Chapter IV

Constructivist Techniques in the Classroom
4.1 Preliminaries

This chapter deals with the opinions of students, teachers, Headmasters, Master Trainers and Mentors regarding the use of Constructivist techniques in the classroom. English is the most significant language for the learners, as it is the language of Communication at various levels for different purposes. Hence, 21st-century education aims to create good communications. In line with the objective of higher education the oral activities and written activities indicate the communicative competence of students at the Secondary Level.

The chapter presents the current scenario of implementation and impact of Constructivism at Secondary Level through the data analysis. In every school, English teachers transfer information to the passive learners. There is no room for students to ask any question. It means there is no interaction between student and teacher. Though the NCF 2005 recommended the use of Constructivist Approach in the classrooms, teachers find it difficult in implementing it. Teachers are expected to play the role of facilitator and guide learners whenever they need them. Students should do the activities in groups or pairs, and they should be free to ask questions to the teachers.

4.2 New Curriculum

It recommended teachers and students to use modern technology to get to know more about the textual information and to understand new concepts. Teachers must be more competent in handling new electronic devices in the present situation, but they face difficulties in using modern technology in the large classes. Most of them are not ready to accept this new challenge.

As the National Advisory Committee Report, *Learning Without Burden* observed:

The child’s innate nature and capacities have no opportunity to find expression in a daily routine which permits no time to play, to enjoy simple pleasures, and to explore the world. ("Learning Without Burden: Report of the National Advisory Committee" 3)

This fact is observed in most of the schools where only teachers talk in the class and students listen to them passively. Teachers’ Talk Time (TTT) has taken away the learners’ interest in learning new things. They are not given opportunities to
express themselves in the classroom. They are so bothered with the burden of a study
that they find little time to play or enjoy their day to day life.

Teachers’ training programme doesn’t seem to help motivate teachers to
change their attitude to accept new approach and methods. Presently they are using
traditional teaching methods, while it is recommended to use Constructivist approach
to teach New English Course books. RMSA (Rashtriya Madhyamik Shiksha
Abhiyan) organised teachers’ training programme in collaboration with British
Council in four phases. Three stages aimed to prepare teachers to conduct activities in
the classroom with new techniques and methods, to deal with large classes efficiently,
pair work and group work should be arranged to share ideas within themselves. The
fourth phase of the training was arranged to observe the ground level reality of the
teachers and learners.

In Maharashtra, students learn English from 1st standard, but they are unable to
read and express in English properly at Secondary Level. According to teachers, the
examination has changed the attitudes of students and parents. Students prefer passing
exams rather than improving skills. The report Learning Without Burden stated its
observation that the teachers and students, both have lost the sense of joy in being
involved in the educational process. Evaluation has been emphasised in this process.
Teaching and Learning both have become a chore for a significant number of teachers
and students.

The article, Curricular Reform in Schools: The Importance of Evaluation
described the significance of assessment as:

‘English’ is changing from the traditional structure-based
curriculum to an activity-based curriculum that promotes
fluency, appropriateness and accuracy in the use of the
language, and develops students’ skills in listening, speaking,
reading and writing.
As a result, rather than offering traditional textbook-
based questions, evaluation instruments now emphasize
reading and writing tasks that draw from authentic situations
and texts. Reading (and tested) texts include extracts from
newspapers, magazines, pamphlets, reports, information,
brochures, leaflets, stories, poems, articles and biographies
(Agrawal 363)

The changing scenario of English teaching from traditional methods to
activity-based learning has emphasised Communicative skills of learners. The
importance has been given to fluency and appropriateness rather than memorising questions from the texts. LSRW skills are to be developed through authentic situations and activity based curriculum with the help of story books, News papers, magazines, reports, brochures, leaflets and stories, poems, and articles.

The study covers students and teachers of nine talukas of Aurangabad district from rural, urban and semi-urban area. Questionnaires are formed for all the respondents. A questionnaire of students is prepared with close ended questions and activity based questions. For teachers, a questionnaire with close-ended questions, opinion-based questions and open-ended questions has been drafted. A questionnaire for Headmaster comprises of close-ended and open-ended questions whereas open questions for Master Trainers and Mentors in which they gave their opinions, ideas and suggestions related to Constructivist Approach.

### 4.3 Statistical Techniques to Check the Validity of Hypothesis

Following statistical methods are used for the validation of hypothesis and data analysis.

**Hypothesis-1. Students equally know speech acts. They participate in the conversation with teachers when topics are familiar.**

**Table No. – 4.1 Chi-sq Test Table Hypothesis- 1**

<table>
<thead>
<tr>
<th>Category</th>
<th>Observed</th>
<th>Expected</th>
<th>DF</th>
<th>Chi-Sq</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students greet their friends with Hello/Hi (Expressive Speech act), whenever they meet each other.</td>
<td>310</td>
<td>326.75</td>
<td>3</td>
<td>15.58</td>
<td>0.001</td>
</tr>
<tr>
<td>Students greet friends with Good Morning (Expressive Speech act).</td>
<td>279</td>
<td>326.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students began their conversation by saying Hello and How are You (Expressive Speech act).</td>
<td>374</td>
<td>326.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students greet their friends by saying – Hi, Hello, Good morning and How are you? Whenever they meet their friends on the way.</td>
<td>344</td>
<td>326.75</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ P-Value = 0.001 \text{ is less than the alpha (}\alpha\text{) level of significance (=5%)} \]

Above table shows that the expected value of the category is 326.75, but the observed values are 310, 279, 374 and 344 respectively. The DF value is 3 and P-value is 0.001, which is less than the alpha (\(\alpha\)) level of significance is =5%. Therefore, it may be concluded statistically that students do not equally know speech acts, as the learners (respondents) are from rural, semi-urban and urban areas. In the schools, they participate in the classroom interactions with teachers, when they are asked pre-
textual questions.

Therefore Students do not equally know speech acts. They are involved in the conversation with teachers when topics are familiar.

**Hypothesis- 2. There is no significant difference in the preference of respondents (teachers and students) about the purpose of learning English?**

A) **Null Hypothesis (H₀):** There is no significant difference in the preference of respondents (teachers and students) about the target language.

**Alternative Hypothesis (H₁):** There is a significant difference in the preference of respondents (teachers and students) about the purpose of learning English.

**Table No. – 4.2**

**Z- Test Table- 1**

<table>
<thead>
<tr>
<th>Sample</th>
<th>X</th>
<th>N</th>
<th>Sample p</th>
<th>Z-test</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>296</td>
<td>720</td>
<td>0.411111</td>
<td>-10.88</td>
<td>0.000</td>
</tr>
<tr>
<td>Teachers</td>
<td>157</td>
<td>200</td>
<td>0.785</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**P-Value = 0.000 is less than the alpha (α) level of significance (=5%)**

It is evident from the above table that the preference values of respondents (teachers and students) are different from learning English. The X value of students is 296, whereas it is 157 for teachers. The N values are 720 and 200 respectively for students and teachers.

The P-value is less than the alpha (a) level of significance is =5%. Hence the formulated hypothesis is rejected.

Therefore, it may be concluded that there is statistically a significant difference in the preference of the respondents (teachers and students) to learn English in the class. The alternative hypothesis is- there is a significant difference in the choice.

B) **Null Hypothesis (H₀):** There is no significant difference in the preference of respondents (teachers and students) to learn English to read English papers, Magazines, English Books and listen to English News.

**Alternative Hypothesis (H₁):** There is a significant difference in the preference of respondents (teachers and students) to learn English to read English papers, Magazines, English Books and listen to English News.
Table No. – 4.3  Z- Test Table-2, Hypothesis-3

<table>
<thead>
<tr>
<th>Sample</th>
<th>X</th>
<th>N</th>
<th>Sample p</th>
<th>Z-test</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>339</td>
<td>720</td>
<td>0.47</td>
<td>1.80</td>
<td>0.072</td>
</tr>
<tr>
<td>Teachers</td>
<td>80</td>
<td>200</td>
<td>0.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P-Value = 0.072 is greater than the alpha (α) level of significance (=5%)

It is seen from the above table that the other reasons to learn English are different for teachers and students. The probability value is 0.072, which is greater than the alpha level of significance is =5%. Hence the formulated hypothesis has been accepted statistically.

Therefore there is no significant difference in the preference of respondents (teachers and students) to learn English, to read English papers, Magazines, English Books and to listen to English News.

**Hypothesis – 3 – Teachers use their traditional methods to teach new Course-book activities.**

It is expected to use new approaches in the classroom to teach activities from the New course books. The researcher attempted to know if they prefer traditional teaching methods or New learning-centred methods by asking the question:

**Which teaching method do you follow in the class to teach English?**

The responses of the teachers are indicated as follows

**Graph No: 4.1  Teaching Methods Used**

<table>
<thead>
<tr>
<th>Teaching Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-lingual Method</td>
<td>12.96</td>
</tr>
<tr>
<td>Bilingual Method</td>
<td>40.74</td>
</tr>
<tr>
<td>Grammar-Translation Method</td>
<td>43.82</td>
</tr>
<tr>
<td>if any other</td>
<td>2.46</td>
</tr>
</tbody>
</table>
The above graph shows about 40.74% teachers use Bilingual teaching method and 43.82% uses Grammar-Translation method. Both these methods are traditional teaching methods. Teachers are expected to mention new teaching methods in the open ended option – if any other.

When the respondents were asked – Which is the appropriate teaching method in the present situation?

Responses of respondents are shown in the following graph.

**Graph No. 4.2  Appropriate Teaching Method in Present Situation**

45.67% respondents think Collaborative learning approach is appropriate in the current situation, but 35.18% teachers of English prefer Bilingual teaching method as a suitable one. Remaining 4.93%, respondents prefer other traditional teaching methods like Direct teaching method, Grammar-Translation method and Audio-lingual method, as used to teach existing curriculum.

Therefore it may be concluded that majority of English teachers follow Grammar-Translation method and Bilingual method in the classroom to teach New Course books. More than 50% respondents think that traditional teaching methods are appropriate in the present situation. So the formulated hypothesis is proved correct.

Majority of the English teachers are unable to mention modern teaching methods in the open ended option.

**Hypothesis – 4- Students fail to express their views and ideas in English correctly, as they lack communicative competence.**

To prove the above statement, the researcher asked questions to student respondents and teacher respondents.
In opinion based question, Teacher respondents were asked to give their views on the statement – **They (Students) are not able to express themselves in English.** The relevant data is as follows:

**Graph No. 4.3 Students are not able to Express**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.42</td>
<td>45.67</td>
<td>10.49</td>
<td>25.92</td>
<td>2.46</td>
</tr>
</tbody>
</table>

The above chart shows that majority of teachers, 45.67% agree and 15.42% strongly agreed that students are not able to express themselves. Therefore, it may be concluded that more teachers agreed on the inability of students to express themselves in English.

To check the ability of students to speak in English and to check their Communicative competence, the researcher collected activity based data from the group of students. The following graph shows the actual performance of students.

**Graph No. 4.4**

*Ability to express views and ideas in English*

<table>
<thead>
<tr>
<th>Appropriate</th>
<th>Satisfactory</th>
<th>Average</th>
<th>Unsatisfactory</th>
<th>Unable to express</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.43</td>
<td>8.68</td>
<td>27.77</td>
<td>43.75</td>
<td>17.36</td>
</tr>
</tbody>
</table>

It is evident from the above chart that 43.75% students performed no better. It means their performance is unsatisfactory while 17.36% learners are unable to
present even a single line sentence. Hence the majority of students are not able to express their views orally in English.

Graph No.4:3 and Graph No.4:4 indicate the performances of the learners are not very satisfactory. Pupils are unable to express their ideas in English. Therefore the formulated hypothesis has been proved to be correct. Students fail to present textual activities orally in English, as they lack communicative competence.

**Hypothesis – 5 Students are unable to use proper pauses, intonation and coherence.**

For the improvement of speaking skills, Maharashtra State Board of Education has elaborated objectives in *Syllabi-For Standards IX and X*, as follows:

- Learn to speak fluently and intelligibly on a given topic for a reasonable period of time.
- Converse appropriately in formal and informal contexts.
- Express his/her ideas coherently and logically.

(“Syllabi: For Standards IX and X” 124)

While presenting activities, Students are expected to present them consistently, with proper intonation and pauses. It helped students to develop their Communicative Competence. Coherence has been checked while the group of learners was performing textual activities orally.

The following graph gives the details of learners' ability to present activities coherently.

**Graph No.4.5**

*Ability of Students to perform Activities Coherently*

| Unexpressed | 17.36 |
| Unsatisfactory | 42.7 |
| Average | 28.47 |
| Satisfactory | 9.72 |
| Appropriate | 1.73 |

It is learnt from the graph that 42.70% pupils have unsatisfactory performance whereas 17.36% students cannot present even a single sentence orally.
Hence it can be concluded that more than 60% students are not able to express their ideas and views coherently and logically, so the formulated hypothesis has been accepted.

