multimedia resources that make learning more engaging and accessible. The increasing internet connectivity and affordability of mobile devices have enabled students from diverse backgrounds to benefit from technology-enhanced learning opportunities. Educational institutions and educators are increasingly adopting mobile learning apps to support personalized and flexible learning experiences, allowing students to learn at their own pace and revisit lessons whenever necessary. In language education, mobile apps play a vital role in improving communication skills through continuous practice, real-time feedback, and exposure to authentic learning materials. The growth of mobile learning apps reflects a shift toward learner-centered education, where technology supports active participation, independent learning, and improved academic achievement among students.

### **1.12. MANARKENI APP**

Understanding the importance of digital education, the Government of Tamil Nadu has introduced several initiatives to improve learning outcomes in schools. One such effort is the Manarkeni App, which provides curriculum-based digital content to students and teachers across the state.

The Manarkeni App includes subject-wise video lessons that are aligned with the Tamil Nadu State Board syllabus. For English, it offers structured lessons covering prose, poetry, grammar, and supplementary materials. The lessons are presented in a clear and simple manner with visual and audio support, making it easier for students to understand difficult concepts.

One of the major strengths of the app is that it promotes equal learning opportunities. Students in rural or economically weaker sections may not have access to private coaching or extra learning materials. Through this app, they can access high-quality instructional videos similar to those available in well-resourced schools. Teachers also benefit from the app, as it supports classroom teaching and helps in better lesson planning.

While the app has been widely introduced and appreciated, it is important to examine whether it truly improves students' academic performance especially in subjects like English, where many learners struggle. A systematic study is therefore needed to evaluate its real impact.

### **1.13. NEED AND SIGNIFICANCE OF THE STUDY**

English is one of the most widely used languages in the world and is important for communication, education, and future careers. Many middle school students find it difficult to learn English, especially grammar, even though they are active and curious learners. They are at a crucial stage where they build the foundation for higher studies and learn better through visual and interactive methods.

Using visual and interactive methods like video lessons can make learning English easier and more interesting. These methods help reduce confusion in grammar, improve understanding, and keep students engaged in class. Video lessons also allow students to learn at their own pace and revise the content whenever needed, which supports better learning.

The Manarkeni app provides such video lessons in an engaging and simple way, using animations and bilingual explanations. It can be used for both self-learning and classroom teaching. However, since many middle school students do not have direct access to mobile phones and personal guidance, self-learning becomes difficult. Therefore, the researcher uses video lessons from the Manarkeni app in the classroom to study their effectiveness in improving English learning, especially grammar, among middle school students.

#### **1.14. STATEMENT OF THE PROBLEM**

English plays a vital role in the academic and professional development of students in India. At the middle school level, students are expected to strengthen their foundational skills in reading, writing, grammar, and comprehension, as this stage prepares them for the academic demands of secondary and higher secondary education. However, despite continuous efforts to improve teaching methods, many students still experience difficulties in achieving the expected levels of English proficiency.

In recent years, there has been a significant shift toward integrating technology into education, with digital platforms and video-based instruction becoming increasingly common in classrooms. Recognizing the importance of technology-enhanced learning, the Government of Tamil Nadu introduced digital initiatives such as the Manarkeni App to support curriculum-based teaching and learning. The app provides structured video lessons aligned with the State Board syllabus and aims to strengthen students' conceptual understanding.

However, the effective use of such digital resources in improving English learning, particularly grammar, among middle school students remains uncertain. Therefore, there is a need to examine the effectiveness of video lessons from the Manarkeni App in enhancing students' English learning outcomes.

#### **1.15 TITLE OF THE STUDY**

The title of the study is prescribed as **“Effectiveness of Video lessons from the Manarkeni App in learning English among Middle School Students in Coimbatore District”**.

## **1.16 OPERATIONAL DEFINITION OF KEY TERMS**

### **EFFECTIVENESS**

In this study, effectiveness means the level of improvement shown by students in their English achievement after learning through video lessons from the Manarkeni App. It is determined by comparing students' scores in the pre-test and post-test.

### **VIDEO LESSONS**

Video lessons refer to the structured English teaching videos available in the Manarkeni App that use audio and visual explanations, examples, and demonstrations to help students understand grammar concepts more clearly.

### **MANARKENI APP**

Manarkeni App is a digital educational platform introduced by the Government of Tamil Nadu that provides syllabus-based video lessons and learning materials for school students. In this study, it specifically refers to the English Grammar videos used for teaching middle school students.

### **LEARNING ENGLISH**

Learning English in this study refers to the improvement in English grammar skills of 8<sup>th</sup> standard students as prescribed in the Tamil Nadu State Board syllabus, measured through achievement test scores before and after using video lessons from the Manarkeni App.

### **MIDDLE SCHOOL STUDENTS**

Middle school students refer to students studying in Class VIII in selected schools of Coimbatore District who participated in this research study.

## **1.17 VARIABLES OF THE STUDY**

Independent Variable: Video Lessons from Manarkeni App

Dependent Variable: Achievement in English Learning

Demographic Variables: Gender, Locality

## 1.18 OBJECTIVES OF THE STUDY

The present study aims to examine the effectiveness of video lessons from Manarkeni App in improving English learning among Middle School Students. The objectives are framed to systematically investigate the impact of video lessons provided through the Manarkeni App on students' academic achievement in English.

Based on the consideration of the need and importance and statement of the problem as stated above, the investigator has framed the following objectives of the study;

1. To study the effectiveness of video lessons from the Manarkeni App in learning English at middle school level.
2. To find out whether there is any significant difference between pre-test mean values of control and experimental groups.
3. To find out whether there is any significant difference between pre-test and post-test mean values of the control group.
4. To find out whether there is any significant difference between the pre-test and post-test mean values of the experimental group.
5. To find out whether there is any significant difference between the mean values of the post test of the both the control and experimental groups.
6. To find out whether there is any significant difference between the mean values of post-test and retention test of the control group.
7. To find out whether there is any significant difference between the mean values of post-test and retention test of the experimental group.
8. To find out whether there is any significant difference in the pre-test and post test scores of the control group in terms of students
  - i) Gender
  - ii) Locality
9. To find out whether there is any significant difference in the pre-test and post test scores of the experimental group in terms of students
  - i) Gender
  - ii) Locality

10. To find out whether there is any significant difference in the retention test scores of control and experimental group in terms of students'

- i) Gender          ii) Locality

### **1.19 HYPOTHESES OF THE STUDY**

Based on the objectives, the investigator has formulated the following hypotheses of the study:

1. There is no significant difference between pre-test mean values of control and experimental groups.
2. There is no significant difference between pre-test and post-test mean values of the control group.
3. There is no significant difference between the pre-test and post-test mean values of the experimental group.
4. There is no significant difference between the mean values of the post test of the both the control and experimental groups.
5. There is no significant difference between the mean values of post-test and retention test of the control group.
6. There is no significant difference between the mean values of post-test and retention test of the experimental group.
7. There is no significant difference in the pre-test and post test scores of the control group in terms of students'  
i) Gender          ii) Locality
8. There is no significant difference in the pre-test and post test scores of the experimental group in terms of students'  
i) Gender          ii) Locality
9. There is no significant difference in the retention test scores of control and experimental group in terms of students'  
i) Gender          ii) Locality

## **1.20 DELIMITATION OF THE STUDY**

1. The investigation includes only students studying in Class VIII. Students from primary or secondary levels are not included in this research.

2. The study is confined to selected school in Coimbatore District.

3. The study is restricted to selected English Grammar Lesson. The entire syllabus was not covered under this study.

## **1.21 CHAPTER ORGANISATION**

**Chapter I:** Deals with the introduction and the conceptual framework of the present investigation.

**Chapter II:** Deals with the latest review of related literature to the present investigation.

**Chapter III:** Focuses on the methodological approach used for the current investigation

**Chapter IV:** The fourth Chapter consist of Analysis and Interpretation of the data.

**Chapter V:** It consist of Summary and Conclusion

## **1.22 CONCLUSION**

The introductory chapter provides the introduction and the theoretical background of the study. This chapter has been briefed with the research topic and its significance. It has also been elaborated about video-based learning and learning theories related to video lessons. The statement of the problem and title of the study has been substantiated. The operational definitions followed by research objectives and hypotheses have also been framed. The next chapter deals with Review of Related Literature.

## **REVIEW OF RELATED LITERATURE**

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Educational research progresses through the systematic examination of earlier studies and scholarly contributions. A review of related literature provides the intellectual foundation upon which a research study is constructed. It enables the researcher to understand existing knowledge, identify theoretical perspectives, and recognize research gaps that justify the present investigation.

According to John W. Creswell, a literature review helps researchers situate their study within ongoing academic discussions and develop a clear research direction. In contemporary education, technology-integrated learning has gained considerable attention due to its potential to enhance student engagement, comprehension, and retention of knowledge.

The rapid advancement of digital technologies has transformed classroom practices from teacher-centered instruction toward learner-centered environments. Video-based learning platforms, educational applications, and multimedia instructional strategies are increasingly used to support language learning among school students. In English language education particularly, digital tools offer opportunities for visual reinforcement, contextual understanding, and individualized learning experiences.

The present study examining the effectiveness of video lessons through the Manarkeni App in learning English among middle school students requires an examination of earlier research related to Technology integration in education, Video-based learning and Multimedia instruction, Digital applications in language learning, Academic achievement and retention learning, and Student engagement through educational technology.

Thus, this chapter synthesizes relevant theoretical and empirical studies to provide conceptual clarity and scholarly grounding for the research.

## **2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE**

The review of literature serves several important academic and methodological purposes in educational research. The major purposes of reviewing related literature in the present study are as follows:

### **1. To Establish Theoretical Foundation**

The review helps in understanding theories related to multimedia learning, constructivism, and technology-enhanced instruction that support video-based teaching approaches.

### **2. To Understand Previous Research Findings**

Analyzing earlier investigations enables the researcher to examine how digital video lessons influence language acquisition, student motivation, and learning outcomes.

### **3. To Identify Research Gaps**

Although numerous studies discuss educational technology, limited research has focused specifically on structured video lessons delivered through localized educational applications such as the Manarkeni App among middle school learners.

### **4. To Define Research Variables**

The literature assists in clearly identifying:

- Independent Variable — Video lessons through Manarkeni App
- Dependent Variable — Achievement and retention in English learning

### **5. To Support Research Design**

Previous studies guide the selection of:

- Experimental design
- Tools for data collection

- Pre-test, post-test, and retention testing procedures

## **6. To Avoid Duplication of Research**

Reviewing existing studies ensures originality and prevents repetition of already established findings.

## **7. To Develop Hypotheses**

Empirical evidence from earlier research provides logical support for framing research hypotheses.

Hence, the review of literature acts as a bridge connecting theoretical understanding with practical research execution.

### **2.3 REVIEWED STUDIES FOR THE PRESENT STUDY**

In the present study, the investigator made an intensive reviewed of related studies undertaken both in India and abroad, which are related to Effectiveness of video lessons from the Manarkeni app in learning English among the Middle school students. Keeping in view the objectives of the present investigation, the review of literature is presented in chronological order under the following headings:

- Related studies conducted in abroad
- Related studies conducted in India

### **2.4 RELATED STUDIES CONDUCTED IN ABROAD**

**Collamar (2025)** conducted “A comparative study on the effectiveness of TikTok-based grammar lesson videos versus traditional teaching methods in teaching verb tense structures to Grade 12 high school students”. The study involved a sample of 90 students, divided equally between an experimental group that received instruction via short-form TikTok videos and a control group that experienced conventional classroom teaching. Findings indicated that the TikTok-based lessons led to higher engagement, better retention of grammatical rules, and improved performance in post-test assessments compared to traditional methods, highlighting the potential of microlearning platforms in secondary education.

