Chapter I

Introduction
1.1 Preliminaries

English has emerged as a virtual international language. Statistics show that 75\% of the world’s mail, faxes and email use English. The majority of the Internet is in English. 80\% of the information stored in computers worldwide is in English. More than 140 countries receive news reports from the American-based CNN and British-based BBC. English plays a dominant role as a first and also as a second or third/foreign language for hundreds of millions of people around the world. In India, especially, English designated as an associate official language. When a foreign language is assigned a function, it becomes the second language. English, in India, is used for several purposes. To cope with the growing local and global demand, a number of efforts from all the parties involved have been made to boost the Indian educational system and help the learners to improve their English performance. However, despite recommendations from various Commissions and Committees, the Indian learners, being assessed against standardised benchmarks of achievement, had unsatisfactory proficiency in the four skills of speaking, listening, reading and writing.

Hence, the Government of India, through NCF (National Curriculum Framework)- 2005 has made an attempt to make the learners better users of English with the introduction of constructivist approach.

The significance of this study lies in its analysis of the constructivist approach and asserts how it is useful in developing the communicative competence of the learners at the secondary level.

1.2 Statement of the Problem

*Constructivist Approach to Develop Communicative Competence at Secondary Level*

**Constructivist Approach** – It is the approach based on the observation and scientific study of how people learn. It says that people construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences.

**Communicative Competence**- Dell Hymes has coined this term. It involves the abilities of Learners or Language users which refer to grammatical knowledge of syntax, morphology, phonology as well as social knowledge about how and when to use utterances appropriately.

**Secondary Level**–It refers to the Std. IX\textsuperscript{th} and X\textsuperscript{th} in Maharashtra.
1.3 **Objectives**

As the students are learning English with the Constructivist approach, the study has been taken up with the following objectives:

- To investigate the interest of English teachers and students in the contents or topics of the Coursebook.
- To develop Communicative Competence with the help of textual activities.
- To find out the weakness of students in acquiring Communicating skills.
- To identify the problems of teachers in using appropriate methods in teaching Communicative Competence.
- To recommend relevant content for teaching English at the secondary level based on the opinions of teachers and students.

1.4 **Hypothesis of the Study**

The study deals with the investigation of the interest of teachers and students of Secondary Level. One of the features of learners of L2/L3 is the tendency to transfer patterns from their first language to the target language. The process may be advantageous if the Communicative situations are familiar to learners. As the learners learnt some activities in the previous year,

- They know speech acts. They participate in the conversation with teachers when the topics are familiar.
- There is no significant difference in the preference of respondents (teachers and students) about the purposes of learning English.
- Teachers use their traditional teaching methods to teach new Coursebook activities.
- Students are unable to express their views and ideas in English properly, as they lack in Communicative competence at the Secondary level.

1.5 **Tools for Data Collection**

Questionnaire technique is used to gather the information from teachers and students. There are two kinds of questionnaires – Close ended, and Open ended. The Close ended questions are given with four alternative responses to choose or select ‘Yes’ or ‘No’ options. These questions are used to bring out desired results and easy
to respond. The open ended questions provide enough freedom to the respondents.

Data collected from the Open ended and close ended questions, helped to achieve the objectives of the Research. Data is gathered and interpreted with the help of questionnaire from the following categories,

- Questionnaire for Students
- Questionnaire for Teachers
- Questionnaire for Head masters
- Questionnaire for Master trainers
- Questionnaire for Mentors

1.6 Research Methodology

The study adopts the survey mode of Research. Here the Survey type research is not related to Education or Social Science. In this study, it is used for the gathering of evidence related to current conditions. The research has been conducted by applying Chi. Sq. test and Z-tests for the validation of hypothesis and data analysis.

The study has been designed to investigate the interest of English teachers and students for the selection of contents for teaching and learning English at the Secondary Level. With the help of Questionnaire, the study will try to find out whether or not Communicative Competence could be developed in the learners. The questionnaire will be collected and analysed.

1.7 Scope of Research

1. The scope of the Research is limited to the Aurangabad district only.
2. The study is related to the Secondary Level, Marathi medium schools.
3. The Research investigates the opinions of English Teachers, Headmasters, Students, Master-Trainers and Mentors.
4. Convenient sampling procedures are adopted for the selection of schools in Aurangabad district.

1.8 Limitation of the Research

The study adopts the survey method for the Research. The survey is limited in Aurangabad district only.

1. The study is limited to IX th and X th classes of Secondary Level schools.
2. It is not the study of the textbooks, but the Constructivist approach on which Coursebooks are prepared.
3. The data is collected from Marathi medium schools from Aurangabad district only.

1.9 Position of English in India

In India, the English language stepped in with the East India Company. Later on, it was decided to make English education in India. As a third language, English has occupied a unique position in our educational system. It has acquired a prestigious position in our society. There were many clashes on the issue of removal of English from Indian education system, but it was decided by the Government of India to continue English as an official language. In 1955, The Official Languages Commission’s Report noted in the book *Teaching of English: A Practical Course for B.Ed. Students* as:

> English is one of the foremost languages in the world today. In international bodies and conferences, English has in the last ten years shot ahead of other languages…
> English is unquestionably the foremost medium of international communication…
> We in India happen to have already a considerable measure of linguistic competence in the English language developed over the period of a couple of centuries of British rule, and it would be wantonly foolish to throw away this language. (Aslam 6)

The Commission realised the position of English in India. In fact, it was argued that English could be used as a second language for the particular purpose. Though the Government of India appointed Commissions and Committees to study the importance of English, they could not agree on regarding the teaching and learning of English. Kothari Commission suggested the English language as the medium of instruction.

