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CHAPTER I

INTRODUCTION

1.1.0 INTRODUCTION

English is one of the most useful languages spoken by maximum number of people in the world for which it is called as the 'Lingua Franca'. It has been used almost by all the nations of the world as a communicative language as it has made the communication easier among most of the countries of the world. It plays a vital role to have the better view of the world and to have better access of the latest sources of knowledge and information. In another words it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. It imparts new knowledge, skills and also provides formal system of living, which is found in most of the advanced countries of the world. The commercial weightage, the technical importance and the cultural content of English language also explain the fact of its worldwide acceptance as the medium of intellectual exchange. It is quite indispensable for the students of Politics, Economics, Science, Engineering, Medical and Technology.

Regarding the importance of different languages, the Government of India framed language policy in consideration of the recommendation of different committees and commissions. Both the National Integration Commission (1962) and the Indian Education Commission (1964-66) recommended the three-language formula where English had a major position. The Indian Education Commission also suggested that learning of English should be compulsory as a second or third language for the duration of six years and three years in the non-Hindi speaking areas and Hindi speaking areas respectively.

One can easily understand the importance of English language with its significant use at present time and from the futuristic view of different commissions and committees about this language. Hence the knowledge of English language is very vital for the development of self as well as for the development of the nation. Because of these reasons teaching of English is always encouraged in Indian schools.

In any language learning, grammar plays an important role. As all the skills of language - Listening, Speaking, Reading and Writing are acquired easily with the help of grammar. Grammar not only familiarizes students with different syntax and usages of words in different sentences but also enriches the speaking ability and helps a person to have a different impression. The importance of teaching grammar cannot be denied which is taught in schools with different methods and techniques. Sometimes to teach grammar, different teaching aids like, charts, pictures, filmstrips, flash cards, television, tape- recorder, etc. are used. In this modern era of Information and Communication Technology (ICT) English grammar can be taught effectively with the help of computers and in that Computer Assisted Instruction or Computer Aided Instruction (CAI) is very useful as it lessens the burden of the teacher and makes teaching and learning interesting. It also helps students to learn any topic at their own pace and at their own convenience. It also increases the enthusiasm of the students as well as motivates them to learn. Even the learning, which takes place with CAI, is interactive, accurate and untiring. Students of different age group can learn different things with the help of novel activities through CAI. The most beneficial or inspiring aspect of CAI is that it provides the mixture of wide range of visual, graphics and pictures in a multimedia environment to make the teaching-learning more interesting. The present study is an attempt in this direction to develop a CAI to teach English grammar in different modes.

Effectiveness of CAI may depend upon its mode of presentation in comparison to traditional method as well as among themselves and just to find out the option to traditional methods with better result if any. These different modes may comprise of the drill, discussion, repetition aspects. Now further the discussion is made on the different facets of English language and CAI which is given as follow.

1.2.0 ENGLISH LANGUAGE TEACHING IN INDIA

For almost two centuries, English has been playing an important role in our educational system as well as in our national life. It helped the growth of nationalism, the spirit of which ultimately helped to free the country from the Britishers. During that time, it served as a great unifying force in our struggle for independence. It was through this language the leaders from different parts of our country could communicate and chalk out

common plans of action for the independence. It has played important role in past and it has been contributing a lot in the development of our nation. After independence many people opposed to keep this language in India but today one can see the important role of English language, as it is the national link language for the purpose of inter-state correspondence and trade. The study of this language has also enriched the Indian languages and literature. Today, our country does have its own vast English literary work by eminent writers like Manoj Das, Arundhati Roy, Amrita Pritam, Dr. Khushwant Singh, and the former president Dr. A. P. J. Abdul Kalam etc. It has also contributed to the growth of knowledge in our country, particularly in the field of science and technology.

For the acceptance of English as one of the languages was a great hue and cry during the time of independence. Many leaders as well as people thought of the abolition of English language, but many people felt that if it were discontinued as a language then the work of hundred and fifty years would be wiped out and the standard of education would be lowered. To show the importance and necessity of English language teaching Maulana Abulkalam Azad – the then Education Minister said *“So far as general studies are concerned, it was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this can not be changed without injury to the cause of education in India. Today English has become one of the major languages of the world, and Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well the standard of teaching English should be maintained at as a high level as possible.”*

This shows that during that time it was also felt that teaching of English was not only desirable but also essential in Indian education system which can be seen from the importance of English language teaching in the following points.

1.3.0 IMPORTANCE OF ENGLISH LANGUAGE TEACHING

In the history of modern education in India, one may find that English has dominated the teaching-learning programme from the beginning. Never was there any

hatred or grudge against this language. It has been taught and learnt with affection and love. It has definitely enjoyed a privileged position in teaching-learning scenario. The persons not studying it might have felt some sort of inferiority complex. There have been good teachers of this subject not only foreigners alone, but Indians as well. Some of them came out to be more sincere and dedicated to the teaching of this language. With them, a study of the subject was always a point of inspiration. They have not only done their duties but in addition they have also contributed a lot for the spread of this language.

Though English is a language borrowed from far away and it belongs to an entirely different nation, it does not mean that it has no relationship with us. Every human being is free to study a language. English is not only a language of English men but also an international language which may be called the language of the world civilization. Its richness, flexibility, elegance, and dignity seem to have made it universally popular. Even father of the nation, Gandhiji said, *"I hold its knowledge as a second language to be indispensable for specified Indians who have to represent the country's interest in the international domain. I regard English language as an open window for peeping into western thought and science."* In other words, Gandhiji accepted the importance of this language for the selected few people who are to hold the reigns of the motherland. In this age of democracy, every one can dream of holding the charge of the country. Naturally, none can be denied the study of this language. Similarly the first prime minister of free India Pandit Nehru said, *"English language is ours by-historic necessity"*.

Further different points explained in the following paragraphs show very clearly why English has its unique importance in the country. We can hardly bear dispensing with it from our motherland.

