CHAPTER I

INTRODUCTION
1.1 INTRODUCTION

The topic of this research is ‘The Impact of Information and Communication Technology (ICT) on Teaching English Tenses at the Secondary School Level’. Due to ICT, there have been many changes in all walks of life. Uses of computers have become a common phenomenon, as we see computerized accounting in banks, online payment of property tax, electricity bill, etc. ICT has helped to have an easy access to information. It also has an impact in the field of education. It is changing the teaching-learning process in the 21st century. Many developed countries like the USA and the UK have been using ICT in teaching-learning process. It is the right time to implement ICT in developing countries like India. Teachers of English have been using various methods and approaches for language teaching like the Grammar Translation Method, the Direct Method and the Communicative Language Teaching. In the Indian context it has been observed that most of the classes are still teacher-centred. Thus, a language teacher is unable to give personal attention to each student. Can ICT help a language teacher to develop language skills of learners in this situation? Can ICT contribute in making our classroom teaching learner-centred?

Kulik (1994) conducted a research to find out the effectiveness of computer-based instruction (CBI) on learners. The result showed that learners who used CBI scored 64% on tests of achievement as compared to learners without computers who scored 50%. Learners learnt more in less time when they received CBI. CBI helped learners to enjoy their classes as well as to develop a more positive attitude.

Kachala (1998) examined 219 research studies from 1990 to 1997 to evaluate the effect of technology on learning and achievement. The result showed that learners in technology-rich environments experienced positive effects on achievement in all major subject areas. It helped not only regular learners but also children with special needs at all levels from pre-school to higher education. Use of computers for instruction helped learners to improve their attitude towards learning and their own self-concept.

Mann’s (1999) study analyzed 950 fifth-grade learners’ achievement from 18 elementary schools across West Virginia State. Data was collected from 290 teachers as well. The study focused upon teaching of spelling, vocabulary, reading and mathematics. Learners whose performance
was not satisfactory were made to participate in basic skills / computer education and the use of ICT helped them substantially to enhance their scores. At the same time, teachers and learners had a positive attitude towards using technology in the teaching-learning process.

The above studies demonstrate that computer based instructions and by implication ICT helps learners to achieve better results.

1.2 THE IMPORTANCE OF TEACHING ENGLISH LANGUAGE

Lord Macaulay is considered to be a pioneer of English education in India. He advocated the teaching of English to Indians because English language had ready access to vast intellectual wealth. In his Minutes, he mentioned that the funds should be employed for teaching English rather than Sanskrit or Arabic. This he felt would help to create good English scholars. These scholars would convey knowledge of English further to all Indian population. The system of education was implemented from 1854. English education system recommended by Macaulay helped Indian people to unite. It created awareness against traditionalism and superstitions. It not only helped Indians to get acquainted with western knowledge and wisdom, but also helped to know the old stories of our ancient time in English language. The world got acquainted with ancient wisdom of our country due to English education. The introduction of English helped Indians to know about the western scientific investigations and advancements. It helped to produce scholars, who had western knowledge and wisdom, who worked hard to establish a better system of education and government in India.

The idea of teaching English was supported by Gopal Krishna Gokhale, a social reformer, in the beginning of the twentieth century. Gokhale (1908) demanded that vernacular language be allowed as an optional subject with the classical languages while pursuing B.A. He suggested to create a separate Vernacular University, where English and Sanskrit should be compulsorily second languages in the curriculum. This shows that, he had realized the importance of languages including English at that time.

V. V. Yardi, a linguist, who has stated various reasons for studying English language in India. Yardi (1977) expresses the view that English is the most important language today in the world.
He argues that it is no longer the language of the U.K. or the USA and certainly by 2020 there would be more speakers of English in Asia than in any other continent. He also points out that India will soon become the centre of gravity of the English language. He observes various reasons for the study of English in India. He states that English is used in trade and industry as well as in the administration. It is the language of competitive examinations. It helps to get acquainted with the modern scientific and technical knowledge. It keeps us in contact with the latest thoughts in Europe in every field of life and culture. Many literary books written in European languages have been translated in English. If a person knows English, he or she will be able to get acquainted with the literature of knowledge. At the same time, the diplomats, thinkers and interpreters express themselves in English language.

The above discussion shows that teaching of English language in India is very much essential. English can be called the language of the twenty first century due to various reasons. It is most widely used language for different purposes. It links various countries for different reasons. It is a link language for international trade and transport, science and technology as well as business and diplomacy. English is widely used on internet; it is a communication medium for information and news. It is widely used for international academic conferences as well as popular music lyrics. English helps an individual to be connected with the outside world. The first Prime Minister of India, Jawaharlal Nehru had realized the importance of English and had called it as the ‘window of the world’.

Crystal (2003a) states that ‘English is now the language most widely taught as a foreign language - in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil - and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony)’ (p.5). He offers six good reasons for studying the English language. The reasons stated are it’s fascinating, it’s important, it’s fun, it’s beautiful, it’s useful and it’s there. He states that it is remarkable how often the language turns up as a topic of interest in daily conversation - whether it is a question about accents and dialects, a comment about usage and standards, or simply curiosity about a word's origins and history. He observes the dominant role of English as a world language, which
has become the chief means of communication between nations. He points out that one of the most popular leisure pursuits is to play with the English language - with its words, sounds, spellings, and structures. Crosswords, quizzes and guessing games keep millions happily occupied every day. He further describes that each language has its unique beauty and power and it is reflected to a great extent in the works of its orators and writers. We can see the 1,000-year-old history of English writing only through the glass of language, and anything we learn about English as a language can serve to increase our appreciation of its oratory and literature. He remarks that getting the language right is a major issue in almost every corner of society. The more we know about the language, the more chance we shall have of success. Finally he points out that English, more than any other language, has attracted the interest of professional linguists. It has been analysed in dozens of different ways, as part of the linguist's aim of devising a theory about the nature of language in general. So, it is crucial to ensure that English is taught accurately and efficiently to the learners.

