CHAPTER I

INTRODUCTION

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One of the most distinctive characteristic which sets us apart from other life forms is the highly evolved mode of communication which we call language. Language plays an important part in human life. It is a means of communication. It is a means of social control. Language is human, a verbal, systematic symbolism, a means of transmitting information from a form of social behaviour with a high degree of convention.

Language is one of the unique possessions of man, in fact, what distinguishes a man from an animal is the language. By using a language, a person can win the heart of others, with the same language; he can lose his dignity and degrade himself in the society. Ben Johnson says: “Language must show a man, speak that I may see thee”.

For Indians, English has a special place. This is not merely because English is a world language but because it has historical associations and has made an impact on our cultural life. For this reason it is not a foreign language to us, it is a second language. When English is taught as a school subject for an adult solely for the purpose of giving the pupil a foreign language competence which he may use in one of several ways then it is taught as foreign language. But English becomes a
second language when it is a language of instruction in schools and colleges and is used as a lingua franca between speakers of widely diverse languages as in India.

While talking of language it is useful to know certain terms. A mother tongue of a person is his first language, \( L_1 \). He may also learn a second language called \( L_2 \) or still a third language called \( L_3 \). The language being taught and learned is known as the target language.

The increasing awareness of the importance of English in the world should compel us to learn it for special or specific purposes and for widening our intellectual horizon. So, our aim in teaching English to our pupils is to enable them to use English with ease and comfort. English has been to us the gateway to all modern knowledge and modern progress. The English teacher should guide the pupils as an expert. The classroom activities should be made enjoyable.

One of the major shifts over the last ten years in the way English is reflected is the awareness that a second language needs to emerge holistically and naturally through functional language, that is use for authentic purposes. The developmental process characteristics of second language learning are:

- Automatic habit formation
- Conscious rule learning
- Natural emergence process

Traditional methods and approaches which tend to focus on the form and structure of English, have been found to contradict the way in which language
naturally develops, making second language learning more tedious and cumbersome for the learner than it needs to be.

English Language teaching methods have changed significantly. New methods have emerged for helping students develop proficiency in English as a second language. Now that classroom atmosphere has changed from a teacher-centered environment to one that is more learner and activity-centered where teachers and students are partners in the learning experience.

Language learning is now seen as an active endeavour in which the learner plays a significant role, generating the language he or she is learning and altering the learning process in individualized and culturally determined ways.

Thus the role of the learner has changed from that of a passive recipient of knowledge about the language he or she is learning and from an automatic applier of rigid language rules to an active decision maker in the language learning process and a creative generator of newly acquired language.

Today we have reached the stage where changes occur so rapidly and the language teacher has to keep pace with the most recent technologies if he or she wants not only to interest his or her students in the learning process but to help them overcome anxiety, frustration which makes the learner stagnate and consequently unable to move to a higher level. The advent of new technologies in learning process is always exciting. They add new dimensions to the class and spark students to higher level of motivation and achievement.
1.2 PLACE OF GRAMMAR:

Communication has become the heart and soul of the human life now-a-days. The process of communication chiefly deals with listening, speaking, reading and writing. No one really learns grammar. It has become a natural phenomenon that we start speaking what everybody speaks around us. We gradually develop a better sense of understanding with the passage of time. We don't study grammar of our own mother tongue to use it for daily speaking, but when we need to polish our own mother tongue or we want to learn a foreign dialect, we have to study its grammar and we usually do that. When we come to learn a new language like English language, we need to study its grammar. The importance of grammar cannot be ignored or neglected, and before we do that we need to understand what grammar is.

Grammar is the study of words and the way words work together, an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. But in this context a wonderful example was described by Kohli (1984) to illustrate the use of knowledge of grammar, “Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he is doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue”. Therefore, to speak in a clearer and more effective manner we must study grammar.
Grammar occupies an important place in the teaching learning of a language. It has a utilitarian value for a student. It is a means to the learning of a language efficiently and correctly. Thus the knowledge of the grammar acquired will be of great help. In the recent past, language teaching was mostly grammar centered. The common practice was grammar first, language next. Thus the learner of the language had to memorize the rules of grammar along with the exceptions. In this process, the learner often found himself confused.