1.3.1 A LINK LANGUAGE

India comprises different states with different regional languages with a multi facet of culture. People living in those states use different regional languages for communication. But English language links them together. The people from different states meet many times formally or informally over many common platforms. By using this language, they convey to one another their heart felt desires and thus they share the views of one another. In the words of Pandit Nehru, *"The language link is a greater link*

between us and English speaking people than any political link or common wealth link or anything else. It is so because we can see how their thoughts are functioning, much more than in other European languages”.

Pandit Nehru once said, *“If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event, there was a gap. The creation of any such gap must be avoided at all costs. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future”.* Besides, one can keep one’s links with the outside world by using English language. Prof. R. S. Trivedi pointed out, *“India’s connection with the Common Wealth, the U.N.O. and its agencies, her needs of foreign trade and economic aid from different countries, her need for the technical know-how for her development and her role in the affairs of the world, all conjointly enjoin upon the frames of her educational policy to give due weight to English so that her interests do not suffer and she does not detract from her rightful place in the world policy”.*

The constitution of India realized it and therefore they adopted it in 1950 as a link language. Even the Indian Education Commission (1964-66) has recommended the continuance of English in the interest of national integration and for higher academic work. Not only that, English is the most widely spoken language in the world but also it occupies the unique position of being the language used by the largest number of people in the world. Because of this great popularity and worldwide distribution, English has the pre-eminent claim to be the medium of international communication. If one knows English one is sure to communicate anywhere in the world. With tremendous advancement in the world in international trading, may be due to liberalization and globalization, the world is becoming a global village. English is a common language and mutually intelligible language, which play important role in international link as it helps in the exchange of culture of different nations.

1.3.2 EDUCATIONAL IMPORTANCE OF ENGLISH LANGUAGE

From educational point of view, English played a prominent role in the past. Before independence, it was the medium of instruction both at the school stage and the

college stage. Higher education in Science, Medicine, Engineering, Technology etc. was not possible without English. Even now advanced studies in these areas are not possible without the knowledge of English. Good books in all these subjects are available in English only. Indian languages have not been developed enough to meet the demands of these difficult subjects. If one decides to give up English altogether, one would cut oneself off from the living stream of ever growing knowledge.

The teaching of English has great importance in country like India as it has contributed to the knowledge in the field of science and technology. The commercial weightage, the technical importance and the cultural contact of English both in the original and in translation from other tongues explain the worldwide acceptance of the language as the medium of intellectual exchange. Trading concern finds its business curtailed and its development hindered if its executives are ignorant of English.

Even the following words of the Indian University Education Commission (1949) show the importance of English, *“English however, must continue to be studied. It is a language, which is rich in literature – humanistic, scientific and technical. If under sentimental urges we give up English, we would cut ourselves off from the living stream of growing knowledge. Unable to have access to this knowledge, our standards of scholarship would deteriorate and our participation in the world movements of thoughts would become negligible. Its effect would be disastrous for our practical life, for a living nation must move with the time and must respond quickly to the challenges of the surroundings. English is the only mean of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Even the students of the present time have realized that and therefore the students, who are undergoing training in schools, university or to various vocations will admit that to acquire the sufficient mastery over English will give them access to the treasure of knowledge. Many of people believe that in the university no student should be allowed to take a degree, who does not acquire the ability to read with ease and understanding the works of English authors.”* Even its importance can be seen in the following words of French (1966), *“No language, ancient or modern can be compared with English in the number of geographical distribution of the homes, shops, factories and offices in which the language is spoken, written and read.”* Thus English as a

language at the educational level has a significant importance without which the development of individual and society seems difficult.

1.3.3 ENGLISH AS A LIBRARY LANGUAGE

English is most importantly used as a library language because of its usage for academic purposes in formal education system. It is very necessary to have knowledge of English language for the students who intended to follow courses in higher education.

In addition to all these things, English has immense richness in literature. It is a repository of the distilled essence of modern knowledge in all the fields of human activities namely Natural Science, Humanities, Social Sciences, Commerce and Technology. Because of these, English has been deeply rooted in India. At present no Indian language can match with English. The continued use of English is desirable, as it is the only language through which maximum knowledge can be imparted to the student. It is a language of communication in many parts of India as well as outside India. It gives better and greater exposure to the students. Not only that, in this century, technology is unavoidable and for having knowledge of technology, English is the vital medium without which it is quite impossible to grasp fluency in technology. Even the information in the world today changes every moment and to have access of the latest information about these changes in the world, English is the only language through which people remain in touch with these latest informations. Most of the books are published in English. The variety of good literature now a day translated in English. The www also has undertaken English as its mode of communication.

1.3.4 LANGUAGE OF TRADE, INDUSTRY AND COMMERCE

English plays an important role in the industrial and commercial life of the country. Most of the trade correspondence is done mainly in English. National and international trade, development of industry and working in commercial field establishments take place in English. Efficiency and success in these fields depend upon

an adequate knowledge of English. Their maintenance of accounts, issuing of instructions and correspondence with others are mainly conducted through English.

It has great importance, as it is the only means of international communication. It is indispensable for the country like ours and therefore Gandhiji once said, "*English is a language of international commerce; it is the language of diplomacy and it contains many a rich literacy treasure; it gives us an introduction to western thought and culture.*"

1.3.5 WORKS LIKE A WINDOW ON THE WORLD

The study of English by Indians serves the purpose of a window. Just as the window helps us to peep through or to see what is happening outside around us, in the same way the study of English allows us to know the progress of the different parts of the world, even it works as the path indicator for many people. It also helps us to know the advancement, which has taken place throughout the world which may be about the field of Technology, Science or any human activity. It not only helps in knowing the latest things of the world but also helps in getting employment. It provides a kind of privilege, as people who have the knowledge of English are being preferred for the selection of a large number of posts. The person with the knowledge of English can stand anywhere in the world and have better prospects for employment. Now due to globalization and liberalization many countries like, U.S.A., Canada, Australia, England, New Zealand etc. have opened their doors for Indian students for study and service. Possessing of Standard English proficiency is must for getting entry in these countries. Jobs in the international agencies and companies like Knowledge Processing Organization (KPO), Business Processing Organization (BPO) and Multi National Companies (MNCs) also require the sound proficiency in English. Thus, it is an asset of a person. The proficiency of a person in English language depends upon one's knowledge of grammar which is very important to express the thought and idea correctly. It conveys the meaning and thought to others. So grammar has great importance. Let us have a discussion about its importance and objectives.