Kachru (1992) has pointed out the three concentric circles of English language. He states that the spread of English around the world can be viewed as three concentric circles. These circles represent the different ways in which the language has been acquired and is currently used. The three concentric circles of English are as under:

1. **Inner Circle**: All the countries where English is used as a primary language are included in the inner circle. English is the native language of these countries. This circle includes countries like the USA, the UK, Ireland, Canada, Australia and New Zealand. Around 320 to 380 million population uses English as a native language.

2. **Outer Circle**: All the countries where English is used as a second language are included in the outer or extended circle. The English language has reached these countries due to the colonial legacy of the UK and it is used as an official language in many public domains like media, administration, education and legislation. This circle includes countries like Singapore, India and over fifty other territories. Around 150 to 300 million population uses English as a second language.

3. **Expanding Circle**: All the countries who have realized the importance of English as an international language are included in the expanding or extending circle. These countries do not have any colonial legacy of the UK. At the same time, these countries have not given any
officiating status to the English language. But in these countries, English is taught as a foreign language. This circle includes countries like China, Japan, Greece and Poland. As the name of this circle suggests, the number of countries is increasing steadily in this circle. Around 100 to 1000 million population uses English as a native language.

![Diagram of Three Concentric Circles of English Language]

**Figure 1.1: Three Concentric Circles of English Language**

The views expressed by Jawaharlal Nehru, David Crystal and Braj Kachru clearly show the importance of English language. Crystal has offered six reasons for studying the English language and Kachru has dealt with the three concentric circles of English, which clearly show the importance of the language. In reality, about 6,000 languages are present in the world but only ten languages are spoken by half of the world's population. In fact, the most dominant language out of these ten is English. At the same time, English is the most prominent language on internet. Around 537 million users make use of English while using internet. More than 22 lakh articles are written in English on Wikipedia. If we want to be connected with the world, we cannot ignore the teaching of English in India.
Bhagat (2012) expresses the view that a person with decent English language skills can increase earning power by 400 per cent. He states that the desire for learning English in India is underestimated. English is not a trend, a fad or an up market pursuit. English helps to face an interview, read the best academic books available and access the world offered by the internet. Without English, progress for a middle-class youth is heavily stunted. He says that as a developing nation, English is one of the few tools available to make Indians take their rightful place in the world. He further refers to the attitude towards teaching of English. He points out that English is seen as a threat to Hindi or other local languages. He makes a point that English is not competing with the vernacular – but it is a necessary skill for middle-class youth to rise in the modern world. Hindi is your mother, English is your wife and it is possible to love both at the same time.

Kothari Commission (1964 - 66) has pointed out that ‘English is an important library language, which would play a vital role in higher education’ (p. 292). It has also emphasized the study of English for practical purposes. It has further recommended that special units for teaching English should be established, which would provide working knowledge of the language to new entrants. The National Commission report of Government of Pakistan states that English should be taught as a functional language to fulfill the practical needs of a developing country.

To summarize the above discussions, teaching of English language in Indian context is very much essential. Many great thinkers, linguists, educationists and writers have brought out the importance of teaching English language. One must remember that English is the most widespread language, which is widely used in several vital areas like news and information, business and government and science and technology. This shows the prominence of English language and we as language teachers cannot ignore the importance of teaching English at different levels of education.

1.3 IMPORTANCE OF TEACHING ENGLISH GRAMMAR

Grammar is a systematic study and description of a language. It puts in life in a language and is a central part of language that relates sound and meaning i.e. phonology and semantics. Use of proper grammar is important in writing and speaking for conveying correct, complete and
unambiguous meaning. Grammar helps for meaningful formation of sentences in a language. Inappropriate grammar may confuse the reader and the intended meaning cannot get transmitted.

The study of grammar will help a learner to gain a clearer understanding of how the language works and a learner will gain greater control over the way he/she shapes words into sentences and sentences into paragraphs. In short, studying grammar may help to become a more effective writer as well as speaker.

Crystal (2003b) states grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity and exploit the richness of expression available in English. And it can help everyone - not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

Crystal (2003a) says knowing about English grammar is a conscious, reflective process. It means being able to talk about what it is we are able to do when we construct sentences - to describe what the rules are, and what happens when they fail to apply. He mentions six reasons for studying grammar. He states that people are constantly curious about the world in which they live, and wish to understand it and master it. Grammar is no different from any other domain of knowledge in this respect. He further points out that language is involved with almost everything we do as human beings and grammar is the fundamental organizing principle of language. He observes that our grammatical ability is extraordinary. It is probably the most creative ability we have. There is no limit to what we can say or write, yet all of this potential is controlled by a finite number of rules. He remarks that we encounter the problem of ambiguity and unintelligible speech or writing. To solve the problem, we need to put grammar under the microscope, and work out what went wrong. He also states that learning about English grammar provides a basis for learning other languages. Finally, he states that after studying grammar, we should be more alert to the strength, flexibility, and variety of our language.
The above discussion shows that grammar is the ‘backbone’ of a language. It helps you to organize your messages and ideas by providing necessary grammatical structure. Grammar can be considered as ‘the railway through which your messages are transported’. You won’t be able to convey your ideas without appropriate grammar. It is used as a ‘vehicle for communication’ and teachers are like ‘driving instructors’. Teachers’ role is to teach students to ‘drive the car, let them enjoy driving and give knowledge on the traffic regulations’. It simply means that grammar is very much essential to become an effective communicator.

