

**BAHADUR SHAHA ZAFAR MARG**

**NEW DELHI-110002**

**PROFORMA FOR SUBMISSION OF INFORMATION AT THE TIME OF SENDING THE FINAL REPORT OF THE WORK DONE ON THE PROJECT**

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**Ganj Ward Chandrapur, (M.S)**
3. UGC Reference no. -**File No.23-1980/10(WRO)**
4. Date of Implementation -**01-10-2010**
5. Tenure of the Project -**Two Year**
6. Total Grant Allocated - **Rs. 50,000/-**
7. Total Grant Received -**40,000/- Rs.**
8. Final Expenditure - **/- Rs.**
9. Title of the Research Project **Problem in Developing Communicative Competence in English for Rural Students of Chandrapur Districts.**

**10. Brief objective of the project**

- Brief objectives of the present project are as follows.

The power of communication makes human beings differ from other living things. In the era of globalization, English plays a vital role in molding the personality and availing golden opportunity to the youth worldwide knowledge of English is essential to communicate with the world, to acquire the multidisciplinary knowledge. To scale new heights in any field, communication skill plays a very important role. Not only the metros, but the small cities and even towns also have been tremendously influenced by globalization. In such a modern era, that person achieves success and relevance who communicates himself in minimum time, using minimum words with utmost clarity.

The air of globalization has caressed the rural area as well. The background and atmosphere available to an urbanite is far different from that of rural student and the two groups stand miles apart when the competence level in English are gauged. Lack of English language atmosphere at home, school and friend circle, hesitation and

anxiety factor of speaking English and studying through mother tongue are a couple of reasons which compelled rural students to lag behind in English, particularly in communication field.

The objective of teaching English for Senior College in Chandrapur district is to develop communicative competence in spoken and written English, and to gain informational literary level through developing skills of listening, speaking, reading and writing. Having the mastery of the competence, learners are hoped to own the consciousness about the importance of English as one of foreign languages, and able to be competitive in global era and also to improve the learners' understanding between language and culture.

The propose minor research project has following objectives.

- 1.) To find out the problems of communication of rural students.
- 2.) To explore and integrate new methods of communication.
- 3.) To find out the problems and remedies of effective communication.
- 4.) To find out how to cultivate students interest towards communication skill.

10. Whether objectives were achieved.

**Yes, the objectives which are mentioned in the project are achieved.**

## **11 Achievements from the Project: -**

English will continue to dominate the school curriculum not only as a language, but as a medium of learning too. Given the important roles to English in education and in the larger society (Ticked 1996), this will have greater implications for language education, particularly English language education in rural settings. The anti-English spirit or English hatred is dying out and will slowly diminish in coming years as the language is perceived as language of hope and better life. While some of our native languages are losing their battle for survival where English is taking the 'killer' role and the curricular documents calling for collaborative multilingualism, what in reality felt is subtractive bilingualism. This dangerous trend may lead to mass conversion to English medium instruction in our schools, both urban and rural schools. We must ensure that English as a language in education is fully realized in terms of the basic conditions for learning the language and those educated through native medium schools attain the proficiency that would not hamper them to move forward to higher education and employment any other urban English medium educated child would compete. Much discussed Common School System needs to be taken seriously along with right to education to realize a comprehensive language-in education strategy that would keep our rural learners comfortable.

Everyday language is "tinged" with cultural bits and pieces - a fact most people seem to ignore. By the very act of talking, we assume social and cultural roles, which are so deeply entrenched in our thought processes as to go unnoticed. Interestingly, culture defines not only what its members should think or learn but also what they should ignore or treat as irrelevant. For example, a student tries to identify the meaning of a certain English word in

his mother tongue. Students' cultural heritage must not be dismissed but instead utilized to enhance their learning. It is also important to identify potential areas of cultural interference where two cultures may come into conflict or overlap. Teachers must prepare themselves to be effective instructors for culturally and linguistically diverse student population. Learners can readily transfer concepts learned at home in their first language to the second language. A unique opportunity is provided for exchange among learners, which allows utilizing their cultural and linguistic heritage while learning new skills in learning a new language.

Learners gain a sense of empowerment or confidence when the content and ideas discussed are relevant to their experiences and understandings. For example, while teaching grammar students mother tongue helps a lot to understand the concept. For effective teaching of ESL to culturally and linguistically diverse , teachers must be concerned with students' learning styles. Content will be meaningful only if it takes into account the student's prior knowledge.

Bilingual education must include multicultural awareness and respect for different cultures to facilitate in acquiring second language learning skills and culture, while maintaining an appreciation of their own cultural heritage. The link between effective teaching and learning and the teachers' formulation of learning goals that are appropriate to the student takes on even greater significance where effective bilingual instruction is the aim. The unique linguistic and academic needs of the bilingual student must be taken into consideration when formulating and communicating learning goals.

To facilitate learning, teachers need to accommodate students' background knowledge and skills. Many students internalize basic values and beliefs of their native culture. This is the hidden element of culture that is so important to successful bilingual education. Me Combs defines learning as "an individual process of constructing meaning from information and experience, filtered through each individual's unique perceptions, thoughts and feelings". For example, articles are taught in the ESL classroom, where it is important to know that pronunciation is more important than the spelling. It can be easily explained in their mother tongue how to pronounce the word and thereby selecting the appropriate article. This develops a positive self concept and minimizes the conflict between cultures.

