CHAPTER III

RESEARCH DESIGN
3.1 INTRODUCTION
Research in common manner of speaking refers to a search for knowledge. It is a scientific and systematic search for relevant information on a specific topic. It is ‘a systematized effort to gain new knowledge’. It also means ‘a careful investigation or inquiry especially through search for new facts in any branch of knowledge’. It is an academic activity, which comprises defining and redefining problems, formulating suggestions, collecting and evaluating data and deducing conclusions to determine the validity of the formulated hypothesis. Thus, research is an original contribution to the existing stock of knowledge. In short, the search for knowledge through objective and systematic method of finding solution to a problem is research.

3.2 THE RESEARCH APPROACH OF THE PRESENT STUDY
3.2.1 Quantitative & Qualitative Approach: The present study has adopted quantitative as well as qualitative approach. The researcher has collected data of one hundred and ninety six students from Marathi medium secondary schools. The collected data have been analyzed quantitatively in the formal manner. At the same time, the researcher has collected data by qualitative approach by way of observations, interactions and questionnaires. The researcher has tried to find out the attitudes, opinions and behavior of the students from the collected data.

3.2.2 Empirical or Experimental Research: Empirical or Experimental approach has been adopted by the researcher. This approach has been adopted to test the hypothesis of the present study, which has a cause and effect relationship. The researcher conducted experiments on one hundred and ninety six students of Marathi medium secondary schools by using experimental approach. The students were selected by using random sampling strategy. These students were from three different schools and each school had two groups. One group functioned as a control group and the second group as an experimental group.

3.2.3 Control Group: In the present study, in each school, one group functioned as a control group. These students were exposed to usual conditions. In other words, they were taught tenses with the help of traditional chalk and talk method.
3.2.4 **Experimental Group**: In the present study, in each school, one group was exposed to a novel or innovative condition. In other words, they were taught tenses with the help of ICT.

3.2.5 **Dependent & Independent Variable**: In the present study, the dependant variable was the ‘students’ performance in English tenses’. The method of teaching i.e. ‘use of ICT’ in the teaching-learning process was the independent variable.

3.3 **USE OF ICT IN THE PRESENT STUDY**

The researcher has used following components of ICT in the present study:

3.3.1 **Computers & LCD Projector**: Computers are one of the important components of ICT. Computers play a vital role in language teaching-learning process. In the present study, the researcher has used the PowerPoint Presentation along with Media Player for teaching of tenses. Various pictures were also shown to the learners. The PPTs, pictures as well as audio and video songs were shown with the help of LCD projector, which helped learners to concentrate and comprehend tenses in a better way.

3.3.2 **Internet & Social Media**: A language teacher can make use of internet and social media in language learning process. For the present study, the researcher had downloaded audio and video songs by using the social media, YouTube and internet. The researcher also downloaded various pictures and E-books with the help of internet. These pictures and some of the pages of e-books were used in the teaching of tenses.

![Components of ICT](image-url)
3.4 OUTLINE OF THE PRESENT STUDY

The present study was conducted in Marathi medium secondary schools. The students were from three different schools, who were studying in eighth and ninth standard at the time of the study. The researcher carried out the experiments in the year 2012. Twenty Eight lectures were conducted in the present study in order to investigate whether ICT plays an important role in better learning. In the beginning, a pre-test was conducted based on simple present, present continuous, present perfect, simple past and past continuous tenses. The duration of the test was for one hour and it carried forty marks.

After conducting the pre-test, the results were statistically analyzed on the basis of the students’ performance in the above mentioned tenses. The researcher found out the individual scores of the students. The analysis revealed that students were weak in the present continuous and present perfect as compared to the remaining tenses. After knowing the problematic areas of the learners, the researcher taught these two tenses with the help of ICT. So, the remedial teaching of these two tenses was carried out for the duration of fifteen lectures.

