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**Two Year In-Service
Diploma in Elementary Education
(Open and Distance Learning)**

Self-Learning Material

**Pedagogy of English-1
(Semester-II)**

S2.3



**State Council of Educational Research & Training
(SCERT), Mahendru, Patna (Bihar)**

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Paper: Pedagogy of English-1

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Preface

Proficiency in English has become the need of the hour in the age of Globalization. This entails the teachers of English at the elementary level must be proficient in the language to be able to create a learning rich environment in the classroom. They have to encourage and enable the learners to master the four basic skills, i.e., listening, speaking, reading and writing.

So the purpose of this course is to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom. Since the lack of competency in English often undermines the performance of a teacher in the classroom, he/she needs to be proficient in the language. A teacher could be at home to use different communicative strategies to meet his/her goal, if she/he finds himself/herself capable in using the language.

Since pedagogy of English in Bihar begins from class I itself, it is deemed necessary to lay emphasis on the strategies of teaching required for an ESL (English as Second Language) learners. Hence, unlike the earlier D.Ed. course where pedagogy of English was introduced as a paper only in the second year (SCERT, June 2008; November, 2011), the syllabus for D.El.Ed. introduces it in both the year of the course- two out of four semesters, one semester in each year.

Keeping in view the need to strengthen the content pertaining to teaching of English, the importance of textbook as a learning resource cannot be ignored or overlooked. Significantly, to cater to this objective, the textbooks for the Government school students of Bihar have been developed with the principal of constructivism where learners should be constructing on their own. However, constructing new knowledge remains a big challenge if the teachers find it difficult to facilitate the learning resources in the class. The present self-learning material is an attempt to address these challenges.

Needless to say that the present self-learning material takes into consideration the paradigm shift in teaching learning- the shift that has taken place after National Curriculum Framework (NCF) 2005, Right to Education Act 2009 and NCFTE 2009. Thus the objective of our course is also to enable the prospective teacher to participate meaningfully and transact the syllabus and textbooks effectively along with the teaching learning materials.

I am thankful to the subject experts, teachers and SCERT faculty members who made painstaking efforts to develop this material with utmost care in the stipulated time frame.

We, at SCERT, are well aware that no material, howsoever carefully designed and executed, is perfect. There is always room for improvement. We, therefore, invite feedback and suggestions from the users, teachers and subject experts for the further improvement of the material.

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Introduction

The present teaching learning material has been developed in the light of the new curriculum developed by SCERT for D.El.Ed. course in ODL mode. While developing the material, care has been taken to make the topics self-explanatory and easy to grasp so that the untrained teachers who have teaching in the elementary schools of the state can find them close to the tasks and challenges they face in their classes. It to ensure their relevance and utility for the untrained but experienced teachers that the self-learning material has been made activity based. In addition to this, attempts have been made to use examples and illustrations from the textbooks they have been teaching for quite some time.

In the age of Globalization, proficiency in this language has become the need of the hour. However, it is very difficult to learn a language unless one has proper exposure to it. Hence, the purpose of this course is to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom.

The self-learning material named **Pedagogy of English** has five units for the present semester. The first unit named '**Need and Importance of English Language**', as the very title indicates, not only discusses the need and importance of English language in the age of globalization but also traces out the status of English in India and Bihar. In this unit, it has been made clear that since English has become the most important language in India, its role and function of English with the help of mother tongue has also been emphasized and the prospective teachers have been suggested to take mother tongue as strength and also be well-versed with the pedagogy of English both as a subject and as a medium of instruction.

There are different approaches to language learning. They all have their own merits and limitations. Unit II named '**Approaches to Teaching of English**' seeks to make the prospective teachers familiar with the key approaches so that they can decide for themselves which approach would be appropriate in a given situation. Also, the prospective teachers must be apprised of the utility and importance of psycholinguistic and socio-linguistic approaches to language learning. Amidst the diversity of methods and approaches presented chiefly through the help of ICT, the major emphasis has been on the constructivist classroom, spelling out the role of a teacher and classroom organization at different levels. The unit also talks in detail the textbook and other resources for language learning at different levels.

The ultimate goal of a teacher is to transact the goals and objectives envisaged in the curriculum framework and curriculum developed at the national or the state level. Teaching learning process is always related to the changing scenario and the demand of the society, Unit III named '**Teaching of English: Changing paradigm in curriculum**' is designed to expose prospective teachers to the paradigm shifts in the syllabus of English at elementary level over the years both from the national and state perspectives. For this, special mention has been made of NCF 2005,

BCF 2008 and NCFTE 2009 in the context of pedagogy of English as well as the preparation of language teachers.

Language learning is basically mastering the four skills which include listening, speaking, reading and writing. Unless we listen to a language adequately and speak accordingly there is very thin change of becoming effective in oral communication. Similarly, unless we read extensively and take pains to write for different situations and in different styles we shall scarcely develop the skills of reading and writing. These unit IV opportunities to develop language skills and be proficient in using English. Listening and speaking in this unit have been grouped together, as it is very difficult to delink these two activities. Special emphasis has been laid in this unit on organizing various listening activities such as public announcements, simple instructions telephonic conversation, classroom discussion, radio/T.V. news, sports commentary etc. Along with the listening activities, care has been taken to create opportunities for using spoken English within the classroom and encourage classroom interaction. Unit IV also seeks to promote reading with ability and understanding. In this unit we are exposed not only to the mechanism of writing but also to writing as a process and product.

Learning plan is backbone to teaching process. A teacher needs to plan her/his lesson very meticulously, keeping in mind the level of the learners as well as the objectives of the particular lesson. Unit V named "**Learning plan**" is an attempt to give the prospective teachers ample opportunity to be familiar with different components of lesson plan and enable them to devise their own in order to succeed in transaction of concepts or texts. In this unit practical tips have been provided for lesson plan based on constructivist approach for Picture story, Rhymes, four skills and integrated grammar.

Self- Learning Material Development Committee for D.El.Ed.
Directorate of Distance Education
SCERT, Bihar, Patna

Pedagogy of English-I

Content		
Unit	Name	Page No.
Unit -1	Need and Importance of English Language	1-13
Unit -2	Approaches to Teaching of English	14-24
Unit -3	Pedagogy of English: Changing Paradigm in Curriculum	25- 37
Unit -4	Development of Language Skill: Listening and Speaking, Reading and Writing	38-69
Unit -5	Lesson Plan to 'Learning Plan'	71-80
Space for writing Feedback		
Annexure: Syllabus of English (Primary level) SCERT, Bihar		

Unit-1

Need and Importance of English Language

- 1.1. Introduction
 - 1.2. Objectives
 - 1.3. English and the Age of Globalisation
 - 1.4. Status of English in India and Bihar
 - 1.5. The concept of mother-tongue language (ML), Second language (SL), foreign Language (FL) and Learning of English
 - 1.6. Multilingualism – nature and its use as a resource for Language Teaching
 - 1.7. Role of the mother tongue in learning Second/ Foreign Language
 - 1.8. Summing up
 - 1.9. Self assessment
 - 1.10 Compulsory Task
-

1.1. Introduction

In everyday life you use different languages to talk or to present your views or ideas in different situations. Have you ever thought how many languages do you know or use? Let's have a quick reality check. Please write the name of the language in the appropriate box. For example, if you use Bhojpuri with your family members, Hindi and Bhojpuri with your friends, Bhojpuri and Maithili with your relatives, Hindi with your teachers and English with strangers, when they visit your home, you will write as shown below:

Places	Family members	Relatives	Friends	Teachers	Strangers/foreigners
At home	Bhojpuri	Bhojpuri, Maithili	Hindi, Bhojpuri	Hindi	English
At school					
In the market place					
At the places of worship					

Once you complete the table, you will find that all of you speak more than one language even at home and several of you speak more than two languages. In the context of Bihar, most of us begin with any one of our five regional languages – Bhojpuri, Maithili, Magahi, Angika and Bajika. Then gradually, we come in contact with Hindi or Urdu and then other languages such as English. There are, of course, exceptions to this situation and in a few families the first languages may either be Hindi or English.

We may have another reality check by asking: Which of these languages do we find *more convenient and effective*? You will all agree that it is our mother tongue that we feel more comfortable with. However, when it comes to effectiveness, you may say that in most cases it is English. When you use your mother tongue or speak in a local language, people may not care much for you, but if you speak in English those very people listen to you with attention. One of the reasons for this strange behaviour is that English is the language of the elite or the educated class in India. Not only this, it has wider acceptability across the world. In other words, it is recognised as a global language. More than 50% of the world media - newspapers, periodicals, journals, radio news or television news - uses it as the medium of communication. For this reason it gets an important place in education in India and is introduced as a compulsory subject from class 1 in most states of India including Bihar. This explains why you are expected to prepare yourself to teach English effectively.

1.2 Objectives

By the end of this unit you will be able

- to understand the role and status of English in India and the world
- to familiarise yourself with the concepts of mother tongue, second language and foreign language
- to use these concepts as resources in the learning of English
- to understand the concept of multilingualism and how it can be used as a rich resource in language learning/teaching of English

1.3. English and the Age of Globalisation

Introductory Activity

Read the following conversation to understand the importance of English in today's world:

Shilpa : Could you tell me why there is so much craze about learning English these days?

Shweta : One reason for this craze is perhaps that it connects people speaking different languages across India and the world. Another reason could be that it very often helps you to get a job.

Shilpa: Shweta, you appear to be right. These perhaps are some of the reasons why demand for English has been increasing day by day. There could be many more.

- Shweta: You know with the coming of multinational companies to India, more and more educated youth who are good at English are getting lucrative jobs there. In fact, you may have noticed that several talented young people who are not so good in English, are deprived of these high positions. That's one of the reasons why several coaching institutes have mushroomed over the years and they all claim to develop competency in English, especially in the oral skills.
- Shilpa: Yes. You're right.
- Shweta: Not only this, there is a growing feeling among the modern young men that English will provide them not only a window to the world, but access to all kinds of knowledge. You may perhaps know the latest books on any subject are available mostly in English.
- Shilpa: But Shweta now a days we have good books in Hindi as well.
- Shweta: You're right. But a large number of books from other languages have been translated into English. In addition to this, a large number of publications of standard books are available only in English.
- Shilpa: This perhaps is because of the fact that English has emerged both as one of the languages of power and major academic activities around the world.

Feedback

This conversation provides us a very good understanding of the status of English in today's Age of Globalisation when the boundaries between nations have gradually begun to disappear and the world is becoming like one big city. We may say that with the development of technology in various fields such as cell phones, the internet and transportation, English has emerged as a powerful tool of knowledge, communication, business transaction and language of power. We can keep in mind the following facts in mind in terms of the status of English in the Age of Globalisation:

- Knowledge of English is important for pursuing higher studies.
- Adequate proficiency and competency in English is required for getting a lucrative job, especially in multinational companies.
- As the importance of international trade has increased rapidly, governments and companies are concerned about employees' English skills. Therefore, having English skills has become a standard of awarding promotions and salaries.
- English skill is considered important for entering better schools and universities. Many elite schools and prestigious universities require students to have good English skills. For example, some universities give additional grades to people who have high grades on global English proficiency tests such as TOEFL, IELTS, etc.

Activity

Consider this situation:

Meena and Sneha both have MBA degree. They are very good students. Meena can speak English very fluently but Sneha is not at all comfortable conversing in English. They both have received call letters from a reputed multinational company.

Who do you think may do better in the interview and why?

1.4. Status of English in India and Bihar

To have a true picture of the status of English in Bihar, let's begin with a reality check. Your response to the following questions will help you understand the status of English in Bihar:

- At what age did you start learning English?
- In which class did you learn English?
- Did you like your English classes?
- If yes, what did you like about your English class?
- If no, what did you not like about your English class?
- Did you ever feel scared learning English?
- Did you ever use English outside the class?
- If yes, what was the response of the people?
- Tick () out the places where you use English nowadays

Places	Yes ()	No (x)
Classroom		
School premises		
Family		
Community		
Public offices		
Local market		
Any city that you visit		

- Do your students love their English classes?
- Are your students scared of English?

Feedback

The global use of English has no doubt added to its popularity. Even in our own state Bihar it has been introduced as a compulsory subject from class I. However, you, as a teacher, can best judge the true status of English in our state. Your honest responses to the questions given above will help you decide for yourself the status of English. Irrespective of the status of English in Bihar we need to develop proficiency in English to compete in the global world. You will agree that on many occasions our children fail to be selected only because they have poor communication skills in English. So, if we want to improve the situation, we need to work hard for improving English of our children.

However, there are people who think that English is doing more harm than good to the Indian languages. Both the supporters and opponents of English have their own reasons to support their viewpoints. The supporters favour the introduction of English from class I to enable the learners of the state to compete with the educated youths from any part of the world. The opponents believe that so much emphasis on English will slow down the growth of our home languages. Here is a conversation that focusses on this issue. You may have a discussion on the issue in your school and list the points on which you differ from or agree to the viewpoints expressed here.

Read the following conversation:

Manoj: Arshad, today I heard you speak English. You speak extremely well. How did you learn English so well? Honestly, I'm scared of English.

Arshad : You needn't be scared of English. It is a very easy language if you practise it regularly and with interest.

Manoj: But how and when can we practise English? At home we use only home language. If we start using English at home, don't you think, we will kill our home language?

Arshad: No, I don't think learning English will kill home language. Haven't you read in NCF 2005 that languages flourish in each other's company? So far as practice in English is concerned, I myself found it difficult to learn it because everybody at home used only Urdu and Magahi. I mostly interacted in Hindi when I went out. There was hardly any space for using English. Classroom was the only place where I got some chance to listen to English. My English teacher tried his best to relate English to our environment and make it relevant to us. Fortunately, I found some friends who too like me were very eager to converse in English. So, we formed a group and conversed mostly in English. This helped me learn English in a natural way. Now, I use English along with Urdu, Magahi and Hindi. It has in no way affected my Urdu, Hindi or Magahi.

Manoj: Do you think English should be taught as a compulsory subject to everyone in schools?

Arshad: Yes. We need this language all the more in the age of globalization. It's one of the languages that provide access to the scientific and technical knowledge.

Manoj: Thank you Arshad for sharing your experience with me. I'm sure it'll help me improve my English.

Feedback

This conversation clearly brings before us;

- the ‘fear’ that learning English is very difficult
- the apprehension that the growing use of English may eventually kill other Indian languages.
- Learning English is very easy if we give some time to it and have regular practice of it.
- Learning English won’t affect learning other languages, especially the home language,
- The status of English in India as well as Bihar is different for different people:
 - it may be studied by a few as first language or mother tongue.
 - For several people it is a second language
 - in remote areas it may be studied as a foreign language.
- Since English is learnt both as a second and foreign language, we need to think of the ways in which we can make learning/teaching of English successful for most people in Bihar.
- We should take care that the teaching materials, including the audio-visual materials, suit the environment of Bihar so that the students can relate to it comfortably and find them interesting.
- The knowledge and proficiency in the home languages with which learners come to school should be seen as strength and not as a burden or barrier. We shall discuss the issue of mother tongue language, second language and foreign language in detail in the subunit that follows it.

Activity

Have a debate on the topic (for and against) :

English should be a compulsory subject from Class I?

Feedback: Here some of you will talk in favour of the statement whereas the others against it. While talking in favour of the statement, you can talk about the advantages of learning English from the very early stage. You can also talk about the advantages of learning English in the age of globalisation. Try to refute the argument that introduction of English from the early state will be harmful to learning other languages. You can also refer to the recommendation made by the National Knowledge Commission according to which English learning should begin at an early stage. It should also relate to the environment and needs of the learners. This would definitely increase their interest in it.

Similarly, while talking against the statement, you can talk about the background of the learners especially the ones coming from the rural background. You can also refer to the concept of the using mother tongue at the early stage and then gradually move towards learning languages like English. You can also express your doubt whether the environment in rural schools are favourable to learning English from class I.

1.5 The Concept of Mother tongue, Second language and Foreign Language and Learning of English

We have already mentioned that English for most Indians is a second language and for some it is the first language and for a large number of people foreign language like French, German or Hebrew and several other languages. Several persons may wonder how a single language can have the three status in a single country or state. The following conversation between Shashi Bhushan and Suman will throw some light on the issue:

Suman : I fail to understand why is English called a second language. Don't you think that it is a foreign language?

Shashibhushan :Well, you are absolutely right in calling English as a foreign language. It was the language of our colonizers i.e. the British who ruled us. But in the course of time it has become an essential part of our living and therefore it has acquired the status of a second language.

Suman: If you have patience, could you tell me how a second language is different from the first language?

Shashibhushan:Suman, the first language is the language which the child acquires from his/her immediate environment without making any special effort. For example, all of us acquired the language or languages that were used in our homes without anybody teaching us. If there had been more than one language in our homes, we would have begun to use all of them without any difficulty. These languages would also be called mother tongues or first languages. But a second language is generally learnt in a formal situation; e.g.in a school. Thus, for this reason English for most of us is a second language. But for some Indians it may be the first language because they are born of parents who use English with their children from the very beginning. Yet, there may be some Indians for whom it is a foreign language.

Suman : How can English be a foreign language for some?

Shashibhushan: Let me explain it to you. There may be some Indians who live in situations where there is absolutely no English in their environment. For instance, some people may be living in remote parts of the country where there is no English around them. People in these situations may not feel the need to learn English like people in some other parts of the country. For them English or French or German or Chinese will be all alike. They all will be known as foreign languages.

Suman : Now I understand that the same language can be for some the mother tongue and for others it may be the first, second or foreign language.

Feedback

It is clear from the conversation that

- The first language is the language which the child acquires from his/her immediate environment without making any special effort.
- The first language is also called mother tongue.

- Second language is generally learnt in a formal situation; e.g.in a school.
- We learn a foreign language for a specific purpose over a short period of time. As such learners are put through an intensive training through all sorts of audio-visual aids.
- We learn a foreign language when we wish to visit a foreign country either for travel or for higher studies or for some business purpose. Normally, the period of contact with this language is very short and confined to a specific purpose.
- Sometimes, we may learn a foreign language because we wish to become a translator or an interpreter.

Activity

Consider this situation:

Rachana was born in a family whose mother tongue was Bajjika. She got married to a person of Bhojpuri area. After marriage, she achieved proficiency in Bhojpuri. Rachana is proficient in Bajjika, Bhojpuri, Hindi and English. Now, it is very difficult for anyone to guess her mother tongue.

1. Can you explain which is her mother tongue?
2. What would you call Rachana – a monolingual, bilingual or a multilingual?
3. Make a survey in your neighbourhood and find out any case which is close to that of Rachana.
4. India is a land of several languages. We know only a few of them. Which of these languages do you know and which will you call as your mother tongue(s), second language(s) and foreign language?
5. Can you think of some places in Bihar where English and Hindi may be seen as foreign languages?

Feedback

We have already discussed that a foreign language is learnt for a specific purpose over a short period of time. It is taught intensively to build the skills that we as learners wish to acquire. Some people may like to learn only to have oral communication in a foreign language, others may wish to learn to read and write in it. With regards to English we have very clearly stated that for some it is their first language, for others the second language and for the majority of people the foreign language. The same holds true for Hindi as well. In India Hindi is the first language for a very large number, second language for a substantial number and a foreign language in areas where Hindi is hardly spoken or used i.e. the north eastern states or the South India

1.6 Multilingualism - Nature and its use as Resource for Language Teaching

India is a country where people of different cultures and speech communities live together. This is more obvious in the metropolitan cities/ state capitals such as Delhi, Kolkata, Chennai, Patna, etc. This coexistence of different languages sometimes makes one wonder how to define the speech community of a particular place. Nibha who has been to New Delhi talks about this situation with her friends in Patna.

Nibha: New Delhi is a remarkable place for the number of languages people use there.

Rakesh: What is so unique about it? Even in Patna people use many regional languages such as Bhojpuri, Maithali, Angika, Bajika, Maghai, etc. along with English, Hindi, Urdu and Bangla.

Nibha: That's true, but in Delhi it is different because people from all parts of the country are seen speaking their own languages along with Hindi and English. More importantly, they are quite comfortable using these languages. It's truly a multilingual situation.

Rakesh: I don't understand what you mean by the term multilingual.

Nibha: It's very simple. When you use more than two languages, you become a multilingual. So it won't be incorrect to say that even Patna is multilingual.

Sanjay: Nibha, it sounds interesting. But don't you think that multilingualism may cause a hindrance to learning English or any other language ?

Rakesh: No, not at all. In fact, it facilitates learning of other languages.

Sanjay: Could you explain to me in some detail how multilingualism facilitates learning of other languages?

Rakesh: Knowledge of other languages makes you more open minded and more receptive to varied cultural conventions, customs and usages and acts as a rich resource.

Sanjay: Don't you think that learning of many languages at the same time will increase the burden on the learners and delay the learning of other languages?

Rakesh: No, not at all. In fact, when languages come in contact with each other, they enrich each other. Take for example, English. It could become a global language because it borrowed extensively from almost all the languages in the world.

Sanjay: Thanks for this rich input.

Activity

1. Ask your fellow teacher to list the languages they can speak. Then, present the results in a tabular form as given below

Name	Name of the Home language	Name of the Other languages				
		language 1	language 2	language 3	language 4	language 5

2. List the reasons why you wish to learn English.

Also tick () the skill(s) that you'd love to acquire the most and also mention the reason why you would like acquire the specific skill.

Listening

Speaking

Reading

Writing

Feedback

It is clear from the conversation given above as well as the activity you have just concluded that multilingualism is a way of life in India. In fact, it is very difficult to think of any situation which can be exclusively called only monolingual. No one individual is a monolingual. Every one of us uses several languages and dialects. What we need to think seriously is the ways to use this linguistic situation as a rich resource in learning any new language. The prior knowledge of any language is an asset in our pursuit to be proficient in other languages.

1.7 Role of the Mother Tongue in Learning a Second/Foreign Language

Has it ever crossed to your mind how a child acquires his/ her mother tongue? You will agree that a child acquires his/her mother tongue at a very early age simply by listening to the persons around him/her. By the age of three or so s/he has mastered the basic structures of the language and becomes capable of producing infinite number of sentences that s/he may not have heard before. Isn't it a marvel? How does it happen? Can our understanding of this process help us in deciding strategies for teaching a second language? Can we exploit his/her prior knowledge of the mother tongue(s) in learning a second language? As teachers, we very often discredit this knowledge as a tool in developing the learners' competence in the second language. Very rarely we realise that the child's experience in home language (s) may prove to be a blessing and can be exploited judiciously by the teacher to help the learner feel confident and comfortable in learning the second language. If the child's experiences are ignored or discredited, s/he will feel cut off from what s/he already knows and may feel frustrated and lose motivation to learn the new language.

Read the following conversation to understand how mother tongue is normally viewed in the learning of a second language such as English:

Sudha: You speak English so effortlessly! Do you ever use your mother tongue?