Through Questionnaire ‘B’, for students, they are asked to present activities by using proper intonations and pauses. The data relevant to the above hypothesis has been presented in the form of a graph. The result of their performance is as follows:

**Graph No. 4.6**

**Intonations**

![Intonations Graph](image)

Above graph indicates that only 10.41% students can use correct intonations whereas 72.56% fail to use properly. Remaining learners 17.01% do not perform oral activities.

**Graph No.4.7**

**Pauses**

![Pauses Graph](image)

It is observed that students are not given sufficient time for loud and silent reading. So they lack reading skills and proper intonation and pauses. The graph
shows that 79.86% take incorrect breaks while presenting oral activities. Therefore the formulated hypothesis is accepted.

4.4 Research Methodology

4.4.1 Data Collection

Primary data has been collected from all the nine talukas of Aurangabad district through the questionnaire for students, teachers, Headmasters, Master-Trainners and Mentors. As the research is related to the learning-teaching process at the secondary level, students and English teachers are the prime samples of the research. They were selected from urban, semi-urban and rural areas of Aurangabad district. Questionnaires were filled by 720 students from 36 secondary schools, 200 teachers from 124 schools, 47 Head masters from 47 schools, 12 Master-Trainners from Aurangabad district and 6 Mentors of British Council from Aurangabad district. Questionnaire ‘A’ was an attitude test and opinions of students related to the New Course books, their purpose of learning, expectations from the teachers and problems faced by them while learning English in the classroom. Questionnaire ‘B’ (Activity based) has been solved by 144 groups (5 students in each group) of students. Questionnaire ‘C and D’ were responded by 162 English teachers from Aurangabad district and 38 respondents from other districts. After the permission, Headmasters allowed the researcher to fill up a questionnaire from the students and teachers. They filled up the Questionnaire ‘E’ to give their opinions, suggestions, ideas and observation to improve the quality of education. There are Nine Talukas in Aurangabad district, and four schools were selected from each Taluka for research. 20 students were selected randomly from each school from Semi-English class and Marathi medium class of Secondary school.

Master-Trainners were selected by British Council to conduct Training programmes for English teachers of secondary schools in four phases. Questionnaire ‘F’ was prepared to know the objectives and expectations of a Training programme. All the questions were open-ended questions to know the aims of British Council and RMSA (Rashtriya Madhyamik Shiksha Abhiyan).

Mentors are selected by British Council and RMSA to train and support English teachers in their own and neighbouring schools for the fourth phase. They would observe the activities of the teachers and learners in the classroom. Questionnaire ‘G’ has been prepared for Mentors with open-ended questions to know
their observations in the classroom. All the data has been collected within eight months.

The secondary data has been gathered from the NCF-2005, SCF-2010, Learning Without Burden (Report), Constructive theory books, articles related to Communicative competence, research papers related to the title, relevant documents and published thesis of Ph.D.

4.4.2 Samplings

National Curriculum Framework 2005 has been introduced through the curriculum at Secondary level. It has changed the role of the teacher as well as the student. Constructivist Approach has changed the learning process, but its scope is vast. So the researcher has selected Aurangabad district as its sample and as a limitation for the project. The study is concerned with convenient sample method for collecting data.

Table No.4.4

Talukawise Distribution of Samples

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Taluka</th>
<th>No. of schools</th>
<th>No. of students</th>
<th>Group of students</th>
<th>No. of Teachers</th>
<th>Headmasters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gangapur</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>44</td>
<td>07</td>
</tr>
<tr>
<td>2</td>
<td>Soyegaon</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>Vaijapur</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>33</td>
<td>05</td>
</tr>
<tr>
<td>4</td>
<td>Aurangabad</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>30</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>Phulambri</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>12</td>
<td>06</td>
</tr>
<tr>
<td>6</td>
<td>Sillod</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>15</td>
<td>05</td>
</tr>
<tr>
<td>7</td>
<td>Khultabad</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>06</td>
<td>04</td>
</tr>
<tr>
<td>8</td>
<td>Kannad</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>08</td>
<td>05</td>
</tr>
<tr>
<td>9</td>
<td>Paithan</td>
<td>04</td>
<td>80</td>
<td>16</td>
<td>09</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>02 (Parbhani and Hingoli)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>36</td>
<td>720</td>
<td>144</td>
<td>162</td>
<td>47</td>
</tr>
</tbody>
</table>

- Total Master-Trainers from Aurangabad district = 12
- Total Mentors from Aurangabad district = 06
Above table shows the details of samples selected for the research. As mentioned in data collection, separate questionnaires were prepared for students, teachers, Headmasters, Master-Trainners and Mentors.

### 4.4.3 Questionnaires

Data collection is one of the most valuable and useful tools in the research. Data has been collected from all the samples, mentioned in the Table No. 4.5.

Questionnaire for the students, Part ‘A’, includes the attitude of students towards the use of English whereas Part ‘B’, presents textual activities from the course books of Secondary school -IX th and Xth. Questionnaire ‘C’ is related to the problems of teachers in the classroom. This questionnaire contains close ended questions with one of the options to allow them to give their opinions wherever it is necessary. Two open-ended questions were provided for their suggestions and ideas to improve the teaching-learning process of English. Part ‘D’ questionnaire was given to check the opinions of teachers related to the problems of students and their learning process. Head masters gave their views and observations of the classroom in Part ‘E’ questionnaire. Objectives and Expectations of British Council were received from the Master-Trainners through the questionnaire Part ‘F’. Mentors gave the clear picture of the ground level reality of teaching with the Constructivist approach by filling up Part ‘G’ of the questionnaire.

### 4.4.4 Interpretation of the Data

As it is mentioned above, data has been collected and processed. Tabulation and graphs are used to indicate the output of data collection. Following precautions are taken while interpreting the data.

- The data has been collected and interpreted faithfully.
- The data collection has been verified.
- SPSS Software is used to validate data and hypothesis.
4.4.5 Scope and Limitation

The present study “Constructivist Approach to Develop Communicative Competence” is limited to Aurangabad district only.

1. The data has been collected from 36 Marathi medium schools, four schools from each taluka.
2. The study is limited to IXth and Xth classes of Secondary Level schools.
3. It is not the study of the textbooks, but the Constructivist approach on which Course books are based.

4.4.6 Scoring Procedure

Questionnaire Part 'A' ‘C' ‘D' and ‘E' were given alternatives to choose the correct one. Scoring procedure of questionnaire for students Part ‘B’, has been divided into two sections.

(A) Scoring Procedure of questionnaire Part B (Oral Competence)

The observations schedule consists with Correct, Incorrect or None. Part A has three options, and their scores are as follows:

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Correct</th>
<th>Incorrect</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Part ‘A’ contains the parameters of Sound, Pronunciation, Intonation and Pauses. It intends to check the accuracy and fluency of learners. It is also a part of communicative competence.

The scoring procedure of Part B is straightforward. Each parameter is given a numerical code. The ability of students to perform activities orally has been checked with this score. Parameters of oral competency are – Coherence, Varieties of sentences and Ability to express.

<table>
<thead>
<tr>
<th>Appropriate</th>
<th>Satisfactory</th>
<th>Average</th>
<th>Unsatisfactory</th>
<th>No ability to perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The Evaluation criteria of Oral competence are as follows:

- Sound
- Pronunciations
• Intonation
• Pauses
• Coherence
• Varieties of sentences
• Ability to express ideas orally in English

The above table considers the strength as well as the weakness of learners. Students, who are not able to perform activities or unable to speak even a single line are given a score of 5. Subsequently, the scores earned by the learners are added together to a total score or marks. In above scores 4 and 5 indicated the lower impact of students whereas scores 1 and 2 show high impact. Medium impact of the competence has been demonstrated by the score 3.

(B) Scoring Procedure of Questionnaire Part B (Written Competence)

The scoring process for questionnaire Part B (Written) is straightforward. A group of students solved activities and presented them orally. Textual activities were given to check the written competence of the respondents. Four groups were formed in each school (two groups of IX\textsuperscript{th} class and two groups of X\textsuperscript{th} class). Each group has been given an activity sheet according to the class. Students were asked to solve activities with the help of other participants in the group. Activity sheets were evaluated with the help of parameters. The parameters and the numerical codes for them were given as follows:

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Appropriate</th>
<th>Satisfactory</th>
<th>Average</th>
<th>Unsatisfactory</th>
<th>None of the above /Incomplete activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

The evaluation criteria of the written competence are as follows:

• Tense/Structure problems
• Spellings
• Punctuation
• Coherence
• Varieties of sentences
• Ability to express ideas

Data has been analysed with the help of above Evaluation criteria, Parameters and codes.
4.5 Analysis of Data

4.5.1 Analysis and Interpretation of the Data of Students – Part A

The opinions of the learners (of secondary class) on all the questions of questionnaire Part A, gave a clear picture of students' attitudes, their problems, expectations, use of speech acts, use of technology, their likes and dislikes.

New course book has been introduced in 2012, where English has been introduced in Marathi medium schools from the First standard since the year 2000. The new curriculum of English at the Secondary level has been developed according to the decision of the Government of Maharashtra. The New course book intends to make the learners better users of English. The researcher attempted to know the interest of students in New course books, so the question was asked,

- Do you like the size of your course book?

This question has been asked to know if the learners like the colourful and A4 size book. The following graph shows the details.

**Graph No. 4:8 Size of Coursebook**

| Yes, 95.69 | No, 4.3 |

It is indicated by pie-graph that majority of students like the size of the coursebook. It is prepared in four colours to make it attractive with colourful pictures. Overall 95.69% respondents liked the size of the course book. It is better than the traditional text books which are smaller in size than the New coursebooks. The size of the coursebook and colourful activities make learners enjoy the learning of English. It was, of course, expected the students to like the size of the Coursebook.

The researcher attempted to find out if the learners found the Course book a
difficult one. So the question was asked if coursebook is difficult to understand.

The following graph shows the opinions of the learners.

**Graph No. 4.9  Coursebook – Difficult to understand?**

69.40% learners responded that New coursebook is not difficult to figure out whereas remaining 30.60% didn't agree with this.

- **Which part of the course book is tough for you?**

  **Graph No. 4.10  Difficult part of the Coursebook**

In graph No.4.10, 48.10% students didn't find any textual part difficult to understand whereas Prose, Poetry and Rapid reading are almost equally difficult for remaining learners. It seems easy for many students because New coursebooks make them curious. The most important part of the coursebook is that number of lessons is reduced, and more activities are introduced.

As the curriculum is learner-centred, the researcher tried to trace the learning of students. Some questions were asked to find out if they enjoyed the learning of English through the activities. The following graph shows the details:
Graph No. 4.11
Enjoying Learning English in the Classroom

The graph shows that 92.20% students enjoyed learning English, as opportunities are given to share their ideas with each other with the help of textual activities.

Graph No. 4.12
Learning English through Activities

It shows that English is acquired through activities in the classroom, as 88.30% responded positively. This is contrary to the traditional teaching-learning process which seemed to be bitter and boring.

In the Introduction to *English Reader – A Coursebook in English, Standard X (Third Language)*, and the role of teachers and to be followed new techniques is given as follows:

- The teacher should not be just provider of information, but a guide, a motivator, an administrator and a planner for conducting activities.
  ...
- The techniques like group projects, group presentations, dramatization, role play, group discussions, exhibition
should be used.

...  

- The classroom should be arranged as per the requirement of the activities. (Damodare et al. xi)

Teachers are expected to help students in solving activities, and they should make seating arrangement as per the requirement of activities. The researcher tried to find out how learners solve the activities, the kind of difficulties they face, and whether or not they participate in the classroom activities. The details of learning activities and the problems are shown in the following graphs:

**Graph No. 4.13 Solving Activities**

![Solving Activities Graph](image)

The graph indicates clearly that 59.40% learners solve activities with the help of teachers. They are not able to do activities themselves, and teachers could not assist them, as they have only half an hour every day to conduct the activities. So, English teachers have to skip many activities to complete the syllabus. It is not possible to perform Thinking skill activities (Classroom activities), as students are not given enough time to think of the activity.

**Graph No. 4.14 Learning Activities in the Classroom**

![Learning Activities Graph](image)
In the new approach, students are expected to work in group or pairs, and they are encouraged to communicate with each other, but they are unable to share their ideas themselves, as only 15% learners confessed that they solve activities in a group or pair work. In the same graph, the respondents replied that they could solve activities by listening to the instructions of their teachers.

**Graph No. 4.15  Difficulties while solving Activities**

- Don't understand activities: 15.6%
- Don't understand questions: 33.5%
- Activities are difficult to solve: 25.6%
- All the above: 18.1%
- If any other: 7.4%

They found problems while solving activities, as they are not allowed to perform in a group. 33.50% learners face difficulties to understand the questions of activities whereas 25.60% couldn't solve activities because they are difficult to solve. Above graph shows the interest of students in participating activities, but classrooms are not arranged in pair or group as per the requirement of activities. It makes the activities more difficult for them.

The researcher attempted to know the learners' purpose of learning English. The opinions of the students give the clear picture of their purpose of learning English at the secondary level. Urban and rural students vary the opinions for the above questions. The following graph shows the details.