The researcher conducted a post-test to find out the improvements in these two tenses. The post-test was of sixteen marks and for the duration of thirty minutes. After the analysis of the results of the post-test, the researcher found that students had made a significant improvement in these tenses. This improvement was due to the different method of teaching, which was adopted by the researcher. The remedial teaching showed that ICT was a highly useful technique in the teaching-learning process. Thus, the researcher thought that if ICT was useful in remedial teaching, it would be useful for new teaching. So, the researcher, after the analysis of textbooks of eighth and ninth standard, decided to teach future tense to these learners.

As mentioned above, these learners were from three different schools and each school had two divisions. So the researcher, divided these six classes into two groups, namely, control group and experimental group. These groups were taught with the help of two different methods of teaching. One division each of these schools was taught with the help of chalk and talk method and another one was taught with the help of ICT.
A course plan was designed based on the future tense. As the students were familiar with the uses of ‘will & shall’, a quick recap was carried out in the beginning. Then they were taught new forms, which are used to suggest future time. The researcher taught them uses of ‘be going to & be about to’ forms. At the same time, students were taught how simple present and present continuous are used to suggest future time. The total duration of teaching of future tense was for eight lectures.

After teaching of future tense, an achievement test was administered based on the above mentioned forms. The duration of the test was one hour. The test was of forty marks and it was based on the content taught. After getting the results, they were compared group wise by using z test to find out the significance of difference. The analysis of the result proves that teaching of tenses with the help of ICT is better than traditional chalk and talk method.

The researcher also collected feedback from students to know their views about ICT and its usefulness in teaching-learning process. The following diagram provides the details of the course plan:

![Course Plan Diagram](image-url)

**Figure 3.2: Details of the Course Plan**
3.5 PRE-TEST

A pre-test was conducted before the commencement of the course. It was conducted to find out the understanding of students about the tenses learnt previously by them. In other words, the pre-test was used to measure the subjects’ knowledge in tenses and to find out the significant differences among the learners before and after the treatment. The pre-test was of forty marks, which was divided into five questions. The questions were based on present and past tense.

The first question was based on the simple present and present continuous, which was in the form of completion of a dialogue. Learners were expected to put the verb in brackets in the correct form. For example,
A: Why ________________ (you wear) my coat this evening?
B: Oh, I am sorry. It ________________ (look) like mine in this light.

The second question was based on the simple past and present perfect. In this question, the students were asked to fill in the correct form of the verb given in the brackets. For example, My friend is a writer. He ________________ (write) many books.

The third question was related to correction of the errors, which was based on the simple present and present continuous. For example, I am liking a good cup of coffee after lunch.

The fourth question was based on the selection of the correct alternative from the given options. This question was based on the simple past and present perfect. For example, This is not my first visit to London. ________________ here before. (I am / I have been / I was).

The last question was based on simple past, past continuous and present perfect. In this question, students were asked to rewrite the sentence by using a word provided in brackets, which has similar meaning to the given sentence. For example, I had my old coat on. (wearing)

The results of the pre-test showed that there were no significant differences between the students. The detailed analysis of the pre-test is provided in the next chapter.
The researcher analyzed the pre-test to find out the problematic tenses. The researcher found that the students were very weak in present continuous and present perfect tense. So, the researcher decided to teach these two forms of present with the help of ICT. Thus, the remedial teaching of these two tenses was carried out for all the one hundred and ninety six students. The researcher has called it as a remedial teaching, as the students had already learnt these tenses in the school.

3.6 THE REMEDIAL TEACHING MODULE

In this study, the researcher has designed a remedial course based on the performance of learners in the pre-test and has tried to eliminate errors related to tenses namely, present continuous and present perfect, taught in the remedial course.

3.6.1 Course Content of Remedial Teaching: As mentioned above, after the analysis the researcher decided to teach Present Continuous and Present Perfect Tenses with the help of ICT. Due to constraints of time, the researcher decided to teach only these two tenses. While teaching these two tenses, various components of ICT were used by the researcher. The researcher made use of various ICT tools like audio songs, video songs and PowerPoint presentation. Some of the samples are discussed in the present chapter. Several activities and tasks were designed for the purpose of reinforcement, and they are mentioned in appendices.