Savita - Thank you for the compliment. I mostly speak Hindi at home. Hindi is my mother tongue. I sometimes use English with my younger brother and sister or visitors. But mostly, I use English when I'm at school or with my friends outside school. At times, I switch between English and Hindi.

Sudha - Oh, that's great. Could you tell me the secret of how you acquired this degree of fluency in English?

- Savita - There is no secret. I learnt it simply in my English class. Our English teacher insisted that we should communicate in English with our friends and members of the family as often as we can.
- Sudha - We couldn't gain fluency in English perhaps because we used English only in the class. And we were always hesitant in speaking in English.
- Savita - Well, this is very common. In fact, hesitancy and shyness are the two major barriers in learning a new language. It is surprising that while speaking English we become conscious of our mistakes though we also commit mistakes in our mother tongue without ever being aware of it. This consciousness prevents us from acquiring fluency in the second language.
- Sudha - Well, your experiences have motivated me to use English more often in our daily life and not to bother about making mistakes..
- Savita - Mistakes are very natural and we make them even in our mother tongue. I see no harm in using words from our mother tongue wherever we get stuck. I'm sure slowly and slowly we gain fluency and accuracy.
- Sudha - Does this mean that the use of the mother tongue is not banned?
- Savita - No, not at all. However, mother tongue in the English class should be used only when it is absolutely necessary to enhance understanding and not for any other reason.
- Sudha - Thank you Savita. I too will try to converse in English as much as possible and gain fluency in English.

Activity

At school

Look at the following statement:

'Mother tongue is a language that comes naturally to you. Very often you may not have an expertise in it, you may not even be able to read it or write it but it comes to you naturally like leaves come on a tree.'

1. In the light of this definition of mother tongue, make a profile of the students of your class, clearly stating their mother tongue (s).
2. Think of the ways you can use their mother tongue(s) in your English class.

Feedback

You can see from this conversation that mother tongue and the second language can coexist. People use both the languages differently in different domains and with different people. It is not necessary to put a complete ban on the use of the mother tongue in acquiring English or any other second language. In the initial stages one could use it more but as one gains control on the second language one could reduce the use of the mother tongue to use it more fluently and accurately.

Task

Self

1. List the ways you would motivate your learners to use English in their day to day life.
2. What are the strategies you use in your class to make your learners feel comfortable with English? Make a power point presentation to share your views.

At the study centre

1. Work in groups and prepare a list of languages that you know and the places/contexts in which you use them. Which of these will you call as first language(s) or mother tongue(s)? Which of these will you call second/foreign language(s)?
2. Present the main points of your discussion and findings (in the task given above) in front of other groups using ICT.
3. List some situations in Bihar or elsewhere in the country where you think English will be learnt as a foreign language.

Consolidated Activities

1. Discuss in group what would be the most suitable strategies for teaching English in your class. Each group should make a power point presentation (PPT) to share the views/strategies with other groups.

2. Arrange a debate among the fellow teachers on the following proposition:

The growing demand for English has adversely affected other Indian languages. Do you agree?

Hint: You may do this activity by dividing your class into groups. One group first lists the points showing how English has benefitted Indian languages. The second group should list points showing how the spread of English has caused a great loss of other languages.

Note: The same kind of discussion may also be held at your school with your learners.

1.8 Summing up

- English is called a global language because of its international importance.
- In the Age of globalisation, the demand for English has gained in importance.
- Every language has the potential of being called a first, second and foreign language.
- The status of language depends on its use and how it is acquired.
- For most Indians English is a second language.
- India is a multilingual country and multilingualism can be used as a rich resource for learning any language including English.
- India is a multilingual country and English occupies a very important status in our lives.
- In India English enjoys the status of a first language for some, second language for a large number of Indians, and still a foreign language for many of us.

- English in India is a link language: it unifies different speech communities within the country.
- English is useful also in higher studies, computers and almost in all spheres of life.
- Mother tongue plays the most important role in education; more so in learning a new language.
- Multilingualism is the ability to use more than two languages at the same time by one individual or community.
- Multilingualism is not a hindrance but a rich resource in a language learning class.

1.9 Self Assessment

Tick the statements that are true:

1. A language or language spoken by the mother of the learners is known as the mother tongue.
2. All languages that the learner acquires in his/her childhood can be called his/her mother tongues.
3. Any language other than the mother tongue is called a second language.
4. No one can have more than one language as the first or second languages.
5. India is called a multilingual country because most of its speakers use more than two languages.
6. No Indian language has the status of a foreign language.
7. There is no distinction between a foreign and second language.
8. A language is called a first or second or foreign language depending on its use and how it is acquired.

1.10 Compulsory Task

Learn at least one word of English each day, which you can use in daily life or in writing English. This will improve your vocabulary. Take a useful word from English textbook/dictionary every day and share it with other teachers of your school.

Make a glossary of difficult words, written in this English SLM. After identifying them, see their meaning in dictionary. In this way, you have to prepare resource word-meaning collections which will help you in understanding this SLM. This activity must be done before starting each unit of this SLM.

Unit-2

Approaches to teaching of English

- 2.1. Introduction
 - 2.2. Objective s
 - 2.3. Motivation: A prerequisite to language learning
 - 2.4. The Behaviouristic approach
 - 2.5. The Structural approach
 - 2.6. The cognitive perspective on language learning
 - 2.7. The Communicative approach
 - 2.8. The Whole language approach
 - 2.9. The Constructivist classroom
 - 2.10 Summing up
 - 2.11 Self Assessment
 - 2.12 Compulsory Task
-

2.1 Introduction

You as a practising teacher might have come to realise what makes teaching-learning really effective. Is it an act of scholarship or an act of skill or both? Both as a teacher and student, you might have experienced that teaching becomes effective only when the teacher has the skill to motivate the learners, establish rapport with them and communicate to them in the language which they can easily understand. You might have seen a reputed and knowledgeable teacher failing to communicate with his/her learners whereas not very bright teacher succeeding pretty well in the task. Knowledge, no doubt, is important but equally important is the art and skill of teaching. No doubt some teachers have natural flair for teaching, but most teachers need to develop their skill of teaching. It is here we realise the importance of approaches to teaching. This unit is an attempt to make you familiar with some major approaches and methods which may help you make your teaching interesting and effective.

Debate and developments around the methods of language teaching and learning have been ongoing for several centuries but you will agree that there is no single, universal, optimal method for teaching and learning modern languages. Experience in teaching shows that we need to adopt an informed eclectic method, incorporating elements from the entire range of methods available. No doubt there are many methods of language teaching, but we have selected some of the major ones only. You may have detailed information on all the approaches and methods in your foundation course.

2.2 Objectives

At the end of this unit you will be able to:

- Understand the role of motivation in language learning
- Become familiar with different approaches and methods of language learning and teaching, and their limitations
- Choose the most appropriate method(s) for your classroom transaction
- Organize your classroom at various levels
- Use textbooks and other resources appropriately at different levels

2.3 Motivation: A Prerequisite to Language Learning

When you enter a class, what is the first thing that you do? Do you start teaching at once or do something else? Why do you do 'something else' before the actual teaching learning process begins? Here are descriptions of two learning situations. In which situation do you think the learners will be better motivated to understand and do the given task or activity?

Situation 1	Situation 2
Mr. Sumant Sarkar enters the class. He wishes to teach 'describing words' (adjectives). As soon as he enters the class, he greets the learners, and tells them to open their books and turn to page 94. He also tells them that he is going to teach them the concept of 'adjective'. The students open their books and look at the topic. Mr. Sarkar reads out the definition of adjective and rules for their use, and asks them to do an exercise.	Mr. Manoj Tripathi enters the class. He wishes to teach 'describing words' (adjectives). As soon as he enters the class, he greets the learners and then addresses some of them. First, he turns to a girl and says, 'Rekha you are looking very beautiful today.' He looks to others in the class for approval, 'Does n't Rekha look beautiful today? The whole class expresses their agreement with the teacher. He then turns to a boy and says, 'How tall have you grown!' Once again, there is an approval from the class. Now, he tells the children to look around the class and ask them to explain the special feature of each thing in one sentence each. After getting their responses, he connects it to the topic 'adjective'.

- Which of these teaching approaches do you find closer to your teaching practice?
- Which approach do you find more interesting and meaningful from the students' point of view and why?

Feedback

In situation 1, you see that Mr. Sarkar begins teaching without any attempt to motivate. Do you think that the learners in his class will have the clarity about the concept of adjective? Will they feel competent to do the task? Now consider situation 2. Here Mr. Tripathi first establishes rapport with the students by complimenting them on their looks, height etc. and seeks approval of the class. He also makes the learners tell what is special about the things they find in the classroom before he begins the actual teaching. Do you think that the students will feel motivated in his class to respond to and do the task given? Do you think this approach will help the students understand the concept? Your answer will be 'yes'. This instance shows that learning is facilitated only when students get motivated to learn. In situation 2 the teacher motivates the students by contextualizing the concept of 'adjective' and thereby making the learners participate in the act of learning.

2.4 The Behaviouristic Approach

Behaviouristic approach to learning views learning as a mechanical process without any cognitive involvement. It lays a lot of emphasis on habit formation. The teacher controls the learning environment. Here the learners are perceived as empty vessels into which the teacher pours knowledge. Behaviourist Language Theory is identified with the Audio-lingual/Audiovisual method, associated with the use of rote learning through repetitive drills. In this approach there is very little room for problem solving. Though it can work in junior classes, say in class I and II for training the learners' tongues to the sounds and rhythm of English, it can't work in higher classes. It encourages memorization and repetition only.

Let's now consider some of the methods that follow this approach:

2.4.1 The Grammar-Translation Method

Here is a video animation for you.

Points to consider for video animation:

The teacher enters the class; greetings are exchanged, the teacher opens the book, reads out the passage and translates each line in Hindi or mother tongue. At the end of the passage or short text, s/he also gives summary in Hindi. Once the translation of the text is over; he comes to the grammatical exercises, starts explaining rules of grammar in Hindi and writing examples in English on the blackboard; the students simply note down what the teacher says or writes on the blackboard. The teacher also dictates the rules without giving time to the learners to ask any question or infer rules on their own.

Watch it carefully and answer the following questions:

- ❖ Which language does the teacher mostly use while transacting his lesson?
- ❖ How much English (target language) does he use in his transactions?
- ❖ Does he teach vocabulary in isolation or in context?
- ❖ Does he encourage the learners to formulate/infer the rules on their own or does he himself provide the rules and give long, elaborate explanations for the grammatical concept that is being taught?
- ❖ Does the teacher pay sufficient attention to the context of the texts?
- ❖ What kinds of translation exercises are practised?
- ❖ Does the teacher pay sufficient attention to the pronunciation of words?

Feedback

You might have observed that in the class shown in the video the focus is on studying grammatical rules and how words are formed, doing written exercises, memorising vocabulary, translating texts into the mother language. This is what is known as Grammar-Translation method. It is perhaps the oldest and most widely practised method of language teaching. However, in the modern times, this method is not favoured much because it is felt that this method does not provide sufficient exposure to rich target language learning environment. Thus, there is a very little possibility of lively communication in the class.

2.4.2 Audio-Lingual Drills

Here is another video for you.

Tape script of the Video

Teacher: There's a cup on the table ... repeat.

Students: There's a cup on the table.

Teacher: Spoon.

Students: There's a spoon on the table.

Teacher: Book.

Students: There's a book on the table.

Teacher: On the chair.

Students: There's a book on the chair.

(Drills and pattern practice, by Richards, J.C. et-al. 1986).

- In what way is this presentation based on the behaviourist approach?
- Which language items have been focussed in this dialogue?

Feedback:

The typical procedure of the Audio-Lingual Method would be:

- ❖ Students hear a model dialogue
- ❖ Students repeat each line of the dialogue
- ❖ Students practice substitutions in the pattern drills (key words or phrases in the dialogue).

Some of the objectives of the audio-lingual method are:

- ❖ build communicative competence through very intensive language courses focusing on aural/oral skills,
- ❖ create communicative competence in learners through extensive repetition and a variety of elaborate drills,
- ❖ project the linguistic patterns of the language into the minds of the learners in a way that made responses automatic and "habitual",
- ❖ and facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.

2.5 Cognitive Perspective on Language Learning

Cognitive perspective involves the process of acquiring knowledge through the use of reasoning, intuition, or perception. It is thus related to thought processes. In this approach learners are encouraged to work out rules deductively for themselves.

Here is a video animation for you.

Animation: teacher using cognitive approach

(A busy road, showing traffic jam. Some vehicles are parked near the board "No Parking". Pets are also on the road. A boy helping an old lady crosses the road. The traffic police is present there but he is a mere spectator.)

After watching the video, try to answer the following questions:

- What does parking of cars in front of the board 'No Parking' suggest about the people?
- Should the pets be allowed to be on the road as shown here?
- What do you think about the boy who is helping an old lady? Have you ever helped anyone in a similar situation?
- Is the traffic police man doing his duty properly?

Feedback

Keeping in mind the nature of questions and the responses that you get, try to evaluate for yourself the following:

- Do these questions help you exploit learners' prior experiences? If 'yes', say how?
- What kind of cognitive abilities do you expect the learners to have in order to answer these questions?
- How is this approach different from behaviourist approach?

You may remember (what you learnt in your Foundation Paper) that cognitive theorists

- focus on the organism as an active processor of information that modifies new experiences, relates them to the past experiences and organizes this information for storage and retrieval.
- believe that learning can take place even in the absence of overt behaviour.
- emphasise the learner's cognitive activity, involving reasoning and mental processes rather than habit formation.

2.6 Structural Approach

Here is a video for you.

tape script:

Mrs. Lal: Good morning children.

Children: Good morning, Ma'm.

Mrs. Lal: (Showing a basket to the class) What is this?

Akhshara: A basket.

Mrs. Lal: Answer in a complete sentence not in a phrase.

Nachiketa: It is a basket.

After watching the video, try to answer the following questions:

- Does teaching of structures need any knowledge of grammar of the language?
- Does the teacher teach only one type of structure or more than one type?
- Does the teacher give importance to the mastery of structures or vocabulary?

- What in your opinion more important – mastery of structures or vocabulary?
- Would it help much to use a meaning-based pedagogy with very little attention to structure?

Feedback

The structural approach emphasises that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary

It believes that word order or the "patterns of form" is of primary importance in learning a foreign or second language. It is the order of words in a pattern that makes true meaning clear. It lays a lot of emphasis on the use of function or structural words.

It gives due importance to forming of language habits. It regards speech as more important than reading and writing. Speech is the necessary means of fixing firmly all ground work.

2.7 Communicative Approach

Here is a video for you.

(The tape script of the video)

Mr. Sameer: Good morning, children.

Students: Good morning, Sir.

Mr. Sameer: Have you seen your parents preparing tea?

Students: Yes, Sir.

Mr. Sameer: Could any one of you tell the class how your father or mother prepares tea?

Students: No, Sir.

Mr. Sameer: Alright. Can you name the things that we need to make a cup of tea?

Reshma: Yes sir. We need water, tea leaves, milk and sugar.

Mr. Sameer: Since none of you is willing to tell how your parents prepare tea I'll tell you the steps. First, put a cup of water in a pan and boil it. When water begins to boil, put out the fire. Then, put half a tea spoon of tea leaves into the water and cover it with a plate. After about 2-3 minutes pour the tea water into a cup using a sieve. Now you add sugar and milk to your taste. Your cup of tea is ready.

Students: Thank you, Sir. It's so simple.

Mr. Sameer: Tomorrow all of you should prepare a cup of tea and serve it to your parents.

After watching the video, try to answer the following questions:

- Can you point out the teaching strategies adopted by the teacher?
- What does the teacher do to create the situation for teaching vocabulary and language items?
- Can you specify the language teaching goals in this approach?
- Which aspect of language receives greater importance – fluency or accuracy?
- What is the role of a teacher?
How are students encouraged to construct meaning?

Feedback

Communicative language teaching makes use of real life situations that require communication. Classroom tasks equip students with the skills necessary for communication in those contexts. The teacher first sets up situations that the students are likely to face in real life e.g. asking for information, describing a process, telephoning, apologising, complaining, giving directions, etc. The role of the teacher is that of facilitator and guide, not an all-knowing giver of knowledge. This approach lays more emphasis on engaging the learners in meaningful interactions and construction of meaning rather than in pattern practice/structural drill/habit formation. Students are given opportunities to reflect on their own learning process. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

2.8 Whole Language Approach

Picture/ video animation

Scene of a students working on a project ‘to make a working model of a traffic light’. Show how they watch traffic lights at different places and interviewing traffic constables as well as the electricians.

Activity

Divide your class into small groups and ask them to talk in their groups about what they see in the animation/picture.

Now try to answer these questions:

- What are the learners doing?
- Are the learners working individually or in pairs/ groups?
- What sort of books are they reading?
- What is the teacher doing? Is the teacher teaching the children or is he letting the children learn on their own?
- What did your learners gather from this animation regarding doing a project work properly?
- How did you ensure that your learners understood process of doing a project work?
- How did you involve every learner in the discussion?

Feedback

- You may have noticed from the animation/ picture that one of the important features of whole language approach is that the learners solve problems collectively – either in pair or group.
- They use the experiences of their friends as well as the members of the society.
- The tasks chosen are meaningful to the lives of the students.
- Whole language learning is not so focused on rules and repetition. It stresses the flow and meaning of the text, emphasizing reading for meaning and using language in ways that relate to the students' own lives and cultures.
- Whole language learning is thought to provide a better understanding of the text, and a more interesting and creative approach to reading. Children are expected to learn to read and write gradually without a great deal of direct instruction.

- Learning is emphasized more than teaching. There is no division between first 'learning to read' and later 'reading to learn'
- Whole language approaches also tend to emphasize writing about what the child already knows and can explain verbally. Early "writing" activities, for example, might involve the child describing his or her neighborhood and the teacher writing what the child says on a large piece of paper.
- However, whole language learning may come at the expense of accuracy and correctness. A child might be awarded high marks for "overall language use," even if he or she has misspelled many words.

2.9 The Constructivist Classroom

Situation-1

A teacher enters the classroom and tells the learners that he is going to teach about what a 'noun' is. He writes the definition of Noun and some examples on the black board and learners copy them. He asks them to learn it by heart.

Situation-2

A teacher enters the classroom with some toys, chalk, a duster and a chart paper. He greets all students and asks the students to name the toys that he shows them.. Students reply according to their knowledge.

Then he asks the students to say their own name, name of their parents and place where they live. All students reply one by one accordingly. Finally, he asks them to say name of the things they like and dislike. The students name the things as desired by the teacher.

Now the teacher does another activity. He spreads some folded slips on the table. These slips have names of some persons, places and things written on each one of them. He asks each one of them to pick any one slip,, unfold it and read what is written on it, then go near the chart papers put up on the wall mentioning Names of Persons, Names of Things and Names of Places. Similarly, the students form three separate groups. Finally, he invites them to come to the board one by one and write the name as mentioned in the slip on the board in the appropriate column.

The teacher says, "All these words are naming words. Naming words are called 'Nouns'. "A Noun is a naming word." Can you pick out some naming words from your text? The students engage with the text and pick out examples of nouns. They succeed in doing so because they have a clear conception of 'Noun'.

You have observed the two learning/teaching situations. On the basis of your observation try to answer the following questions:

- Can you explain any difference in the two classrooms?
- Which of these situations is better and why?
- What role the teacher is playing in situation-2?
- What resources/ strategies does the teacher use to make the concept clear?

Feedback

Well, you have noticed that in situation-2 the teacher has thought of a series of strategies about how he is going to introduce the concept of noun. First, he asks the students to name objects e.g. the toys, chalk, duster and chart paper. Next, he asks them to say their own names, names of their parents and the place where they live. For this the teacher approaches each student and establishes a rapport with them. He motivates everybody and plays the role of a facilitator. In the activity of picking up the slips and forming a separate group he helps them use their prior knowledge and power of decision taking, and promotes the habit of working in groups. Finally, the students come to the board and write on it. You must have noticed that all students are involved in the class room activity and they gradually construct knowledge about noun. This class could be called a child-centred class room. The learners do not feel bored and stressed and actively participate in the process of acquiring knowledge.

2.9.1 Role of the teacher at different levels

- The main role a teacher is to make the teaching-learning process meaningful. Skill or art of teaching can be improved by proper knowledge of approaches and methods and in their rigorous practice.
- The effectiveness of a teacher lies in preparing more organised lesson plans and in having better subject matter preparation. For this he has to decide on his objectives and find materials to suit the needs and levels of the learners.
- S/he should know the art of forming groups and setting up good and suitable tasks.
- S/he should be perfect in stimulating the learners' curiosity and facilitating them. A good teacher always motivates his students to learn and provides them more and more opportunities to interact.
- S/he should only facilitate the learners so that they may proceed in the direction of constructing knowledge on their own.

2.9.2. Classroom Organisation

A well organised classroom provides best opportunity to the learners to construct their knowledge. The teacher should keep the level of learners in his/her mind and organize the class accordingly. The teacher should pay attention to the socio-economic background of the learners, the sitting arrangements, group formation, setting the task, facilitating students' participation, evaluating them etc.

2.9.3. Text book and other Resources for Language Learning at Different levels

Traditionally the teacher thought that the text books is the only resource and guide through which they could teach the students, but the modern approaches of teaching and learning have opened their eyes to the fact that they can make their learners learn without a textbook. In the situation-2 above you find that the teacher creates a learning environment and facilitates the learners to construct knowledge without the text book. For this the teacher uses board, chart paper, paper slip, TLM etc.

Here are some suggested materials that could be used for making language learning successful.

- Library books
- Newspaper cutting
- Journals
- Pictures
- Cartoon
- Wrappers
- ICT materials

2.10. Summing up

This unit has presented a variety of teaching strategies, methods and approaches. When used with the appropriate content, purpose and objectives, these approaches or methods can significantly enhance effectiveness of teaching. Now it depends on you how you make use of these instructions tools to suit your particular situation, objectives of teaching and needs of the learners.

There are many objectives of teaching English. The best method and approach is the one through which maximum objectives can be achieved. Your method or approach of teaching should be flexible to accommodate learners with variables objectives and at different levels of competence. It should be such that it can be moulded for teaching students of different age groups and is suitable for both small and large size classes. Thus, we can say that no methods or approach is inherently good or bad. You should evaluate the method critically in view of the aims and objectives.