1.4.0 IMPORTANCE OF GRAMMAR

It is shown in the previous discussion that English has its own importance in the world as well as in India. Because of its importance, teaching of English is most important in formal education and in a way it is the responsibility of an English teacher who has to make his students familiar with four skills of English language (LSRW) and make them use these skills for their own purposes. And to have the knowledge of these four skills of English language, teaching of grammar holds an important place. The importance of grammar can be felt with the following lines.

“Language is the vehicle of our thoughts, feelings and of our stories, whether true or not. And grammar is the machinery by which that vehicle is set and kept in motion: the motive power (the steam, the electricity) is the mind: and the speech sounds are air and space through which the movement of the vehicle takes place.” (Frisby, 1966)

Another thing that shows the importance of teaching of grammar is that, grammar is nothing but the scientific and systematic knowledge of language, which is useful and essential. It is a means through which one can achieve end. It shows that grammar is very important for the learning of any language and with the help of grammar only language can be learnt. But the effective teaching of grammar depends on the content proficiency of the teacher as well as the approaches, method and techniques one uses to teach it.

Till now, the grammar was taught with the help of structural approach where the teacher used to explain the structures of different sentence patterns and other grammatical formations. But later it was felt that this approach was not so effective in English language teaching, as it doesn't make students proficient in all the skills of language and particularly in the skill of speaking. Because of this drawback, it has been changed and with the introduction of the new English language text book in Gujarat, it was clearly mentioned to teach grammar through communicative approach, where the student will have to be actively involved in teaching-learning process by providing with the situations and making them to think over them and frame the sentence or find out the words of their own. The importance is given to their ability to use the language for the purpose of communication particularly in the familiar situations. Further it enables the learners to focus on formal features explicitly and implicitly master the language.

Thus, let's have a look the objectives of teaching grammar which provides the clear direction.

1.4.1 OBJECTIVES OF TEACHING GRAMMAR

Teaching of grammar is an intentional process and the objective behind that given by Richards and Rogers (1986) are as follows.

- To develop the knowledge and understanding of grammar.
- To develop ability for using grammar in one's own writing of English.
- To develop the understanding about the rules of grammar and their use in writing English.
- To develop students' insight into the structures of English language.
- To develop scientific attitude about language.
- To enable students to express their ideas logically and correctly in speech and writing.
- To teach grammar as a ruled governed behaviour and not as mere rote learning.
- To enable students to develop their understanding about the rules of grammar through use and practices of its structures.
- To develop their mental abilities of reasoning and correct observation.
- To enable the student to assimilate the correct patterns of the language without rote memorization.

Teaching of any language, directly or indirectly include the teaching of grammar but the final goal is nothing but the teaching of language. For the teaching of English language different methods and approaches have been used time to time keeping the goal of language teaching in mind. So here the details related to different methods and approaches of teaching English are discussed.

1.5.0 METHODS AND APPROACHES OF ENGLISH LANGUAGE TEACHING

In the teaching-learning of second or foreign language, quite a number of approaches and methods are used. All these methods and approaches have been based on different principles and all of them have their own merits and demerits. All of them are

unique and have something to offer for the teaching and learning of English. Let us discuss different methods and approaches used for teaching of English with their features and limitations.

1.5.1 THE GRAMMAR TRANSLATION METHOD (GTM)

The Grammar Translation Method goes back to the 17th centuries when foreign language learning was associated with the learning of Latin and Greek. These two languages were supposed to promote their speakers' intellectuality. To this end, it was of vital importance to focus on grammatical rules, syntactic structures, various declarations and conjugations, along with rote memorization of vocabulary and translation of literary texts. Although one can say that the contribution of the Grammar Translation Method to foreign language learning has been very meagre, it is still one of the most popular and favourite methods of language teaching when English is taken as the second language where mother tongue is considered as the first language (L1). Later this method was adopted as the chief means for teaching foreign languages and second language (L2). In this method, little thought was given at the time of teaching of the oral use of languages. The stresses on the translation into mother tongue and vis-à-vis so Storm (1988) said, *"It is not till one can translate the word that one has complete mastery over it, so that one not only understand it, but can use it."* The leading exponents of this approach were Johan Seiden Sticker, Karl Plotz, H. S. Ollen and Johann Medinge due to the following key features.

1.5.1.1 Key Features of Grammar Translation Method

According to Prator (1979), the key features of the grammar translation method are as follows.

- Classes are taught in mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of the intricacies of grammar are given.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical text begins early.
- Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.
- Often the drills are used in translating disconnected sentences from the target language to the mother tongue.
- Little or no attention is given to pronunciation.

1.5.1.2 Limitations of Grammar Translation Method

The grammar translation method is basically an adaptation of techniques used to teach classical languages. The emphasis on creating a framework in which rules can be applied, can also lead to an unnatural use of language both by the teachers and learners. The major limitations of this method has been highlighted by Richards and Rodgers (1986), *"It is a method which has no advocates, though widely practiced; there is no theory for this. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistic, psychology or educational theory."*

Some of the limitations given by Richards and Rogers (1986) are as follows.

- It does nothing to enhance a students' communicative ability in the language.
- It does not emancipate the learner from the dominance of the first language or the mother tongue.
- As written activities are emphasized more, the method does not encourage oral fluency and spontaneity (i.e. listening and speaking)
- The method as it advocates the use of the mother tongue is unsuitable for mixed linguistic groups.

