ENGLISH LANGUAGE EDUCATION

FOR

ONE YEAR BRIDGE COURSE

(ODL MODE)

PART- I & II

West Bengal Board of Primary Education 2012

Forewords

It gives me immense pleasure in presenting the materials for **One Year Bridge Course** for the untrained teachers at the Primary Level in West Bengal. The materials being presented have been developed on the basis of the structure of the English Language Education, prepared by the WBBPE along the guidelines, set by the participants of the Work Shop on a Unique Curriculum & Syllabi for **One Year Bridge Course (through ODL Mode)** for the untrained primary school teachers in West Bengal, held at the WBBPE on and from May-29 to June-01, 2012.

Care has been taken to make the presentation flawless and in perfect conformity with the guidelines of the N C F-2005 and those of the Expert Committee on Curriculum & Syllabi under the Department of School Education, Government Of West Bengal.

Activities given here are not exhaustive. Teachers are at liberty to plan & develop their own activities, depending on their own environment.

This humble effort will be prized, if materials, compiled, edited and developed here in this Course-book, are used by the teachers at the Primary level in the real classroom situations for the development of the four skills – Listening, Speaking, Reading and Writing .

June-12, 2012

Prof.(Dr.) Manik Bhattacharyya
President, WBBPE,
Kolkata-700091

TABLE OF CONTENTS

PART-II

20	**Chapter-15/Unit-15**	Acquaintance with Objectives of English Language Education in accordance with the NCF-2005 and those set by the Expert Committee on School Education-2011-12
21	**Chapter-16/ Unit-16**	Exploitation of Text Materials (I - V), New Syllabus 2013
22	**Chapter-17/ Unit-17**	Nouns / Naming words
23	**Chapter-18/Unit-18**	Verb forms and their uses
24	**Chapter-19/Unit-19**	Describing words
25	**Chapter-20/Unit-20**	Articles
26	**Chapter-21/Unit-21**	Prepositions and Phrasal Verbs
27	**Chapter-22/Unit-22**	Sentences and their Types
28	**Chapter-23/Unit-23**	Direct and Indirect forms of Speech
29	**Chapter-24/Unit-24**	Basics of English Phonetics
30	**Chapter-25/Unit-25**	Continuous Comprehensive Evaluation
31	**Chapter-26/Unit-26**	Developing conversations in authentic situations
32	**Chapter-27/Unit-27**	Macro and Micro Lesson Plans

The Structure of English Language Education for the D El Ed-course

The syllabi of the school-education under the Government of West Bengal, focus primarily on three things as matters of concern. They are:

1. Student-centricity in its real sense and spirit is to be brought in the class-room

2. A joyful/trauma free learning environment mainly through construction of knowledge, creation/recreation of learning experiences under the able guidance & in motivating presence of the teacher.

3. A true system of continuous and comprehensive evaluation is to be devised in order to relieve the young minds of the phobia of examination.

These are the pillars of the new approach to the learning in the schools under the Department of School Education, Government of West Bengal. Accordingly, they are developing learning materials to link the learning to the broader world which the child is expected to face immediately after the school is over and vice versa.

Naturally, therefore, teachers are to be oriented on the new approach to learning in the class. Hence is the need to gear up the teacher education in West Bengal, so that teachers trained in the new approach, can tackle every challenging situation within the classroom.

In the light of the above, we can say that apart from the conventional theories & explanations, English Language Education should focus on:

Self/Peer learning strategies through

- ➢ Group & Pair Work,
- ➢ Designing activities, tasks
- ➢ How to control & manage the collaborative/cooperative learning

The above undoubtedly go for a learner centric strategy. The methodological support behind the above strategies will have to be derived from

- ➢ The Task-based method of teaching English
- ➢ The Communicative Language Teaching Method
- ➢ The Competency based Language Teaching Method
- ➢ The collaborative/cooperative Language Teaching Method
- ➢ Eclectic Tendencies in Language Teaching

How to develop & design activities & tasks for language learning

- ➢ A clear conception of Task, Activities & Exercise
- ➢ Exposure to a pool of activities appropriate to the age and level
- ➢ Creating their own pool
- ➢ Execution of certain activities in real classroom situation
- ➢ **Role of Rhymes in Language Learning**

- ➢ Definition & characteristics of rhymes
- ➢ Different typesof rhyme
- ➢ Benefits of having rhymes for language-learning
- ➢ How to present rhymes for the children

English Through other subjects (English across the curriculum)

- ➢ English at the prayer assembly
- ➢ English for the midday meal menu & service
- ➢ English through art and craft
- ➢ English through games & sports, physical education

The Four Skills— Listening, Speaking, Reading & Writing

- ➢ A brief introduction to the four skills
- ➢ How to develop listening and speaking skills through giving and carrying out instructions
- ➢ How to plan listening and speaking activities
- ➢ How to develop the Reading Skills.
- ➢ Loud & Silent Reading
- ➢ How to plan a Reading activity
- ➢ How to develop the writing skill
- ➢ Different types of writing tasks for the children
- ➢ How to plan a writing activity

Bilingualism & Multilingualism

- ➢ The Concept of bilingualism and that of multilingualism
- ➢ Bilingualism as a classroom strategy
- ➢ Multilingualism as a resource(NCF-2005)

Contextualization of the text

- ➢ Situational Learning
- ➢ Linking classroom to the world outside
- ➢ Choosing topics for conversation for using English for practical purposes
- ➢ **Fluency versus Accuracy**
- ➢ Fluency over Accuracy at the initial stage
- ➢ Both to be targeted at the later stages

Role of story-telling and Reading in the development of language skills

- ➢ Why do stories help in the process of language learning of children
- ➢ The art of story telling
- ➢ The cumulo-repetitive stories

How to promote interaction

- ➢ A noisy English Classroom

Content-area

- Acquaintance with the objectives of English Language Education in accordance with the NCF-2005, & those, set by the Syllabus Committee-2012
- Exploitation of the Text materials(I—V) developed by the Syllabus Committee-2012 with a view to understanding
    - The approach, the rationality
    - Selecting the appropriate strategies for interaction
    - Formulating evaluation techniques for continuous & comprehensive assessment of performances
    - Supplementing the learning materials with relevant correlatives
- **Finding out the relevant language items on the degree of frequency of occurrences with a view to building up competencies for using**
    - naming words & their types
    - action words and their classifications, e.g. Main & auxiliary verbs, Finite & non finite verbs, Participles
    - describing words
    - Articles & Prepositions
    - Group/Phrasal verbs
    - Different Types of sentences & their structures & functions
    - Direct and Indirect forms of narration
- **Preparing/Developing Conversations, on the given topics**
- **Writing paragraphs and letters for communication in authentic situations**
- **Framing Tests for assessment of performances in the four skills**
- **Application of C C E**
- **Understanding the basics of the English Phonetics**
- **Macro & Micro Lesson Plans & the execution of the same**

Chapter-1/Unit-1

Objectives:

After going through this unit, the learners will be able to understand

✓ **basic elements of the approach to English Language teaching in the schools under New Syllabi of West Bengal**

✓ **Integrated curriculum for class 1 and class 2**

✓ **Curriculum: Second language**

English language education in the context of integrated approach of the West Bengal School Education

It is very clear from the statements on the approach to School Education in the coming years from January, 2013, that the syllabi of the school education under the Government of West Bengal, focus primarily on three things as matters of concern. They are:

1. Child or student-centricity in its real sense and spirit;

2. A joyful and trauma-free learning environment mainly through construction of knowledge, creation/ recreation of learning experiences under the effective guidance & in motivating presence of the teacher;

3. Having recourse to a true system of continuous and comprehensive evaluation [C.C.E.] to be devised in order to relieve the young minds of the phobia of examination.

There is no doubt that these three areas conform to the approaches, set by the N.C.F. 2005 and also to the directions of the R.T.E. Act 2009. Naturally, therefore, these are assumed to be the pillars of the new approach to the learning in the schools under the Department of School Education, Government of West Bengal.

Accordingly, learning materials should be developed so that they can link the pre and post school-experiences of the children by bringing in a symbiosis between the community and the school.

Naturally, therefore, teachers are to be oriented on the new approach to class-room-learning. Hence, there is the need to gear up the teacher education in West Bengal, so that teachers trained in the new approach, can tackle every challenging situation within the classroom.

In the light of the above let's study the recommendations, underlined in the Approach Paper of the Expert Committee-2011, under the Department of School Education, regarding the change in the classroom-teaching -methods :

- *The government must assign a particular classroom and a teacher for every class and every section in every school from the next academic year (2012).*

- *The S. I. of schools and the school principal have to be given charge of monitoring whether the recommended form of classroom teaching (activity based, group work based) is being implemented or not.*

- **The teachers will have the freedom to change or alter the syllabus or the curriculum according to the needs of their classroom. The targets that each teacher is to achieve will be set and the teacher can then improvise accordingly to meet these targets.**

- *The teacher should spend time on planning lessons, preparing teaching modules, preparing question papers, report cards, getting regular training from CLRC, making examples from household chores and most importantly preparing the lessons. Since the science subjects are more practie-oriented, it is advisable to set up integrated laboratories in schools and the laboratory usage be made compulsory.*

- *It is also recommended to set up **'learning corners'** for various subjects.*

- *Most importantly, the classroom has to be equipped in such a way that it encourages activity based learning.*

- **The school education committee has recommended that the number of texts in the Primary stage be reduced from 22 to 14. 1 text instead of 4 in Class 1 and Class 2, and 12 texts instead of 14 in Class 3, Class 4 and Class 5.**

The following recommendations have been given in relation to preparation of text books :

- **In Classes 1 and 2, a balance must be struck between language teaching, mathematics and environmental studies- teaching. This can be introduced through a new teaching module in which the Committee has advised the inclusion of Rabindranath Tagore's *Sahajpath*.**

- **In Classes 3, 4 and 5, the committee has recommended the use of separate textbooks for first language, second language and mathematics and one textbook for 'environmental studies' which integrates within itself science, geography and history.**

- **The textbooks should reduce focus on facts and figures and instead, aim at providing the children with sound concepts which will help them grasp the subjects better.**

- **The textbooks should incorporate incidents from real life and daily experiences. In subjects including mathematics, there should be situation based problems which require the application of the subject's knowledge in order to reach a solution. This should encourage the children to think and learn through activity based learning.**

- **In the case of primary text books, a pool of words needs to be created before the textbooks are created.**

- **For Classes 6, 7 and 8, the government needs to create textbooks for first language, second language, mathematics and environmental studies (which includes science, geography and history). On the other hand, textbooks also need to be created for the theoretical part of health and nutrition, where 40% of the subject will be devoted to theory.**

- **The textbooks should be made attractive for young children. This has to be achieved by creating full colour textbooks printed on good quality paper with enough space on every page for the reader to write down her/his own comments. The textbooks should also use as many illustrative examples as possible.**

Integrated curriculum for class 1 and class 2

For the children aged 6+ and 7+, the curriculum must be connected to each other and lay special emphasis on language teaching. The environment in which the child exists must be seen as the basis upon which the learning will be designed. The focus in these two classes should be on listening, speaking and reading skills. It is expected that all children will be able to read sentences consisting of 5-6 words by the time he/she has completed class 2. The following aims should be kept in mind:

1. The child should be able to pronounce words which contain 4 to 5 letters without breaking up the word. He/She also needs to be able to pronounce joint letters (juktoborno).

2. The child should be able to read coherent sentences made of five to six words with minor intervals. He/She should also be able to learn which words should be spoken together in order to make meaning.

3. The child should be able to read prose consisting of 4 to 5 sentences. He/She should be able to understand the relationship of one sentence with the other, comprehend the entire piece and be able to identify the keywords in the prose.

4. The child should be able to make sensible prose out of four to five jumbled sentences.

5. The child should be able to identify the opposite words in a certain prose at times and make a list of the words used in the prose.

6. The child should be able to listen to a word and identify it immediately in the prose.

7. The child should be able to read at least 80 – 90 words correctly in a minute.

8. He/she should be able to take phrases used in a sentence and then construct phrases on his/her own. He/she should be able to construct both meaningful and meaningless words by understanding the sound equilibrium.

9. He/she should be able to write small sentences, make sentences longer and join two words.

10. He/she should learn various poems and appreciate their rhythm and meter.

The second language also needs to be taught like the first. The child should be able to understand simple instructions, advice and opinions and should also be able to speak the second language. Thus no separate textbook has been prescribed for the second language. The child must learn to derive assistance from the words learnt in the first language to hone his/her skills in the second language. The textbooks for classes I and II need to have sets of word- related activities. The child should be familiar with at least 500 words by class I and 1500 new words by class II. The emphasis has to be given on listening and speaking skills in these two classes. Sometimes, speaking skills also need to be tested. The child should learn to understand different sounds for different pronunciations and comprehend them. In most cases, the sentences can be bilingual.

a. The mobile phone should be used as a teaching aid for teaching second language. Keeping in mind the fact that there will be very few teachers who will be able to properly teach second language in the rural areas, the committee has thought of this innovative way of teaching. The expected lessons for second language need to be recorded and stored in the teacher's mobile phone so that he/she can have access to it anytime he/she has any doubt. He/she can also use the mobile phone in the classroom to teach her students. The teacher must first learn the words and activities pertinent to the syllabi along with the correct pronunciations. She has to comprehend the basic idea of the teaching module and then improvise accordingly. Apart from this, video conferencing facilities should be included at the CLRC level for capacity building of the teachers.

b. Since the curriculum of these two classes is based upon the environment of the child, some themes can be introduced for language teaching which will enable the child to learn about the environment along with learning the languages.

c. In mathematics, the numbers, symbols and their operation also constitute another kind of language. The language of mathematics should be integrated into the first and second languages in such a way that the child gets acquainted with the basics of mathematics without even realizing that she is being taught a subject called mathematics. In these two classes, the concepts of mathematics will be introduced through stories, magic, games and other fun activities. However, the goal that needs to be accomplished by the end of class II is that the child must be able to add, subtract, divide and multiply three numbers. The child should also be familiar with the concepts of big-small, low-high, less-more and identify the similarities and differences between geometric shapes.

d. The experience based activities have been integrated with the text based learning in these two classes; for example, the teacher may describe a river and ask the students to draw it. This activity will show how the child can translate her understanding of the spoken language into the language of painting. And the evaluation will not be based upon the quality of the painting but the participation of all children will be equally appreciated. Different incidents and experiences inside and outside the classroom must be used to help enhance the child's understanding of language and mathematics.

e. Physical education has to be similarly included in the curriculum. Exercise must be included through songs and other exciting activities. Teaching moral values, ethics and making the child understand the importance of concepts like peace have to be incorporated within language teaching. The curriculum will include stories of the nation, listening to songs, knowing about religions in the specific area and creative tasks. Through all these things, language teaching will also become more interesting and give the children a basic knowledge of many topics.

f. Language teaching will be conducted on the basis of 5-6 themes in class 1 and 6-7 themes in class II. Sahajpath as a text has been referred to for making these themes.

Curriculum: Second language

The goal of teaching the second language at the primary level is to ensure that the students are able to speak and write in that language. The student has to have a good grasp over the second language as well as the first language. This is an area which the new curriculum will lay emphasis on because the committee is of the opinion that skills in two languages are important for the language skill development of a child and the skills that the child attains in one language can be transposed into the other and vice versa.

At the primary level, there is an interest in teaching the two languages in an integrated manner. This will help in the overall integration of the curriculum since languages have to be integrated with environmental studies, mathematics and history-geography. The second language classes will begin simultaneously with the first language classes in class I. The children have to be taken from the level of <u>seeing-listening-recognizing and understanding</u> to the level of <u>speaking-reading-drawing and writing</u>. Physical education, games, creative work will be incorporated in the second language as in the first.

<u>From class III to class V</u>, there must be emphasis on enabling the student to express himself/herself in both languages. The students should be able to understand the integrated concepts and learn to think in interesting ways.

<u>A few specific details have been thought of regarding Second language teaching</u>:

1. Second language teaching at the primary level will be done bilingually. But in higher classes, the students should be familiar with and be fluent in the Second language.
2. Emphasis should be on speaking and writing.
3. The reading skills of the students must be increased gradually. For this, the library must have books in the second language and the students must be encouraged to read books in the second language. The standards of reading skills have to be determined keeping in mind the students who are lagging behind in a particular class.
4. At first the student should be taught to listen and understand the Second language. Gradually, the skills have to be taken to a level where the student can listen, understand and answer questions in that language. The final target should be to enable students to coherently express their opinions in that language.
5. The students should have a good vocabulary in the Second language and this vocabulary can be built with the help of classroom activities. The syllabus and textbook of the Second language should be developed according to this plan.
6. The student should be made skilled at using the Second language in daily situations. The students who are unable to do these must be taught with special attention and care.
7. By the upper primary level, the students must be able to write their opinions in the Second language clearly and coherently. The student should be comfortable in speaking and understanding the Second language by the time he/she is in class V-VI. In order to achieve this goal, the teachers can also think about making the second language the compulsory spoken language in their classes for specific periods.