From the above discussion it can be summarised that

- **Motivation** plays a very important role in language learning.
- Therefore, one of the major responsibilities of the teacher is to think of materials and strategies that engage the attention and interests of the learners and encourage them to participate in the classroom activities wholeheartedly.
- There are some areas of language learning where memorisation may be useful and can play an important role.
- For this restricted purpose drills are carried out to help the learners memorise the content.
- In **the behaviourist approach** and the methods that follow this approach there is a lot of emphasis on learning by memorising.
- Simulation and mimic are the main features of the audio-lingual method
- Words, phrases, sentences are translated into the learners' mother tongue/ first language in Grammar Translation Method to ensure comprehension of the learners.
- Rule of grammar are given prescriptively and explained to the learners in GT method.
- Again, the main emphasis of the **structural approach** is to encourage the learner to memorise the structures and sentences
- It (structural approach) promotes accuracy rather than fluency.
- **Communicative approach** basically promotes fluency. Accuracy is not its main target. Here the teacher plays the main role and the whole class follows him.
- In the **whole language approach**, the class room remains child centred. Learners are themselves engaged in group activities where they have ample opportunity for discussion, thinking, reading and writing.

- **Whole language approach** promotes learners to become self-reliant.
- In a **constructivist classroom** the teacher plays the role of a facilitator and the classroom is solely child centred.
- In a **constructivist classroom**, students are free to ask questions, to remove their confusion and doubts. They remain engaged in activities with their peers.
- A **constructivist classroom** provides an opportunity to understand better and construct knowledge, the ultimate goal of teaching-learning process, on the basis of their previous knowledge

2.11 Self Assessment

- Which of the above discussed method or approach for language teaching do you like most and why?
- Do you think that all the practices of grammar-translation method are useless? Why or why not?
- Make an activity or lesson plan for audio-visual drills?
- What features do you want to see in a constructivist classroom?

2.12 Compulsory Task

As a teacher, you consciously or unconsciously use many approaches while teaching English in your school. Take the topic of lessons from class I to V, and indentify the approach/approaches through which you will teach them. Make a chart of this. Also, take feedback from your RP/ trainee teachers on that chart and then modify regularly. You may again modify that chart after understanding learning plan. For example:

Sample of the Chart				
Class-4: BLOSSOM (Part-1)				
Lessons		Approach/es according to you (beginning)	Approach/es after RP and trainees discussion	Approach/es after learning plan
1	Flowers			
2	Seven Colours in the sky			
3	Day and Night			
4	In the School			
5	My School			
6			
7			

Unit-3

Teaching of English: Changing Paradigm in curriculum

- 3.1 Introduction
 - 3.2 Objectives
 - 3.3 Curriculum Framework, curriculum, syllabus and textbook
 - 3.4 Curriculum Framework and its components
 - 3.5 Curriculum and syllabus
 - 3.6 Relationship between curriculum, syllabus and textbook
 - 3.7 National Curriculum Framework for Teacher Education (NCFTE) 2009
 - 3.8 Summing up
 - 3.9 Self assessment
 - 3.10 Compulsory Task
-

3.1 Introduction

You have been teaching English for quite some time. Guess: what are some of the important things that the teachers may need to transact a lesson in their class? Given below is a conversation in which two teachers are talking about this issue:

Geeta: I can't find my English book. I don't know where I've kept it. How will I manage my class tomorrow?

Upasana: Don't get panicky. I'll lend you my copy of the book for tomorrow. Geeta, I have just started teaching a few days ago, but tell me how you find out which books to teach to a particular class.

Geeta: Well, it is very simple. It is listed in the syllabus..

Upasana: What else is listed in the syllabus?

Geeta: The course duration and evaluation scheme.

Upasana: What else is mentioned in the syllabus?

Geeta: It lists the objectives of the course and provides some sample questions that need to be designed to cover the core areas of the course. .

Upasana: How do you find these core areas?

Geeta: By talking to the fellow teachers.

Upasana: But how would the fellow teachers know the core areas?

Geeta: They say that these are mentioned in the curriculum.

Upasana: What is a curriculum and how is it different from syllabus?

Geeta: I've never thought about it.

Upasana: I think we ought to know it and also find out whether syllabus and curriculum are the same or different in different states.

Geeta: You're absolutely right. We should also find out how these are related to the textbooks that we teach every day.

Upasana: I think we should also find out whether the textbooks attach any importance to the background and mental level of the children for whom they are written..

3.2 Objectives

The objectives of this unit are to

- explain the meaning and implications of curriculum framework
- discuss the meaning and implications of curriculum
- discuss the meaning and implications of syllabus
- understand and implement the paradigm shift in curriculum
- understand that the curriculum/ syllabus is transacted through textbook

3.3 Curriculum Framework, curriculum, syllabus and Textbook: Introduction and Comparative Study

Many of you may have heard of or read National Curriculum Framework (NCF) 2005 or Bihar Curriculum Framework (BCF) 2008. Can you tell what they contain?

Let's first begin explaining the term 'curriculum framework'. Curriculum framework is a policy document that specifies the nature and direction of education in a particular society. It may be designed for the national and state level. It contains the following:

- aims and objectives of education,
- contents and methods of teaching-learning
- evaluation principles or techniques.

Curriculum is often mistaken for 'syllabus'. Curriculum is more abstract a category than syllabus. It is concerned with all the different aspects that make up the learning experience as a whole. The syllabus is a narrower term that refers to the specific content of teaching, which includes periodic evaluative mechanisms like duration of a course or examination. The syllabus addresses questions like what to teach and how to teach it. Syllabus is further concretised in the form of textbooks. Textbooks thus give an operational framework to a curriculum, determine the direction of the teaching learning process and quite often define the scope of education. Whenever curriculum framework changes in response to the changing needs of the society, textbooks are changed to accommodate the changing needs.

In order to understand what NCF 2005 and BCF 2008 contain and how they are different, it will be desirable to look at the following Table 1 and Table 2;

Table 1

NCF 2005	BCF 2008
5 Chapters	9 Chapters
I Perspective	I Background & Perspectives
II Learning & Knowledge	II Child, Development & Learning
III Curricular Areas etc	III Teacher-Role etc
IV School & Classroom Environment	IV Curricular Areas etc
V Systemic Reforms	V Re-inventing textbooks
	VI Curriculum for Rural Education
	VII Schools & Design of Curriculum
	VIII Assessment & Evaluation
	IX Systemic Reforms

Table 2

Guiding principles of NCF 2005	Guiding principles of BCF 2008
<ul style="list-style-type: none"> • Connecting knowledge to life outside the school • Ensuring that learning is shifted away from rote methods • Enriching the curriculum to provide for overall development of children rather than remain textbook centric • Making examinations more flexible and integrated into classroom life • Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country. 	<ul style="list-style-type: none"> • Relating education to nature, society & life outside schools • Redesigning of textbooks and teaching-learning strategies for promoting a constructive critical outlook • Re-inventing class rooms & examinations to aid the process of learning • All round development & helping the child to realise her individual potential • Nurturing a child to grow into an informed, capable and conscientious citizen imbued with social concerns

Activity

1. What differences do you notice between NCF 2005 and BCF 2008?
2. What in your opinion may have led the Bihar government to have its own state specific curriculum framework? Do you think it is necessary for every state to have its own curriculum framework. Give 2-3 reasons for your opinion.
3. What differences do you notice between the Guiding principles of the National curriculum and Bihar curriculum?
4. What do you understand by the following terms?
 - Connecting textbooks to the life of children outside school
 - constructive critical outlook
 - textbook centric
 - realising individual talent
4. Can you guess the implications of these changes for a practising teacher?

Implications of the NCF/BCF for a teacher

The following example will make it clear:

Introductory Activity: Teaching pupils of different backgrounds

Here is an interesting story for you:

There was a girl named Kamala who was eight years old. She lived in a small village with her mother across the Bandh. One day while playing she saw the windows of a house across the Bandh shining like gold. Kamala told her mother to take her to the house of golden windows. On her birthday, her grandma gifted her a new bicycle. Kamala learnt riding the bicycle in a week. One day she asked her mother to allow her to go on her bicycle to the other side of the Bandh. Her mother permitted her but cautioned her to come back home before it got dark. Kamala rode on the bicycle happily and reached the house across the Bandh by mid afternoon. As she reached there, she was surprised to see that the windows of that house across the Bandh were as simple as any other glass window. They were not shining like gold. Kamala was sad to see this. As soon as she turned her bicycle towards her home she was surprised to see that windows of her own home were shining like golden flame. That was the time of mid afternoon. And Kamala was across the Bandh. Now Kamala was very surprised and confused while coming back to home.

I hope you found the story interesting. Most of you may have liked the beauty of nature depicted in the story. But your task as a teacher does not end here. Rather it begins from here. You have to discuss what the focus of the story is and how you can help your learners grasp it. Here are some steps for you to follow and handle your task more effectively:

- Find out the central idea or the focus of the story.
- Find out the background of the leading character; i.e. Kamala.
- Find out the resources/ teaching aids you will use to help your learners grasp the central idea.
- Take into consideration the background of learners: urban, rural or mixed.

- Will the background of your learners affect your choice of resources/ teaching aids? Why and how?
- Which method/ approach will you adopt for your teaching?
- What will help you to decide your approach?
- You may try to find out ways to encourage your learners to respond to questions like the following:
 - Questions that focus on the central idea:
 - Think of the reasons for the golden shine of the windows of the house across the valley.
 - Why didn't Kamala find the windows shining like gold when she reached near the house?
 - Have you ever seen any other thing shining golden in the afternoon?
 - Give a list of 10 -15 things of your locality that shine.
 - Questions that use elements of the story to extend the discussion to other ideas:
 - Why did Kamla's mother tell her to come back home before the sunset?
 - What were the gifts you have got on your birthday in your early childhood?

Feedback:

You have probably arrived at the conclusion that the central idea is the reflection of light on a smooth surface. This means you have to understand this basic concept of science and relate it their prior knowledge and immediate context. For example, a child with an urban background will name tiles, marble, leather sofas, etc. as examples of shining surfaces, whereas the child with a rural background will enjoy sharing knowledge about the game he has played with the mirror and small puddles of water. Similarly, a child with a good economic background will name luxurious items such as video games, fancy wrist watches etc., whereas the child with poor economic background will name simple and inexpensive items such as plastic toys, small pencil box, sweets (halua, kheer, sewai) made at home. This knowledge of the learners' background may also help you choose the examples, your resources, teaching aids and methods suitable for your class.

‘[The] Education system of [the] country has to be built on the firm ground of its own philosophical, sociological and cultural ground and must respond to its needs and aspirations’ (NCF 2000, p. 7). You cannot avoid talking about the approach on which your curriculum is based. It is here that an intimacy with curriculum matters to make teaching learning more meaningful.

So, let's try to understand the terms such as the curriculum framework, curriculum, syllabus and textbooks one by one in the sections to follow.

3.4 Curriculum Framework and its constituents

A Curriculum Framework has three chief components/ constituents:

- **Foundations of Curriculum**
- **Curriculum Core**
- **Curriculum details**

Foundations of Curriculum comprise four assumptions:

- **Assumptions concerning human beings and society**
- **Epistemological assumptions**
- **Assumptions about learning,**
- **Assumed understanding of the child and her context**

Similarly, Curriculum Core consists of:

- **Aims of education,**
- **Stage Specific objectives,**
- **Principles of content selection and organization,**
- **Criteria for good methods,**
- **Criteria for good material**
- **Principles of evaluation.**

Curriculum Details include:

- **Details of syllabus,**
- **Recommended classroom practices,**
- **Textbooks and TLM**
- **Evaluation scheme.**

We can say that the curriculum details provide the teacher with actual tools of classroom practices, while the curriculum core provides a rationale, up to a certain extent, for adopting those practices.

Development activities

Activity 1

- Read NCF 2005 carefully with special focus on language teaching (Self learning)
- Make notes of important points under the broad heads (and their subheads): (self learning)
 - **Foundations of Curriculum**
 - **Curriculum Core**
 - **Curriculum details**

- Write in a few lines what you understand by these terms. You can take help from the glossary provided at the end of the unit
- Make separate slides of each head and subhead for all the three components mentioned above (home, school, centre)
- Make a power point presentation of your findings in the classroom (Sunday session)

Activity 2

- Read BCF 2008 carefully with special attention to teaching of languages (Self learning)
- Make notes of important similarities and differences with regards to approach to teaching English (self learning)
- Make separate slides for each major difference (home, school, centre)
- Make a power point presentation of your findings in the classroom (Sunday session)

Activity 3

- Read NCF 2000 and NCF 2005 carefully with special attention to teaching of languages (Self learning)
- Make a chart indicating differences and similarities in terms of: (self learning)
 - **Use of mother tongue in teaching other languages**
 - **View on multilingualism**
 - **Approach to teaching learning process**
 - **Role of a teacher**
- Make separate slides of each head; e.g. use of mother tongue, view on multilingualism, approach to teaching- learning process, role of a teacher ,etc
- Make a power point presentation of your findings in the classroom (Sunday session)

Activity 4

- Make a comparative study of NCF 2005 and NCFTE 2009 (self learning)
- Make a chart of similarities and differences in terms of: (self learning)
 - **Foundations of Curriculum**
 - **Curriculum Core Curriculum details**
- Make separate slides of each head and subheads; e.g. foundations of curriculum, curriculum core, curriculum details etc.
- Make a power point presentation of your findings in the classroom (Sunday session)

Feedback:

If you have read these documents carefully you will find significant differences in terms of psychological principles of learning. You may also notice that curriculum frameworks have sound bases in psychological principles. At times you may also find that they go beyond psychological principles and incorporate other principles and approaches as well. Identify them and try to understand their relevance

With regards to multilingualism, pay attention to the following excerpt from the NCF 2005:

Multilingualism, which is constitutive of the identity of a child and a typical feature of the Indian linguistic landscape, must be used as a resource, classroom strategy and a goal by a creative language teacher. This is not only the best use of a resource readily available, but also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his/her linguistic background.

Pay attention to the Guidelines regarding language teaching in NCF 2005:

The following guidelines may help us achieve this aim:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.
- Home language(s) of children, as defined above in 3.1, should be the medium of learning in schools.
- If a school does not have provisions for teaching in the child's home language(s) at the higher levels, primary school education must still be covered through the home language(s). It is imperative that we honour the child's home language(s). According to Article 350A of our Constitution, 'It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups'.
- Children will receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.
- In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.
- At later stages, study of classical and foreign languages may be introduced.

3.5. Curriculum and syllabus

Curriculum includes

- the specification of the content
- ordering of what is to be taught
- all aspects of planning, implementation and evaluation of an educational programme
- *Why, how and how well* together with *what* of the teaching learning process

It is a conceptual structure for decision making rather than details of what is to be done in the classroom. Obviously, the key aspects that you have to look for in curriculum are:

1. Objective of the programme (what level of competency can you expect of the participants at the end of the programme)
2. Goals of the programme (what will be achieved during the programme. This is more elaborate than the objectives)
3. Programme overview with specification on any affiliation with some university or an education body, duration of the course, intended audience, all this in a nutshell
4. Programme detail to define the features such as duration of the course, courseware design, delivery mechanism, evaluation of performance, guidance (mentor), support systems (EPSS etc)

We can say that Curriculum is the complete set of taught material in a school system. It is prescriptive as opposed to the syllabus. Syllabus is descriptive, which incorporates the outline of topics covered. We can say that if the curriculum prescribes the objectives of the system, the syllabus describes the means to achieve them.

Another important feature is that curriculum covers all the activities and arrangements made by the institution throughout the academic year to facilitate the learners and the instructors whereas syllabus is limited to particular subject of a particular class.

Developmental Activities

1. **Design a curriculum of your school.**
2. **Design a syllabus of English for class V in the light of the curriculum developed above.**

Feedback

- While designing curriculum, you need to keep in mind the socio-cultural and economic background of the society in which your school is situated.
- You may also have to think about the assumptions and strategies to link your school curriculum with the curriculum developed at the state or the national level.

- You have to be careful in including all the aspects of planning, implementation and evaluation of an educational programme, the *why*, *how* and *how well* together with the *what* of the teaching learning process.
- Again while designing syllabus you have to pay attention to the conceptual bases defined in the curriculum since a syllabus **translates the philosophy of the curriculum into a series of planned steps** leading towards more narrowly defined objectives at each level.

3.6 Relationship between Curriculum, Syllabus and Textbook

Have you ever wondered why so often textbooks are mistaken for syllabus? Perhaps this is because of the close relation between Syllabus and Textbooks. You will agree that it is through the textbook that the syllabus acquires concrete shape to achieve the objectives defined in the syllabus. In many parts of the world, language education courses are designed following a syllabus-driven approach, that is, the syllabus determines what kind of materials will be adopted and in what ways they will be exploited for the classroom teaching. In certain educational contexts, the syllabus even determines how materials should be designed in the first place. Therefore, the materials are not seen as an alternative to the syllabus, but an instrument among others used to fulfil the goals of the syllabus. Materials, whether commercially developed or home-made, are an important element within the curriculum, and are often the most tangible and visible aspect of the curriculum. While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications.

Developmental Activities

1. Now you should devote some time to think over and grasp the exact meaning and significance of Curriculum, syllabus and textbook. Now look at the syllabus developed by the SCERT for class VII and develop one lesson choosing your text on the basis of the specifications given therein. (you may take help of the lesson plans discussed under the unit Lesson plan)
2. Go through the syllabus of English for class VIII and the textbook developed by SCERT. Analyse how far the syllabus is transacted through the textbook.

Feedback

Now after pondering deeply you must have judged and come to the conclusion that curriculum, syllabus and text books are interlinked. In this unit it has been made clear that the syllabus is the concrete form of curriculum and the text books are developed in accordance with the syllabus. All aspects of curriculum and syllabus are incorporated in the text books. In other words, what is mentioned in the curriculum is reflected in the syllabus and the text book is the reflection of the syllabus. Syllabus by itself cannot be transacted in the classroom. That is the reason why there is

demand and need for the text book. The text book is a final and concrete tool for interaction with the learners.

The more planned the text book is, easier is the task of the teacher in making his/her learner transact the content. Since the text book is a potent tool in the hands of a teacher, it must match the mental age of the learners. The needs and interest of the pupil must also be taken into consideration while developing materials of a text book. Lessons in the text book should be linked with the prior experience of the learners on the basis of which the learners construct knowledge. Suitable vocabulary, structures, sufficient exercises for practice, innovative activities, appealing illustrations are the basic concepts of a text book. Simple language and style of presentation also matter a lot.

3.7 National Curriculum Framework for Teacher Education (NCFTE) 2009:

For preparing good teaching learning environment, good teachers and good teacher educators are needed. That is why National Curriculum Framework for Teacher Education (NCFTE 2010) came into existence in 2010. It delineates the perception of the teacher and for this purpose the perception of the teacher educator.

Developmental Activity:

Govind: Vikas, you have discussed NCF 2005 and BCF 2008. But have you ever thought about what is being done for the empowerment of teachers?

Vikas: Precisely for this reason NCFTE 2009 has been developed.

Govind: Then, it might have also done something for teacher's education policy.

Vikas: It's not merely something; in fact, a complete package for teachers' education has been developed which comprises policy, core areas, course details and evaluation systems. Inputs and outputs are also mentioned there in detail.

- Read NCFTE 2009 carefully with special focus on language teaching.
- Prepare a brief note on the role of the teacher educator in empowering the capable teacher of English.
- Prepare a power point presentation on an ideal language teacher.

Feedback:

While discussing about teachers education, NCFTE 2009 talks a lot about the role of teachers and the teacher educators to make the teaching learning process meaningful and closest to real-life situations. As mentioned in the NCF 2005, a teacher is expected to be a particular kind of person. S/he cares for children and loves to be with them. S/he treats all children equally keeping their social cultural and political contexts in his/her mind. A teacher does not treat knowledge as 'given', embedded in the curriculum and accepted without question. S/he perceives children not

as passive receivers of knowledge but encourages their capacity to construct knowledge. A good teacher discourages rote learning, makes learning a joyful and participatory activity, organises learner-centred, activity based and participatory learning experiences. S/he organises language games, activities, worksheets, projects, discussion, dialogue, observation, visits and integrate academic learning with life skills. S/he promotes peace, values — democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

Now it is the job of the teacher educator to contribute towards the preparation of such a teacher. So the teacher educator should share the underlying educational philosophy and possess the needed understanding and professional competencies to help such teachers. S/he should engage would-be teachers with the larger socio political contexts in which education and learning are suited. S/he should engage them with children in real contexts rather than teach them about children through theories. S/he should focus on the developmental aspects of children with constant reference to their socio-economic and cultural contexts. A teacher educator integrates theory along with field experiences to view knowledge not as external to the learners but as something that is actively constructed during learning. S/he should provide opportunity for trainees to critically examine curricula, syllabi and text books. A teacher educator can change perception of the child as receiver of knowledge and encourage her/his capacity to construct knowledge. S/he should realise that learning is a search of meaning out of personal experiences and knowledge generation is continuously evolving process of reflective learning.

Consolidation activity

Presentation on the role of teacher in the light of the recommendations incorporated in NCF 2005 and NCFTE 2010.

Activity at Centre (ICT): Video based on the principles of NCF 2005 (do flowers fly)

3.8 Summing up

- In this unit we learnt that Curriculum frame work is the policy document that specifies the direction of education in a particular society.
- We also learnt that due to paradigm shift in educational policy and social changes, a new curriculum is needed.
- We also learnt the five guiding principles of NCF 2005; viz. connecting knowledge to life outside school, discouraging rote learning, enriching the curriculum to provide for overall development of children, making examination more flexible and connected to class room life and providing strength to the democratic nature of the society.
- We also dealt with the emphasis of NCF 2005 on multilingualism.
- We learnt that mother tongue and the language of surroundings are part of the culture of the learners and they have natural attachment to these.

- So, the language of the learners should be honoured; as their mother tongue/local language can be a very effective resource of interacting with them.
- We also learnt that BCF 2008 views language as a means of communication that plays a vital role in concept building and construction of knowledge. We no doubt express our thought and feeling through language, but more than that the very process of thinking, feeling and remembering depend on language.
- We also learnt that curriculum is planning of educational activities and it includes all the aspects of planning, implementation and evaluation of educational programme. Its nature is abstract.
- On the basis of curriculum a syllabus is formed which is more detailed and operational statement of teaching and learning elements. It translates the philosophy of the curriculum into a series and steps. It incorporates outlines of topics covered and describes the means to achieve them.
- A text book is the chief operational tool to implement the syllabus. Text book is concrete in nature through which the objective of curriculum and contents of syllabus are achieved.
- However, it is the teachers who transact the lesson in accordance with the objectives and policies of the curriculum. As reflected in NCFTE 2009 the role of a teacher is vital in transforming educational intents into practical action.

3.9 Self assessment

- While the NCF 2005 exists at national level, what is the justification of developing BCF 2008?
- How can you say that curriculum, syllabus and textbooks are interlinked?
- What are the main characteristics of a good text book? Discuss.
- It is the teacher who can shift the changes in policy to the learners more effectively. Discuss in the light of NCFTE 2009.

3.10. Compulsory Task

Every teacher must have to understand the English syllabus of primary level. SCERT (Bihar) has developed the new syllabus for primary level (class I-V) in 2009. On the basis of this new syllabus the textbooks have prepared. Therefore, to understand those textbook, it is needed to understand the syllabus also. Same is applicable for the textbooks of English. Usually, teachers don't read syllabus and directly use textbooks to teach. This, we need to negate.