1.5.2 THE DIRECT METHOD (DM)

Francois Gouin's harrowing experiences of learning German gave him insights into the intricacies of language teaching and learning. Observing his three-year-old

nephew he came to the conclusion that language learning is a matter of transforming perceptions into conceptions. Later, he devised a teaching method which was premised upon these insights which was known as the Series Method in which the learners were taught directly a series of connected sentences which were easy to understand. Nevertheless, this method did not last long and a generation later it was replaced by Charles Berlitz's Direct Method. He believed that "*Direct Method implies direct association of the foreign speech with the learner's thought, i.e. thinking in a foreign language.*" The basic tenet of the Direct Method was that second language learning is similar to first language learning.

The advocates of this method attacked the assumption of the grammar translation method. They reject translation not only as an unnecessary aid to the acquisition of language, but also as positively harmful, because it created difficulties, which should not otherwise exist and provoke interference of the mother tongue. The direct method was based on the following principles.

- A language can be learnt only by using it in the classroom.
- Learning becomes more effective only if teachers encourage direct and spontaneous use of the target language in the classroom.
- Primacy of speech, Grammar of language can be learnt inductively.

1.5.2.1 Key Features of the Direct Method

Richard and Rodgers (1986) summarize the following key features of the direct method.

- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences can be taught using this method.
- Oral communication skills are built up in a carefully graded progression organized around questions and answers i.e. exchange between teacher and students in small intensive classes.
- Grammar is taught inductively.
- New teaching points are taught through modeling and practice.

- Concrete vocabulary is taught through demonstration and by use of objects and pictures. Similarly, abstract vocabulary is taught by association of ideas.
- Both speaking and listening comprehension are taught.
- Correct pronunciations are emphasized.

1.5.2.2 Limitations of the Direct Method

In the above discussion, features of Direct Method have been discussed which shows some of its benefits, yet this method has some limitations which are as under. (Elizabeth, 2004)

- As the method insists on the restricted use of the mother tongue, it helps learners to engage in repeating what the teacher says until they have acquired a certain grammatical pattern which they then vary in further practice.
- It requires small class, motivated learners and talented teachers in order to succeed really well.
- The method enables the students to communicate confidently but the method does not assure that the students are able to demonstrate grammatical accuracy and good reading skills.
- It is an Uneconomical Method in relation to time.

1.5.3 THE STRUCTURAL APPROACH (SA)

The direct method was highlighting the importance of exposing the learner to the target language. The advocates of direct method believed that through listening and speaking the target language learning could be facilitated. Later it was felt that mere exposure to the target language would not help the learners and it would be better if the learners could learn certain pattern (structure) and vocabulary in the target language. This new emphasis led to the designing of a new method called Audio – Lingual Method. This method aimed at developing the listening and speaking skill, which would form the foundation to develop the skill of reading and writing. Deductive approach through which

different structures are followed in the Audio – Lingual method for which it is also called as structural approach in Britain. It is also called Aural – Oral method.

1.5.3.1 Key Features of the Structural Approach

Prator (1979) summarizes the following key features of the structural approach.

- **Dialogue Memorization:** Students memorize various dialogues.
- **Expansion Drill:** The teacher gives a model sentence. Then s/he gives cues to help students expand on it.
- **Repetition Drill:** Students are asked to repeat the teacher's model.
- **Chain Drill:** Students ask and answer each other one by one in a circular around the class room.
- **Single Slot Substitution Drill:** Teacher states a line from the dialogue, and then uses a word or a phrase as a cue to students to substitute it in the sentence at correct place while repeating a line.
- **Multiple Slot Substitution Drill:** Same as the single slot substitution drill, but there are multiple cues to be substituted into the line
- **Transformation Drill:** Teacher provides a sentence that must be turned into something else, for example question must be turned into negative statement etc.
- **Question and Answer Drill:** It helps students to answer questions or ask question quickly.
- **Use of Minimal Pairs:** Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learner. Students need to pronounce and differentiate the two words.
- **Complete the Dialogue:** Selected words are erased from line in the dialogue and students are asked to find and insert it.
- **Grammar Games:** Various games designed to practice a grammar point in context.

1.5.3.2 Limitations of the Structural Approach

Some of the limitations of Structural Approach by Richard and Rogers (1986) are given as follows.

- Sentences are not learnt always by imitation and repetition but generate from learners underlying competence. The structural approach minimizes language learning to the practice of limited sentence patterns and curbs the working of human competence.
- It does not encourage learner centered teaching.
- It is a discrete point teaching where structures are presented in isolation and not in appropriate context.
- Structural approach helps students acquire linguistic competence. It teaches usage and not real use. It helps the learner in acquiring mechanical language behaviour only.

1.5.4 THE COMMUNICATIVE APPROACH (CA)

The origin of Communicative Language Teaching (CLT) is found in the British language teaching in 70's as a reaction to structural teaching approach. There was a shift from pattern practice to pair work and group work activities. The people were dissatisfied with structural approach. In the area of psychology there was a shift of approach from experimental to Naturalistic approach, from Behaviorism to Cognitivism which brought a shift from syntax to semantics in language teaching. As a result of this there evolved the communicative approach using communicative competencies. Communicative competence first used by Hehermas in 1970. The basic premises of the communicative approach include the followings. (Elizabeth, 2004)

- Focusing on all of the components of communicative competence- grammatical, functional, and pragmatic.
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques.
- Using the language in unrehearsed contexts

Despite its great appeal, Communicative Language Teaching (CLT) has not overcome the psychological barriers which cripple learners and hinder the learning process. Unfortunately, although it is currently in use, teachers quickly get bored and resort to the old the Grammar Translation Method.

The basic concept of this approach is the development of communicative competence. The scope of CLT has expanded and was considered as an approach rather than a method that aims to make communicative competence, the goal of language teaching and to develop procedures for the teaching of the four language skills and thus acknowledge the interdependence of language and communication. Later on Dell Hymes revised this term. He was of the opinion that communicative competence is a combination of linguistic competence and sociolinguistic competence. Linguistic competence comprises (i) Grammatical Linguistic Competence and (ii) Repertoire of Language. Socio linguistic competence comprises (i) Appropriateness and (ii) Socio Cultural significance. CLT pays systematic attention to functional as well as structural aspects of the language. It is more an “Experience Approach” or “Learning by Doing”. The communicative language learning does not just attempt to teach students how to use target language communicatively; it also tries to encourage the students to take part in teaching - learning process increasingly (**Larsen & Freeman, 1986**). Having the glimpses of CLT in the above paragraph now the following are the key features of CA.