**Abdusalimova (2025)** examined “Strategies for enhancing the effectiveness of fine arts lessons through innovative pedagogical technologies”. The study included 75 secondary school students and applied digital tools such as interactive painting software, video demonstrations, and multimedia art analysis. Results showed that the integration of these technologies significantly improved student creativity, comprehension of artistic concepts, and overall participation in lessons. The study emphasized that technology-mediated instruction could bridge gaps between theoretical art knowledge and practical application, fostering a more engaging learning environment.

**Intorio (2025)** examined the “Use of YouTube video lessons as supplementary materials in a national learning camp context”. The sample comprised 150 students who accessed a series of pre-recorded lessons across various subjects. The study found that video lessons improved both student engagement and achievement, with learners showing higher scores in post-intervention assessments and increased motivation to explore topics independently.

**Glucina and Pleic (2024)** discussed “Digital Educational Content: The Concept of History Interactive Video Lessons in a conceptual study”. The paper reviewed the design and pedagogical principles of interactive video lessons in history education. Although not empirical, the study highlighted that interactive video lessons—featuring quizzes, branching scenarios, and embedded multimedia enhance student engagement, promote active learning, and facilitate retention of historical knowledge.

**Torion and Bacio Jr (2024)** examined the “Development and Evaluation of Video Lessons for the Course Introduction to Computing (ICOM) through Online/Offline Mode”. The study involved 90 undergraduate students who accessed video lessons in both online and offline formats. Findings indicated that the lessons were effective in enhancing conceptual understanding and practical application of computing concepts, with no significant differences between online and offline modes. The study highlighted the flexibility and accessibility of video lessons as tools for higher education instruction.

**Dagnev (2024)** assessed the “Effectiveness of Video Lessons in Learning Specialized Vocabulary in English for Specific Purposes”. The study included 55 university students enrolled in English for specific purposes (ESP) courses. Results showed significant improvements in vocabulary acquisition and application in professional contexts among

students who used video lessons compared to traditional text-based instruction, highlighting the effectiveness of multimedia resources for ESP learning.

**Kutlimuratovich (2024)** examined the “Ways of Enhancing learning effectiveness in music lessons through the integration of innovative technologies”. The study highlighted how digital tools, multimedia content, and interactive learning strategies could improve student engagement and comprehension in music education. The research included a sample of 120 middle school students from various schools in Kazakhstan, and findings indicated a measurable improvement in both theoretical understanding and practical performance when technology-enhanced lessons were implemented.

**Fouche and Nel (2024)** investigated the “Use of recorded video lessons to promote digital inclusion in rural South Africa”. The study focused on bridging the educational gap caused by limited access to qualified teachers and resources. A sample of 85 learners from rural high schools participated in the intervention, where pre-recorded lessons were integrated into their curriculum. Results demonstrated increased content retention and higher engagement among students, particularly in subjects requiring visual demonstration, such as science and mathematics.

**Lo Lacono et al. (2024)** explored the “Effectiveness of an ecomedia literacy environmental education lesson delivered via digital media”. The study involved 90 secondary school students and employed a quasi-experimental design to assess knowledge acquisition and critical thinking skills. Findings suggested that video-based, media-rich lessons significantly enhanced students’ environmental literacy and ability to analyze complex ecological issues compared to traditional lecture-based instruction.

**Cheng et al. (2023)** investigated the “Benefits of Asking Students to Make an Instructional Video of a Multimedia Lesson: Clarifying the Learning-by-Teaching Hypothesis”. The study involved 75 undergraduate students who were tasked with creating instructional videos after attending multimedia lessons. Results showed that students who produced instructional videos exhibited significantly higher comprehension, retention, and ability to explain complex concepts compared to those who only studied the material. The study supported the learning-by-teaching hypothesis, indicating that active video production fosters deeper cognitive processing and reinforces conceptual understanding.

**Insorio and Insorio (2023)** explored the “Effectiveness of Messenger Lectures and Video Lessons as Mathematics Interventions for Modular Distance Learning”. The study involved 60 middle school students during distance learning periods, with the experimental group receiving mathematics instruction via messenger-based video lessons and the control group receiving printed modular content. Results revealed that the video-based intervention led to higher problem-solving accuracy and greater student engagement, indicating that integrating multimedia lessons into modular instruction supports effective remote learning.

**Wang et al. (2023)** investigated the “Benefits of Prompting Students to Generate Summaries during Pauses in Segmented Multimedia Lessons”. The study involved 80 undergraduate students, divided into groups that either generated summaries at segment pauses or only watched the videos. Findings demonstrated that prompting learners to summarize significantly enhanced comprehension, retention, and transfer of knowledge, supporting active learning strategies in video-based instruction.

**Insorio et al. (2023)** examined “Video Lessons as Mathematics Supplementary Learning Materials for Struggling Students in Online Distance Learning”. The study included 70 students identified as having difficulty with mathematics. Results indicated that video lessons significantly improved problem-solving skills and conceptual understanding compared to conventional online materials, emphasizing the value of supplementary videos for targeted learner support.

**Sagge and Segura (2023)** explored “Designing and Developing Video Lessons in Mathematics Using Code-Switching through a design-based research approach”. The study involved 60 secondary school students who received mathematics instruction in mixed-language video lessons. Findings revealed improved comprehension and reduced language barriers, suggesting that strategic code-switching in video content can enhance learning outcomes for bilingual or multilingual classrooms.

**Perez (2023)** investigated the “Impact of pre-recorded video lessons on mathematics achievement among eighth-grade students”. The study used a sample of 100 students divided into experimental and control groups. The experimental group received lessons via pre-recorded videos, while the control group followed standard classroom instruction. Results showed a statistically significant improvement in problem-solving skills and overall achievement for the video lesson group.

**Gratela and Janer (2022)** examined the “Effectiveness of Video Lessons in Improving the Numeracy Level of Grade 7 Students Amidst the Pandemic”. using a sample of 80 students, the quasi-experimental study divided participants into an experimental group receiving video lessons and a control group following standard classroom methods. Findings revealed that video lessons significantly improved students’ numeracy skills, particularly in computation and problem-solving tasks. The research highlighted the value of video lessons in maintaining instructional continuity and learner engagement during periods of remote learning.

**Aram et al. (2022)** studied the “Effectiveness of Teaching English-Language Lessons Using Study Strategies by Producing Video Content on Students’ Academic Enthusiasm and Vitality”. The research involved 80 high school students, using an experimental design in which students created their own video content as a learning strategy. Results demonstrated significant improvements in both academic enthusiasm and vitality, suggesting that active video production encourages engagement, motivation, and deeper understanding of language content.

**Escandor (2022)** evaluated the “Effectiveness of video-based lessons during the COVID-19 pandemic”. The study involved 110 students who accessed digital video lessons to supplement disrupted classroom instruction. The research concluded that video-based lessons facilitated continuity in learning, improved conceptual understanding, and offered a flexible learning environment that supported diverse student needs during remote instruction.

**Beltran (2021)** investigated the “Effectiveness of Modular and Video Lessons in Mathematics on the Performance of Grade 5 Pupils”. The study involved 60 grade 5 pupils divided equally into two groups: one receiving video-based lessons and the other following modular instruction. Results indicated that pupils exposed to video lessons performed significantly better in mathematics assessments compared to those using traditional modules. The study concluded that video lessons enhance conceptual understanding, engagement, and problem-solving skills in primary-level mathematics education.

**Maningo (2021)** investigated the “Effectiveness of Modular and Video Lessons on the Performance of Grade 3–4 Pupils in English”. The study involved 60 pupils, divided equally into experimental and control groups. The experimental group received video lessons alongside modular instruction, while the control group followed only modular instruction. Findings revealed that pupils exposed to video lessons demonstrated higher comprehension,

engagement, and performance in English assessments, indicating the potential of video lessons to enhance language learning outcomes at the primary level.

**Nuqui (2021)** examined the “Effectiveness of Audio-Video Lessons in Improving the Performance of Grade III Pupils in English”. The study employed a sample of 50 pupils, using a quasi-experimental design with pre-test and post-test measures. Results indicated that audio-video lessons significantly improved reading fluency, vocabulary acquisition, and sentence construction skills among the experimental group compared to the control group. The study concluded that multimodal video instruction is particularly effective in improving foundational English language skills for young learners.

**Pande et al. (2021)** examined the “Long-Term Effectiveness of Immersive VR Simulations in Undergraduate Science Learning: Lessons from a Media-Comparison Study”. The study included 90 undergraduate students who experienced either immersive VR simulations or conventional video-based instruction. Results indicated that immersive VR led to higher retention and conceptual understanding over time, highlighting the advantages of interactive, media-rich learning for complex subject matter.

**Laurente (2021)** examined the “Effectiveness of the Marungko Approach in Teaching Through Video Lessons on the Reading Performance of Grade 1 Pupils”. The study included 50 Grade 1 pupils in a quasi-experimental design, with the experimental group receiving video lessons employing the Marungko Approach and the control group receiving conventional instruction. Findings demonstrated improved reading fluency, comprehension, and word recognition in the experimental group, highlighting that structured video-based pedagogy enhances literacy development in early primary education.

**Cheung (2021)** explored “Synchronous Online Teaching in EFL Primary Students to determine whether it facilitated meaningful interaction during online English lessons”. Using a sample of 60 primary students, the study employed classroom observation and interaction analysis. Results revealed that while synchronous lessons allowed real-time engagement, challenges such as limited student participation and technical disruptions affected learning outcomes. The study emphasized the importance of structuring interactive online lessons to maximize student involvement and language practice.

**Nguyen (2021)** studied the “Positive Effects of Video-Based Projects on Communicative English Grammar Lessons”. Using a sample of 50 middle school students, the

experimental group produced video projects demonstrating grammar usage, while the control group received standard instruction. Findings revealed improvements in both grammar accuracy and communication skills for students engaged in video-based projects, indicating that active video production enhances engagement and applied learning.

**Panayiotou et al. (2021)** focused on “Conceptualizing and evaluating teaching quality using generic frameworks”. The study adopted a conceptual and analytical research approach rather than an experimental or survey method. No direct participants such as students or teachers were selected as a sample, since the research was primarily based on secondary data analysis. The researchers examined and compared various established international teaching-quality frameworks and previous empirical studies to identify common dimensions of effective teaching. Using document analysis as the methodological approach, the study synthesized existing research evidence to develop a clearer understanding of teaching quality and proposed directions for improving instructional evaluation practices. The findings emphasized that effective teaching quality can be understood through integrated frameworks that combine instructional practices, classroom processes, and learning outcomes.

**Mayer et al. (2020)** explored strategies to enhance the “Effectiveness of instructional videos in their article *Five Ways to Increase the Effectiveness of Instructional Video*”. The study reviewed existing experimental research rather than collecting new empirical data, synthesizing findings from multiple studies involving sample sizes ranging from 30 to 200 participants per study. The authors identified five key approaches to improve learning outcomes: signaling important information, segmenting content, aligning narration with visuals, fostering active processing, and reducing extraneous material. The synthesis highlighted that well-designed instructional videos, incorporating cognitive principles, significantly enhance learner understanding, engagement, and long-term retention of information.

**Rubbi et al. (2020)** explored the “Effectiveness of a Video Lesson for the Correct Use in an Emergency of the Automated External Defibrillator (AED)”. The study involved 50 participants in a controlled experimental setup, comparing traditional instruction with video-based training on AED use. Results demonstrated that participants trained via video lessons showed higher accuracy and confidence in performing emergency procedures. The study emphasized that video-based instruction is an effective tool for skills training in critical, real-life applications, supporting both knowledge acquisition and procedural competence.

**Fiorella et al. (2020)** investigated “Fostering Generative Learning from Video Lessons: Benefits of Instructor-Generated Drawings and Learner-Generated Explanations”. The study included 100 undergraduate participants who viewed videos with either static slides or instructor-generated drawings and then produced explanations. Results indicated that learner-generated explanations significantly increased comprehension and retention, highlighting the effectiveness of combining visual representation with active cognitive engagement.