8. Poems, songs and limericks must be practised regularly in the Second language so that the students understand the specificities of that language.

It must be kept in mind that in the Second language, the emphasis should not be on grammar teaching.

Instead, the students should be taught the language in such a way that the concepts of grammar are inculcated within them as they gradually learn the language. In classes IX and X, there will be a separate grammar book for the second language but the contents will be lighter than the first language grammar book. But the student must be familiarized with the basic concepts of grammar in the Second language in these two classes. Second language learning must be made fun and this must be kept in mind while creating the text books for this subject.

The students should also be familiarized with bilingual dictionaries which use their first and second languages, synonym thesauruses etc. the students must be able to participate in debate, express their opinions and write creative essays in their second language by the time they reach class IX and X.

Check your Progress:

What are the three pillars of the new School Education syllabi/ approaches?

Develop materials for integrating Mathematics with English, Physical Education with English, Art & Craft with English.

How can you link Pre-school & post school experiences through the English-class-room –learning?

Chapter-2/Unit-2

Objectives:

After going through this unit,

- **the learners will be able to know and understand the differences among the Approach, Method and Techniques**

- **Approach, Method and Technique: Conceptual Frame Work –**

We often confuse ourselves in using the terms – approach method and techniques, in our discussions about teaching from the point of view of a teacher.

Edward Anthony, an American Applied Linguist in 1963 actually identified three levels of conceptualization & organization. And he himself brought in the order:– approach, method and technique.

Broadly speaking, "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning."

It is, in other words, a self evident truth (axiom) or a received principle, therefore, philosophical, describing the nature of the subject matter to be taught.

Method, on the other hand, is an overall plan for the orderly presentation of language material, which is essentially based on the approach, selected.

Therefore, a method is procedural, where as an approach is principle-based / philosophical.

Many methods can go with one approach.

Techniques are related to classroom activities. These include mainly, strategies, tricks and contrivances, in keeping with the method.

Techniques must be consistent with the method and therefore, in harmonious relationship with the approach.

To sum up, we can say that an approach is a set of assumptions, beliefs and ideas on the nature of language to be taught.

A method puts them into practice.

At this level we choose particular skills to be taught, content to be taught & the order in which text materials will be presented.

Again, technique is the level at which classroom procedures are described.

Let's find out:

- ✓ What methods might come out in support of the approach of the new syllabus to English Learning?

Chapter-2/Unit-2(a)
Communicative Language Teaching Method:

Objectives

After going through this unit, the learners will be able to understand
- ✓ **What Communicative Language Teaching Method is**
- ✓ **The salient features of this approach and method**
- ✓ **The class-room procedures of this method**

Introduction:

We can say that all teaching methods aim at development of communicative competence, yet there is a method called Communicative Language Teaching Method.

What is it?

It is such a method as is wholly concerned with communication in meaningful situations. It leads the learners to the system via interaction in real situations, as opposed to the **Grammar, Translation Method**, **Direct-Method, Structural – Oral – Situational Method** etc. which lead to communication via the system of the target Language (here, **English**) and the structural patterns.

From the above, we can say that in the CLT method Learners use the language as far as possible in a situation, created by the Teacher in the classroom.

Where do the learners get the language for communication, then?

Children get the target language from the teachers in schools, adults at home & society. Teachers in schools present the language items, necessary for effective communication in the given situation. Students listen to speeches & read through, to receive the target language; speak and write to produce the target language.

Is it possible for the children to use the given items / patterns, after being exposed to then once?

No. That's why situations are to be brought back repeatedly, so that there may arise the 'need' to repeat the language items. The method also allows drills, not mechanical ones, if required.

In order to make communication authentic, the situation should also be authentic:

Practising conversation from a prepared text by two or more students through role reversal can't be an authentic situation, in Communicative Language Teaching Method. **In fact, we use language in authentic situations and we practise language in drilling situations.**

It also speaks for 'non-predictability' in a genuine communicative situation in the form of 'information gap', 'opinion gap' and 'attitudinal gap'**. In fact, three things are required for a genuine communicative situation – (i) situation / environment, (ii) Target Language, (iii) support for comprehension & interaction.**

Check your progress:

In reference mention of Grammar Translation Method, Direct Method & S-O-S Method has been made.

Study these methods in the library & prepare a write up in about five hundred words defining these.

The above discussion puts forth some features of the Communicative Language Teaching Method.

★ Communicative Language Teaching gives emphasis on meaning, not on forms / patterns. So structures are here necessary, but only in relation to meaningful situations.

★ Communicative Language Teaching advocates need-based introduction of language items, as opposed to a graded presentation. According to this method, language functions in situations. So, it is better to select situations, according to our needs and then select structures & language items, required.

★ Communicative Language Teaching Syllabi depend on authentic material, which means materials, produced not merely for language learning specifically, as in S–O–S–approach.

★ It is a task-based language teaching method. Tasks are very central to language learning.

★ It lays more premiums on the functions of language rather than on the rules.

★ It leads the learner from fluency to accuracy and does not interrupt communication on the ground of inaccuracy or non-grammaticality of materials.

★ It aims at developing communicative competence of the learners in terms of acquisition of four skills – Listening, Speaking, and Reading & Writing. **'Communicative Competence'** is the ability to use language for communication in any form – oral or written. It also includes the ability to form grammatically correct sentences as well as, to use them in appropriate contexts.

★ In it, learners are at liberty to choose 'what to say' & 'how to say it'. So, language and message can't be predicted.

Role of the Teacher in CLT (Communicative Language Teaching)

It is evident from the above that children are put at the forefront of all the activities in the teaching learning situations.

Acquisition / Learning takes place through interaction. Naturally, therefore, it does not allow the teachers to dominate. The teacher, here, is a facilitator, a creator of situation, a guide, presenter and producer of language items.

The concept of teaching is almost absent from this method.

The teacher manages the situations, monitors & answers questions, asked by the class – helps & supports the learners, if required. Finally, s/he records & assesses the performances of the learners and provides for remedial measures, if required.

Communicative Syllabus

Communicative syllabi rely on authenticity of text materials, contextualization of text and purposeful & meaningful activities or tasks. Such syllabi emphasize Language – functions more than definitions and rules.

Moreover, communicative syllabi arrive at grammar and vocabularies through language in contexts and try to create conditions in the classroom for language acquisition rather than language learning under teacher(s) autonomous teaching.

Classroom Procedure:–

★ Teacher presents authentic language in authentic situations through gestures, intonation, realia etc.

★ Learners listen to, interact & question (Information gap exists).

★ Language items repeated in situations for practice for production in similar situations.

★ Teacher checks, if the students have understood. (It is worthwhile to remember that in every language-acquisition situation, there must be a comprehensible unit).

★ T provides for more interaction, more practice. The class is divided into groups / pairs with tasks / activities that encourage self learning & peer-learning.

★ A noisy classroom is created.

★ T moves around and extends help / support, if any group / pair requires it.

★ After a reasonable time, T receives feedback (does not discourage/rebuke any group / pair for being inaccurate).

★ T monitors, evaluates & offers special help to the slow learners.

★ T advises extension activities in similar situations.

★ T Helps learners understand the system, if required.

Check your Progress:

Which of the above features match your teaching in the actual class-room-situations?

Tell us your success/failure in the classroom while dealing with the method as a matter of classroom strategy.

Task Based Language Teaching Method

Objectives:

After going through this lesson, the learners will be able to know and understand

- (i)   what Task Based Language Teaching Method is
- (ii) the principles underlying the method
- (iii) the characteristic features of this method
- (iv) the class room procedures of this method

Introduction

Task Based Language Teaching Method is a descendant of the Communicative Approach to language learning. It aims at reconciling methodology with the current theories of Second Language Acquisition. Task is here the central unit of planning &delivering the language teaching. According to TBLT, every task, which is based on communication through interaction in a face to face mode, adds to language acquisition & production through an exposure to an active language situation.

Basic Principles behind TBLT

- ➢ There should be a natural context for use of language. Tasks can provide learners with such authentic contexts in a second language acquisition situation.
- ➢ Tasks that involve real communication in a meaningful situation, promote learning through acquisition.
- ➢ Exposure to need-based, meaningful linguistic situations motivates the learners to learn & know the language.
- ➢ The focus on forms in the Class-room-situations does not guarantee genuine communication in the target Second Language outside the Class-room-situations.

Characteristic Features

- • Class-room-activities in the T B L T are purposeful, need-based & product-oriented.

Example: Here is a time table for long distance state buses. Read through the table & do the following.

Complete the following dialogue between the Booking Clerk & a passenger, named Sanjay

Sanjay: Is there any bus to Cuttak on Saturday?

Booking Clerk: ——————————————— etc

Now, develop a conversation between Amal & the Booking Clerk. Amal wants to be confirmed if there is a direct bus from Jalpaiguri to Digha. (Discuss in groups & write) etc.

- • There is always a pre-task activity to allow the learners to have the necessary language input for the similar task ahead.

- A teacher in the T B LT has to be conscious about the level of the learners while giving instruction for the task. For this s/he might require to negotiate language for acceptance at every section of the relevant level.
- In the light of the above it can be said that a teacher has to provide support in need constantly for continuance of the process of thinking, reasoning, justifying within the groups/pairs, in a problem –solving atmosphere.
- In the T B L T there is every chance of reformulation of the students' responses. The teacher has to supply the correct target form, if there are deficiencies in the language.
- The learners have to arrive at certain solutions through exchange of opinions collaboratively. This gives the learners enough opportunity to listen to and speak the target language.
- Because of the need-orientation and authenticity of the language learning situations, motivation of the students is never deficient in the interactive process of learning the target language.
- Learners are evaluated through their performance in group/pair activities on the basis of an outcome, in terms of the amount of language they have used. So, the major focus is on meaning, not on the form.
- Since information-gap is the very basic assumption of any communication. The tasks/ activities hinge upon this principle of information gap/ opinion gap/attitude gap/reasoning gap etc.
- In the T B L T the process is more important than the product, which means, what you have done is less important than how you have done it.
- In the T B L T Task is viewed as "an activity or a goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy…"(Chapter-18, page 224, **APPROACHES AN DMETHODS IN LANGUAGE TEACHING** by *Jack C Richards and Theodore S Rogers*, **Second Edition**, Cambridge Language Teaching Library, Cambridge University Press)

What is a task, then?

Generally speaking, a task is an activity, required to perform in groups/pairs, having a definite language learning goal & producing an outcome through interaction in the target language.

What is an activity, after all?

An activity, on the other hand, requires groups/pairs to perform something with a view to arriving at a definite language learning goal through a lot of interaction in the target language, producing nothing.

So, the basic difference between Task & Activity is that a task is always product/outcome-oriented, whereas an activity never ends in an outcome.

In an activity, the process is important, but in a Task the product is all important and it comes through a process.

Task is meant for judging the level of linguistic competence of the target group/class, whereas Activity is meant to gauge the ability of the learners to interact & produce language in the given situation.

In fine, we can say that Activity nurtures fluency of the learners and Task leads them out from fluency to accuracy.

T B L T looks upon Task as a meaningful interaction with an eye to using language-form on the basis of the needs of the learners.

Both Task & Activity in the TBLT need to be supported.

<u>**Class room Procedures**</u>

- o   Teacher enters the class & greets the class in order to warm up the learners.
- o   Students reciprocate.
- o   Teacher then addresses the whole class & draws the attention of the class to a topic/ situation/context.
- o   Teacher asks questions, ask the learners to do or write their responses on the chalk- board.
- o   Teacher gives support, if required.
- o   Teacher is sure that everybody understands the given situation/context.
- o   Teacher then divides the class into groups & gives each group a task, related to the given topic/situation/context, so that the previous exposure might stand them in good stead.
- o   Students discuss, opine and ask others their views. A lot of language is produced in a highly interactive situation.
- o   Teacher moves about, supports and offers help, when asked for.
- o   It becomes a noisy classroom, busy in talking to arrive at a resolution.
- o   Teacher calls one/two groups for presentation and asks others to listen & add or subtract anything they will find relevant or irrelevant, as the case may be.
- o   Teacher himself /herself corrects/supplies/reformulates/rephrases, if needed.
- o   Teacher assigns more related work for recurrence of learning opportunities.

T B L T is a participatory approach and it involves the students. It indicates very boldly a paradigm shift in the field of teaching English as a Second Language in India.

It is commonly alleged that the lack of efficient & fluent teachers in schools stands in the way of success of this method.

Check your Progress:

What are the philosophical considerations behind the Task Based Language Teaching Method?

How far is it child centric & activity based? Answer with reference to the characteristic

Features & Class-room-procedures of the TBLT.

Chapter-2/Unit-2(c)

Cooperative Language Learning

OBJECTIVES

After going through this lesson, the learners will be able to know and understand
  i) What Cooperative Language Learning is
  ii) the principles underlying the method
  iii) the characteristic features of this method
  iv) the class room procedures of this method

Introduction

Cooperative Language Learning, also known as Collaborative Learning, is basically based on interactional theory of language learning. The basic assumption behind this approach is that language is best acquired through talks, which, when structured, develops into conversation, ensuring interaction in groups or in pairs in meaningful situations.
By this, it comes down as an extension of the principles of the Communicative Language Teaching, in so far as in it also communication is considered to be the primary purpose of the language learning. In fact, cooperative language learning is a group learning activity which allows learners to exchange views, information, opinions and attitudes as in a democratic society.

Principles underlying the method

  ♦ The advocates of this method draw primarily on the principles of cooperative learning, based on interaction.
  ♦ They believe in learners' immense freedom of choice of their manners of communication, so that learners' motivation may not pose any problem in this method.
  ♦ This allows the learners to determine the best communication strategies through mutual acceptance and rejection.
  ♦ Individuals are born to talk for communication. So, this method aims at generation of talks in groups/pairs, underlining the importance of conversation in authentic socio-linguistic situations.
  ♦ The method acknowledges peer-tutoring & peer-monitoring as effective ways of language-learning in academic situations.
  ♦ The method admits the principles of information-gap, opinion-gap and attitude-gap effectively within its purview.

Characteristic features of this Method

  ♦ Cooperative Language Learning is a learner-centric interactional method, highly effective for Second Language Acquisition.

- ♦ It assures children of the opportunities for the second language acquisition In a naturalistic situation as far as practicable, of course, through simulation.
- ♦ Language learning via acquisition happens here through information-transfer-type activities & tasks.
- ♦ Learners are never burdened with information about the language. So, whatever they learn turns out to be joyful, voluntary, participatory and contributory.
- ♦ Peer-learning in a group-learning-situation is the key-concept in this method. So, teachers never face any problem in reaching out to every individual student in a large class through his/her presentation of the situation as well as the relevant language-items, offering help, facilitation, performance evaluation, pointing out the learning-disabilities & arranging for remediation etc.
- ♦ On the other hand, learners are motivated to learn of their own accord, in order to play the role of a resource person to the peers.
- ♦ Social virtues like cooperation, fellow-feeling, interdependence also develop in the learners through group-activities that take care of learning through cooperation rather than competition.
- ♦ This obviously guarantees for all in groups within the class-room a minimum level learning/ acquisition of the target second language.
- ♦ Besides, learners are exposed to a large variety of situations to interact in; so students never feel boredom.
- ♦ Since 'communication' is the watch-word' in this method, it also aims at development of the four skills – Listening› Speaking› Reading› Writing.

Class-room-Procedures

- ❖ Teacher distributes some materials among the students to read & assigns some activity.
- ❖ S/he divides the class into pairs.
- ❖ Student-A tells Student-B what s/he understands & his/her plan to do the activity or to answer or even the answer is also told sometimes.
- ❖ Student-B listens to the whole; gives out his/her opinion on it. Then, s/he also tells his/her partner (Student-A) about how he looks upon the whole thing.
- ❖ Thus, all the pairs exchange their views between them within the pairs.
- ❖ Next, each peer sets himself/herself to the composition of the answer as planned/thought out by each individually.
- ❖ Then, they exchange their scripts which are read, underlined or red-marked, if necessary by the other.
- ❖ Teacher, during all these, moves about, offers help, suggestions, necessary language-input/ support.

- ❖ Teacher asks each pair to prepare the final draft/response in a collaborative way, combining the best experiences/observations of each.
- ❖ Teacher then assesses the performances of each pair and suggests steps for improvement or betterment.
- ❖ Sometimes, teacher may announce incentive at the very outset when s/he sets the activity/ task for the class.

The teacher may do the same as above in groups. In case of a group activity, inter-group & intra-group collaboration/cooperation happens very prominently, when a section of a group goes out to mix with another group to share the other group's experiences/opinions, and when more individual opinions have to be considered within the same group.

Conclusion

Cooperative/collaborative language learning essentially involves students in interaction with each other in pairs or one another in groups for the sake of learning or acquiring the target second language.

Group/pair activities should be planned carefully to maximise each students' contribution, so that the desired competencies are acquired by all satisfactorily.