Choudhury (2002) mentions the four objectives of teaching grammar. He states that grammar is the science of language and teaching of grammar undertakes a scientific study of a language. He points out that grammar is taught to study the behaviour of words and changes in the word forms. Further he describes that grammar is taught to understand the sentences spoken and written, which will help learners to speak correct grammatical sentences. Teaching of grammar is a means whereby faulty speech and composition are corrected. Finally, he remarks that grammar needn’t mean pedantry but it can mean a valuable necessary discipline, or even a fascinating study. Grammar resembles a vitamin in that ill effects may spring from a deficiency and an excessive dosage may be wasteful and harmful.

On the basis of the above discussion, it can be concluded that one needs to have good base of grammar to gain command over a language. One cannot build the foundation of a language without grammar. Even native speakers study grammar at school level to acquire mastery over proper usage. If one does not have appropriate command over grammar, it would be difficult or rather impossible to frame grammatically correct sentences. Thus, the importance of grammar cannot be ignored and we as language teachers must deal with the study of grammar in the classrooms.

1.4 IMPORTANCE OF TEACHING ENGLISH TENSES
As grammar is a central part of language, same is the case with tenses. Tenses play a vital role in learning a language appropriately. If one wishes to become an effective communicator as well as writer, one needs to have a good command over use of grammar as well as tenses. If one knows tenses appropriately, he or she would be able to express himself or herself in the correct manner.
The grammatical category of tense is an essential part of grammar of classical as well as modern languages.

Learners are greatly benefited by learning the tenses of English language as it helps them to construct meaningful and correct sentences. If learners are able to achieve mastery over the tenses, they would be able to communicate in English efficiently. Lack of appropriate command over grammar including tenses might lead to miscommunication and misunderstanding. So, it is very much essential to learn grammar as well as tenses to achieve good command over English language. We, as language teachers, cannot ignore the importance of learning tenses and must teach tenses sensitively to the learners.

Many grammarians and language scholars have defined ‘tense’ in different ways. Comrie (1985) has defined tense as ‘the grammaticalization of location in time’ (p.9). Virkar (2004) defines tense as ‘a verbal inflection to express time’ (p.1039). Webster (1980) defines it as ‘a form of verb which indicates time of action as present, past or future’ (p.1466). Oxford Advanced Learner’s Dictionary (2000) describes tense as ‘any of the forms of a verb that may be used to show the time of the action or state expressed by the verb’ (p.1339). Wren and Martin (2001) points out that ‘the tense of a verb shows the time of an action or event’ (p.78). According to Leech and Svartvik (2006), ‘By tense we understand the correspondence between the form of the verb and our concept of time: past, present or future’ (p.415). Quirk and Greenbaum (1973) express that ‘time is a universal, non-linguistic concept with three divisions: past, present and future; by tense we understand the correspondence between the form of the verb and our concept of time’ (p.40). Crystal (2008) defines Tense as ‘a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place’ (p.479).

Even though the scholars have defined tense in various ways, they all express the view that tense is considered as a ‘grammatical category which usually indicates time’.

The various scholars have classified tenses differently. Wren and Martin (2001) have classified tenses as present, past and future. They state that ‘a verb that refers to present time is said to be
in the present tense, a verb that refers to past time is said to be in the past tense and a verb that refers to future time is said to be in the future tense’ (p.78).

Thomson and Martinet (1960) classify tenses as present, past and future. Alexander (1990) also categorizes tenses in the same manner. He states that there are twelve tenses in English grammar. The writer follows the traditional classification of tenses and categorizes them as present, past and future.

Leech and Svartvik (2006) express the view that ‘English has two simple tenses: the present tense and the past tense’ (p.415). They mention that ‘there are five main ways of expressing future time. The five ways are will or shall, be going to, present progressive, simple present and will or shall followed by the progressive’. Be to, be about to and be on the point of are less common ways of expressing future meaning (pp. 77-80).

Quirk and Greenbaum (1973) point out that there are only two tenses in English namely present and past. They further state that ‘there is no obvious future tense in English corresponding to the time/tense relation for present and past. Instead there are several possibilities for denoting future time. Futurity, modality and aspect are closely related and future time is rendered by means of modal auxiliaries or semi-auxiliaries or by simple present forms or progressive forms’ (p.47).

Comrie (1985) also opines that English has two tenses namely present and past. He further points out that ‘the English future is basically a mood, with specific temporal interpretations in context’ (p. 24).

Eastwood (1994) also argues that there are only two tenses in English: present and past. Further he points out that ‘there is no single form in English that we can always use for the future. There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can’t be sure about’ (p.56). He supports his views by citing examples. He states that be going to is used for an intention, for example, I am going to spend six weeks in the US. Present continuous is used to show an
arrangement, for example, I am starting work in September. *Will* is used for neutral future, for example, I will be free for most of the summer. Simple present is used for talking about fixed timetable, for example, She finishes college in June.

The above discussion shows that grammarians have classified tenses in different ways. Some of them have argued that there are twelve tenses in English, whereas some hold the view that there are only two tenses in English. The prescribed Maharashtra State Board textbooks for secondary school level also discuss twelve tenses. Therefore, Alexander’s (1990) grammar book has been used as a framework for the present study.

### 1.5 OPERATIONAL DEFINITIONS OF TERMS

#### 1.5.1 ICT

ICT can play a vital role in the teaching-learning process. ICT in education can facilitate students to learn actively through all the senses. In many countries, ICT is used widely for educational purposes. In Australia, a wide range of activities are conducted by using technology. In Norway, ICT is used since pre-school for the development of communication skills. Philippines offer ICT as a subject in the curriculum. ICT is used to enhance teaching and learning in the United Kingdom. Scotland aims to use ICT to develop creative thinking of learners.