**Graph No. 4.16  Prime Purpose of Learning English (According to Students)**

- To prepare for competitive exams: 41.1%
- To get good marks: 13.5%
- To learn computer skills: 16%
- There is no other option: 26.9%
- If any other: 2.5%
It is evident from the above graph that Students are interested in learning English. They have different reasons to study it. 26.90% learners have no other option but to learn this language. 41.10% respondents prefer English, as it is the language to prepare for competition. 13.5% pupils expected to get good marks.

**Graph No. 4.17  Other Reason to learn English (Responses of Students)**

Pupils also have other reasons to study it. They (47.10%) learn it to read English newspapers, magazines, English books and to listen to English news. too. Some of them think that it is a prestigious language and very few 19.30% wanted to know the World through English language.

**Graph No. 4.18  Do you like to talk in English?**

Though they have different reasons to study English, they (99%) would like to speak in English. They believed that English is the most significant language in our country.
The researcher asked them their favourite topic for the discussion, and a majority of them (69.86%) prefer school related topics to talk on. Remaining students liked to talk about sports, cricket, T.V. programmes, movie and cinema.

They use English every day in schools while answering the questions. 59.58% students interact with English teachers in the classroom. Some of them 20.69% use it while operating Internet. Very few students 4.72% are not able to use English properly. They have to study it because it is the compulsory language at secondary schools.
They know the importance of language in the future, as it is utilised in the modern technology. 37.22% respondents think that English will be useful to them while travelling to other states or countries. 32.91% students believed that it would be helpful for them in higher studies.

Overall, it can be said that majority of students want to learn English and use it in their daily life. They have different topics for the discussion in the class. They also realised that English would be useful to them in the future. Teachers don't allow them to express their views on familiar topics.

The researcher wanted to know the difficulties, problems, opinions and views of learners. The new curriculum being learner-centred and views of students are essential. It is expected that students should share their ideas with their friends in a group and present it in the class. The researcher attempted to know if the learners could share their thoughts with friends in English.

The following graph shows the details:

**Graph No. 4.22**

What is necessary to speak proper English?

The curriculum recommended not to teach Grammar in the classroom, but 31.94% students expected grammar to speak good English whereas 47.08% learners believed that daily practice of English communication would help them to express their views and ideas in English. Very few students 18.05% think English structures are more important than any other to speak good English.
It is seen from the above graph that 55.97% learners could express their views and ideas in English, as they prefer this option. Remaining 44.03% students confessed that they are not able to express their view in English.

They used different materials to solve textual activities. 60.83% of them prefer English dictionary, the easy way to get as a learning material from the market. The Internet does not help them while preparing for activities.
36.38% learners are unable to remember sentences while presenting their oral activities. Remaining students face various problems like vocabulary and sentence structures (35%). 12.08% pupils responded that it is hard for them when topics are not familiar.

**Graph No. 4.26**

**Difficult activity from the Coursebook**

Grammar learning activities are the most challenging than the other activities for 40.83% students. They face the problems of vocabulary and sentence structure, unable to remember sentences in time while speaking English.

As the curriculum is learner-centred, it is necessary to know the expectations of the learners. Students learn in a familiar situation, or teachers create such situations for them in the classroom. It is believed that conceptual understandings and activities can be determined better in groups and pairs than learnt individually. These techniques can also help them to share their ideas with each other, boost their confidence and express themselves in English. Teachers should use modern technology as teaching aids to make their teaching more effective. NCF-2005 recommended that both teachers and students should use technology for better understanding. Teachers should use only English while interacting with their students in the classroom as well as outside the classroom and they should give an opportunity to learners to use English in the classroom. The researcher asked the questions regarding learners' expectations from the curriculum and their English teachers. Following graph gives the details:
Graph No. 4.27

Topics to be emphasised while learning English.

Graph 4.27 shows the importance of grammar, and it is preferred to learn by 48.88% students. They have their own opinion that it should be emphasised in the curriculum to improve their English whereas 23.33% wanted Communication skills to be emphasised while learning English. They think knowledge of grammar and daily practice of communication will help them to communicate in English. On the other hand, New curriculum recommended the use of the functional Grammar. No grammar rules and structures should be taught.

Graph No. 4.28

Understanding the instructions of English teachers while learning activities

More than 50% (54.60%) learners follow the instructions of their teachers but remaining chose the options of Sometimes, Very rarely and Never.

The details of expectations and opportunities for students to talk in English are described through the following graphs.
It is the expectations of students (43.33%) that their teachers should use teaching aids while teaching the texts in the class. There are 30.55% students, who wanted teachers to help them to solve the activities. 18.75% pupils expected teachers to solve all the activities in the class.

They enjoyed learning because teachers gave them an opportunity to speak in English in the Class. 63.75% learners replied through the questionnaire that they got a chance to speak out in English. 23.75% pupils rarely talk in English in the classroom.

For the conceptual understanding of the texts, Graph No. 4.29 shows the expectations of the learners that teachers should use teaching aids in the classroom. Mobiles, Computers, the Internet, Projectors, Tabs and Laptops are the electronic devices useful to understand activities easily. These devices can boost learning in the class.

The researcher asked questions to find out the teaching aids used by teachers.
The graph discloses the majority of teachers (56.66%), don't use any teaching aids in the class which violates the recommendations of NCF-2005. Learners didn't have conceptual understandings of the text and activities due to the lack of effective teaching aids. The researcher attempted to know any addition of the interesting topic they wanted to be included in the syllabus. Following graph shows the responses of the learners.

Graph No. 4.32  
Addition of topic in the Coursebook

Though the coursebook consists of various subjects based on facts and reality, 43.88% expected Moral stories and 39.16% wanted Patriotic stories to be included in the course book. They believed these stories promote their imagination, stimulate their mind, increase knowledge and expand their vocabulary.

Graph No. 4.33  
According to you, who is a good English teacher?
According to the learners (42.63%), teachers should emphasise on the teaching of Grammar, and 41.93% would like them to focus on textual activities and communicative activities. 10.55% expected notes related to the examination.

**Graph No. 4.34**  
Is your teacher a good English teacher?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90.55</td>
</tr>
<tr>
<td>No</td>
<td>9.44</td>
</tr>
</tbody>
</table>

Students think those teachers are right for them who teach them grammar, textual activities and communicative activities. 90.55% respondents believed that their teachers are excellent English teachers. They love their teachers very much and don't like to say any word against them.

Overall, it can be said that good teachers always help students to solve activities and motivate them to use simple speech acts. Good morning, Birthday wishes, requests, permissions are used by them while communicating orally and through mobiles. They had simple definition of a good teacher and expected to learn grammar and textual activities from him.

New curriculum recommended using modern technology in the teaching-learning process. Teachers should use it while preparing lesson plans and for references. Teachers and learners both can use mobiles, computers and laptops to solve textual activities. Some texts are concluded with websites and relevant links to understand the concepts of the coursebooks more effectively. *NCF- 2005* has described the significance of the technology in the following words:

**The judicious use of technology can increase the reach of educational programmes, facilitate management of the system, as well as help address specific learning needs and requirements. For instance, mass media can be used to support teacher training, facilitate classroom learning, and be used for advocacy. Possibilities of teaching and learning at varied paces, self-learning, dual modes of study, etc., could all benefit from the use of technology, particularly ICT. (National Council of Educational Research and Training 121)**
It is sensible to use technology to learn the target language and it also supports teachers and learners in teaching and learning process. It benefits to self-learning, learning at varied paces and dual modes of the study of students from the modern technology.

The researcher attempted to know if the learners use electronic devices and multimedia devices like Computers, Mobiles, Laptops, and Tabs. The following graph gives the details of their responses.

**Graph No. 4.35**

**Using Mobile**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>69.72%</td>
<td>30.27%</td>
</tr>
</tbody>
</table>

It is evident from the graph that 69.72% learners use mobiles to communicate with their friends. Remaining 30.27% students do not use mobiles for communication.

**Graph No. 4.36**

**Sending SMS to friends**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>15.41%</td>
<td>39.02%</td>
<td>10.55%</td>
<td>35%</td>
</tr>
</tbody>
</table>

39.02% students sometimes send SMS through mobiles to their friends and relatives. 35% respondents do not feel communicative through SMS. Pupils confessed that they send SMS only on certain occasions.
They (46.52%) prefer the English language to send SMS. They think English language is better and easier than other languages. They find difficulties in using Marathi and Hindi to prepare messages.

73.05% pupils could understand the SMS language of their friends or other sources (bank, offices or distributors) easily

Overall students are capable of using mobiles to communicate, send, and receive messages from friends. English is the most significant language to be used in electronic devices like mobiles, computers, laptops and tabs.

The increasing use of the Internet made the children use and share information with each other. It also helps them to solve their textual activities and learn more about the texts. The researcher attempted to know how the learners use the technology like Internet. He tried to find out if they interact on email. Some questions were asked to know the details.

The following graph elaborates the use of Internet for conceptual understanding and to manage their day to day need. Technology also helps students to strengthen the written and communicative competence.
At the secondary level, more than 60% learners use the Internet on mobiles (41.52%) and computers (17.63%). Mobiles are the easy way to get access to the Internet. 36.11% pupils do not use the Internet.

Learners have different purposes of using Internet. They used it to get more information about the text (30.69%), useful as references for 17.63% students and remaining used to solve textual activities (11.80%).
As the students are under the age of 18, their parents do not allow them to open a new Email account, 16.80% students created mail out of curiosity, and some of them have email account only because it is necessary to get access to Google apps on mobiles. They use email for online deals rather than to contact their friends.

The researcher tried to find out the way of learners to contact with their friends.

**Graph no. 4.42  Contact with friends using Technology**

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobiles</td>
<td>54.44%</td>
</tr>
<tr>
<td>SMS</td>
<td>6.94%</td>
</tr>
<tr>
<td>Facebook/Whatsapp</td>
<td>11.38%</td>
</tr>
<tr>
<td>Don't have mobiles or Internet facility</td>
<td>27.22%</td>
</tr>
</tbody>
</table>

It is notable finding that 54.44% students prefer mobile phones to contact their friends. Learners from the urban area use social media apps like Emails, facebook and Whatsapp to share their ideas.

The data gives the clear picture of using technology by the students of Secondary schools. 62.91% learners use the Internet through mobiles, computers and laptops. 41.52% of them use mobiles to get Internet access. They have different purposes of using the Internet. 30.69% pupils searched information concerning their texts. 17.63% learners think the Internet as the most useful reference in the learning process whereas 11.80% solve their textual activities with the help of given websites and links. It is observed that 84.44% students, who are residing mostly in rural areas, don't use these social media apps. Some respondents confessed that they use mobile phones for entertainment purpose only.

Internet and emails are introduced to the learners in the new curriculum as well as in ICT. It helped them to know and to handle technological devices appropriately. Modern technology is helpful to students in understanding the complicated concepts. Learners need to learn email writing skill rather than letter writing skills. It is their future need, and it can help them to improve their communicative skills. Most of the learners (84.44%) don't have email accounts, so they use mobiles to contact their friends as well as entertain themselves. They send
text messages through mobiles and computers, as it is the easiest, convenient and fastest way of communication. They face difficulties while typing messages, so they use SMS language. This language is prevalent among the youngsters in India.

The researcher put some questions to know the writing problems of the text messages of the learners and the kind of messages they send to their friends.

The following graph gives the details of the opinions of the learners on their communicative problems.

<table>
<thead>
<tr>
<th>Problems while writing Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't remember words</td>
</tr>
<tr>
<td>Grammar problems</td>
</tr>
<tr>
<td>Unable to express views</td>
</tr>
<tr>
<td>Don't use technology</td>
</tr>
<tr>
<td>26.8</td>
</tr>
<tr>
<td>25.97</td>
</tr>
<tr>
<td>19.86</td>
</tr>
<tr>
<td>27.36</td>
</tr>
</tbody>
</table>

Students face different kinds of problems while writing the messages. The most common problems are – unable to remember appropriate words (26.80%), grammar problems (25.97%), unable to express views and ideas in written form (19.86%) and to remain 27.36% learners confessed that they don't have any facility of modern technology. So they didn't have to write any message through mobiles or computers. It is seen that a majority of students use short cut SMS language to communicate with their friends. Some of the respondents prefer formal English than short cut SMS.

All these graphs show the attitude and opinions of the learners. Though the students like to talk in English and solve textual activities, they are unable to work in pair or group form which is the base of the Constructivism, as recommended by NCF-2005. Learners could express their views and ideas in English, but they are not motivated to do so, and they are taught with traditional teaching methods. Majority of the teachers don't use new teaching methods, teaching aids and new technology as a reference material to conduct textual activities. It is observed that Xth Std students use more electronic devices than the IXth Std. students. They greet their friends using simple English language. Most of them learn English to prepare for competitive...
examination According to the learners, grammar is necessary to speak good English, but new curriculum emphasises learning grammar from activities rather than learning from tedious grammar lessons.