For making an effective learning plan of English, it is needed to read the English syllabus of primary level. Therefore, we are giving the specific pages of English syllabus from the complete syllabus document. It is compulsory to read and understand the syllabus of English prior to make learning plan. **See the Annexure after 'Space for Feedback' at the end.**

Unit-4

Development of Language Skills: Listening and Speaking, Reading and Writing

- 4.1. Introduction
 - 4.2. Objectives
 - 4.3. Section I: Oral Skills (listening and speaking)
 - 4.3.1. Listening vs. Hearing
 - 4.3.2. Components of Listening
 - 4.3.3. Sound System of Language
 - 4.3.4. Types of oral communication
 - 4.3.5. Testing Listening and Speaking Skills at different levels
 - 4.4. Section II: Reading Skill
 - 4.4.1. Reading with Ability
 - 4.4.2. Reading with Understanding
 - 4.4.3. Reading Different Literary Genres
 - 4.4.4. Use of Dictionaries, e-dictionaries and Web pages
 - 4.4.5. Testing Reading Skill at different levels
 - 4.5. Section III: Writing Skill
 - 4.5.1. Mechanism of Writing
 - 4.5.2. Spelling: stages and development
 - 4.5.3. Different Types of Writing Tasks
 - 4.5.4. Writing as a Process and Product
 - 4.5.5. Testing Writing Skills at Different Levels
 - 4.6 Unit Summary
 - 4.7 Self Assessment
 - 4.8 Compulsory Task
-

4.1. Introduction

You will agree that all of us learn our mother tongue by listening to the language spoken in our family and surroundings. From this we may, infer that when we start learning a language, we first listen to it and then try to speak in it. Next come the reading and writing skills. It is, however, not advisable to talk about skills in isolation. More often we use most of them simultaneously or along with others or in pairs. However, for the sake of convenience we have divided this unit into three sections – first dealing with the oral skills (listening and speaking), second with reading and the third with writing skills.

4.2.Objectives

By the end of this unit (Sections I, II & III) you will:

- become familiar with various processes and techniques for enhancing the four language skills among the learners
- be able to develop effective language activities and tasks

4.3. Section I: Oral skills (Listening and Speaking)

Activity

- Step I: Tell your learners to listen to the audio tape of the story 'Hare and Tortoise'
- Step II: Divide them in groups of 4 and 5 and ask them to tell the story one by one. Other members of the group will listen to the story and add something where necessary.
- Step III: Invite each group to make the presentation in front of other groups. Each learner of the group will get a chance to speak at least a few sentences.
- Step IV Now discuss the following questions:
- i. What did all of you do in each group?
 - ii. Are listening and speaking separate activities?
 - iii. List the reasons why we say that speaking cannot be separated from listening.

Feedback

While doing the activities with the audio tape and working in groups, all of you were listening and speaking. Listening and speaking are two basic skills of language learning. A child first acquires language by listening and speaking to his/her family members. Both are interlinked. Listening depends on speaking and speaking on listening. If we do not listen attentively, we cannot speak or interact appropriately.

4.3.1.Listening vs. Hearing

Activity

Now think of the situation given below:

You are watching TV at home. Suddenly some of your guests arrive and you start talking to them while the TV is on.

Now discuss these questions:

- i. What are you doing with the TV? listening or hearing
- ii. What are you doing with guests? listening or hearing
- iii. In what way is listening different from hearing?

Feedback

When you were watching TV before the arrival of your guests, you were listening to the TV and making sense from the words and sentences you heard. After the arrival of your guests you were attending to them so you were not paying attention to the TV. You only perceived sound of the TV by the ear without understanding much of what was being said. This act is an act of hearing and not listening. Listening is an activity to identify and understand what others are saying. It involves understanding speaker's accent or pronunciation, his vocabulary, grammar and grasping his/her meaning.

Listening with Comprehension

Observe the following situation:

Mrs. Shanti is telling a story to her class. Her students are silent. After completing her story she asks some questions. Some of the students give correct answers; some wrong and the rest keep quiet.

Now discuss the following:

- i. Who gave the correct answers?
- ii. Who gave wrong answers?
- iii. What were the students who kept quiet doing?

Feedback

The students who gave wrong answers or kept quiet were not listening. They were only hearing without comprehending anything. The students who supplied correct answers were listening attentively and comprehending the story. Listening thus is an act of paying attention to and trying to extract meaning from what one hears. In other words, understanding or comprehending is the key to listening.

Organizing Various Listening Activities

You know listening is linked with comprehension and it enhances the learning process. So, as a teacher it is your responsibility to provide more and more opportunities to your learners to listen and interact.

Activity

1. List to some activities and write down how they enhance oral skills of your learners

Activity	How it enhances oral skills
1.	
2.	

Feedback

Since listening is a key skill to promote learning, you should organize in your class a lot of oral activities e.g. rhymes, storytelling, simple instructions, telephonic conversations, radio/TV news, sports commentary, group discussions, debates in your class so that your learners get more and more opportunities to listen to English and interact in it.

4.3.2. Components of Listening

Extensive and Intensive Listening

Activity

Observe the following situations and discuss the questions given below:

Situation I	Situation II
Mrs. Kiran comes to her class room. She greets her students and starts teaching about Babu Kunwar Singh, a great freedom fighter from Bihar. After completing the lesson she asks questions about Babu Kunwar Singh. Most of the students fail in answering about the facts and places. But they answer about the main idea of the lesson.	Next day she again comes to the class room and greets her students. Now she declares that they should listen to her and various types of questions will be asked which need minute and detailed description. She teaches them about Babu Kunwar Singh. After completion of the lesson she asks questions and most of the students replied correctly.

1. What type of listening do you find in situation I?
2. What type of listening do you find in situation II?
3. Do you find any differences in listening in both the situations?

Feedback

In situation I, you find that the learners are not in proper attention. They were listening to the lesson only to grasp the main idea or theme of the lesson. It is **Extensive Listening**.

In situation II the learners are more attentive and they listen to the lesson to get every minute and detailed description and information. It is **Intensive Listening**.

In our day to day life we indulge in both Extensive and Intensive Listening. When we listen to something only for general understanding or making inferences about the main idea of a long lecture or conversation, it is Extensive Listening. Intensive Listening is used to get specific information or understanding. It involves more attention and more detailed analysis.

4.3.3. Sound System of Language: Articulation of Sound

Activity

Divide the class in two groups- A and B. Also make two tables 'A' and 'B' on the board. Write 13 letters in column A and 13 in B as shown in the table

A	B
a,e,i,b,c,d,f,g,h,j,k,l,m	o,u ,n,p,q,r,s,t,v,w,x,y,z

Ask group A to pronounce the letters of their group one by one. Group B will pronounce a word beginning with the sound of the letters pronounce by group A. After the completion of this process by group A, tell group B to pronounce the rest thirteen letters (sounds). This time group A will tell the words.

Now discuss in group

- i. Are letters and sounds the same thing or different?
- ii. How are sounds different from letters?

Feedback

Well, you have discussed more. What have you found? Though letters remind us of the corresponding sounds, yet they are different things. For example, in **cow** and **city**, the letter 'c' is the same but what about the sound of 'c' in both the words. They are different. Similar is the case with **this** and **think**. Take another example- **cat** and **kite**. Here the letters 'c' and 'k' are different but their sound is the same.

Now you have to come to know that you cannot mix up letters with sounds. Letters are written but sounds are spoken.

In English there are 26 letters:

Consonants (21) - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

Vowels (5) – a, e, i, o, u

These 26 letters or their combinations represent 44 sounds in English.

English has 20 Vowel sounds and 24 Consonant sounds (24).

Vowel Sounds: Vowel is a continuous sound produced without obstruction or restriction in the air flow through any part of the mouth. Most words you speak have at least one vowel sound. These are of two kinds.

Monophthongs (12) : When each sound consists of a single vowel sound, it is called Monophthong or pure vowel as in cat, hot, hit, put, sit, seat, sat, short, full, fool, shirt, cut, father etc.

Diphthongs (8) : A Diphthong is a combination of two vowel sounds together as in chair, light, tear, share, poor, sky, how etc.

Consonants Sounds : A Consonants sound may be defined as a sound in which the movement of air from the lungs is obstructed or temporarily blocked.

Arrangement of Sounds in a Word :

A word consists of vowel and consonant. The arrangement can follow different patterns:

V: a, I,

CV: we, be

VC: an, at, in, is

CVC: cat, dog, rat

CVCC: cost, next, limb

CCVCC: class, grass, gloss

And so on

Activity

1. Listen to the following sentences and repeat them aloud. Circle the words that begin with the same sound:
 - i. Taste the tea.
 - ii. Put the pen on the pad.
 - iii. Change the chair.
 - iv. Bring the bag.
 - v. Light the lamp
 - vi. Put the cap in the kitchen.
 - vii. Take this top.
 - viii. Play the piano.
 - ix. Put the watch on the wrist.
 - x. Know about your neighbours.
2. (i) Listen to the following words and repeat them:
apple, ant, all, fall, fair, farmer, ball bear, boil, tree, tear, food, fear, poor, dear, fun, earth, shake, share, chair, chain etc.
(ii) Put the words in correct column:

Monophthongs	Diphthongs

Stress and Intonation

Stress

Activity

1. Listen to the following words and pronounce them loudly:
finger, wisdom, report, lucky, dictionary, worship, active, answer, announce, dictate
2. Discuss the following:
Which part or syllable of each word is emphasized more?

Feedback

While pronouncing the words above, you notice that emphasis is laid on the first part or syllable of **finger**, **dictionary** **answer** etc whereas, the second part or syllable of **wisdom**, **report**, **worship** etc is emphasized. This emphasis on the syllable is called **stress**. If you make a sound with more energy, the sound comes out with force. Similarly, when you make a sound with less energy the sound comes with less force. Now you can say that stress is the degree of force with which a sound or a syllable or a word is produced.

Intonation

You talk to different persons in different situations. Do you use the same pitch while speaking? Obviously not. The pitch varies in different situations and contexts. This variation of pitch used

when speaking is called intonation. It indicates the attitudes and emotions of the speakers. It also signals the difference between statement and question, and between different types of questions. Intonation focuses attention on important elements of spoken message and helps to regulate conversational interaction.

Intonation used when speaking sometimes falls and another time rises. When you make a request, you are polite and there is a change in intonation from low to high. This is rising intonation. For example:

May I come in, Sir?

But when you order, the intonation goes from high to low. This is falling intonation. For Example:

Shut the door.

This variation of pitch from high to low, or low to high is called intonation.

4.3.4. Types of oral communication: Conversational Practice

One of the chief aims of language is to communicate. As you know, the spoken mode is one of the common ways in which communication takes place. Can you think of some situations where you communicate orally? What are they? List some of them.

Here is a list of different types of communicative functions:

- Greetings
- Introduction
- Leave taking
- Apologizing
- Thanking
- Expressing likes and dislikes

Greetings

In the morning when you as a teacher reach your school, you meet your students, Head Master and colleagues;

- How do you communicate with each of the following?

- The students
- The Head Master
- The colleagues

Classroom Activity

- Speak aloud these expressions and tell them how each is different in intonation:
- 'morning'.
- 'good morning'.
- 'good morning, sir'.
- 'how are you?' etc.

These expressions are called **greetings**. Think of some more situations where you use such greetings.

Introduction

Suppose a new student comes to your school. You meet him/her for the **first time**. A conversation like the following may take place between you:

Teacher : What's your name ?

Student : I'm Aman.

Teacher : What's your father's name ?

Student : My father's name is Mr. Amod.

Teacher : Where do you live ?

Student : I live at Chainpur.

In this way, you get various types of information about the student. What is the student doing here? Obviously, he is giving his **introduction**. When we meet a stranger we generally introduce ourselves to each other.

Leave taking

Listen to this dialogue :

Ankit : It was nice meeting you Rashi. I hope we meet again.

Rashi : Let's hope. I've enjoyed talking to you..Good Bye, Ankit.

Ankit : Good Bye.

Rashi: See You!

What does the above conversation indicate? Are both of them going to start the conversation or have they concluded it? The expressions 'Good Bye' and 'see you' indicate '**leave taking**'.

Here is a list of some more expressions used on different situations.

Situations	Expressions
• Apologizing	Sorry, I'm sorry, Pardon, Pardon me etc.
• Thanking	Thanks, Thank you, Thank you very much, Thanks a lot, a lot of thanks, I'm so grateful to you, I'm obliged to you etc.
• Expressing likes	That's good idea, That's fine with me, I'd rather have....., I shall start with....., I prefer etc.
• Expressing dislikes	I don't much care....., I don't mean to say etc.

In all such situations the conversation may be formal or informal depending on factors like age, status, relationship etc. The formal manner is used in dealings with business associates, strangers and people in official position. The informal manner is used when meeting close friends, relatives, members in family etc.

Activity

Think and write

1. What purpose do greetings and leave taking serve?
2. Can you recall the latest situation when you thanked someone? Describe the situation and your response.
3. Describe a few situations where you had to apologize.

Activity

What will you say in the following situations?

- You have promised to go to a friend's place for dinner. But the previous evening your father fell ill.
- An elderly person is being misguided by a taxi driver about the location of tourist attraction.
- You are late for your school and your Head Master rings you.

Creating Opportunities for Using Spoken English within the Classroom

Dialogues: Listen to the following dialogue:

A: It's stopped raining.

B: Yes, it has! Do you wish to go out?

A: Yes. I have to buy a few things.

B: Let's go then.

A practice in engaging in dialogues in a variety of contexts can go a long way in making the learners comfortable with speaking English in real life contexts.

Plays: Short one act plays too can be very useful for facilitating speaking. This can go a long way in boosting learners' confidence in participating in spoken language..

Simulations: Simulations provide learners with opportunities to use the target language in specific contexts. The individual participants retain their identity while reacting to the given imaginary situation. Simulations usually work in small groups. These provide the learners with an opportunity, to gain confidence when speaking English. One limitation that simulations have is limited use of language and a limited scope for expressing emotions.

Consider this situation;

You are a member of the school council. You are responsible for the school canteen menu. Decide what you would have on the menu. Give reasons for the choices made by you.

Role Play: Role play presents the learners with a situation/problem or task similar to simulations. However, there is a difference in that there is also the allocation of individual roles, which may be written out on cards such as the following:

Role Card A: You are a customer in a gift shop. You want to buy a gift for your best friend but only one piece of that gift is on the shelf.

Role Card B: You are a customer in a gift shop and want to buy a gift for your mom, but only one piece of that gift is on the shelf and another person seems to have selected it.

Role Card C: You are a shop assistant in a gift shop. You have only one piece of the specific gift item..

Role plays are extremely useful to provide practice for real-life communicative situations in the classroom. For the learners to be successful, teachers need to ensure

- that the language demands made by the role play are well within learners' linguistic range,
- the contexts provided are interesting and relevant.
- the instructions are clear and precise.

Activity

- Dialogue, discussion, poem recitation, storytelling etc. are some of the ways for developing listening and speaking skills. Think of some other activities for developing these oral skills and describe how these will be helpful for the learners.
- Can you suggest some other ways of improving pronunciation of the learners?

4.3.5. Testing Listening and Speaking Skills at Different Levels

From the above discussion it is clear that listening and speaking skills are very important to enhance learning process. You as a teacher should be careful and provide your learners more and more space for practising oral skills. For this you have to organize various types of test from time to time. These can be related to pronunciation, vocabulary, grammar, and interaction. You should always keep in mind the aims and objectives of listening and speaking. They are:

- i. Understand meanings of words, phrases and sentences in content.
- ii. Understand statements, questions and commands.
- iii. Follow oral instructions and directions.
- iv. Follow simple narrations and descriptions.
- v. Grasp the substance and central idea of what is spoken.
- vi. Listen attentively in order to ask pertinent questions.
- vii. Produce speech sounds which are intelligible to all listeners.
- viii. Use appropriate word stress, sentence stress and elementary intonation pattern.
- ix. Speak intelligibly while making statements, asking questions, giving instructions and reporting events, etc.
- x. Put ideas in a proper sequence.
- xi. Evoke required response from the listeners.
- xii. Describe accurately what one observes and experiences.
- xiii. Use appropriate expressions in particular situations

Activity

Prepare tasks for testing oral communication with special focus on pronunciation, vocabulary, grammar and interaction.

Summary

A beginner of the target language is given much more exposure in listening so that s/he can internalize the syntactic patterns, rhythm, intonation etc. This in the long run, helps in producing meaningful sounds, convey information and formulate appropriate responses. The two skills, listening and speaking, are inter linked. There is an urgent need to give learners an opportunity to listen either to the teacher or to the audio-video tape. An audio-video tape related to family members, family occasions etc. can help in the developing listening skill which will finally lead to speaking.

Conclusion

In this sub-unit we have discussed the following:

- components of listening and speaking
- use of ICT materials in the articulation of sound,
- Vowel and consonant sounds
- Diphthongs and monophthongs
- drilling of different words with appropriate stress and intonation patterns.

You should now be able to execute the activities with confidence and think of some innovative activities that are compatible with the level and interests of learners.

4.4. Section II: Reading Skill

When we talk of reading it does not simply mean decoding sounds of letters. It is much more than this. This sub-unit will focus on various aspects of reading.

By the end of this sub-unit you will be able to:

- define what reading is
- understand different types of reading
- learn about different steps in reading
- identify different literary genres of reading
- understand what makes you a good reader
- prepare different types of questions for testing your learners' reading ability

Activity:

Before discussing the different aspects of reading it is better to answer the following questions:

1. What is the purpose of reading?

2. How do you teach reading in your class?
3. Do you read only for enjoyment/information/knowledge/wisdom?
4. Does reading enrich your wisdom?
5. What problems do you face while teaching reading?

Feedback:

Of course, your answer will be reading for understanding. Reading with understanding enhances information, knowledge and wisdom. Reading gives enjoyment too. Reading helps you enhance comprehension and you become able to find even hidden meaning of the text. And as a teacher you face various problems in teaching reading because the learners are not used to different aspects of reading.

4.4.1. Reading with Ability

Reading with ability means to connect the reader with the text. The interaction enables the reader to connect her with the events in the text to prior knowledge. The interaction enables a reader to make idea what will happen next in the story, using clues in the text. As a practising teacher you may realize that knowing the meaning of each word is not necessary. But the ability to connect various words and then predict meaning is the most important thing. Intelligent guessing is the key to effective reading.

Activity:

Classify the following into word-base activities and meaning-based activities:

- a. reading every word
- b. interacting with the text
- c. using previous knowledge
- d. understanding meaning of all the words in a text
- e. recognizing letters, sounds and words
- f. reading and then narrating the same to others

Feedback:

Through the above activity you may have found that the process of reading involves both at the word level and discussion level. In the word level, word is broken up into syllables or even in letters, whereas in the discussion level the emphasis is on meaning making. Thus reading with ability means ability to interact or talk with the text.

How to be a good reader

As teacher you all want your students to be good readers. But have you ever thought what makes them good readers?

Activity:

List the qualities that the teacher will do for their students to be good readers. Some qualities are given below:

- set goals for reading
- select reading strategies suitable for the text
- monitor their reading to know whether comprehension is occurring
- learners have positive attitude towards reading

You may think more and add to the list.

-
-
-
-

Feedback:

You will agree that the teacher plays the most important role in developing reading habit among learners. They give learners opportunities to be good readers. It is also necessary to track them whether they are reading with comprehension.

4.4.2. Reading with Understanding

It is clear by now that 'reading' refers to reading with understanding is there. But there are different ways of comprehension and understanding depending on the need of the learners.

Activity:

First answer two sets of following questions:

Set I:

- a. Did you like "The House Sparrow" (Blossom V, lesson 3)?
- b. Why do you like it?

Set II:

- a. List some of the qualities of sparrow mentioned in the lesson.
- b. How is male sparrow different from female sparrow?

For the answers to questions in set-I, you read the text silently and quickly. Such ways of reading is called '**Extensive Reading**'. But for the answers of the question in set-II you require a detailed and deep study. This type of reading is called '**Intensive Reading**'.

The purpose of Extensive Reading is not to go into the depth of the text. It is just for pleasure and to get general understanding. It involves 'reading for gist' and leaving unknown words. The main ideas are gathered.

The purpose of Intensive Reading is – to get details of the text, develop understanding of the text and – find out conclusion on the basis of logic and reasoning. For this detailed study of words, phrases, sentence structure, grammar, word order is necessary.

Skimming and Scanning:

We have just discussed Extensive Reading and Intensive Reading. Now we shall discuss other major types of reading – Skimming and Scanning. For discussing these two terms it is better to do the following activity.

Read quickly the text of the "The House Sparrow" lesson -3, Blossom, class V, page No. 17-18 and do the following activity after reading the text.

Activity 1

- a. Suggest some other title for the text
- b. Pick out the paragraph which you think gives the main idea(s) of the text.

Activity 2

Answer the following questions on the basis of the text

- a. Which sparrow has black patch on its throat?
- b. Where do sparrows make their nests?

Feedback:

For doing activity 1 above, you had to read the whole text quickly and thoroughly. You did not find the meaning of each word, phrase or sentence. You just get a general idea or the gist of the text. This is called '**Skimming**'

While answering the questions in activity 2, you read the text very quickly to get specific information. You just needed to look for only the third paragraph of the text, and in that paragraph the last sentence only. "The male sparrow has a black patch on his throat". This type of reading is called '**Scanning**'. We scan a text generally when we look for specific information. For example- telephone diary, railway time table.

Making Inferences, Analysis and Extrapolation**Activity**

Read the following and get information on the basis of clues.

'My wife packed very light but did not forget to keep my swim suit and goggles. We did not miss our sleeping pills. There was no traffic in Port Blair when we reached there. It was great loneliness everywhere. We were not tired as the journey was very short. Room No. 204 was very comfortable. I took a bath with cold water'.

Feedback:

We can get much information on the basis of the statement.

- The writer is married
- He travelled by air
- He reached Port Blair late night
- He knows swimming
- The couple have problem of sleeplessness

- They stayed in a hotel
- It was summer season

You will agree that all the pieces of information were not mentioned in the text. The other information has got through **inferences**. Inference means something that one can find out indirectly by the facts and details in a passage.

Analysis is a reading strategy that helps the learners to understand the writers. Learners are able to analyze and evaluate their reasoning. They can examine the use of language and sentences to get meaning. To be a good reader, the learner should know to analyze text. This gives them a deeper knowledge of the text.

Extrapolation is a way of estimating or guessing beyond the facts. Learners on the basis of available information get some other information. Suppose a person know the rule of foot ball but know nothing about hockey but he could extrapolate his knowledge of foot ball to know hockey.

Activity

Divide the class in 4 groups and let each group discuss the importance of different types of reading- Extensive, Intensive, Skimming and Scanning. Initiate discussion on the issues-

- Which one is more effective for your learners?
- Do you think all the four ways are important for developing your learners' reading skill?