It is found that more than 50% newspapers, periodicals and World’s Radio stations use English as the medium of Communication. It is one of the most significant languages of the world. N.P. Pahuja pointed out the remarks of F.G. French in *Teaching of English* as:

> No language ancient or modern can be compared with English in a number of geographical distribution of the homes, factories and offices in which the language is spoken, written or read. (Pahuja 2)

Today, it is a fact that English holds the most prestigious position at the school
and higher level in India.

1.10 Importance of English in India

In India, English is used as a medium of instruction from school to university level. The English language has been made compulsory at the degree course level. After higher education, one should have an adequate command of English. It plays a significant role in the various fields. N.P. Pahuja mentions some of them in Teaching of English:

➢ English is an official language of administration; the status of Associate Official Language of the Union for an indefinite period has been granted by an act of Parliament in 1963.
➢ English is the Court language.
➢ English is the language of international trade and Industry.
➢ English is considered to be a window on the modern world.
➢ Important role in social life...
➢ English is a link language: It is the only language which is understood in all Indian States. In addition to being a unifying force in our country it also links us with other countries of the world.
➢ It is a library language. (Ibid 5)

English plays a vital role in India. It is more significant and important than it was used in British period in our country. English is very rich in scientific and technical knowledge, and so the knowledge of English is the only means of preventing our isolation from the world. The study of English is important for the progress of the country.

The Kothari Commission had said that no student should be considered to be qualified unless he has acquired proficiency in English. Hindi is the National language, but English is the link language, and it is the only language that is spoken and understood all over the country.

1.11 Teaching of English in Maharashtra

English occupies a significant place in the curriculum of Maharashtra. It is used as a link language by the states in India. In Maharashtra, it has acquired the status of a compulsory ‘third' language. English is introduced in all Non-English medium schools at primary stage since 2000. The curriculum is activity based, and it emphasises listening skills. Presently, we cannot turn a blind eye to the importance of English.

The teaching of English in Maharashtra was carried out as per the policies of
the province. There was no uniformity in the curriculum in the country in the past. In Maharashtra, the revised syllabus of Primary education was prescribed in 1968. In 1972, English was made compulsory throughout the state from Std. V<sup>th</sup> to X<sup>th</sup>. According to the National Policy on Education (1968), the teaching of other languages with mother tongue was expected to teach from VI<sup>th</sup>. But in Maharashtra state, English had been taught from Std. V<sup>th</sup>.

The Government of Maharashtra set out new policies for teaching English, considering the importance of English and its use in advance technology. While making up the policy, the overgrowing craze for English medium schools was also taken into consideration. Without disturbing the National Policy of teaching through the mother tongue, Government of Maharashtra decided to introduce English along with the mother tongue from I<sup>st</sup> Std. This decision was implemented from June 2000.

The new syllabus was prepared according to the need and the use of English in the society. Marathi Language is known as a very close language to English because most of the Modern Marathi language has acquired many English words. The syllabus was designed by considering the influence of English on Marathi. Priority was given to Marathi and Indian Culture in the syllabus. It was also ensured that the teaching of English does not affect the teaching of the mother tongue. The curriculum also helps students to get a firm grip over the English language and enhance the student’s level of achievement in English at Primary level.

English has continued to be a major source and link language at Secondary and Higher Secondary Level. English is known as the medium of communication in most of the fields. It is the language of power and a language of social upliftment. The syllabus, at the upper Primary level, empowers the students to handle English adequately wherever he needs in higher education or satisfy his/her personal needs of communication. The syllabus also helps to develop language skills through some new tasks and activities.

Some parallel and extension activities are given to achieve the objectives of learning English. The curriculum is student-centred, so his classroom learning is connected with the knowledge of out of school.

English is the important language to communicate with the world. This language is spoken all over the world. It helps in trade and industry. It is also the language of Research, Literature, Science and Technology. As English has got International recognition, it is not possible to remain isolated from the rest of the
world. As Ms S. Meena Priya Dharshini pointed out the observation of F.G. French in her Ph.D. thesis *Effectiveness of Using Innovative Strategies in Developing Speaking Skills among Engineering Students* as:

...anyone who knows English can keep in touch with the whole world without leaving his own house. (Dharshini 4)

English is the common means of Communication between the people of different nations. It is also known as the window on the modern World. We cannot close the window ourselves. The knowledge of English is essential to communicate with the rest of the World.

**1.12 National Curriculum Framework**

The education system has to be built by philosophical, sociological and cultural tradition. Shri Aurobindo visualised a National System of Education in 1910. He emphasised power and nature of the human mind. Secondary Education Commission in India recommended significant changes in the quality of secondary and University education.

Kothari Commission (1964-66) covered all the stages and aspects of education. This commission is a milestone in the history of modern education system in India.

National Policy on Education, 1968 included many recommendations of Kothari Commission. It stressed the development of Science and Technology. It also recommended the development of moral and social values.

National Policy on Education, 1986 (modified in 1992) gave three tier educational structure of 10+2+3 to improve the minimum levels of learning at each stage of education. Programme of Action, 1992, was supported financially by a strategy of implementation and it was accompanied by the assignment of responsibilities.

**1.12.1 University Education Commission (1948-49) (Radhakrishnan Commission)**

It is the first Post-Independent Commission of India. Dr. Radhakrishnan was the Chairman of this Commission. So, it is also known as Radhakrishnan Commission.

