Abstract

English occupies a place of prestige in our country. It has penetrated so deep into our lives that it is absurd to think of keeping oneself away from English. It has acquired the status of compulsory ‘third’ language in the school curriculum. It may be the reason that in Maharashtra, English is taught from the primary stage since 2000 in all Non-English medium schools. But at secondary level, most of the students failed in English due to the inability of using English in day-do-day life. National Curriculum Framework (NCF)- 2005 introduced constructivist approach to improve the LSRW skills in learners. It is also considered as the need of the twenty first century.

The New coursebooks are deliberately different, as it is envisaged in the recommendations of National Curriculum Framework (NCF)-2005 and State Curriculum Framework (SCF)- 2010 to minimize the gap between L1 and L3 at the secondary level (IX and X). It intends to make better learners and users of English. So the coursebooks are designed on the principles of constructivism. Constructivist approach is learner-centred and action oriented. A child is considered as the creator of his knowledge. Students are to be encouraged to take part in the communicative skill activities like debates, role playing, interviews and discussion. New curriculum is very challenging for teachers, who still use traditional teaching methods. The research aims constructivist approach to develop communicative competence of the learners by solving and presenting communicative skill activities (textual activities) in the classrooms at the secondary level.