We have been talking about ICT but it is very much essential to know the meaning of the term. Few definitions of ICT are:

i. The exchange of information through computer technology is Information and Communication Technology.

ii. It refers to the creation, gathering, processing, storage, presentation and determination of information and also the process and devices that enables all this to be done.

iii. Information and communications technologies are the computing and communications facilities and features that variously support teaching, learning and a range of activities in education.

iv. ICT means the use of information in order to meet human need or purpose including reference to the use of contemporary devices such as the Internet.
v. Pathak and Chaudhary (2012) defines it as a scientific technology and engineering discipline and management that requires techniques used in information handling and processing their applications computers and their interaction with men and machine and associated social economic and cultural matter’ - UNESCO. (p.238)

vi. UNDP (2000) defines ICT as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

The above definitions make it clear that the term ICT is very broad which mainly includes computers and other technologies. Appropriate use of ICT can make our teaching interesting and innovative. From the above discussion, the three main categories are, ICT as a subject, as a teaching aid and as an administrative tool.

We can use ICT as a teaching aid for making our teaching-learning process more interactive. The government of India is aware of the importance of ICT and provides financial grants and support for implementing it at school levels, which will help in social transformation and national progress. Indian government realized the importance of ICT in the year 1984-85 and initiated the ‘Computer Literacy And Studies in Schools’ (CLASS) Project in the same year. A total of 12,000 BBC micro-computers were distributed to secondary and senior secondary schools through State Governments. Subsequently, the project was adopted as a ‘Centrally Sponsored Scheme’ during the 8th Plan i.e. from 1993-1998. 4969 schools were covered during the 8th Plan for providing instructors, maintenance of hardware, consumables and text books for students and training of teachers in schools.

National Task Force on Information Technology and Software Development (1998) has announced various schemes for the introduction of ICT in the education sector including schools. The schemes, namely, Vidyarthi Computer Scheme, Shikshak Computer Scheme and School Computer Scheme, help students, teachers as well as schools to buy computers under attractive financial packages. The report also focuses on the accessibility of computers and internet to schools, polytechnics, colleges, and public hospitals.
The ‘ICT in Schools’ scheme is a window of opportunity to the learners in the schools of India to bridge the digital divide. The scheme is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level playing field to school students, whether in rural areas or in the metropolitan cities. The objectives of the scheme are to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. The scheme is to enrich existing curriculum and pedagogy by employing ICT tools for teaching and learning. It also enables students to acquire skills needed for the Digital world for higher studies and gainful employment. It provides an effective learning environment for children with special needs. Further it promotes critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.

The above discussion shows that the government of India has implemented various ICT policies in secondary and higher secondary schools for the development of education. This shows that ICT can be used for betterment of learners.

1.5.2 Secondary School Education
Merriam Webster Dictionary defines secondary school as a school intermediate between elementary school and college. English Language Dictionary defines it as education beyond the elementary grades; provided by a high school or college preparatory school. Oxford Advanced Learner’s Dictionary (2000) defines it as ‘education for children between the ages of eleven and eighteen’ (p.1153).

Planning Commission states that ‘secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of fourteen to eighteen for entry into higher education’ (p.41).

Maharashtra Secondary and Higher Secondary Education Boards Act, 1965 states that ‘secondary education means such general, technical, vocational or special education (including any combined course thereof), which is designed to meet the needs of the period of adolescence and which follows immediately primary education and precedes immediately higher secondary
education’ (p.3). Further it states that ‘secondary school means an institution which imparts secondary education and is recognized by a Divisional Board’ (p.3).

MHRD, Govt. of India states that secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world of work to the youth of the country and contributes to socio economic development of the Community. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18.

The following diagram provides the details of education system in Maharashtra and India. The diagram clearly proves that secondary education is a bridge between primary and college education.

![Diagram of Education System]

**Figure 1.2: Education System in Maharashtra and India**

**1.6 NEED AND SIGNIFICANCE OF RESEARCH**

We need to explore the importance and use of ICT in the teaching-learning process. New types of educational technologies like E-Learning CDs, DVD Lectures and Virtual Classes are
emerging at an ever-accelerating pace and use of these technologies can make a considerable impact on the teaching-learning process. Educationists wonder whether ICT can help to make teaching more interactive and participative and shift the focus from a teacher-centred to a learner-centred class. Many developed countries like the USA, the UK, Korea and Japan make ample use of ICT in daily classroom teaching and it has been proved to be a successful methodology. Can we make use of ICT in India, which is a developing country, for the betterment of language competence of learners? Can we use ICT for teaching English in general and teaching grammar in particular? By taking this background into consideration, it is essential to carry out research in the field of use of ICT in teaching of English.

1.7 RATIONALE OF THE PRESENT STUDY
Grammar plays a vital role in the teaching and learning of English. Grammar is not an end in itself but a means of learning to use a language. Grammar affects meaning, so the emphasis should be on the teaching of grammatical meaning accurately. Tenses are one of the important components of English grammar. Tenses play a crucial role in teaching-learning process. Tenses are the ‘backbone of learning’ of any language. If a student makes mistake in using tenses, it affects the meaning of a sentence. It hampers the communication process. The reality is school students find learning tenses difficult and challenging. At the same time, other topics of grammar like active-passive, direct-indirect are based on tenses. So, this topic has been selected for the present study.

1.8 AIMS AND OBJECTIVES OF THE RESEARCH
1.8.1 To find out whether ICT contributes to better teaching of tenses at secondary school level in Marathi medium schools
1.8.2 To understand the students’ response to teaching through ICT
1.8.3 To identify the awareness level amongst teachers about ICT

The research mainly focuses on whether ICT can contribute to better teaching of tenses especially at Marathi Medium Secondary School Level.
1.9 HYPOTHESIS OF THE RESEARCH
Use of Information and Communication Technology in teaching of English tenses at the secondary school level helps students to learn tenses in a better way.