4.5.2 Analysis and Interpretation of the Data of Students– (Activity Based Questionnaire) -Part B1 and B2

A. Oral Competency of Students :

Part B1 and B2 questionnaire were collected from 720 students who were formed in 144 groups to check the Communicative Competence (oral and written) of the learners. It is also an attempt to know if the responses of the students in part A is valid. The objectives mentioned in *Syllabi: For Standards IX and X* are as follows:

The major objective of teaching English at the Secondary level is to consolidate and extend the language abilities already acquired. In the course of two years, students are expected to develop a broad-based conceptual understanding (cognition) of the idiom of English and to learn to make effective use of English in real life contexts (application).

(“Syllabi: For Standards IX and X” 123)

Students are expected to use appropriate vocabulary, acceptable pronunciation while interacting with friends and teacher of English in day-to-day life. They should express their ideas coherently and logically. Teachers should motivate and create opportunities for learners to participate in discussions, debates and conversations.

Some textual activities were given to the groups of students for oral presentation

Graph No. 4.6 shows that 72.56% learners don’t use proper intonation. Only 10.41% pupils could use correct Intonation.

Graph No. 4.7 indicates 79.86% students are not able to use pauses correctly. They either misuse it or take a long break while presenting activities in the classrooms.

It shows the learners lag behind in oral communicative competence at the secondary level. As referred earlier, Maharashtra State Education Board expected appropriateness and fluency in the conversation or communication of students. English was introduced as a subject from the First Standard in Maharashtra from June 2000, so it is a familiar activity to them. They learnt oral skill activities previously. Pronunciation, Intonation, Sound and Pauses are emphasised in the curriculum from the Primary level. Students are not competent in oral communication because they
don't participate in English discussion, debates and conversation in the classroom and they don’t use English in day-to-day life. It is also observed that learners are unable to formulate thoughts and lack in practical communication skills.

J.K. Dhawan described the formulation of thought in *Effective Communication Skills in English*, as follows:

**Formulation of Thought:** Single words and words arranged in thought units, as used by the speaker, are the basic for creating in the mind of the listener the ideas that the speaker has thought or is thinking. Inadequacy in this activity is evidenced when the speaker’s continuing thoughts are unrelated, interrupted or inconsistent; when his statements are ambiguous, obscure in meaning, inexact, incomplete or ungrammatical; when his vocabulary is limited, inaccurate, or inexpressive; or when his pronunciation are noticeably incorrect or inaccurate, often showing a lack of familiarity with the words he is using. Excellence here means that the speaker’s thoughts are related, that his statements are clear and exact, and that his vocabulary is better than ordinary “hall-talk” (Dhawan 168-169)

Speakers and listeners should involve in the communicative process, in which listeners should be familiar with the thoughts of the speaker. Whenever thoughts are unrelated, ungrammatical and interrupted, it led to incompetence in the communicative activities. Pronunciation of the words also plays a significant role in these activities. Incorrect pronunciation shows speakers' lack of familiarity with the words.

### 4.5.3 Importance of Pronunciation, Intonation and Pauses in Communicative Competence

Language has been expressed through speech and written forms in which speech forms need a systematic study of English sound system. Native languages have their effect on this system, and India has different regional varieties of English.

In linguistics, the exact sound is related to the meaning of words. If a phoneme swapped with another phoneme, it would change the sense of the word. So, the researcher attempted to find out if the learners used decent sound while presenting oral activities.

Learners should pronounce words as a majority of people pronounce them. English teachers should teach them the accepted pronunciation to improve spoken English. It is related to the sound because it (sound) changes the pronunciation and
meanings of the word. Pronunciation can be checked through communicative activities and loud reading of English text. Students should listen to good English on Radio and TV to improve their pronunciation.

Jim Peterson elaborated pronunciation in *Self-help to English Conversation*, as:

Good pronunciation comes from stressing the right words. This is because English is a time-stressed language…

…

English is considered a stressed language while many other languages are considered syllabic.

…

English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words.

(Peterson 80)

It is recommended that learners should focus on word accent/stress and Intonation.

Intonations are the variation of a spoken pitch which is used to indicate the feelings, emotions and attitudes of the speaker. Tone shows the difference between statements and questions. It is a part of the language system, and the meaning of the sentence changes according to the pattern of Intonation. The pitch of the voice plays the most significant part in the spoken English, so while speaking, the pitch is constantly changing. The listener must know the pitch of speaker’s voice which is a difficult task. Majority of the people find it difficult to understand what they hear from the listener, as there is a variation in the intonation of the speaker. Computer programmes also teach pronunciation, especially target language intonation. It helps students to listen to the speaker and see the graphic pattern of tone on the screen. Other learners can imitate the intonation of the speaker which can be learnt through various programmes on TV and computers.

4.5.4 Pauses

Pauses are classified into two- 1) Physical and linguistic 2) Psychological and Psycholinguistic

Pauses which are related to the occlusions of the vocal tract in normal speech production are Intra-segmental pauses and pauses which appeared between two words are known as Inter-lexical pauses. Brigitte Zellner defined Goldman Eisler’s term of ‘Pause’ in *Pauses and the Temporal Structure of Speech* as follows:

…a pause is the external reflection of some of the cognitive
processes involved in speech production. In this sense, pauses provide additional time during which the final output can be planned and programmed... It can also be observed that sometimes, a speaker begins to reply at once, and then has to stop or retrace his steps to clarify his message.  (Zellner 46)

Pauses allow speakers to punctuate the spoken words and sentences. It also gives an idea to the listeners (learners) about the end of phrase, sentence or paragraph and the beginning of the new one. It means pauses help in understanding the message. It also helps convey emotion like sadness, happiness and other emotions. Speech consists of short, medium and long pauses. Whenever the speech is read from the text, brief and medium pauses are used whereas continuous speech includes with medium and long pauses. Short pauses are used when comma has been utilised in the two clauses, but medium pause separates two sentences. It is longer than the clause pause. Whenever the speaker moves from one idea to another, long pauses are used. Pauses vary according to the English speakers. One thing is sure that pauses help speakers to improve the fluency of English communication. Like pronunciation and intonation, pauses also help to develop communicative competence.

The researcher attempted to find out if the learners could perform oral activities appropriately, coherently and with various sentences.

4.5.5 Coherence

Coherence unites the spoken text presentation. It can be achieved through the logical ordering of ideas. Coherence needs an appropriate knowledge of the topic. It does not exist in words or structures, but it exists in people. It is people who ‘make sense’ of what is heard and read. It means coherence creates an ability to make meaning and play the significant part in the interpretation. In coherence, one has to create meaningful connections that are expressed by the words, sentences and ideas.

4.5.6 Varieties of Sentences

Students are expected to use various structures of sentences. Most of the learners use only one kind of structure to express their views and ideas in English. It is not the way to express ideas appropriately.

4.5.7 Ability to Express

It can be said that the learners, who use proper pronunciation, intonation, pauses and coherence, have the communicative competence and they can express and present their ideas and views correctly.
The researcher attempted to find out if the students can perform textual activities in the classroom.

Graph No. 4.5 shows that 42.70% learners have unsatisfactory performance, as they could not use coherence in their speech activity. 17.36% students are not able to express even a single line. They cannot perform textual activities and could not voice their ideas and views in English. It is seen that 1.73% and 9.72% students could use appropriate and satisfactory coherence respectively.

**Graph No. 4.44**

**Varieties of Sentences (Oral)**

The graph elaborates 50.69% learners have an unsatisfactory performance to use variations of sentences while presenting oral communicative activities. Both the graphs indicate that 17.36% students cannot use varieties of sentences. Only 0.69% learners can use it properly. Most of the students are from urban area to use coherence and types of sentences appropriately.

Graph 4.4 shows that learners could not present communicative activities accurately. Majority of students are from the rural area. Only 8.68% students can perform them properly.

These learners follow their teachers who are not so competent to enable their students to perform correctly.

**4.5.8 Written Competence**

Students are expected to use English effectively in their daily life. They should communicate orally as well as in writing. The curriculum emphasised on writing
skills and learners also have a separate section of writing skills in their activity sheet (questions paper). The objectives prepared for the writing skills in Syllabi: For Standards IX are as follows:

To enable the student to-

- master the mechanics of writing including the use of punctuation marks, capital letters and spellings.
- write correctly, neatly and legibly with a reasonable speed.
- write grammatically acceptable and situationally appropriate forms of English.
- frame statements, questions, commands and requests for their appropriate use in different contexts.
- develop a paragraph on a given theme considering coherence, logical sequence and connective devices.
- develop a story with the help of given outline/points.
- write a short conversation with the help of given guidelines.
- transfer the information from non-verbal to verbal forms such as from tables, charts and maps to write-ups.

(“Syllabi: For Standards IX and X” 125)

Writing skill section has been evaluated at Secondary School level through the course book and activity sheet for the learners. Punctuation, spellings, appropriate tense, structures and coherence are assessed in it. They should use the proper form of English and use varieties of sentences in different contexts. The themes of the topics, stories and conversations are always familiar with the learners, and they should use their own experiences to prepare a composition. As the students are learning with Constructivist approach, they share their ideas in the group or with a friend in a pair group. Learners, at the secondary level, should be competent in oral as well as written communication skills.

Two textual activities were given to each group to check the written competence of students. Following parameters were tested in the given activities:

- Spellings
- Punctuations
- Coherence
- Varieties of sentences
- Ability to express ideas

The following graph shows the details of written competency of learners.
The graph shows that 54.86% (more than 50%) learners have unsatisfactory performance in using tense and structures in solving textual activities. 5.20% students are not able to complete these activities. According to teachers, students are always confused using proper tense and structure.

It is seen from the above graphs that learners have unsatisfactory performance in writing correct spellings and using proper punctuations while solving textual activities. The graph shows that 64.93% pupils are unable to put punctuation marks at proper places. 5.55% were not able to write even a single line. Most of the students confessed that they are not taught punctuation in the class, and so they are not very serious to use them in their writings. They don't know the importance of punctuation and don't understand that it can change the meaning of sentences. It also makes an adverse effect on the intonation in spoken English. The data also shows that only 5.20% students could use correct spellings in their written activities and 40.97% have unsatisfactory exposure of using appropriate spellings.
Graph No. 4.47  Coherence (Written)

Graph no. 4.47 show that textual integrity is not very satisfactory. Nearly 43.40% learners have unsatisfactory performance in coherence, and 5.90% of them are not able to write even a single line. In fact, coherence is related to the overall meaning of the text, so lack of integrity leads to the problems in understanding the ideas or expressions of the learners.

Graph No. 4.48  Varieties of Sentences (Written)

Graph no. 4.48 indicates the wrong performance of the students in using variations of sentences in the written activities. 59.02% respondents have abysmal and unsatisfactory performance. They are not able to use varieties of sentences in oral as well as in written forms; remaining 5.55% are not able to complete the activity.

Graph No. 4.49  Ability to express ideas in written form
It is seen in Graph No.4.49 that 42.01% learners are unable to voice their views and ideas adequately in the activity sheets B1 and B2. 35.76% have an average performance who can improve themselves satisfactorily if they are taught properly.

Overall it can be concluded that learners face difficulties in acquiring oral and writing skill activities. So, they have no competence to express their ideas orally and in writing. Very few students could solve activity sheets correctly.

It is observed from the activity sheets that the students who learn in the urban area are better than the rural area in expressing themselves in English. Basic knowledge of English, opportunity to do the practice of English at schools as well as at their homes, private classes, safe environment for education and educated parents help urban area students to give better performance than the students from the rural area. Some English teachers mentioned the problems of rural area students as follows:

- lack of confidence and will power.
- lack of basic English knowledge.
- lack of motivation.
- learning English through grammar-translation method.
- Focus on reading and listening skills only.
- excessive fear of making mistakes.

The analysis of the learners can be concluded with the findings that the competency level and confidence level of the rural area students are very lower than the urban area respondents. Urban area students participated actively in all the activities like role play and communicative activities which are conducted in the classrooms. They use dictionaries and work in groups to share their ideas, but rural area students are not able to do these activities. So they are unable to express themselves in English. They could not formulate their experiences into sentences and thoughts.

4.6 Analysis of the Questionnaire for Teachers – Part C

The survey deals with the attitudes, problems, suggestions and opinions of English teachers at the secondary level ( IX th and X th class ). 35 close ended questions to check attitudes, and three open ended questions to find out if they know the concept of Constructivism, which is the basis of a curriculum. Two open-ended questions were asked for their suggestions and ideas to improve the English language to develop the communicative competence of learners.
The researcher has interacted with students as well as English teachers to know their opinions and problems related to the constructivist approach. Though the pupils and teachers responded positively through questionnaires, they give their free opinions while interacting with the researcher.

Some questionnaires were also collected from other districts to find out if the ideas, problems and suggestions of these teachers were different than the teachers of Aurangabad district. The data was collected from 36 schools in Aurangabad district after getting the permission of Head masters. In this questionnaire, all the respondents are the teacher teaching English at the secondary level Marathi medium schools, and the range of their teaching experience is from 1 year to 34 years.

In an attempt of the researcher to know the opinions of teachers concerning the New course books, the following questions are asked. The graphs show the views of the respondents from Aurangabad district. The responses of the teachers from other districts are not included in the following graphs:

**Graph No. 4.50**

**Do you like the English Coursebooks of IX and X?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>99.38</td>
</tr>
<tr>
<td>No</td>
<td>0.61</td>
</tr>
</tbody>
</table>

Only one respondent (Questionnaire No. 142) doesn’t like the course book, as he responded that many activities are included in it without any reason.