1.5.4.1 Key Features of the Communicative Approach

The communicative language learning involves following features (Prator, 1979).

- Grammar and vocabulary are taught inductively.
- “Chunks” of target language produced by the students are recorded and later listen to.
- Students apply the target language independently and without translation when they feel confident enough to do so.
- Information gap exercises are given to the students.
- This is a learner centered approach.

- The approach associates itself with the use of Authentic Material, Language Game, Role Play, Picture Strip Story and Strip Story Technique.

1.5.4.2 Limitations of the Communicative Approach

The above features of CA also show the merits of the approach, in spite of them this approach has following limitations given by Richard and Rogers (1986) and Elizabeth (2004).

- The teacher must be fluent in the target language. Such teachers are limited in number.
- It cannot be used for large or very large classroom.
- The teacher must be competent in using this approach.
- Sometimes classroom becomes too communicative to create disturbance for others.

These are various methods and approaches for English language teaching. Out of all these, the communicative approach is certainly unique in them and that it is one of the approaches that really focuses on the feeling of the students and tries to satisfy affective factors in learning. But this approach assumes that students intrinsically want to learn the new language, and that is not always the case.

Aforesaid mentioned a number of methods and approaches of teaching English language. Although ambitious claims are made by some of them, none has been shown to be intrinsically superior. All above discussed methods are for teaching English language. In addition to that many techniques and teaching aids like picture, charts, TV, flash cards, etc. But in this technological driven era, Information and Communication Technology (ICT) has rocked the world that has made a great impact on most of the strata of the society. Even the field of education can not keep itself isolated from the impact of it. There are different ways and components of ICT which have been used in teaching learning process for getting better result. Major technologies utilized in the field of education are computer, Artificial Intelligence (AI), Computer Assisted Instruction (CAI), Computer Based Learning (CBL), Computer Assisted Learning Material, Dial access, Digital video interactive (DVI), educational television (ETV), e-mail, Internet,

Interactive Video, LAN, Tele Conference, Tele-Lecture, Tele-Tutorial, video, video tax, etc. One of the components of ICT used in teaching learning process is Computer Assisted Instruction (CAI). Though many of the aids can influence the students a lot, the new textbook, which is based on communicative approach, can be taught with the help of CAI. Computer Assisted Instruction (CAI) can be more effective than other aids. Even it can be used for self-learning for the students where the students have total freedom for learning. Here the teacher acts as a facilitator and guides the student in real sense. This self-learning material can provide different simulations where the students have a better exposure of audio-visual effects, which affects more senses than other aids. Let us have a brief discussion of it as the topic of the research majorly focuses on implementation of CAI in different modes.

1.6.0 COMPUTER ASSISTED INSTRUCTION (CAI)

Computer Assisted Instruction (CAI) is an interactive instructional method that uses a computer to present material, track learning, and direct the user to additional material which meets the student's needs. It can also be used to describe Internet based instruction through the use of Web Pages, Web Bulletin Boards, Letters and Newsgroups, Video and Real Audio, Graphics, and Hands-On Applications. Additionally, self-teaching programmes on CD-ROM or the emerging DVD round out the group of available forms of CAI.

CAI learning uses a combination of text, graphics, sound and video in the learning process. It is especially useful in distance learning situations. The explosion of the Internet as well as the demand for distance learning has generated great interest and expansion of Computer Assisted Instruction (CAI).

There are numerous unique features of CAI which make it an exciting one in the field of education. One of the most useful things of CAI is its adaptability for distance learning. Before the dominance of microcomputers, distance learning was mostly accomplished through Programmed Instruction. On the contrary, CAI provides regular and timely interaction with the instructor and current feedback. Students can repeat tutorials as often as needed and work at their own pace. CAI also can be used with greater

numbers of students than a traditional classroom would hold. CAI and Web-Based instruction have opened avenues of access to individuals with disabilities that were not possible before.

Intelligent Computer Assisted Instruction (ICAI) is programmed so that the CAI adapts to the student's individual needs. It acquires information about the students' current knowledge of a subject and their goals in learning the subject and then creates a user profile based on this knowledge. It can then adjust itself to the individual student.

Computer Assisted Instruction (CAI) is a narrower term and most often refers to drill-and-practice, tutorial, or simulation activities offered either by themselves or as supplements to traditional, teacher directed instruction. Computers capture the students' attention because the programmes are interactive and engage the students' spirit of competitiveness to increase their scores. Also, Computer - Assisted Instruction moves at the students' pace and usually does not move ahead until they have mastered the skill. Programmes provide differentiated lessons to challenge students who are at risk, average, or gifted.

1.6.1 PRINCIPLES OF CAI

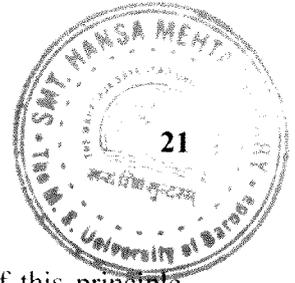
The term "CAI", Computer Aided Instruction, is used in the broadest sense here. CAI will refer to any use of computers that interacts with students in some or the other way in the educational process. Followings are the principles given by Vanaja (2006) on the bases of which CAI works.

1. Principle of Small Steps

A CAI is made up of a large number of small, easy to take steps. A student can proceed from knowing very little about a topic to mastery of the subjects by going through a programme.

2. Principles of Active Responding

This principle rests on the assumption that a learner learns better by being active. CAI provides opportunity for learner to respond frequently. It not only presents material to the learner but also induces sustained activity.



3. Principle of Immediate Confirmation

The psychological phenomenon of reinforcement is the basis of this principle. Necessity of providing immediate confirmation is important from two point of view- i) the learner will not wildly guess, ii) when the learner is not sure of the response he/she needs to be confirmed of the correctness of the response or provided with the right response.

