Chapter I

Introduction

1.1 Introduction:-

The state of Maharashtra came into existence in 1960, till then, the teaching of English at the school level was carried out according to the policies of each province and there was no uniformity in the way it was done (across the state). In 1968, a revised, syllabus of primary education was prescribed for the entire state and in 1972, English was made compulsory from std. V to X throughout the state. The National policy of education was announced in 1986 following which a new syllabus for primary education was drawn up for Maharashtra. The teaching of language other than the mother tongue was expected to begin from std. VI in the National policy of education. Maharashtra state, however, continued with its policy of introducing English from std. V. In December 1999, the government of Maharashtra chalked out a new policy for the teaching of English in view of its importance as an international language as also the consequence of rapid advancements in technology and liberal economic policies.

The ever-growing craze for English medium schools was also taken into consideration while drawing up this policy without hampering the teaching of the mother tongue and the principle of the teaching through the mother tongue in any way. The Government of Maharashtra decided to provide for the teaching/ learning of English along with the mother tongue from standard one. It was decided to implement this decision from June, 2000.
This new syllabus has been designed after considering the need for and the use of English in our society. The English language is not ‘foreign’ to us in a way French or German or Russian is. For more than the last hundred and fifty years Marathi has been in close contact with English. Modern Marathi has acquired several English words, English sounds, English syntax and even the way of thinking that goes with English. This syllabus, particularly takes into account this influence of English on Marathi and other regional languages, linguistic aspects not directly related with culture find the second place. Linguistic aspects particular to the western culture have been included anywhere absolutely necessary? Such aspects that support and complement the teaching of the mother tongue have also been highlighted in order to ensure that the teaching of English does not adversely affect the teaching of the mother tongue. At the same time, English has certain characteristics of its own. These also have been included in the syllabus to give the students a firm grip over the English language.

This syllabus has been designed with the objectives of enhancing the student’s level of achievement in English at the school level. Child’s language acquisition starts with its mother tongue. It first learns to listen to the mother and other person. It utters certain sounds and gradually learns words. It speaks mother tongue spontaneously, naturally and unconsciously. It doesn’t thinks about the set rules of grammar. The child is very confident while using mother tongue. As far as acquisition of mother tongue is concerned, the child follows the sequence of linguistic skill i.e. L–S–R–W (Listening, Speaking, Reading, Writing). But while learning a foreign language the sequence
of skills is changed. It becomes L–R–W–S (Listening, Reading, Writing and Speaking). So the learner faces many language problems while learning a new language. The researcher wants to know, why the learner going to face these entire problems?

In this context the researcher wants to develop E–program which will help the learner in Listening, Speaking, Reading and Writing skill.

1.2. Need of the Research Problem :-

The researcher is a teacher educator and basically interested in the field of teaching English method to B.Ed. students. “As need is called the mother of research.” It becomes the key word in the research. Need leads to the desired work. Hence, the researcher has also found it is necessary to have Researcher contribution to the field of communicative language teaching by conducting this research.

The researcher is always in contact with the student-teachers, administrators and the people studying English language as well as the person working in this field. The researcher has discussed the difficulties faced by the persons related to English teaching and realized the main problems of communicative language teaching. The communicative approach is new trend in the teaching of English language. The English teacher faces many problems while teaching English in the class. Before 1993 English was taught using structural approach and after that by using very popular method that is called as Grammar-cum-translation method. Considering all these problems the researcher has found it is necessary to study their problems when they teach English in the actual classroom situation.
The text-books were prepared on the basis of communicative approach with the aim of developing a communicative competence among the students. But, in reality, these aims are not fulfilled. So the researcher strongly feels that there is a gap between the textbook and actual class teaching.

Hence, the researcher had the following objective questions in her mind before starting the present research work.

1. Do the schools (Marathi medium higher primary schools) have trained teachers for teaching English?
2. Do the teachers teach English with communicative approach?
3. Does the concept of communicative approach is clear enough to the teachers?
4. Do the teachers give sufficient practice of communicative approach…?
5. Do they know proper classroom techniques to implement communicative approach in the class?
6. Do they refer handbooks, dictionaries and other reference books
7. For teaching English with communicative approach?
8. Which communicative activities does the teacher undertake in the class?