Teaching of grammar in the traditional method kills the interest and initiative of the language learner. In the traditional grammar classes the lesson starts with a sudden grammatical presentation taught with rules. Thus, the learner of the language has to memorize the rules of grammar along with the exceptions. In this process the learner often found himself confused. The language learners were unwilling to participate, since the type of input of grammar learning is not persuasive and influential for recalling for further learning. In the traditional grammar classroom, there is lack of fun factor, unavailability of extra help, lack of immediate feedback out of the class and it adds more complexity to the grammar learning process. The use of chalkboard as a means of grammar presentation is also old fashioned.

Younger pupils are more interested in objects and actions. Grammar is the machinery by which the vehicle of language is set in motion. It should help the pupil to speak with interest. It should be taught without making it unpopular with the learner. Demonstrations with the aid of pictures and objects in the class prove more effective and kindle the interest of the pupils. Adding more movements and colours
for manifesting the grammar tips in the classes can flourish the dynamic nature of grammar.

Learning is modification of behaviour. This behavioral modification arising out of learning may be due to changes in cognitive, affective, sensory-motor or a combination of all these in different proportions. The basic learning experiences have to be through the senses of the individual. The natural way of learning by children is mainly through the use of senses. The sense of sight provides rich experience to the individual. Impressions created by the sense of sight cannot be erased. The teacher must use innovative teaching technologies that appeals to different senses.

The computers have brought a revolution in education. It has unique combination of tutorial, interactive and visual capabilities which has a beneficial effect on the learner. It provides new possibilities of learning, thinking and growing emotionally and cognitively. Direct exposure to experience through the use of computers will give enough and exact information of the content taught. Because of the novelty, computers transform the dullest task into an adventure thus motivating learners to learn the language with interest.

Hence, the investigator has selected the CALL programme as an instructional strategy in learning English grammar for the present study. The components of the strategy are, introduction by the investigator, pre-test, administering CALL programme, post-test. For this purpose a CALL programme is used to teach English grammar.
COMPUTER ASSISTED LANGUAGE LEARNING (CALL):

The language learning and computers are closely related with each other. The sensible integration of both can enable students to organize and process their knowledge at the touch of keyboard button. This innovative approach to language learning, a variation from the conventional classroom-based instruction, will definitely yield exciting results in language teaching. During the last decades, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Computers are the latest among the aids used for instructional purposes. Computers offer great potential for language learning apart from being powerful and stimulating aids.

With revolutionized language teaching methodology after the invasion of electronic media in the classrooms, computers now have become very effective tools in teaching grammar, vocabulary, syntax, and comprehension and even in developing interactive communication skills and in creating writing activities.

Today, we have reached a stage where changes occur so rapidly that there is a need for a practical code of behavior to be worked for a better adjustment. The nature and direction of changes taking place around the world and more precisely within the educational system reinforce the need for a new approach based on the recent technology of the country. One such approach is CALL which describes the use of the computer as part of a language course.
To bridge the gap between computers and language teaching, CALL programs have the potential to be used as individual teaching programs.

It is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language learning and teaching. CALL is the acronym for computer assisted language learning and it is related to the use of computers for language teaching and learning. It offers a powerful self-access facility and it helps to generate autonomous learners who will experience freedom of choice. CALL gives a new role to teaching materials, they become interactive. It is used to teach grammar implicitly rather than explicitly. It allows and encourages students to generate original utterances rather than just manipulate pre-fabricated language. CALL gives some impetus to the teacher and to the students. It creates numerous possibilities for active interaction.