**Graph No. 4.51**

**Why do you like the Coursebooks?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's attractive and colourful</td>
<td>2.46</td>
</tr>
<tr>
<td>It's full of activities</td>
<td>87.03</td>
</tr>
<tr>
<td>Based on New Approach</td>
<td>10.49</td>
</tr>
<tr>
<td>Don't like the course book</td>
<td>0</td>
</tr>
</tbody>
</table>
It is seen from the above graphs that English teachers welcomed new coursebooks in Maharashtra. 99.38% (Graph No.4.50) respondents like course books for various reasons. 87.03% teachers like it because it is full of activities and helpful to students. 10.49% confessed that they prefer these course books, as it is based on the new approach of Constructivism.

**Graph No. 4.52  Is the concept “Constructivist Approach” clear to you?**

Yes, 87.03
No, 12.96

It was very essential to know what the English teachers know about the constructivist approach. The researcher asked questions to know if this new concept is understood. They have been invited to define the term of constructivism. It was surprising that 87.03% respondents replied that they understood the concept of Constructivist approach.

**Graph No.4.53  Definition of Constructivist Approach**

Unable to define/blank 59.25%
Incorrect 25.92%
Partially Correct 6.17%
Correct 8.64%

It was found that 59.25% respondents were not able to define constructivist approach correctly. 25.92% teachers didn't know constructivism. It is expected that teachers should be aware the meaning of constructivism before implementing it in the classrooms.

Some questions were asked to find out new techniques used by the respondents. It was an attempt to see how hopeful they are in implementing this approach and if they face difficulty in forming groups or pairs.
91.97% teachers replied that they use proper techniques recommended by the curriculum and NCF-2005 whereas 8.02% confessed that they are unable to use it. Most of the teachers used groups and pairs techniques to conduct textual activities.

Graph No. 4.54  Using Proper Techniques to implement Constructivist Approach

![Graph No. 4.54](image)

Graph No. 4.55  Seating Arrangement of Students in the Classroom

37.65% arranged students in group form whereas 36.41% formed them in pairs. Remaining teachers are not willing to accept new techniques.

It is surprising that in Graph No 4.14, only 15% learners learn activities in a pair and group work, but on the other hand Graph no. 4.55 shows that 37.65% and 36.41% English teachers formed groups and pairs respectively to conduct textual activities.

Graph No. 4.56  Is it possible to implement New approach?

![Graph No. 4.56](image)
Above graphs show the majority of respondents use proper techniques to conduct classroom activities. They don't have difficulties in forming groups and pairs in the class. Though new coursebooks are based on new approach, 13.58% teachers confessed that they used traditional seating arrangement whereas 12.34% could not form pairs or groups because of the large classes. Overall 86.41% respondents agreed that it is possible to implement the new approach in the present situation.

**Graph No. 4.57  Do you find difficulties in forming Groups or Pairs?**

Graph no.4.57 indicates that 54.93% respondents don’t have any difficulty in forming groups and pairs, but 45.06% teachers confessed that they have difficulties.

Many teachers followed the recommended ideas and techniques to implement the new approach. Teachers suggested some ideas to implement constructivist approach effectively.

- English newspapers, audios, videos and electronic devices should be used.
- Collaborative learning methods are useful.
- Group work and pair work techniques are beneficial.
- Students should be taught according to their levels.
- ICT devices, smart phones, laptops and computers must be used for conceptual understandings.
- Good atmosphere is necessary for learning.
- Students should be allowed to do practical work.
- A constructivist approach can be implemented with the help of card sheets.
- Inter-school seminars will help to implement the new approach.
- Students should be given an opportunity to perform their experiences.
- Reading, writing and vocabulary skills are essential for basic English.
- Go beyond the text- discussion on the politics, films, TV serials, festivals and sports should be arranged in the school.
- Develop vocabulary through the games and activities.
- The situational approach should be used.
- The teacher should give examples related to the constructivist approach while teaching English in the class.
- Teachers should make all the students participate in the classroom activities.
- Group discussion, pair forming and play-way methods are instrumental in the teaching-learning process.
- Teachers should be given freedom to implement the New approach in their ways.
- Teaching method depends on learners' knowledge and the basic concept of students.
- Using education aids like a computer, projector and mobile would be useful.
- Recommended ideas are constructive, and we can take help of video clips on LCD projector. Ex. - while teaching ‘Mai’, an interview of Sindhutai can be displayed on a computer.

The researcher tried to know the kinds of facilities provided by the school and what efforts are done by the teachers to improve the quality of teaching. It is recommended that schools should provide facilities to help learners understand the concept of English. Electronic devices and ICT labs are beneficial to make the learning process more efficient. The following graph shows the details:

**Graph No. 4.58  ICT facilities provided by Schools to teach English**
64.19% teachers agreed that their schools provided them proper facilities to teach English appropriately. But remaining 35.80% teachers said that their schools don’t help them to improve the English of learners.

**Graph No. 4.59  Teaching Aids used for Conceptual understandings**

Graph No. 4.59 shows the devices used by teachers for conceptual understandings. 47.53% respondents use traditional teaching aids whereas 37.65% teachers use modern electronic devices as teaching aids. Questionnaire ‘A’ shows 62.91% students use the internet in their day-to-day life. Teachers don't always use advanced technology in their teaching process. 66.66% sometimes use ICT devices or language labs as teaching aids. The number of smart phone users is increasing in the field of education, as it seems easy to handle and use.

**Graph No. 4.60  Using Electronic Device as Teaching Aids**

Graph No. 4.60 indicates that 45.67% teachers use smart phones to show videos and information related to the text. Mobile phones can also be used to get educational apps for effective teaching. After the mobile phones, computers are used by the majority of teachers. 28.39% use them in their teaching-learning process. Above graphs also show that English teachers use pictures and charts (47.53%) as teaching aids. These teaching aids are traditional. NCF-2005 recommended using modern technology in the teaching. It says:

**The increasing use of the Internet has enabled the sharing of information and provided space for debate and dialogue**
on diverse issues hitherto unavailable on such a scale. Technological innovations are also necessary for appropriate equipment and aids for meeting the learning requirements of children with special needs. (National Council of Educational Research and Training 121)

The importance of the technology has been described in the paragraph. It is recommended to use it as teaching aids.

The researcher has attempted to know the expectations of parents from their children, expectations of Head masters, the importance of modern education, the changes in the students after the introduction of new course books, based on Constructivist approach. So some questions were asked to get the responses of English teachers through the questionnaire.

**Graph No. 4.61  Significant Achievement for the Students**

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
<th>Skills</th>
<th>Marks and skills</th>
<th>Other than these</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.7</td>
<td>30.24</td>
<td>64.81</td>
<td>1.23</td>
</tr>
</tbody>
</table>

It is seen from the above graphs that 64.81% respondents prefer marks and skills as an important goal and aim for the students. 30.24% emphasised on skills.

**Graph No. 4.62  Expectations of Parents from Teachers**

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
<th>Skills</th>
<th>Parents don't visit schools</th>
<th>Topper in the class</th>
<th>if any other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38.27</td>
<td>43.2</td>
<td>12.34</td>
<td>38.27</td>
<td>6.17</td>
</tr>
</tbody>
</table>
Graph No.4.62 shows 38.27% parents expected their wards to pass with good marks whereas 43.20% teachers asserted that parents don't visit schools unless they are called in the school. It indicated the inability of parents to participate in the education process. 12.34% parents wanted their children to pass out the examination.

Marks and percentage are directly connected with employment, so teachers emphasised on marks while teaching and evaluating English. The report *Learning Without Burden* said as:

> The pervasive effects of the examination system can be seen in the style and content of textbooks and not just guidebooks which are specifically manufactured to help children pass an examination. If ‘facts’ or ‘information’ constitute the main burden of an examination, the same is true of textbooks. Barring exceptions, our textbooks appear to have been written primarily to convey information or ‘facts’, rather than to make children think and explore.

(“Learning Without Burden: Report of the National Advisory Committee” 5)

Even the textbooks and guidebooks have the adverse effects on examinations. The content of textbooks and Bazaar notes are prepared to help the students to pass the examination. But facts and information is the base of the evaluation which creates stress in learners. The present education system does not allow pupils to think and explore knowledge.

**Graph No. 4.63**

Expectations of Head masters and Institutions from Teachers

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good results</td>
<td>59.87%</td>
</tr>
<tr>
<td>Complete Syllabus</td>
<td>4.93%</td>
</tr>
<tr>
<td>To be regular and update</td>
<td>31.48%</td>
</tr>
<tr>
<td>to concentrate on skills</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Graph No. 4.63 reveals the impact of examination and its result in the classroom. 59.87% respondents confessed that their Head masters and Authorities of the institutions expected good results from them. 31.48% teachers replied that their school authorities wanted them to be regular and update in the schools.
Graph No. 4.64 indicates the variations in the students with this new approach. 54.32% teachers found their students become active and they begin to co-operate with each other whereas 33.33% respondents observed that this new approach impacts their students. They are curious and ask many questions in the classroom.

Overall marks and percentage have a great effect on the students, parents and teachers and new approach brings some good changes in the students. But the attitudes of parents, teachers and school authorities must be modified to improve the quality of education.

The researcher was eager to know the learners’ main purpose and other reasons to study English and their daily use of English. Some questions were asked to know the details. Following graph shows the results of these issues.

Graph No. 4.65

Purpose of learners to study English (According to Teachers)

In above graph, 79.39% teachers think that learners do a study of English because it is a language of competition and 11.72% respondents agreed that their students study English, as it is a compulsory language. They have no other option except to study it with other learners in the class.
The comparison of graph 4.65 (teachers) with graph 4.16 (students) about the purpose of learning English is as follows:

**Graph No. 4.66**

**Comparison of Graph No.4.16 with Graph No. 4.65 (Purpose to study English)**

When the same question was asked to learners to know their opinions on the purpose to study English, their responses were different than the responses of teachers.

**Graph No. 4.67**

**Other reason to learn English (Responses of Teachers)**

Most of the teachers (40.12%) think students learn English to read newspapers, magazines, English books and listen to English News on Radio and TV. It is the need of the time, so it’s not surprising when respondents chose this option.

The researcher attempted to know the opinion of learners for this question and their responses were recorded in graph no. 4.17 compared with graph No.4.67:
Graph No. 4.68  Comparison of Graph No. 4.17 with Graph No 4.67

(Other reason to learn English)

The graph shows that the learners are interested in learning English only to read English newspapers, magazines, English books and they are eager to listen and understand English news on TV and Radio. In above graph, 35.80% teachers think that students learn English, as it is useful for the competitive examination.

The researcher attempted to find out through English teachers, how learners use English in their daily life. The opinions of the respondents are described in the following graph.

Graph No. 4.69  Use of English in Daily life.

61.11% English teacher respondents believed their learners use English in school while interacting with English teachers. Questions are answered by students in the class whenever pre-textual and post-textual activities are conducted in the classroom. 17.90% respondents think their students use English when they use the
internet or chatting with friends. 6.17% teacher respondents confessed that their learners are not able to use English properly. According to teachers, schools are the suitable places for the students to use English correctly. So, it is the duty of teachers to give students an opportunity to use more and more English in the classrooms.

New curriculum recommended teachers to follow new teaching methods and learning techniques for the conceptual understandings of the learners. Some questions are asked to check the responses of the English teachers the methods they follow in the classrooms and the way students learn English in a better way.

Majority of respondents confessed collaborative learning approach as the best teaching method in the present situation. On the other hand, 35.18% English teachers think Bilingual teaching method is the best option to teach the new curriculum. British Council, the International organisation, is taking significant efforts to make teaching-learning process more effective in Maharashtra with RMSA (Rashtriya Madhyamik Shiksha Abhiyan) for secondary schools. They make teachers to use 100% English in the classroom. It suggested teachers not to use traditional teaching methods in the class. Presently, it is the need to change the attitude of teachers.

It is seen that 43.82% respondents use Grammar-Translation method to teach new course books, against the recommendation.

**Graph No. 4.70**

For what activities you don't get responses from Students?

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and Thinking skill</td>
<td>20.98</td>
</tr>
<tr>
<td>Grammar activities</td>
<td>17.9</td>
</tr>
<tr>
<td>Communicative and Role play activities</td>
<td>58.02</td>
</tr>
<tr>
<td>If any other</td>
<td>3.08</td>
</tr>
</tbody>
</table>

English teachers do not get good replies from their students. As a result, respondents aren't positive on the responses of the learners in the classroom. 58.02% teachers face difficulties to get responses for communicative and role play activities. Teachers gave reasons that students have problems with tense, structures and vocabulary, which results in their inability to express their ideas and views in English.
It is indicated from the graph that 44.44% respondents believed their students would write better English by practising more writing whereas 38.88% teachers think that students learn to write better English by memorising vocabulary and structures. Learners should practice more writing with the knowledge of tense, structures and should possess the appropriate vocabulary.