4. Principle of Self Pacing

CAI is a technique of individualized learning, based on another basic assumption that learning can take place better if an individual is allowed to learn at his own pace. The pupil is not forced to move with other members of the class. Some students naturally learn more rapidly or more slowly than others. In a normal class room some students may be left behind as they are not able to learn at their own pace. This principle controls individual differences in the process of learning.

5. Principle of Student Testing

Continuous evaluation of the learning process helps in maximizing learning is another assumption on which CAI is based. The student leaves behind a record of his responses because it is required to write a response for each frame in a response sheet. This detail record helps in revising CAI and also provides a feedback to the teacher about the student's progress.

All aspects being considered, CAI does not necessarily replace teacher, textbooks, classrooms, or laboratories. CAI is another aspect of learning that harnesses the potential of computer and makes it a tireless participant in the educational process. Perhaps the greatest benefit of CAI is giving small boost to the marginal student, which leads to success.

1.6.2 ADVANTAGES OF CAI

In the age of technology the teacher has to develop a lot for the students' requirement. CAI is one such material which can help the teacher to cope up with the needs of the students. Besides that, it also lessens the workload of the teacher and it can have many advantages, which are given as follow. (Khirwadkar, 1998)

1. Interactive Learning

CAI helps the students to learn themselves and provide them the direct communication. They can get direct feedback at the same time of their learning. Another thing is that as it is individualized learning, students actively learn without the help of the teacher. Even one can have the related clues for learning, which make learning interesting and active.

2. Individualized Learning

Learning through CAI is totally an individualized instruction. Further it provides the students maximum flexibility. It provides them with different learning experiences according to their level of understanding and ample time for learning. It also provides the learner a choice to select the topic of one's own interest at a specific point of time. The student can constantly know about one's progress as one is provided with constant feedback during learning process.

It does not allow the learner to proceed to new content without completing the previous one that makes learner to learn the particular topic and master it. CAI also provides individual attention to each student, which is one of the basic requirements to improve the quality of teaching learning in overcrowded classrooms.

3. Provides Motivation

It helps in motivating learners through special effects and the games added in presenting different topics which makes the learning more enjoyable. With simulation and animation, it gives unique experiences to the students and helps teachers to provide different topics in more interesting and realistic manner. It arouses motivation in the learner by presenting content systematically, interestingly and giving feedback efficiently. Even the games that are used to present content determine them to compete with themselves and to learn more.

4. Provides Wide Range of Experiences

CAI helps the teacher to provide wide range of experiences. One can illustrate the concept through manipulation of graphics in different dimensions. Graphics, drawing becomes handy for the teacher. And the most encouraging thing about it is that whenever the teacher wishes one can modify that particular thing at one's own convenience. Those graphics also attracts the students attention more and on the desired point. Concepts with

the help of proper data, teacher can present diagrams and graphs which help them to understand the concepts clearly with longer effect.

Besides all these advantages it has the big advantage of using the computer is that it gives the learners more confidence and freedom to design their own learning programme in terms of time, space and content. Unlike other audio-visual devices where the learners have limited options to listen to the dialogues, music, etc. and/or watch the same cartoons, movies etc. in variety, this disadvantage is overcome by the extensive memory of the computer. Variety and diversity according to the taste of the learner is possible through CAI which makes the students to get involved in the process of language learning. The principles and the advantages of CAI show its impact on teaching learning of language. So here the researcher has mentioned about its contribution in English language teaching in the following paragraph as the research is related to use of CAI in English language teaching.

1.6.3 CAI IN ELT (**English Language Teaching**)

The use of ICT has enriched the teaching-learning process with the help of computer and technological gadgets. It has a great potential for teaching at all levels that has brought a sea change and innovativeness in teachers to use it for teaching and learning. English and computer both are vital in modern time, as both open the gate for opportunities of the world. Even English language is the language of computer. Its use helps in improving English language also as well as it makes classroom learning interesting and lively.

In ELT computer can play very useful role as it can work with the imagination of the students as well as the teachers and writers. If any poetry or story is there, then it can be presented with pictures incorporating different effects which provide the live words to the students, Instead of teaching and explaining through the words. It works with the interest and curiosity of the students. Even the learning that takes place with this can have longer effect as it affects more senses of the students. Even grammar can be effectively taught with it as different situations can be created and different construction can be presented with pictures. This makes easy to differentiate among varied grammatical

constructions. Even variety of exercises can be given to the students. CAI can provide the different ways of teaching and learning grammar. If the teacher has knowledge of computer he/she can prepare material to teach them according to his/her students' needs. The most advantageous thing in the use of CAI for ELT is that it provides variety of exercises and it can have active involvement of the students.

The present study is an attempt in this direction to teach English grammar with the help CAI which is rationalized as follow.

1.7.0 RATIONALE OF THE STUDY

Teaching of language undergoes changes with demand and need of the time. Even language teaching and learning becomes a difficult job if the goal of developing language efficiency among the students is not achieved well. Teaching English language, covering the syllabus and fulfilling the taste of the students, may be difficult. The teacher should yield to change his/her way of teaching. Though old approach may be well known, very thorough and effective, one has to give place to new methods to fulfill the need. Methods followed for decades cannot be easily abandoned but feeling the reality, change in teaching method is indispensable to develop English language ability of the students of India in general and Gujarat in particular as Gujarat is emerging as the international/national economic zone with the lots of Multi National Companies (MNC), Business Process Outsourcing (BPO), Knowledge Process Outsourcing (KPO) investing directly or indirectly due to its geological benefits in terms ports and transportations.

The language that is used by many people and which opens the window of the world informations has great importance. English language holds that important place, as it has been one of the most important languages of the world. It is called as the library language as a vast amount of world information and literature is available in English. It is considered as a link language in multilingual and multicultural country like India with different local and state languages. It is also considered as the language of trade and commerce as a very large portion of world trade and commerce is done through this language. This language has a great importance for the students in Secondary and Higher

Secondary as they study it as the first language (L1) or as a second language (L2) all over the country.