By using CALL as a tool the teacher can present the material more effectively and even the dullest task could be transformed into an adventure. It motivates the learner to learn a language and offers high quality interactive feedback whenever the student feels or needs it. Computers have brought out a revolution in providing quality education. The remarkable versatility of computer is the major cause for their growing popularity in schools. Computers can be programmed to perform a multitude of tasks and thus become a useful tool in the hands of teachers, especially, in the hands of the language teacher who has to motivate the students in the learning process to overcome the anxiety, frustration and apathy which always accompany any language acquisition as they create a sort of ‘plateau’ which makes the learner stagnate and consequently unable to move to a higher level.
The computer has unique property over books as a medium for education in terms of its ability to interact with the students. While books can tell a student what the rules are and what the right solutions are, computers can analyse the specific mistake the student has made and react in a manner which leads him not only to correct his mistake, but also to understand the principles behind the correct solution in which the books fail to do.

Further, the computer, in the visual form, provides reply to every individual learners as and when the questions are raised through the console. It acts as a tutor assessing the learner's reply, recording it, pointing out mistakes and giving explanations and guides the learner towards the correct answer by generally adapted material to his or her performance (Demaiziere, 1982).

The flexibility of allowing the learner to choose between several modes of presentation in teaching through computer is something impossible to achieve with written handouts and worksheets like books because it would require a huge scrambled books with pages and pages of mostly unnecessary explanations, together with an extremely complicated system of cross-references. Thus, computer promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation and encourages vigilance (Hah, M. 1996).

In the 1960s, the importance of computer for language teaching and learning was realized and significant use of CALL began in the same year. Since then, the development of software for CALL method has followed the changes in teaching methodologies. While teaching methods changed to audio-lingual and communicative approaches, CALL software included simulations and more
interactive programs for developing grammar skill in any language. At the same time, learning and developing grammar skill still lacks with appropriate method and with a clear theoretical foundation through research has shown that learning strategies employed in CALL can affect the quality of learning. So, CALL is a very important technological innovation, which plays an important role in enhancing academic achievement, particularly academic achievement in English grammar among the students.

**DEVELOPMENT OF CALL**

The development of CALL can be divided into three phases as stated by Warschauer and Healey (1998) as (1) Behaviorist CALL, (2) Communicative CALL, and (3) Integrative CALL. The first phase, behaviorist CALL, though recognized from late 1950s, implemented through the 1960s and 1970s when the audio-lingual method was widely used. This provided students with the repetitive drills and practice, grammatical explanation and translation. In this phase, the computer was used as a tutor, presenting drill exercises without interactive feedback.

The second phase, i.e., communicative CALL, based on cognitive theories that identified learning as a creative process, began in the late 1970s and continued through the 1980s. This second phase of CALL offered more focus on the use of language rather than learning the language itself. In this phase, skill practice was provided in a non-drill format like language games, reading, and text reconstruction. While the computer was still used as a tutor, it gave students choice, control, and interaction.
Furthermore, during the second phase the computer was also used as the stimulus for developing skills in writing and discussions. That is, it did not offer instructional materials, but was used for creating or understanding the language through programs such as word processors, spelling and grammar checkers (Moras, 2001).

The third phase, called as integrative CALL, is predominant currently. It is based on multimedia technology and the combination of text, graphics, sound, animation and video. Also, the integrative CALL has looked at the language learning from the perspective of socio-cognitive theory which attaches a great importance to authentic use of language in meaningful contexts. It also gives emphasis to the integration of each skill by means of multimedia networked computers providing foreign language learners with opportunities to use information communication technology (Akbulut, 2008). Further, integrative CALL phase is considered as the integrated nature of technology as a tool rather than as an isolated technique and this new approach incorporates many aspects of constructivism.

Discussing about the importance of the ‘CALL’ Warschauer (1999) said that we have no ‘BALL’ (Book Assisted Language Learning), no ‘PALL’ (Pen Assisted Language Learning), and no ‘LALL’ (Library Assisted Language Learning) when we have ‘CALL’. Thus, computers have taken their place as a natural and powerful part of the language learning process.
1.5 ADVANTAGES OF CALL IN LANGUAGE LEARNING:

First, the use of CALL in supporting language learning provides students with the legitimacy of the input. The students can have an opportunity to interact in one or more of the four core skills, namely listening, speaking, reading, and writing because they have to use or produce text meant for an audience in the target language, not the classroom (Garrett, 1982).