For this work allot them 20 minutes and ask each group to present their opinion before the class.

Feedback

You will agree with their views that all four skills are important in their own way. They have particular objective in developing reading skill.

Loud and Silent Reading

Introductory Activity

Here is an extract from a short story:

There was a poor man. He wished to enjoy sweet smelling bread but he didn't have any money. So, he would stand outside the bakery everyday, enjoying the nice smell of baking bread. The baker was very angry with the poor man. He felt that anyone who smelt his delicious products should pay for the smell. So, he took the poor man to the court,

Now read the story once aloud and try to answer the following questions:

1. What did the poor man wish?
2. Why did he stand outside the bakery every day?
3. What did he smell?
4. Who took him to the court?
5. Why was he taken to the court?

Could you answer all the questions in one reading? Read the story again silently and answer the same questions.

Now, you have read the story loudly as well as silently. Tell the difference between both kinds of reading - loud reading and silent reading.

Feedback

Here are some of the differences between loud and silent reading. Add some more to it.

Loud Reading	Silent Reading
1. Reading with correct pronunciation, stress and rhythm	1. Reading without making sounds and moving lips.
2. Gives scope for practice in speaking too.	2. No scope for speaking.
3. This is less comprehensible.	3. This is more comprehensible
4.	4.
5.	5.

Classroom activity

Engage your learners in loud and silent reading. For this

- Tell your learners to read a story e.g. 'The Boy Who Cried Wolf' (Lesson 6, class IV, Blossom IV) first loudly.
- Ask some questions related to the story.
- Again tell them to read the same story silently.
- Ask them the same questions again.
- Find the difference in their responses.

You will notice that this time your learners have performed better. Guess why they are able to perform better.

4.4.3 Reading Different Literary Genres

We in our everyday life come across a variety of literary genres like poem, story, novel, essay, plays, etc. But here, we shall try to understand the genres helpful in increasing the reading habits and comprehension of the learners.

This is important because one of our main objectives is to make our learners capable of reading all types of literary genres. As you go through this section, you will know the factors that need to be taken into consideration while choosing reading materials.

Types of Literary Genres

Literary Genres can be divided into four main categories - Poetry, Prose, Drama and Fiction.

- a) Poetry – rhymes and poems
- b) Story -- short stories, fables, comics, fantasy
- c) Non-fiction (Prose) – essays, letters, picture story, cartoon
- d) Drama – one act play, dialogue story

Activity 1

In your opinion, which among the following can be classified as a 'genre'? Mark your choice.

- a poem
- a newspaper article
- a film
- a joke
- a telephone conversation
- a speech by a politician
- a passage on water pollution
- an advertisement
- a song
- a play

Activity 2

Tell the students to consult some story books available in your school library and separate them into some categories; e.g. story, poem, fantasy, comics, fables, etc.

Feedback

In Activity 1, you might have rightly guessed that these are all various types of genres. Communication in any form, spoken or written, can be called a 'genre'.

Activity 2 provides you an opportunity to apply your understanding of different genres/categories

It would be better to keep in mind that mere recognising different genres is not enough. You need to learn how to use literary texts in the classroom. You can exploit literary texts in a large number of ways in the classroom.

4.4.4. Use of dictionaries, e-dictionaries and web pages

Time and again you feel the need for consulting a dictionary. Why do you consult a dictionary?

What is a dictionary? Well, you will agree that a dictionary is a reference book containing words, usually arranged in alphabetical order, and it gives information

about their meaning,

pronunciation,

etymology,

usage

spelling

grammar

punctuation rules

pronunciation etc

Activity

Ask your learners to look up these words in a dictionary.

adventure, belief, calf, category, divine, enterprise, hone, etiquette

Feedback

You should draw the attention of the learners to the two ‘Guide Words’ which are printed in large dark type at the top of each page of the dictionary. You should make them understand that the first word is the same as the first word at the top of that page whereas the second word is the same as the last word on the page. Using alphabetical order, you will find all the words that naturally fit between these two guide words on this page.

Electronic dictionary (e- dictionary)

An **electronic dictionary** is a dictionary whose data exists in digital form and can be accessed through different media. It can be found in several forms such as:

- **apps** on smart phones and tablet computers or computer software (apps is an abbreviation of application. An app is a piece of software. It can run on the internet or computer or on phone or other electronic devices)
- CD-ROMs (compact disc-read only memory) and DVD-ROMs (digital video disc-read only memory), typically packaged with a printed dictionary, to be installed on the user’s own computer
- as free or paid-for online products

Electronic dictionary databases, especially those included with software dictionaries can contain up to 500,000 headwords, definitions and grammar reference section. Bilingual electronic dictionaries and monolingual dictionaries are also available.

Main functions of e-dictionaries

- Basic function is to consult for words with meaning, usage, definition, **etymology**, phonetics, pronunciation, mostly using Oxford and Longman dictionaries
- TTS: Includes Text-to-Speech and Speech-to-Text
- Learning Programs that can help you study for vocabularies
- Note: Notepads, phone books, calendars, world clock, etc.
- Calculators: simple calculators, scientific calculators, unit converters

(Etymology is the history of words, their origin and how their form and meaning have changed over time)

Web page

A **web page** (or **webpage**) is a web document commonly written in Hyper Text Mark up Language (HTML) that is accessible through the internet or other network using **browser**. An information set, a web page, contains numerous types of information.

(**browser** a computer programme with a graphical user interface for displaying HTML files used to web browser). Major browsers are Google Chrome, Internet Explorer, Firefox, Torch etc. The web page can also contain dynamically adapted information elements, dependent upon the rendering browser or end-user location (through the use of **IP address** tracking and/or "cookie" information).

(**IP address or Internet Protocol address** is a numerical label assigned to each device (e.g. computer or printer) participating in on computer network that uses the Inter Protocol for communication)

4.4.5. Testing Reading at different levels

Activity:

1. Read the following aloud and count how many times each sound occurs:

A, A, A, A, V, A, V, A, A, E, E, E, F, F, E, F, E, E, P, P, P, P, R, R, R, P, R,

Answer:

No. of A....., No. of V....., No. of E....., No. of F....., No. of P....., No. of R.....,

2. Read the following first from left to right and then from right to left:

a, b, c, f, e, g, f, j, k, l, n, m, p, o, q,

3. Read the words aloud with correct pronunciation:

bat, bit, call, race, high, door, pool, mule, put, but, comb, dumb,

4. Read the following aloud and explain their meanings:

The thin dog jumps over the fat cat.

May I come in, Sir?

Open your book.

Will you give me your pen, please?

The boy who is wearing a red shirt is my brother.

Feedback

The responsibility of a teacher is to facilitate the learners to read a text with correct pronunciation and proper comprehension and make them able to interact in right context. For testing their reading skill you should conduct various types of tests such as test of letter recognition, pronunciation, stress and intonation, understanding and comprehension. You should check their understanding and ability by asking different types of questions, main idea, message etc.

Summary

- Reading is a good source of self-education.
- Generally, loud reading is a classroom activity which develops the quality of recognising letters as well as associating them with other letters.
- Loud reading followed by silent reading strengthens the quality of comprehension.

- There is a long list of literary genres such as story, poetry, play, fiction, non-fiction etc. which broaden your capacity and help you become a good reader.
- It depends upon the reader whether you enjoy extensive or intensive reading. You should not forget that only a good reader can make his/her learner a good reader.
- It is a habit that should be formulated in the mind of the learners from the beginning of their school stage.

Conclusion

In a nutshell, you can say that reading is one of the basic skills of a language. If your learners are able to read with a good speed and are able to comprehend fast, it will help them gain confidence and make them independent. Teachers should try to engage the learners in kinds of activities on the text that will encourage the learners to examine the texts critically and take them beyond it.

4.5. Section III: Writing Skill

Introduction

We need to first ask "What is writing?" A tentative answer would be that it is a tool to express our ideas in a printed mode. It is an exact activity that demands precision and correctness. Both writing and speaking are productive skills but writing is more time consuming than speaking. For example, it is much easier to invite someone on the telephone than to write an invitation. There are different types of writing - **narrative, expository, argumentative and persuasive**. In this sub-unit we shall look at briefly the mechanics of writing different types of writing tasks, writing as a process and product and testing writing at different levels

Objectives

By the end of this sub-unit we shall look at

- The nature of writing and its purpose
- types of writing
- mechanics of writing; i.e. spellings , handwriting, etc
- writing as a process vs. product
- evaluating writing competence
- different types of writing tasks

Activity

Since writing starts at the primary stages of learning a language, we shall first like you think about the following questions:

1. Would you like children to begin with writing letters of the alphabet from the very beginning of the primary level?
2. What are the other alternatives for teaching writing?

Feedback

The activity of drawing with a stick in hand, coloured pencils on paper, a paint brush etc are all the first signs of writing. So our learners should not be taught to begin with writing letters at the initial stage. Instead, they should be first taught some hand movements like **strokes** and **curves**.

4.5.1. Mechanics of Writing

Classroom Activity

- Draw straight lines, curves, and circles on the Blackboard.
- Ask the learners (in class-1) to copy straight lines, curves and circles first.
- Ask the learners to join the straight lines, curves and circles and make them learn the alphabets.

Feedback

The learners will surely find these very interesting. This is how they will be prepared for actual writing of letters, words and sentences.

Script

The English letters have their origins in the Roman script. There are two types of scripts we generally use while writing:

1. Print script (both capital and small letters): Here, letters are not joined together. Therefore, it is easier for the beginners.
2. Cursive script (both capital and small letters): The letters are joined together. It improves the speed of writing and looks attractive.

Activity

As a teacher of English you may have noticed several things that the learners face. Before you proceed, reflect on the following questions:

- Do they make letters of right shape and size?
- Do they give proper spacing between letters, words, phrases and lines or sentences?
- Do they use capital letters and punctuation marks wherever required?

Feedback

It is our responsibility to make the learners aware of good hand writing. The main features of a good hand-writing are: legibility, attractiveness, uniformity, distinctiveness, good style and correct spelling.

Classroom Activity

- Ask learners to bring a four line note-book.
- Draw four straight lines on the blackboard, too.
- Write some words and sentences as models of good hand-writing.
- Ask them to copy these in their four line note book.
- Drill this again and again, writing different words and sentences in a cursive script.

- Swap the lines and again write the different words and sentences.
- Ask learners to write these on their own. Encourage them to write with proper spacing and in proper shape and size

4.5.2. Spelling: Stages of Development

Writing includes knowing the spelling of words in a particular language being learnt. This entails understanding the correlation between the sound and the letters as well as the conventions of that particular language. There is better way to have command over the spelling than the regular practice of writing. Here are some of the ways to improve spelling:

- Ask them to take dictation on regular basis.
- Engage them in language games that are related to the spelling of words. .
 - Expose them through games and regular practice to change in the forms of word spelling, the ending to a grammatical function in a sentence e.g. –ed, --ing, --es, --s)
 - Think of language games that expose them to similar sounding words or homophones(a word that is pronounced like another word but has different spelling or meaning e.g. some, sum, sail, sale)
 - Expose them to showing possession by adding an apostrophe and s ('s) car's front seat, five hard day's work

Stage 1: Emergent Spelling

At this stage the learners learn:

- The difference between drawing and writing
- The direction of writing on a page
- Some letter-sound matches
- The formation of letters

Teaching strategies

As a teacher your responsibility is to

2. Develop interest in print
3. Encourage children to write
4. Teach letter names with letter forms
5. Introduce concepts and terms: letter, beginning/ending sounds, word, sentence.
6. Begin developing understanding of letter sounds, concept of rhyming.
7. Discuss and model directionality.

Stage 2: Letter-Name Spelling

At this stage the learners learn:

- iii. The alphabetic principle
- iv. Short vowel sounds
- v. Consonant sounds
- vi. Consonant blends and digraphs

Teaching strategies

As a teacher your responsibility is to

3. Encourage attempts at writing.
4. Brainstorm words (& spelling) to make word banks prior to writing (sometimes).
5. Encourage children to write by representing sounds in the order they hear them.
6. Display words used frequently in writing.
7. Let children see what other children write.
8. Discuss developmental spelling with children and family members.

Stage 3: Within-Word Spelling

At this stage the learners learn:

- Long-vowel spelling patterns
- Complex consonant patterns
- *r*-controlled vowels
- Diphthongs

Teaching Strategies

As a teacher your responsibility is to

- Encourage the learners to read daily.
- Model writing and encourage children to write.
- Develop awareness of correct spelling, emphasising visual features of words.
- Expose children to word families, spelling patterns, word structure.
- Teach students how to study a word.

Stage 4: Syllables and Affixes Spelling

At this stage the learners learn:

- Inflectional endings (change in the forms of word spelling the ending to a grammatical function in a sentence e.g. -ed, --ing, --es, --s)
- Homophones (a word that is pronounced like another word but has different spelling or meaning e.g. some, sum, sail, sale)
- Syllabication (forming or dividing words into syllables)
- Possessives (showing possession by adding an apostrophe and s ('s) car's front seat, five hard day's work)

Teaching Strategies

As a teacher our responsibility is to

- Teach how to divide words into syllables / rules for inflectional endings
- Teach sound / spelling patterns
- Teach homophones, contractions, compound words, possessives
- Sort two-syllable words / homophones
- Students make words using letter cards
- Teach proofreading skills

4.5.3. Different Types of Writing Tasks

Dictation

Activity

Divide the students of class into four groups. Instruct them to have four line exercise books. Select one or two paragraph of story related to your class and give dictation of the text to them. But certain precaution is to be taken. Whether you are dictating only words or sentences, repeat them thrice. Keep the pace of reading out the text medium. There should be clarity of voice and pronunciation. You can select a student for giving dictation. Other students should also be given chance alternately. After completion of the activity let the students check and read the written text of one another of the respective group. Now ask them to discuss the benefits of dictation.

Feedback

During dictation you found that all the students were attentively listening to the words and sentences. There was complete silence in the classroom. Each and every student was participating in the activity. When you checked their writing you minutely observed their writing keeping certain points in mind- cleanliness, correct strokes, spelling, size of letters, space between words and between lines, use of punctuation mark and use of capital letters wherever necessary.

From the discussion of the student and on the basis of your own observation you found that the dictation helps as follows:

- **Improves spelling** – it is the primary benefit of a dictation exercise to improve one's spelling. Correlating the words heard and writing them will give the student a chance to recall the word and the spelling. It is important to have a good grasp of the words to help in building one's vocabulary, not only orally but also in writing.
- **Increases concentration** –When a word is being dictated the student will have to concentrate to listen and understand, thereby improving on one's concentration skills.
- **Improves pronunciation** – dictation will also help in improving the pronunciation of certain words which differs in the way it is spelt and read. During a dictation, a student will listen to the words and learn to practice their pronunciation and writing.
- **Provides practice in punctuation** – a student's punctuation will also improve with dictation. The way, in which a sentence is written, the correct punctuation marks have to be applied. This will help in revising the basic rules of writing by applying the correct punctuation marks at the right place.
- **Helps better sentence formation** – it helps the students practice better comprehending and transcription skills. There are times when we find that a sentence has been badly framed. Dictation will help the students to understand and learn the art of correct sentence formation.
- **Improves forms of speech** – dictation helps the students to improve their forms of speech. The students will learn to use proper tenses in their sentences.

- **Increases short term memory** – students learn to retain information before writing them. When dictation is in the form of a sentence, students learn to forecast the next set of words in the sentence, which not only increases their level of understanding, but also their grasp of words.
- **Helps in developing language skills** – it can help develop all 4 language skills needed for a person, such as listening, understanding, interpreting and writing. This helps in the overall development of the person's intellect.

With so many benefits of dictation exercise, it is not right to turn a deaf ear to a productive activity.

Picture Stories

Pictures are also very good starting points for developing writing skill. Consider this:

You show a picture or a series of pictures and then ask questions such as the following:

What is happening in the picture?

Why is the girl eating?

How does the girl feel? Is she happy? Is she sad? Why?

Controlled, guided and free writing

1. Controlled writing

Activity (A)

Use the following Table and frame sentences [8 sentences]

I'd like	a jar of a bunch of a pack of a bar of a kilo of a basket of a packet of a loaf of	Cards honey tea grapes bread cards flowers chocolates	,please
----------	---	--	---------

Example: I'd like a jar of honey, please.

Activity (B)

If you like to give gifts to the members of your family, what would you like to give the following members? Follow the pattern in the Table given below and write sentences in your note-book. You may write as many sentences as you can.

I would like to give my	mother father brother sister	a _____ an _____
-------------------------	---------------------------------------	---------------------

Feedback

The above activity is an example of controlled writing. Here the student is given ample practice on one aspect of writing while other aspects remain fixed. In other words, the student is given practice on the 'how' of writing while the 'what' of the content of writing remains fixed. The 'what' of writing is basically the content, whereas the 'how' of writing would be the language structures that need to be practised. Alternatively, practice can be given to the 'what' of writing while the 'how' remains fixed.

2. Guided Writing

Activity (A)

Write a paragraph about what Raju does in the morning. Use the following information;

Gets up 6.30 am

Brushes teeth 6.45 am

Takes bath 7.00am

Has breakfast 7.15 am

Boards the school bus at 7.30 am

Reaches school at 8.00 am

Stays in the school till 12.30 pm

Returns home by 1.00 pm

Here are the first two sentences based on the information given above:

Raju gets up at 6.30 am. He brushes his teeth at 6.45.

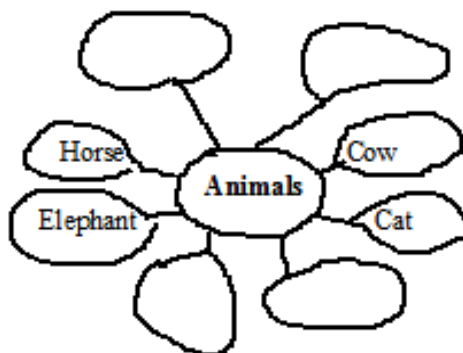
Activity (B)

Ex. 1. Q. : Who am I ?

I am very big in shape. I give a lot of shade. Some of my roots hang from my branches. My leaves are bound and thick.

Ans : You are a banyan tree.

Activity (C) Completing of mind maps:



Feedback





From the above activities you have derived that these are example of guided writing. The aim of the task is based on what the learners previously have been learning about their writing process. Guided writing aims to support learners in particular pattern and structure.

3. Free-writing

Activity

A good writing task should therefore have rich verbal or visual inputs

Picture clues

P-1	P-2
	
P-3	P-4
	

- Ask your students to look at the pictures carefully and ask questions such as the following:
- What do you see in the picture (1).
- Can you guess the profession of the man?
- What is he carrying on his shoulders? etc.
- Group work
- Now ask the students to work in group of 4 or 5 and ask them to write a story on the basis of the pictures given.
- The teacher should go around and see whether the Groups are working.

Verbal clues

- Ask the learners to read the clues given below and write a short paragraph.
Water - necessary for all living beings - gets polluted - wastes from different sources - mix - dirty water from drainage - washing clothes with detergents - throwing dead bodies - make unfit to drink - scarcity of drinking water - save water.
- Group work
- Encourage the learners to write in groups of three or four.
- Ask them to present their write up before the other groups.
Suggest corrections at the end of all presentations but no individual student should be pointed out. .
- Prepare/give another set of clues and ask them to write individually.

Feedback

The most common type of writing activity given to students is to write essays on topics given to them. Teachers usually give topics like 'My Holiday', My Best Teacher, The Winter Season etc. But in such an exercise, students are not given any help. They are left to reflect and write on their own. Most students feel lost and don't feel motivated to do such tasks. But on the basis of clues learners are motivated to write their own.

Writing Letters

Formal and Informal

Activity

You may have written or read different types of letters. Can you tell which one is formal and which one is informal. Here is a list of letters. Put them in appropriate column:

- An application
- A business letter
- A letter to the father
- An order for books
- A letter to friend
- Job application
- Complaint letters, etc.

Formal letters	Informal letters

A letter written to our relatives or friends is called informal. Letters written to persons other than friends or relatives come under the category of the formal letter.

The **Informal letter:** A letter to a friend

See how Aditya writes a letter to Apurva, one of his friends, describing how he enjoyed the summer vacation.

Bhagalpur
May 21, 2014

Dear Apurva,

I hope you're keeping well. Recently, during the summer vacation I went to Patna with my family.

There I saw the Gol Ghar, Planetarium, Sanjay Gandhi Botanical and Zoological Garden and Science Centre. All of us enjoyed seeing the animals in their natural habitat in the Sanjay Gandhi Botanical and Zoological Garden. We also felt excited on seeing stars and planets in the planetarium. We had a very good view of Patna from the top of Gol Ghar. It was a great experience going through different activities at the Science Centre. .

I enjoyed cold-drinks and eatables with Mom and Dad. I wish you too were with us.

Please convey my regards to uncle and aunt and love to Nisha.

Your loving friend,
Aditya

To
Apurva
Kharmanchka
Bhagalpur
Pin-812001

Activity

Ask the students to write a letter to their father requesting him to send Rs. 1000/- to buy books.

The Formal /Official letter: An application to the Head-master for grant of leave

May 21, 2014

To

The Head-Master

Middle School, Jagdishpur

Bhagalpur

Through : The Class Teacher

Subject: Leave for four days

Sir,

I would like to inform you that I shall not be able to come to school for the next four days due to the marriage ceremony of my sister.

I request you to grant me leave for this period. I shall be thankful to you for this favour.

Yours obediently,

Aditya

Activity

Tell your students to write an application to the Head-master asking for two days' sick leave.

4.5.4 Writing as a process vs. product

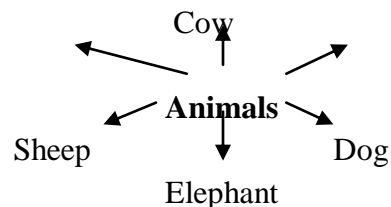
Activity

You plan to teach essay writing in your class. What steps will you follow?

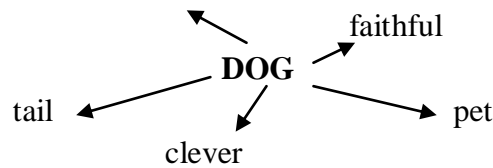
Let us look how Mrs. Aarti, an English teacher, prepares her learners for writing an essay in her class.

Step I

She first writes the word 'Animals' on the board and asks the learners to brainstorm to elicit ideas on Animals. This is what the students suggest:



Step II She, then asks them to choose any one of the ideas/ items and brainstorm on it further. For instance, in this case she writes the word 'Dog' on the blackboard. She keeps writing on the blackboard whatever ideas about the 'Dog' are mentioned by the students.



Step III Next, she asks the students to compose/ put these ideas together. Here, she gives more emphasis on writing without focusing on grammar, punctuation, spelling, etc. She simply encourages her students to write individually.