1.10 GEOGRAPHICAL LOCATION OF SCHOOLS
The schools, where experiments were carried out, are located in Deccan area in Pune, which is the heart of the city. All these three schools are private aided schools and have the ICT facilities. The geographical map of these schools is provided below:

![Geographical Map of Schools](image-url)

**Figure 1.3: Geographical Location of Schools**

A: Sou. Vimalabai Garware High School, Karve Road, Pune  
B: New English School, Tilak Road, Pune  
C: Ramchandra Rathi High School, Law College Road, Pune
1.11 SOCIO-ECONOMIC BACKGROUND OF STUDENTS

Socio-economic background plays a vital role in students’ life for their development in education. The students selected for the experiments are economically poor or from lower income group. Most of the students either stay in slum areas or in chawls. Most of their parents work as porters, workers or helpers. Most of the mothers are housemaids. Most of the students belong to the first generation of learning English.

Most of the parents are not educated, so it is not possible for them to help their children in their studies. These parents cannot provide any educational support to their wards. Teachers also cannot pay individual attention due to large number of students in a class. So, these students attend private tuitions to help their studies. If ICT is used effectively in schools, teachers can provide individual attention in schools and solve the problems of their learners in a better way.

1.12 ICT DEVELOPMENT INDEX

The ICT Development Index (IDI) is calculated to monitor and compare developments in ICT across countries. The IDI was developed in the year 2008 by International Telecommunication Union (ITU), Geneva. While measuring the IDI, ITU considers the level and evolution over time of ICT developments in countries. It also measures the progress in ICT development in both developed and developing countries. The ‘Digital Divide’ and the ‘Development Potential’ are also taken into consideration while measuring the IDI.

ITU has recently published the IDI and India secured 119th position in the year 2011. In the previous year, India was ranked on the 116th position among 155 countries, which included developed as well as developing nations. This shows that India has deteriorated by three positions in the ranking. The report also provides the details of IDI in Asia and the Pacific Region. In the region, India ranks on the 23rd position. The screenshot of IDI – Asia and the Pacific is given below:
1.13 MEANING OF REMEDIAL TEACHING

In many situations, a student mis-learns or misunderstands some of the learning material, so one needs to be corrected soon. Otherwise this distortion may remain with the learners forever. So, a teacher needs to re-teach the same learning material to avoid mis-learning or misunderstandings. This kind of re-teaching is known as remedial teaching. The remedial teaching is concerned not only with the learning material which is mis-learnt but it also deals with the learning material which is forgotten by learners. Thus, a teacher’s job is one of correction and completion. A teacher must remember the objectives of remedial teaching, which are to teach what has not been learnt completely and to help unlearn whatever has been learnt wrongly. Thus, remedial teaching tries to complete what has remained incomplete and to eliminate errors.
1.14 METHODS AND APPROACHES OF TEACHING ENGLISH IN PRE-ICT PERIOD

English plays a very important role at the secondary school level and teachers make use of various methods while teaching English. The various methods which have been used for the teaching of English for many years are mentioned below:

1.14.1 The Grammar Translation Method (GTM):
The roots of Grammar Translation Method are found in teaching of Greek and Latin in ancient times in Europe. Scholars laid a lot of importance on the knowledge of grammar of the language. The GTM, also known as the Classical Method or the Traditional Method, grew out of this practice, which was very popular with European and foreign language teaching from the 1840s to the 1940s. Nagaraj (1996) comments that ‘it is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa’ (p.2).

The GTM combines the activities of grammar and translation. The students are taught formal grammar by using deductive approach. Grammar rules are memorized by the learners. They are taught selected vocabulary based on texts in an isolated manner. Easy classics are translated for learning. The method does not focus on teaching of pronunciation. Even though the GTM is criticized, we cannot ignore it totally, as it can be used in certain situations. If a foreign word is demonstrated in an equivalent native word of learners then they understand the meaning easily as ‘translation is a better mode than definition’.

1.14.2 The Direct Method
The Direct Method was a reaction to the Grammar Translation Method. It was popularly used by language teachers in the 19th century. Nagaraj (1996) comments that in this method ‘a teacher described each event in the foreign language and set reading and writing tasks on these lessons. The teacher used full sentences in the foreign language as input rather than words and phrases; no translation was used. The aim of the direct method was to get the learner to think in the target language’ (pp. 71-72).
The Direct Method tries to establish an association between expression and experience. In this method, mother tongue is not used to stem ‘inter-lingual interference’. The main characteristics of the method are: it used everyday vocabulary and structure. Grammar is taught by situation. The method encourages normal conversation by using many new items. Oral teaching of grammar and vocabulary is carried out. Grammar is illustrated through visual presentation. Extensive listening is practiced to master the forms. Teaching of pronunciation is also focused upon. All reading matter is presented orally. Most of the work is done in the class, which requires more class hours.

Bapat et. al. (2011) point out that ‘the method was innovative but did not have a sound methodological basis. The method focused only on the use of target language in the classroom’ (p.99).