Teachers can use CALL to provide easy and rapid access to a variety of language learning resources and multimedia components that are dynamic in nature in all areas of language that teachers could not offer without supplementary teaching aids. Activities such as problem-solving, information gap, language games, animated graphics are made available from CALL which the teachers can let the students practice with the target language. As a result, students’ interest, motivation and confidence will be promoted and increase the motivation in learning as students tend to spend more time on tasks when taught through computer.

Second, the use of CALL in language classroom basically helps to improve students’ self-concept and mastery of basic language skills, more student-centered learning and engagement in the learning process, resulting in higher-order thinking skills and better recall ability.

Third, classroom teachers might not be able to have ways of responding to their purposes as language learners have different purposes, CALL is capable of providing learners with the kinds of information and support that are required to complete individual tasks as well as to respond to the diversity of learner needs even
within a single classroom structure. As stated by Ahmad et al. (1985), computers can provide individual attention to learners who need to remedy and increase their ability, in order to find their own proficiency level and to choose activities or tasks that suit their individual learning styles.

Next, CALL can be used to promote autonomous learning. This is because CALL allows students to focus on the development of their own macro language skills and they can enjoy on their own individually because they can choose and determine their own level, pace, and time of language practice and development. According to Fitzpatrick and Davies (2003), CALL can provide the facility to design the learning activities in tasks and to accomplish the learning objectives in the first instance. As a result, if the students can overcome the limitations of time and resources, their individualized learning process can be maximized, leading to the development of learner autonomy.

Apart from the above, learner-centered classes can be promoted by CALL. As demonstrated by Warschauer and Kern (2005), learners are pushed to control their learning time and effort to communicate with their partners, peers or class while exposed to authentic and dynamic language tasks. Hence, it is believed that learners themselves can progress in their ability to learn by conceptualizing their learning experiences, by being actively engaged in steering the process and by taking responsibility for organizing their learning (Esch, 1996). Learning English is more engaging and enjoyable and helps in easy recall of lessons learnt, thus saving the time and energy of the teachers.
1.6 ACADEMIC ACHIEVEMENT:

The academic achievement measures the degree of a student’s adaptation to school work and to the educational system. It is also stated that academic achievement is subjective or psychological one as it helps to determine the academic success of a student which is reliant upon the student’s attitude towards his success and himself. Briefly it can be said that academic achievement is self-perception and self-evaluation of one’s objective academic success (Kobal and Musek, 2000).

In schools, the main goal of teachers is to obtain maximum achievement from each student as the ultimate goal is to provide knowledge, develop skills, build good characters and instill virtue among the students. In the end of every academic year, it is the students’ academic achievement that will determine whether they will progress to the next class or not. So, academic achievement is very important as it is strongly linked to the positive outcomes for human beings. Moreover, it helps secure a bright future and brings higher opportunities of success in life and also promotes self esteem and creates good values in a learner.

As suggested by Burns (1982), children enter school with a predisposition towards failure or achievement planted in them by the teachers in their life as well as by their interests along with love and acceptance offered to them. Teachers believed that the students who feel good about themselves and their abilities are the ones who will most likely succeed.

Factors that affect academic achievement include the psychological factors like learning attitude, self-concept and motivation that contribute towards the
academic performance of students. Therefore, this study aims to identify and analyze factors that affect the quality of students’ academic performance.

1.7 ATTITUDE AND ACADEMIC ACHIEVEMENT:

Attitude of a person is nothing but expressing our evaluation of something or someone and generally based on knowledge, feelings and behavior that may influence his / her future behavior. In the background of studies in the social sciences, attitudes are assessments influencing thinking and behavior. A target is essential for an attitude. Our attitude is always directed towards something or someone. Attitudes are highly composite and they can affect learning comprehensively. Attitudes influence performance and performance in turn influences attitudes including attitudes to one. Similarly, assessment leads to evaluation and self evaluation will influence the future performance.