Sometimes, the usefulness of the Cooperative Language Learning has been questioned in a class of heterogeneous proficiency-levels on the ground of dictatorship of the advanced learners.

Moreover, teachers in India are hardly oriented to work in this method.

However, the proponents of this method stress that this method enhances both learning and the learners' social skills like sharing, interacting, exchanging etc.

Check your Progress:

The cooperative/collaborative Method of Learning English owes its origin to the theory & principles of cooperative learning.—— Justify this statement.

What should be the role of a teacher in effective class room strategies under the cooperative/ collaborative method of learning English?

Chapter-2/Unit-2(d)
Competency –Based Language Teaching (CBLT)

OBJECTIVES

After going through this lesson, the learners will be able to know and understand

i)   What Competency Based Language Teaching is
ii)   the principles underlying the method
iii) the characteristic features of this method
iv)   the class room procedures of this method

Introduction

When most of the language teaching approaches and methods focus on the inputs, syllabi with the assumption that enriching the syllabi, learning materials & activities cause effective learning to happen, Competency –Based Language Teaching (CBLT) alone stands out to focus on the learning out- comes/out-puts.

Of course, the CBLT owes its origin to the Competency Based Education-movement in the USA in the 1970s that sought to translate the educational goals into some observable, measurable behavioural patterns, demonstrated through activities/performances & reflected in the construction and reconstruction of knowledge through the use of previous experiences.

Principles underlying the CBLT

It is rightly said that the CBLT is an application of the principles of **Competency Based Education** to language teaching.

CBLT primarily descends from the notion of **function** of language.

It seeks to present language-items in social contexts in which such language-items are supposed to occur through interaction.

Social contexts/situations are selected on the basis of needs and priorities thereof.

As the behaviourists, the exponents of the CBLT, also, believe that language forms can be determined/ predicted/inferred from the functions of language in a particular situation. If in a particular situation language has to be used for the purposes of asking for information & giving information, the forms of the language should invariably conform to these purposes.

It goes on like the following: Needs or priorities thereof identified →Desired Competencies in terms of learners' behaviour determined → Situations/Contexts chosen →Language forms/items selected for interaction→Evaluation in terms of the acquisition of competencies etc.

Thus, it can be said that CBLT aims at developing communicative competence within the learners through ensuring the acquisition of competencies in the target items of the language in smaller units/contexts/situations.

This approach is called a 'mosaic' approach in which the whole of the communicative competence is built from smaller components, correctly assembled.

Features of the C B L T

- CBLT is primarily concerned with the development of competencies of the learners that are supposed to be useful in the situations immediately outside the class-rooms.

- Here it comes closer to the functional communicative approach by its focus on the functions which the language is supposed to perform in the real world of the learners.

- As evident from the above, language in the CBLT is presented always in contexts/situations.

- It puts premium on the use and not on the knowledge about the language.

- "Language learning is broken down into manageable and immediately meaningful chunks."(Centre for Applied Linguistics 1983:2) This necessitates the breaking down of the objectives into sub-objectives, units into sub-units etc. in order to enable both the teacher and the learners to get a clear sense of progress.

- This again speaks for a continuous on-going process of assessment, built within the system of interactive class-room transactions.

- Instead of mere paper-pencil-test, assessment is here based on the demonstration of the desired/expected behaviour/competencies in similar situations.

- It advocates a learner-centred, task/performance-oriented approach to language learning.

- The competencies are specific and practical & therefore, need-based, relevant & life-centric. So, the motivation of the learners, while in the process of learning/acquisition never poses to be a problem.

- One competency at a time is taken up, so a kind of self-assessment is possible in so far as learners can check what has been learnt/acquired so far & what remains to achieve.

Procedures:

- The Teacher enters the class with learning materials, designed specifically for a particular competency.

- After warm- up, the Teacher prepares the class & draws the class into the situation(s)/ context(s) where there is an immense scope for exposure to the target language-items.

- Then, s/he sets tasks for the class, divided into groups/pairs.

- S/he supervises the active situation, offers help to groups, when called for, and facilitates the process by his/her context-specific guidance/demonstration/participation etc.

- This process goes on till the target competency is not at the finger-tip of the learners.

- Then, s/he puts the learners into similar situations to enable them to interact through the use of the language-items they have just been exposed to.

18

- S/he speaks on the language features secondarily, if any such situation arises.

- At this stage both the teacher and the learners understand how far the target competency has been achieved.

- Thereafter, if required, further exposure to the target language-items is provided for remedial measures.

Conclusion

Language-competency, as a matter of fact, is the ability to use language in the desired way in the target situation, whereas language –skill is the ability to use language in the desired way in all situations. Therefore, it can be said that the language-skill is the global perception of all the competencies of a language.

In other words, we can say that competencies are like bricks, contributing to the building of the 'mansion'-like skills.

It is better to start with the development of competencies in order to end in the development of the four language skills—Listening, Speaking, Reading and Writing.

Check your Progress

What do you mean by competence based teaching of English? Find out the competencies in the English learning materials for Class-I, III & V.

Chapter-2/ Unit-2(e)

ECLECTICISM IN ENGLISH TEACHING TACTICS

After going through this lesson, the learners will be able to know and understand

i)   What Eclecticism in English Teaching Tactics is

ii)   the principles underlying the Method/Techniques

iii) the characteristic features of this Method/Technique

iv)   the class room procedures of this method/Technique

Introduction

Eclecticism can better be termed as a tendency than as a method. This tendency developed out of the belief that no single method is absolutely useful or useless from the point of view of class-room-applications. In other words, each method has some essential classroom-efficacies.

In fact, there is one commonness of purpose in every method, in so far as every method tries to develop the communicate competence of learners. Right from the Grammar Translation Method to the Cooperative/ Collaborative Method of Teaching English every method aims at developing the communicative competence of the learners.

What distinguishes one from the other is the shift in focus. Some focus on forms, while others on the meaning. Again, there are some which highlight learner-centricity against the traditional concept of teacher-centricity.

Principles underlying the Method

- **A teacher working in the classrooms should not have any set notion. He should be pragmatic and adaptive.**
- **S/He should have command over and respect for a number of methods; otherwise S/he would not be able to use the eclectic method.**
- **S/he should be the best judge to decide on the elements of the chosen methods that will be used to transact the lesson.**

Characteristics of the Eclectic Method

- ❖ Eclectic Method allows a teacher to choose & pick up the elements from a number of methods.
- ❖ If this choice & pick conforms to a consistent philosophy, then it is called 'principled eclecticism'. The teachers who practise 'principled eclecticism' can justify their choices and picks.
- ❖ Therefore, it is highly teacher and teaching- material- dependent and also level-specific.
- ❖ A teacher using this method should be well versed in the efficacies of other methods also and be able to use the more effective features for the sake of fruitful learning-strategies.

20

Class-room strategies:

Since the eclectic method does not follow a fixed set of rules & principles, one common set of strategies cannot be assigned to this method. On the whole, Eclecticism in the classroom means and implies a combination of different strategies without specificity, but certainly with compatibility.

This again hints at the development of a teacher's personal strategy without overstepping the objectivised and projected competencies and skills to be ensured as outcomes of learning. Of course, in developing any strategy a teacher has to think over the learning difficulties of his/her students & addressing them accordingly.

However, a set of core principles every teacher working with the 'principled eclecticism', goes like the following:

- Teachers' presentation of the language in a distinct affectionate and involved manner in reference to a context/contexts with sufficient scaffoldings
- Students' engagement in activities in all the forms—individual, pair and group, as in a child centred class
- Spontaneous Participation of every student in whatever happens in the class-room
- Development of an inter-personal relationship between the teacher and the class, leading to the sharing of the responsibilities for keeping up an active learning environment
- Development of a positive dynamic attitude to credit students' performance with due tolerance to their errors
- Fostering the spirit of cooperation and collaboration through learning strategies and activities
- Providing for need- based, contextualised language –learning-situations
- Creation of adequate scope for pupil>pupil interaction, even at the cost of teacher>pupil interaction
- Emphasis on fluency at the initial stage, but at the later stage equal emphasis on both fluency and accuracy

Conclusion

The fact that Eclecticism allows choice and pick, demands dynamicity and adaptability in a teacher. Therefore, the success of eclecticism depends very much on the learner-friendly attitude of the teacher who has to play the role of a producer-cum-manager of a motivated learning environment.

Again, it is hard for the learners to predict what way of delivery the teacher is going to adopt in a particular situation. This adds to the curiosity of the learners and, at the same time, may make some disinterested in what is going to happen next.

Check Your Progress:

Eclectic Method allows freedom of choice on the part of the teacher. ————

How are you going to justify the above statement?

Chapter-3/Unit-3
Communicative Task Framing

Objectives:

After going through this lesson, the learners will be able to

(1) Know and understand the differences among Task, Activity and Exercise
(2) Know and understand different types of activities
(3) Frame different activities and tasks for the learners

Let's define Task

A task is an activity which is required to happen in groups/pairs through collaboration and cooperation and which ends in a product/an outcome.

"Tasks… are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real life language use. So task based instruction takes a fairly strong view of Communicative Language Teaching" (Skehan, 1996b:20)

According to Nunan (1989:10) , "… the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language."

Let's point out some Characteristics of a Task

- A task is a tool for language learning.
- It has both meaning and purpose.
- It involves learners' activity. It is an activity.
- It is productive.
- It must be supported.
- It generates interaction between/among pupils.
- Unpredictability is a major criterion of a communicative task.

Let's compare Task to Activity and Exercise

An Activity, on the other hand, also requires the learners to do something in pairs/groups through communication, interaction and exchange, but does not end in a product/outcome.

An activity, therefore, has a beginning and middle, but does not have an end, whereas a Task has a beginning, a middle/process and an outcome/product.

All tasks are activities, but all activities are not tasks.

Let's know:

Exercise is reinforcement of previous learning through practice in order to get an idea of how much

children have learnt or where in lies their deficiencies.

Different types of Communicative Tasks in Primary Language Classrooms

a) Matching

We ask pupil to match

- Words with pictures
- English words with Bengali words
- Sounds with words
- Sentences with pictures

b) Sorting/Categorising

We can ask pupils to sort words

- into categories
- into lexical sets
- into grammatical types
- to sort letters into categories (vowel/consonant)

c) Ranking

We can ask pupils to rank from

- Most favourite to least favourite
- Biggest to smallest
- Tallest to shortest
- Most comfortable to least comfortable

d) Sequencing

We can ask pupils to sequence

- Letters alphabetically
- Words alphabetically
- Letters into words
- Words into sentences
- Sentences into paragraphs
- Events into time.

Language Tasks/Activities through Games

- Task/Activity-oriented language classroom is more interactive, therefore, full of sound/talks (fellow teachers or the management should have this knowledge before rebuking their colleagues/ learners).

- Pair & Group Work should be managed tactfully otherwise unwanted speech/language may occur that may keep pupils away from the desired activity.

- Teacher's lecture/talk should be minimized, not his/her support/help, supervision and control.

- Progress of the assigned activity should be checked every now and then for giving the necessary support and keeping the group/pair on the alert/attentive.

- The group/pair that finishes first satisfactorily should be assigned new task/activity.

- Peer-appraisal/correction should be stressed (Like - exchange your copy and learn from your partner, etc.)

Examples of Tasks / Activities For Class-I (2nd term)

1. T divides pps into groups.

   T tells pps to identify, in the classroom, something of which there is only 1 (e.g. the teacher!), something of which there are 2 (doors or windows), and so on. The group that wins is the group that manages to identify the largest number of sets.

2. Half the class is given Bengali letters on pieces of paper and the other half is given English letters. Pps have to find their partners.

3. Half the class is given capital English letters and the other half is given lower case letters. Pps have to find their partners.

4. Half the class is given the numerals 1-10 in Bengali and the other half is given the numerals in English.

   (It might be better to divide the class into 4 groups or 6 groups for this activity, with 2 or 3 groups having the Bengali numbers, etc.)

   Pps have to find their partners.

5. Teacher divides the class into groups. The first group think of a word (e.g. queen) and say it aloud. The next group has to think of a word beginning with the last letter – 'n' (for example – 'not' or 'nun'). If they respond with 'not' then the 3rd group has to think of a word beginning with 't' ('table') and so on. The activity continues round the groups.

The teacher may set some visuals/realia to provide for clues to the words.

Check your Progress:

Add five more activities to this pool. Turn them into tasks. Then place them in accordance with the types, mentioned above.

Chapter-4/Unit-4

Objectives:

After going through this unit,

The learners will be able to know and understand

1. Why rhymes are important for the children at the early primary stage
2. How to go on with a rhyme in an early primary class-room situation

Rhymes in Interactive-Classroom-situations at the Primary level

What is a rhyme?

Generally speaking, a rhyme is a variety of poetry which is highly structured & rhythmic.

The rhyme as an effect may be found either between/among the line-end-words or internally between/among the words within the same verse- line.

These two varieties are known as End Rhymes and Internal Rhymes . End Rhymes are more frequent than Internal Rhymes.

Let's look at the example from Coleridge's "The Ancient Mariner" in which both the types are found.

In mist or *cloud*, on mast or *shroud*

It perched for vespers nine;

Whiles all the *night,* through fog-smoke *white*,

Glimmered the white moon shine .(Reference: pp 150-151 of " A Glossary of Literary Terms"

[3ʳᵈ Edition]by M H Abrams, Cornell University, Macmillan India Ltd.)

We may or may not remember the above, but we must not forget the term 'nursery rhymes' which is also another variety which refers particularly to the rhymes, meant for the children in nursery or primary schools which are mainly 'action rhymes'

'Action-rhymes' are those rhymes which the children need to recite and perform through the movement of their bodies.

We must have to understand that for the action-part or for the dramatic effect, children are very fond of action rhymes.

There are six R-factors in the rhymes from the point of view of their efficacies in the language class-rooms at the early primary/elementary stage. They are:

Rhyme	Rhythm	Repetition	→	Registration	Recall	Reproduction
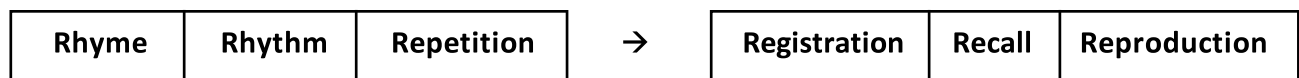
Efficacies of Rhymes in the Children's Class-rooms

- Children like rhymes very much for
  - rhythm
  - physical movement involved in reciting the rhymes
- Rhymes at the primary level give enough scope for
  - listening
  - speaking

(Children become confident of their ability to say English words)

- Rhymes, accompanied by gestures/performances add fun to the activity, and therefore, the whole thing becomes interesting.
- Words and phrases in rhymes are repeated. So, these get registered and add to the stock of words.
- Rhymes stir the creativity and imagination in children. Sometimes, rhymes transport them into the dream world. This transportation gives them joy.

Remember, the language of rhymes is less communicative and therefore, less authentic. We do not use such language in our day to day interactions. Moreover, in most cases, rhymes are crammed and do not hold good always as a language-acquisition-process.

Benefits of Having Rhymes for the Primary Class Children

- Rhymes empower children in a non-native situation to speak English for the first time.
- In rhymes language-items are repeated. As a result, they get registered & add to the children's vocabulary.
- Rhymes are to be spoken loudly. So, they give the children the first lesson on pronunciation and English sounds.
- Most of the rhymes are performed. So, children enjoy the learning.
- Rhymes encourage children to learn English. In other words, children feel that, since they can speak or recite rhymes, they are able to speak English. Therefore, English does not appear to be a hard language.

How to present rhymes for the children

Action rhymes are mainly prescribed for primary classes. Therefore, the teacher at first should demonstrate the actions, while reciting it.

S/he should present the rhyme very clearly with pauses in perfect harmony with the bodily actions and gestures.

S/he should perform the actions & utter the words in such a way that everybody can see him/her perform and hear him/her speak the rhyme at the same time.

S/he should repeat the recitation and the performances till s/he feels that children are able to perform.

Then, s/he should call the children in groups; help them stand in circles and ask them to perform as s/he goes on reciting the rhyme.

Next, s/he should reproduce the whole rhyme to help children recall it.

Finally, s/he may ask a few at random to tell the rhyme and the other few to perform to the tune of the rhyme.

The process will be repeated until every child can speak the rhyme and perform to the tune of the rhyme.

The teacher need not explain or translate the rhyme. However, for evaluation, the teacher may bring in visuals which match the actions; and present the same as stimuli to elicit responses in the form of the recitation of the relevant portion or eliciting the name of a relevant character or a thing etc.

 The rhymes having emphasis on contents/thoughts etc should be studied at the upper primary stage in a different way or like a poem.

Check your progress:

What are the benefits of having rhymes in the lower primary English classes?

Prepare a presentation for forty minutes, of a rhyme in the new course book for class-I

Chapter-5/Unit-5

Story-telling at the Primary level.

<u>Objectives</u>

After going through this Chapter, the learners will be able to know and understand

1.   **the benefits of dealing with story in a Primary class-room**
2.   **why children like stories**
3.   **the cumulo-repetitive stories and their importance for children in Primary/Elementary classes**

Story-telling at the Primary level.