1.14.3 The Structural Approach or The Structural-Oral-Situational (S-O-S) Approach

Nagaraj (1996) points out that ‘the S-O-S approach came into being as an alternative to the direct method. It is an outcome of the experiments carried out in the army camps during World War II. Prominent names associated with this approach are Charles Fries, Harold Palmer and A. S. Hornby. The S-O-S approach is the systematic presentation and practice of carefully selected and graded grammatical structures of English in effective and meaningful situations. The approach is based on the assumptions that language learning is a matter of habit formation. Habit formation involves a lot of repetition and conscious drilling of the language items. In this approach language items are first taught orally. Reading and writing follow the oral work. Language is primarily speech and therefore the spoken form is given priority over reading and writing. Language items are graded according to their frequency, usefulness and teachability.’ (p. 29)

Yardi (1977) describes that the structural approach seeks to lay the foundation of English by establishing through drill and repetition. It enables the children to attain mastery over an essential vocabulary for active use. It correlates the teaching of grammar and composition with the reading lessons. The approach teaches the four fundamental skills, namely, understanding, speaking, reading and writing. Further it lays proper emphasis on the aural-oral approach active methods and the condemnation of formal grammar for its own sake.
This approach is criticized as it may help a learner in making correct sentences but it fails in helping the learner to make correct utterances.

1.14.4 The Bilingual Method

The Bilingual Method was proposed by C. J. Dodson. This method tries to inculcate various aspects of the direct method and the grammar – translation method. The method aims at making the pupil fluent and accurate in the spoken and the written word. It also aims at preparing the pupil to achieve true bilingualism.

Nagaraj (1996) comments that the bilingual method adopts different methods and techniques in teaching. This method has largely helped to free teachers from a feeling of guilt for using the mother tongue occasionally in the classroom.

The method is really useful as it focuses upon two important skills of the language i.e. speaking and writing. The method also aims at achieving true bilingualism. But the major drawback of the method as stated by Yardi (1977) is it requires teachers who are adequately trained in the method and who have an excellent command of spoken and written English.

1.14.5 The Eclectic Method

Yardi (1977) describes this method as a ‘compromise method’. It is not one homogenous method since it combines in itself all that is good in other methods. Thus it makes use of the learner’s mother tongue when necessary, accommodates teaching of formal grammar, makes use of situations for presenting teaching materials and freely uses audio-visual aids.

1.14.6 The New Method or The Reading Method

Nagaraj (1996) states that ‘the reading method was developed entirely for pragmatic reasons. Michael West, who taught in India, argued that for Indians, the ability to read fluently in English was more important than speaking in English. To this end, he developed the reading method’ (p. 82). Yardi (1977) states that ‘learning to read a language is far the shortest road to learning to speak and write it’ (p.167).
This method mainly focuses upon the development of reading skills and does not give importance to speaking and writing. Still, the method has an impact on Indian language policies where English enjoys the status of a library language.

1.14.7 The Bangalore Project or Communicational Teaching Project:
The starting point for the Communicational Teaching Project (CTP) was dissatisfaction with the apparent failure of the S-O-S approach to live up to its promise to deliver grammatically correct spoken English. The basic assumption underlying this project is that ‘form is best learnt when attention is on the meaning’ (p.174). In this project, the learner is exposed to language experience without any structured syllabus. The focus of this project is on ‘use’ of language rather than on ‘usage’ as well as it argues that the ‘process’ is more important than the ‘product’. The project is among the most innovative of the post-war period and it plays a very important role in promoting discussion on the basics of language teaching and learning.

1.14.8 The Modern Approaches
The traditional methods of learning a language were ineffective to help a learner to communicate, which lead to the development of two modern approaches, namely, the notional-functional syllabus and the communicative approach. In the notional-functional syllabus, learning units are arranged in terms of functions and meanings. The communicative approach is considered as the extension of the notional-functional syllabus, which focuses upon the development of the communicative competence. The teaching in the communicative approach is eclectic.

1.14.9 The Humanistic Approach
This approach is developed in 1970s, which believes that human values are important and language learning is a process where the whole person is involved, and not merely the intellect. This approach considers the emotional and spiritual needs of an individual as no one can learn a language without their interference. This approach has four methods, namely:

a) **The Silent Way:** This method is developed by Caleb Gattegno, a mathematician, in 1960. A teacher has a limited role to play as he or she remains silent and the learners do most of the talking. A teacher plays the role of facilitator.
b) **Community Language Learning**: Charles Curran, a priest and clinical psychologist, has developed this method. He believes that a language learner often has some tension and a teacher should play a role of counselor to help the learner to overcome his fear, which would help the learner to learn a language.

c) **Suggestopedia**: Georgi Lozanov, a psychiatrist, advocated this method. He used suggestions for reducing fear of language learners. In this method, music can be used for eliminating anxiety in the classrooms, which can help the learners to relax while learning a language.

d) **Total Physical Response**: James Asher, an experimental psychologist, developed this method, which compared second language acquisition with learning of a mother tongue. While learning a mother tongue, a child first responds physically and then creates oral responses. The same process can be applied to learning a second language.

1.14.10  **The Audio – Lingual Method**

This method was developed in America in 1960s and 1970s. The method deals with each language skill separately. The focus is more on listening and speaking skills but reading and writing are not neglected. The teaching is done with the help of dialogues and use of mother tongue is avoided while learning. The language laboratory is used as an important teaching aid.

In conclusion, a language teacher needs to make an effective use of various methods and approaches while teaching-learning process. A teacher should make use of positive aspects of each method and approach to make his or her teaching more interesting and innovative.

1.15  **AUDIO - VISUAL AIDS IN THE TEACHING OF ENGLISH**

Mass media are means or instruments of communication that reach large number of people or pupils with a common message. Mass media help a teacher to communicate and interact with a large number of students in an effective way. Teaching learning process can become effective and innovative with the help of mass media as a teaching aid. Mass media include printed as well as audio-visual aids and language teachers have been using these tools for many years to help learners learn the skills of language. A teacher must keep in mind that these tools need to be used for motivating learners and should be integrated appropriately with planning. Mass media have great potential for learning and development, if used wisely by teachers.
In early times, the teacher taught his learners orally. After the invention of printing press, books came into being, which was followed by printing of newspapers as well as use of other media in the teaching-learning process. We must be aware that audio-visual aids have multi-sensory reflection as compared to chalk and talk method, which has a uni-sensory reflection. We as teachers must know that the retention can be more if we use audio-visual aids. The various tools which are being used by language teachers are:

1.15.1 Printed Media
Printed media include newspapers and magazines. A learner can get a lot of information on various topics. A teacher can make use of printed media for developing the skills of language. A learner comes to know about many new words and expressions along with various grammatical structures. Printed media can be used for developing reading habits along with pronunciation and critical thinking. Many teachers have been teaching English by using printed media for many years.