Every school has to take efforts to improve the Basic English of students. The researcher attempted to know the difficulties learners face in the classroom, and their ability to express themselves and possible reasons for their problems. The details of their opinion are described through the following graphs:

**Graph No. 4.72**

**Efforts taken by teachers to improve English**

The graph indicates the majority of teachers 46.91% implementing some curricular activities in the schools. 29.01% believed that teaching aids could help them to improve English whereas 22.22% teachers conduct remedial coaching classes. The new curriculum, which is full of activities, is a great challenge to English
teachers. Students find difficulties in solving such activities, as teachers follow traditional teaching methods.

**Graph No. 4.73**

**Challenging activities for your Students**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking skill</td>
<td>22.22</td>
</tr>
<tr>
<td>Communicative skill</td>
<td>56.17</td>
</tr>
<tr>
<td>Vocabulary skill</td>
<td>19.75</td>
</tr>
<tr>
<td>If any other</td>
<td>1.85</td>
</tr>
</tbody>
</table>

The Researcher tried to know which textual activities respondents think are difficult for their learners. 56.17% agreed that their learners are not able to solve communicative skill activities. According to the respondents, students lack in communicative skills and are weak in vocabulary and tense. It may be the reason that respondents don’t get proper responses for communicative skill activities and role play activities. 22.22% teachers have their opinion that thinking skill activities are difficult for their students.

**Graph No. 4.74**

**Ability of Students to express their views**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.44</td>
<td>44.44</td>
</tr>
</tbody>
</table>

Graph no. 4.74 indicates the opinion of 55.44% teachers about the capacity of learners to voice their views in English whereas 44.44% respondents confessed that their students failed to express themselves in English.
Graph No 4.75  Possible reasons for Students not to communicate in English

The researcher learnt the reason of this problem through the graph. 71.60% teachers believed that learners face problems in communication because of weak vocabulary and sentence structure whereas 21.60% respondents think their students couldn’t talk in English, as they are shy and don’t dare to talk in the class.

According to the teachers, it was necessary to check the importance of New approach. Following graphs show the details of the opinions of the respondents.

Graph No. 4.76  Benefits of New Approach to the Students

On reply, the advantages of the new approach, 46.91% respondents think it very useful for learners to communicate in English whereas 38.88% teachers confessed that this approach is instrumental in developing various skills. New course books contain activities which are communicative skill oriented. Traditional English classroom didn't give any space to learners to develop communicative skills. So, it may cause majority of respondents to accept New approach.

Maharashtra Government and Maharashtra State Board of Education organized training programme for English teachers time to time. In 2010-11, the concept of constructivism was introduced in the training programme arranged by Yashada. It was British Council that organised teachers' training programme in collaboration with RMSA (Rashtriya Madhyamik Shiksha Abhiyan) for the last three
years. The training aimed to enable the teachers to improve the quality of English education in schools by adopting this approach.

The researcher asked some questions to know the significance of these training programmes. The details of the responses are elaborated with the help of following graphs:

**Graph No. 4.77  Best Training is given by...**

It is seen from the above graphs that majority of teachers 46.91% opt for British Council and Yashada rather than Zilla Parishad and State Government. 46.29% respondents preferred Yashada as the best organiser of teachers' training in Maharashtra. Respondents preferred British Council as the best organiser of teachers' training programme at the secondary level, as it gave an opportunity to every teacher to participate in the activities. Very few respondents (3.70%) prefer Zilla Parishad, SSC Board and State Government as the best organiser of these training programmes.

**Graph No. 4.78  Usefulness of In-service Training**


Graph No.4.78 indicates that 63.58% respondents found in-service training very useful and beneficial for students as well as for teachers. The organiser of the training also expected the same.

**Graph No. 4.79**

**Experience at Teachers’ Training Programme**

Above graph shows the other side of the training programme. 41.35% trainee teachers think that Master trainers are not able to focus on all the concerned skills within five days. So, it doesn’t help teachers to solve their ground level reality problems.

**Graph No. 4.80**

**Is the New Approach helps to your Students?**

Graph No. 4.80 show the usefulness of new approach to the students. 97.53% respondents confessed that Constructivist approach would be beneficial to their students in the future.

Yashada, the Institute of Maharashtra Government, has imparted five days training to Headmasters and teachers at secondary level across the Maharashtra. It trained 1.16 lac headmasters and teachers in the year 2010-2011 and 2011-2012. Training of teachers was focused on improving the quality of the teaching-learning process in the schools. It also aimed at improvement of the school grades.
The British Council is working with Government of Maharashtra and RMSA to improve the quality of English language teaching at secondary level. This project was named as, ‘English Language Initiative for Secondary Schools (ELISS)’ and it aimed to help teachers of English in improving their teaching methods and classroom techniques. The most significant part of the training is an active participation of trainees, and it is expected that they should work in pairs and groups and discuss actively, share their experiences throughout the course.

Overall, the training programmes are very useful and beneficial to teachers as well as students. It is expected that such training should be arranged every year. It can help to improve the quality of education.

Teachers’ training 2011-12 (Reading Material) of Yashada and New curriculum at the secondary level has recommended many ideas and suggestions to improve the quality of teaching, but the researcher expected recommendations from the teaching–learning process.

Graph No. 4.81
Suggestions for English Teachers

Graph No.4.81 indicates the suggestions made by 75.92% English teachers to improve the quality of teaching with modern techniques. A few suggestions are given below:

- Teachers must motivate students to participate in the activity and boost their confidence.
- As a teacher, he must see that all students participate in the teaching-learning process. He should give freedom to students to
communicate in the class and correct their mistakes. They should encourage them to speak in English.

- Electronic devices should be used. The time duration of teaching should be increased. There should be limited students in one class. English newspapers, magazines should be provided by the school to increase the students' interest.
- The teacher should focus on communication skills and vocabulary.
- Every school should be inspected by authorities to assess how much learning has taken place.
- More activities should be emphasised to develop communication skills and writing skills.
- English teachers should get full time to teach and to implement all the activities. The teacher should clear the concepts to the students while teaching. Always make efforts for students’ participation.
- Create fearless ambience in the classroom. Use English as much as possible while teaching. Make students speak English. Students' basic knowledge should be strengthened. Develop their LSRW skills.
- We should make learners listen to English. Always use English in the class. Let the children sing English rhymes. Teachers should change according to time and situation.
- The teacher should prepare well beforehand and present the prescribed activities with the help of audio-visual aids.
- Teachers should take an interest in teaching the English language. At the same time, they should improve themselves in basic all the skills of language.

4.7 **Opinion Based Questionnaire for Teachers- Part ‘D’**

Learning Without burden and NCF-2005 observed facts related to the learning process. Researcher attempted to know the opinions of teachers regarding these observations. The details of the views are mentioned in the following table:
<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners have no basic knowledge of English.</td>
<td>11.11</td>
<td>42.59</td>
<td>3.70</td>
<td>36.41</td>
<td>6.17</td>
</tr>
<tr>
<td>They are not able to read English well.</td>
<td>8.02</td>
<td>45.06</td>
<td>7.40</td>
<td>32.09</td>
<td>7.40</td>
</tr>
<tr>
<td>Whenever Translation method is used, they understand Marathi and not English.</td>
<td>22.22</td>
<td>43.82</td>
<td>9.25</td>
<td>20.98</td>
<td>3.70</td>
</tr>
<tr>
<td>Children are not able to answer in English.</td>
<td>11.72</td>
<td>35.18</td>
<td>5.55</td>
<td>41.97</td>
<td>5.55</td>
</tr>
<tr>
<td>They are not able to express themselves.</td>
<td>15.42</td>
<td>45.67</td>
<td>10.49</td>
<td>25.92</td>
<td>2.46</td>
</tr>
<tr>
<td>They depend on memorisation (rote memory) for passing the examination.</td>
<td>10.49</td>
<td>48.14</td>
<td>11.72</td>
<td>28.39</td>
<td>1.23</td>
</tr>
<tr>
<td>Our examination system changes the objectives of teaching English.</td>
<td>14.81</td>
<td>50.00</td>
<td>11.11</td>
<td>18.51</td>
<td>5.55</td>
</tr>
<tr>
<td>Mother-tongue should not be used while teaching English.</td>
<td>16.66</td>
<td>45.67</td>
<td>3.70</td>
<td>29.62</td>
<td>4.32</td>
</tr>
<tr>
<td>English coursebooks are difficult to understand for the learners.</td>
<td>1.85</td>
<td>16.04</td>
<td>8.64</td>
<td>58.02</td>
<td>15.43</td>
</tr>
<tr>
<td>The backward learners have very poor background at home.</td>
<td>20.37</td>
<td>40.12</td>
<td>4.93</td>
<td>30.24</td>
<td>4.32</td>
</tr>
<tr>
<td>They are physically weak and unhealthy.</td>
<td>1.85</td>
<td>13.58</td>
<td>12.34</td>
<td>52.46</td>
<td>19.75</td>
</tr>
<tr>
<td>They don't come to school regularly.</td>
<td>11.72</td>
<td>40.74</td>
<td>5.55</td>
<td>38.27</td>
<td>3.70</td>
</tr>
<tr>
<td>They could not complete their homework themselves.</td>
<td>6.79</td>
<td>51.23</td>
<td>8.64</td>
<td>27.16</td>
<td>6.17</td>
</tr>
<tr>
<td>They are unable to adjust to school and studies.</td>
<td>3.17</td>
<td>38.88</td>
<td>8.64</td>
<td>45.06</td>
<td>3.08</td>
</tr>
<tr>
<td>They don't participate in the classroom activities.</td>
<td>3.70</td>
<td>49.38</td>
<td>3.70</td>
<td>35.80</td>
<td>7.40</td>
</tr>
<tr>
<td>They are passive learners in the class.</td>
<td>3.70</td>
<td>49.38</td>
<td>10.49</td>
<td>32.71</td>
<td>3.70</td>
</tr>
<tr>
<td>They depend on teachers to solve all activities in the class.</td>
<td>12.34</td>
<td>59.87</td>
<td>6.17</td>
<td>20.37</td>
<td>1.23</td>
</tr>
<tr>
<td>It is difficult to teach with New Constructivist Approach</td>
<td>1.85</td>
<td>22.83</td>
<td>9.25</td>
<td>54.93</td>
<td>11.11</td>
</tr>
<tr>
<td>Their prime aim of learning is to pass the final examination.</td>
<td>15.43</td>
<td>54.32</td>
<td>4.93</td>
<td>20.37</td>
<td>4.93</td>
</tr>
</tbody>
</table>

Above table shows that English teachers have given their opinion on the statements related to the teaching-learning process of students.

The response shows that 48.76% respondents agreed whereas 16.66% strongly
agreed that learners have no confidence to learn English well.

42.59% agreed whereas 11.11% teachers strongly agreed that students faced problems because they lack the basic knowledge of English.

It is the duty of every English teacher to boost the confidence of secondary school learners and take efforts to improve the basic knowledge of English. Majority of teachers (45.06% agreed and 8.02% strongly agreed) think that their children are not able to read English well in the classroom.

Graph No. 4.1 indicates that more than 50% teachers follow traditional teaching methods. 43.82% teachers confessed (Table no.4.9) that whenever translation method is used, students learn Marathi and not English. So the concerned authorities recommended complete exposure to English in the classrooms.

Graph No. 4.74 shows the opinion of teachers on the ability of learners' oral communication. More than 50% teachers (55.44%) confessed that their students could express their views and ideas. But in above table statement number six shows that 15.42% strongly agreed, and 45.67% believed that their learners are not able to express themselves in English.

Traditionally, students depend on rote memory to pass the final examination. The researcher attempted to know if the teachers also think so. 48.14% agreed, and 10.49% strongly agreed that presently their students depend on memorisation for passing the examination. The constructivist approach doesn't expect rote memorisation or cramming for conceptual understanding.

It is the examination, which changes the objectives of teaching English. Most of the teachers emphasised on the teaching related to the examination. The impact of the examination is so strong that schools began to hold written examination for the primary classes and the students think that examination is the only thing which matters. Schools prepared students from examination point of view. When teachers are asked if they have to change the objectives of the text according to the examination, 50% respondents agreed, and 14.81% strongly admitted that they have to.

It is the great controversy that teachers use mother tongue or only English in the classrooms. British Council and Yashada recommended using only English in the class. While replying, 45.67% agreed and 16.66% strongly agreed that they should be allowed to use English so that learners could understand the concepts very well.

As mentioned earlier, English course books are not difficult to understand for
students as well as teachers. 58.02% disagree and 15.43% respondents strongly disagreed that English books are difficult to comprehend.

The table also indicates that 40.12% agreed and 20.37% strongly agreed that backward learners have the poor background at home. According to the teachers, these students are not able to learn confidently. They don't have any educational atmosphere. They have to help their parents or work to earn money to support their families. They don't get enough time to study. They depend on teachers or friends to solve their textual activities.

The researcher attempted to know if the family background affects the learning of students. 40.12% teachers agreed, and 20.37% strongly agreed that the family background of the students has a great impact on their learning.