**Hanif (2020)** studied the “Development and effectiveness of motion graphic animation videos to improve primary school students’ science learning outcomes”. A sample of 60 students participated in the study, which used pre- and post-tests to measure learning gains. The findings revealed that animated video lessons significantly enhanced students’ understanding of complex scientific concepts and increased retention compared to conventional teaching methods.

## **2.5. RELATED STUDIES CONDUCTED IN INDIA**

**Sharma and Singh (2026)** conducted a study to examine the “Effectiveness of video-based instruction in improving English language learning among middle school students”. The objective of the study was to analyze the impact of multimedia video lessons on students’ comprehension, vocabulary acquisition, and classroom engagement. The sample consisted of 120 middle school students selected from government schools in Delhi using random sampling technique, with 60 students in the experimental group and 60 students in the control group. The researcher adopted an experimental research design employing pre-test and post-test methods. Video lessons integrated with audio-visual explanations were used for the experimental group, whereas traditional teaching methods were followed for the control group. The results indicated a significant improvement in English achievement scores and learning motivation among students exposed to video lessons, confirming the effectiveness of technology-supported instruction.

**Patel and Verma (2026)** explored the “Effectiveness of technology-integrated teaching strategies in promoting student engagement and academic achievement”. The objective of the study was to analyze how digital tools, including educational videos, influence students’ participation and learning outcomes. The sample consisted of 150 middle school students from Gujarat state schools selected through cluster sampling. A mixed-method

research design combining surveys, classroom observation, and achievement testing was employed. Teachers incorporated video lessons and digital resources into regular classroom instruction for eight weeks. The findings revealed increased student interaction, improved understanding of language concepts, and enhanced learner motivation, demonstrating that technology-supported teaching contributes positively to English language learning.

**Ramesh and Priya (2025)** investigated the role of digital learning applications in enhancing English achievement among middle school students studying in Tamil Nadu government schools. The objective of the study was to evaluate how app-based learning influences students' academic performance and interest in English learning. The sample comprised 80 students from two government middle schools selected through purposive sampling, including 40 students in experimental and 40 students in control groups. An experimental method with achievement tests and observation schedules was employed. Students in the experimental group learned English through mobile learning applications and video lessons, while the control group received conventional classroom instruction. The findings revealed that students using digital applications demonstrated better comprehension, higher participation levels, and improved academic performance compared to the control group.

**Suresh (2023)** conducted a study titled “Effectiveness of Video Lessons Using Mobile Learning Technology to examine how mobile-based video lessons influenced students learning outcomes”. The research involved a sample of 120 undergraduate students, divided into experimental and control groups. The experimental group received instruction through mobile video lessons, while the control group followed traditional classroom teaching. Findings indicated that students exposed to video lessons demonstrated significantly higher engagement, comprehension, and retention compared to the control group. The study emphasized that mobile learning technology could enhance individualized learning experiences and improve academic performance, particularly when videos are designed following multimedia learning principles.

**Prakash (2023)** examined the “Effectiveness of Blended Learning Approach in Teaching English at Secondary School Level”. The study included a sample of 100 secondary school students, with the experimental group receiving a blended learning approach combining online modules and face-to-face instruction, and the control group receiving only traditional classroom teaching. Findings indicated that the blended learning approach significantly

improved students' overall English proficiency, especially in reading comprehension, vocabulary, and writing skills. The study highlighted that integrating technology with traditional pedagogy can create a more flexible, engaging, and effective learning environment.

**Manoharan (2022)** conducted a study titled “Digital Learning Applications and Academic Achievement in English among Government School Students”, focusing on the impact of digital learning tools on middle school students' English performance. The study employed a sample of 80 students from government schools, divided into an experimental group using digital learning applications and a control group following conventional instruction. Results indicated a significant improvement in the experimental group's academic achievement, particularly in reading comprehension and vocabulary acquisition. The study highlighted that interactive digital applications could foster self-paced learning and enhance students' engagement and understanding of English concepts.

**Nirmala (2022)** investigated “E-Learning Strategies and Academic Achievement in English among Government School Students”. The study involved a sample of 90 students, with an experimental group implementing e-learning strategies such as online quizzes, interactive modules, and video tutorials, while the control group followed traditional teaching methods. Results showed that the experimental group demonstrated higher academic achievement in English, particularly in comprehension and application of grammatical rules. The research concluded that e-learning strategies promote student-centered learning and enhance both motivation and performance in language learning contexts.

**Ferdiansyah (2022)** conducted a study on the “Effectiveness of Using Video Tutorials in PJOK Lessons During the Covid-19 Pandemic”. The study included 60 middle school students who received video tutorial instruction for physical education and health (PJOK). Findings revealed improved student engagement, motivation, and performance in physical exercises compared to traditional instruction, emphasizing the utility of video tutorials in maintaining learning continuity during remote instruction periods.

**Fazil et al. (2022)** explored the “Effectiveness of Visual Lessons on YouTube During Lockdown in the 2nd Wave of Covid-19 for Children with Intellectual Disabilities Studying in Child Welfare Centers, as Perceived by Their Parents”. The study employed a sample of 40 children and their parents, using a survey and observational measures. Results indicated that visual lessons significantly supported learning engagement and comprehension, even for

children with intellectual disabilities, with parents reporting improved participation and interest. The study concluded that video-based instruction is a valuable tool for inclusive education under remote learning constraints.

**Priya (2021)** investigated the “Effectiveness of Video-Based Instruction in Learning English Grammar at Middle School Level” using a sample of 60 eighth-grade students in India. The study employed a quasi-experimental design, with students divided into an experimental group receiving video-based grammar instruction and a control group receiving traditional teaching. Results demonstrated that the experimental group outperformed the control group in post-test assessments, showing higher levels of accuracy in grammar exercises and increased interest in learning English. The study concluded that video-based instruction is an effective pedagogical tool for middle school learners, supporting both conceptual understanding and skill acquisition in language learning.

**Senthil Kumar (2021)** explored the “Effectiveness of Digital Video Lessons in Enhancing English Language Skills at Middle School Level”. A total of 70 students participated in this quasi-experimental study, with the experimental group receiving instruction through digital video lessons and the control group receiving standard classroom teaching. The findings revealed that students exposed to digital video lessons showed notable improvements in listening, speaking, and grammar skills. The study emphasized that video-based instruction could provide a multimodal learning experience, facilitating better retention and active participation among middle school learners.

**Beltran (2021)** investigated the “Effectiveness of Modular and Video Lessons in Mathematics on the Performance of Grade 5 Pupils”. The study involved 60 grade 5 pupils divided equally into two groups: one receiving video-based lessons and the other following modular instruction. Results indicated that pupils exposed to video lessons performed significantly better in mathematics assessments compared to those using traditional modules. The study concluded that video lessons enhance conceptual understanding, engagement, and problem-solving skills in primary-level mathematics education.

## **2.6 RESEARCH GAP IDENTIFIED**

A review of the related literature reveals several gaps in the existing research

- Lack of studies focusing specifically on the effectiveness of video lessons from the Manarkeni App in improving English grammar achievement among middle school students.
- Limited studies focusing on regional educational applications designed for school curriculum learning.
- Insufficient research examining retention learning along with achievement outcomes.
- Few experimental studies conducted among middle school English learners in specific district contexts.
- Need for empirical evidence regarding structured video lessons integrated within classroom teaching.

The present study attempts to address these gaps by investigating the effectiveness of video lessons from the Manarkeni App in learning English among middle school students in Coimbatore district.

## **2.7 CONCLUSION OF THE LITERATURE REVIEW**

This Chapter gave an outlook of the related Literature study reviewed by the investigator in pursue of research. The following chapter deals with Methodology.

## **METHODOLOGY**

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

“Research is formalized curiosity. It is poking and prying with a purpose”

– Zora Neale Hurston

Research methodology plays a vital role in determining the credibility and validity of any educational investigation. It provides a systematic framework through which the researcher plans, organizes, and executes the study in order to achieve the stated objectives. A well-structured methodology ensures that the research findings are reliable, accurate, and meaningful.

The present study focuses on examining the effectiveness of video lessons from the Manarkeni App in learning English among middle school students in Coimbatore district. With the increasing integration of educational technology in classroom instruction, it becomes essential to evaluate how digital learning tools influence students’ academic achievement and retention of knowledge.

This chapter presents a detailed account of the research design, population, sample, sampling technique, tools, construction of the achievement test, experimental procedure, methods of data collection, statistical techniques used for analysis, ethical considerations, and summary of the methodology adopted for the study.

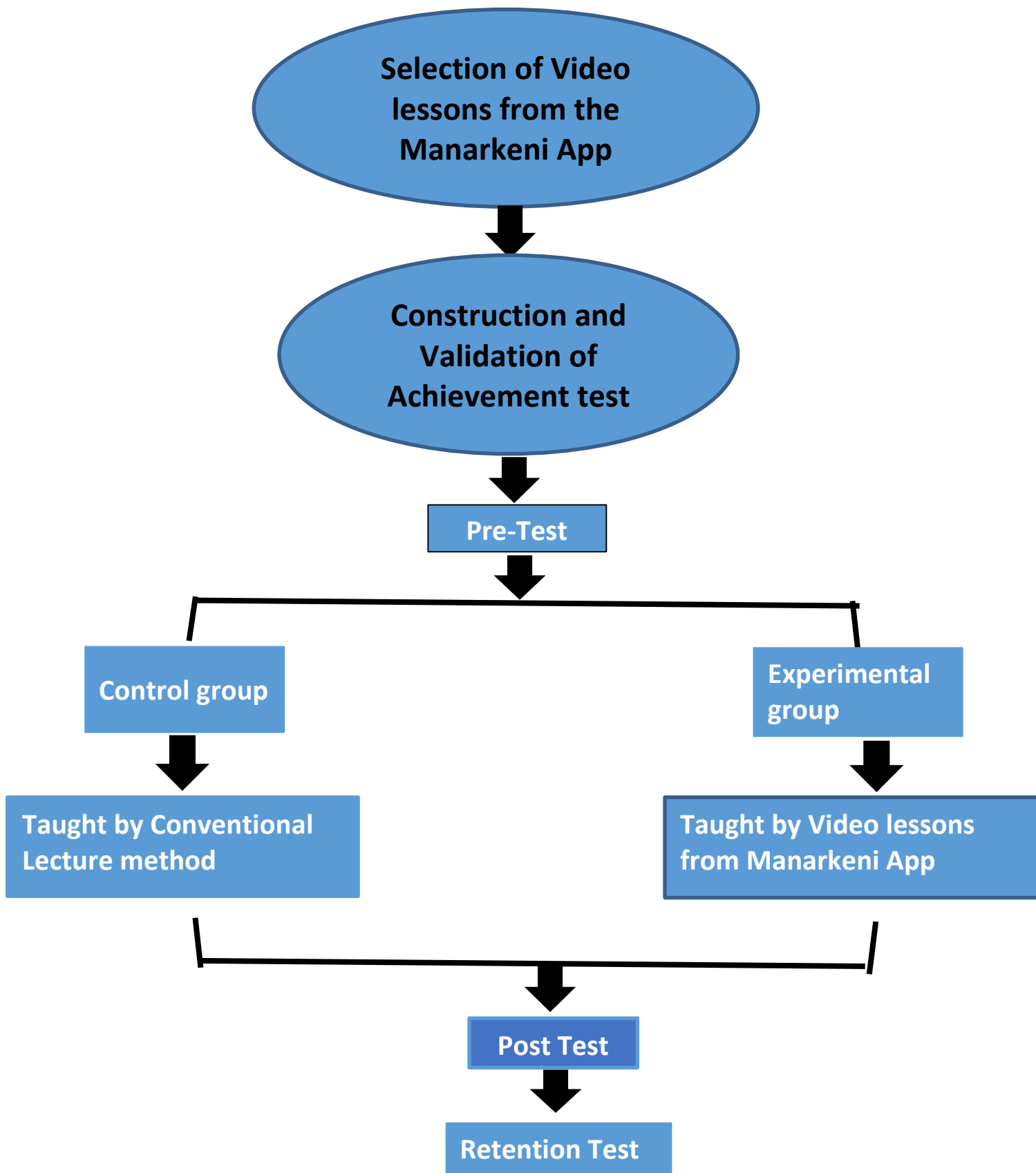
#### **3.2 METHOD ADOPTED**

Experimental method of research was adopted for the present study. In the research context, Experimental method is a scientific method; provide more accurate, reliable and precise results. Experimental research is the description and analysis of what will be or what will occur, under carefully controlled conditions (John.W. Best 1977).