Step IV After a short discussion with the students, she asks them to work in groups of 4 or 5 and write their sentences in the correct order.

Step V Finally, she looks at the final draft of each student and makes whatever changes/corrections (including spelling and grammar) are needed. The students then write their final draft.

Feedback

You notice that Ms. Aarti followed the following steps:

She elicited ideas and asked the students to organize them. Then, she then asked the students to prepare their first draft and helped them revise it. Then the students prepared their final draft. After this the teacher looked at the final draft and made necessary editing. Now the final product was ready.

Classroom activity

Do the same activity in your class. First, select some topic, ask the students to brainstorm on it and write their ideas on the blackboard. Tell the students to write their individual compositions. Help them revise their composition. after some discussion. Ask the students prepare their final draft...You can now do the final editing and return it to the students as the final product.

Summary

As far as the skill of writing is concerned the responsibility of the teacher is to understand the problems and levels of the learners. They have to devise activities for them from the very beginning. The journey of writing starts from drawing pictures, strokes, letters, words and sentences. For this they adopt many processes and finally make the learner become able to write freely their own on any given topic. For this the teachers provide an opportunity to articulate their ideas, organize them and put them on a paper..

Conclusion

To sum up, it can be said that writing is an exact activity which demands precision and correctness. This sub-unit will help you plan your teaching writing skill effectively at different levels.

4.5.5. Testing Writing at Different Levels

Activity

Think of the situation of class 1 to 8 and prepare strategy for their writing test on the basis of the discussion held in this unit.

Feedback

Well you will adopt mechanics of writing, practice exercise for good handwriting, improve spelling and prepare testing sheet regarding grammar activities. You will prepare questions related to controlled and guided writing, organize dictation and give questions for free writing.

4.6 Summing up

There are four language skills- listening, speaking, reading and writing (LSRW). Two of them - listening and reading - are receptive skills and the remaining two skills, i.e. speaking and writing are productive skills. This unit highlights several ways that can be deployed for developing the four language skills. This unit gives you an overall idea of the four skills of learning a language e.g. listening, speaking, reading and writing. As you may have noticed, developing competency level of the learners is not an easy task but the teacher well equipped with different approaches and methods of teaching, including activities and tasks, can help the learner attain the desired level of competency in these skills in a short time.

4.7 Self Assessment

- How will you check/evaluate/assess the understanding of your learners in different language skills?
- What kind of activities should your learners to do/engage in to learn to use the target language effectively?
 - What are mechanics of writing?
 - What will you do for developing writing habit among the learners of various levels?

4.8 Compulsory Task

The feedback from resource persons reflect that the trainees are facing difficulties in reading, writing and comprehending English texts. This has been also reflected in their assignment and term end exams. Therefore, **it is made compulsory to all trainees that to write at least two pages in English every week and submit it to their resource person of English/study centre coordinator.** This task will also lead to enhance their reading and comprehending skills. The English RP should also give them feedback on their writing, reading and comprehension.

Unit-5

Lesson Plan to ‘Learning Plan’

5.1 Introduction

5.2 Objectives

5.3 Understanding the framework of Learning Planning

5.3.1 Why Learning Plan?

5.3.2 Understanding the self-evaluation points given in the learning plan

5.3.3 Some points of concern while making a learning plan

5.4 Concluding Activities

5.5 Summing up

5.6 Questions for Self Assessment

5.7 Compulsory Task

5.1 Introduction

You may have been teaching English or some other subjects at the primary level but have you ever thought whether teaching is a matter of scholarship, skill or careful planning? You may have perhaps noticed that at times even a very experienced teacher fails to deliver whereas an average teacher succeeds in achieving the desired objectives. What does this suggest? It suggests among other things that planning a lesson is a very important step in successful teaching. In this unit we'll talk about the importance of 'how to plan your teaching' and the steps that we need to take to make teaching learning process more effective. Now, leaving the conventional model of 'Lesson Plan', we have developed a framework of 'Learning Plan' for teaching of English.

5.2 Objectives

At the end of the Unit you will be able to:

- understand the drawback of lesson planning and strength of learning plan
- recognise the features of an effective learning plan
- understand the process and principles behind integrated learning plan

5.3. Understanding the framework of a ‘Learning Plan’

Being a teacher you need to be a good learner always. To develop your understanding about the subject English as a language you need to go through the lessons properly. You need to focus on the central idea, language, structure, message, values and reasons to include this lesson in the particular class. To know all these important aspects it is more important to read the exercises after the content. With this approach it is ensure that before the learners learn the language they also feel the importance of it and a genuine desire to learn it. Activities play a vital role in it. It is not only for examination purpose but learning for life. Therefore, keeping these points in mind, we introduced a framework of learning plan in place of lesson plan. Let us understand some salient features of learning plan and how it is different from Lesson plan.

5.3.1 Why Learning Plan? (Some major justification)

Some Important features of Learning Plan	
Lesson Plan	Learning Plan
<ul style="list-style-type: none">• Related to teaching.• Target is teaching teacher centric.• Less scope of flexibility in the classroom transaction.• Teacher commanding.• One way method.• Only pre-planning.• Previous knowledge of students only.• It restricts the possibilities to observe the classroom environment and mood of the learners.• Learners find out themselves on the margin of the class.• The learners are the passive listeners mostly.	<ul style="list-style-type: none">• Related to learning.• Target is to learn child centric.• Flexibility in classroom transaction.• Teacher as a facilitator and given more time in independent thinking and practice to children.• Reciprocal and participatory.• Pre-planning, Post-planning and planning during teaching.• Previous knowledge of both teacher and learner.• Demands teachers' study of all books from classes 1 to 5 i.e. integration between subject and classes.• Demands a continuous learning plan of a topic (in the shape of expanding the topic in previous class).• Hints are given to select methods.• Important points are given to be taken in to consideration while making a learning plan.• It enables the teacher to read and observe the mood of the learners.• It gives more opportunities for learners' indulgence in the classroom.• The learners equally share in the discussion of the classroom.

सीखने की योजना Learning Plan

शिक्षक/शिक्षिका का नाम (Teacher's Name) :		
कक्षा (Class) :	कालांश (Period) :	तिथि (Date) :
विषय (Subject) :	इकाई (Unit) :	
विषयवस्तु (Topic) :		

विषयवस्तु से संबंधित पूर्व समीक्षा Pre-review related to the topic	(शिक्षण से पहले किया जानेवाला कार्य) (Pre-teaching task)
नये विषयवस्तु की चर्चा शुरू करनी है <input type="checkbox"/> To start the discussion of new topic <input type="checkbox"/>	पिछले कालांश के विषयवस्तु का विस्तार करना है <input type="checkbox"/> To expand the previous topic taught in the last class <input type="checkbox"/>
यह विषयवस्तु इस कक्षा के पाठ्यचर्या-पाठ्यक्रम में उल्लेखित किन उद्देश्यों/बिन्दुओं से जुड़ा हुआ है <input type="checkbox"/> This topic is related to which objectives/point discussed in the curriculum/syllabus of this class?	
क्या यह विषयवस्तु पूर्ववत कक्षाओं के पाठ्यक्रम में भी शामिल है? कैसे? Is this topic included in the curriculum of earlier classes? How?	
क्या मैंने इस विषयवस्तु का शिक्षण पहले किया है? हाँ <input type="checkbox"/> नहीं <input type="checkbox"/> Have I taught this topic previously? Yes <input type="checkbox"/> No <input type="checkbox"/>	
यह विषयवस्तु इस कक्षा के और किन-किन विषयों/इकाइयों से जुड़ा है : Which are the subjects/units related to this topic of this class?	
कक्षा के विद्यार्थियों के पास इस विषयवस्तु से संबंधित क्या आधारभूत समझ हो सकती है : Students of this class can have some basic knowledge related to the topic. <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> बहुत कम <input type="checkbox"/> very little <input type="checkbox"/> </div> <div style="text-align: center;"> थोड़ा-बहुत <input type="checkbox"/> little more <input type="checkbox"/> </div> <div style="text-align: center;"> बहुत-अधिक <input type="checkbox"/> much-more <input type="checkbox"/> </div> </div>	
विषयवस्तु/उप विषयवस्तु का विवरण : (संक्षिप्त परिचय तथा क्या महत्वपूर्ण है इसमें?) Description of the topic/sub-topic: (Its' introduction and importance)	

सीखने-सिखाने की विधि / विधियाँ : Method of Learning:		कुछ सुझावात्मक उदाहरण Some suggestive examples	
	सामूहिक चर्चा Group Discussion	प्रयोग Experiment	
	समूह कार्य Group Work	खोज Discovery	
	एकल कार्य Individual work	खेल Play	
	पठन-लेखन Reading-writing	रोल-प्ले Role-Play	
विधि / विधियों को क्यों चुना गया : (शिक्षाशास्त्रीय चयन का आधार) Reason of the selection of this method/methods: (Pedagogical basis)			
सीखने की विधि / विधियों तथा शिक्षाशास्त्र का संक्षिप्त विवरण (शिक्षण से पहले किया जानेवाला कार्य) Brief description of learning method/s and pedagogy (Pre teaching task)			
योजना Planning	ध्यान में रखने योग्य समावेशी बिन्दु <i>Points to be taken care of</i>		
	<ul style="list-style-type: none"> Is the relevance of children taken care of? Which type of examples do you want to present? How many opportunities of self learning do the children have? How many opportunities do they have for asking question? What is the time ratio for learning? How much time duration of a teaching class is spent on teacher's activity and how much time is given for the independent thinking and working of the children? Is there any possibility to involve social, cultural & political and other issues in the classroom discussion? How much consideration is given on the points suggested in NCF-2005 and BCF-2008? Is there any possibility to involve social and constitutional values in the planning? Is CCE processes are taken care of? What are your expected challenges in the implementation of this planning? How much flexibilities are in this planning i.e. how much possibilities are there to change in the planning according to the change in classroom situation? Is gender sensitivity taken care in the planning? 		

शिक्षक/शिक्षिका द्वारा स्वमूल्यांकन के सुझावात्मक बिन्दु Suggestive point for self evaluation by teacher	(शिक्षण के बाद किया जानेवाला कार्य) (post teaching activity)
क्या विद्यार्थी ने उन उद्देश्यों को समझा जिसके लिए यह विषयवस्तु थी? इसका मूल्यांकन किया कि नहीं। Did the learner learn the objectives of the topic? It was evaluated or not?
क्या इस विषयवस्तु को फिर से कक्षा में चर्चा करने की आवश्यकता है? क्यों या क्यों नहीं? Is the topic needed to be discussed again? Why or why not?
विद्यार्थियों द्वारा पूछे गए प्रमुख सवाल क्या थे? कितने विद्यार्थियों ने सवाल पूछे? What were the important questions asked by the students? How many students asked the question?
मैंने उन सवालों को कैसे समझाया? क्या विद्यार्थियों से स्वयं उन सवालों को हल करने का मौका मिला? How did you explain those questions? Did the student get the opportunity to solve themselves?
इस विषयवस्तु के सीखने-सिखाने में किस प्रकार के संसाधनों का प्रयोग किया गया? उनकी क्या उपयोगिता रही? What were the resource used in teaching learning process to this topic? How useful they were?
इस विषयवस्तु को यदि दुबारा पढ़ाना हो तो मैं सीखने-सिखने की योजना में क्या बदलाव करूंगा/करूंगी। What changes will you bring in the teaching learning planning, if the topic is to be taught again?
इस विषयवस्तु से संबंधित कोई ऐसा सवाल जिसे अपने संस्थान के विषयविशेषज्ञ तथा मेंटर से चर्चा करना की अपेक्षा है। Is any question related to this topic needed to be discussed with the subject expert and mentors?
कोई अन्य टिप्पणी Any other comments?

5.3.2 Understanding the self-evaluation points given in the learning plan

1. *Did the learners learn the objectives of the topic? It was evaluated or not?*

After teaching the class the teacher must list down the experiences of the classroom teaching. The teacher must have tried to convey the objectives of the topic taught. Here the teachers need to think of some tools to tryout in the class among the learners to evaluate whether the objectives were achieved or not. The tool may be in any form. For example a set of questions related to the topic etc.

2. *Is the topic needed to be discussed again? Why or why not?*

Here the teacher gets the chance to know whether the learners understood the topic or not. During the teaching only, the gestures of the learners show their interest in the topic taught. After teaching if the teacher feels that all the learners have not answered the questions asked from the topic correctly s/he decides to teach the topic once again.

3. *What were the important questions asked by the students? How many students asked the questions?*

After the end of the teaching of particular topic the teacher must create the situation so that the students must ask the questions related to the topic. When the learners ask the questions, it reflects their understanding and misunderstanding as well. The teachers also become familiar with their vivid observation and level of grasping the topic. It also helps the teacher further for remedial teaching. The teacher must keep a record of the name/number of the students who asked the questions.

4. *How did you explain those questions? Did the student get the opportunity to solve themselves?*

It would always be better if the teacher acts as a facilitator in the classroom. The teacher must not give the readymade answers to all the questions, queries of the students, but bring them close to the suitable answers by giving some hints. Infact, the joy of finding out an answer gives a win-win feeling to the learners rather than readymade answers. So, students must get a chance to answer their queries on their own.

5. *What were the resources used in teaching-learning process to this topic? How useful they were?*

When we use the resources during teaching-learning process of any topic, we can judge the level of usefulness of any resource after completing the teaching learning process. Here the emphasis should be given on the correct and proper selection of the resource, related to the topic. The resources will vary from topic to topic. The teacher must be keen observer and a selector to find out the relevant resource available in the class. It is more desirable that the resource must create an interest among the students.

6. *What changes will you bring in the teaching learning planning, if the topic is to be taught again?*

Here the teacher is getting another chance to bring some desirable changes in the learning method/s, if the same topic has to be taught again. Actually, when you teach our topic in a class, you also judge your level of teaching after the class is over. Sometimes we could not do justice with our teaching on something are missed out. So, if needed, the same topic can be taught second time is more interesting and letter way.

7. *Is any question related to this topic needed to be discussed with the subject expert and mentors?*

Sometimes, when you teach a particular topic, you find come across some points, on some questions which do not have very clean cut answer. Sometimes, you even as a teacher left with some doubts which you must need to clarify with your subject experts or mentors.

8. *Any other comments?*

If you want to mention something on your own.

मेंटर/अवलोकनकर्ता की टिप्पणी Comments of mentor/observer		(शिक्षण के दौरान किया जानेवाला कार्य) (Task performed during teaching)	
अवलोकनात्मक बिन्दु Points of observation	कक्षा में प्रत्यक्ष रूप से आप जो अवलोकित कर रहे हैं उसे नीचे लिखें।		
समीक्षात्मक बिन्दु Points of review	एन.सी.एफ.-2005, बी.सी.एफ.-2008 व एन.सी.एफ.टी.ई.-2010 द्वारा सुझाये गए मार्गदर्शक सिद्धांतों के आलोक में कक्षा के सीखने-सिखाने की प्रक्रिया की समीक्षा। प्रशिक्षु से और क्या-क्या अपेक्षा की जा सकती है, इस संदर्भ में कुछ महत्वपूर्ण सुझाव। (Review of the teaching- learning process in the class room in reference to the guiding principles mentioned in NCF-2005, BCF-2008 and NCFTE, 2010. What are the other expectations from the trainers? Some important suggestions in this context.)	Some guiding principles <ul style="list-style-type: none">• Connecting knowledge to life outside the school• Insuring that learning is shifted away from rote methods• Enriching the curriculum to provide for overall development of children rather than remain text book centers.• Making examinations more flexible and integrated into classroom life.• Nurturing an-overriding identity informed by caring concerns with in the democratic policy of the country.• Giving importance to rural and regional relevance of Bihar• Repeating the individuality and diversity of children To play the role of a professional teacher in the teaching-learning process of the class.	

5.3.3 Some points of concern while making a learning plan

Planning a lesson is a reflective process. It needs a careful consolidation of thoughts in planning. That's why we have introduced the framework of learning plan to provide thinkable space to teachers. Here are some salient points to take care while preparing a learning plan.

1. While preparing a learning plan, one must keep in mind the learners' level, their linguistic needs and objectives of teaching the lesson.
2. Objectives of the learning plan must not be understood in isolation. It must be developed on the basis of the Curriculum book of Elementary Level.
3. Why there is a need to teach this particular lesson to students? What is the relation of this lesson with the wider objectives of the English at elementary level? These questions are very important for reflection.
4. Try to relate the classroom situation while choosing the teaching methods. Why you have chosen them, must think.
5. Try to create innovative TLMs which can really support a teacher while teaching English.
6. Relate the topics with the real life situations of the learners and meaningful activities.
7. At the early stage mother tongue may be allowed to be used to understand clearly essential points but later on its use may be minimised.
8. Ensure maximum participation of learners by encouraging them to ask and answer questions. The questions of learners are an integral part of learning plan. They need to be recorded carefully for reflection on teaching.
9. Address the individual needs of learners.
10. Use the black- board effectively.
11. Encourage group/pair to help learners overcome their doubts and difficulties, and gain confidence.
12. Use simple and correct English.
13. Modify your teaching in accordance with a class room situation.
14. Provide adequate space for the feedback and reinforcement

Questions:

1. What is difference between Learning Plan and Lesson Plan? Write at least five points.
2. Why pre-experience of teacher is also important while preparing a learning plan?
3. What will be basic challenges of a teacher while preparing a learning plan of English?

5.4 Concluding Activities

In this section, some activities are given to understand the learning plan with more clarity.

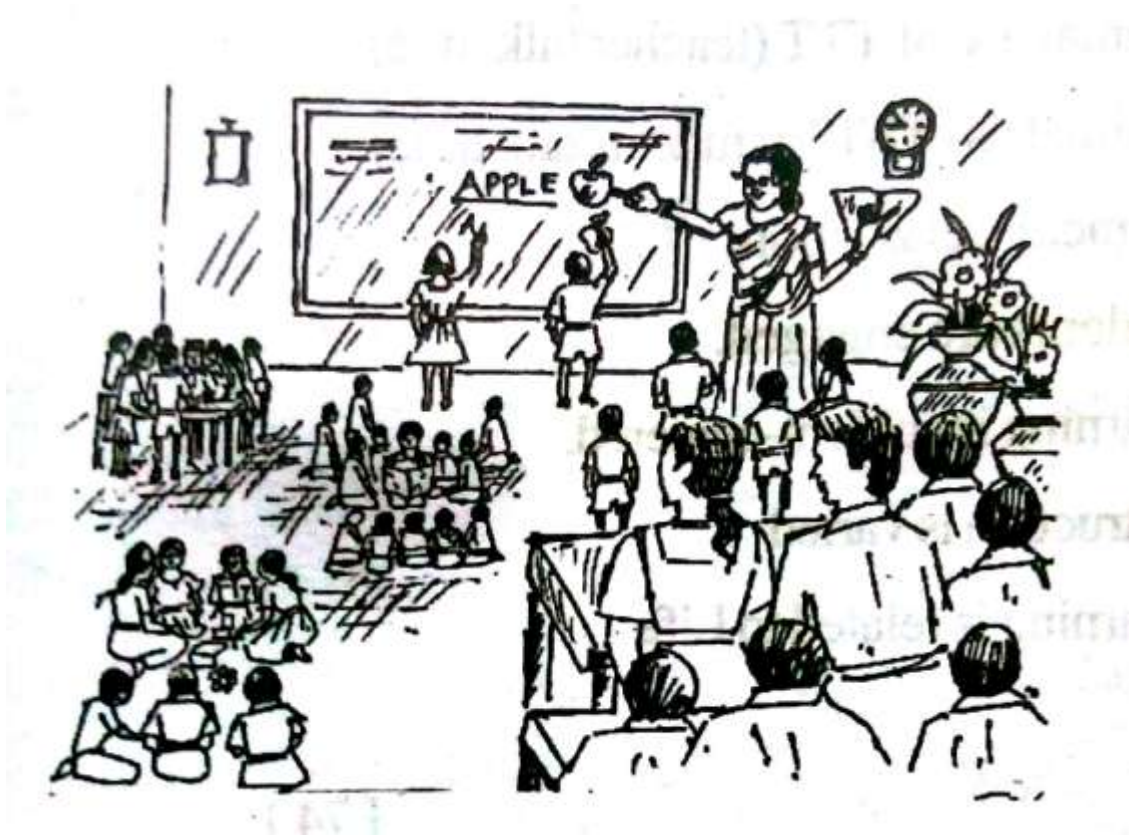
Activity-1: The example given below is a part of conventional lesson plan. On the basis of your understanding of learning plan, critically find out the draw backs of this lesson plan.

Lesson Plan 1(Rhymes)							
Date: Period: Class III	Subject: Blossom – Part 3, Lesson: 13 Topic: Rhyme – MICE						
General Objectives: To enable the learners to appreciate the rhyme. To enable the learners to enjoy recitation, individual or chorus of the rhyme							
Specific Objectives: <ul style="list-style-type: none">• To recite the poem with appropriate actions and gestures• To read the poem silently with comprehension• To encourage children express their responses in simple sentences• To help build their vocabulary about various parts of the body of the Mice• To differentiate among the sounds of different animals• To pick out the rhyming words• To write about the likes and dislikes of any animal							
TLM: Chart paper, chalk, blackboard							
<u>Introduction/ Pre- reading Activity</u> Write on the blackboard the names of the animals present in the surroundings of the children; e.g. <table style="width: 100%; border: none;"><tr><td style="width: 50%;">Dog -</td><td style="width: 50%;">Monkey -</td></tr><tr><td>Cow -</td><td>Donkey -</td></tr><tr><td>Cat -</td><td>Horse</td></tr></table>		Dog -	Monkey -	Cow -	Donkey -	Cat -	Horse
Dog -	Monkey -						
Cow -	Donkey -						
Cat -	Horse						
Ask the learners to write the above words in their copies for twenty times. Then see, whether they have written right or wrong. Then, learners will be told to read the poem loudly after teacher.							
The class ends with homework to students.							

Reflect:

1. Is there any linkage between the general objectives and specific objectives in the above exemplar lesson plan? Comment.
2. Comment on the specific objectives of the above lesson plan? How you will rewrite them in learning plan.
3. What can be innovative TLMs to teach this lesson in class? Give examples.
4. Develop a leaning plan on the above lesson and compare that with this format of lesson plan.

Activity-2: See the following picture of a classroom and write your observations in English.



Activities 2: At your School

1. Compare a class of English at elementary level, which you taught with a learning plan with another class where you taught without a learning plan. Enlist your points in a table.
2. List the points how teaching a poem is different from teaching a story.
3. Discuss how a learner centred classroom can be innovative both for the learner and the teacher.
4. How does learning planning enhance your professional development?

Activities 3: At your study centre

Consolidated activities in groups:

1. Think about one of your classes that was the best delivered. Share your experience with others.
2. Discuss the advantages of using mother tongue as a resource in the teaching of English. Also list the situations where the use of mother tongue will be most useful. How you can include this aspect in your learning plan of English.