3.6.1.1 Teaching of Present Continuous Tense: The researcher has used different strategies in remedial teaching. A number of songs have been used in the present study to enhance students’ understanding of tenses. In the beginning a song ‘Summer Holiday’ was played on computer without the script. Later the script of the song by underlining the verb forms was displayed on the screen and the song was played once again. Further, the students were asked to recognize the various forms of verbs used in the song.
After the song activity, a story was narrated to the students. First, it was narrated orally followed by showing of the script on the screen, where the verb forms were underlined.
A cat and a fox are having a discussion about the difficulties of life when you have so many enemies.

‘Although times are hard,’ the fox is boasting, ‘I have many tricks which I use when I am escaping from my pursuers.’ ‘You are lucky then,’ the cat replies quietly, ‘I have only one trick and so I need that one every time.’

While the two animals are discussing their methods of escape, a pack of hounds is following their scent through the wood. Because the cat and the fox are concentrating so much on what they are saying, the dogs are getting closer and closer without their knowledge.

Suddenly the hounds burst into view. The cat runs quickly up a tree to safety, but while the fox is making a decision about which of his tricks is the right one for this emergency, the hounds catch him.

Soon they are tearing him limb from limb.

The cat, meanwhile is looking down from her safe perch. She thinks that foxes are not so clever after all.

**Figure 3.4: Screen shot of the story**

After these two activities, the researcher showed some examples based on present continuous tense. Further, the uses of present continuous tense along with positive, negative and question forms were explained to the students. After the explanation, in order to understand whether the students had understood the uses of the tense, some activities were conducted. Two pictures were shown on the screen and students were asked to describe those pictures by using the present continuous tense. The students were asked to describe the pictures by answering the following questions:

1. What is happening in the picture?
2. When is it happening?
3. Where is it happening?

The screen shot of one of the pictures is given below:
Another activity, namely, ‘What are you doing?’ was also conducted. Two pictorial songs were also played along with the subtitles to help learners to imbibe the form of present continuous tense. The screen shot is given below:
3.6.1.2 Teaching of Present Perfect Tense: The researcher continued using different strategies for the teaching of present perfect as well. In the beginning a song was played on computer without the script. Later the script of the song by underlining the verb forms was displayed on the screen and the song was played once again. Further, the students were asked to recognize the form of the verb used in the song.

![Figure 3.7: Screen shot displaying the script of the song](image)

After the song activity, the researcher showed some examples based on the present perfect tense. Further, the uses of present perfect tense along with positive, negative and question forms were explained to the students. The researcher also explained the use of the present perfect with the words like ‘since, for, just, already and yet’.
Since & For

- Those people have been at the hotel since Friday.
- We have lived in Pune since 1990.
- I have not played cricket since last year.

We use ‘since’ to indicate starting point of an action.

- He has been at his computer for six hours.
- She has been ill for a week.
- You have been busy with your studies for months.

We use ‘for’ to indicate duration.

Figure 3.8: Screen shot displaying the examples of present perfect tense

After the explanation, the researcher conducted two activities, namely, ‘I have just’ and ‘What have they just done?’ The activity pictures were shown on the screen and students were asked to describe these pictures by using the present perfect tense. The screen shot is provided below:
What have they just done?

Write eight sentences. Use the present perfect of the verbs and just.

break wash comb cut eat
finish have make write

He has just finished the chocolate pudding.

1. He

2. She

3. They

4. She

5. He

6. He

7. She

8. He

Figure 3.9: Screen shot of the activity ‘What have they just done?’
3.6.1.3 Revision: After the teaching of these two tenses, some pictures were shown on the screen and students were asked to make sentences by using the taught tenses i.e. present continuous and present perfect. The students were asked to respond to the following questions:

1. What are Tom and Jerry doing in the first picture?
2. What has Jerry done in the second picture?
3. What is Jerry carrying in the third picture?
4. What has Tom done in the last picture?