-   Stories give children enough scope for listening and speaking.
-   Children like stories, so they are motivated into the listening and speaking activities easily.
-   Stories transport them to the world of imagination. So, they get involved into the story and try to identify themselves with the characters of the story.
-   Stories allow children to become more creative (They try to create & recreate stories of their own using the acquired language items)
-   Stories help children to set up a bridge between the real and imaginative world. They try to explain /accept the incidents /characters of the story in the light of the world around them and constantly refer the same to describe the world around them.
-   Children enjoy listening to stories over and over again. This provides for the opportunity of repetition, which helps in the process of language acquisition.
-   Repetition also allows the children to participate actively in the story telling activity (They begin telling with the narrator).
-   Repetition, again, helps children (to) anticipate what is going to be told/ to happen next.
-   Stories develop children's general awareness about social customs, traditions & culture beyond the boundaries of the curriculum.
-   Stories help reinforce a child's conceptual development in areas such as colour, size, shape, time, cause & effect relationships etc.

(Adapted from "The Story telling Handbook For Primary Teachers" – Ellis & Brewster, Penguin English")

Cumulo – repetitive stories

This type of stories is particularly suitable for the primary language classrooms because of the fact that

1)   There is so much scaffolding or language support, built into the story via

  i.   the amount of repetition

  ii.   the fact that (usually) only one new element is introduced at a time

iii. the fact that the vocabulary is highly contextualized (so that each new item fits into a pre-established schema)

iv. the fact that the story quickly becomes predictable, which is very empowering for young learners – they can guess (correctly) the language that is going to appear and the way in which the story will develop.

2. The language functions / structures are highly contextualized, and therefore, are being presented in a meaningful way. The same points hold good in case of picture stories also.

3. Such stories lend themselves to being acted out / mimed in the classroom.

*These points hold good in case of picture stories also.

Example of a cumulo- repetitive story

The Story of A Cat & Many Rats

Long ago, many rats lived in a house. A cat disturbed them. One day the King Rat called a meeting. They all wanted to stop the cat. In the meeting all the rats came. The King Rat came. The Queen Rat came. The Old Rat came. The Big Rat came. The small rat came. The fat rat came. The thin rat came. They all came.

The King Rat ordered, "Catch the cat." The Queen Rat ordered, "Catch the cat."

The Big Rat ordered, "Catch the cat."   The Small Rat ordered, "Catch the cat."

The Fat Rat ordered, "Catch the cat."   The Thin Rat ordered, "Catch the cat."

The Old Rat ordered, "Catch the cat."   The Young Rat ordered, "Catch the cat."

They all ordered, "Catch the cat."

The cat heard this. It came into the meeting with a loud "mew".

And the King Rat ran into the hole. The Queen Rat ran into the hole.

The Big Rat ran into the hole.   The Small Rat ran into the hole.

The Fat Rat ran into the hole.   The Thin Rat ran into the hole.

The Old Rat ran into the hole.   The Young Rat ran into the hole.

They all ran into the hole.

So, the cat remained there and disturbed the rats.

Check your progress:

List the benefits of story-telling in the class-room-process-of English learning as a Second Language.

Develop a cumulo-repetitive story using your environment & culture.

Design at least two activities out of a story of your choice for children of class-V.

Prepare an activity, leading to the composition of a story from a set of pictures for the children of class-IV.

Chapter-6/Unit-6

Listening and Speaking Skills

Objectives:

After going through this lesson, the learners will be able to know and understand

1. **The basic features of the Listening and Speaking Skills**
2. **How to develop these skills**
3. **How to design activities for the primary/elementary children in order to develop the skills**

Listening and speaking skills for the children at the Primary/Elementary stage

- Listening is a receptive skill.
- Repeated listening to words and speech helps in the process of registration and retention of language items.
- Adequate exposure to listening situations develops and enriches the language sense of the learners.
- The listener then attempts to produce responses.
- Listening produces two types of reaction – non-verbal, verbal.
- Non-verbal reactions are expressed through 'Look, listen and perform (do)' – type of activities, producing appropriate physical responses as marks of understanding/comprehension.
- Verbal reactions, on the other hand, are expressed through spoken forms of English and 'Look, listen and say' – type of activities.
- Therefore, listening & speaking skills are integrated. Listening and understanding lead to speaking.
- For development of both the skills, repetition is compulsory.
- While speaking, accuracy need not be emphasized unnecessarily.
- Teacher's instructions, commands, requests in relation to classroom activities create a very good scope for listening & speaking situations.
- Discussion in groups/pairs in connection with an assignment/activity/task gives a lot of scope for listening.
- Describing people, their activities, pictures, narrating incidents from daily life etc may create a lot of opportunity for listening & speaking individually/in groups/in pairs.
- In the matter of speech development, care should be taken in regard to pronunciation. Accepted and acceptable pronunciation will do.
- More important than pronunciation is the stress.

Words should be stressed properly, for it is the stress that can change the meaning of the whole speech, even if the word order remains the same.

As for example,

1.   I gave you ten rupees.

     No other person than I gave you ten rupees.

2.   I gave you ten rupees.

     I gave none but you ten rupees.

3.   I gave you ten rupees.

     I gave you ten (a lot of money) rupees.

Examples of Listening and Speaking Activities for Class – I

Activity – 1/Level-I

Teacher to student: Come here (with gestures)

Student performs (after listening to the sound and seeing the demonstration)

Teacher: Thank you. Now, go to your seat.

Teacher calls other students one by one and does the same activity.

This activity is continued /repeated till the class understands the instructions and is able to perform. Finally, the teacher divides the class into pairs and asks each pair to play the roles of the teacher and the student. They will be asked to change their roles.

Activity – 2 /Level-I

Listen to the instructions and do what I do.

Teacher to the class: Put your hands up.
                       Put your hands aside.
                       Put your hands down.
                       Stand at attention.
                       Turn to your right.
                       Turn to your left.
                       Walk straight.

Commands are repeated with physical demonstration, until the teacher is sure that the class can perform the actions.

Now, the class is divided into pairs and the teacher asks each pair to give commands and perform according to the commands. Role reversal is prescribed.

In the above two examples of Listening and Speaking activities, both nonverbal and verbal responses will be produced. Teachers should remember that children start with nonverbal responses and develop themselves gradually into producers of language (from performer to speaker)

31

Remember

- English is a stress timed language
- The words that usually carry the stress are the content words – the 'meaning' words (nouns, verbs, adjectives, adverbs)
- The structure-words (articles, prepositions, auxiliary verbs etc.) do not receive stress in normal circumstances)
- Normally, the third syllable from the end of a polysyllabic word takes the stress in English word– stress-system.
- Suffixes and prefixes do not take stresses.
- Stress-mark (') is put at the beginning of the stressed syllable, not on the vowel-symbol in the stressed syllable.

Examples

(1) 'Wa-ter-ing

(2) 'Pho-to-graph

(3) Pho-'to-gra-phy

(4) Pho-'to-gra-pher

(5) 'Con-tri-bute

(6) 'Al-co-hol

(7) Me-'tho-do-logy

(8) Au-'tho-ri-ty

(9) Au-tho-ri-'ta-ri-an

(10) Ma-the-'ma-ti-cal

Words ending with 'ic', 'tion', normally receive stress on the syllable preceding 'ic', 'tion'

(1) Pho-to-'gra-phic

(2) Al-co-'hol-ic

(3) Con-tri-'bu-tion

(10) Ma-the-'ma-tics

In listening and speaking exercises intonation is important for the meaning of the speech. For example, in speech, sometimes, questions are asked in statement forms.

You are not going to school today?

Without proper intonation it may mean a statement; with intonation again, it can sound as warning/ apprehension '(I understand) you are not going to school today' etc.

Design (Lay-out) for Listening Activities.

1. Warm-up-activities

These include normally exchange of greetings and initiation of talk on how the day is/what they have done in the morning/in the previous class/in the previous lesson or anything the teacher considers authentic in the situation.

2. Pre-listening activities

These include activities like

- linking previous acquisition to the activity-situation
  - giving scaffolding for the pupils to draw inference on what is going to happen (Pictures, recorded sounds etc may help)

3. While listening activities

Such activities are set before the listening situation happens. Pupils are asked to

- tick off/cross the given words/statements
- put the persons/animals into the given categories
- infer what is going to happen next
- number the happenings (incidents/speeches etc) sequentially
- tick off the words being repeated etc
  (In each case, however, answers will be of non-verbal types)

4. Post-listening activities

Such activities attempt to assess the overall comprehension of the listening text(s). Any type of activities involving speech, writing and even performance along the line of the text may be set. Even pair and group work are desirable.

Remember, listening activities may lead on to speaking, reading and even writing activities.

USE OF MIME IN ENGLISH LANGUAGE ACQUISITION AT THE PRIMARY LEVEL

Mime is an art of transmitting messages without using words (through gestures/ body movement etc.)

- ➢ Stories and other situations in a series are conveyed through mimes
- ➢ At the primary level mime as an instrument in bringing about inter- action in the English Language Classroom Situations is useful because
1. it tells the whole situation without words (Children do not like too much teachers' talk)
2. children enjoy observing the teacher's actions and describing those in their own way
3. self learning process, group-discussion etc. are very much active(These go favourably with the process of acquisition)

4. struggles of the individuals/ groups/ pairs for effective verbal communications add substantially to the process as well as the product (Lots of talk, discussion generated, and these lead to the production of speech, sound etc.)

5. intra-group interaction can be promoted

6. the environment itself becomes vibrant with bonds between stimuli and responses

Remember:

❖ at the initial stage gestures/ poses representing smaller actions/ situations will do

❖ verbal reactions to mime is producing speech. These are under speaking-skill-development-activities. So, these should come well after the pupils have received through listening and reading at least some contextual words.

❖ Pupils may have recourse to their mother tongue spontaneously while describing a mime-situation. Teachers should be careful of rephrasing the situation almost immediately.

Repeated presentation of the action/ situation helps the learners at the primary stage

❖ Teachers must perform the mime-activities in full view of every pupil

Check your progress:

Plan for presentation of a Lesson on any Listening Activity for the students of Class-III

How can you organise an activity on mime for presentation of action words like

Run, teach read, jump, hop etc for the students of Class-I

Chapter-7/Unit-7

Reading (Comprehension) Skill

Objectives:

After going through this unit/chapter, learners will be able to

1. know and understand the basic features of Reading (Comprehension) skill
2. the benefits in terms of language learning, reaped through this skill
3. how to design and present an activity under this skill

Reading Comprehension

- Reading is a receptive skill.
- Reading is a purposeful activity. The purposes of reading are (i) comprehension (ii) filling up the information gaps (iii) transferring information (iv) language acquisition.
- Loud reading at the Primary level gives the little readers practice in pronunciation, stress and intonation.
- Pupils read silently for comprehension, for either global information or for specific information. Silent reading should not be prescribed at the initial stage.
- Reading skill enables us to
    i.   work out meanings from context.
    ii. use the acquired language in communicative situations.
    iii. collect specific information (scanning) as well as global information (skimming) on the reading materials.
    iv. predict the course of an action / event
    v.   infer from the titles /captions / pictures / the given information
    vi. differentiate the main idea from the subordinate idea.
    vii. determine the text type (a story / a poem / a report)
    viii. give our opinion on certain specific issues of the text.
    ix. develop our skill in listening, speaking & writing
    x.   come across the cultures & traditions round the globe.
- Reading activities have also three distinct phases in addition to the warm-up-activities.

Design (Lay-out) for Reading Activities

1. **Warm-up-activity (Speaking)**
    - Exchange of greetings
    - Initiation of talk / discussion on some authentic matters (matters relating to the context / incidents known to all the children of the class etc).

2. **Pre-reading-activity (mainly speaking)**
   - Helping children to link their previous knowledge to something new that is going to happen.
   - Referring to something/some relevant events that they have known from the activities of their Bengali language acquisition/from the learning points of other subjects.
   - Introducing some words/ language items in contexts that have relevance to the topic/unit of the reading activity.
   - Straight-way, an introductory talk on the heading/ title/caption and asking the class to infer what is going to happen.
   - Giving the class some stimulus materials like picture cards, pictures, words related to the topic/ unit of the day and asking children to describe them orally.

3. **While reading activities.**
   - Checking the understanding of the matter so far read.
   - Asking pupils to infer.
   - Asking pupils to predict.
   - Knowing meanings from the contexts.

All these responses will be of non-verbal types so that pupils may not have to stop reading for a long time and write answers, and thus, to hamper the continuity of the main activity of the reading & comprehension.

Besides, tasks need to be set before hand and given out to the pupils with instructions like the following.

Children, read through and answer the following by (i) ticking off (v) the right answer (ii) putting (X) against the wrong statements (iii) numbering (1,2,3……) the situations/ incidents in order of time etc.

4. **Post- reading activities**
   - helping the children acquire the whole of what has been read (Comprehension – unit)
   - helping the children use the language, thoughts and ideas in similar situations.
   - [such activities/ tasks may involve all the other three skills (Listening, Speaking & writing)

Check your progress:

Choose any passage from any authentic reading materials & prepare a Reading Comprehension Task, containing Multiple Choice Type-test-items, Judgement-type-test-items, sequence-type-test items, test- items on grammar and vocabulary.

Chapter-8/Unit-8
Writing Skill

Objectives:

After going through this unit/chapter, learners will be able to

1. **know and understand the basic features of the Writing Skill**
2. **the benefits in terms of language learning, reaped through this skill**
3. **how to design and present an activity under this skill**

Writing skill at the Primary level

- Writing is a productive skill
- Writing at the primary level starts with the writing of letters, then words and finally develops into the writing of sentences etc.
- Writing at the primary stage should be controlled and guided.
- Types of writing at the primary level include
  o copying letters, words, sentences etc.
  o writing letters, words, sentences through filling in, completion,
  o re-arrangement-type tasks.
  o parallel writing.
  o picture composition and writing from hints/clues.
- Writing as a skill is not separated from other three skills (Listening, Speaking and Reading)
- Listening to/reading instructions before setting oneself to the task of writing is important
- Group/pair discussion before writing is desirable

Some interesting writing activities for the primary school children

- copying small and capital letters
- filling up the gaps with appropriate letters
- copying words/sentences
- writing dictations
- writing the name and address
- placing suitable adjectives/nouns/pronouns
- framing words beginning/ending with a particular vowel/consonant
- writing the names of days/months etc
- describing one's daily routine after reading a similar writing etc. (parallel writing)
- describing pictures/poses & gestures
- writing simple paragraphs from the given hints/information etc
- building stories from the series of pictures

<u>**Scheme for a writing activity**</u>

What we are going to write about
- setting the task (topic etc)
- giving clues/hints/examples etc
- supplying the language, phrases, structure (if necessary)

How we are going to write about it
- looking at/listening to/reading through input materials
- initiation of discussion in groups/pairs
- selecting/choosing words/phrases appropriate for the topic

The actual task of writing
- preparing a draft from the discussed points
- reading the draft for others
- finalizing the draft in groups
- writing the final draft
- adding a title

How these activities happen in classrooms

1. **Warm up activity**
   - exchange of greetings
   - exchange of information of matters, not related to the day's topic

2. **Pre-writing activity**
   - creating the situation for setting the task
   - giving clear instructions/explaining the activity
   - giving clues/information/support/pictures
   - giving the heading (if necessary)
   - dividing the class into groups/pairs
   - initiating the discussion.

3. **While writing**
   - discussion continued
   - takes the shape of written language
   - opinions wanted on what has been written
   - fair copy prepared – the teacher helps, if necessary

4. **Post writing activity**
   - reading out the text

- necessary rephrasing suggested
- rephrasing done

• submits the product for evaluation (The evaluation may be done by teachers – by peers or inter group evaluation may be done)

Check your progress:

How are you going to initiate a writing task on <u>Importance of Trees</u> for the students of Class-V in accordance with the above scheme & format.

Chapter-9/Unit-9

Group and Pair Work

Objectives:

After going through this unit/chapter, learners will be able to

1. know and understand the basic assumptions behind Group and Pair Work
2. the benefits in terms of language learning, reaped through Group and Pair Work
3. how to manage and control Group and Pair Work

Group & Pair work

- These are very Important for interactive classrooms
- Provide for enough opportunity for talk in the target language for the learners
- Students feel free to communicate in pairs/groups
- Large size classrooms can easily become communicative
- These allow pupils to interact with one another, practise their language and so, develop their communicative competence.
- Activity-based learning-situations are addressed very effectively.
- Self-learning & peer learning are encouraged.

Drawbacks

- Pupils have a tendency to discuss in pairs/groups in their mother tongue
- Some members of the group/ the other person in the pair may remain passive or distracted.
- Group-leaders may have the tendency to dictate terms, thus, interrupting the process
- Communication involves transfer of information between/among participants
- No communication is possible, if there is no information gap.