The main aim of the Commission was to suggest improvements to suit present and future requirements of the country. The Commission emphasised the study of classics in our languages. Most of the Indian languages have classical writers, and the
study of these writers was to be encouraged. Sanskrit and Extra-curricular activities were recommended for higher studies which can be helpful to develop qualities of courage and discipline in the students. The third objective of the curriculum was to give professional education to the students who want to do their career in various sectors.

Following methods were recommended to achieve the objectives of Curriculum.

1. **Reading** - The Committee suggested teachers to provide proper reading opportunities to students.

2. **Meditation** - The Committee had emphasised the need for a quiet hour. It helps students to transform their school learning.

3. **Lecture Method** – This is a beneficial way to be prepared for the lectures.

Radhakrishnan Commission pointed out that students are unable to understand instructions or lectures in English. So, it is clear indication that mother tongue or state languages should be used as a medium of instruction. Thus physical, mental and moral qualities of students were emphasised to achieve the objectives of the curriculum. The Curriculum should be changed according to the interests of students.

**The medium of Instruction** – It is recommended that students should be familiar with three languages – regional language, national language and English. English should be studied to keep in touch with the living stream of ever growing knowledge.

As it is the world of competition, the University Commission stressed on excellence by making the following remarks in *Development of Indian System of Education*:

> No teacher who is not in touch with the latest development in his subject can hope to inspire his students or expect them to strive for excellence. (Pandey 215)

The Commission looked at the teacher as the most significant person in the education system. His mind is crammed with facts. The Commission dealt with the spiritual, physical and mental development of the youth.

**Aims of University Education**

The goals of education were prepared, keeping in mind India's tradition, present condition and prospects of the country. Dr Chaube pointed out the aims of Education in the *History and Problems of Indian Education* as follows:
1. …to produce able citizens who can take up national responsibilities successfully in various fields…
2. …to preserve and develop the culture and civilization of the land…
3. …to generate new ideas and…to help students to imbibe good aspects of their culture and to accept new values for all-round development.
4. …to provide opportunities to acquire all kinds of knowledge.
5. The University has to educate the mind and soul of the student in order that he may grow in wisdom.
6. It is the responsibility of the university to create a consciousness in students for protecting the directive principles as to be laid down in the Constitution…
7. …to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
8. The University has to instil moral values in students while making them well disciplined.
9. The university has to develop the spirit of universal brotherhood and internationalism in students. (Chaube 173-174)

The Commission emphasised reforms in the examination system to produce good citizens and for all round development of the learners.

Demerits – The University Commission suggested some improvements in the education, but it ignored the important aspect of medium of instruction. It has ignored the problem of woman education. It suggested many reforms but the recommendations of the commission were not implemented.

1.12.2 Secondary Education Commission (1952-53)
(Mudliar Commission)

The Secondary Education Commission was appointed to examine the prevailing system of Secondary Education in India and to suggest some measures for its improvement. It was appointed under the Chairmanship of Dr. Mudliar. The most significant recommendation of the Commission was to use the Mother tongue or regional language as the medium of the instruction. Dr Chaube described the aims of Secondary Education in his book, History and Problems of Indian Education as follows,

1. **To produce Ideal citizens with strong national and social feelings** –
   The Commission has explained the concept of national feeling. It urged that the students of the country should have faith in the greatness and
importance of the culture of their country and they should feel proud of the same.

2. **To develop the capacity for earning money after receiving Secondary Education** – The Commission is of the view that after receiving secondary education, one should be able to make enough for maintaining himself. For developing this vocational capacity, subjects should be introduced in the curriculum.

3. **To promote Human virtues like cooperation, discipline, humility, love, kindness and the feelings of brotherhood** – Man is a social animal. So he should have the spirit of Co-operation, discipline, humility, love, compassion and the sense of brotherhood. The curriculum must have such subjects which may inculcate these virtues in students.

4. **To develop the quality of Leadership in students** – Secondary Education should improve the quality of leadership in students. This quality is vital for the sake of democracy and the development of the country as a whole.

The Commission has recommended the necessity of improving teaching methods to achieve the aims and objectives of the secondary education.

**Dr Chaube** pointed out some suggestions in *History and the Problems of Indian Education*. They are as follows:

- To open multi-purpose schools according to the varying interests of students.
- Agriculture should be made a compulsory subject for schools in villages.
- The multi-purpose schools should be opened near the industrial institutions. The students of these two types of institutions should learn from each other.
- In big cities ‘technical area’ should be established on the demands of the local public.
- Home science should be made compulsory for girls and other subjects should be common for both boys and girls. (Ibid 189)

The Secondary Education Commission recommended making the state language as the medium of instruction. The commission has also suggested learning at least three languages at the secondary stage, and the curriculum should be prepared according to the interest of students.

**Merits** – The Commission pointed out to the evils of the current examination system,
and it gave some practical suggestions for its overhauling. It suggested for some improvement of teachers’ condition.

**Demerits** – Women education and religious education which was considered significant by the commission were not paid attention.

**Summary** – The committee was appointed under the chairmanship of Dr. Mudliar on Sept. 23, 1952 to understand the problems of Secondary Education in India. It was appointed to study and suggest measures for the reforms in curriculum, examinations, teaching methods, teacher’s training and administration. The commission aimed to produce good and disciplined citizens. The most significant recommendations of the committee were to use the Mother tongue or regional language as the medium of the instructions and the introduction of the objective tests.