1.15.2 Audio-Visual Media
a. **Radio**: Radio is the most significant medium for education in its broadest sense that has been introduced since the turn of the century. As a supplement to classroom teaching its possibilities are almost unlimited. Its teaching possibilities are not confined to the five or six hours of the school day. It is available from early morning till long after midnight. By utilising the rich educational and cultural offerings of the radio, children and adults in communities, however remote, have access to the best of the world’s stores of knowledge and art. Some day its use as an educational instrument will be as common place as textbooks and blackboards.

The above views are cent percent true and language teachers have been using radio for development of language skills mainly listening skills of the learners. There are various programs which are produced by *Akashvani* Stations for primary, secondary as well as higher secondary learners. Some programs are also prepared for teachers. The B.B.C. has been broadcasting English lessons since 1943, which are purely academic. The B.B.C. records, English by Radio, are sold along with the text in at least forty five countries of the world. This shows the popularity of using radio for educational purposes.
b. **Tape recorder**: Tape recorder helps to develop the listening skill and pronunciation in an effective manner. It was widely used for foreign language teaching during the Second World War. Many teachers have been using tape recorder for various language activities from many years.

c. **Television**: Television is a very powerful medium in providing education to the masses. It is called as ‘the queen of audio-visual aids’ and is used for educational purposes in more than one hundred countries today. Japan was the first to start teaching English by T.V. The history shows that by 1958 more than 98% of the population of the U.K. and the U.S.A. was covered by television transmission. In 1967, the first regular service of coloured television in Europe began on BBC-2.

   In India, Delhi School T.V. Project was launched on October 02, 1961. The project was taken up in 140 schools with 300 sets covering about 29,000 students. The scheme was also taken up by Doordarshan Kendras of Bombay, Madras and Srinagar. With the help of Indian National Satellite, television is used on a mass scale for the qualitative improvement of elementary education since April 1982.

   There are five stages involved in preparation of a television lesson, namely, Planning & Preparation, Presentation, Production, Utilisation and Evaluation. A language teacher needs to be careful while preparing a T.V. lesson and it should be based on school syllabus.

d. **Cinema**: Cinema is also used as a teaching tool. Various investigations conducted in U.S.A. show that film producers increased reading interest in children. The film show depicts real learning situations, which are vivid, and helps to motivate learners to develop their study habits. The Children’s Film Society India was established in 1955 at Bombay. Since its inception, the Society has produced and purchased about 100 feature films and 104 short films. A pilot project to reach the rural children in Maharashtra by means of Mobile Film Unit has been in operation for a number of years.

e. **Video**: Video is one of the modern tools for learning a language. The videos can be played for the development of language skills. The main benefit of videos is that it can be stopped at any time and can be played many times.
Mass media have been an effective tool for many years. Mass media helps to make teaching of English effective and interesting. The tools cater to two important senses, namely hearing and sight, through which a learner acquires around 85% of knowledge.

1.16 THE LANGUAGE LABORATORY
Teachers have been using the language laboratory since 1947. It was first used in the Louisiana State University in the USA. The language laboratory was invented due to experiments in language teaching made during the Second World War. The language laboratory was widely used in the USA and by 1950 about a hundred colleges and other educational institutes had the facility of language laboratory. In the UK, the language laboratory facility came into existence in the year 1961. It became very popular and by 1965, more than three hundred schools and educational institutions had this facility. In India, the first language laboratory facility came into operation in the mid sixties.

The language laboratories are of four types, which are as follows:
1. **Audio Passive**: In this type, a learner is able to listen to the teacher or the tape-recorder or the gramophone by using the headset. In this type, a learner’s role is limited to listening and repeating the content. This is the simplest and the most inexpensive type of language laboratory, which helps learners to concentrate on the teaching material. One of the drawbacks of this type is that a teacher cannot check the learner’s oral responses.

2. **Audio Active**: In this type, a learner is able to listen to the content and repeat the same into the microphone and compare his voice with that of teacher’s, which helps him to understand the difference between two of them.

3. **Audio Active Comparative**: In this type, a learner is able to listen to the learning material, repeat it in the microphone and record his response on the tape. The learner has the advantage to listen to the recording at the later stage.

4. **Audio Active Comparative with Control**: This is the most advanced type of language laboratory. This type of laboratory has all the facilities of audio active comparative. In addition to that a teacher has the facility to control the responses of the learners. A teacher is able to monitor students individually and correct them without disturbing others. This type helps self-paced learning, as a teacher can teach students at their own pace. It also has the
facility to stop the recordings of all students and give general instructions to everyone. The major disadvantages of this type are that it is too costly and difficult to operate.

Even though language laboratories are available in educational institutes but the laboratories are not utilized properly. Many laboratories lack proper software, many teachers find it difficult to operate and in many institutes it has become a status symbol.