Role of teachers

- The effectiveness of Group/Pair Work depends very much on the managerial capacity of the teacher.
- As in all activity based, child-centric classrooms, the teacher should act as a facilitator, class-room-manager, overseer, clue-provider, a guide.
- S/he should move about, supervise and help the learners on necessities.

Check your progress:

As a teacher prepare a set of instructions for Group and Pair Work to administer an activity of finding some words related to trees and plants for Class-V.

Also, say a few words on the role you are going to play as an over-seer and controller of the situation.

Chapter-10/Unit-10
English through Other Subjects

Objectives:

After going through this unit/chapter, learners will be able to

1. **know and understand the importance of the approach**
2. **the benefits in terms of language learning, reaped through this approach**
3. **how to design and present an activity under this approach**

In our usual class-routine we usually have one English class every day. This means that we get an opportunity of exposure to the language for forty minutes at best, if not less.

Since it is established that the greater is the amount of exposure to the target language, the bigger is the surety of learning or acquiring that language.

Therefore, with a view to exposing the learners for a longer period, to English in foreign language learning situation, it has been suggested that English should be used in other learning situations within the classroom through correlation, and also through other school chores like Prayer Assembly, Physical & Health Education Drills, Art & Craft Activities, Notifications & Announcements etc.

While in a mother tongue class-room-situation a teacher is dealing with nouns, s/he may refer analogically to the naming words in English and vice versa.

Teacher should also be made aware of the value of such cross-curricular work. For example, Teacher can give pps arithmetic tasks in English, using bilingualism as strategic resource.

T says: *Add 4 and 2. What is the answer?*

Take away 3 from 9. What is the answer? Etc.

For the purposes of language development, it is better if such questions are aimed/targeted at groups of pps. This allows them to discuss answers and so become more confident.

In addition, the language can be presented in contexts via situations like 'giving commands' in conducting physical drills, making announcement of mid day meal menu in the prayer assembly, giving instructions for organising activities in the art and craft classes etc.

On the whole, in order to bring about more exposure to the language in a non native situation, other available situations in the schools should be used effectively in a child/learner-centric manner.

Check your progress:

Prepare a set of instructions for conducting Physical Drills for the students of Class-III.

Prepare a set of instructions for organising an activity of art.

As the prefect of a school, prepare an announcement of mid day meal menu for one day.

Chapter-11/Unit-11
Bilingualism and Multilingualism

Objectives:

After going through this unit/chapter, learners will be able to know and understand

1. **Bilingualism as a concept of a class room strategy**
2. **the merits and demerits of it**
3. **Multilingualism as a resource in a multilingual class-room**

Bilingualism from the point of view of behaviourism is the ability of acquiring and using two languages. One of these two languages is obviously the students' own language, while the other is the official second language, which in our case is English.

There are three types of bilingualism. They are: Consecutive Bilingualism, Simultaneous Bilingualism and Receptive Bilingualism.

Consecutive/Successive Bilingualism refers to learning/acquiring and using a second language after having learnt the first language. As for example, if a child is exposed to the second language from the sixth year of his life & during these six years the child has learnt/acquired only his/her own language/ mother tongue, then the child is actually learning and using two languages consecutively/ successively.

On the other hand, if a child learns and uses two languages simultaneously, then this bilingualism is called **simultaneous bilingualism.**

There is yet another type of bilingualism, called **Receptive Bilingualism** which refers to being able to understand two languages, but to express oneself through one language. This is very common in our situation.

Bilingualism as a classroom strategy is the habit of using two languages as in a Grammar translation Method, because translation of English into the mother tongue or translation of mother tongue into English is the only goal of this Method.

Using Bilingualism as a classroom strategy means using two systems of the two languages. Some elements of one system may have similarities with a few of the other systems. In those cases bilingualism yields wonderfully positive results. These elements can successfully be transferred. This is called **positive transfer**.

As for example, while presenting the concept of the naming words in English, a teacher may refer to 'Bisheshya Pad'(Noun) in the Bengali language. The children understand the concept through correlation and analogy. The knowledge of the system of one language helps in understanding the system of the Second language.

There are also chances of **Negative Transfer.** As for example, a child knows that in the system of his/ her mother/home language the basic pattern of a sentence is :

Subject → Object → Verb

Aami → vat → khhai,.

But, when this knowledge is transferred to her/his learning the system of English, s/he may be mistaken in using the language, for, in English it should be:

Subject?verb?object   and not, Subject?Object?Verb

I $\rightarrow$ eat $\rightarrow$ rice. <u>and not</u> I $\rightarrow$ rice $\rightarrow$ eat.

In conclusion, we can say that Bilingualism as a class room strategy has both good and bad sides. So care should be taken in using bilingualism, so that it may not reduce/minimise the scope using the target L2, i.e. English in learner centric classroom situations.

Check your progress:

Give one example of positive transfer and one example of negative transfer from your own experience of Bilingualism as a language learning strategy.

Multilingualism as in the N C F-2005

As the term indicates, multilingualism is the ability to understand and use more than two languages in a multilingual situation.

India being a multilingual country, her classrooms teem with multilingual students. Therefore, being multilingual contributes to our national identity.

Children should not be denied the opportunity of learning through their home language on the ground of non-availability of academic resource & systemic intervention. In accordance with the 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."

Sometimes, the education-administrators of our country look up on multilingualism as a hindrance to quality education. They complain that Bengali as the medium of instruction is being imposed upon many who cannot follow the teacher delivering in the target one medium of instruction, because the home language of such children is any other language than Bengali.

In order to address the complaints as above, multilingual education should be made available from the very outset of a child's education.

The three language formula as propounded by Kothari Commission should be revived in true spirit, allowing children to learn Hindi in non –Hindi areas, whereas in the Hindi speaking areas children should be allowed to learn a different third language.

Sanskrit may also be brought back as a Modern Indian Language in addition to these languages.

Having considered all the foregone assumptions, we can conclude that Multilingualism is to be looked upon as a resource, rather than a hindrance to quality education.

Check your progress:

Is your class a multilingual one? How do you ensure learning in a multilingual classroom by using only one medium of instruction?

What, in your opinion, are the advantages of having a multilingual classroom?

Chapter-12/UNIT-12

Situational Learning

Objectives:

After going through this unit the learners will be able to know and understand:

1. Situational learning as a concept
2. The way of linking class-rooms to the outside world
3. How to choose topics for conversations so as to link classrooms to the broader world outside

Situational Learning

So far as the learning of a language is concerned, it should be presented in and through contexts/ situations. In language learning, particularly in foreign language learning, situation plays a very vital role.

In case of foreign language learning, the language is always unknown to us, but it is the situation which being known helps us understand the language without the help of translation of the foreign language into the mother tongue by an interpreter.

The same principle of situational presentation of language helps our children understand English. As for example, a teacher in his /her class presents the action-words like stand, sit, run, jump etc. through gestures/ physical movement.

What happens is that the children understand immediately what these words mean.

The same set of words, if presented in isolation, will sound as meaningless as anything. Thus we can say that children learn many words without the help of their mother tongue, when the words are presented in contexts.

This way of learning is comparable to the self learning approach. Here the text is always contextualised.

Even when we learn our mother tongue, we learn it through situations. For example, a simple child understands what a 'glass' is when it sees its mother pointing to something while uttering the word 'glass'.

Linking Class room to the world out side

Since 'use' in place of 'usage' has become one of the guiding principles of selection of language items , children's own environment and the language used therein, are considered very minutely when selecting the language items for presentation and practice in class-room situations.

Thus, children's class-rooms are rich with what they already know and use in terms of English language; with what they are going to know and use in class-room-interactions with a view to using them from the very next opportunities in the out-of-class-environment.

Moreover, in any learner centric approach, learning materials are developed in such a way that these can reflect the age-appropriate-needs of the learners in reference to their living society or immediate environment, on one side, and the greater environment which the children are going to interact with in future as good citizens, on the other.

In every consideration given above, a link is established among the pre-school, school and the post-school experiences of the learners who are basically from their society/societal environment.

Choosing topics for conversation for using English for practical purposes

Authenticity of learning experiences and situations determines the need-criterion of a learning approach. Children learn something because it is needful and valid (authentic). Even the language to express/describe such situations/experiences should be authentic or valid in relation to the given contexts/ situations; to the level/age of the target learners; even, to the socio-cultural environment of the learners.

Keeping all these in mind, we have to choose learning experiences for the learners, not to speak of topics for conversations separately.

A teacher in charge of the class-room of a particular level of learners must know and understand the needs of the learners in the contexts of the children's immediate environment & also of their broader environment and choose topics for conversation accordingly for both practice and use in similar situations.

Now, there may be a question as to why so much emphasis is put on conversations. The simple answer to this question is that our learners need to converse in English for all practical purposes in their future life after the school education in order to interact with the teachers at the higher grades whose mother tongues may be other than our learners'; with the service providers in foreign situations where our children's mother tongue may not hold good; with the interviewers in the situations that may not allow children's home language or mother tongue, so on and so forth.

In view of the above we can choose topics for conversations for the primary/elementary level children. Such topics may include 'greeting people', ' introducing oneself' , 'asking information about others', 'interaction with the shop keeper' 'vegetable man', 'milkman', ' interaction with the teacher to explain the cause of long absence' , 'asking for permission…..' etc.

Reading from the prepared texts alone does not make one a good speaker. Therefore, a teacher needs to create the situations in his/her classrooms and put the boys and girls into the living situations as characters or role-players.

 When a pair/ group will be playing the assigned roles through role- reversal, others will be listening to them, giving support, if required.

Thus, both the listening and speaking go on simultaneously, enhancing the communicative competence of the learners.

Gradually, the learners will mature into good speakers ready to face any non-native communicative situation un-knowing ly.

Check your progress:

Choose a few more situations for conversation relevant to the level, aspirations and the available environment of your students.

Determine your role therein.

Chapter-13/Unit-13
Accuracy and Fluency

Objectives

After going through this unit/chapter, the learners will be able to know and understand

1. **The importance of fluency**

2. **The importance of both fluency and accuracy**

Whether there will be preference of accuracy to fluency or fluency to accuracy at the Primary level has been much debated. Those who believe that rules of grammar and structural patterns should be taught before the learners are exposed to the target language for interaction and communication, are in support of the dominance of accuracy over fluency at the primary level.

Again, there is another school of opinion which believes that at the primary level teachers need not bother about accuracy. They are of the opinion that fluency is all important for oral interaction and communication; and that accuracy will come automatically once the children are exposed to accurate English.

In view of the above two different schools of opinion, we can conclude that both the accuracy and fluency are important in learning a language.

At the initial stage of learning a language it is better not to make much of accuracy and interrupt the process of communication and interaction on the ground of inaccuracy, if the communication remains all right.

However, when it is confirmed that the children have already had enough exposure to English and much of it is good English, and that they understand English, when it is spoken; and can also speak English quite confidently, **something about the language** in terms of its accuracy should be transacted through contextual references.

As in our mother tongue, we know about the language in terms of its accuracy after having understood and spoken the language for at least five years.

Therefore, it is clear that at the initial stage, more emphasis should be given on the fluency, but at the later stage, there should be due emphasis on the accuracy. With reference to the different stages of education, we can say that at the lower primary fluency should be the point of emphasis, but at the upper primary stage fluency with accuracy should be targeted.

Let's believe, at the lower primary stage a teacher should not rebuke a learner for inaccuracy, but allow the learner to finish his speech, if the communication goes all right. At best, s/he can rephrase after the speech is over.

Let's take a situation for example.

In class-I, a child, when asked what he did yesterday, replied with great enthusiasm, "Madam, I goed to the zoo yesterday..."

The teacher, knowing well that 'goed' is incorrect, should not stop the child from speaking. Rather, she should rephrase immediately and present the correct form by saying, "Yes, my child, you went to the zoo yesterday?"

Therefore, a teacher has a lot to perform to ensure accuracy of the learners in his/her class by presenting the correct forms/ language-items without having to teach grammar.

Check your progress:

How are you going to ensure accuracy via fluency in your class? Give out a classroom situation where you had to rephrase an utterance? Suggest an alternative way of correcting the children's utterances without teaching grammar at the early primary stage.

Chapter-14/Unit-14

How to promote interaction in Classrooms

Objectives

After going through this chapter/unit, learners will be able to know and understand,

1. The ways of promoting interactions in the class-rooms

2. They will be able to turn their class-rooms into child centric, interactive classrooms

There is no doubt that interaction happens in a child-centric classroom, not in a teacher-centric classroom.

So the primary condition of interaction in the classroom is to make it child-centric in the true sense of the term, and not to try to teach the language.

A classroom with the children at the forefront can't but be an active classroom.

Again, an active and inter- active classroom signifies that children are either playing language games or doing some activities on language.

In fact, in a Primary /Elementary English classroom children should be engaged in some activities every twenty minutes. This means that children should be given at least an activity in every twenty minutes. In this context, it is worth-mentioning that there are two types of activity – Stirring Activity and Settling Activity.

Stirring Activities are those in which children are required to move from one place to another. Such activities are recommendable for lower primary classes upto Class III.

The other kind of activity is the Settling Activity in which the children are required to perform sitting in groups or pairs; No physical movement from one corner to another is required for performing such activities.

Let's have an example of the stirring activity.

Teacher prepares, say, forty chits on each ten of which are written

1-10	Find out somebody who likes green colour Ask him/her : "Do you like green colour?"
11-20	Find out somebody who has not seen **Gupi Gayen Bagha Bayen** Ask him/her : "Have you seen **Gupi Gayen Bagha Bayen**?"
21-30	Find out somebody who eats his food for a long time. Ask him/her: "Do you eat your food for a long time?"
31-40	Find out somebody who does not love his/her country. Ask him/her: "Do you love India?"

What happens here is that all the students have to move to everybody to ask the questions and get the answers.

Settling activities are very common and known as individual, group and pair activities.

<u>**Let's have an example of a settling activity**</u>

The teacher asks every group to give her/him the names of four animals.

Each group discusses and then writes.

Now the teacher asks each group to speak out the names for the other groups to listen and note.

After each group has spoken out, the teacher writes the following names on the chalkboard – cat, dog, fox, jackal, cow, sheep, leopard, hyena, panda, elephant, ox etc.

The teacher then asks every group to categorise the above names under the two heads.

Domestic	Wild

Again, the children discuss in groups and give their opinions.

So, we see that nobody has to move from their positions, and the moment one step is done, another step of the activity is instructed by the teacher.

Therefore, we see that interaction happens through activities or tasks. The more are the activities or tasks, the more the interaction, because children are given the scope of talking with an eye to acquisition only through interactive tasks/activities.

If a classroom, child-centric in nature, has to be interactive, there must be provisions for activities or tasks.

In consideration of all these, we can say that a children's classroom must generate tasks. It shall be noisy. A traditional teacher, who wants to give away his /her information, should minimise his/her talk and allow the children to talk.

At the same time, the management and the administrators should also be aware that noise in a language classroom is not bad, if the noise produces English.

PART-II
Chapter-15/ Unit -15
AIMS AND OBJECTIVES OF TEACHING ENGLISH AS ASECOND LANGUAGE AT THE PRIMARY/ELEMENTARY STAGE IN WEST BENGAL

OBJECTIVES

After going through this Unit/Chapter the learners will be able to know and understand

1. the importance and objectives of teaching English as a Second language at the primary/elementary level in West Bengal from 2013 through comparison and contrast with the those of the Kothari Commission & NCF-2005

Any discussion on the aims and objectives of teaching English as a second language at the Primary/ Elementary stage in west Bengal brings us to the importance of the study of English in India, as spelt out by Kothari Commission as far back as in 1964-66.

Kothari Commission, while offering the three language formula, felt that Indian School students need to study English as a

(i)   link language in a multi lingual set up.

(ii) as a language for reading books on other subjects.

(iii) as a language of international recognition.

(iv) as a language that is likely to ensure social status and economic security.

(v) as a language to keep pace with scientific and technological development.

Gradually, it became obvious to the education- policy -makers of WB that, in order to prepare children for high schools, English should be taught right from the primary stage.

However, the aims and objectives have by now changed remarkably. Scholastic aims of teaching English have been replaced with useful and practical communicative competence development.

So, now, the aims and objectives of teaching English at the primary stage are:

(i)   to enable learners to understand simple situational English when spoken to

(ii) to enable learners to speak words, phrases, sentences etc. for communication and Interaction in an alien situations

(iii) to enable learners to read letters, simple words, phrases and sentences in contexts and transfer information from that to other forms

(i)   to enable learners to write plain and simple letters, words, phrases and sentences to communicate ideas, thoughts etc.

(ii) to enable learners to understand the simple word-order and functions of the target language, i.e. English.