The Education commission was appointed to advise the Government on the National pattern of education and the general principles and policies for the development of the education at all stages. Indian education needed reconstruction and revolution. It aimed to improve the quality of teachers and to liquidate illiteracy and strengthen the centres of advanced study, to emphasise the teaching and research.

University Education Commission (1948) and Secondary Education Commission (1952) were appointed to suggest reforms in the Educational system. The previous Commission failed to remove the defects in the education. So, the Kothari Commission was appointed under the chairmanship of Dr D.S.Kothari. This commission is known as Kothari Commission.

The Commission was appointed to study the various problems of education and suggest for their removal. It emphasised the educational policy at the National Level.

**Objectives**:

The Commission reviewed the quality of education in the country, and it attempted to reconstruct through the following objectives as mentioned in the NCERT report titled *Education and National Development: Report of the Education Commission: 1964-66, Vol. I: General Problems* as:

- to re-evaluate the role of education in the total programme of national development;
❖ to identify the changes needed in the existing system of education if it is to play its proper role, and to prepare a programme of educational development based on them; and
❖ to implement this programme with determination and vigour. (Ministry of Education, Government of India 1)

The Kothari Commission recommended the intermediate system of education. The report prepared the blueprint of Educational reforms. The report begins with:

The destiny of India is now being shaped in her classrooms. This, we believe, is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people. In this context, it has become urgent. (Ibid 1)

This report was known as the most important event in the history of Education. It received wide attention and aroused high hopes. It dealt with the aspects of educational reconstruction like the reorientation of the school system to national objectives, improvement of teachers and equalisation of educational opportunities. In Education Policy in India:1992 and Review 2000 and 2005, the concluding remarks of the Report have been added as:

We must either build a sound, balanced, effective and imagined educational system to meet our developing needs and respond to challenging aspirations or be content to be swept aside by the strong currents of history. (Aggarwal 4)

The Kothari Commission touched all the aspects and sectors of Indian Education. It recommended that the teaching of Hindi should not be essential, but it should be optional. Mother tongue of learners was given the importance in the Education system, and it was helpful to attain intellectual, physical and emotional growth. It developed the creativity of the child and was used for all round development of personality. It recommended the inculcation of high values – social, moral and spiritual at all stages of education.

The Commission urged Government of India to provide guidelines to the State Governments to establish School Boards for controlling examinations efficiently and implementing educational plans in the States.
1.12.4 National Policy of Education (1968)

When the Government found Kothari Commission was not successful in many respects, it appointed the Commission to prepare the National policy on education, the most significant development of the country. All the committees were appointed for the reformation of the education system in the country, but it was not possible for the Government to implement the recommendations suggested by the Education Commissions. But in 1968, a National Policy on Education was formulated for the first time to prepare a National Policy of Education.

The educational policy emphasised free and compulsory education to children within the age of 14 years as per clause 45 of the Indian Constitution. Kothari Commission elaborated equality of educational opportunities, teaching methods and development of the Indian languages. The country adopted the education pattern of 10+2+3. It also suggested some reforms in the teaching at secondary level. It recommended Industrial and Technical education at this level.

The report (1968) recommended twelve years of school duration at the secondary stage.

1.12.5 National Policy of Education (1986)

A draft, Challenges of Education, was circulated in 1985 for the feedback of Indians. It was discussed all over the country, and in May 1986, Government of India declared the policy of education, entitled as National Policy of Education 1986. The document was divided into twelve parts.

OBJECTIVES – The objectives of the education were mentioned in the History and Problems of Indian Education as:

- Vocationalization of education. Particularly, at the secondary stage of education curriculum should be job-oriented.
- To awaken the people about various scientific and technological developments and to make the students at the various stages of education aware of the same in order that they may utilize them in their future life.
- To encourage the governmental and non-governmental efforts for wiping out illiteracy and to emphasize the necessity of adult education, formal education, farmers’ education and ‘open’ schools. (Chaube 254)

Dr S.P.Chaube mentioned the merits and demerits of Education policy as follows:

- The Government has paid attention on actual implementation of some programmes of education.
- …policies have emphasized three-language formula for National integration.
- Ensuring equality of educational opportunity is praiseworthy.
- Attention on raising the standard of education.
- Importance of vocational education has been duly emphasised.

Demerit:

- The various education policies have been silent on schools that are run on commercial lines by private individuals.

(Ibid 263)

It was the first national form of Education in which the idea of ‘Child Centered Learning’ was introduced. All the previous Educational policies could not meet the needs of the learners, as there was the British impact on the previous Commissions. They could not achieve the quality of education. The National Policy of 1986, has emphasized on the mental development of children. ‘Operation Blackboard’, was introduced in this policy for quality education at Primary schools. It also recommended reforms in the examination system. It has given great importance to moral values in School education.

National Policy on Education (1986) suggested some urgent reforms:

- Three-language Formula- At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which includes the study of modern Indian language…
- International Languages: Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.
- Examinations :A major goal of examination reforms should
be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at ‘certifying’ the quality of his performance at a given moment of time.

(Government of India, Department of Education and Ministry of Human Resource Development 40-42)

The Secondary Education Commission emphasised the establishment of Secondary board education to deal with the aspects of education at the Secondary Level.

Three Language Formula


Ideologically, English was not favoured, but it was seen as necessary. In 1986, the National Policy on Education recommended the three-language formula at secondary school level. In brief, the languages to be learnt were the native language, Hindi and English. If the native language was Hindi, another modern Indian Language was to be learnt preferably one from the South.

