b) **Operational definition:** It means English language as a school subject taught to fifth standard as third language in Maharashtra state during the academic year 2005-2006 A.D.

**Fifth standard**

a) **Theoretical definition:** it means fifth standard in school

b) **Operational definition:** it means fifth standard of Marathi medium schools in Osmanabad city under present research.

**Pupil-teachers:**

a) **Theoretical definition:** It means students offering Bachelor of Education course.

b) **Operational definition:** It means the pupil-teachers offering English methodology in Shri Swami Vivekanand Shikshan Sanstha's College of Education, Osmanabad during the academic year 2005-2006 A.D.

**Learning Outcome:**

a) **Theoretical definition:** It means an expected change in behavior of students by teaching

b) **Operational definition:** It means the change in communication competence of the fifth standard students.
2.3.3 Objectives: In order to ascertain proper direction of present research, in the light of research questions mentioned in 1.6, I had decided to conduct present research with following objectives.

i. To study effect of use of multimedia and communicative approach on teaching listening competence in English of pupil-teachers.

ii. To study effect of use of multimedia and communicative approach on teaching speaking competence in English of pupil-teachers.

iii. To study effect of use of multimedia and communicative approach on teaching reading competence in English of pupil-teachers.

iv. To study effect of use of multimedia and communicative approach on teaching writing competence in English of pupil-teachers.

v. To study effect of use of multimedia and communicative approach on teaching conversing competence in English of pupil-teachers.
vi. To study effect of use of multimedia and communicative approach in teaching English on learning listening competence of fifth standard students.

vii. To study effect of use of multimedia and communicative approach in teaching English on learning speaking competence of fifth standard students.

viii. To study effect of use of multimedia and communicative approach in teaching English on learning reading competence of fifth standard students.

ix. To study effect of use of multi-media and communicative approach in teaching English on learning writing competence of fifth standard students.

x. To study effect of use of multimedia and communicative approach in teaching English on learning conversing competence of fifth standard students.

2.3.4 Assumptions: I had decided to conduct present research with following assumptions.

i. Communicative approach is used for teaching especially for teaching language.
ii. Communicative approach of language teaching deals with teaching, listening, speaking, reading, writing and conversing.

iii. Teaching listening aims at developing listening competence in the learner.

iv. Teaching speaking aims at developing speaking competence in the learner.

v. Teaching reading aims at developing reading competence in the learner.

vi. Teaching writing aims at developing writing competence in the learner.

vii. Teaching conversing aims at developing conversing competence in the learner.

viii. Use of multi-media in teaching effects on learning.

ix. The pupil-teachers can be trained for using multimedia and communicative approach for teaching English to fifth standard.

x. The proper use of multimedia like flash-cards, charts, colored pictures, slides, transparencies, audio cassette and communicative approach by pupil-teachers in practice teaching of
English of fifth standard students may develop teaching competence in pupil-teachers.

xi. The proper use of multimedia like flash-cards, charts, colored pictures, slides, transparencies, audio cassette and communicative approach by pupil-teachers in practice teaching of English to fifth standard may develop communicative competence in English of students of fifth standard.

xii. The data collected by tools can be quantified and analysed for coming to results.

2.3.5 Hypotheses: In light of objectives mentioned in 2.3.3 and in order to avoid any bias, I had formulated following null hypotheses for present research.

i. There will be no significant change in teaching listening competence in English of pupil-teachers after using multimedia and communicative approach while teaching English to fifth standard.

ii. There will be no significant change in teaching speaking competence in English of pupil-teachers after using multimedia and communicative approach while teaching English to fifth standard.
iii. There will be no significant change in teaching reading competence in English of pupil-teachers after using multi-media and communicative approach while teaching English to fifth standard.

iv. There will be no significant change in teaching writing competence in English of pupil-teachers after using multi-media and communicative approach while teaching English to fifth standard.

v. There will be no significant change in teaching conversing competence in English of pupil-teachers after using multi-media and communicative approach while teaching English to fifth standard.

These hypotheses will be tested for male, female, open, backward, rural, urban samples of pupil-teachers and their sub-groups.

vi. There will be no significant change in learning listening competence in English of fifth standard students after teaching English by using multi-media and communicative approach.
vii. There will be no significant change in learning speaking competence in English of fifth standard students after teaching English by using multi-media and communicative approach.

viii. There will be no significant change in learning reading competence in English of fifth standard students after teaching English by using multi-media and communicative approach.

ix. There will be no significant change in learning writing competence in English of fifth standard students after teaching English by using multi-media and communicative approach.

x. There will be no significant change in learning conversing competence in English of fifth standard students after teaching English by using multi-media and communicative approach.

The hypotheses six to ten will also be tested for male, female, open, backward, rural, urban samples of 'fifth standard' students and their sub-groups.
2.3.6 Field area: - I had determined field area for present research as follows:

The present research will be confined to faculty of Education.

2.3.7 Subject area: - I had determined subject area for present research as follows:

The present research will be confined to English language taught as a third language as advocated in three language formula.

2.3.8 Geographic area: - I had determined geographic area for present research as follows:

The present research will be confined to Osmanabad city in Osmanabad district of Marathwada region of Maharashtra state.

2.3.9 Scope: - I had determined scope for present research as follows:

i. Subject scope: - The present research will include development of teaching competence for use of multimedia and communicative approach for teaching English in pupil-teachers. The present research will also include development of communicative skills viz. listening, speaking, reading, writing and conversing of English in fifth standard students.
ii. **Sample scope:** - The present research will include sample of pupil-teachers and school-students.

iii. **Design scope:** - The present research will include experimental design.

**2.3.10 Limitations:** - I had determined limitations for present research as follows:

i. **Subject limitation:** -
   a) The present research will be limited to use of multi-media viz. flash cards, charts, coloured pictures, slides, transparencies, and audio cassettes related to teaching units of English of fifth standard. The present research will be limited to listening, speaking, reading, writing, conversing skills of English as a third language subject of fifth standard.
   b) The interrelationship between use of multi-media and communicative approach will not be studied.
   c) The interrelationship of communicative skills will not be studied.

ii. **Design limitation:** - The present research will be limited to single group experimental design.
iii. **Sample Limitation:** - The present research will be limited to sample of pupil-teachers in Swami Vivekanand Shikshan Sanstha’s College of Education, Osmanabad and sample of fifth class students in Osmanabad in 2005-2006 A.D.

iv. **Result limitation:** - The result of present research will be limited to present experimentation, sample, data and duration.

2.3.11 **Delimitations:** - I had determined delimitations of present research as follows:

i. **Geographic delimitation:** - The present research will have delimitation of Osmanabad city.

ii. **Duration delimitations:** - The present research will be delimited to duration of experimentation. Preparation for experimentation, experimentation and post-experimentation work will require at least duration of three years.