English is one of the mostly used Web languages, students can not use web (internet) effectively without the knowledge of English. The impact of the English at present is so much that the teaching learning of English language plays an important role in the society at large and school at particular from futuristic perspective. Besides all these things Grammar of any language is very important, as without which language learning cannot be possible. And the English grammar provides a sound structure to the English language learning. Considering the importance of English language the researcher took the present study to contribute to enhance the teaching-learning of English grammar. Even the teaching of grammar involves different methods and approaches for better result and it also involves different use of teaching aids as well as the techniques.

Further in this technological driven era, where the whole cosmos is at one's desktop with just a single mouse click affects and enters into every sphere of life. The advancement in technology has made it quite possible to take advantage of many modern facilities in different facets of communication. The language teaching - learning process is not exception, since language in its strict technical sense is a means of communication. Audio-visual devices, such as, tape-recorders and video-tapes have frequently been used effectively in language classes. However, since both human nature and the language teaching-learning process are dynamic phenomena, the need for the newest techniques and technological devices is felt. As computer is a versatile device with many advantages of storing huge amount of information and processing them as per one's wish and need, it can be utilized as a complementary device to other audio visual aids in teaching language. During the computer-based language activities, learners can observe several structural changes occurring to words, sounds, rules and meanings of the language they are learning. CAI is one of the forms of Educational Technology using the potential of computers and following the pedagogy of teaching and learning, which has great impact in the field of education. With its unique features like, drill, simulation, animation, tutorial and gaming, it makes teaching and learning more interesting and encouraging for the students.

At present, day by day classroom is becoming overcrowded due to which there is change in teacher and pupil ratio. It has made the condition of classroom worse due to teachers' difficulty to give proper attention to the students. This overcrowded classroom can be dealt with the help of CAI. CAI can be more advantageous to both students and teachers. It allows the teacher to give attention to individual students being a facilitator and the students can proceed according to their pace. It also satisfies the need of the students' imagination as they can modify the presented content according to their imagination, which can provide them the different situation to use the language differently.

Besides these, VIII standard is the initial stage of the students in the secondary education so, it is very important to pay attention in teaching of English subject and guiding them properly to prepare them for the board examination and for better understanding about the subject which makes a strong base for higher education. Teaching them through CAI will help to be familiar with the teaching and learning with the help of computer which will expose them to technology. Teaching at this stage will provide them enough time for the preparation of board examination on which teachers as well as parents give more stress. Another reason for considering this study that English language teaching and computer are complimentary to each other as both hold importance place at present.

The researcher has selected the topic of English grammar, as English language needs special attention in grammar as it provides the base of English language to the students. Even grammar needs different situations for better explanation as many topics are considered to be complex for the students to understand. By putting the students into different situations the base for grammar can be strengthen. In that CAI can provide more drilling practice with different situations, which may not be possible for teacher at least at individual level.

From the reviewed literature, the researcher has found that there has been a great concern regarding the teaching - learning of English. As many researches have been conducted on this aspect, which can be seen from the studies conducted by Dewal (1973), Jain (1987), Kapadia (1988), Jayshree (1989), Sharma (1989), and Ngangbam (2000). All the six researches have been related with the topics like, programme teaching, curriculum

of English and the resources available in schools, course design in English for communicative approach and difficulties in teaching or learning of English and the remediation. Researches by Sabharwal (1978), Joseph (1983), Dubey (1990), Hsu (1994), Khirwadkar (1998) and Das (1998) were conducted to see the effectiveness of the different methods to teach different subjects. Those researches have been based on CAI, PLM, CALM, CALL, and Play way method etc. These researches have been conducted on teaching of English, Listening Comprehension, Hindi, Chemistry, etc. It shows that CAI has been effective and it has been positive in the process of teaching and learning with reference to the studies conducted by Khirwadkar (1998), Hsu (1994), Zyoud (1999) and Das (1998). Even the researcher has found that very few studies have been conducted to teach English language especially at the lower secondary level.

The researcher has found that few studies were based on the teaching of English. They were for the students of early stage of their education and most of the studies conducted with students of Gujarati medium where English is considered as a minor subject. Because of these reasons the researcher had taken up the present study in English medium schools of Gujarat, where English is considered to be the first language. Besides this the researcher also felt that sometimes the students of English medium do make common errors in grammar while communicating so as to provide them the experiences of different situation and structures the researcher had taken the study on English medium students.

Besides this, the school teachers are using teacher- centered approach while teaching English and due to that the teaching - learning becomes teacher dominated, boring and therefore the researcher made an effort to develop the package with which the students can learn the presented topic with their own pace and interest. The researcher also developed the package for standard VIII students because they need to improve their fundamental and basic English at this stage to have prepared for the X standard board examination. Besides that the syllabus of English of Gujarat Secondary and Higher Secondary Education Board (GS&HSEB) has just been changed by the board and the new syllabus of English has been prescribed to be taught with the help of the communicative approach in stead of translation method and structural approach that found to be quite difficult for both students and teachers. The present CAI package and

its presentation in different modes may help a lot to the students to learn English grammar through some of the aspects of communicative approach and even it will provide them enough information regarding the structure of different constructions which will help them to use the language properly. Effectiveness of CAI may depend upon the mode of presentation of CAI in comparison to traditional method as well as among themselves and just to find out the option to traditional methods with better result if any, the researcher has selected a topic to present the CAI in different modes. Different modes may be responsible for its effectiveness. No study except Das (1998) was found related to the effectiveness of CAI in different modes. Here the researcher has taken three different modes of presenting CAI viz. only CAI, CAI with repetition and CAI with discussion to find out whether the different modes have different/similar effects on students' achievement in comparison to traditional method. Though it is sure that CAI is individualized instruction, attempt has been taken to combine individual instructions with repetition and discussion and to see their effects on the achievement of the students. As it is not sure in any study on CAI, that whether students repeat the CAI during the process of study or not. And purposefully attempt has been made in the present study to repeat the CAI and to compare its effect with CAI without repetition. Similarly the attempt is also made to see whether CAI can be combined with class room discussion after the study of each unit by students as class room discussion is considered as one of the active components of students learning.