(Walwadkar 38)

Most of the States were not ready to accept the three language formula after the recommendations of Central Government. Tamil Nadu opposed Hindi whereas the North India resisted English.

Every State decided to use English and Hindi Independently. So its use in India presents a complex picture.

Kothari Commission had given enough attention to school education. For effective control of education system, the Commission recommended establishing school board of education in every state.

1.12.6 National Policy of Education (1992)

This policy was also known as the ‘Programme of Action’. The Parliament adopted ‘The National Policy-1986’ in 1986. In 1991, a Committee was appointed under the chairmanship of Janardhan Reddy. The committee was designated to present a revised Programme of Action.
It recommended for the State Government to appoint committees in order to educate the scheduled caste and tribal people. The Committee emphasized the development of a common school system to provide facilities to the neglected poor. Dr S.P. Chaube describes some recommendations in *History and Problems of Indian Education* as:

- … asserted that Navodaya Vidyalaya school should be established in all the districts of each and every state of the country.
- …to find out the extent to which the measure of universalisation of primary education has been achieved in each state of the country.
- Special emphasis is necessary to make education at the secondary level job-oriented…
- The first degree of education for becoming a qualified teacher should be of one year's duration, and it must not be through correspondence…
- …the National Budget of at least six percent should be given to the provision for education. (Chaube 297-302)

The Committee has given suggestions for the reformations of examination system of the country.

- For reform of examination system, the Central and state governments should make a joint effort.
- The various educational institutions should inform the concerned government the steps that they have taken or have to take up for reforms of the examination system. (Ibid 300)

The Programme of Action (POA) was the modification of NPE-1986 and guided the destiny of modern education of India.

The policy of committee included internal evaluation, text books, public schools, education for handicapped and minorities and teacher education.

The National Education Commission (1992) has implemented to the great extent, as many adult education centres were opened in the country to eradicate illiteracy. It recommended the need to implement the National Educational Policy-1968 and National Policy of Education, 1986 to improve the quality of education.


National Curriculum Framework 2000, is the significant device to translate National goals into educational experiences. J.C. Aggarwal pointed out the following concerns based on the curriculum in his book *Education Policy in India, 1992 and*...
Review 2000 and 2005 as follows:

- Education for a cohesive society: Curriculum must create awareness among children of the inherent equality of all.
- Education for strengthening national identity and preserving cultural heritage...
- Integrating indigenous knowledge with India's contribution to mankind...
- Responding to the impact of globalisation—The challenges created by globalisation for the educational processes would mean rethinking on the content of the various disciplines in the curriculum.
- Linking education with life skills—To prepare children to face the challenges of life, curriculum must be intimately linked with the different life skills.
- Reducing the curriculum load—Obsolete and redundant content should be taken out of the curriculum.

(Aggarwal 191-192)

The Curriculum Framework accepted three-language formula in the country at upper primary stage and secondary stage. The syllabus based on the curriculum in India and its relation to the World nurturing a sense of equality. At Primary stage, the mother tongue of the learner has been emphasised. Vocational and Technical courses were introduced to develop skills for jobs at Secondary level. The general idea of Vocational courses was to develop entrepreneurship, rural development and information and communicative technology.

1.13 Methods and Approaches to the Teaching of English

English is taught as the second and third language in India. Teachers have to adopt adequate teaching methods and strategies to achieve the objectives of the curriculum. A good teacher shows the result with the teaching method he uses. It is assumed that the method which gained maximum objectives is considered as the best teaching method. Following teaching methods are used to teach English in India.

1.13.1 Translation Method

This method is ancient, and it came with British in India. K.L. Sharma pointed out in Methods of Teaching English in India that Translation method was prevalent and effective in the past when it fulfilled the following objectives:

- It enabled the pupils to read and understand English and develop an effective vocabulary.
- It helped them to acquire a standard of pronunciation acceptable to others.
- It enabled them to use English language in speech and writing with economy and precision.
- It helped them to acquire a taste for reading western literature.
- It helped them to compare the grammar of English with the grammar of their mother-tongue. (Sharma 64)

The textbook is the main teaching aid in this method. Some rules are depicted, and new words are introduced in the class from the texts. The teacher translates every word and sentence in the classroom. The meanings of words are given very carefully by the teacher.

Most of the teachers felt it was a very comfortable teaching method. It helped the students to know the correct meanings of words. But this method proved to be inadequate in teaching modern textbooks at Secondary Level. This teaching method emphasises on the word to word translation. Oral expression is neglected in this method. It also disturbs the thinking process of students.

1.13.2 Direct Method

This teaching method is called Natural Method. It is based on the principle that words are associated with experience and sentences. This method emphasises oral expressions. Intonation and pronunciation are the most significant part of this method. This teaching method doesn’t allow students to think and express in their mother tongue. It becomes difficult to teach some phrases or words by this method. This method is not useful for Secondary classes and crowded schools. Bilingual Method was more efficient than Direct Method. The success of this method lies in the spoken aspect of the language.

1.13.3 Bilingual Method

This method has been developed as an improvement over traditional methods like Grammar-cum-Translation Method and Direct Method. C.J. Dodson of Welsh invented it. The word ‘Bilingual’ means two languages. In this method, two languages are used. One of the languages may be English, and the other language is the Mother tongue of the learners. In this Method, Mother tongue is used to explain the meaning of difficult words and phrases. Students are given a lot of practice to achieve
communicative proficiency. Experiments have shown that students learn more by this method.