The expected answers were as follows:

1. Tom and Jerry are dancing.
2. Jerry has attacked with a knife.
3. Jerry is carrying food on his head.
4. Tom has caught Jerry.

The screen shot is given below:

![Figure 3.10: Screen shot of the revision slide](image-url)
3.7 POST-TEST

The researcher conducted a post test after remedial teaching, which was based on the tenses taught. The purpose of the post-test was to find out the progress of students in these tenses. Another purpose was to know whether ICT was helpful in the teaching of tenses. The post-test was of sixteen marks based on the tenses taught. The duration of the test was thirty minutes. The researcher conducted the post-test of sixteen marks because these two tenses carried same number of marks in the pre-test. So, it was felt that it would be easy to compare the results of the both i.e. pre and post-tests. The post-test had four questions based on present continuous and present perfect tense. The test had four questions carrying four marks each.

The first question was in the form of completion of sentences by putting a verb in brackets into correct form. For example, ‘Listen! Somebody ____________ (sing)’.

The second question was related to the correction of errors and rewriting the sentence in a correct form. For example, ‘Ravi have hurt his hand, but it’s OK now’.

The third question had two sub-questions. In the first sub-question, students were asked to rewrite the sentence by using present perfect form of the verb provided in brackets. For example, ‘Seema doesn’t have her English notebook. (forget)’. The next sub-question was on ‘What can you say in these situations’? In this question, students were asked to write the correct form of the verb given in brackets. For example, ‘A friend is at your flat and suggests going out, but you can see rain outside’. ‘I don’t want to go out now. Look, it ____________’. (Use appropriate form of ‘rain’).

The fourth question was based on the selection of the correct alternative from the given options. For example, ‘Here is my assignment. ________________ it recently. (I finished / I finish / I have finished)’.

After the post-test, the results were analyzed to find out the differences in achievements of students. The results showed that ICT proved to be beneficial in the remedial teaching as there
was a considerable progress among students. The detailed analysis of the post-test is presented in the next chapter.

The researcher thought that if ICT was useful in remedial teaching, it would be useful for new teaching as well. So after the detailed analysis of the eighth and ninth standard textbooks, the researcher decided to teach ‘Future Tense’ as a new teaching module to these learners.

3.8 TEACHING MODULE OF FUTURE TENSE

The researcher realized the usefulness of ICT in remedial teaching, so he decided to teach the new content i.e. various forms of future to these students. The researcher used inductive method while teaching the future tense. In the first lesson, the researcher introduced the topic. The researcher explained that depending upon the speaker’s looking at the future event; different forms of future are used. Further, the uses of ‘will and shall’ were explained. The screen shot of lesson one is given below:

![Figure 3.11: Screen shot of examples of ‘will’](image)

- I will see you again on Tuesday.
- Wherever you go, you will find the local people friendly.
- Tarun will watch the match.
- She will be free for most of the summer.
- If the book has real merit, it will sell.
- They will make a cup of coffee if you ask them.
After the teaching of different uses, various exercises were conducted in the class. The activities comprised of four exercises. In the first exercise, students were asked to complete the conversation between two friends. The second exercise was about taking decisions in provided situations and students were supplied with four verbs to be used in the situation. For example, what will you say in this situation, ‘You and your friend have come into the room. The window is open and it is cold.’ The expected answer from students was ‘I will shut the window’. The next exercise was on ‘offering help to others’. The situations were provided to students and they had to offer help to the other person. The last exercise was on providing suitable suggestions in the given situations.