5.5 Summing up

Planning is essentially a before-hand experience in teaching. Framework of a learning plan can help a teacher in planning his/her lesson better. It focuses on some of the following:

- How to understand the context of teaching-learning process of English in your class?
- Which kinds of challenges are needed to address while teaching an English lesson?
- How to maximise the learner's participation in a class of English teaching?
- How to make students ask questions and encourage them to speak in English?
- Why to choose particular methods to teach English in your classroom?
- How will you ensure that the learning is happening?
- How a teacher should assess himself/herself in teaching English at Elementary level?
- How other teachers of your school can help you in improving the teaching-learning process of English in your school?

5.6 Self Assessment

1. Before using learning plan, how was your teaching English at your school? What changes did you make after learning plan experience?
2. What are the basic challenges of your learners in learning English? Did you ever reflect on them while teaching?
3. Which are the other subject papers of D.El.Ed. (ODL) which may help you to prepare your learning plan of English.

5.7 Compulsory Task

Learning Plan is an integral component of your School Based Programme (SBP). During SBP, you have to prepare learning plans of English to teach in schools. However, preparing learning plans must not stop after the SBP. Therefore, it is made compulsory to all trainees to write their learning plans of English subject regularly, even after SBP.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Annexure

Syllabus of English

Primary Level
Class-I to V

(Prepared by SCERT, Bihar)

Primary Stage (Classes I-V) English Language and Literature

General Overview

1. Introduction:

Language, the chief function of which is communication, is the most distinctive trait of human society. The very acquisition of knowledge depends on language. Language is a marker of our identity and is closely associated with power in society. We can hardly do without language in any walk of life.

The knowledge of English is especially very important in the age of globalisation we are living in. The richness of this language and the existing stock of wide knowledge in English make it immensely useful. It is a window on the world and an access to the growing store of knowledge in science, technology and humanities.

We have to acknowledge, whether we like it or not, that English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc. and is, therefore, a passport to social mobility, higher education and better job opportunities.

The mushroom growth of the so called 'English medium' or public schools in every nook and corner of the state and the people's preference to such schools is a testimony to the growing importance and need of English which needs to be addressed in the curriculum /syllabus of the state. The very principle of equality entails that English should not remain associated only with the rich, elite or the upper middle class. Even a rural child of the underprivileged has an equal right to gain a sufficiently good level of proficiency in it so that he should not suffer discrimination for lack of it.

With the changes in the aims and objectives of education, redesigning curricular framework and thereof revision of syllabus becomes a compulsion. This compulsion is the positive strength of a live education system. Unfortunately, this has not been the case with the education system in Bihar. The last revision took place about 13 years ago and hardly any significant attempt was made in these years to update the syllabus according to the needs and requirements of the learners or the society.

Even the last revision that took place 13 years ago lacked in a very essential element, i.e. socio-economic, cultural political context or what can be termed as 'Bihari input'. It was exclusively based on the recommendations of the NEP 1986.

The neglect of 'Bihari input' in the syllabus has very unhappy consequences. The learners failed to find any substantial link between the life around them and what was being taught in the classroom. Rote learning thus got hold over understanding.

The guidelines of NCF 2005 framed in the light of the well known report 'Learning Without Burden' has shifted the focus from the teachers to the learners, confining the former to the role of facilitator only. The NCF 2005 recognises learners as the constructor of knowledge and sees multilingualism as strength in the classroom. It prescribes five guiding principles. These include/imply:

- ❖ Connecting knowledge to life outside the school
- ❖ Ensuring that learning be shifted away from rote methods
- ❖ Enriching the curriculum to provide for over all development of the child rather than remain textbook-centric, and
- ❖ Making examination more flexible and integrated with classroom life
- ❖ Nurturing identity of the learners within democratic polity

The change in attitude to teaching and learning necessitates the revision of the State Curriculum Framework and thereof the syllabus of English language. It is high time we recognised the importance of creating socio-cultural contexts that would encourage children to participate actively in understanding and create appropriate communicative practices. The Bihar inputs and the appropriate use of mother tongue in the classroom will accelerate the pace of learning and thus can help the learners overcome their fear of English. It's time we removed the notion that English is difficult to learn.

The present syllabus owes much to the NCF 2005 and the NCERT syllabus developed in the light of NCF 2005. The attempt has been to accommodate the NCERT syllabus as far as practicable in the

context of Bihar. This has entailed, to some extent, the omission, modification and even shifting of many of the objectives, learning strategies and learning outcomes to another class.

It is important to state that, unlike the NCERT syllabus which is only stage wise, the proposed state syllabus is developed both stage-wise and class-wise.

Special emphasis has been laid on oral drilling and building vocabulary of the learners at the primary stage. It appears necessary as the children in the state are mostly of rural background and they lack the exposure to English language or English vocabulary at the initial stage. The children who follow the NCERT syllabi are mostly from urban background and hence they have exposure to English or at least they pick up a fairly large number of English words even before they come to schools. Hence, the NCERT syllabi for Class I and II can expect their children to develop ability to 'enact small plays /skits' and 'talk about themselves, members of the family and the people in their surroundings' but this will be too ambitious an objective for the children with rural background and with little or no exposure to English language and its vocabulary.

Methods and techniques of teaching have been dealt with in details for classes I-II. However, for the rest of the classes this has been done stage-wise rather than class-wise. Attempts have also been made to correlate learning outcomes with the learning objectives at every stage. The NCERT syllabus has been of great help in this connection.

Attention has also been paid to integrate contemporary issues with the core components, prescribed in the National Education Policy and academically accommodate them in the light of the local needs and specialities. This aims at improving the state syllabus knowledge-wise and objective-wise.

The proposed syllabus also recognises the availability of actual time for the classes as an important component of syllabus designing. This has an important bearing on the selection of content materials quantitatively so that the syllabus does not exert any unnecessary pressure on the learners.

The learning of grammar has been visualised as the process of discovery of English usages. Hence, more emphasis has been given on the learning of the functions of the words than on their grammatical terminology. It is hoped that this will enable the learners use structures and vocabulary appropriately in different contexts and social situations both orally and in writing.

A very significant feature of the proposed syllabus is that the continuity of linkage has been maintained at each successive level of learning from class I to class XII. The emphasis has been to ensure the integrated communicative competence by the time the learner passes the +2 level. It is for this reason that the syllabus recommends measures to assess and evaluate the oral proficiency as well.

2. Linguistic, Social and Cultural Features of Bihar

Bihar presents a complex picture in terms of socio - political and multilingual educational conditions. The urban population, here, is barely 10% of the total population. The remaining 90% have rural background. Agriculture continues to be the mainstay of the state's economy, though there is a note of emphasis on shifting to industries to enrich the existing economy with a view to getting rid of educational backwardness.

However, notwithstanding the illiteracy and socially underdeveloped condition of the people of Bihar, English is widely in demand as a subject of learning in schools. The mushroom growth of so-called English medium schools even in the remote corners of the state is a testimony to the growing demand for English which the state must address to.

Linguistically, Bihar is a rich composite of several local dialects/ languages that serve as mother tongue in different regions. These dialects/ languages include Bhojpuri, Maithili, Bajjika, Bengali, Magahi, Angika and Urdu besides Hindi which is the medium of instruction in the government schools. The linguistic regions of Bihar are like distinctive cultural regions. Bihar is very rich in the stories and verses that have no recorded version as yet, but they are living on the tongues of the people. Along with these stories and verses the folk art forms are both culture preserving and culture transmitting. The cross currents of various cultures transmitted through various languages are very strong and together they make the rich cultural heritage of the state.

3. The status of English in India

English in India is the most powerful medium of official proceedings and files. It serves as the link language in the multi-lingual context of the Indian society and the medium of instruction in the higher education and even in the primary and secondary education as far as public schools are concerned. The status of English as a medium of instruction can be understood from the fact that the English version of the NCERT books on any subjects are more in demand than their Hindi version or for that matter their editions in any other Indian languages.

English is the exclusive choice in the library related works. The cataloguing and all other activities related to libraries are done in English. In other words, English is the medium of accessibility to libraries.

English enjoys a very respectable place in the business circle. Accountancy and auditing depend heavily on this language. In fact, it is the language of international relations, management, commerce, trade and industry as well. Internet, that has become so popular today and has shrunk the entire universe into a small unit, uses English as its medium of operation. The operation of Internet, or for that matter computer, is very difficult without the knowledge of English.

Moreover, Indian novelists, critics, and intellectuals belonging to various fields are creating valuable literature in English. The English knowing sections of the Indian society not only have power and prestige but have also become the opinion makers at the socio-political and cultural levels. There is a great need to learn and teach English to our younger generations because apart from its various usage, English also functions as an integrating force at the intellectual level.

4. The status of English in Bihar

English had been the language of education and administration in Bihar during the British days. After Independence, even though it was made a non-compulsory subject at school level, English did not lose its importance. It continued to enjoy prestige and power at the social and administrative levels. However, a bias against English also prevailed among the average students especially with rural background that 'English is a tough subject'. The decision did help the students pass examinations without English but they felt handicapped when they went for higher or technical education.

It is high time we corrected the 'mistake' and incorporated English in the State syllabus as a compulsory subject. This will be an incentive to the learning of this language. Teaching of English in Bihar has also to keep in mind that **English for an average Bihari is L₃; Hindi or Urdu is L₂ and language like Bhojpuri, Maithili, Bengali, Magahi, Angika, and Bajjika etc. are L₁**. This multilingualism is both strength and a hindrance. It helps the learning of English but it also brings some specific problems with regards to pronunciation of certain words and the use of certain structures. Attempts have been made in the proposed syllabus to redress the hindrances and use multilingualism as a positive help.

5. Language and language learning objectives

Language is used for a variety of purposes ranging from daily discourse to the acquisition of knowledge and power. Even the introspection that helps us define and refine our thoughts depends chiefly on language. How else can we clarify our thoughts if we do not learn to talk to ourselves? In a nutshell, we need language for our qualitative existence.

The ever-expanding horizon of knowledge and the globalisation of society necessitated the need of a language that can be used as a link language globally. Needless to say that in the present context English is the only language that serves this purpose. English serves as a link language also in the multilingual Indian society. In other words, **English brings unity in diversity.**

Learning of language, here English, however, is different from learning subjects like History, Geography or Physics etc.. Unlike the content subjects, skill-subjects like English deserve different treatment. Here, **the objective is not to impart information or knowledge but to develop effective**

communicative competence that again depends on the development of four skills namely listening, speaking, reading and writing.

The learners must also be equipped with such politeness and powers of persuasion that they are able to negotiate all communicative situations with tolerance and dignity. The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned under the sub-head "**The skills to be stressed upon and taught**".

6. English language learning problems

The first and the foremost problem that comes in the way of English language learning is the preconceived bias that English is very difficult to learn and even more difficult is to secure pass-marks in it. This bias against English is very common even among the teachers for the simple reason that the majority of teachers themselves are not very competent to handle English language classes. This adversely affects the learning process.

To overcome the learner's 'fear' of English language it is important to produce textbooks that are contextually rich and provide incentive to the innate curiosity and creativity of the learners. Textbooks of English should be designed in such a way that they enhance children's awareness of their immediate surroundings. The use of the languages of the learners may turn out to be most productive for teaching English. **Attempts should be made to exploit multilingualism as a teaching strategy in the classroom.** Urdu, Hindi, Bhojpuri, Maithili, Magahi, Angika, Bajjika, Bengali etc. could be rich teaching resources. This will help them arrive at linguistically significant generalizations and overcome their 'fear' of the language.

A practical solution to the teacher's unpreparedness to the task of teaching could be the **preparation of teacher's handbook or manual, spelling out methods and techniques to teach specific teaching items.** The appropriate notes for teachers in the textbook itself would also be of great practical value.

The learners with rural background are not very familiar with English words. Their vocabulary is very poor even at the Secondary and the Intermediate levels. Hence, special attention has to be given to build their vocabulary from the very beginning.

It is futile to teach isolated grammatical items to students as this isolated teaching does not generate interest among the learners; it rather appals them. Hence, attempts should be made to ensure that the knowledge of Grammar emerges from an active engagement in communicative practices: the examples of different structures should be given at each stage in a graded order in order to help them develop mechanism to digest and practise it.

7. Attitudes to be nurtured

Language learning depends heavily on the attitudes and motivation of learners and teachers. To ensure the positive motivation and involvement of the learners in the teaching-learning processes, it is important that the teacher is positively inclined towards pupils of diverse linguistic, ethnic and socio-cultural backgrounds. It is high time the teachers appreciated the fact that **all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teacher and the taught. Besides, languages flourish in each other's company.** The global standing of English owes much to the extensive borrowings it has made from and the intensive interactions it has had with almost all the languages in the world.

The use of multilingual classroom as a resource can also help in reducing the anxiety levels of learners. It can also help in raising their awareness levels of self-respect, self-discipline, respect and care for others, interdependence and co-operation. Last but not least is the basic attitude to teach and learn so that both the teachers and the learners can grow together. That will also help in promoting admiration for all cultures and all languages. Such an attitude will certainly have an impact on the personality of the teachers and the learners so that they can grow together to make all expressions in language not only cultured but also humane.

8. Content and Material

The proposed syllabus emphasises on the integration of the ten core components identified in the National Policy of Education. Since all contemporary concerns and issues cannot be included in the syllabus of a single class, attempts should be made to select and grade these content and materials keeping in view the age and level of the learners. Some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development need to be suitably incorporated in the course content. There is also a felt need of incorporating the issues emanating from them. They are detailed hereunder:

- Self, family, home, friends and pets
- Neighbourhood and community at large
- The nation-diversity (socio-cultural, religious and ethnic as well as linguistics), heritage (myths, legends/ folk tales)
- The world: India's neighbours and other countries (their cultures, literature and customs)
- Adventure and imagination
- Sports
- Issues relating adolescence
- Science and technology
- Peace and harmony
- Travel and tourism:
- Mass media: print media, electronic media
- Art and culture: local heritage, folk literature, folk arts, local history
- Health and reproductive health

The syllabus also emphasises the use of appropriate language for different purposes and functions; for example, greetings, classroom situations, home situation, street scene, bazaar, marketing, shopping, business, sports, games etc. which can be expressed through simple dialogues. All structures, patterns, immediate contexts, situations and vocabulary to be used for them need to be selected and graded in view of the age group, level, simplicity and frequency. They should be established through examples and reinforced through drill, practice as well as repetitions. **Care has to be taken not to mention any structure or grammatical item in particular while teaching the young learners so that the learning may be experience-oriented.**

9. Continuity for linkage at different levels

Continuity for linkage at different levels reflects the vision of the teaching plan. It gives a definite direction to teaching learning process in the light of the objectives laid down in the curriculum framework. Continuity helps the learners achieve basic linguistic proficiency without exerting any extra pressure on them. Their progression is guided and purposive. Needless to say that the lack of continuity proves very taxing on the learners who find themselves groping in want of a graded and guided progression.

It would be in the interest of the learners if the syllabi from class I to class XII are prepared with the continuity for linkage from one stage to another.

10. The skills to be stressed upon and taught

Listening, Speaking, Reading and Writing are interrelated. One skill cannot be developed without developing the other. One cannot read correctly unless one knows how to speak well. **Speech is the language.** So, pronunciation should be given priority. It can be taught by a teacher by pronouncing

correctly. Some sounds of English don't exist in Hindi or regional languages or mother tongues. Those areas of weaknesses and difficulties have to be kept in mind by teacher while encouraging classroom interactions and participation.

The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned below:

- ❖ The learner should acquire the ability to listen and understand, and should be able to employ non-verbal clues (signs, gestures etc.) to make connections and draw inferences.
- ❖ The learner should develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
- ❖ The learner should be able to employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- ❖ The learner should be able to identify a topic, organise and structure thoughts, and write with a sense of purpose and an awareness of audience.
- ❖ The learner should be able to understand and use a variety of 'Registers' associated with domains such as music, sports, films, gardening, construction work, etc..
- ❖ The learner should be able to use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc..
- ❖ The learner should be able to use language creatively and imaginatively in text transaction and performance of activities.
- ❖ The learner should be able to develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- ❖ The learner should be able to refine his literary sensibility and enrich his aesthetic life through different literary genres.
- ❖ The learner should be able to appreciate similarities and differences across languages in a multilingual classroom and society.
- ❖ It is important for the learner to notice that different languages and language varieties are associated with different domains and communicative encounters.
- ❖ The learner should become sensitive to the inherent variability that characterises language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her own speech and the speech of her, say, grandparents.

11. The role of a teacher: What to be taught and how?

The role of a teacher is to reduce his indispensability to the minimum and motivate self-learning by provoking students into putting questions, discussing, role playing and concretisation of abstract ideas through a real life situation and audio- visual aids. Hearing takes place effectively if two or more senses are simultaneously employed; one hears, sees, understands and internalises through inference, judgement, drawing conclusion, and making comparison and contrast.

What is to be taught is the language used in daily life-like situation. It is not divorced from life. One way to ensure this is to select themes/sub-themes in conformity with the learners' immediate environment – physical, social and cultural. These should lead to an understanding and practice of the values enshrined in the constitution of India, including the Fundamental Rights and Duties.

Language learning is best facilitated in input-rich communicational environments. Inputs include textbooks, learner-chosen texts, class libraries, parallel books and materials in more than one language, media support (learner magazines/newspapers column, radio/audio cassettes), and authentic materials. The importance of textbooks remains indubitable. However, in addition to textual materials, various other inputs such as cards, charts, advertisements, texts produced by children, brochures, pamphlets, radio, T.V. news, etc. should also be brought into the language classroom.

English spelling is not always based on its sounds; it is not spoken as it is written. But Hindi is spoken as it is written. So, English sounds have to be taught repeatedly.

The structure of Question is more difficult than that of a statement. Articles 'a', 'an', 'the' are more difficult than other determiners - 'my', 'your', 'his', 'one'. So first begin with such determiners

and then come to Articles 'a', 'an' and 'the'. First 'a', then 'an', and then 'the'. A teacher must keep in mind what structure and pattern of English has no equivalence in the students' mother tongues. Such structures should be taught through repeated exposure. **Exposure should be given through drill and practice**

12. Stages of learning

To ensure proper progression of learning, four stages of learning have been envisaged. These stages are: Primary, Upper Primary, Secondary and Intermediate or +2. The syllabus has been developed both stage-wise and class-wise. The objectives and learning outcomes are given stage-wise but teaching units with specific objectives have been given class-wise.

Primary Stage (Classes I – V)

Background

The commencement of teaching of English language from Class I in Bihar is now a felt need keeping in view the popularity of 'English medium' schools even in the remote corners of the state. The popular demand to introduce English at the initial stage entails raising the standard of school English. The need arises also from the expanding horizons of knowledge globally, especially in the fields of science, technology and communication, which should be accessible to one and all in the world of tomorrow.

In Bihar, this need has been appreciated and finally a decision has been taken to respond to people's aspiration and need for learning English notwithstanding the debate over the feasibility and preparedness that the introduction of English at the initial stage might generate.

The decision to introduce English in class I seems apt keeping in mind that the average age of the learners in class I is 5- 6 years. At this age and stage, a learner has already achieved a fair amount of competence in his mother tongue. This competence facilitates the learning of a second or third language more efficiently. Hence, it seems possible that in the span of five years at the primary level the learner would acquire basic proficiency in English language including basic literacy skills of reading and writing.

Level 1 (Classes I – II)

Learning Objectives

The **general objectives** at Level 1 are:

- ❖ To build familiarity with the sounds of English letters and associated words in a meaningful situation.
- ❖ To provide and monitor exposure to and comprehension of 'spoken', and 'spoken-and-written' inputs (through mother tongue, signs, visual, pictures, sketches, gesture, single word questions / answers).
- ❖ To help learners build a working proficiency in the language – especially with regard to listening with understanding and basic oral production (words/ phrases, fragments of utterances, formulaic expressions as communicative devices).
- ❖ To recite and sing rhymes, songs and poems.
- ❖ To use drawing and painting to stimulate oral responses.
- ❖ To become visually familiar with word(s), what it means, and to notice its components: letters and the sound-values they stand for.
- ❖ To write capital and small letters.
- ❖ To associate meaning with written/printed language

Learning Strategies

At level 1, the learning of English should begin with adequate emphasis on and drilling of exercises related to the development of the listening and the speaking skills, the latter following the former closely. This oral-aural approach will lay the foundation for the development of reading and writing skills. Since language is basically and primarily a speech, it is necessary to develop in learners the skills related to listening for perception and that of comprehension so that they can enable themselves to take part in role playing, recitation and language games as far as possible.

The next stage will be that of introduction of the letters of alphabet with their sounds. The capital and small letters will be practised in terms of reading and writing at a later stage. It will be followed by learning monosyllabic words from the select list given in the text.

Finally, the words and structures which are related to the textbook and learners' experience will be introduced.

Learning outcomes:

At the end of this level, learners should be able to

- ❖ Pronounce English letters and words intelligibly.
- ❖ Follow simple instructions, requests and questions and use formulaic expressions appropriately.
- ❖ Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- ❖ Recognise small and capital forms of English alphabet both in context and in isolation.
- ❖ Recognise whole words or chunks of language.
- ❖ Read simple words /short sentences with the help of pictures and understand them
- ❖ Write small and capital letters.
- ❖ Take dictation of simple words.
- ❖ Speak and write simple words /phrase /short sentences.
- ❖ Develop unconscious familiarity with simple structures and some basic units of Grammar.

Required teaching competence for Level 1

- The teacher should have a wide stock of rhymes/ songs/ poems/ anecdotes/ folk tales/ stories to make teaching learning a joyful activity at this level.
- The teacher should have the competence to recite rhymes and poems with proper intonation and gestures.
- The teacher should be well-versed in language games to make teaching learning a fun.
- The teacher should have the competence to pronounce English letters/words correctly and intelligibly. This is deemed necessary as learning habits are formed at this very level. What the children learn at this stage is hard to unlearn at later stages.
- The teacher's handwriting should be good to ensure that it serves as good model handwriting to the learners.
- The teacher should have the competence to use gestures and other aids effectively to be communicable to children.
- The teacher should have the competence too use effectively the mother tongue of the children.
- The teacher should have the competence to sketch figures/pictures.
- The teacher should have the competence to use drawing and painting to stimulate oral responses from the children.
- The teacher should have the competence to help learner associate meaning with written /printed language.
- The teacher should have the competence to hold drilling exercises for a long time.

Suggestions for the preparation of textbook for Level 1:

With a view to achieving the objectives laid down in the syllabus, it is suggested that the textbook be attractive, not repulsive; the printing should be excellent. The quality of the cover page should be such that the book lasts for the whole academic session. Moreover, the pictures should be aesthetically pleasing and integrated with the text. As the book is for the children, at least four colours should be used and especially the rainbow should be given in seven colours because the concept of colour is culturally conditioned and has to be presented visually. There can be no joyful learning from text which does not stimulate a child aesthetically.