Neena Dash and M. Dash described the objectives of Bilingual Method in Teaching English: As an Additional Language as follows:

- The learner will be able to speak fluently in the target language, i.e. in English.
- The learner will be able to write fluently and accurately in the target language.
- The learner will be able to understand new words, idioms and phrases in the target language.
- The learner will be able to achieve true bilingualism.

(Dash and Dash 67)

This method is suitable for the majority of teachers. When they (teachers) are allowed to use the mother tongue to explain difficult words and sentences, they tend to make excessive use of Native language. So, the Bilingual method can be converted into Translation Method. Presently, this teaching method is used in the most of the Indian classes.

1.13.4 Dr. West’s New Method

According to Dr. West, most of the Indians require only passive knowledge of English. The direct method is not adequate for teaching English to Indian learners. This method is based on the principles of "Reading" and separate provisions for vocabulary. It is believed that a child listens and understands before he speaks. This method is also known as the Reading method. Coleman believed that it was the only method to teach a language by concentrating on the Reading skill. After the oral work, the text was introduced, and students read text loudly in the class. The reading of texts was divided into two types.

A) Intensive Reading – Comprehension has been checked through the questions on the books. Grammatical points were discussed, and the meaning of the texts was inferred from the context.

B) Extensive Reading – The aim of the reading was speed. The learner reads the texts at his pace and infers the meaning from contextual clues.

He recommended oral and silent reading to read more books. Learners do not need the help of the teacher for it. R.K. Jain referred to some of the features in this regard in his book Teaching of English:

- The matter is explained with the help of pictures so
that the students may take interest in going through the book.
- Mother-tongue is frequently used.
- New words and phrases are introduced and are properly distributed all over the pages.
- New words are repeated again and again to make them familiar.
- Matter is according to the need, ability and interest of the students.
- Grammar rules are not explained.
- Long stories are also included gradually, for developing interest of reading among students. (Jain 190)

Merits - It is the method of preparing the habit of independent reading. There is scope to increase the vocabulary and a good foundation for active work in writing and speaking.

Demerits - The teaching of English becomes dull because of reading. Only reading cannot create interest among the learners.

1.13.5 Eclectic Method

This method is based on the facts that no particular method applies to all kinds of situations. So the teacher has to select the appropriate method for a given situation. The method aims to develop the language skills—Listening, Speaking, Reading and Writing. In this method, the teacher is free to select a particular method or approach for a specific purpose.

1.13.6 Audio-Lingual Method

This method was developed in America to implement language skills in oral form. The language is a process of habit formation, and it is based on behaviourist theory. The audio-lingual method is similar to ‘Direct Method' which is expected to be taught directly. Lessons focused on the correct imitation of the teacher.

The emphasis of the method is on the acquisition of structures and patterns in daily communication. The skills are taught in the order of Listening-Speaking-Reading-Writing. Listening and Speaking skills are emphasised at first stage.

Geetha Nagaraj described the features of the audio-lingual method in, English Language Teaching: Approaches, Methods, Techniques:

- The audio-lingual method treated each language skill separately: listening, speaking, reading, and writing.
- This method focused primarily on the skills of listening
and speaking, in accordance with Moulton’s first slogan ‘Language is speech, not writing’.
➢ The skills of writing and reading were not neglected, but the focus throughout remained on listening and speaking.
➢ Dialogues formed the main feature of the audio-lingual syllabus, and they were the chief means of presenting language items.
➢ They also provided learners an opportunity to practice, mimic and memorise bits of language.
➢ Pattern drills were an essential part of this method and used as an important technique for language teaching/learning.
➢ The language laboratory was introduced as an important teaching aid. It gave learners an opportunity to mimic a model and memorise language patterns.
➢ Like the direct method, the audio-lingual method too tried to avoid the use of the mother tongue, though perhaps not so rigidly. (Nagaraj 78)

Though this teaching method failed due to various factors, some of the features have the significant place in the classroom.

1.13.7 Structural Approach

It is an oral approach in which sentence structures are very important. It emphasises speech and habit formation. It needed the active participation of students. Drill and Repetitions are very significant in this approach. This approach is based on the Structures of language.

The teacher has to create meaningful situations in the classroom. After completion of the six-year course, students are expected to know more than 3000 words and 275 basic structures.

This approach does not allow learners to use mother tongue as it creates obstacles in the process of learning. The emphasis of this approach is on oral activity. It keeps the students active in the learning process.

1.13.8 The Communicative Approach

This approach has been developed in Japan to fulfil the aims of teaching English. The communicative approach is used to learn English through the means of Communication. English is taught through the classroom activities. The situation and
the role for the activities should be real, and students are expected to react mentally as well as verbally in the Communicative situation.

It helps to use English in different situations with majority of people. The traditional teaching of English is knowledge-oriented whereas Communicative English is skill-oriented and task-based. Traditional English is content based emphasising the rules of Grammar, Structures and Vocabulary. There are two primary objectives of teaching Communicative English mentioned by Neena Dash and M. Dash in their book, *Teaching English as an Additional Language*.

- The learner will be able to communicate in speech and writing appropriately and effectively with persons and in situations in the outside world. “ Appropriately” refers to what is proper and suitable to persons, time and place (who, when and where). "Effectively" refers to the force and clarity of expression. Thus the objective of Communicative English is to minimize the gap between communicator’s intention and receiver’s perception.