### 1.17 COMPUTER AS A TEACHING AID

We cannot ignore the development and importance of computers in all the fields of life. It can play a vital role in the teaching-learning process as well. Many times, we find our learners using computers and internet. They are very much familiar with the modern technology. So being a teacher, why can’t we adopt computers and computer aided technology in teaching-learning process? We can learn about various cultures, religions, traditions, etc. without moving out of the classroom. We as teachers can come to know about various teaching methodologies used in other places. With the help of internet we can bring the whole world in the classroom. There are various websites, which can be used in teaching English. We can make use of various facilities like MS Word, PowerPoint for learning English. Li-Yun (1996) states that ‘of all the computer tools available to the language teacher, the most liberating and enabling by far is the word processor. Given a little imagination and preparation, a whole new range of activities can be made available to the student, both in the classroom and as group or private study activity. Especially, the word processors as writing tools can clearly be exploited for language teaching and learning purposes, within what Phillips (1987) calls the prosthetic paradigm of CALL activity, that is when the computer acts a device compensating for human limitations.’ (p.25)

Understanding the importance of computers and its use in teaching learning process, an Integrated English Language Program (IELP-II) has been designed by Education Ministry of Egypt in the academic year 1998 - 1999. The IELP-II, a USAID-funded project, aims at increasing the use of educational technology in public schools in Egypt in collaboration with the Ministry of Education. Appropriate training was provided in the year 1999 and 2000 to selected teachers and supervisors to understand the functioning of computers and its use in teaching of English. Under this program, they have developed a course book, namely, ‘Teaching English
Using Computers’, which is designed for English language educators in Egypt. It aims at using computers and English language teaching software to improve their teaching of English. A Computer-Assisted Language Learning laboratory has also been installed to achieve this goal.

National Policy on ICT in School Education, 2009 has also given importance to the use of educational technology in teaching learning process at school level across India. The preamble of the document suggests the importance of ICT in school education. It states that ‘the National Policy on Education 1986, as modified in 1992, stressed upon employing educational technology to improve the quality of education… The significant role of ICT in school education been highlighted in the National Curriculum Framework 2005 (NCF 2005)… Use of ICT for quality improvement also figures in Government of India's flagship program on education, Sarva Shiksha Abhiyan (SSA). Again, ICT figured comprehensively in the norm of schooling recommended by Central Advisory Board of Education (CABE), in its report on Universal Secondary Education, in 2005…The initiative of ICT Policy in School Education is inspired by the tremendous potential of ICT for enhancing outreach and improving quality of education. This policy endeavours to provide guidelines to assist the States in optimizing the use of ICT in school education within a national policy framework.’

After realizing the importance of ICT in the teaching-learning process, Government of India modified the National Policy on Education to incorporate the educational technologies for the betterment of learners. It has been given due importance in NCF 2005, SSA and even in CABE’s report on Universal Secondary Education, 2005.

The vision of the ‘National Policy on ICT in School Education, 2009’ states that the ICT Policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio - economic development of the nation and global competitiveness.

In India, there are plans to computerize thousands of rural schools attended mainly by poor children. NGO’s like Azim Premji Foundation have been trying to improve access to computers in rural areas and the brighter side is that students have started reporting regularly in schools
where computers are installed and now more students are seeking admissions to such schools. The Goa Computers - in - Schools Project (GCSP) is another internet based alliance between overseas Goans and those here in India to help encourage attempts to give schools in state access to more computers.

As we know every coin has two sides, same is the case with use of computers at school level in India. Despite India being a developed country in the field of IT, very few schools have access to computers with a huge gap between rural and urban areas and also between states. The report on ‘Strengthening Education Management Information System in India’ published by HRD Ministry and the National University of Educational Planning and Administration reveals that across the country only 1,67,000 plus schools (14.25%) have access to computers.

The government of Malaysia has also implemented the policy of *Integrating ICT-Based Content in Teaching and Learning of English*. The Ministry of Education has taken various efforts to ensure that all schools are transformed into smart schools. The importance of ICT has been explained in the introductory part and it also deals with the various functions of the workshop. One of the major functions is to ensure that the Smart School project is able to produce students who are ready for a dynamic information age through an education system fueled by an innovative ICT based curriculum. The document also states that teachers in schools are not fully embracing this ICT-based teaching and learning initiative due to various reasons. One reason often quoted by many teachers is the current exam focus and exam-oriented system of teaching and learning in schools. Teachers are pressured to produce students who are high-performers in the standardized examinations. The same is the case in India as teachers are always pressurized in producing students with good marks in the examinations. At closure, the document focuses upon the role of teachers in implementation of ICT in teaching learning process. It points out that any initiative in the integration of ICT at the school level cannot be successful if the teachers are not convinced that it will enhance teaching and learning of English.

Bhagat (2012) proposes to change the present system of education and describes that ‘may be we need to redesign the traditional model of a school, perhaps using technology to impart learning.
Course materials have to be brutally revamped to bring them in sync with the modern world. Rural schools need Internet connectivity even more than big – city ones’ (pp. 111-113).

In conclusion, we may use ICT for language learning. We can bring in quality with the help of ICT, which is hampered in mass education. There are many other problems which are faced by a teacher in a traditional mode of teaching but ICT can help to overcome these problems. ICT can help to monitor the progress of a learner in a better manner. It can help to disseminate knowledge appropriately. Many educational committees have proposed the use of technology in the classrooms. At present, it is not possible to have one computer for one learner but in future the situation would be different, where everybody will have a computer for learning different skills of the language.

1.18 CONCLUSION

There have been many researchers who have carried out research on teaching of English tenses as well as error analysis of tenses but this topic has been selected with a new perspective. The researcher is going to use ICT as a teaching aid for teaching English tenses in Marathi medium secondary schools. This study makes an attempt to find out whether ICT has an impact on teaching-learning process and whether ICT can help learners to understand tenses in a better way.

The researcher is acquainted with using technology and has conducted classes virtually and via video conferencing. The researcher has also used E-learning CDs and interactive DVDs in the teaching-learning process. So, the researcher has selected this topic to find out the impact of ICT on teaching-learning of English tenses.