The pretest, post test, parallel group design is followed for this study. Two groups involved in this study namely experimental and control group. These groups were equated as nearly as possible. The experimental group was taught by Video lessons from the Manarkeni App and the control group taught by Conventional lecture method.

### 3.3 DESIGN OF THE STUDY

Figure 3.1. Design of the Study



The investigator adopted an experimental research design to study the effectiveness of video lessons on students' achievement in English. Experimental research is considered one of the most appropriate methods for determining cause-and-effect relationships between variables. It enables the researcher to observe changes in the dependent variable as a result of manipulation of the independent variable under controlled conditions.

In the present study, parallel group pre-test post-test design was employed. Initially, students' baseline level of achievement in English was assessed through the administration of a pre-test. Following this, the experimental group was exposed to video lessons through the Manarkeni App and the conventional lecture method was taught to the control group. At the end of the intervention, a post-test was administered to measure immediate learning outcomes. The retention test was administered after 10 days gap.

### **3.4 VARIABLES OF THE PRESENT STUDY**

Variables are the key elements that influence the outcome of any experimental research. The present study involved the following variables:

Independent variable – Video lessons from the Manarkeni App

Dependent Variable – English Learning achievement

#### **3.4.1 BACKGROUND VARIABLES**

In the present study the researcher has taken the following background variables;

1. Gender (Male and Female)
2. Locality (Rural and Urban)

### **3.5 POPULATION OF THE STUDY**

In the present study, the population consisted of all the middle school students of 8<sup>th</sup> standard. This was the population, to which the researcher wanted to generalize the results of the present study.

### 3.6 SAMPLE

A sample is a smaller representation of the population selected for detailed investigation. For the present study, 40 students of eighth standard were selected from Corporation Middle School, Kottai, in Coimbatore district as the sample. The sample was drawn using the Purposive sampling technique. Further, the selected students were classified into two groups, the control group (20) and the experimental group (20). The selected students were relatively homogeneous in terms of age group and academic level, ensuring comparability in learning outcomes.

#### 3.6.1 SAMPLING FRAME

In this sub section, samples based on gender and locality are presented

**Table 3.1 Sample Based on Gender**

S. No.	Group	Male	Female	Total
1	Control	15	5	20
2	Experimental	15	5	20

**Table 3.2 Sample Based on Locality**

S.No.	Group	Rural	Urban	Total
1	Control	7	13	20
2	Experimental	6	14	20

### 3.7 TOOLS USED FOR THE PRESENT STUDY

Each and every type of investigation needs definite tool to collect the data. The success of an investigation depends upon the right selection of the tools. The following tools were used for the present study.

1. Instructional Material: Video lessons from the Manarkeni App
2. Achievement test in English (Constructed by the investigator)

#### 3.7.1 Instructional Material: Video lessons from the Manarkeni App

Tamil Nadu School Education Department has launched an app called ‘Manarkeni’. This app has videos in English and Tamil based on concepts from the Tamil Nadu State Board Syllabus across all classes. This have been created by the State Council for Educational Research and Training (SCERT). The researcher acknowledges the School Education Department, Tamil Nadu, for the use of the Manarkeni App for this research. This initiative aims to encourage students to understand concepts better and promote critical thinking. There were five video lessons on English grammar for eighth standard available in the Manarkeni App. The researcher have taken that the topics are as follows

**Table 3.3 Timings of the Videos from the Manarkeni App**

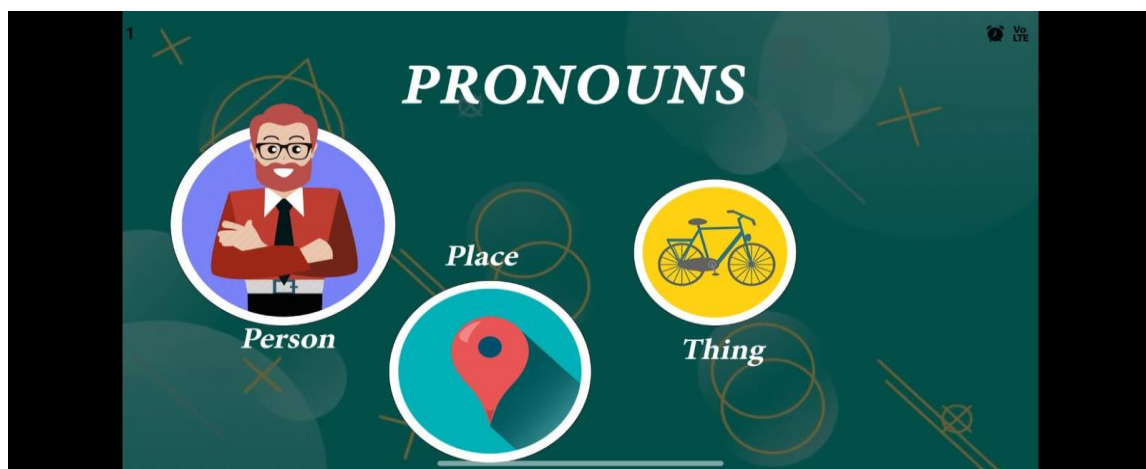
<b>S.No</b>	<b>Topics</b>	<b>Duration (Minutes)</b>
1	Noun	5.26
2	Common Noun and Proper Noun	5.11
3	Pronoun	5.27
4	Articles	6.17
5	Verb	3.54

## APPARATUS USED IN THE STUDY

The researcher used an LCD projector in the computer lab to show the downloaded video lessons from the Manarkeni App. Speakers were also used during the study. An English learning achievement test was used to measure the effectiveness of video lessons from the Manarkeni App in improving English learning among middle school students.

## SCREENSHOT OF VIDEOLESSONS FROM MANARKENI APP

Figure 3.2. Screenshot of the Video Lessons from the Manarkeni App



### **3.7.2 ACHIEVEMENT TEST IN ENGLISH**

Achievement test is a consistent test framed to measure knowledge and skills acquired in a given grade level, typically through pre-meditated instruction, such as classroom instruction or training. Merrill (1994) stated that academic achievement is usually measured by achievement tests. Therefore, this study used learning performance point out by achievement test scores as a main factor to assess learning effectiveness.

The investigator identified the learning objectives based on the prescribed English grammar syllabus for eighth standard. These objectives focused on developing students' knowledge, understanding, and application of grammatical concepts. After that, a detailed blueprint was prepared to ensure balanced representation of all grammar topics and cognitive domains. Initial draft was framed with care to ensure clarity, appropriateness and relevance to the learners' level. All items were objective in nature. Experts' opinions were obtained to establish content validity. The researcher allocated one mark for every right answer and zero mark for every wrong answer in the achievement test consists of 30 questions. The pilot study was conducted by the researcher to establish the reliability of the tool. Before experimentation, the achievement test was used to pilot sample comprising of 10 students who were not members of the study sample. Then, pilot sample responses have been scored. Based on the pilot study the feasibility constraints are identified and are carefully considered while finishing the tool. The achievement test was framed on the basis of the objectives and items from the 8<sup>th</sup> standard English textbook published by Department of School Education, Government of Tamilnadu. The same question paper was administered for the pre-test, post-test, and retention test. The copy of final draft of the achievement test is appended in the appendix-I and the structure of test items in the final draft of achievement test is presented in the table no:3.4

**Table 3.4 Structure of test items**

<b>S. No.</b>	<b>Test Items</b>	<b>No. of Questions</b>	<b>Marks</b>
1	Choose	6	6
2	Circle the noun from the Sentence	2	2
3	Find the odd one out	2	2
4	Make a sentence	2	2
5	Fill in the blanks using Articles	2	2
6	Fill in the blanks using Verbs	2	2
7	Write the Proper noun for the following	3	3
8	Fill in the blanks using Noun	3	3
9	Write whether the underlined word is a Common Noun or Proper Noun	3	3
<b>Total</b>		<b>25</b>	<b>25</b>

### **3.8 EXPERIMENTATION**

After finalizing the tool, with the guidance of the research supervisor the investigator began the treatment. The investigator met the headmaster of the study school to pursue their support for the execution of the experimental study. The investigator also gathered the time table of the school for planning the experimentation. The students were instructed to follow the rules and regulations for writing the achievement test. The experimentation was carried out in in four major phases

#### **Phase I – Pre-test**

The administration of the pre test aims at assessing the entry level behaviour of the learner. A pre test was administered to both control and experimental groups. Achievement test

for 25 marks was administered to all the 40 students before the experimentation. The pre test scores were converted into percentage.

## Phase II – Implementation of Video Lessons

Figure 3.3. Intervention



Control group students were taught by conventional lecture method. The experimental group students were taught selected English lessons using video content from the Manarkeni App over a fixed instructional period. The lessons included visual explanations, interactive elements, and audio support to facilitate better comprehension.

There were Five videos which contained the topics such as Noun, Common and Proper Noun, Pronoun, Articles and Verbs. Each videos were played regularly for the students. The researcher also gave a recap before and after the class. It took 45 minutes for the researcher to complete a session. The students were also very active during the class. Treatment was given for one and half weeks.

### **Phase III – Post-test**

To find out the terminal behaviour of the students the post test was conducted. The post test was administered to both control and experimental groups after the treatment. The duration of the post test was forty five minutes

### **Phase IV – Retention Test**

The Retention test was conducted after 10 days from the Post test. The researcher administered a retention test for both control and experimental group to ascertain the retention level of the learners. The same procedure adopted for the pre and post test were followed by the investigator for the retention test.

## **3.9 METHOD OF DATA COLLECTION**

Data were collected through direct administration of the tests under standardized classroom conditions. The investigator ensured that all students received uniform instructions and adequate time to complete the tests.

Answer scripts were carefully evaluated, and scores were recorded systematically. These scores formed the primary data for statistical analysis.

## **3.10 STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS**

Appropriate statistical techniques were used to analyse and interpret the collected data. These included:

- Mean to determine average performance
- Standard Deviation to measure variability in scores
- ‘t’ test to compare pre-test, post-test, and retention test scores
- Graphical representation for clear visualization of results

These statistical measures helped in testing the hypotheses and drawing valid conclusions regarding the effectiveness of video lessons from the Manarkeni App.

### **3.11 TABULATION OF THE RESPONSES**

Personal data were collected and the responses were scored as the norms established. The responded items were scored based on the scoring key. The data were then fed into the computer and stored in a computer disc for statistical analysis. The data were analysed with the help of an SPSS software package.

### **3.12 ETHICAL CONSIDERATIONS**

Ethical principles were strictly followed during the conduct of the study. Prior permission was obtained from school authorities and concerned teachers. Students were informed about the purpose of the research, and their participation was voluntary.

Confidentiality of student data was maintained, and the study was conducted without causing disruption to regular academic activities.

### **3.13 CONCLUSION**

This chapter presented a comprehensive description of the methodology adopted for the study. It included details regarding research design, variables, population, sample, tools, construction and standardization of the achievement test, experimental procedure, statistical techniques, and ethical considerations.

The systematic methodological approach ensured that the investigation was conducted in a scientific and reliable manner, thereby enabling the researcher to examine the effectiveness of video lessons from the Manarkeni App in learning English among middle school students in Coimbatore district.

## **ANALYSIS AND INTERPRETATION**

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

“The goal is to turn data into information, and information into insight.”

– **Carly Fiorina**

#### **4.1 INTRODUCTION**

The present chapter deals with the systematic analysis and interpretation of data collected to examine the Effectiveness of the Manarkeni app in facilitating English learning among Middle School Students in Coimbatore District. Analysis and interpretation constitute an essential stage of research, as they convert raw data into meaningful information that supports valid conclusions and educational decision-making (Fiorina, 2011).