- The second objective of Communicative English is to train the learners for specific jobs like news reader, announcer, commentator, compere in radio/television programmes, and conferences, telephone operator, hotel receptionist, tourist guide, news reporter, news editor, sales representative and freelance journalist. (Dash and Dash 74)

Communicative English is also based on language skills like Listening, Speaking, Reading and Writing. The learner has to command over these skills, and teachers use various methods and techniques to implement it. It is a very useful approach to develop communicative competencies in the students presently.

### 1.13.9 Natural Approach

The main idea behind this approach is to understand a kind of learning environment in which a child acquires its first language or mother tongue. The same conditions are applied to learning a second or foreign language. This approach believes that learning of the language helps the learner to become a good communicator. The Approach demands experiences of a teacher and a practice of activities of students to be successful. There should be a conscious learning of the Grammar rules to acquire the foreign language. The Natural Approach was developed by Stephen Krashen’s thinking on how language is learnt naturally.
1.13.10 Co-operative Learning

In cooperative learning, the working of learners in cooperation has been emphasized. This learning is based on the educational philosophy of John Dewey and the principles of the humanistic approach. The intention of the cooperative learning is taking students beyond the texts. It has adopted the theories of Piaget and Vygotsky.

Most of the learning has been done in the classrooms in pairs and groups. It helps students to be interdependent positively. It is also helpful to solve the textual activities by sharing the ideas of different students from the group. This kind of learning method is used to overcome the problems of students and make learning joyful.


The National Curriculum Framework (NCF), 2005 opens with the lines from Tagore’s essay Civilization and Progress as follows:

....that his temptation obscured something a great deal more perfect than his toy, the revelation of the perfect child. The toy merely expressed his wealth, but not the child's creative spirit, not the child's generous joy in his play, his open invitation to all who were his companions to his play-world.

(National Council of Educational Research and Training xviii)

Above lines are reminders of ‘creative spirit’ and ‘generous joy’, the childhood keys which are always neglected by the adult. It means learning should be enjoyable and make them more creative. The opening chapter describes the efforts of curriculum reforms after Independence.

National Curriculum Framework 2005 is a means of evolving a national system of education, recommending a core component which is derived from the vision of National development.

NCF-2005 is a significant document which revolves around the problem of curriculum load on children. The traditional education system that is based on memory and short term information has to be reversed. So, the NCF provides relief to the children from stress. NCF-2005 attempts to alleviate this burden to improve the quality of education through the following guiding principles for curriculum development.

NCF 2005 proposes some guiding principles for curriculum development:

- connecting knowledge to life outside the school,
ensuring that learning is shifted away from rote methods,
enriching the curriculum to provide for overall development of children rather than remain textbook centric,
making examinations more flexible and integrated into classroom life and,
nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.  

(Ibid 5)

These principles help us to know what should be taught and how. The education process is creative, enjoyable and it can be nourished through the interactions. It should be connected to the life outside of the schools because children learn more at their home and society. The aim of the teachers should be the overall development of learners and not focus on textbooks because they (Textbooks) are the medium to implement the life skills in the students. It is the duty of teachers to see that learners are not using rote-learning methods in the classrooms.

The curriculum emphasises on the creativity of the students. Knowledge needs to be distinguished from information, and teaching needs to be seen as activities. It should not be the coaching for memorisation or as transmission of facts or information. NCF 2005 attempts to make education more relevant to the present day and future needs of students.

The role of the teacher has changed in this curriculum. He is a facilitator, and it is expected that he should guide students in solving activities in the class. All the students are supposed to enjoy these textual activities which are based on his previous and surrounding knowledge.

1.15 State Curriculum Framework (2010)

The New curriculum based on NCF 2005, underscores the need for making education centred and of adopting the Constructivist model of education. The learner is expected to ‘discover’ and ‘construct’ his learning.

BACKGROUND:

Maharashtra state adopted and implemented the educational pattern of 10+2+3 in accordance with the recommendations of the Kothari Commission (1964-66) and National Education Policy. The State policy of education is stated in School Curriculum Framework. The principles and approaches are based on NCF 2005. The policy of learning, teaching and evaluation of NCF, are followed in SCF. The major
thrust is on Constructivism. Some of the primary objectives of SCF 2010 mentioned in the *Syllabi: for Standards IX and X* of Maharashtra State Board of Secondary and Higher Secondary Education are as follows:

- ...  
- To study the scope and limitation of different subject.  
- To study scope and limitation of the content.  
- To decide the best approach towards teaching and learning.  
- To study the syllabi through different perspectives.  
- To study the evaluation system.  
- ...  
- To establish a foundation for restructuring the syllabi.  
- To undertake the necessary research and restructure the syllabi. (Syllabi: For Standards IX and X XVI)

English has been introduced from 1st Std since June 2000 in all the Non-English Marathi medium Schools in the State of Maharashtra. It is the need of the learners as English has become most important language at National and International level. SCF 2010 aimed to bring every child in the school, and it is the efforts of the government to provide good education, quality education to develop physical and mental development of learners.

State Curriculum Framework 2010 is based on NCF 2005, and it has been prepared according to the needs and demands of the State and Right to Education Act.2009. While developing the curriculum, a committee considered teaching and learning methods, approaches and evaluation system in Maharashtra.