Attitude of a student plays a central role in learning and academic achievement. A student’s attitude towards learning a subject can have a positive or negative effect on their learning. That is, a student’s attitude could be the critical factor behind his or her success or failure within the subject. Students may develop either positive or negative attitudes towards learning a subject during their educational experiences. Positive attitude forms the basis for optimism. Optimism is the assignment of favourable interpretations to actions and events (Gillham et al, 2001). For students, optimism can present itself as persistence. If failure is encountered, it is highly likely for an optimistic student to rationalize the event, demonstrate re-silience and try again instead of being depressed and helpless. Moreover, optimistic students are likely to remain engaged in learning activities and this engagement will help in
achievement. Feelings of anxiety can lead to panic, helplessness, fear, sweaty palms, nervous feelings and loss of ability to concentrate. Any one of such physical effects is more likely to contribute to poor outcomes and achievement among the students.

As stated by Ma (1997), attitude of a student is linked to achievement, though relationship between two continues to be debated. Various studies conducted in Asian countries have indicated that positive attitudes were not always present in students with high achievement scores. But Wilson (2008) argued that positive attitude would have long-term effect on the achievement scores. So, investigating the role of attitude in signifying the achievement scores will provide valuable knowledge for research work in this segment.

1.8 SELF-CONCEPT AND ACADEMIC ACHIEVEMENT:

A person’s self concept is developed early in life and affects his functions in the environment. Children’s self-concept is developed through the opinion of others about them who are important in their lives. The way how a person thinks about himself affects his / her behavior to a great degree. A positive view of self makes one confident giving him / her high self-esteem which results in a positive self-concept. Positive self-concept makes him feel capable and competent. His actions demonstrate those feelings, and others react positively to his actions, which, in turn, validate those feelings. These conditions are promoted in individuals’ security and self-confidence which result in a well adjusted social behavior.

Contrary to the above, there may be negative self-concept in a person contributed by low love of self, lack of positive opinion about self, a lot of criticism
and judgment, blaming oneself and having self-doubt. In negative self-concept, the person experiences uncertainty and lack of self-confidence in his / her in turn resulting in general anxiety in situation. Moreover, these negative feelings affect his actions and others’ reactions, validating negative feelings about self.

As per educational psychology, different types of relationships, both associative and predictive, exist between self-concept and academic performance. According to Purkey (1988), “there is a persistent and significant relationship between self-concept and academic achievement”. So, in the present study, an attempt has been made to identify the relationship between self-concept and academic achievement.

The idea that there is a relationship between self-concept and school performance is not a new one. Over 45 years ago, Lecky as cited by Shafique (2002), was one of the first to point out that a student’s self-perception of inability to learn academic material might be related to low academic achievement. His pioneering research opened the door to a mind-boggling possibility that students’ feelings about their abilities may, for better or worse, consciously or unconsciously, impact their academic performance.

Hamachek (1995) cited a significant correlation between self-concept and academic achievement. Ever since then, several studies have been conducted with most finding a significant correlation between academic achievement and self-concept, thereby emphasizing the importance of the self-concept for academic achievement. From reviewing various self-concept related literatures, he came to the
conclusion that a relationship existed between self-concept and academic achievement and that the relationship was reciprocal, with each variable affecting the other.

Consequently, learners have to do well in school in order to have a positive self-concept about their academic abilities and a positive self-concept was a necessary pre-requisite for doing well in school. The opposite was also likely to be true for children with a sense of inferiority or low academic self-concept. Consequently, educators have to be sensitive to learners’ self-concepts and their perceived academic achievement.

1.9 MOTIVATION AND ACADEMIC ACHIEVEMENT:

The issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. The impact of motivation on education of a child cannot be undermined. There is a need to motivate pupils so as to arouse and sustain their interest in learning. Motivation raises question on why people behave in the way they do it. An individual could therefore, from psychologists’ point of view, be seen as politically, socially and academically motivated depending on the motive behind his or her activities.

Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfilment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very
grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

The students can be motivated by giving frequent, early, positive feedback that supports students' beliefs that they can do well, ensuring opportunities for students' success by assigning tasks that are neither too easy nor too difficult, helping students find personal meaning and value in the material, creating an atmosphere that is open and positive and helping students feel that they are valued members of a learning community.

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Students perform best when the level of difficulty is slightly above their current ability level. People have a fundamental need to feel connected or related to other people. In an academic environment, students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to students, their sense of belonging is fostered by an instructor who demonstrates warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class.

Motivation has been shown to positively influence study strategy, academic performance, adjustment and well-being in students in domains of education as postulated by Vansteenkiste et al. (2005). At the same time, quality of motivation depends on whether the source of motivation is internal or external. The internal and external motivation ranges from intrinsic motivation at one end to amotivation at the other end of the continuum, with four types of extrinsic motivation (integrated
regulation, identified regulation, introjected regulation, external regulation) in between. While intrinsic motivation is derived out of genuine interest in an activity, extrinsic motivation is derived out of an expected gain or a separable outcome.

Identified Regulation, the highly autonomous type of extrinsic motivation, is close to intrinsic motivation. Identified regulation and intrinsic motivation can be summed up to generate autonomous motivation. Thus autonomous motivation depicts self-determined motivation. On the other hand, introjected and external regulation, which are low in self-determination, can be summed up together to generate controlled motivation. Thus controlled motivation depicts motivation which is very low on self-determination.

1.10 NEED FOR THE PRESENT STUDY:

The main aim of education is to bring about all round development of the child. The existing methods of teaching learning cannot withstand the challenge of the tremendous development of new ideas and the information technologies which are independently moulding the behaviour and learning styles of individuals and society at large. This means that the existing teaching-learning strategy has to be changed.

In an Indian setting, the lack of facilities and lack of motivation in acquiring knowledge for the sake of knowledge has always been felt during discussion and interaction in classroom setting. There is a felt-need among the present school teachers to make use of newer techniques and strategies for better understanding and better presentation of knowledge of English grammar in the school curriculum.
Grammar instruction is often regarded as an unattractive component of the language by the language learners. One of the best solutions to change the unattractiveness into attractiveness is by creating a language tool that acts as stimuli for language learning. Today, grammar is not a separate subject. It is the descriptive part of a language. Conscious, intelligent habit formation is more effective than an unintelligent, mechanical, parrot-like method of learning. Adding more movements and colours for manifesting the grammar tips in the class can flourish the dynamic nature of grammar. It is the inborn nature of the children that they like colours, sounds and motions.

Tense is one aspect of English grammar that often leaves us confused. It is with tenses that many errors are committed. Being weak in tenses poses a great challenge to our language especially while writing. This often becomes a major handicap and can also become a blow to one’s esteem and self-confidence. The very mention of the word tenses strikes fear in the heart of the staunchest language learner. Students find it confusing to use the different tenses in its proper form, while English tenses can be one of the most useful part of their lesson. It can also be one of the most difficult part of the study. So, students may need more time to master its use. For personal and professional enrichment, knowledge of tenses is essential. A good command of the grammar of the language can be empowering and it is necessary for them to achieve proper ability to communicate.

Tenses help the students to organize their thoughts. Clarity in spoken and written communication permits them, entrance to a world where ideas flourish. To be a part of the intellectual community, knowledge of tenses is important to the students.
A judicious application of technology makes learning environment more interesting and more attentive. Particularly teaching of grammar requires computer application with multimedia in order to maintain a good learning environment. It allows the teacher to structure and present the information with varying special effects to the students. The application of CALL programme would definitely create a good learning environment in the classroom, in sustaining the attention and motivating the students to learn effectively.

Kothari Commission (1964-66) tells that there are three kinds of people. i) those who learn through hearing. ii) those who learn only after seeing and iii) those who learn only after hearing and seeing. When computers are introduced into the learning environment, all the three kinds of people will be benefited. The integration of audio, video along with interactive mode constitutes the concept of multimedia.