Data for the study were collected through a structured assessment framework consisting of pre-test, post-test, and retention-test administered to Eighth-grade students. The pre-test measured students’ baseline level of English language proficiency before exposure to the Manarkeni app. The post-test assessed the learning gains achieved immediately after the intervention, while the retention-test evaluated the extent to which students retained the acquired knowledge after a period of time. This three-phase evaluation enabled a comprehensive understanding of both immediate learning outcomes and long-term retention of knowledge.

The analysis presented in this chapter includes both descriptive and comparative approaches. Descriptive analysis summarizes students’ performance using statistical measures such as mean scores, standard deviations and ‘t’ score. Tables and graphical representations are used to present the data clearly and to help identify patterns of improvement. Comparative analysis examines differences between pre-test, post-test, and retention-test scores to determine the Effectiveness of the Manarkeni app in Learning English among Middle School Students.

The Findings are interpreted in relation to the objectives of the study, focusing on improvement in learning English, the influence of interactive digital learning on student engagement, and the sustainability of learning outcomes over time. The chapter is organized into two major sections: descriptive analysis of test scores and comparative analysis of learning progress.

Through systematic analysis, this chapter highlights the pedagogical significance of integrating digital learning tools into classroom instruction. The findings provide evidence regarding the effectiveness of the Manarkeni app in supporting English language learning and offer useful insights for teachers, curriculum planners, and researchers interested in technology-assisted education. Overall, the chapter demonstrates how data-driven analysis contributes to understanding the role of digital applications in improving learning outcomes among middle school students.

## **4.2 DESCRIPTIVE ANALYSIS**

Descriptive analysis was carried out to obtain a clear understanding of students' achievement levels at different stages of the experiment. It provided an overall picture of learners' performance before and after the instructional intervention without testing statistical significance. Measures such as mean and standard deviation were used to summarize the data meaningfully. The pre-test scores of both the experimental and control groups were analyzed first to determine the initial level of English learning achievement. The results indicated that both groups possessed nearly similar levels of English proficiency before the introduction of the Manarkeni App video lessons. The mean scores of the two groups showed only minimal variation, suggesting that the students were academically comparable at the beginning of the study. This similarity ensured that any improvement observed later could be attributed to the instructional treatment rather than pre-existing differences.

Following the intervention period, the post-test scores were analyzed descriptively. The experimental group, which received instruction through video lessons from the Manarkeni App, demonstrated a noticeable increase in mean achievement scores. Students appeared to show better understanding of English Grammar concepts, improved vocabulary usage, and enhanced comprehension skills. The visual and auditory features of video lessons seemed to support learning by making abstract language concepts more concrete and engaging. Although the control group also showed some improvement after traditional classroom instruction, the magnitude of progress was comparatively lower than that of the experimental group. The reduced variation among experimental group scores further indicated that video lessons benefited students across different ability levels.

A retention test was conducted after a time gap of ten days to examine the sustainability of learning. The descriptive findings revealed that students exposed to video-based learning retained English Grammar Concepts more effectively than those taught through conventional

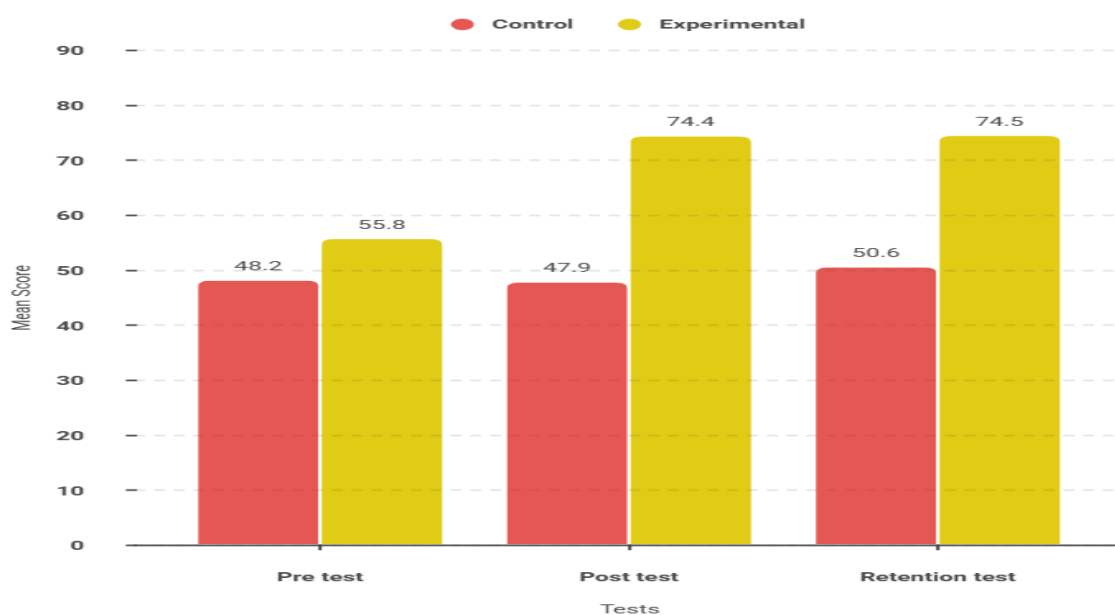
methods. The experimental group maintained higher mean scores, suggesting that multimedia learning experiences strengthened memory and reinforced understanding. Visual demonstrations, repeated exposure, and contextual explanations provided through video lessons appeared to support long-term learning retention.

Overall, the descriptive analysis indicated that the use of Manarkeni App video lessons resulted in higher achievement and stronger retention among Middle School students.

**Table 4.1 Descriptive details of Pre test, Post test and Retention test**

Group	Descriptive detail	Pre Test	Post Test	Retention Test
Control	N	20	20	20
	Mean	48.20	47.85	50.60
	Sd	13.20	12.67	12.87
Experimental	N	20	20	20
	Mean	55.75	74.40	74.50
	Sd	13.03	15.27	14.11

**Figure 4.1 Descriptive details of Pre test, Post test and Retention test**



### 4.3 DIFFERENTIAL ANALYSIS

**Hypothesis 1:** There is no significant difference between pre-test scores of Control and Experimental groups.

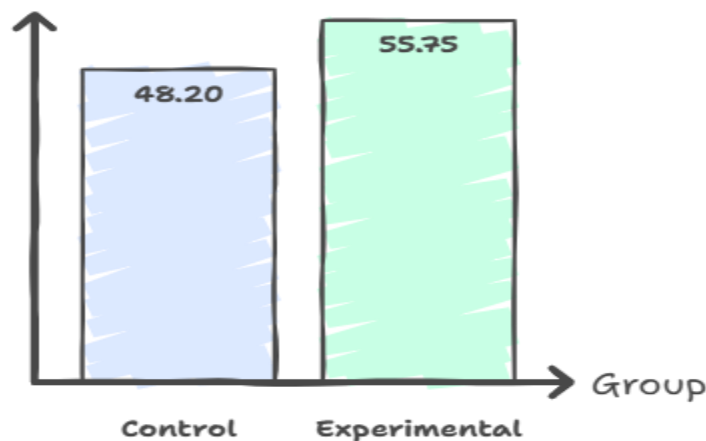
**Table 4.2 Significant difference between pre-test scores of Control and Experimental groups**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Pre test	20	48.20	13.20	7.55	1.8203	NS
Experimental	Pre test	20	55.75	13.03			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the mean score for the pre-test of the control group is 48.20 and that of the experimental group is 55.75 with S.D. 13.20 and 13.03 respectively. The mean difference is obtained as 7.55. The calculated t-value is 1.8203 is lower than the table value 1.96 at 0.05 level of significance. Therefore, the stated hypothesis is accepted. Hence, it is concluded that there is no significant difference between the control and experimental group in pre test scores.

**Figure 4.2 Significant difference between pre-test scores of Control and Experimental groups**



**Hypotheses 2:** There is no significant difference between pre-test and post-test scores of the control group.

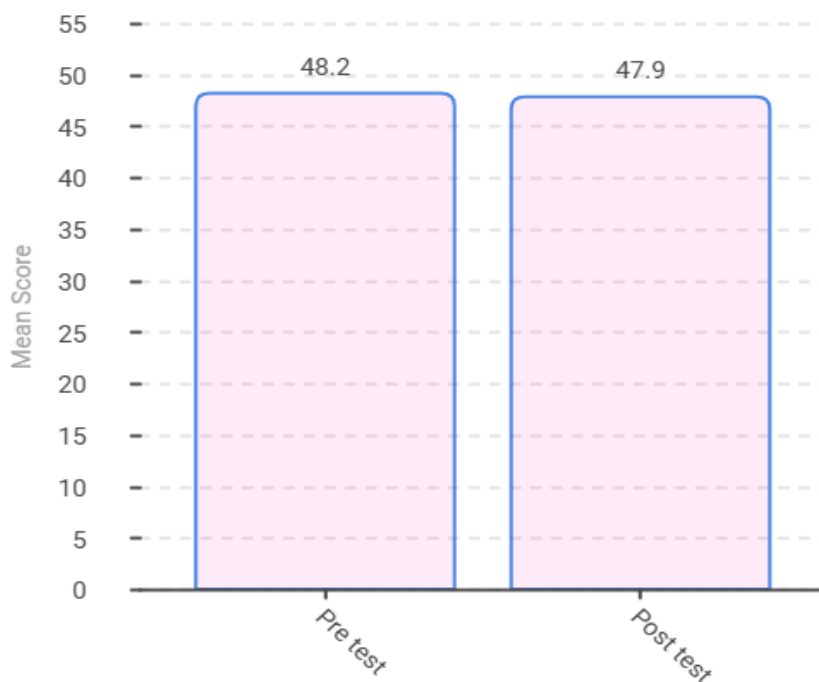
**Table 4.3 Difference between Pre test and Post test scores of the control group**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Pre test	20	48.20	13.20	0.35	0.9323	NS
	Post test	20	47.85	12.67			

(At 5% level of significance, the table value of 't' is 1.96)

The pre-test mean score is found to be 48.20 for the control group (N=20) with a standard deviation 13.20. For the control group (N=20), post-test score mean is 47.85 and the standard deviation is 12.67. The mean difference is obtained as 0.35. The calculated t-value 0.9323 is lesser than the table value 1.96 at 0.05 level of significance. Therefore, the stated hypothesis is accepted. It is concluded that there is no significant difference between pretest and post-test scores of the control group. The significance of difference between pre-test and post-test scores are furnished in Table 4.3.

**Figure 4.3 Difference between Pre test and Post test scores of the control group**



**Hypothesis 3:** There is no significant difference between the pre-test and post-test scores of the experimental group.

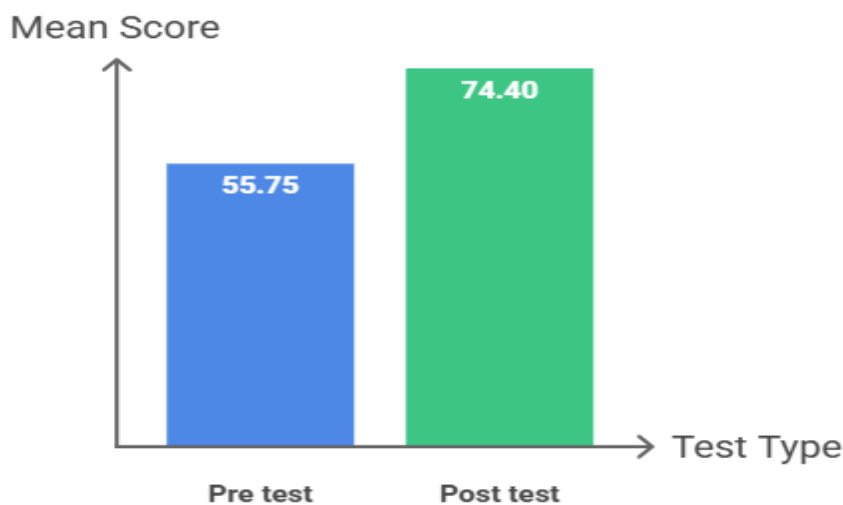
**Table 4.4 Difference between the Pre test and Post test scores of the Experimental group**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Experimental	Pre test	20	55.75	13.03	18.65	4.1554	S
	Post test	20	74.40	15.27			

(At 5% level of significance, the table value of 't' is 1.96)

As presented in the table no.4.4 and figure no.4.4 the pre-test mean score is found to be 55.75 for the experimental group (N=20) with a standard deviation 13.03 For the experimental group (N=20), post-test score mean is 74.40 and the standard deviation is 15.27. The mean difference is obtained as 18.65. The calculated t-value is 4.1554 is greater than the table value 1.96 at 0.05 level of significance. Therefore, the stated hypothesis is rejected. It is concluded that there is significant difference between pretest and post-test scores of the experimental group.