Considering the above questions in Researchers mind the researcher started her work. Moreover, the researcher is a teacher educator and she has to train her pupil teachers to teach English by using communicative approach. Therefore the researcher going to develop E-Program for the seven std. students in accordance of developing communicative approach.
1.3. Significance of the Research :-

The present research work is helpful from the following points of view to teachers, students & parents.

1. It is helpful for the teacher educators as a guideline in pre-service training.
2. It is helpful to the education department for arranging in service training programmers for the English teachers.
3. It is helpful to give some suggestions to Maharashtra state Bureau of Textbook Production and Curriculum Research, Pune.
4. The study is significant through the point of view that, even if the textbooks are changed periodically, the underlying approach is the same i.e. communicative approach.
5. By using e-program in teaching and learning will becomes interesting and more effective.
6. Teacher will use their computer skills, knowledge for developing such a E-program.
7. By using such program in seventh class student develop their positive attitude towards the English subject.
8. Through learning, communicative approach (E-program) the seven standard students develop their Listening, Speaking, Reading, Writing skill.

1.4. Research Title :-

Developing communicative approach through E-program in English for Marathi medium Seven standard students at Osmanabad district.
1.5. Operational Definitions of Important Words in Research Title:

1.5.1. Communicative approach: It is an approach to the teaching of second or foreign language that emphasizes the interaction in listening and speaking skill and ultimate goal learning language.

1.5.2. E-program: It is an electronic program; software which is developed using computer technology for the seven standard students which is based to develop their communication skill according to the textbook objectives.

1.5.3. Marathi Medium Seventh Standard: According to the educational policy of 1986 “Higher primary level. It includes standard. VI to VIII.

1.5.4. Student: A learner who is in Seven standard.

1.5.5. Osmanabad District: In Maharashtra state Osmanabad is one of the district place.

1.6. Assumptions of the Research study:

1) Most of the teachers teaching English at higher primary schools of Osmanabad district are not applying communicative approach to teach their classes.

2) Text book Bureau of Maharashtra has prepared textbook of English according to communicative approach.

3) Most of the teachers use grammar cum translation method for teaching English subject.

4) Very few teachers of English subject always speak in English language.
5) Very few teachers of English subject use teaching aid for developing student’s skill of communication.

6) Very few students can speak confidently in English and write correctly in English.

1.7. Objectives of the Research:

1) To study the objectives of teaching English language through communicative approach to seven standard students.

2) To develop communicative approach through E-program for the Marathi medium Seven standard students.

3) To implement the communicative approach through the E-program for the Marathi medium Seven standard students.

4) To study the effectiveness of communicative approach through E-program for the Marathi medium Seven standard students.

5) To give suggestions for implementation of communicative approach through E-program.

1.8. Hypothesis:

a) Hypothesis:

1) Teaching by English communicative approach through E-program students will be able to listen English carefully.

2) Teaching by English communicative approach through E-program students will be able to concentrate on the speaking skill.

3) Teaching by English communicative approach through E-program students will be able to communicate in English confidently.
4) Teaching by English communicative approach through E-program students will take active part in teaching learning process.

b) Null Hypothesis
There is no significant difference in communicating ability of the students before and after the implementation of E-Program.

c) Independent & Dependent variables
1. Independent variable: E-Program

2. Dependent variables: Communicative approach, communication skill.

1.9. Scope & Limitations of the research :-

1.9.1. Scope of Research
1.9.1.1. Scope of Area: The Osmanabad District.
1.9.1.2. Scope of Content: Some chapters from the seven standard English Text book.
1.9.1.3. Scope of Unit: The Seven standard students of the Marathi medium school of Osmanabad district.

1.9.2 Limitations of the Research
1.9.2.1. Limitations of Area: The present research problem is limited only to the Osmanabad District.
1.9.2.2. Limitations of Content: Only for developing communicative approach through E-program for seven Standard English text book.
1.9.2.3. Limitations of Unit: E-program were develop only for the Seven std. students.
1.9.2.4 Limitation of Time:- This Research is completed in Academic year 2012 to 2015.

1.10 Epilogue:-

The Researcher has studied the problem faced by the student-teachers who teach English subject by using communicative approach in the classroom. The Researcher observed that very few teachers of Marathi Medium school of Osmanabad District use teaching aids, handbooks, take students participation in the classroom activity was very less. Some teachers are thinking about developing communication skill but they do not do such activity for the development of their student’s skills and the interest of the students in English language as well as develop confidence of the students in using the English Language while communicate in classroom or outside in the school.