Objectives of teaching and learning English at the Elementary/Primary level in accordance with the N C F-2005

- Children are born with innate potentiality of acquiring any language including English
- So, there should be enough space in the curriculum for adequate exposure to the target language or English.
- Input rich communicative situations help children acquire the language
- English across the curriculum will help us in this matter.
- To view English language learning as everybody's concern rather than the concern of the language teacher alone
- Evaluation in English need not be tied to the achievement , but to the proficiency in terms of the skill development

The NCF-2005, therefore, lays down the goals of English Language curriculum in the following terms:

- Attainment of a basic proficiency , acquired through natural language learning situations
- Using language as an instrument for abstract thought and knowledge (across the curriculum approach)
- 'No teaching , only learning' approach to be imbibed through the curriculum with the primacy of the children/learners in the whole process

Let's see what the Expert Committee on the Development of English Language Syllabi under the School Education Department has said in their document, published in 2011, regarding the objectives of teaching and learning English at the Elementary/Primary level.

The goal of teaching the second language at the primary level is to ensure that the students are able to speak and write in that language. The student has to have a good grasp over the second language as well as the first language. This is an area which the new curriculum will lay emphasis on because the committee is of the opinion that skills in two languages are important for the language skill development of a child and the skills that the child attains in one language can be transposed into the other and vice versa.

At the primary level, there is an interest in teaching the two languages in an integrated manner. This will help in the overall integration of the curriculum since languages have to be integrated with environmental studies, mathematics and history-geography. The second language classes will begin simultaneously with the first language classes in class I. The children have to be taken from the level of seeing-listening-recognizing and understanding to the level of speaking-reading-drawing and writing. Physical education, games, creative work will be incorporated in the second language as in the first.

From class III to class V, there must be emphasis on enabling the student to express himself/herself in both the languages. The students should be able to understand the integrated concepts and learn to think in interesting ways.

Check your progress:

Why, according to Kothari Commission, should we study English? What does the Commission mean by 'three language formula'?

Sum up the approach to English Language Curriculum & Education at the primary/elementary Education level in West Bengal as mentioned in the N C F-2005

What, according to the Expert Committee-2011-12, are the aims and objectives of teaching English at the primary/elementary level in West Bengal?

Chapter-16/ Unit-16
Exploitation of Text Materials –Classes-I—VIII
(New Syllabus-2013)

Objectives

After going through this Chapter / Unit, the lerners will be able to know and understand

1. the objectives of the lessons, and to plan and act accordingly
2. The rationality behind the selection of a lesson/Unit
3. The materials developed content-wise
4. The basic competencies of each lesson
5. What teaching strategy will help maximally in their learning/school environment
6. The evaluation techniques to be adopted for comprehensive and continuous evaluation
7. The nature of materials to be developed as correlatives for supplementing the text-materials

[Learners are advised to go through the text materials seriously with a view to devloping a critical knowledge and understanding of the same in the light of the above-noted objectives, under the guidance of the counsellors. A Work -shop may be held under the supervision of the Heads of the Study Centres where learners in groups may be assigned one Course Book to work on. Passages from the Text-materials should also be assigned for framing tests-items to assess comprehension.These will help the learners in writing out their lesson-plans, activity sheets etc.]

Chapter-17/Unit-17
NOUNS/Naming Words

Objectives

After going through this Chapter / Unit , learners will be able

1. to know, understand and use naming words in reference to situations
2. to identify different types of naming words in every situation
3. to plan activities on the topic for the children

NOUNS/Naming Words

↓

```
      ↓                                    ↓

  COUNTABLE                          UNCOUNTABLE

  COMMON                             ABSTRACT    ←

                                     MATERIAL    ←

                                     PROPER      ←

                                     COLLECTIVE  ←
```
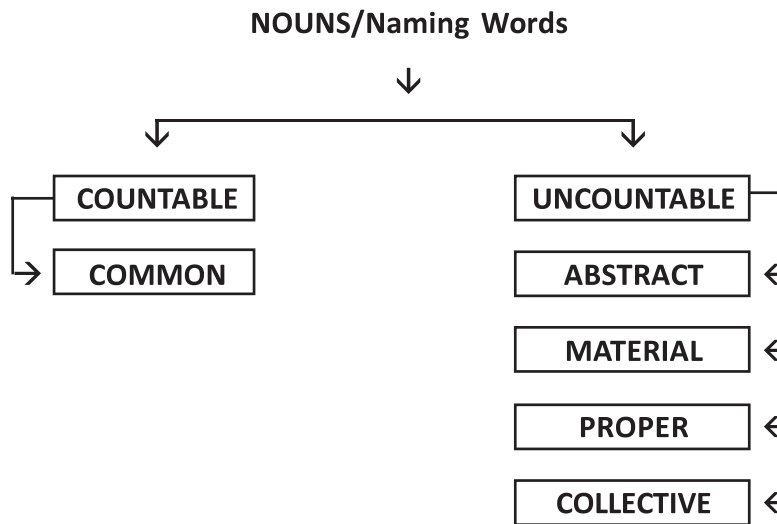
It may be noted that uncountable nouns do not take plural forms and that when 's' or 'es' added to make plurals of uncountable nouns like 'army', 'sand' etc., they, then, cease to be collective, material or proper nouns.

Check you progress:

a) Sit in groups. Describe the classification-chart. Define each class. Collect examples of each class from the course-materials for I—VIII.

b) Try to justify the use of the underlined words in terms the above classifications.

1. Gold is very costly now-a-days. The gold of this ring is pure.

2. Honesty is the best policy. The honesty of our Head Teacher is unquestionable.

3. The Telegraph is published in Kolkata. Telegraphs have now-a-days, become out of date.

4. Many students are playing in the field. The student in him arose when he saw the Principal being heckled by the miscreants.

5. Cut your coat according to your cloth. We wear warm clothes in the winter.

Chapter-18/Unit-18
Verb forms and their uses

Objectives

After going through this Chapter / Unit, learners will be able

1. **to know, understand and use action words in reference to situations**
2. **to identify different types of action words in every situation**
3. **to plan activities on the topic for the learners**

Verb Forms & Their uses
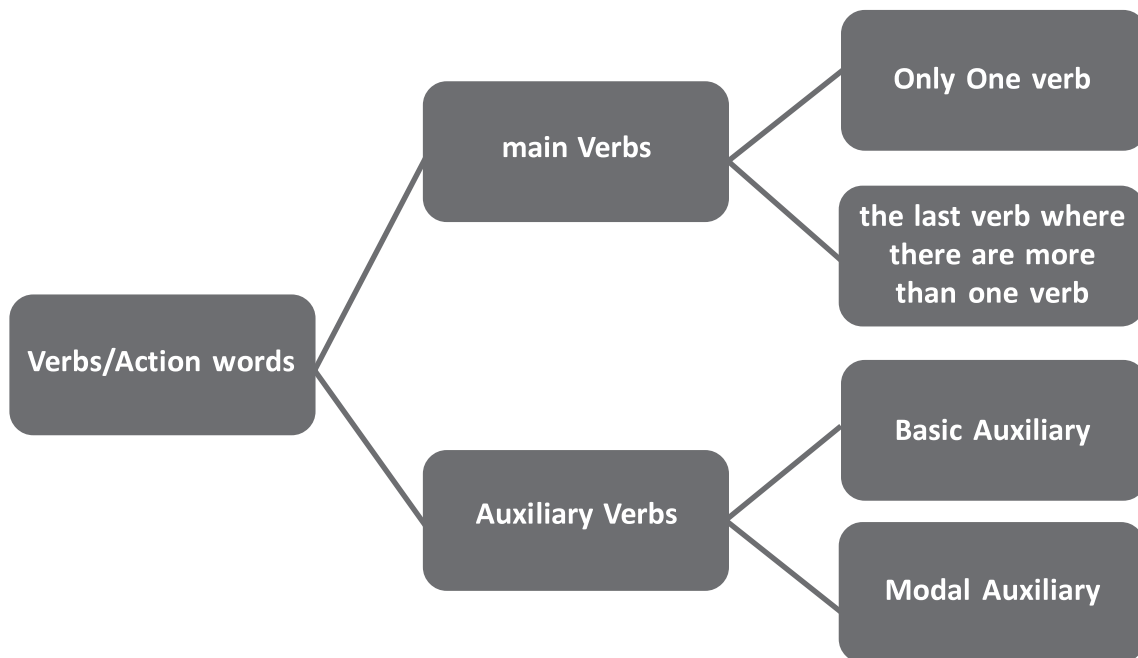
Study the above diagram and write down a brief description of the classifications.

Here are some hints:

Action words or verbs refer to 'being', 'having' and 'doing'. Being refers to the verb 'to be', having refers to the verb 'to have', while 'doing' refers to all the action words/verbs or doing words.

Functionally, verbs are classified into two types: main verbs & auxiliary verbs.

In a sentence, there may be only one verb. In that case that verb is obviously the main verb.

On the other hand, there are many sentences or clauses where there are more than one verb. In such sentences or clauses the last mentioned verb is the main verb.

Main verbs and auxiliary verbs make finite verbs.

There are two types of auxiliary verbs—Basic and Modal.

Am/Is/are/was/were/have/has/had/being are called Basic Auxiliary Verbs, whereas can/could/may/might/ought to/must/shall/should/will/would/need (not)/dare (not)/ used to, are called Modal Auxiliary verbs.

Main verbs again can be divided into two——Transitive and intransitive.

Transitive verbs refer to those verbs which have objects. Let's not forget that a transitive verb can take two objects.

Check your progress:

A) *Read the passages & underline the verbs. Then take out the main verbs from the underlined portions and write them separately. Now, say whether the auxiliary verbs belong to Basic Auxiliary Family or to the Modal Auxiliary Family.*

   (i) Now-a-days, children hardly care for class-room-teaching, because they know that their private tutors will make up for the loss, if any, for not attending to the class room teacher properly. Parents also have an understanding that they will have to engage as many private tutors as they can engage. There is no other way.

   (ii) In one of his letters Amal wrote to his father that he was not in a position to go on with his studies in a boarding school which was quite a thousand miles away from his native place where his parents were living with his grandparents.

   Amal's parents did not listen to such a heartrending appeal. Amal was helpless. He could not part with his parents, though his parents could part with Amal.

One day Amal left his Boarding School at the dead of night only to get lost and marked as a bad boy.

B) Fill up the blanks with appropriate verb-forms

(i) In our country there———(be) many people who——not————(have) primary education because of poverty. They—————(be) now adults. They——(be) illiterate. They ———not———(want) their children to remain illiterate.

(ii) This————(be) how mango-pickle—————(make). At first, green mangoes————(chop) in to pieces. Then, the pieces ———(mix) with salt and turmeric powder. Then they———(dry) in the sun for days together.

(iii) The person who—————(run) with the valuables —————(arrest) by the police.

(iv) "Why——you ———(run) so madly at the gate?", the security man said to the stranger.

The stranger————(reply), "Actually, I ————(leave) my laptop outside in a coffee shop."

"Why don't you move slowly? —— you —— (think) your mad race ————— (bring) you back your laptop?", ——— the security man.

Remember that the suffixes 's'/'es'/'ing'/'d'/'ed'/'n'/'en' etc. are added only to the main verbs in respect to the forms in reference to time.

```
                    ┌─────────────────────┐
                    │  VERB /ACTION       │
                    │  WORD-FORMS         │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
        ▼                     ▼                     ▼
  ┌───────────┐         ┌───────────┐         ┌───────────┐
  │  PRESENT  │         │   PAST    │         │  FUTURE   │
  └───────────┘         └───────────┘         └───────────┘
```

| | SIMPLE/ INDEFINITE | CONTINUOUS | PERFECT | PERFECT CONTINUOUS |
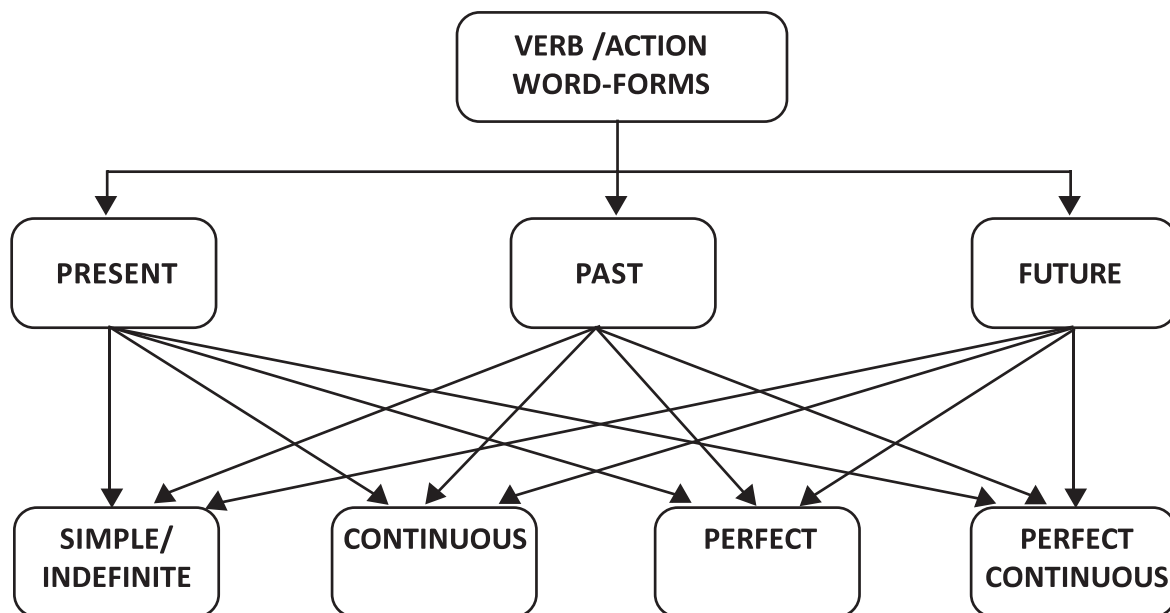
Check your progress.

	Indefinite	continuous	Perfect	Perfect continuous
Present	Subject + Present form of the main verb + object / other words	Subject + am/Is/are + 'ing' with the main verb + object / other words	Subject + have/has + Past Participle form of the main verb + object / other	Subject + have/has + been + 'ing' with the main verb + object / other words
Past	Subject + Past form of the main verb + object / other words	Subject + was/were + 'ing' with the main verb + object / other words	Subject + had + Past Participle form of the main verb + object / other words	subject + had + been + 'ing' with the main verb + object / other words
Future	Subject + Shall / Will + Present form of the main verb + object / other words	Subject + shall/will + be + 'ing' with the main verb + object / other words	Subject + shall have/will have + past participle of the main verb + object / other words (Not in regular use)	Subject + shall have/will have + been + 'ing' with the main verb + object / other words (Not in regular use)

Describe the above diagram on verb forms.

BASIC SENTENCE PATTERNS IN ENGLISH (Statements only)

CHECK YOUR PROGRESS.

Which forms will you ask the children to use to describe the daily routine of anybody?

Create a situation to introduce and elicit 'present continuous' forms before the learners of class-III.

Develop a conversation between two friends on "What did you do yesterday?" for learners of class-IV.

USE OF MODALS

SUBJECT	+	Shall	Should	+	PRESENT FORM OF THE MAIN VERB	+	OBJECT / OTHER WORDS
		Will	Would				
		May	Might				
		Can	Could				
		Must	Dare(not)				
		Used to	Need(not)				
		Ought to					
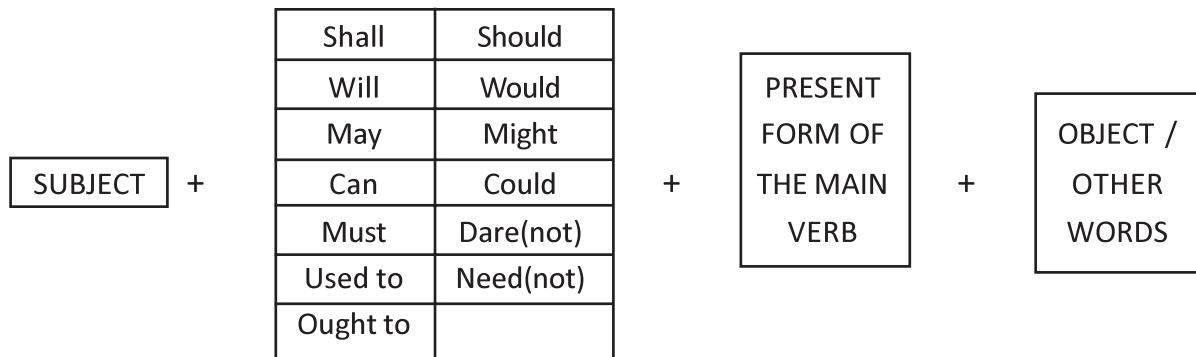
Check your progress:

Distinguish between:

a) I may play football tomorrow. I am going to play tennis tomorrow.

b) I can walk six kilometres at a stretch. I may walk to the station, if no rickshaw is available early in the morning.

c) May I smoke?   May God bless you.

d) The rooms are very dirty. I must clean them. You may clean the room, if you like.

e) When you bat, you should always watch the ball. Ramen suggested that they should have a picnic on the next Monday.