**Figure 4.4 Difference between the Pre test and Post test scores of the Experimental group**



**Hypothesis 4:** There is no significant difference between the post test scores of control and experimental groups.

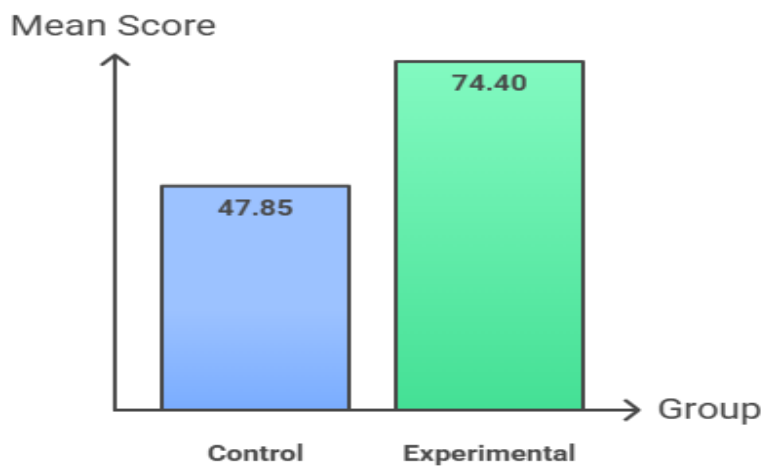
**Table 4.5 Difference between the Post test scores of Control and Experimental Groups**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Post test	20	55.75	13.03	18.65	4.1554	S
Experimental	Post test	20	74.40	15.27			

(At 5% level of significance, the table value of 't' is 1.96)

The post-test mean score is found to be 47.85 for the control group (N=20) with a standard deviation 12.67. For the experimental group (N=20), post-test mean score is 74.40 and the standard deviation is 15.27. The mean difference is obtained as 26.55. The calculated t-value 5.9853 is greater than the table value 1.96 at 0.05 level of significance. Therefore, the stated hypothesis is rejected. It is concluded that there is a significant difference between the post-test scores of control and experimental groups. The significance difference between post-test scores of control and experimental groups are furnished in the table no.4.5 and figure 4.5.

**Figure 4.5 Difference between the Post test scores of Control and Experimental Groups**



**Hypothesis 5:** There is no significant difference between the mean values of post-test and retention test of the control group.

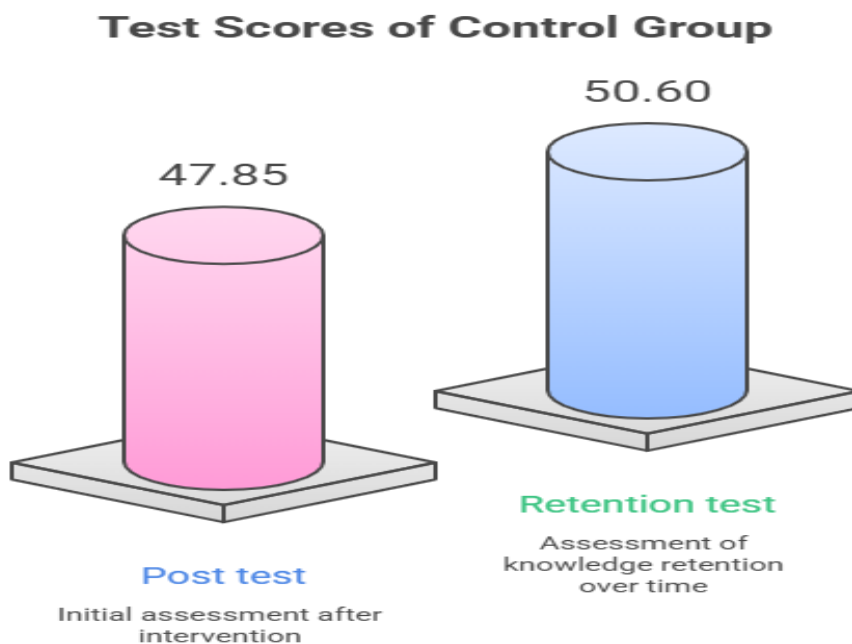
**Table 4.6 Mean Values of Post test and Retention test of the Control Group**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Post test	20	47.85	12.67	3.05	2.75	S
	Retention test	20	50.60	12.87			

(At 5% level of significance, the table value of 't' is 1.96)

As presented in Table No. 4.6 and Figure No. 4.6, the post-test mean score is found to be 47.85 for the control group (N = 20) with a standard deviation of 12.67. The retention test mean score is 50.60 with a standard deviation of 12.87. The mean difference is obtained as 3.05. The calculated t-value of 2.75 is greater than the table value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the post-test and retention test scores of the control group.

**Figure 4.6. Mean Values of Post test and Retention test of the Control Group**



**Hypothesis 6:** There is no significant difference between the mean values of post-test and retention test of the experimental group.

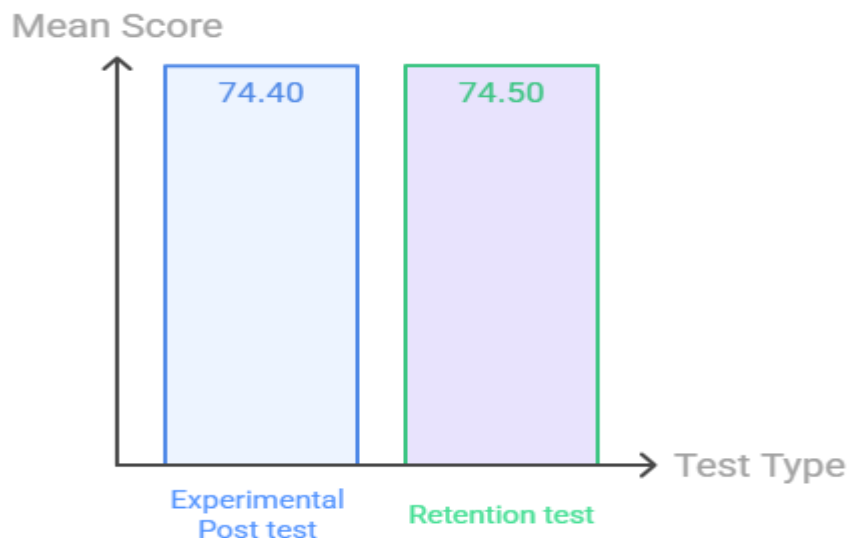
**Table 4.7 Mean Values of Post-Test and Retention test of the Experimental Group**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Experimental	Post test	20	74.40	15.27	0.10	0.1603	NS
	Retention test	20	74.50	14.11			

(At 5% level of significance, the table value of 't' is 1.96)

As presented in Table No.4.7 and Figure No. 4.7, the post-test mean score is found to be 74.40 for the experimental group (N = 20) with a standard deviation of 15.27. The retention test mean score is 74.50 with a standard deviation of 14.11. The mean difference is obtained as 0.10. The calculated t-value of 0.1603 is less than the table value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. It is concluded that there is no significant difference between the post-test and retention test scores of the experimental group.

**Figure 4.7 Mean Values of Post-Test and Retention test of the Experimental Group**



**Hypothesis 7:** There is no significant difference between the retention test scores of control and experimental groups.

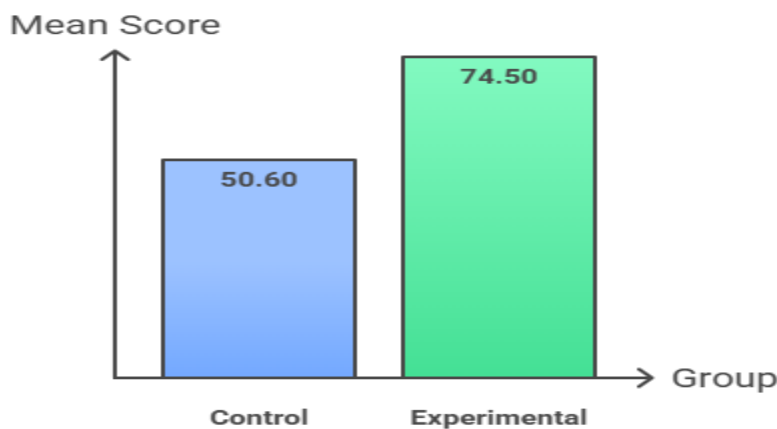
**Table 4.8 Difference between the Retention test scores of Control and Experimental group**

Group	Test	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Retention test	20	50.60	12.87	23.90	5.5975	S
Experimental	Retention test	20	74.50	14.11			

(At 5% level of significance, the table value of 't' is 1.96)

As presented in Table No.4.8 and Figure No.4.8, the retention test mean score is found to be 50.60 for the control group (N = 20) with a standard deviation of 12.87. For the experimental group (N = 20), the retention test mean score is 74.50 with a standard deviation of 14.11. The mean difference is obtained as 23.90. The calculated t-value of 5.5975 is greater than the table value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. It is concluded that there is a significant difference between the retention test scores of the control and experimental groups.

**Figure 4.8 Difference between the Retention test scores of Control and Experimental group**



**Retention Test Scores by Group**

**Hypothesis 8:** There is no significant difference in the pre-test and post test scores of the control group in terms of gender.

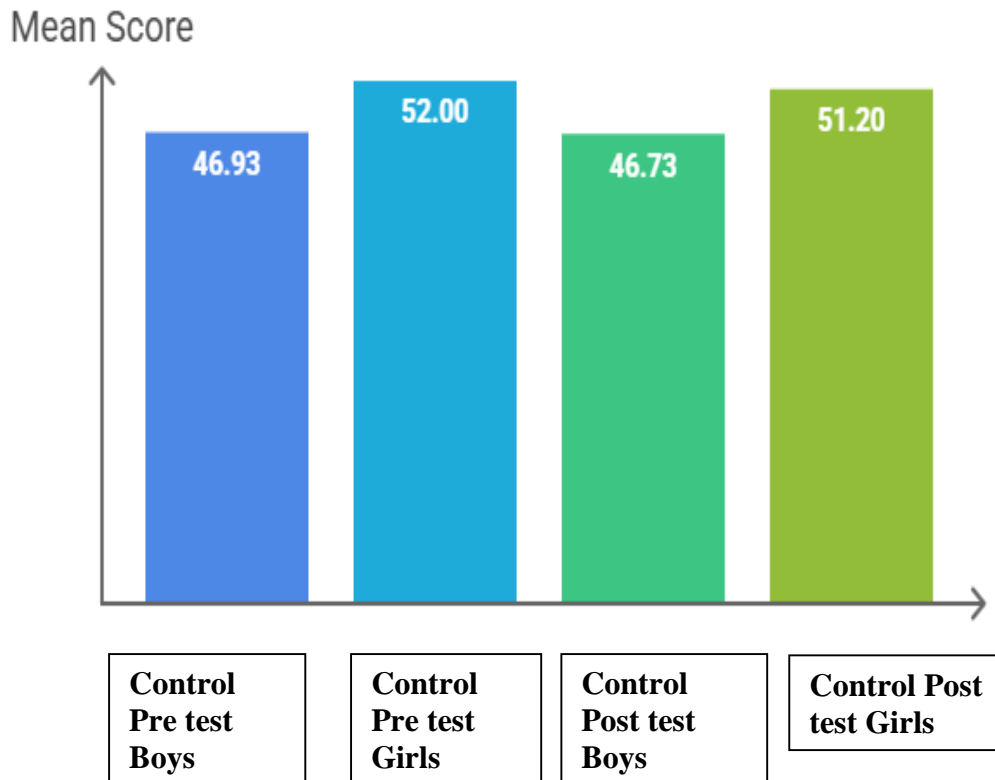
**Table 4.9 Difference in the Pre test and Post test scores of the control group in terms of Gender**

Group	Test	Gender	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Control	Pre test	Boys	15	46.93	13.39	5.07	0.734	NS
		Girls	5	52.00	13.27			
	Post test	Boys	15	46.73	13.14	4.47	0.673	
		Girls	5	51.20	11.80			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the mean scores for the pre-test of boys are 46.93 and girls are 52.00 with S.D. 13.39 and 13.27 respectively. The calculated t-value for the pre-test is 0.734, which is not statistically significant. The mean difference is 5.07. Similarly, the mean scores for the post-test of boys are 46.73 and girls are 51.20 with S.D. 13.14 and 11.80 respectively. The calculated t-value for the post-test is 0.673, which is also not statistically significant. The mean difference is 4.47. Therefore, the hypothesis is accepted in both the pre-test and post-test. Hence, it is concluded that there is no significant difference between the control group boys and girls in both pre-test and post-test.