The CALL programme for learning tenses developed by the researcher has all these features. Any teaching device with these features naturally attracts them, arouses their curiosity and draws their attention. Hence learning is kindled thus ‘readiness’ to learn is induced. The repetition and drilling techniques used in the programme give them ‘exercise’ in their learning. With the help of the feedback placed in the programme while learning, the children have a satisfying ‘effect’ of learning in their mind. Hence, learning by the CALL programme takes place in the most psychological method. Thorndike’s basic laws of learning (i.e.,)

- Law of readiness
- Law of exercise
- Law of effect

are very well regarded to.

The CALL programme is prepared in CD ROM and it may be displayed off and on and as and when required. At any point one may stop, go back and go forward according to the demands of the classroom or individual.

With the use of the CALL programme learners would seat in front of the LCD screen and all learning would be self-directed. This strategy is student-centered and helps the pupil to be more creative and explore widely and to seek wider applications.

It is clear that using CALL programme for teaching English tenses is more beneficial and helpful than using the traditional methods. The application of CALL programme would definitely create a good learning environment and motivate the students to learn effectively and create a feeling that they are valued members of a learning community and positive self-concept makes them feel capable and competent.

Hence, the researcher has chosen the topic for the present study to foster involvement in new teaching approaches to create a joyful learning environment for effective learning.

**STATEMENT OF THE PROBLEM:**

Education is considered as the first step for every human activity in the present era of technological revolution after globalization. Education plays a vital role in the development of human capital and provides opportunities for better living and well-
being. The acquisition of knowledge and skills ensured by education enable individuals to increase their productivity and improve their quality of life. So, providing quality education to the students remain top priority for educators all over the world. However, just quality education alone could not enhance the academic skills among the students.

There are many factors, such as student factors, family factors, school factors and peer factors inside and outside schools, affect the quality of academic achievements among the students. Therefore, the present study is undertaken to evaluate development of academic skill with the help of technological innovations as well as to evaluate the role of various factors explaining attitude, motivation and self-concept in improving the academic skill. Computer Assisted Language Learning, or CALL, is considered as the technological innovation in improving the academic skill. The skill in English grammar is the factor considered for academic achievement.

Every learner is an individual with different needs and skills of learning a language. Traditional methods of teaching a language placed the learners as passive recipients of the knowledge while teacher in the role of a transmitter of knowledge. With the advent of the communicative method of language teaching, the focus in the classroom shifted from the teacher to the learner. Current trends in the field of English Language Teaching focus on learner autonomy, learner involvement, learner-generated syllabi, creation of relaxed atmosphere for learning the language, and as a result, the concept of individualized instruction is increasingly gaining importance.

In the light of the information revolution due to technological innovation, seeking the assistance of computers in education is no exception as there is a
sweeping trend for using computers in all aspects of life in the present scientific challenges of the 21st century. Further, the world is heading towards knowledge economy and a lot of money is invested in computer assisted language learning instructional software programs.

Therefore, it is worth investigating the impact of such CALL programs in the development of grammar skills in English language. In a country like India, it can be observed that students most often memorize information and tend to learn the language without interaction with the required material. Further, they lack the motivation for learning the language as they are tired of traditional method of teaching and variations in the method of teaching from one teacher to another teacher. To overcome this problem the researcher aims at using a CALL programme and investigate its' impact on students’ achievement in learning English grammar. Therefore, the present study aims to find out the “Impact of CALL in learning English grammar among the high school students”

1.12 OPERATIONAL DEFINITION OF THE TERM

The following words used in the study have been defined with a view to clarify the connotation in which they are used in the present study.

1.12.1 CALL:

CALL is the acronym for Computer Assisted Language Learning. It refers to any endeavour involving the computer in a significant way in language teaching and learning.
1.12.2 IMPACT:

Impact means to have an effect or influence (the Concise Oxford Dictionary of Current English)

1.12.3 HIGH SCHOOL STUDENTS:

The high school students in the present context refers to the students studying in ninth standard and tenth standard belonging to the Tamilnadu State Board.

