CHAPTER V

CONCLUSIONS
5.1 INTRODUCTION

The present study is an attempt to understand the impact of ICT on teaching English tenses at the secondary school level. The study was based on the assumption that use of ICT in teaching of English tenses at the secondary school level helps students to learn tenses in a better way. The current chapter presents the major findings of the study, recommendations and suggestions for further research as well as the limitations of the present study.

5.2 MAJOR FINDINGS OF THE PRESENT STUDY

The following are the major findings of the present study:

1. The findings show that ICT plays a vital role in teaching-learning of tenses. ICT contributes to better teaching of tenses. ICT helps a teacher to make one’s teaching more effective and innovative. With the help of ICT, a teacher can create more interest in the subject among learners. The teaching through ICT was an innovative method for the learners as they were exposed to the same for the first time. It was a new experience for them, as they had not learnt tenses with the help of ICT in the past.

2. The results as well as feedback collected from students show that they are interested in learning tenses with the help of ICT. The findings also show that learners, who are ‘digital natives’ have positive mindset towards the use of technology in teaching-learning process.

3. The findings show that students can learn at their own pace. As one computer was shared by two to three students, they used to listen or watch the content at their own pace. The weak learners found it convenient and promising to learn at their own space.

4. ICT also helped learners to be more active in the language classroom. The sessions were interactive in nature, which helped learners to be more active and participative in the classroom.

5. The findings also show that students of control group had less interest in learning future tense with the traditional chalk and talk method. The control group also wished to learn the content through ICT.

6. The marks scored by the students in the pre-test and post-test clearly show that ICT is useful to learn tenses in a better way. There is a marked improvement in each and every learner due to teaching through ICT. The results of achievement test show that the experimental group
scored better than the control group. There is a significant difference between the means of these two groups.

7. Various components of ICT like audio songs, video songs, audio-visual aids and pictures changed the outlook of the students. They developed a positive outlook towards the learning of tenses. The students, when taught with the help of ICT, were actively involved in the process of learning. They enthusiastically participated in different activities conducted during the present study. The weak learners could refer to the teaching material again and again and were benefitted more. They could get rid of the fear of learning tenses due to learning tenses through ICT.

8. The overall performance of experimental group when compared with the control group points to the fact that the experimental group’s performance is better than the control group. The main reason for this seems to be the use of ICT in the teaching-learning process, as the experimental group was more excited to learn through ICT. The control group was also excited to learn but not as excited as the experimental group.

9. The findings also show that the experimental group was highly motivated as compared to the control group. In other words, learning through ICT was found to be a better stimulating or motivating method of teaching than the chalk and talk method.

10. The results of the questionnaire collected from the teachers of English show that these teachers are aware of ICT. They also mentioned that computers and internet are the important components of ICT, which could be used in teaching-learning of English language. All the teachers agreed that with the help of ICT, an English teacher can make his or her teaching more interesting and innovative. However, these teachers make use of ICT only occasionally in their teaching. Even though these teachers have positive attitude towards the use of ICT, they very rarely use ICT in their regular classrooms. These teachers stated that they have not got any formal training for using ICT and they have learnt the skills of using ICT on their own.

5.3 LIMITATIONS OF THE PRESENT STUDY

The limitations of the present study are as under:

1. The primary focus of the present study was on teaching of English grammar with the help of ICT as a teaching tool. It was further narrowed down to the teaching of tenses to the eighth
and ninth standard students of Marathi Medium Secondary School. The study focused on the teaching of present continuous and present perfect and the use of various constructions for future time. The study did not focus on any other tense and any other area of grammar. The study was limited only to the teaching of few tenses due to the constraint of time.

2. The experiments were carried out for a very short duration of time. The duration of the study was only fourteen clock hours. The short duration of the experiment was due to the time constraint and permission granted by the schools.