**Figure 4.9 Difference in the Pre test and Post test scores of the control group in terms of Gender**



**Hypothesis 9:** There is no significant difference in the pre-test and post test scores of the control group in terms of locality.

**Table 4.10 Difference in the Pre test and Post test scores of the control group in terms of Locality**

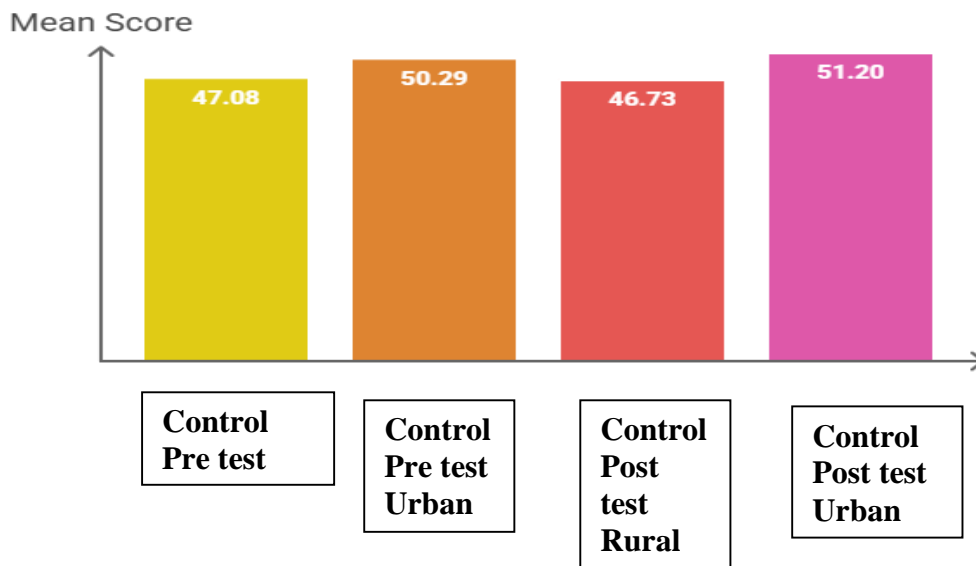
Group	Test	Gender	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
<b>Control</b>	Pre test	Rural	7	47.08	13.77	3.21	0.50	NS
		Urban	13	50.29	12.83			
	Post test	Rural	7	46.73	11.01	4.63	0.77	NS
		Urban	13	51.20	13.61			

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the mean scores for the pre-test of rural students are 47.08 and urban students are 50.29 with S.D. 13.77 and 12.83 respectively. The

calculated t-value for the pre-test is 0.50, which is not statistically significant. The mean difference is 3.21. Similarly, the mean scores for the post-test of rural students are 46.73 and urban students are 51.20 with S.D. 11.01 and 13.61 respectively. The calculated t-value for the post-test is 0.77, which is also not statistically significant. The mean difference is 4.63. Therefore, the hypothesis is accepted in both the pre-test and post-test. Hence, it is concluded that there is no significant difference between rural and urban students of the control group in both pre-test and post-test.

**Figure 4.10 Difference in the Pre test and Post test scores of the control group in terms of Locality**



**Hypothesis 10:** There is no significant difference in the pre-test and post test scores of the experimental group in terms of gender.

**Table 4.11 Difference in the Pre test and Post test Scores of the Experimental Group in terms of Gender**

Group	Test	Gender	N	MEAN	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Experimental	Pre test	Boys	15	53.87	12.73	7.53	1.12	NS
		Girls	5	61.40	13.63			
	Post test	Boys	15	73.07	16.18	5.33	0.66	NS
		Girls	5	78.40	12.84			

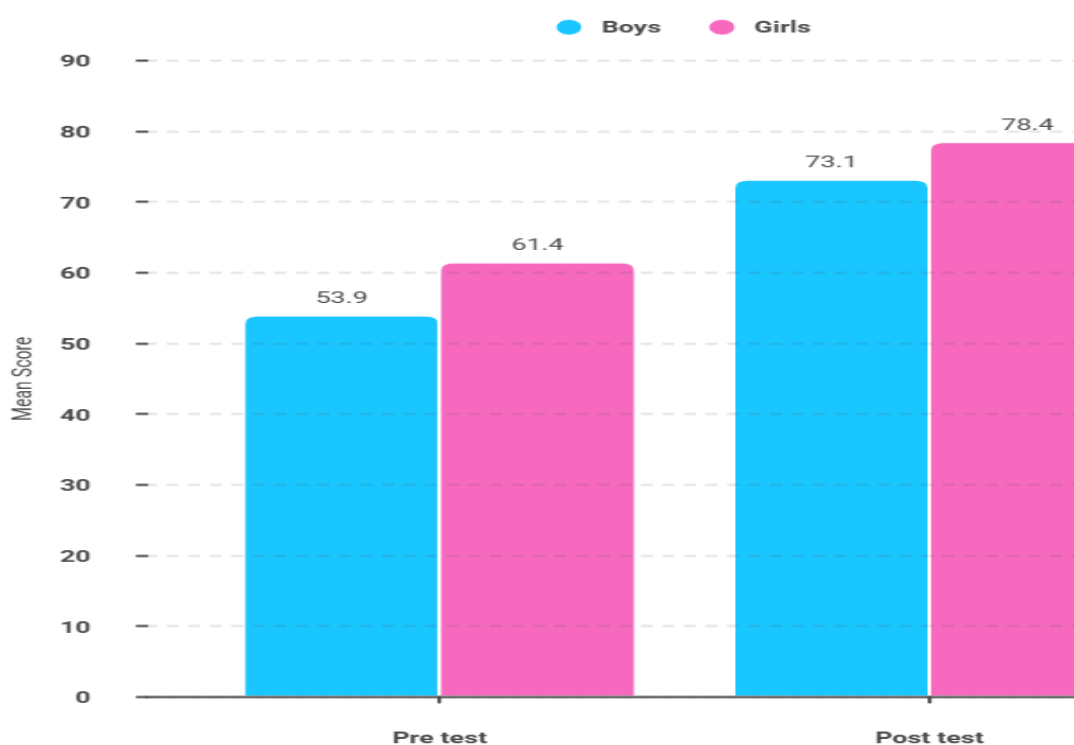
**(At 5% level of significance, the table value of 't' is 1.96)**

It is inferred from the above table that the mean scores for the pre-test of boys are 53.87 and girls are 61.40 with S.D. 12.73 and 13.63 respectively. The calculated t-value for the pre-test is 1.12, which is not statistically significant. The mean difference is 7.53.

Similarly, the mean scores for the post-test of boys are 73.07 and girls are 78.40 with S.D. 16.18 and 12.84 respectively. The calculated t-value for the post-test is 0.66, which is also not statistically significant. The mean difference is 5.33.

Therefore, the hypothesis is accepted in both the pre-test and post-test. Hence, it is concluded that there is no significant difference between boys and girls of the experimental group in both pre-test and post-test.

**Table 4.11 Difference in the Pre test and Post test Scores of the Experimental Group in terms of Gender**



**Hypothesis 11:** There is no significant difference in the pre-test and post test scores of the experimental group in terms of locality.

**Table 4.12 Difference in the Pre test and Post test Scores of the Experimental Group in terms of Locality.**

Group	Test	Gender	N	Mean	S.D	Md	Calculated Value of 't'	Remarks at 5% Level
Experimental	Pre test	Rural	6	52.29	11.22	5.33	0.30	NS
		Urban	14	57.62	13.97			
	Post test	Rural	6	76	19.10	2.29	0.299	NS
		Urban	14	73.71	14.10			

(At 5% level of significance, the table value of 't' is 1.96)

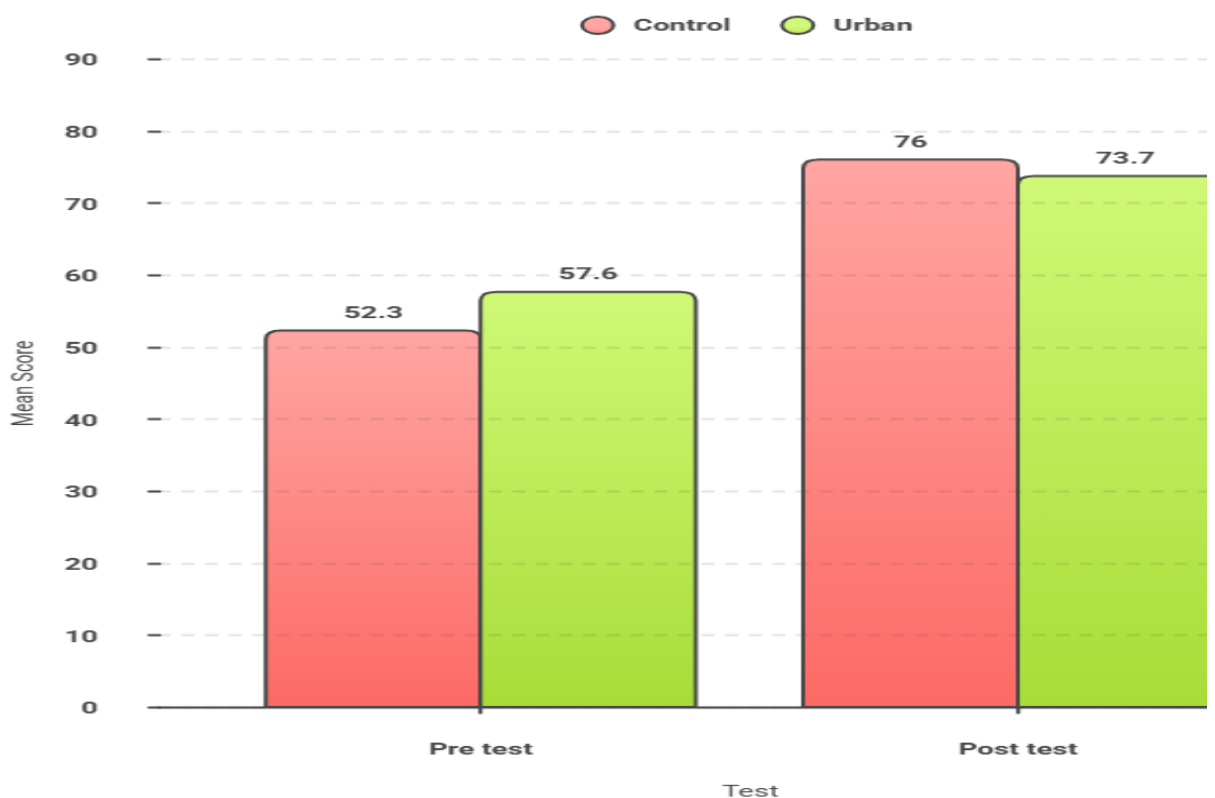
It is inferred from the above table that the mean scores for the pre-test of rural students are 52.29 and urban students are 57.62 with S.D. 11.22 and 13.97 respectively. The calculated

t-value for the pre-test is 0.30, which is not statistically significant. The mean difference is 5.33.