1.12.4 TENSE:

Tense is the form taken by a verb to indicate the time of action. It tells us about the sense of time in a sentence.

1.13 OBJECTIVES OF THE STUDY:

The objectives framed for this study are:

1. To develop an interactive CALL Programme for learning English Tenses for High School Students.

2. To find out the impact of Computer Assisted Language Learning (CALL) in enhancing the English grammar ability among High School students.

3. To study the attitude, academic motivation and self-concept towards English among High School Students.
4. To find out the relationship among the variables: attitude, academic motivation, self concept and academic achievement towards English among the High school students.

HYPOTHESES OF THE STUDY:

For the present research work, the following hypotheses are framed to set the research in the right perspective.

1. There is no significant difference between the Government school and Private school students in their attitude towards English.

2. There is no significant difference between the Government school and Private school students in their motivation towards English.

3. There is no significant difference between the Government school and Private school students in their Self-Concept towards English.

4. There is no significant difference between the Boys and Girls students in their attitude towards English.

5. There is no significant difference between the Boys and Girls students in their motivation towards English.

6. There is no significant difference between the Boys and Girls students in their self-concept towards English.

7. There is no significant difference between the control group and experimental group students in their attitude towards English.
8. There is no significant difference between the control group and experimental group students in their motivation towards English.

9. There is no significant difference between the control group and experimental group students in their self-concept towards English.

10. There is no significant difference between the control group and experimental group students in their achievement in English grammar in the pre-test.

11. There is no significant difference between the pre test and post test mean scores of control group students in their achievement in English grammar.

12. There is no significant difference between the pre test and post test mean scores of Experimental group students in their achievement in English grammar.

13. There is no significant difference between the control group and experimental group students in their achievement in English grammar in the post-test.

14. There is no significant relationship among the variables, attitude, academic motivation, self-concept and academic achievement in learning English grammar among high school students.
1.15 ASSUMPTIONS OF THE STUDY:

The following are the assumptions of the study:

1. CALL programme has an impact on the academic achievement of learners of all categories.

2. It is possible to develop a CALL programme for English grammar for high school students.

3. The developed CALL programme could be administered and the impact of CALL programme could be studied.

4. The CALL programme could hold the attention of students.

5. The CALL programme may accelerate the understanding ability of the students.

6. The CALL programme may motivate the students to involve in teaching–learning process effectively.

7. The CALL programme can promote a positive self-image in the learner.

1.16 DELIMITATIONS OF THE STUDY:

1. The investigation is confined only to the ninth standard students in the Karaikal district in the Union Territory of Puducherry.

2. The investigator adopted control group and experimental group design.

3. This study used CALL programme for teaching only English tenses.
4. The study was conducted for 15 weeks

5. The present study is confined to find out the impact of CALL programme on the academic achievement among the high school students.

1.17 THE SCOPE OF THE STUDY:

The present study aims at ascertaining the impact of CALL programme in learning English grammar among high school students to enable them to understand tenses very easily through individualized instructional technique. The CALL programme may reduce the monotony in the classroom by bringing out real life situations and motivate them for self-study and provides opportunities for individual pace and ability.

The study intends to develop a CALL Programme for teaching English tenses for high school students and find out the impact of the call programme through experimentation in learning English tenses. The study provides scope for the development and use of many CALL programmes in the concerned disciplines well as other disciplines for the benefit of learners of different categories. Hence the CALL programme can be used as an individualized instructional technique for the students of different categories in English subject as well as other subjects.
CHAPTER SCHEME:

The study consists of the following chapters:

Chapter I  Introduction of the research work conducted

Chapter II  Review of related literature of the study conducted by various researchers

Chapter III  Methodology of the study followed by the researcher and the Development of CALL programme

Chapter IV  Analysis and Interpretation of Data.

Chapter V  Summary and conclusion.