In all the above exercises, students had to make use of ‘will’ or ‘shall’. The screen shot of one of the exercises is given below:

![Exercise Screen Shot](image)

3.12: Screen shot of one of the exercises

The next lesson was based on ‘be going to’ and ‘be about to’ forms, which are used to express future. These two forms were explained to the students. The researcher had to explain these forms very carefully as the students were not aware of these two forms. While dealing with ‘be
going to’ form, in the beginning a series of events was explained by giving two different examples. This was followed by some examples based on the form. Further, the uses and the form of ‘be going to’ were explained.

Figure 3.13: Screen shot of ‘be going to’ form

After the explanation, two activities based on the form were conducted; namely, fill in the blanks and using the form in the given sentences.

In ‘be about to’ form, the students were explained that this form is used when the events are likely to happen immediately in future. The structure was also explained to them. One exercise based on completing the sentences was conducted towards the end of the class.
In the third lesson, students learnt the uses of simple present and present continuous for future. Various uses of the simple present were discussed. After the explanation, two exercises based on ‘fill in the blanks’ and ‘correcting the sentences’ were taken. The screen shot of simple present is as under:

- I am about to write a letter to the director.
- Let’s get into the train. The train is about to leave.
- The Chief Minister is about to speak.
- Don’t go out now. We are about to have lunch.
- The taxi is here and we are about to leave.

**Figure 3.14: Screen shot of ‘be about to’ form**

Read the following paragraph carefully.

- I leave to Mumbai tomorrow morning for a meeting. The meeting is at 11 o’clock. The meeting ends at 12:30. We take lunch in Hotel Sagar at 1 o’clock. Then I return to Pune in the evening.

**Figure 3.15: Screen shot of ‘Simple Present for future’**
The students were also taught various uses of the present continuous. It was mentioned that this way of expressing the future is very common in English. The two exercises which were taken were ‘fill in the blanks’ and ‘using the correct form of the verb in given situations’. The screenshot of present continuous is given below:

![Figure 3.16: Screen shot of ‘Present Continuous for future’](image)

All the above mentioned forms for future tense were revised before conducting an achievement test. The various exercises were also conducted like completing the dialogues by using the verb in brackets with ‘will’ or ‘going to’, putting the verb in the simple present or the present continuous form and choosing the best alternative to fill in the blanks. Towards the end a speaking activity based on the following topics was also conducted:

- Where do you see yourself after 10 years?
- Standard of living after 10 years.
- Position of your school after 10 years.

Picture Identification and Picture Description activities were also conducted. In the picture identification activity, students were asked to describe the picture by using *will, be going to and*
be about to form of the future tense. In the first picture, students were asked to read the dialogue between a magician and a bowler, which is based on ‘will’. In the second picture, they were asked a question ‘What is Tom going to do? The expected answer was ‘Tom is going to hit Jerry’. In the third and fourth picture, students were asked a question ‘What is Tom about to do?’ The expected answer was ‘Tom is about to catch Jerry’. The screen shot of ‘Picture Identification’ activity is given below:

![Picture Identification activity](image)

Figure 3.17: Screen shot of ‘Revision: Picture Identification’

In ‘Picture Description’ activity, students were asked to describe the picture. Students were asked to talk about ‘how their school would be in future’ by referring to the following picture. The researcher received many responses. Some of the responses given by students were as follows:

- Students will learn with the help of computers.
- Teachers will teach by using computers.
- One student will use one computer for learning.
- There will be no classroom teaching.
- There will be no text books.
- Learning is going to be fun with the help of computers.
- There is going to be one-to-one teaching and learning.
- Students are going to learn in computer lab.

![Picture Description: Learning in Future](image)

**Figure 3.18: Screen shot of ‘Revision: Picture Description’**

A video song with sub-titles based on *be going to* form was also played for better understanding of the content. The screen shot of the same is given below:

![Figure 3.19: Screen shot of *be going to* form song](image)

```
What are you going to do, Pod?
What are you going to do?
I am going to sleep, Gogo.
    I am going to sleep.
What are you going to do, Gogo?
What are you going to do?
I am going to do magic tricks, my friends.
    I am going to do magic tricks.
```
3.9 ACHIEVEMENT TEST

An Achievement Test was administered after the teaching of various forms of future tense. The purpose of the achievement test was to find out the progress of students in learning of future tense. Another purpose of the test was to know the usefulness of ICT in teaching of tenses. The researcher wanted to find out the significance of differences between performances of the two groups.