40.74% respondents agreed (11.72% strongly agreed) that their learners don’t come to school regularly. They are unable to achieve proper skills and competency. Such students lag behind in the learning of English.

NCF 2005 recommended that students should learn themselves with the help of technology and experience. The emphasis of the new curriculum is on self-creativity and self-study. Presently learners have to depend on teachers to complete their learning tasks. The researcher asked the opinion of respondents if it's true and they replied positively. 59.87% teachers agreed whereas 12.34% strongly agreed that students have to depend on their teachers to solve textual activities.

It is always observed that in group activities, two or three students are active and dominate the group. In some schools, students don't want to participate in the classroom activities. 49.38% agreed, and 3.70% strongly agreed that their learners are not interested in the textual activities.

The constructivist approach makes students curious and active. According to graph no.4.64, the majority of teachers (54.32%) think that the new approach makes learners active and co-operative, but Part D, table no. 4.9, statement no.17 indicates that 49.38% agreed whereas 3.70% strongly agreed that learners are passive in the classroom. Teachers have to choose traditional teaching methods for such passive learners.

According to, Statement no. 14, from the above table, 51.23% agreed and 6.79% strongly agreed that learners could not complete their homework themselves. They depend on teachers or ready-material from the market to solve textual activities.
The researcher tried to find out what difficulties the teachers faced in teaching with the new approach. 54.93% respondents disagree, and 11.11% strongly disagree with the statement that it is hard to teach with the new constructivist approach. But it is surprising that only 8.64% teachers could define the constructivist approach correctly. More than 80% respondents are not able to tell exactly what constructivist approach is (Graph no. 4.53). Teachers give the reason of large classes to implement this approach in schools.

Finally, it was necessary to know the prime aim of learning of the learners. When teachers were asked the purpose of students' learning English, 15.43% strongly agreed and 54.32% agreed that passing of the examination is the prime object of students. Teachers think that students learn English not to learn different skills, but they prepared themselves for the examination only.

4.8 Analysis of the Questionnaire for Headmasters – Part E

Headmasters are the key factor and play a very significant role at the school level. It is their duty to see if the teachers conduct activities which are based on Constructivist approach. They should provide proper facilities to teachers as well as learners to make learning process effective. The researcher attempted to know their opinion through the questionnaire. It also clarifies the details of the school (location, area and strength) were asked to know the details:

Graph No 4.82 Location of the School

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Area</td>
<td>89.36%</td>
</tr>
<tr>
<td>Urban Area</td>
<td>8.51%</td>
</tr>
<tr>
<td>Semi-urban area</td>
<td>2.12%</td>
</tr>
</tbody>
</table>

The graph indicates the location of schools from where the data of research has been collected. 89.36% data has been collected from rural area schools, and 8.51% data were collected from urban area schools.
The strength of the school varies from 200 to more than 1000 and the average number of students at the secondary level is from 40 to 90 in one class. It is found that urban area and semi-urban schools have a number of students than the rural area.

School authorities are expected to observe the lesson of teachers. The researcher attempted to know if the Headmasters found the actual teaching in the class. Following graph shows the details.

**Graph No. 4.83  Strength of Students in the School**

97.87% Headmasters said that they observe the lessons of English teachers and find out the teaching of English with the Constructivist approach by 89.36% teachers. It is the responsibility of the school authority to see if the new approach is implemented well in their schools. It is also the duty of these authorities to provide the necessary facilities to implement the constructivist approach effectively. According to Graph No. 4.58, 35.80% English teachers confessed that they don't get proper facilities and support from the school authorities. The researcher observed that majority of the schools have facilities of ICT labs, but teachers don't use them.

The researcher tried to find out if the teachers followed the pair/group work in
the classroom.

**Graph No. 4.85**

**Forming groups of Students**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>63.82%</td>
</tr>
<tr>
<td>No</td>
<td>29.78%</td>
</tr>
<tr>
<td>Can't Say</td>
<td>6.38%</td>
</tr>
</tbody>
</table>

It is seen from the above graph that 63.82% Headmasters responded that textual activities are conducted in the group form by teachers. They also use teaching aids to make students understand while teaching English. 82.97% teachers use teaching aids. But most of the teachers use traditional teaching aids like pictures and charts. It is expected that English teachers should be techno savvy and use electronic devices or ICT labs to make students understand the new textual concepts.

**Graph No. 4.86**

**Teaching Aids used in the Class**

<table>
<thead>
<tr>
<th>Aids</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures and Charts</td>
<td>53.19%</td>
</tr>
<tr>
<td>Computers and Laptops</td>
<td>14.89%</td>
</tr>
<tr>
<td>Smart phones</td>
<td>19.14%</td>
</tr>
<tr>
<td>No teaching aids</td>
<td>12.76%</td>
</tr>
<tr>
<td>any other</td>
<td>0%</td>
</tr>
</tbody>
</table>

Chart No. 4.86 shows that very few English teachers use modern electronic devices as teaching aids.

Previous graphs reveal how students, as well as teachers, enjoy and express their interest in teaching-learning process of English. The following graph shows how
students enjoy learning English and their responses to English teachers while solving classroom activities.

Graph No. 4.87  Students enjoy learning English

According to the Headmasters, New approach creates curiosity and learners enjoy their learning because they could do activities themselves and learner-centred curriculum needs more STT (Student Talking Time) in the classrooms.

Graph No. 4.88  Responses of Students in the Class

More than 50% students could respond in the classroom. It is expected to get 100% responses from the learners in the class. It happens only when all the students participate in the classroom activities. It is observed that students enjoy learning English when they solve activities in pairs or in groups. Teachers should also use classroom techniques to improve the quality of English. Responses of students also depend on these techniques.

Following graph indicates the facilities provided by the school, remedial actions
taken by the school to improve the English of weak students and expectations of school Management from the Headmasters of the schools.

**Graph No. 4.89**

Facilities provided by the School

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers and Projectors</td>
<td>72.34%</td>
</tr>
<tr>
<td>OHP or Laptop</td>
<td>4.25%</td>
</tr>
<tr>
<td>No facilities</td>
<td>19.14%</td>
</tr>
<tr>
<td>Electricity problems</td>
<td>4.25%</td>
</tr>
</tbody>
</table>

It could be seen that schools have no problems in providing facilities to English teachers. 72.34% Headmasters provide computers and projectors to improve the quality of English. Very few schools (19.14%) don’t provide such facilities.

**Graph No. 4.90**

Remedial actions taken by Schools

- Extra time is given to prepare English: 78.72%
- Co-curricular activities are arranged: 12.76%
- Provide story books to students: 8.51%
- if any other: 0%

Every school has to focus on weak students to enrich their basic needs of English. 78.72% schools give extra time to prepare Basic English of weak learners. It is one of the traditional ways to overcome the problems of students, who lag behind in the learning process.
53.19% Headmasters replied that the school management expected schools to do their best to develop the skills of learners whereas 44.68% agreed that their management asked them to focus on good results. In many Institutions, the quality of the education has been measured by good results. Some of the teachers are punished by denying annual increment for low results in SSC examination. Headmasters are also considered responsible and punished for the same, so they emphasise on good results of board examinations. School management expected that there should be overall development of each with good results. Management must accept new concepts in education, and it should provide physical facilities and support teachers to improve the quality of English.

Graph No. 4.92 Suggestions of Headmasters to improve the quality of Education

Finally, the Headmasters were asked to give their views on quality education. Only 72.34% respondents gave their opinion through the questionnaire. Some of the suggestions are given as follows:

➢ Eradicate the new ‘Not to Fail’ system, rather adopt the old regime of promoting the students; those are eligible.
➢ Monthly parents meeting should be held in the schools.
➢ More activities and electronic devices can improve the quality of education
➢ Group discussions and active participation of students in the classroom can improve the quality. Students should be able to communicate in English.
➢ Teachers should take extra classes to improve the Basic English.
➢ More use of the technology and activity based teaching can improve the quality of education.
➢ British Council Training Programmes can enrich the quality of education.
➢ Teachers and students should be motivated. A lot of facilities should be provided.
➢ Digital classrooms are essential in every school. ICT labs will be useful for teaching.
➢ Teachers should update their knowledge.
➢ Prepare interesting syllabus. The government should provide teaching aids.

Above suggestions are implemented in some schools, but the focus is on class X\textsuperscript{th} students. Preparation of Basic English and monthly parents meetings are held for these students only to improve the results. It’s so because the results of SSC are related to the quality of the schools. Most of the schools and teachers are deprived of Government grants for low SSC results. Classes are held to make the students pass the final examination. It is expected that these suggestions on quality education should be implemented from the primary school. As expected by Headmasters, different teaching methods are not used by English teachers.

### 4.9 Interpretation of Questionnaire for Master-Trainers -PART ‘F’

British Council plays a significant role in helping English teachers to implement the new approach in the classroom. It is the project of British Council with Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to improve the quality of education. It has given training to English teachers in three phases since 2013 and continuing Mentor-Mentee project in the fourth phase to help and observe English teachers’ activities in the classroom. The project is known as ELISS (English Language Initiative for Secondary School) and its aims as mentioned in Teacher Workbook (ELISS), are:

- Teachers will be more aware of Continuing professional Development (CPD) opportunities, and more motivated to pursue them.
- Teachers will understand the rationale behind personalised
learner-centred approaches, and apply them while teaching, using their textbooks.

- 550 selected Master Trainers will be able to effectively deliver ELISS and future RMSA teacher training initiatives, to build the State Government of Maharashtra’s capacity to conduct teacher training. 70 selected Mentors will be involved in setting up more decentralised, sustainable models of in-service teacher training.

(“Teacher Workbook (ELISS)” 3)

British Council emphasised on the CPD opportunities to English teachers and promoted learner-centered approaches and methods to teach English. It aimed to select 550 Master trainers.

The second and third phase of training programme of ELISS seeks to achieve long-term and lasting improvement in the quality of English teaching at secondary level. This training is to help teachers of IXth and Xth std to understand the techniques recommended in the NCF-2005 to be used in the classroom.

The researcher attempted to know the objectives through the questionnaire of Master trainer and expectations of British Council/ELISS regarding the training suggestions of Master trainers to improve the quality of education and their overall reaction. The questions asked and the responses of Master Trainers are:

Q. What are the objectives of British Council/ELISS in Maharashtra?

British Council and RMSA have following objectives:

- To enable English teachers to understand the student-centred approaches and apply them in the classrooms to conduct textual activities.
- To support and motivate teachers for their CPD.
- To acquaint English teachers with new techniques and methodology. It can help teachers to bring out expected outcomes.
- To improve the quality of English language at the secondary level.
- To introduce English teachers to ICT techniques, as it is the need of modern times.
- To inculcate the New approach Constructivism in the teaching-learning process.
- To enable the learners to speak in English.
These objectives indicate a complete change from the teacher-centred approach to learner-centred curriculum based on activities.

Q. What are your expectations from English teachers?

Master trainers expected teachers to update their knowledge and skills. They should create opportunities for learners to acquire language proficiency. English teachers should follow and use all the techniques and methods to develop the abilities of students. They (teachers) should use constructivism in their classrooms and share their achievement and problems with other teachers. Adopting learner-centred approaches and methods in the present situation is necessary. English should be used as much as they can. Teacher–centered methods, use of mother tongue and translation methods should be avoided. Teacher-trainings must be a two-way process in which teachers should participate actively. They should strengthen their own ability to communicate with learners and use 100% English in the classroom and students should also be motivated to do so.

Q. What are your suggestions to improve the quality of education?

❖ To improve the quality of education, teachers need quality training, support and encouragement. Evaluation of teachers should be based on professional teaching standards. It is the best tool to improve the quality of education. Professional learning, using modern technology and use of digital tools are the means to improve the quality of education.

❖ Teachers must know the aims and objectives of NCF and basic needs of learners should be considered.

❖ Unless the standard of teaching is developed, we cannot think of the quality education. The parents have to give their best in the process. The synchronisation of teachers, pupils and parents can bring about the most anticipated change.

❖ To practice the activities, overcome the challenges and keep improving CPD. Keep sharing and learning new ideas for the improvement of teaching the learning process.

❖ Teachers should be open to new changes with some roots in the past techniques. It is the teachers who decide the destiny of all education system in India. They can turn the challenges of education into opportunities.
* For quality education, the most important role of a teacher is to coach and guide students through the learning process, paying special attention to nurturing a student's interest and self-confidence.

Some more suggestions of Master trainers are - teachers should participate in trainings actively. Government and ZP authorities must monitor such training strictly. Teachers must adopt new technology and new methods. Classroom activities can make learners think. They can share ideas and work together. Teachers and students must speak in English only. The use of L1 must be avoided. Think about the level and experiences of the learners and teach them as per their levels. Let the students do their activities themselves to enjoy the learning. English teachers should try to develop their CPD to update themselves. One of the Master-trainer said that organiser should arrange frequent training programmes to get new ideas. Learners must be given opportunities to do textual activities. Teachers should use modern technology in their teaching and monitor the students to see if they need any help during the learning process.

Q. **Your overall suggestions for all English teachers.**

English teachers should learn different strategies for teaching the language. They should attend training with positive attitudes. Teachers are suggested to think about their professional development. They should use English in day to day life also, as it encourages people around.