Chapter-19/Unit-19
Describing Words

Objectives

After going through this Chapter- / Unit- , learners will be able

1. **to know, understand and use describing words/ adjectives in reference to situations**

2. **to identify different types of describing words/ adjectives in every situation**

3. **to plan activities on the topic for the children**

Describing Words/Adjectives
Read the following

A Describing Word or an Adjective describes a noun or a pronoun in terms of quality,

quantity, opinion, shape, size, age, look, colour, origin, material, comparison etc.

It sits either before a noun or after the verbs like the following : 'be'/'look'/'appear'/'seem'/'feel'/ 'taste'/'smell'/'sound' etc, in order to describe the subject .

Some adjectives/ describing words like the following are used after the verbs/action words.

Asleep, alone, alive awake, afraid, ill, well

Present and Past participle-adjectives are formed by adding 'ing' and 'd'/'ed'/'en'etc to the verbs.

Adjectives take only one form with both the singular and plural nouns excepting those formed out of the demonstrative pronouns.   Example: this book → these books

Check your progress:

a) Given below are the functional types/uses of the describing words in situations. Place the adjectives/ describing words accordingly.

Lift the adjectives/ describing words from the course-materials for classes-I__VIII and place them accordingly.

(One has been done for you)

quality	quantity	shape	size	age	Look	colour	origin	Material
good	many	round	large	old	empty	green	British	Wooden

a) **Study the following sentences, underline the adjectives & say their positions.**

I. A school is good, because it is homely and affectionate to the children. But only a very few of us try to make our school into a home of our children.

II. The selfish Giant became angry, when he saw the marks of nails on the soft palms and feet of the little child. The Giant was furious and wanted to kill the evil man.

III. A big leather ball began rolling in the afternoon, when the school was over. The children who thought that they were so long confined in jails, began clapping their hands and whistling. It looked as if the children were relieved of their sorrowful experiences which people call teaching.

IV. Look at these three pencils. This is a yellow pencil. This pencil is big, but that blue pencil is bigger. The green one is the biggest of the three. These pencils belong to Minati. She also has three more pencils. Those pencils were given by her class teacher.

Now, Minati is nine years old. She reads in a village school. Her father is a farmer. Her house is at a distance from the school.

V. Put the words in the right order to make each a sentence. Use punctuation marks properly and then underline the adjectives/ describing words in each of them with comments on their positions.

   i) Children awake are the(question)

   ii) An Indian by birth a British mr. Bose by culture eminence to rose(v) during the foreign rule in india.

   iii) Blue seen you my T-shirt have(question)

   iv) A bus journey comfortable than more train journey is a in our state a.

   v) Coldest is Darjeeling place the in West Bengal.

Let us not forget that

➢ Some adjectives/ describing words are found as adjectives/ describing words in the vocabulary/ dictionary.

➢ Some are made adjectives /describing words by adding suffixes

➢ Some compound words also function as adjectives/ describing words

➢ There are degrees of comparison of adjectives like good –better—best, or beautiful, more beautiful and most beautiful.

➢ Nouns/Naming words↔ Adjectives/Describing words and vice versa

➢ Action words/Verbs ↔ Adjectives/Describing words

➢ Adjectives/Describing words are formed out of pronouns(Demonstrative, Possessive Pronouns)

Chapter-20/Unit-20

Articles

Objectives

After going through this Chapter- / Unit- , learners will be able

1. **to know, understand and use Articles   in reference to situations**
2. **To identify different types of articles in every situation**
3. **To plan activities for the children on this topic**

ARTICLES

Let's read through the paragraphs

Articles are, sometimes, called determiners. There are other determiners also. They are (i) possessive (my, mine, our, ours, your, your,his, her, its, their, theirs) , (ii) Demonstratives (this, that, these, those, there) , the other determiners are some, many etc.

Determiners modify nouns and sit before the nouns. So, articles as determiners also modify nouns and sit before the nouns which they modify.

There are two kinds of Articles- Definite and Indefinite. 'A' and 'AN' are called indefinite articles, while 'the' is called Definite Articles.

Let's put the whole thing into the following diagram.

```
                        ┌──────────────┐
                        │ DETERMINERS  │
                        └──────────────┘
        ┌────────────┬────────┴────────┬──────────────┐
 ┌────────────┐ ┌────────────┐ ┌────────────────┐ ┌──────────┐
 │  ARTICLES  │ │ POSSESSIVES│ │ DEMONSTRATIVES │ │  OTHERS  │
 └────────────┘ └────────────┘ └────────────────┘ └──────────┘
```

DEFINITE	INDEFINITE
'THE' (Used to talk about persons and things definitely)	'A' and 'AN' (Used to talk about persons and things indefinitely.)
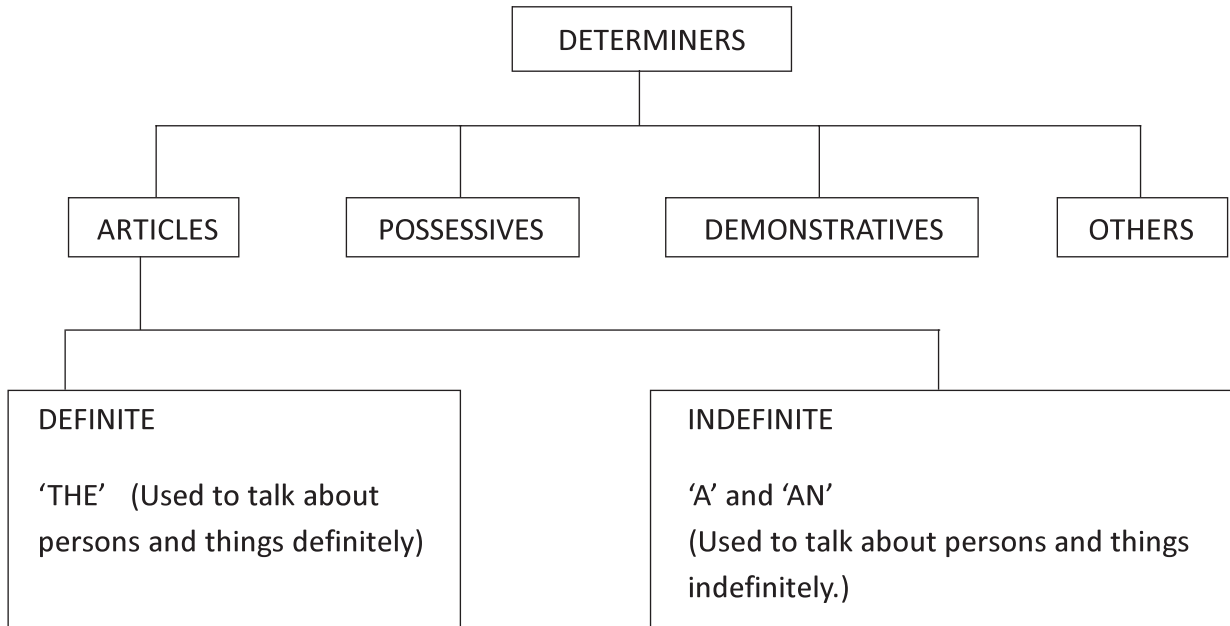
Check your progress:

Study the above diagram in groups, talk about the diagram. Find out ten situations for the use of 'the' and two situations for 'not to use 'the'.

A.   Fill up the blanks with articles [a/an/the] & justify the use of the same.

1.   Please close————door; otherwise,———person who is chasing you will enter into the room.
2.   ————is a faithful animal. It never bites human beings, if it is not hurt by our behaviour.
3.   It is———same house as I want. But will ——owner sell it now?
4.   My grandfather used to read———Mahabharata, but my father can't read it for want of time.
5.   I am writing this letter in response to———advertisement, published in———Telegraph of today.
6.   ——— Indian Ocean is so vast that nobody can swim across it.
7.   ———sun is a star, though it is seen in the day time.
8.   ———Himalayas protect India on the north like ———wall.
9.   ———twenty-third January is a day of observance in all schools in West Bengal.
10.   ————sens of our village are very progressive.
11.   ———rich are not always happy, yet, ———poor want to be rich always.
12.   ————harmonium is a very common musical instrument.
13.   ————English are very punctual.
14.   ————Great Wall of China is one of the wonders of the world.
15.   Ramen is———best boy in the school. Jharna isone of——best girls in the school.
16.   A. Strike out the irrelevant:-
     a)   The restaurant is beside the Rabindra Sarani. / The restaurant is beside Rabindra Sarani.
     b)   What are you going to have for lunch today?/) What are you going to have for the lunch today?
     c)   Do you watch television every morning?/ Do you watch the television every morning?
     d)   Will you please switch off television?/ Will you please switch off the television?

B.   Put a/an appropriately
   i)   ———apple a day keeps the doctor away. This is———proverb.
   ii)   There was———European in our locality. He used———umbrella in all seasons.
   iii)   There is———university at Kalyani. Kalyani is——small town in Nadia. It is———industrial town. I know of———honest professor of this university.

iv) Kolkata is scorching now-a-days. ———little shower is the prayer of every soul. At eight a.m.———umbrella is ——minimum requirement, at 12 noon——— shade over head for rest is——— must.

v) In Kolkata———orange sells at 10.00. Rice sells at 36.00———KG. ——pure vegetarian dish costs you fifty rupees in———way-side Dhaba.

vi) ———road accident took place yesterday. ———motor-cyclist was run over by a state bus.

vii) Our head teacher is———M.A. He is ——historian. I am———B A from Kolkata University.

Check your progress:

Discuss in groups on how to present articles through activities for learners of Class-V. Submit your presentation to the coordinator.

Chapter-21/Unit-21

Prepositions and Phrasal Verbs

Objectives

After going through this Chapter- / Unit- , learners will be able

1. to know, understand and use prepositions and phrasal verbs in reference to situations

2. to identify the dimensions of uses of preposition ; how group verbs/phrasal verbs are formed

3. to plan activities for the children on this topic

Prepositions and Phrasal Verbs and their uses

Let's look at the words given below:-

At, among, above, by, beside, besides, between, behind, for, from, in , into, on, over, out , out of, off, inside, below, above, since, to, under, with, near, along, across, through, up , down, round

Now let's have a look at the uses of a few of these:

Tarun lives at Kanthal Para, a small village beside the Ganges. The river flows down the village, leaving behind it a fertile soil.

The people of Kanthal Para have to sail across the river in order to reach the Bus terminus on the other side of the river. Very few buses run from Kanthal Para to Shantipur. On many occasions many people have to travel in an overcrowded bus. Sometimes, senior people stand on the bus to arrive anyhow, at Shantipur.

Find out which of the above words have been used in the above passage? Where are they in the given passage? What do these words do in the respective language items?

Let's remember:

Prepositions sit before a noun or a pronoun.

The nouns /pronouns that they precede act as objects/complements to these prepositions

In/at/on/under/above/over/into/inside/behind/in front of/ near/beside/up/down/across/ through/ towards/along In/during/for/until/by/from/to /before/after/since etc are used to denote positions/ movements/time ect.

Given below a table to show different functional dimensions of prepositions. Some of the prepositions and their functional dimensions are given. Let's fill up the others with examples from our experiences. We can make the table bigger.

Prepositions	dimensions	Examples
In/at/until/till/before/ After/	Place/time	He lives at a Ratanpur, but his elder brother lives in Kolkata. The President arrived at the Board-meeting in time. He arrived there at 10:30 p.m.
From, to, towards, through	Movement, direction	Pratik walks to the school. The hills are to the north of West Bengal. The schools remained closed from May 15 to June 17
On, above, over, behind, under, between, in, inside, outside, off, round, up, down, For/since/ of	positions Purpose, duration possession	

Let's not forget

that there are some verbs which take particular prepositions after them. In those cases the prepositions change the meanings of those verbs altogether.

Let's take a few examples:

'To give' means 'to hand ', but when we add up/in to make it 'to give up'/'to give in'; it means 'to leave/part with something' and 'to surrender' or 'to submit'.

Example: The soldiers after a long fight gave up the hope of victory, and decided to give in….

In consideration of the above, we can arrive at the conclusion: If (Verb+ Preposition) result in the change of the basic meaning of the verb, it is a phrasal verb/group verb

Let's study some more examples to note the changes in the basic meaning of the verbs by using an authentic dictionary.

1. Put the book on the table. We put up in a luxury hotel at Puri where we had to put up with the misbehaviour of the hotel manager,

2. The police man called the prisoner by his number. He could not call up his name at that moment.

3. His father sends him money every month, but there is delay in this month. So, the hostel super has sent for him.

4. He abides in a boarding house in Kolkata. There he has to abide by a set of strict regulations.

5. Bring me the saucepan. A childless couple brought up the orphan.

Check you progress:

1. How are you going to bring in the uses of prepositions for the children of Class-IV & V? Study the course materials from I—VIII for your answer.

2. Make a list of the prepositions and the group/phrasal verbs used in the course materials for the classes - I—VIII.

3. How will you present in/on/under/behind/above/over/in/at/beside/between as position words for the children of Classes-III, IV and V?

4. Prepare list very common phrasal verbs under: go, give, run, take, make, turn, bring etc.

Chapter-22/Unit-22

Sentences and their types

Objectives

After going through this Chapter- / Unit- , learners will be able

1. to know, understand and use different types ofsentences in reference to active social situations
2. To identify the structural patterns and functional use of the types and divisions of sentences
3. To plan activities for the children these topics

SENTENCES

```
                          SENTENCES
                              │
                 ┌────────────┴────────────┐
                 ▼                          ▼
        ┌─────────────────┐        ┌─────────────────┐
        │   STRUCTURAL    │        │   FUNCTIONAL    │
        │    DIVISION     │        │     TYPES       │
        └─────────────────┘        └─────────────────┘

        ┌─────────────────┐        ┌─────────────────┐
        │     SIMPLE      │        │   ASSERTIVE/    │
        │                 │        │   STATEMENT     │
        └─────────────────┘        └─────────────────┘

        ┌─────────────────┐        ┌─────────────────┐
        │    COMPLEX      │        │  INTERROGATIVE/ │
        │                 │        │    QUESTION     │
        └─────────────────┘        └─────────────────┘

        ┌─────────────────┐        ┌─────────────────┐
        │    COMPOUND     │        │   IMPERATIVE/   │
        │                 │        │  ORDER/REQUEST/ │
        └─────────────────┘        │     ADVICE      │
                                   └─────────────────┘

                                   ┌─────────────────┐
                                   │    OPTATIVE/    │
                                   │   DESIRE/ WISH  │
                                   └─────────────────┘

                                   ┌─────────────────┐
                                   │   EXCLAMATORY/  │
                                   │ SURPRISE/ WONDER/│
                                   │   JOY/ SHOCK    │
                                   └─────────────────┘
```
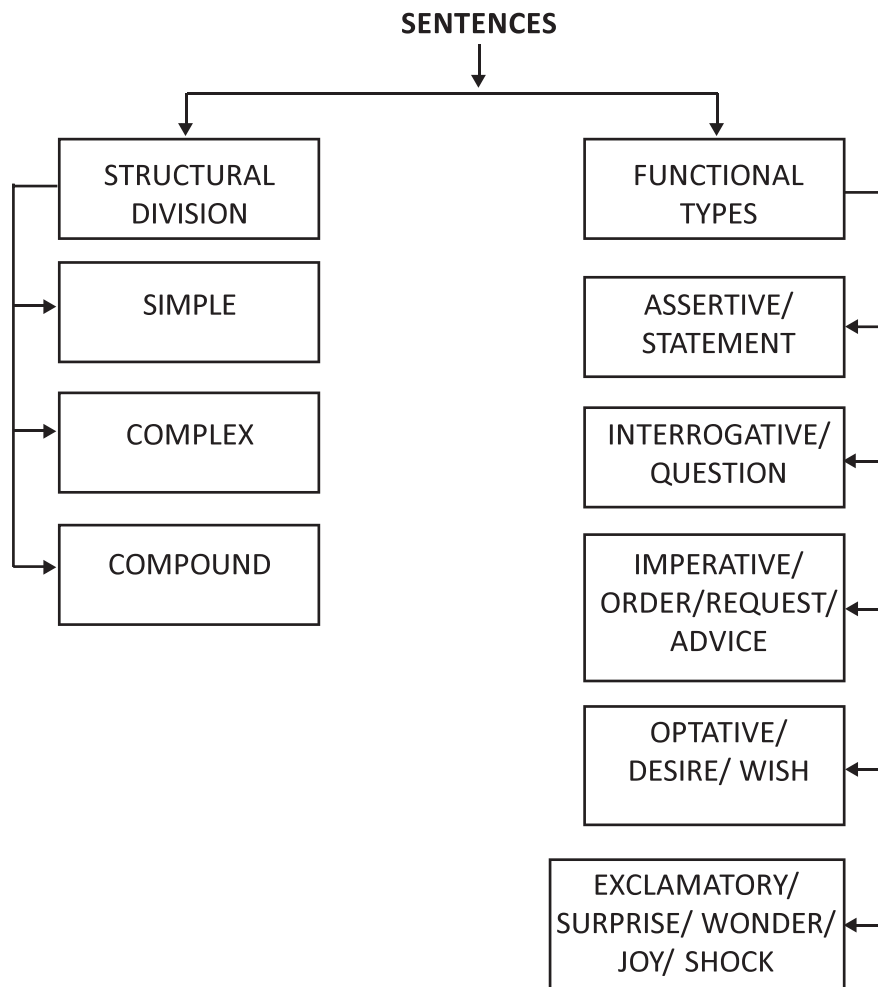
✓ Simple Sentence= One Finite Verb

✓ Complex Sentence= More than one Finite Verb, but one Principal Clause

✓ Compound Sentence= More than one Principal Clause+/- Subordinate clause

Check your progress:

Given below are a few sentences. Study those. Now, categorise each of the sentences under the heads:-

Simple   Complex Compound.