Once having found the solution to these commonly faced problems, it is up to the teacher to determine the goals and provide the means with which to meet them. Teaching English as a second language is a great challenge because performance in examinations is considered more important for any other purpose.

## **12. Contribution to the Society:-**

Teaching English in rural areas is an arduous task. The situation prevailing in the rural background is quite bewildering. Numerous issues about the efforts of well-meaning teachers to improve the standard of rural students. Several problems emanate from the peculiar geographical, cultural, economically backward, and educationally poor background itself. Some issues point to the faults of teachers themselves who are addicted either to an out-dated, ineffective methodology or to literature itself, and lack knowledge and mastery of English skills. A few problems stem from the nature of students themselves who are lethargic, and suffer from inferiority complex as well as economic backwardness. Several issues are the deliberate creations of the business minded management and others emerge from the illiterate parents, poor infrastructural facilities including the absence of good libraries and learning resources. The complexities are augmented by the very intricate nature of the English language with its peculiar spelling systems, notorious phonetic problems, innumerable idioms and phrases, prepositional combinations, and many more. This project delves into these major issues and suggests a few pragmatic solutions for achieving communicative in English in rural areas.

## **CONCLUSION**

English will continue to dominate the school curriculum not only as a language, but as a medium of learning too. Given the important roles to English in education and in the larger society (Ticked 1996), this will have greater implications for language education, particularly English language education in rural settings. The anti-English spirit or English hatred is dying out and will slowly diminish in coming years as the language is perceived as language of hope and better life. While some of our native languages are losing their battle for survival where English is taking the 'killer' role and the curricular documents calling for collaborative multilingualism, what in reality felt is subtractive bilingualism. This dangerous trend may lead to mass conversion to English medium instruction in our schools, both urban and rural schools. We must ensure that English as a language in education is fully realized in terms of the basic conditions for learning the language and those educated through native medium schools attain the proficiency that would not hamper them to move forward to higher education and employment any other urban English medium educated child would compete. Much discussed Common School System needs to be taken seriously along with right to education to realize a comprehensive language-in education strategy that would keep our rural learners comfortable.

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To facilitate learning, teachers need to accommodate students' background knowledge and skills. Many students internalize basic values and beliefs of their native culture. This is the hidden element of culture that is so important to successful bilingual education. Me Combs defines learning as "an individual process of constructing meaning from information and experience, filtered through each individual's unique perceptions, thoughts and feelings". For example, articles are taught in the ESL classroom, where it is important to know that pronunciation is more important than the spelling. It can be easily explained in their mother tongue how to pronounce the word and thereby selecting the appropriate article. This develops a positive self concept and minimizes the conflict between cultures.

Now coming to evaluations of these approaches and to decide which one is the best is a difficult task. One reason is that many of them are overlapping and when one approach emphasizes the oral aspect of the language the other one stresses the content aspect of the language. Although all the approaches stress the importance of content they differ in the emphasis and priority they give to content versus instructional issues. For example Audio-lingual approach and some of the versions of CLL see content variables as crucial to successful language teaching. Teach makes concrete proposals for language syllabus, and the syllabus forms the basis for subsequently determined instructional procedures. But they differ in what they see as the essential components of a syllabus. On the other hand other approaches like the silent way, natural approach TPR start not with language content but rather their emphasis is on the theory of learning.

Before we go for an evaluation of these approaches we have to be clear in mind what are we going to evaluate, is it to choose one approach as the best from the rest etc... For this we must know to whom we are going to administer the target language and what are their needs and what objectives are to be formed and what teaching and learning activities are to be employed. When these are clear, it may be better to assess the approaches. A need analysis is required. It focuses on what the learner's present level of proficiency is and on what the learner will be required to use the language for on completion of the programmed. Its aim is to identify the type of language skills and level of language proficiency the programmed should aim to deliver. Need analysis acknowledges that the goals of learners vary and must be determined before decision about content and method be made. This contrasts with the assumption underlying many methods, namely that the needs and goals of learners are identical, that what they need is simply 'language' and the method X is the best way to teach it

Information gained from need analysis is used in developing, selecting or revising programmed objectives. All the approaches fail to describe explicitly the objectives they are designed to attain. Most of the methods lack a detailed description. They exist primarily as proposals and we have no way of knowing how they are typically implemented by teachers. We also lack observational data to know the actual working of each approach. What we know now is a great deal about the philosophy of each approach but a few data are available on what actually happens to approaches when teachers use them in the classroom. So we have hardly any literature stating what actually happens in the classrooms when a particular approach is employed. Hence the crucial question is, do approaches really exist in terms of classroom practices, or do teachers, when using approaches, in fact transform

them into more complex but less distinctive practice of classroom processes. We also do not have documented studies of instances where a particular approach has been used with reference to a specific set of objectives and reliable and valid measures of gains in proficiency made by learners relative to the objectives.

Because of these drawbacks it is not advice able to pin point one approach as the best. A thorough knowledge of the approaches will surely enhance the performance of the teacher and will help the rural students in achieving communicative competence in English.

Dr.A.V.Dhote

Principal Invistigator