Master Trainers have suggested:

- to attend and participate training actively and prepared for professional development
- to enrich the skills of learners.
- to update knowledge, techniques and methods for better results.
- use modern technology as a resource for teaching English.
- Teachers should join teachers’ club, English groups on social media.
- Students should be given opportunities to work in pairs and groups.
- Teachers should stick to the tools and techniques which are introduced by ELISS.
- Active participation of the students in the learning process is a must.
- Learners should be given opportunity to express and do activities themselves.
Q. What is your experience at ‘Teachers’ Training Programme’?

Though the experience of teachers at training programme is not very good (ref. graph 4.79), but on the other side, a majority of Master trainers believed that they have great experience through teachers' training programme. Master Trainers responded positively on the training programme.

They learnt many new concepts from the enthusiastic teachers. These programmes helped to improve their confidence and update themselves. Active teachers participated in various activities during five days training. It is an opportunity for them to present their ideas and learn innovative teaching methods, techniques and uplift them professionally. Some positive changes are to be seen in the teachers.

Some Master trainers are not very hopeful regarding these teachers' training. They observed that teachers are not very serious to learn new concepts and CPD. They are passive learners in these training sessions. Graph no. 4.79 shows that teachers think Master trainers are not able to focus on new skills within given time. On the contrary, respondents blamed teachers for not learning new concepts seriously and being passive.

Despite all the challenges, Master Trainers are hopeful to implement new approach at the school level.

4.10 Interpretation of Questionnaire for Mentors -PART ‘G’

The Mentor-Mentee project is conducted by British Council to train and support 80 ELISS Master Trainers to be Mentors to other teachers in their own and neighbouring schools. Phase 4 is to enable to grow its capacity to provide ongoing support and development for teachers, also meeting teachers' needs on a more local and sustained manner throughout each academic year.

In early 2015, 80 Mentors were selected for five days training course on mentoring skills, conducting developmental observations and providing constructive feedback. Mentors were allocated five hours per week to carry out their role. Currently, Mentoring activities are carried out by Mentors for 15 teachers in their local area.

ELISS has been monitoring and evaluating the attitudes, knowledge and practice of teachers, the effectiveness of training materials, processes and the delivery model. It can be achieved through systematic observation of teachers’ presentations.
and teaching–learning process in their classrooms.

While collecting the data, Mentors give feedback to help teachers to improve the quality of English. Monitoring and evaluation findings identify general trends. Monitoring teachers are not to criticise any individual teacher's performance.

Teacher Workbook, Phase-3 of British Council elaborated monitoring and evaluation key purposes as follows:

- To generate qualitative and quantitative data that reliably measures impact, with respect to the three overarching objectives of ELISS. This enables us to understand the extent to which the project is achieving its purpose.
- To identify any issues that occur, and then learn from them, in order to improve the planning, management and academic components of ELISS and future projects.
- To identify any emerging training needs and/or shifts in priorities due to the evolving educational, technological and socio-political landscape throughout the four year programme.
- To ensure accountability of all stakeholders at all levels, so that the government and the public appreciate that funds and resources are used efficiently and effectively.

(“TeacherWorkbook:Phase3” 4)

Teacher mentoring programme is conducted for secondary schools, and this project aims to help teachers improve their teaching and implement Constructivist approach effectively.

The researcher has collected data from six Mentors to know their observations of English teachers at ground level.

Each Mentor has been assigned 10 – 15 teachers to observe their activities in the class and help them improve their skills. The questions and their responses are elaborated as follows:

**Q. Which is the appropriate teaching method expected by British Council?**

British Council recommended engaging interactive and communicative teaching methods to prepare students to communicate effectively in English. Mentors recommend Presentation, Practice and Production (PPP), lexical approach, functional approach, communicative teaching method, and activity based teaching, learner-centred methods; collaborative learning, play-way method, eclectic method and
constructive approach. Mentors think that these methods can help to improve the skills of English teachers to implement the constructivist approach in the classroom.

Q. **Is it possible to implement Constructivist Techniques in present situation?**

The question was asked to know if Mentors are hopeful on Constructivist Techniques to be implemented in present situation. Following graph shows the details:

**Graph No. 4.93**

**Possibility to implement Constructivist Approach**

83.33% respondents are hopeful on possibility of constructivist approach to be implemented in present situation. Only one of the mentors does not agree with this possibility. According to his observation, 90.00% percent teachers have not understood what exactly Constructivist Approach is. Teachers fail to understand that grammar is enquiry based and a part of language learning process. He added that there are various reasons as to why teachers don't implement the constructivist approach. The most important fact, he mentioned are those teachers who do not have any clear idea about the constructivist approach. They teach traditionally, as they learnt at their school time.

Other mentor replied that if the learner-centered method is used correctly, it is possible to implement constructivist approach effectively. This is useful for communicative competence, and it can solve the problems of English language learning.

Large classes are the major problems in India in acquiring language skills. Such problems can be solved with the help of new approach.

It is expected that English teachers should use only English in the classrooms. The researcher attempted to know the ground level reality through the Mentors.
Q. Are they (English teachers) able to use 100% English in the classroom?

The following graph shows the clear picture of English users in the classroom.

Graph No. 4.94

Using 100% English in the Classrooms...

Mentors observed 66.66% teachers are unable to use English in the classroom. If teachers are not able to speak English in the class, how can we expect students to be good users of English? One of the respondent chose neither ‘Yes' nor ‘No', option. He tried to skip the possibility by saying that every classroom has different needs and teachers must do their best that suits their classrooms.

Some of the Mentors noted their observations in the written form as follows:

➢ There are many reasons for not using English by teachers in the classroom; one of them is their incompetence.

➢ Teachers think that students don't have English environment. So, learners don't understand English. It makes them prefer mother tongue to explain some concepts.

British Council/RMSA strongly recommended using only English in the classrooms, but Mentors found that teachers don’t use it for various reasons. Large classes and lack of English environment are one of the reasons observed by the Mentors.

Mentors were asked to give positive and negative aspects of the attitude of English teachers towards the new approach.

Q. What are your observations as a Mentor (about English teacher’s attitude)?

The positive aspect of English teachers:
➢ If not all, a great number of secondary level English language teachers are welcoming the change as desired by the government and the time. Teachers now believe in activity based teaching. They are challenging themselves against the traditional ways of teaching. Teacher-centred approach is slowly declining. Teachers are also using media to share their experiences. Their network has increased and become more informally professional which is a great thing.

➢ Some teachers advocate British Council aided innovative methods of teaching English. Some of the teachers feel very happy in conducting English lessons.

Mentors observed some sound changes in English teachers. They are accepting challenges of the new approach, using media to share experiences, improving their teaching with new techniques. Some of the teachers are creating a friendly environment, conducting learner-centred activities, using English in the classrooms, using new techniques resources and technology. The teacher tries to practice new teaching methods, arrange group works and using teaching aids, providing opportunities to learners to express themselves.

Mentors observed some negative sides of the English teachers. They are as follows:

➢ Some teachers feel reluctant to come out of their shells of using traditional ways of teaching English. Individual reasons could be close to retirement, strong belief in the traditional approach, feeling less confident about new methods, the administration demanding results in the board examination than proficiency in language etc.

➢ As English teachers don't see opportunities for professional development, they don't do anything for it. Most of them gauge their success on their school result in SSC examination. If more than 85% students pass the SSC examination, they feel that they are successful teachers and don't need to invest time for personal development. Urban students are seen joining private classes where grammar is focused. Many teachers think that teaching English means explaining text in the mother tongue.

➢ Some teachers are not interested in CPD and don't attend training seriously. They have no proper knowledge of lesson plans and fail to create a learning environment, fail to use learner-centred activities and plan their work. They face problems in using English in the class.
*They don’t observe others and their teaching methods, seriously.

* Teachers don't discuss teaching methods.

All the Mentors confessed that English teachers follow teacher-oriented traditional English methods. They face problems in using English in the class. Other negative sides of the teachers, mentioned by Mentors are:

- English teachers are less confident about new approach, demanding results from the administrations, emphasis on passing rather than proficiency.
- The results of the schools considered as the success of the schools.
- Learners who joined private coaching classes learnt English grammar rather than skills. They are taught English by explaining the text into the mother tongue.
- There is no learning process in the classroom, but one-way teaching process in the majority of schools.
- They failed to assign creative activities to students and unable to deal with the slow learners during the class.

These are the significant challenges to overcome and implement the Constructivist Approach. Though teachers didn't mention these problems in their responses, mentors observed these during the mentoring programme. Teaching aids are not used, and all the concepts are defined with the help of L1 (Marathi) language. Teachers are not able to form groups or pair during textual activities and some teachers conduct group or pair activity only on the day when Mentors visit their schools. Model lessons are conducted with selected students from different divisions, and semi-class students are preferred to get good feedbacks from the Mentors.

4.10.1 Continuing Professional Development (CPD)

The term CPD is a complicated process defined by Padwad and Dixit in *Continuing Professional Development: An Annotated Bibliography*, the concept is described as follows:

> CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils. (Padwad and Dixit 7)

CPD helps teachers to cope with the challenges of effective change in Education on learning and teaching development. Teachers need to examine their...
routine activities of their teaching and know his learners and classroom properly. CPD also suggests the way; teachers can change their practice for better. It also helps to improve the quality of education. The Mentors believed that CPD would enable teachers to handle large classes and deal with slow learners.

Finally, the Mentors were asked to give their suggestions to overcome the drawbacks.

Q. What would you suggest to overcome the drawbacks of Teachers?

❖ Things will change for sure. With British Council's mentoring project, things seem to affirmative, and the picture does hold a promise in the future. There are three types of teachers; I believe; self-motivated teachers, teachers who need motivation and teachers who have other priorities than teaching alone.

❖ Make use of English in the class and outside the class. Develop interest in your job. Participate actively in the training programmes.

❖ Teachers should attend a workshop and good training. There should be a proper discussion among teachers.

❖ Teachers should provide the maximum level of opportunities to students in English language class so that they can express their views in this language.

❖ *Continue Professional Development (CPD) is essential.
  * They have to make use of technology if possible.
  * They need to give some extra hours for the preparation of instructions (fluency) setting up activities and making resources.
  * They also need to adopt new teaching methods recommended by RMSA and British Council.

Mentors expected good changes in the teaching-learning process of English teachers and secondary level learners. They hope that there will be a great change in the coming years. Mentoring project of British Council is the ray of hope to improve the quality of English education. Teachers should use English in the class and should update their knowledge. They should attend English Workshops, Seminars, Conferences and Trainings and share their ideas with other teachers. Learners should be given opportunities to express themselves in English. CPD (Continuous Professional Development) is necessary for every English teacher to improve his teaching with the help of new teaching methods which are recommended by British Council and RMSA. Teachers are needed to spend extra time for the preparation of classroom activities, and they should use modern technology for the conceptual understanding of the learners.
4.11 Conclusion

English has gained significance as a global language. In India, it is an associate official language and is important for several reasons. Hence, there is a need to introduce the revised curriculum to meet the different requirements of the learners. They learn English to read English newspapers, magazines, books and to listen to English news. Though they like to talk in English, they are not able to express their ideas and views orally. It’s hard for them to use correct pronunciation, intonation, pauses and coherence. Learners are not competent in oral communication as well as written form, and they face difficulties in framing structures, using proper vocabulary and tense. They participate in the textual activities passively and depend on active participants in solving and presenting activities. They believed that Grammar is the most significant part of the language and expected to learn it in the classrooms.

Though 87.03% teachers are familiar with the concept of ‘Constructivist Approach', only 8.64% of them could define it correctly. Majority of teachers conducted activities in pairs or groups, but only 15% learners confessed that their teachers arranged pairs and groups to solve activities. Teachers use their traditional methods to prepare students for the examinations, as School authorities and parents demanded board results. British Council trained English teachers to implement constructivism, but most of the teachers think that Master Trainers are not able to focus on New Skills and techniques effectively within given time. On the other hand, Master Trainers and Mentors expected English teachers to participate in training programme actively. It is the Master Trainers and Mentors who played key roles in implementing Constructivist Approach through the training and mentoring programmes. In the fourth phase, Mentors visited schools to observe and help mentees (English teachers) to develop their CPD. Students are expected to give opportunities to solve activities in a group or pair form, but the researcher learnt from the student respondents that their teachers asked them to study textual activities at home with the help of their guide books, notes and friends. In fact, teachers prepared their students for the examinations only. Maharashtra State Board of Education has changed the pattern of question paper (now known as Activity Sheet) since last three years. Now teachers will have to change their present traditional teaching methods and use innovative methods, approach and techniques in the classrooms. Changing the attitude of teachers to New Approach is necessary. They should know what Constructivism is so that it can be implemented
effectively in the classes. English Forums, Seminars, Workshops, Conferences, English Clubs and English Symposium should be arranged in the schools. It can help students to develop their skills to express their views and ideas in English. In this way, teachers can improve the Communicative Competence of their learners.

Chapter V attempts to explore some major findings regarding students and teachers. It offers suggestions and recommendations from analysed data.