### 1.16 The Need of Constructivist Approach in the School Curriculum

National Advisory Committee was set up under the Chairmanship of Prof. Yash Pal to advise on improving the quality of education. He pointed out the problems of the academic burden of students with the following terms of reference in his report *Learning Without Burden*:

To advise on the ways and means to reduce the load on school students at all levels particularly the young students, while improving quality of learning including capability for life-long self-learning and skill formulation. (Government of India, Department of Education and Ministry of Human Resource Development 1)
The committee was concerned with a major flaw in the education system which can be marked as **a lot is taught, but little is learnt or understood. (3)**

The weight of the school bag represents a kind of problem. Many children are busy in home work, tuitions and coaching classes. They find little leisure time, and they are also not permitted to enjoy their pleasures and to explore the world. They do not have a chance to play. The Committee has found that average teachers read the prescribed textbook aloud with occasional noting of points on the Blackboard. Children have no opportunities for observations, experiments and creativity. Routine teaching, which is mentioned above, does not take place in the school, located in rural area.

The Committee recommended new approach and reforms in the curriculum to reduce the burden of students and make learning joyful. So the new approach like Constructivist Approach was needed to introduce in the NCF 2005 which was followed by the Maharashtra State in the form of SCF 2010. The curriculum was changed according to the needs, culture and traditions of local students of Maharashtra.

### 1.17 Constructivism

Constructivism explains the knowledge is constructed when the learners come into contact with the existing knowledge that has been developed by experience. Constructivism has its roots in psychology, and it is also an approach to education. It emphasises the ways of knowing. **Von Glasersfeld** described Constructivism in *Wikipedia: Constructivism (Philosophy of education)* as:

…a theory of knowledge with roots in philosophy, psychology and Cybernetics.  
(“Constructivism (Philosophy of education)”)

Constructivism is based on the principle that each learner constructs his or her knowledge by his meaning as per his own experiences. It says that knowledge is constructed; it cannot be delivered or given to others as the teachers delivered. Constructivism theory believes that every learner builds his knowledge by experiences. It can be said that students learn by seeing and doing activities. The role of a teacher is crucial in the Constructivist classroom because it is he who creates situations and activities for the students. All the activities must be meaningful and based on the interest of students.
NCF also recommends a teacher to be a facilitator who helps children to construct knowledge and meaning. The teacher is a co-constructor of knowledge in this process. It is expected that the teacher should be equipped with a good understanding of curriculum and subject content. There are significant changes in school education for some years. Nearly 50% students drop out before completing VIII th class. These students face many difficulties as learners. It was the great challenge to overcome such problems in our country. So, Government of India has to implement the RTE Act.

Traditional education imposes a great burden on the children. Many factors are responsible for this. The rote method of learning, incoherent curriculum, inadequate preparation of teachers and rat race of learners to get more marks in the examination, creates a great tension among the students.

The New Coursebook, which is based on NCF 2005 and SCF 2010, at the secondary level, intends to make students better learners of English. It is designed on the principles of Constructivism. Learning opportunities are created through various activities which help the learners to develop Communicative Competence and make them better users of English.

1.18 Communicative Competence

Communicative Skill is one of the textual questions at the secondary level. It evaluates the Communication skill of the student. The question is based on the textual content. Missy has described the Learning and Intelligence theory of Chomsky in her article Motivation and Learning theories for SLA through Chomsky, Bandura, Vygotsky, Krashen and Gardner as:

According to his linguistic theory of learning and intelligence, all humans possess...inborn knowledge, or a linguistic intelligence, in the form of human capacities and competence.
(“Motivation and Learning Theories for SLA Through Chomsky, Bandura, Vygotsky, Krashen, and Gardner-welcome!”)

Language is the medium to transmit thoughts and ideas from one person to another. It is expected that the learners need to provide opportunities to develop basic skills so that they can acquire proficiency in the spoken and written English. At the
secondary level, the major emphasis is on Communication skills. Learning has become a gradual shift from theory to practice.

The text is skill based, not content based. The main objective of teaching English is to develop the ability of learners to acquire mastery over language skills like Listening and Speaking. It is observed that Grammar-Translation Method limits the ability of students to gain skills in communicative competence. The new course books are skill-oriented and are based on the Constructivist model of education. Learners should be involved at each stage of language learning activities to acquire Communicative Competence in both spoken and written modes. The exercises should be conducted by engaging students in groups or pairs.

Communicative Competence involves the abilities like when to speak, when not to speak, what to talk about, with whom, when and where and in what situation. The teacher should act as a facilitator and provider of learning opportunities in the form of purposive tasks like participating in group discussion, reading and reflecting on the reading. With the help of Communicative Competence, teachers can make the class lively. It means Communicative Competence could be developed at the secondary level. If students are not given the opportunity to do activities on their own and participate in the learning process, they will fail to communicate. It is the duty of a teacher to provide activities to students according to their needs. Thus Communicative Competence can be developed with the help of Constructivist Approach in the classroom at the secondary level.

1.9 Conclusion

In brief, it can be said that English has been taught in Maharashtra as a third language at Secondary Level. It is introduced from Std.I with effect from June 2000 in all Non-English medium schools.

Many Education policies were introduced to reform the education system in India, but the Government of India failed to implement the recommendations of the Education Committees. Prof. Yash Pal and his team introduced NCF 2005, which is based on the report of the National Advisory Committee named ‘Learning Without Burden’. It introduces Constructivist Approach to reduce the academic load of students and make the learning joyful. The teacher’s role has changed with this approach. He is not expected to teach to students in the classroom but play the role of
co-learner and facilitator. If emphasised, it would not be difficult to achieve the objectives set by NCF 2005, which is followed by SCF 2010.

Chapter II presents the reviews of books, thesis and articles on Constructivism and Communicative competence.