Curricular package for Level 1

It is recommended that the curricular package for level I (class and class II) will consist of a textbook which will be activity-based and rich in visuals. The learning materials need to be developed keeping in view the different classes so that the learning is 'without any burden on the learners' of the concerned classes. In other words, the quality content and the number of lessons should not appear taxing on them.

The recommended weightage in terms of marks is 70% for the oral test and 30% for written ones. Equal weightage should be given to the textbook and the language work.

Time available and coverage of syllabus

The number of working days in schools is over 220 days. However, due to various compulsions, the number of periods available in the schools of the state for actual teaching is not more than 180 days. The syllabus in English is designed in such a way that it can be covered in 100 hours, i.e. 150 periods of 40 minutes duration. This may be achieved by roughly five periods of 40 minutes duration per week. The entire session will be divided into three terms with two units each. Emphasis will be laid on the integrated teaching learning of the four linguistic skills in each unit. The lessons, therefore, have to be divided accordingly so that the learners undergo a natural learning process of communicative skills. Pronunciation, stress, intonation and accompanying gestures have to be made an important component of learning English language. This can be presented schematically in the following manner:

Term	Unit	Dialogue hours for covering the prescribed course	Dialogue hours for revision	Total dialogue hours
First Term	Unit 1	09 hours	07 hours	33
	Unit 2	09 hours	07 hours	
Second Term	Unit 3	10 hours	06 hours	33
	Unit 4	10 hours	07 hours	
Third Term	Unit 5	11 hours	05 hours	34
	Unit 6	11 hours	07 hours	
total		60 hours	39 hours	100 (roughly 150 periods of 40 minutes duration)

The overall pattern of evaluation:

Besides summative evaluation at the end of the session or class, which would carry 40% weightage of marks, there could be two term/formal evaluations carrying 30% weightage; these should form the part of ongoing continuous assessment. Each except the first terms in class I, evaluation should comprise both oral and written test. The other components of ongoing continuous evaluation would be the assignments –both home assignments and class assignments and the ongoing continuous

evaluation, made in every class or at the end of every unit; both these could be given 20% weightage each. Thus the break-up of marks for the Class I and Class II Primary classes could be as follows

Evaluation	marks	Class I		Class II	
		written	spoken	written	spoken
1. continuous Assessment	60	13	47	18	42
a. 1 st Term evaluation:	15	----	15	04	11
b. 2 nd Term evaluation:	15	04	11	05	10
c. Ongoing class/unit evaluation:	20	06	14	06	14
d. Assignments:	10	03	07	03	07
2. Final Term evaluation:	40	12	28	12	28
Total	100	25	75	30	70

Level 2 (Classes III, IV, V)

Learning Objectives

The general objectives at Level 2 are:

- To build familiarity with the language through spoken input in meaningful situations (teacher talk, listening to recorded material etc.)
- To relate oracy with literacy by providing print-rich environment
- To promote learners' readiness for reading and writing.
- To help learners understand printed texts in terms of headings, paragraphs and horizontal lines.
- To enrich learners' vocabulary through telling, retelling and reading aloud of stories/ folktales in English.
- To use appropriate spoken and written language in meaningful contexts/ situations.
- To give them an opportunity to listen to sounds/ sound techniques and appreciate the rhythm and music of rhymes/ sounds.
- To enable them to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
- To familiarise learners with the basic process of writing.
- To develop proficiency in taking dictation
- To lead the process of discovering uses and functions of grammatical structures and items through exposure to spoken and written inputs.

Learning strategies

- ❖ An oral-aural approach to be followed (with limited focus on reading and writing depending on the level)
- ❖ Learner-centred activity-based approach including bilingual/ multilingual approach
- ❖ Integration of key environmental, social and arithmetical concepts
- ❖ Pictures, illustrations, cartoons, and toys to be used to arouse the interest of children
- ❖ Focus on discussions, project works, activities that promote reading with comprehension depending on the level.

- ❖ The approach in dictation should be based on known words

Learning outcomes

At the end of this stage, learners will be able to

- ❖ Talk about themselves, members of the family and the people in their surroundings
- ❖ Carry out a brief conversation involving seeking/giving information
- ❖ Enjoy reading a story, poem, a short write-up, a notice, a poster etc.
- ❖ Take dictation of simple sentence and to practice copy writing from the blackboard and textbook and to use common punctuation marks.
- ❖ Write a short description of a person, thing or place; prepare a notice, or write a message for someone.
- ❖ Write a short composition based on pictures.
- ❖ Narrate his/her experiences and incidents.
- ❖ Take part in group activities and role play.
- ❖ Discover the usage of different structures and grammar units

Required teaching competence

- The teacher should have the competence to read or speak with correct, clear and intelligible voice and pronunciation. He should have a good working knowledge of English sound system.
- The teacher should be a delightful reader of the texts to give an idea how to relish reading a text.
- The teacher should have the competence to build meaningful environment to elicit oral responses from the learners.
- The teacher should have the ability to initiate learners to group activities and role play.
- The teacher should have the competence to handle audio-visual aids.
- The teacher should have the clarity of concepts regarding the basic process of writing.
- The teacher should have a good knowledge of grammar and ability to help learners formulate rules for themselves by providing adequate examples.
- The teacher should have a good stock of folktales/ stories/ rhymes/ poems/songs etc..
- The teacher should be well versed in language games, story telling and reciting poems to make teaching learning a fun.
- The teacher's handwriting should be good to ensure that it serves as good model handwriting to the learners.
- The teacher should have the competence to use effectively gestures and useful aids to be communicable to children.
- The teacher should have the competence to use effectively the mother tongue of the children.
- The teacher should have the competence to use drawing and painting to stimulate oral responses from the children.
- The teacher should have the competence to help learners associate meaning with written /printed language.
- The teacher should have the competence to hold drilling exercises for a long time.
- The teacher should have the ability to plan and devise his teaching methods according to the need of the learners.

Suggestions for the selection of textual materials (Primary stage)

1. While preparing the textbook, all the four skills – Listening, Speaking, Reading, and Writing should be given due attention but more attention should be given to Listening and Speaking skills for level 1 keeping in mind the mental age and stage of the learners.
2. The sequence of learning should be in the same pattern as that of the first language for motivation and accordingly familiar oral lesson should precede.

3. The linear sequences of the four linguistic skills shall be Aural - Oral
 - a) Mimic imitation
 - b) Acting roles
 - c) Repetitions
 - d) Expression: vocal physical
4. In the multilingual context of Bihar, the age- group of learners, their regional or the first language i.e., mother languages have to be focussed while making the textbook.
5. The textbook should pinpoint the test to be given and suggest activities in every lesson.
6. The choice of vocabulary, structures and theme should be related to life situations and the needs of our children keeping in view their age and ability and other subjects besides English. The cultural context should be taken into consideration in which value-education and the guidelines of the preambles of Indian constitution should be suitably incorporated. Among other things, constitutional principles need to be included especially the philosophy of the preamble and the values implied in the chapter on the fundamental rights and the fundamental duties.
7. Folk tales/fables, nursery rhymes, useful utterances should be given with suitable visuals aids/pictures in the text.
8. Useful utterances motivate learners to communicate immediately and effectively. Dialogues are very vital for this exercise. These will help learners learn grammatical structures, without specific instructions. The learners will learn naturally and easily. Hence, dialogue should be used extensively.
9. Contents as well as vocabulary of other subjects of study like everyday science etc. should also be taken into account in the preparation of the textbook. This will help reinforcement of learning along with meeting the linguistic needs of the children, enabling them to use English in various social contexts of learning situation. Similarly, there should be a meaningful correlation between the teaching of other languages and English.
10. Care should be taken to ensure that the load on the child is less at the early stage in terms of introduction of new words and structures and adequate emphasis is laid on the actual use of language in a variety of ways.
11. With a view to achieving the objectives laid down in the syllabus, textbook and workbook are required to be made for enhancing the levels of learners' competence and performance in English in the light of the syllabus prescribed for the purpose.

Curricular package for Level 2 (class III-V)

It is recommended that the curricular package for level 2 (class III -V) will consist of a textbook which will be activity-based and rich in visuals. The textbooks for Class III – V should contain 18-24 lessons. The lessons would mostly be stories and poems of varying lengths depending on the class. However, some simple biographies, essays, autobiographies or simple speeches may also be included keeping in mind their suitability to the learners. Each lesson/ unit should be followed by extensive exercises so that there is no need of a separate workbook. The book may have 3-6 pieces meant essentially for self-study promoting reading for information and pleasure.

The learning materials need to be developed keeping in view the different classes so that the learning is 'without any burden on the learners' of the concerned classes. In other words, the quality content and the number of lessons should not appear taxing on them.

The Textbook will contain Bihar specific issues and topics in abundance. About 50% of the space will be given to the works of other languages used widely in Bihar. The standard translation will be preferred for this purpose.

The recommended weightage in terms of marks is 60% for the oral test and 40% for written test. Again, while taking tests, care should be taken to give 50 % weightage language work and 50% for the textbook.

Testing Speaking

The natural progress in speech, whether it is mother tongue or the second language, is from a one word, mostly nouns, stage to the production of multi-word sentences with verbs, auxiliaries, determiners, adjectives and prepositions, via a two word stage.

It has been observed that children from rigidly taught classrooms remain inarticulate, or produce single words, mostly nouns, in response to the pictures shown to elicit responses. To observe their progress from this stage to longer utterances should be the task of the continuous evaluation. The teachers can do well by entering the progress of the individual child either in his diary or separate portfolio for each child.

At later stages, speaking can be analysed into sub skills for testing.

Testing Reading

Cards can be arranged in graded levels of difficulty for monitoring progress. Teachers can do well by first assessing some sub skills as follows:

- a) **Reading aloud:** the pace of reading and the level of accuracy increase with the increase in the learner's proficiency. The gradual progress has to be observed.
- b) **Scanning a text** (a list, a telephone directory, advertisement etc.) for information
- c) **Reading for given information** (factual comprehension)
- d) **Reading for inference**
- e) Extended reading

Testing Writing and Listening

The testing of writing and listening can similarly be broken up into sub-skills. This sort of testing can be complemented by integrated language test (beginning with the cloze test, for example)

A sub-skill approach may help the teacher find out that particular students have particular strengths. For example, extroverted, articulate speakers may not be very interested in or good at an introverted, private activity like reading. The teacher can identify areas of strength as well as areas where help is needed.

Summative Evaluation

Summative evaluation will do well by moving away from being achievement oriented as is the case today and become proficiency oriented. Attempts have to be made not to test the mastery of studied passages, but rather to use the language appropriately in new contexts, in

- Reading age-appropriate material
- Listening to and understanding age-appropriate material
- Conversing on age-appropriate topics
- Writing on age-appropriate topics
- Control over receptive vocabulary
- Control over expressive vocabulary

The overall pattern of evaluation:

Besides summative evaluation at the end of the session or class, which would carry 40% weightage of marks, there could be two term/formal evaluations carrying 30% weightage; these should form the part of ongoing continuous assessment. Each evaluation should comprise both oral and written test. The other components of ongoing continuous evaluation would be the assignments – both home assignments and class assignments and the ongoing continuous evaluation, made in every class or at

the end of every unit; both these could be given 20% weightage each. Thus the break-up of marks for the Level 2 (Class III –V) at Primary stage could be as follows:

Level 2 (class III –V)

Evaluation	marks	Class III -V	
		written	spoken
1. continuous Assessment	60	24	36
a. 1 st Term evaluation:	15	06	09
b. 2 nd Term evaluation:	15	06	09
c. Ongoing class/unit evaluation:	20	08	12
d. assignments:	10	04	06
2. Final Term evaluation:	40	16	24
Total	100	40	60

Class Wise Syllabus: Primary Stage

Syllabus: Class I

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual support
1.	Sounds of English (monosyllabic)	Oral drilling	Listening and Speaking skills	Two rhymes – one on the English alphabet and the other on the distinctive sounds to reinforce the learning of alphabet. This is useful because rhymes remain in the memory for a long time and they make learning activities interesting, e.g., A B C /Green green tree/ DEF/ birds are safe etc., Pictorial presentation of each alphabet (both capital and small).
2.	Sounds of Alphabet	Visual-Oral drilling		
3.	Sounds of words	Visual-Oral drilling		
4.	Reading of Alphabet	In isolation (capital, small)	Reading skill	A rhyme on rhyming words, e.g., Girls sing/ bells ring
5.	Reading words in minimal pairs (monosyllabic)	Learning by reading aloud	Reading skill	
6.	Writing alphabet (Capital, small)	Model Hand-writing (print)	Writing skill	Each letter in model handwriting with adequate space for practice. Exercises also for colouring letters.
7.	Writing words (Minimal pairs)	Model Hand-writing	Writing skill	Words in model handwriting with adequate space for practice
8.	Dictation of letters of alphabet	Oral writing	Listening and writing	The teachers speaking out letters one by one and the children writing

				them.
9.	Some short question-answer items (Yes/no, Wh – what, who)	Oral drilling	Listening and Responding	Pictures to provide situations for eliciting responses
10.	Rhymes for recitation	Oral exercises	Recitation with appropriate rhythm and intonation	2-4 popular rhymes for recitation
11.	Learning through situation: a) Instructions (very simple) b) Directions c) Greetings d) Salutation e) Very short and simple questions for teaching responses orally according to situations	Oral Exercises	Listening and speaking skills with understanding	Rhymes may also be used to give instructions and directions
12.	Content words a) naming words: name of places, persons and things b) action words e.g. eat, drink etc. c) qualifying words e.g. big, round, white (size, shape, colour)	Visual-Oral exercises	Unconscious learning of names, action words and adjectives (qualifying words)	<ul style="list-style-type: none"> ❖ Pictures of persons, thing and place to give the intuitive idea of noun ❖ Pictures depicting some actions like a boy or girl eating, running etc.. ❖ Pictures to suggest size and shape and colour (preferably a rainbow with seven colours) or a rhyme on colour, shape and size
13.	Structure words: a) This, that b) Is, am, are c) I, you, he, she, we, they d) Gender e) Number f) Preposition: in, on, at g) What, who	Visual-Oral exercises	Intuitive learning of the usage of Grammar	Pictorial presentation of different teaching units
14.	Numerals – one two etc. First, second etc.	Visual oral exercises	Listening, Speaking and Writing	Rhyme on numerals

Syllabus: Class II

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual support
1.	Sounds of Words and Consonant clusters (disyllabic & tri-syllabic)	Visual-Oral exercises by loud reading	Reading and Speaking skills	Extensive exercises. Rhymes may also be used
2.	Reading two/ three/ four/ five word/ sentences	Visual-oral exercises by loud reading	Reading and Speaking skills	Very simple sentences
3.	Spelling (disyllabic/ tri-syllabic)	Reading and Writing	Building Vocabulary	Words of common experience
4.	Dictation of disyllabic/ tri-syllabic words	Listening and Writing	Listening and Writing skills to build Vocabulary	
5.	Writing alphabet (cursive)	Model handwriting	Writing skill	Model writing
6.	Dictation of 2/3/4/5 Word- sentence	Listening and Writing	Listening and Writing skills	Sentences containing disyllabic and polysyllabic words
7.	Sentence -making exercises	Oral-Writing exercises	Familiarity with the functional concepts of grammar and the order of words in sentences	Words for sentence making should be familiar (of common use) and able to evoke prompt responses
8.	Very short/ short question-answer items (Yes/no, Who, What, Where, When, Why)	Oral- Written	Listening and Responding	Pictures with names, things and places
9.	Recitation of Rhymes and poems	Oral exercises	Demonstration with understanding and intonation	2-4 popular rhymes
10	Controlled composition on Self and Family	Oral and Written	Communicative skills	Sufficient cues should be given
11	Spoken English (based on prescribed structures)	Oral exercises	Listening and Speaking	Rich inputs should be given

12	Grammatical items and structures: a.) Noun: person, place, thing (cont) b) Number (continued) c) Gender (continued) d) Adult and young ones (cow-calf e) action words in connection with is, am, are, was and were f) I, you, he, she, we, they h) describing the quality of persons and things i) Ordinals: first second i) movement, position, time j) Preposition: over, under, for, between, with, by k) Conjunction: and, but, or	Visual drilling	oral	Learning of grammatical items inductively Familiarity with the functional concepts of grammar Listening, Speaking, Reading and Writing skills	Consolidating unconscious learning of content words nouns, . pronouns, verbs (action words), adjectives (qualifying words), adverbs, prepositions and conjunctions with sufficient illustrations
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Syllabus: Class III

Sl no	Teaching Items	Method	Objective	Remarks/ Textual support
1.	Sounds of Words (polysyllabic), consonant clusters	Visual-Oral exercises by loud reading	Reading and Speaking skills	Contrastive minimal pairs should be used extensively
2.	Reading more than five word sentences	Visual-Oral exercises by loud reading	Reading and Speaking skills	Interesting passages or anecdotes
3.	Spelling (polysyllabic)	Reading and Writing	Building vocabulary	Words should be chosen from the surroundings and other subjects of the same

4.	Dictation of polysyllabic words	Listening and Writing	Listening and Writing skills to build Vocabulary	level
5.	Dictation of 2-6 sentence passage	Listening and Writing	Listening and Writing skills to build Vocabulary	Interesting and informative short passages on animals, plants, flowers, self etc.
6.	Sentence-making exercises (continued)	Oral- Written	Familiarity with the functional concepts of grammar and the order of words in sentences inductively	Known and familiar words to ensure responses
7.	Very short/ short question-answer items (Yes/no, Wh- question with special emphasis on which and how)	Oral- Written	Ability to respond effectively	Questions like 'Which bag is green?' 'How do you eat?' etc.. should follow illustrations or meaningful situation should be built.
8.	Recitation of poems	Oral exercises	Demonstration with understanding and intonation	3-5 popular poems
9.	Controlled and guided composition	Writing exercises	Communicative skills in writing	Sufficient cues should be given on topics such as Home and home appliances, Friends and Pets
10.	Spoken English (based on prescribed structures/grammatical units)	Oral exercises	Listening and Speaking	Interesting inputs
11.	Grammatical items and structures: a) These/ those along with the reinforcement of this/ that (both as determiners and empty subjects) b) Introductory 'It' c) Gender (continued) d) Adult and young ones (cow-calf) e) I, you, he, she, we, they f) Do, does, did along with the reinforcement of is, am, are, was,	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills	Sufficient examples for each item should be followed by extensive exercises based on or related to texts

<p>were</p> <p>g) Have, has, had for possession</p> <p>h) Preposition: over, under, for, between, with by</p> <p>i) Adjectives (cont)</p> <p>j) Adverbs (cont)</p> <p>k) Tense forms: Simple Present/Simple Past, Present and Past continuous</p> <p>l) Article: a, an, the</p>			
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Note:

- Attention could be paid, wherever needed, on life skills and health habits
- Attention could also be given to number games and personal belongings.

Syllabus: Class IV

Sl no	Teaching Items	Method	Objective	Remarks/ Textual Support
1.	Sounds of Vowels (monophthongs)	Visual-oral exercises by loud reading	Reading and Speaking skills	Through minimal pairs
2.	Sounds of new words used at this stage	Visual-oral exercises by loud reading	Reading and Speaking skills	Through minimal pairs
3.	Spelling (polysyllabic words)	Reading and Writing exercises	Building vocabulary	Words of common use and technical words from different subjects
4.	Dictation of words, sentences and simple passages	Listening and Writing exercises	Listening and Writing skills	Passages should be more on home and home appliances, friends and pets
5.	Sentence -making exercises (continued)	Oral – Written	Familiarity with the concept of functional grammar and the order of words in sentences	Words should be selected from different subjects prescribed at the level
6.	Short question-answer items (Yes/no questions/ Wh-questions)	Oral - Written	Ability to respond effectively	Spoken and Written inputs to build

				environment: Which bag is green? How do you eat? etc..
7.	Reading of fables/short stories/ myths, legends depicting the Nation – diversity	Reading (loud and silent) exercises	Reading with understanding	Fables, anecdotes and short stories from different religious sources on human values
8.	Recitation of poems	Oral exercises	Demonstration with understanding and intonation	3-5 poems capable of inculcating values
9.	Controlled & guided composition (continued)	Writing exercises	Communicative skills in writing	Sufficient cues on familiar topics like family, society, fire hazards, food habits, different dresses
10.	Spoken English (based on prescribed structures)	Oral exercises	Expression in English in meaningful situation	Spoken and Written inputs
11.	Grammatical items and structures: a) Have, has, shall, will, may, must along with the reinforcement of the auxiliaries studied hitherto. b) Preposition: (contd) frequently used prepositions e.g. as, at, by, for, from, of, on, to, than c) Possessive Adjectives d) Adverbs: (contd) e) Tense forms: expressing future along with the reinforcement of Simple Present/Simple Past, Present and Past Continuous f) Article: a, an, the (contd) g) Wh – question h) Use of and, or, but i) Punctuation marks: (full stop, question mark, sign of exclamation) j) Imperatives	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills	Sufficient examples for each item should be followed by extensive exercises based on or related to texts

Syllabus: Class V

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual Support
1.	Sounds of Vowels (diphthongs along with the reinforcement of monophthongs)	Visual-Oral exercises by loud reading	Reading and Speaking skills	Through minimal pairs
2.	Sounds of new words(continued)	Visual-Oral exercises by loud reading	Reading and Speaking skills	Through minimal pairs
3.	Dictation of prescribed and unseen passages	Listening and Writing	Listening and Writing skills	Informative passages on science and environment, neighbourhood and community
4.	Sentence -making exercises (continued)	Oral - Written	Familiarity with the concept of grammar and the order of words in sentences	Words used in different subjects with specific meaning
5.	Short and long question-answer items	Oral - written	Ability to respond effectively	Passages on sports, national diversity, science and technology
6.	Reading of fables/short stories	Reading (loud and silent) exercises	Reading with understanding	Fables and stories from different religions
7.	Recitation and understanding of poems followed by questions on comprehension	Oral and Written exercises	Enjoying and understanding poems	3-5 poems on friendship, nature, human values
8.	Controlled, guided and very short free composition	Writing exercises	Communicative skills in Writing	Sufficient cues on topics like equality, liberty, flood hazards etc.
9.	Spoken English (based on prescribed structures)	Oral exercises	Ability to speak English in different situations	Spoken and Written inputs
10.	Grammatical items and structures:	Oral and Writing	Listening, Speaking,	Sufficient examples for each item should be

a) Model auxiliaries b) Preposition (contd): Reinforcements of prepositions already learnt. c) Degrees of comparison d) Perfect Tenses (Present and Past) e) Uses and omissions of Articles f) Use of 'some' and 'any' g) Conjunction (continued) h) Punctuation marks: (comma and inverted commas) i) Reported speech (Assertive and Imperative) with Present and Future Repeating clauses	exercises	Reading and Writing skills	followed by extensive exercises based on or related to texts
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