Though the study by Das (1998) was with different modes, they were suitable for the students of elementary standard, whereas, the modes taken in the present study may suit to the secondary standard students. Because of these reasons the researcher has decided to measure the effectiveness of CAI with different modes of presentation with the help of the present study.

1.8.0 RESEARCH QUESTIONS

The researcher has come across the similar studies during the review of the related studies. But the studies with these three modes have not been done before, which was found from the review and to find out the answer of the following questions the

researcher has taken the present study. The present study may find answers of some of these questions.

- Whether CAI can be used for effective teaching of English Grammar?
- Whether students studying English grammar through CAI can perform similarly to the students studying the same through traditional method?
- Whether the CAI can be used with alternative modes like only CAI, CAI with repetition and CAI with discussion?
- Whether the achievement of students studying English grammar through CAI in different modes would differ?

1.9.0 STATEMENT OF THE PROBLEM

Development and Implementation of CAI to Teach English Grammar to Standard VIII Students in Different Modes

1.10.0 OBJECTIVES OF THE STUDY

1. To develop the CAI to teach English Grammar to Standard VIII Gujarat Secondary and Higher Secondary Education Board (GS&HSEB) students in different modes (only CAI, CAI with repetition, CAI with discussion).
2. To study the effectiveness of the developed CAI in different modes in terms of students' achievement in English Grammar.
3. To study the effectiveness of the developed CAI in terms of the reactions of Students.
4. To study the relative effectiveness of the developed CAI in different modes of presentation (only CAI, CAI with repetition, CAI with discussion) in terms of differences in the adjusted post-test mean achievement of the student in English Grammar.

1.11.0 HYPOTHESES

1. There will be no significant difference between the adjusted post-test mean achievement scores of the students of control group and that of experiment groups

those studied through CAI in English grammar, taking their pre-test score as covariate.

2. There will be no significant difference between the adjusted post-test mean achievement scores of the students of control group and that of experiment group1 (only CAI) in English grammar, taking their pre-test score as covariate.
3. There will be no significant difference between the adjusted post-test mean achievement scores of the students of control group and that of experiment group2 (CAI with Repetition) in English grammar, taking their pre-test score as covariate.
4. There will be no significant difference between the adjusted post-test mean achievement scores of the students of control group and that of experiment group3 (CAI with Discussion) in English grammar, taking their pre-test score as covariate.
5. There will be no significant difference in the adjusted post-test mean achievement scores of the students studying CAI in different modes taking their pre-test score as covariate.
6. There will be no significant difference between the adjusted post-test mean achievement scores of group1 i.e. taught through only CAI and group2 i.e. taught through CAI with repetition in English grammar, taking the pre-test as covariate.
7. There will be no significant difference between the adjusted post-test mean achievement scores of group 2 i.e. taught through CAI with Repetition and group3 i.e. taught through CAI with Discussion in English grammar, taking the pre-test as covariate.
8. There will be no significant difference between the adjusted post-test mean achievement scores of group 1 i.e. taught through only CAI and group 3 i.e. taught through CAI with Discussion, in English grammar taking the pre-test as covariate

All the hypotheses will be tested at 0.01 level of significance.

1.12.0 EXPLANATION OF TERMS

CAI: For this study CAI means Computer Assisted Instruction, which is a self-learning package, developed by the researcher with the help of power point presentation.

It was based on the topics- Types of Sentences, Tenses, Voice, Coordinating Conjunctions - 'And', 'But' and 'So', Adjective Clause, Modal Auxiliaries- 'Can', 'Could', 'Should', 'Would' and 'Must', Preposition – 'In', 'On' and 'Under' and Degree of Comparison.

Only CAI: Here, only CAI means teaching of English grammar with the help of the developed CAI only, that too only once, nothing else or additional to that in terms of drilling.

CAI with Repetition: Here, CAI with repetition means the researcher implemented the developed CAI to the particular group twice. The whole treatment was given to that particular group twice with the help of CAI.

CAI with Discussion: The researcher discussed the topics with the students in the class after they have gone through the CAI. The discussion took place after learning of each topic.

1.13.0 OPERATIONAL DEFINITION OF TERMS

Achievement in English Grammar: The marks scored by the students, in the test constructed by the researcher, on the topics selected were considered as the achievement of the students for this study.

Reactions of Students: The scale value of the preferred belief of the students regarding the components of developed CAI was considered as the reaction towards that specific component on a five-point scale. The aggregate qualitative scale value was considered as the reaction towards the developed CAI.

1.14.0 DELIMITATION OF THE STUDY

The present study was delimited to standard VIII English medium students of the academic year 2008-2009 of Bright Day School, Vasna, Baroda only which follows the syllabus prescribed by Gujarat Secondary and Higher Secondary Education Board only.

English grammar is delimited to the topics i.e. Types of Sentences, Tenses, Voice, Coordinating Conjunctions - 'And', 'But' and 'So', Adjective Clause, Modal Auxiliaries-

'Can', 'Could', 'Should', 'Would' and 'Must', Preposition – 'In', 'On' and 'Under' and Degree of Comparison.

1.15.0 SCHEME OF CHAPTERIZATION

Chapter I deals with the Conceptual Framework of the Present Research Problem, Research Questions, Rationale of the Study, Statement of the Problem, Objectives of the Study, Hypotheses, Explanation of Terms, Operationalization of Terms and the Delimitation of the Study.

Chapter II deals with the Review of the Related Literature and the Implication of the Reviewed Literature for the present study.

Chapter III focuses on the Methodology of the Study which includes Design of the Study, Population and Sample of the Study, Tools used for Data Collection, Development of CAI package, Procedure of Data Collection and Techniques of Data Analysis.

Chapter IV includes details of analysis and interpretation of the collected data.

Chapter V is about the Findings, Discussion, Implications of the Present Study and Suggestions for further study.

Chapter VI deals with the Summary of the whole study.