Similarly, the mean scores for the post-test of rural students are 76.00 and urban students are 73.71 with S.D. 19.10 and 14.10 respectively. The calculated t-value for the post-test is 0.299, which is also not statistically significant. The mean difference is 2.29.

Therefore, the hypothesis is accepted in both the pre-test and post-test. Hence, it is concluded that there is no significant difference between rural and urban students of the experimental group in both pre-test and post-test.

**Figure 4.12 Difference in the Pre test and Post test Scores of the Experimental Group in terms of Locality.**



#### 4.4 CONCLUSION

This chapter presented the analysis and interpretation of data collected to examine the effectiveness of the Manarkeni app in improving English learning among middle school

students in Coimbatore District. The results of the pre-test, post-test, and retention-test provided a clear picture of students' learning progress and the impact of technology-supported instruction.

The findings revealed noticeable improvement in students' English learning after the intervention. While the pre-test showed the initial level of learning, the post-test indicated significant academic gains. The retention-test further confirmed that students were able to retain the learned concepts over time, demonstrating the effectiveness of the Video Lesson from the Manarkeni App interactive and multimedia learning features.

The comparative analysis highlighted that technology integration positively supported classroom learning by encouraging self-paced learning, repeated practice, and active participation. Overall, the results confirmed that the Manarkeni app significantly enhanced English learning among middle school students and provided strong support for technology-assisted teaching approaches.

## **SUMMARY AND CONCLUSION**

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

#### **5.1 INTRODUCTION**

This chapter deals with a summary of the findings, recommendations, and suggestions. Educational research investigator has to take immense care and caution while formulating his conclusions and arriving at generalization on the basis of his data.

According to Kulber Singh Sindhu (2004), “Interpretation is by no means a mechanical process. It calls for a critical examination of the results of one’s analysis in the light of all the limitations of his data gathering. It is a very important step in the total procedure of research”.

The investigator has carried out an experimental study on “Effectiveness of Video Lessons from the Manarkeni App in Learning English among Middle School Students in Coimbatore District”.

The investigator has indicated the findings, recommendations and suggestions based on the analysis of data collected from 40 middle school students of Corporation Middle School, Kottai, Coimbatore in Tamilnadu.

#### **5.2 FINDINGS OF THE STUDY**

1. There is no significant difference between the control and experimental group in pre test scores.
2. There is no significant difference between pretest and post-test scores of the control group.
3. There is a significant difference between pretest and post-test scores of the experimental group.
4. There is a significant difference between the post-test scores of control and experimental groups.
5. There is significant difference between the post-test and retention test scores of the control group.
6. There is no significant difference between the post-test and retention test scores of the experimental group.
7. There is a significant difference between the retention test scores of the control and experimental groups.

8. There is no significant difference between the control group of boys and girls in both pre-test and post-test.
9. There is no significant difference between rural and urban students of the control group in both pre-test and post-test.
10. There is no significant difference between boys and girls of the experimental group in both pre-test and post-test.
11. There is no significant difference between rural and urban students of the experimental group in both pre-test and post-test.

### **5.3 EDUCATIONAL IMPLICATIONS**

1. Video-based learning can enhance students' interest and engagement in learning English.
2. The use of video lessons can improve students' listening and comprehension skills.
3. Video lessons can support the development of speaking skills through imitation and repeated exposure.
4. Digital learning tools like the Manarkeni app can promote self-paced and independent learning among students.
5. Video lessons can serve as effective supplementary materials, especially for slow learners.
6. The integration of video-based instruction can make abstract language concepts easier to understand.
7. The use of multimedia elements (audio, visuals, subtitles) can enhance retention and understanding.
8. Video lessons can help in creating a more learner-centered and interactive classroom environment.
9. Video lessons may be used as supportive learning materials for slow learners, allowing them to learn at their own pace.
10. Greater use of video lessons may be encouraged to develop students' listening and speaking skills in English.
11. The adoption of educational apps can contribute to the digital transformation of school education.

## **5.4 RECOMMENDATION OF THE STUDY**

On the basis of the present findings, the investigator has given the following Recommendations:

1. Video lessons from the Manarkeni App may be integrated into regular English classroom teaching to make learning more interesting and effective.
2. Schools may adopt a blended learning approach by combining traditional teaching methods with video-based instruction.
3. Adequate digital infrastructure such as smart classrooms, projectors, and internet facilities may be provided in schools.
4. Provide training for students on effective use of the app.
5. Teachers should give guidance and support while using the app.
6. Teachers may encourage interactive activities after video lessons to improve students' participation and understanding.
7. Include some more interactive elements like quizzes and pause-and-think questions within videos.
8. Parent-teacher meetings should include awareness sessions for parents on how students can study lessons using the Manarkeni app.
9. Parents may be guided to support students at home in using educational apps.
10. The Manarkeni App may include some more Video Lessons so that it will be very useful for the students.

## **5.5 SUGGESTIONS FOR FURTHER STUDIES**

1. Similar studies may be conducted with a larger sample size to obtain more generalizable results.
2. The present study can be extended to other grade levels.
3. The present study was conducted in a Corporation Middle school in Kottai, Coimbatore. It may be extended to other schools, districts of Tamil Nadu, or other states of India.
4. Future researchers can consider additional demographic variables.
5. Similar studies may be extended to other school subjects to evaluate the effectiveness of video lessons across the curriculum.
6. Further research may focus on the impact of video lessons on specific language skills such as listening, speaking, reading, and writing.

7. A comparative study may be undertaken between different educational apps used for English language learning.
8. Future researchers may investigate students' attitudes, motivation, and engagement towards video-based learning.
9. Research may also explore teachers' perceptions and challenges in implementing video-assisted teaching in classrooms.
10. Future research may focus on identifying the challenges and barriers in implementing video-based learning in schools.
11. Future researchers may conduct cause-and-effect studies over a longer duration.
12. Survey methods may be used to study the attitudes of both students and teachers towards the effectiveness of Video lessons from the Manarkeni app.

## **5.6 CONCLUSION**

The present study was conducted to examine the effectiveness of video lessons from the Manarkeni App in learning English, particularly grammar, among middle school students in Coimbatore District. The findings revealed that students in the experimental group performed better than those in the control group, indicating that video-based instruction positively influences English grammar achievement.

The use of video lessons created an engaging learning environment that improved students' understanding, participation, and interest in learning English. Audio-visual learning supported better comprehension and helped students learn grammar concepts more effectively.

The Manarkeni App has proven to be a highly effective and innovative tool for learning English among middle school students. The use of well-designed video lessons creates an engaging and learner-friendly environment, significantly improving students' understanding, participation, and interest in the subject. Through its rich audio-visual approach, the app facilitates better comprehension and enables students to grasp grammar concepts more clearly and effectively. It supports diverse learners by promoting self-paced learning and active involvement, thereby making the learning process more meaningful and enjoyable. Overall, the Manarkeni App stands out as a valuable digital resource that contributes positively to the development of English learning among middle school students. This study strongly concludes that the use of video lessons from the Manarkeni App is highly effective in improving English learning among middle school students.

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## **APPENDIX 1**

### **PERSONAL DATA SHEET**

**Name of the Student:**

**Name of the School:**

**Class:**

**Gender: Boy/Girl**

**Locality: Rural/Urban**

## ACHIEVEMENT TEST

**Class: VIII Std.**  
**Subject: English**

**Max. Marks: 25**  
**Time: 45 Minutes**

### PART-A

( 6x1 = 6)

**Choose the Correct answer:**

1. Which of the following is a noun?  
a) Run      b) Teacher      c) Beautiful      d) Quickly
2. Identify the Common noun  
a) India      b) Ramesh      c) City      d) Monday
3. Which of the following is a Proper noun  
a) Girl      b) School      c) Chennai      d) River
4. Which of the following is a noun from the given sentence  
“The cat is sleeping on the sofa”  
a) sleeping      b) on      c) cat      d) is
5. How many types of pronouns are there  
a) 3      b) 2      c) 5      d) 4
6. He is \_\_\_\_\_ honest boy.  
a) a      b) an      c) them      d) the

### PART -B

**Answer all the questions:**

( 5x2 = 10)

7. Circle the noun from the sentence:

- a) We went to the school early.
- b) Ram bought a new Pen.

8. Find the odd one out:

- a) Mountain, Tree, Shiva, Village
- b) Fruits, London, Apple, Tiger

9. Make a sentence by changing the word from Noun to Pronoun:

- a) Radha-

b) Jerry-

10. Fill in the blanks using Articles:

- a) \_\_\_\_\_ Umbrella
- b) \_\_\_\_\_ Man

11. Fill in the blanks using Verbs:

- a) The girl is \_\_\_\_\_
- b) The cat is \_\_\_\_\_

### PART-C

**Answer all the questions:**

**( 3x3 = 9)**

12. Write the Proper noun for the following:

- a) Fruits-
- b) Country-
- c) Festival-

13. Fill in the Blanks using Noun:

- a) The \_\_\_\_\_ is the king of the jungle.
- b) I keep my books in the \_\_\_\_\_.
- c) The \_\_\_\_\_ gives us milk.

14. Write whether the underlined word is a common noun or proper noun:

- a) My Brother studies in Delhi.
- b) The Dog is very friendly.
- c) Sita is my best Friend.

## ETHICAL FORM



**Avinashilingam Institute for Home Science and Higher Education for Women**  
Deemed-to-be-University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)  
Re-accredited with 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC  
Coimbatore-641 043, Tamil Nadu, India  
**Institutional Human Ethics Committee (IHEC)**

Date 4.8.2026

**Chairman**  
**Dr. Sudha Ramalingam**  
Director, Research and Innovation  
Professor, Community Medicine  
PSG Institute of Medical Sciences  
& Research, Coimbatore

**To**  
**Aneesa S.**  
24PED004  
Department of Education  
Avinashilingam Institute for Home Science and  
Higher Education for Women, Coimbatore 641043

**Member Secretary**  
Dr. Shubashini K. Sripathi  
Professor of Chemistry  
School of Physical Sciences and  
Computational Sciences

**Dear Ms Aneesa S.**  
Ref: Your application IHEC 2026/ EDN11  
Effectiveness of Video Lessons from the Manarkeni App in  
Learning English among Middle School Students in  
Coimbatore District submitted for approval of IHEC

**Members**  
Thiru J.V. Raj (Legal Expert)  
Dr.C.Madhan Mohan (Medical Officer)  
Dr. S. Ganthimathi (Internal Expert)  
Dr. K Sambath Rani (Internal Expert)  
Dr. Vanithamani (Internal Expert)  
Dr. S.Gayathridevi (Internal Expert)  
Dr. Pa.Rajeswari (Internal Expert)  
Dr. S.Srividya (Internal Expert)  
Dr. M.Priya (Internal Expert)  
Mrs. M.Priya (Lay Person)

The Institutional Human Ethics Committee of Avinashilingam Institute for Home Science and Higher Education for Women after careful scrutiny and review of your application, hereby grants approval to your application titled '**Effectiveness of Video Lessons from the Manarkeni App in Learning English among Middle School Students in Coimbatore District**'. The approval number for the same is IHEC 2026/EDN11/ XMT.

This certificate is issued for the study period specified in your application.

Best Wishes,

  
04/8/2026  
**Dr. Shubashini K. Sripathi**  
Member Secretary