The achievement test was of forty marks based on the future tense. All questions carried equal marks i.e. eight marks each and the test had five questions. The duration of the test was one hour.

The first question was in the form of completion of dialogues by putting a verb in brackets into correct form. This question was based on present continuous for future, ‘will’ form and be going to form. For example,

Sachin: Where are you going?
Sameer: I ______________________ to the cinema. (go)
Sachin: Wait for me. I think I __________________ with you. (come)

The second question was related to completion of sentences by using appropriate form of the verb given in brackets. The question was based on simple present for future, present continuous for future, be about to form and ‘shall’ form. For example, ‘My plane __________________ Pune on Tuesday at 10 o’clock’. (leave)

The third question was based on correction of errors and rewriting the sentences. The question was based on ‘will’ form, simple present for future, be about to form and be going to form. For example, ‘They are probably going knock the building down’.

The fourth question was based on the selection of the correct alternative from the given options. The question was based on ‘will’ form, present continuous for future, simple present for future, be about to form and be going to form. For example, ‘A: Let’s go to the circus, shall we? B: Yes, good idea. I expect __________________ fun’. (it will be / it is / it is being)
The last question was related to writing a sentence based on the given situation by using the word provided in brackets. This question was related to ‘shall’ form, present continuous for future, be about to form and be going to form. For example, ‘Express your desire to have a rest. (going)’

After the achievement test, the results were analyzed group wise by using $z$ test to find out the significance of differences in students’ achievement. The results showed that ICT was a highly useful technique in the teaching of new content i.e. future tense, as there was a considerable progress among students, who were taught with the help of ICT. The detailed analysis of the achievement test is presented in the next chapter.

The researcher collected feedback from students towards the end of the course. The purpose of the feedback was to know the students’ views. The researcher wanted to know whether the students had learnt tenses with the help of ICT in the past. Also, to know about their opinion regarding learning through ICT. Further, to find out, which other topics of English and other subjects would they like to learn with the help of ICT. The feedback form had the following questions:

1. How did you learn the tenses till now?
2. What do you think about teaching through ICT?
3. Which other topics of English would you like to learn with the help of ICT?
4. Which other subjects would you like to learn with the help of ICT?

The detailed analysis of the feedback is carried out in the next chapter.

The researcher also collected feedback from teachers to know their views about ICT and ELT. The researcher wanted to find out whether the teachers know about ICT and make use of it in teaching different topics. The researcher also wished to know whether these teachers have got any formal training for using ICT in teaching-learning process. The feedback form had the following questions:

1. Are you aware of Information and Communication Technology? If yes, what are the different components of ICT?
2. Do you think ICT is useful in teaching-learning process? If yes, how is it useful?
3. Do you use ICT in teaching-learning of English language? If yes, for which topics or skills?
4. How often do you use ICT in teaching-learning of English language?
5. Have you got any formal training for using ICT in teaching-learning process? If yes, from whom and for how many days?

The detailed analysis of the feedback is carried out in the next chapter.

3.10 CONCLUSION

The chapter reveals that the use of ICT plays a very significant role in the process of learning tenses. It was observed that there was a remarkable development in terms of students’ comprehension of the subject matter due to ICT. There was a considerable change in learners’ behavior. The students had a positive attitude while learning tenses with ICT. They also wished to learn other topics of English grammar, prose lessons and poetry through ICT. Learning was an enjoyable activity, when learnt with the help of audio and video songs. Students mentioned that it was a better method of teaching as compared to the traditional chalk and talk method.