3. The experiments were carried out in Marathi medium secondary schools of Pune City area. The study did not focus on English medium schools. The experiments were carried out only in three Marathi medium secondary schools. If the study had been administered in English medium schools, then the results would have been different. But in reality, the English medium schools are well-equipped with technology as compared to Marathi medium schools. The present study was conducted at the secondary school level and did not focus upon the other levels of education namely, primary, higher secondary, undergraduate or post-graduate.

4. One of the limitations was non-availability of individual computer for students. At the time of research, one computer was shared by two to three students. If the student computer ratio had been 1:1, then the present study may have provided different results.

5. The sample size selected for the present study was of one hundred and ninety six students only. As the present study was carried out on an experimental basis, the number of students chosen was restricted to around two hundred. If the research had been carried out on more number of students and in more schools at various places, namely urban and rural area, then the study would have provided different results.

6. The present study did not focus on any other subjects. If the research had been carried out on different subjects like Science, Social Sciences and Marathi, then the study would have provided different results.

5.4 SUGGESTIONS

Based on the findings of the present study, the researcher would like to make certain suggestions. They are as follows:
1. **Awareness**: More awareness about the use ICT in teaching-learning process should be created among school authorities, teachers, parents as well as students. They should know how ICT benefits in learning English language.

2. **Flexibility**: The schools should provide more flexibility to English language teachers, so that they can make effective use of ICT in their teaching. English language teachers should not be burdened with other responsibilities, so that they can do justice to the subject.

3. **Training**: Training in ICT use should be provided not only to teachers but also to the students, so that they do not face any difficulty at the time of teaching-learning process.

4. **Tools**: The school authorities should make available more number of computers for the benefits of learners. At the same time, various educational CDs, DVDs etc. should be available in the computer lab.

5. **Syllabus Modification**: The aim of teaching should be development of language skills. So the teachers should have liberty to modify the syllabus as per needs of the students.

6. **Encouragement**: Teachers should be encouraged to use ICT in their teaching-learning process. If a teacher makes effective use of ICT, then he or she should be rewarded by the authorities, so that others are motivated to use technology in their teaching.

7. **Teaching Approach**: Teachers should have a learner-centric approach, which is easily possible by using ICT in the classroom.

### 5.5 SCOPE FOR FURTHER RESEARCH

Based on the present research work carried out by the researcher, there is scope for further research to be carried out by using ICT in the teaching of English language.

1. As we know ‘technology changes every day’, further research can be carried out by using different ICT tools. It is possible to carry out research by using Social Media like Facebook, Twitter or Skype.

2. Research can be carried out by using mobile communication like cellular phones, I-pad or I-phones. It may use mobile applications like ‘WhatsApp’ as well.

3. Further research can be carried out by using online resources or various English grammar websites. For carrying out such research, the institutes should have internet connectivity in the computer labs.
4. The present study focused on one of the components of grammar i.e. tenses. Research can also be carried out by teaching other components of grammar like ‘Articles, Prepositions, Direct-Indirect Speech or Change the Voice’ by using ICT.

5. Research can be carried out in developing other skills of English language, namely, listening, speaking, reading and writing with the help of ICT. It can also be used in developing vocabulary.

6. Research can be conducted in English medium secondary schools. The study can also be carried out at different levels, namely, primary, higher secondary, undergraduate and postgraduate.

7. The present study was carried out in state board schools, so further research can be conducted in different boards of education, like CBSE or ICSE.

8. The present study was conducted in Pune city area, so further research can be carried out in other parts of the state as well as the other states of India.

9. Research can be carried out by developing software, suitable to the needs of learners.

It is hoped that in future teachers of English would carry out research on the use of ICT in teaching different components of language. It is felt that the English teachers should carry out large scale surveys to find out the usefulness of ICT in language teaching. The research can be carried out not only in urban areas but also in rural areas. The results of such studies would benefit the language learners. It is hoped that the research would be carried out at different levels of education, for different subjects and in different geographical areas.