This is a group activity. Write down more sentences in groups for the sake of categorisation.

a. Yesterday in the morning, when I woke up, I found that the sky was overcast with black clouds.

b. It began to rain from 5:30 a.m., but the shower could not die down the heat which was almost like the heat from a fiery oven.

c. The school being closed, the children cannot come out of their houses.

d. The Head Teacher was in the hospital, so the Assistant Teacher –in-Charge could not hold the school till 4 p.m.

e. As the boy who was interrogated by the police yesterday, could not suffer the severity of the process of interrogation, he fell ill and had to be hospitalised.

Again, there are five kinds of sentences functionally. They are:

a) Assertive/Statements, having a structure like the following:

Subject	Finite Verb (Aux+Main Verb/only Main verb)	Object or Other words
They	went	to the cinema
We	are going	to Puri in the summer recess.

b) Interrogative /enquiry/question sentences.

Am/Is/Are/Was/Were/Have/ Has/Had (as main verb)	Subject	Object/Other word
Are	they	Happy?
Is	he	In the office?

Am/Is/Are/Was/Were/Have/ Has/Had (as auxiliary verb)	Subject	'Ing'/Past Participle form of the main verb	Object/Other words
Are	We	Going	to Puri in the next week?'
Have	You	done	the sums?

Modals	Subject	Main verb in its present form	Object/Other words
Can	you	win	the race?
Should	we	trust	a liar?

Do/Does/Did as Aux. Verbs in the Present and the Past indefinite	Subject	Main verb in its present form	Object/Other words
Do	you	know	Gorachand?
Did	Mr. Sen	tell	You the matter?

(c) Imperative Sentences express orders, requests, advice, commands etc. Such sentences have their subjects (always 'you') understood; so they begin with the present forms of the verbs always.

Subject	Finite Verb(Aux+Main Verb/only Main verb)	Object or Other words
xx	Do	It now
xx	Do not quarrel	With your friends.
xx	Speak	the truth.
xx	Save	me from the culprits, please.

(d) Optative Sentences express wishes, desires, and prayers of the speakers. Such sentences begin with normally 'May', but sometimes the 'May' may remain unspoken as in " God save the King.'

Some times optative sentences begin with the verbs ahead of other words.

Examples: "Had I the wings of a dove….." or "Were I the lord of Tartary…."

May you live long. May God bless you. Had I reached there a few moments back….

(e) Exclamatory [!] sentences express the state of surprise, wonder, shock, anger, hatred etc. Such sentences begin either with exclamatory adverbs like How/ What or with interjections. Example: How beautiful the moon is! What a senseless guy he is! Alas! Ramala's mother is no more. Etc.

Check your progress:

Please find from the course materials of Classes I_VIII at least five sentences under each of the five categories.

Chapter-23/Unit-23

Direct and Indirect forms of Speech

Objectives

After going through this Chapter- / Unit- , learners will be able

1. To know, understand and use Direct and Indirect forms of narration in reference to active social situations
2. To identify both the forms of the speech including the reported conversations in different contexts
3. To plan activities for the children these on this topic

DIRECT AND INDIRECT FORMS OF SPEECH

Speech refers to the words spoken by a person. We can report a speech in two different ways.

They are

(i) Narrating or reporting exactly what the speaker has spoken out

(ii) Narrating or reporting the speech without quoting the words of the speaker

The first way is called the direct form of narration and the second way is called the indirect form of narration.

In a reporting there are two parts:- Reporting and Reported

The reporter reports. This is the reporting part of the speech. What is reported by the reporter is the reported part of the speech.

The reporter is always the third party.

The part within the " "in the direct form of the speech is the reported speech. The part outside the " " in the direct form of the speech is the reporting speech.

Check your progress:

a) Study the forms of Speech, given below. They all are in the direct forms. Then, study the sentences within inverted commas. Now label the type of the sentences within " ".

1. Namita said to Babita, " Sanjay will punish Mrinmoy"
2. Biplab said to Amar, "Where did you go yesterday?"
3. Sandhya said to Samar, "Give me back my purse."
4. Satya said to Mita, "How glad I am to see you here!"
5. Kanchan said to Mallika, "Alas! Mr Sen is no more."
6. Jayanta said to Kokila, "May your son prosper in life."

Now, study the comparative chart. Under the Left hand column the Direct forms of the speech are given. Under the right hand column the indirect forms of the same speeches are given. Note the changes that have occurred to verb forms, the personal pronouns etc. Add more sentences to the list, so that more changes are noted and compared.

This is a group activity.

Direct Forms of Narration→	Indirect forms of Narration
Namita said to Babita, " Sanjay will punish Mrinmoy"	Namita told /said to Babita that Sanjay would punish Mrinmoy.
Biplab said to Amar, "Where did you go yesterday?"	Biplab asked/ enquired of Amal where he(Amar) had gone the previous day.
Sandhya said to Samar, "Give me back my purse."	Sandhya requested/told Samar to give her back her(sandhya's) purse.
Satya said to Mita, " How glad I am to see you here!"	Satya exclaimed with joy to Mita that he (Satya) was very glad to see her(Mita) there.
Kanchan said to Mallika, "Alas! Mr Sen is no more."	Kanchan cried out to Mallika in despair that Mr Sen was no more .
Jayanta said to Kokila, " May your son prosper in life."	Jayanta wished that her (Kokila's) son might Prosper in life.
Parag said to Dhiraj, "Let's have an outing in the next week-end."	Parag proposed to Dhiraj that they should have an outing in the following week end
Our teacher says, "Ice floats in water"	Our teacher says that ice floats in water.
Pran said to Chapala, "My son goes to school every day."	Pran said to Chapala that her (Pran's) son goes to school every day.

Let's keep in mind:

✓ reporting a conversation and turning a report into a conversation are not the same as changing direct forms of speech into the indirect forms and vice versa.

✓ in reporting a conversation and turning a report into a conversation one need not be so much minute. Only the main theme with the spirit of the speech, leaving aside the minor details, is to be reported in a summary form.

Let's understand the matter with an example:

Conversation	Report of the conversation
Davy : You've a trade at present, Mr. Faraday? Faraday: Yes, Sir, I'm a book binder. Davy: And you want to change it?	On an enquiry Davy came to know that Faraday wanted to change his book binding trade.

71

Check your progress:

A.   Two conversations are given below. Report the conversations.

1.   Teacher: Arnab, why are you late today?

      Arnab: Madam, my mother is ill. There was none to call in a doctor. So, I had to go to a doctor.

      Teacher: I see. Please sit down.

2.   Gopali: Achintya, can I help you in solving the sum?

      Achintya: No,please. Thank you.

      Gopali: Why 'no'? I can do it for you.

      Achintya: Yes, but I don't need your help.

      Gopali: Why?

      Achintya: I don't know.

Check your progress

Discuss in groups the following points:

a)   Changes in the verb forms while transforming the direct forms of narration into their corresponding indirect forms.

b)   When do the verb-forms of the reported speech remain unchanged?

c)   What happens in the indirect form of speech, to the following? in the direct form of narration

'Now' in the direct for of speech	
'today' in the direct form of speech	
'here' in the direct form of speech	
'tomorrow' in the direct form of speech	
'yesterday' in the direct form of narration	
'This' in the direct form of narration	
'these' in the direct form of narration	

Chapter-24/Unit-24

Basics of English Phonetics

Objectives

After going through this Chapter / Unit , learners will be able

1. to know, understand and use English vowel and consonant sounds
2. To identify the sounds in speeches of others
3. To plan activities for the children   on this topic

ENGLISH IS A NONPHONETIC LANGUAGE

In English, letters do not always represent exactly the sounds they produce. In other words, symbols and sounds differ remarkably. It suggests that the ability to pronounce 26 letters does not guarantee the pronunciation of all words.

It may be noted that 26 letters represent 44 sounds for listening and speaking.

- Twelve (12) pure vowel-sounds
- Eight (08) diphthongs
- Twenty (24) consonant- sounds

HOW?

One particular letter is used to express more than one sound-

For example:

(i) 'c' in college, citadel, cylinder, cycle

(ii) 'u' in umbrella, unicorn ,union, university

(iii) 'e' in end, evening,eat,eagle

(iv) 'g' in girl,ginger,grass

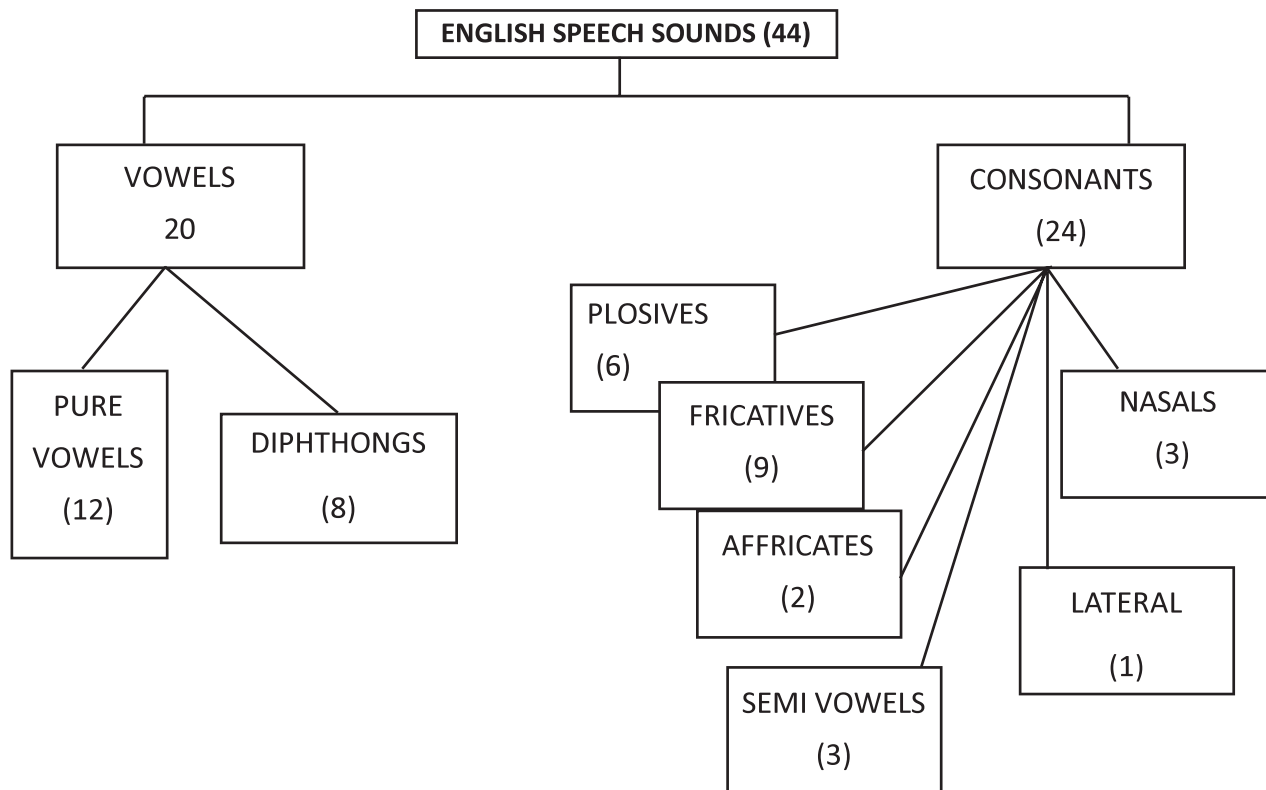Often, a combination of letters produces a single sound.

For example

(i) Sp<u>ee</u>d   r<u>ea</u>d   chi<u>ef</u>

(ii) pu<u>sh</u>   cat<u>ch</u>   bri<u>dge</u>

(iii) <u>sc</u>ene   lau<u>gh</u>   gra<u>ph</u>   <u>sc</u>ent

From all the above gone facts, we can conclude that English is a non-phonetic language unlike Bengali and so, there are differences between pronunciation and spelling.

In English these are forty four sounds. Of these twenty are vowels. Of these twenty, twelve are pure vowels, while eight are diphthongs.

```
                    ┌──────────────────────────┐
                    │ ENGLISH SPEECH SOUNDS (44)│
                    └──────────────────────────┘
            ┌────────────────┴──────────────────┐
     ┌──────────────┐                     ┌──────────────┐
     │   VOWELS     │                     │ CONSONANTS   │
     │     20       │                     │    (24)      │
     └──────────────┘                     └──────────────┘
       ┌──────┴──────┐
  ┌─────────┐   ┌────────────┐
  │  PURE   │   │            │      PLOSIVES    FRICATIVES   AFFRICATES
  │ VOWELS  │   │ DIPHTHONGS │        (6)          (9)          (2)
  │  (12)   │   │    (8)     │      SEMI VOWELS   NASALS   LATERAL
  └─────────┘   └────────────┘         (3)         (3)       (1)
```

PLOSIVES (6)

FRICATIVES (9)

AFFRICATES (2)

SEMI VOWELS (3)

NASALS (3)

LATERAL (1)

η

PLOSIVES - Consonants which are pronounced by stopping the air flow with lips, teeth or pal-ate, followed by a sudden flow of air.

> /p/ in push
>
> /b/ in bush
>
> /k/ in cold
>
> /g/ in gold
>
> /t/ in tense
>
> /d/ in dense

FRICATIVES – Consonant- sounds produced by friction of breath in a narrow opening.

> /f/ in <u>ph</u>one, <u>f</u>our ,lau<u>gh</u>, tou<u>gh</u>
>
> /v/ in <u>v</u>erb, ad<u>v</u>ice, pro<u>v</u>e, mo<u>v</u>e
>
> / / in <u>th</u>ink, me<u>th</u>od, nor<u>th</u>, sou<u>th</u>

74

/ ð / in <u>th</u>ey, bro<u>th</u>er, o<u>th</u>er, brea<u>the</u>

/s/ in <u>c</u>ycle, co<u>s</u>t, pri<u>c</u>e, mi<u>ce</u>

/z/ in <u>z</u>ip, ra<u>z</u>or, pri<u>z</u>e

/S/ in <u>sh</u>ip, ma<u>ch</u>ine, wa<u>sh</u>, fla<u>sh</u>

/3 / in mea<u>su</u>re, plea<u>su</u>re, trea<u>su</u>re

/ / in <u>h</u>igh, be<u>h</u>ave

AFFRICATE- It denotes the sounds, produced when a slowly released stop- consonant is followed immediately by a fricative as /t∫/ in <u>ch</u>air and (dz)in <u>j</u>ail.

NASALS- Sounds produced by making the air pass through the nose (*m, n, η*) are called nasals.

LATERAL-The single voiced consonant sound 'l' ('L') as in <u>l</u>ife , <u>l</u>egal, and be<u>ll</u> is called lateral.

SEMI VOWELS OR APPROXIMANTS - The sounds /j/, /r/, and /w/ are called semi vowels as in each of these three sounds there is a glide at the beginning of the sound.

Remember-

(i) The sounds /j/ and /w/ do not occur at the end position in words.

(ii) /r/ is sounded only when it is followed by a word which begins with a vowel sound.

(iii) /r/ is not sounded when it is followed by a word which begins with a consonant sound.

PURE VOWELS - One notable thing about the vowel sounds in English Language is that five vowel symbols represent as many as twenty sounds .Naturally, therefore there comes down a considerable number of variations in the spoken forms, which deserves our special attention.

Let's study in this section 12 pure vowels:

1. /'Λ'/ as in cut, but, nut, shut, humble,dumble
   /KΛT/ ,/ bΛT/ , /nΛ t / , /∫Λ t / , /hΛmbl/, /dΛmbl/

2. /a:/ as in arm ,ask , calm ,car ,star, mark, harm ,war
   /a:m/ /a:sk/ /Ka:lm/ /Ka:r/ /sta:/ /ma:K/ /ha:m/ /wa:/

3. /I/ as in ink, ill, big, pig, dig, drill, hip, list, city, quickly, fifty, six, chill, bin, chin
   /I/ /Ink/ /Il/ /bIg/ /pIg/ /dIg/   /drIl/ /hIp/ /lIst/ /sIt I/ /KWIk lI / /fIft I/ / t∫I /   /   I /
   /t∫I /

4. /i:/ as in east , beast , eagle, evening, speed, wheat, cheap, chief , key, tree
   /i:st/ /bi:st/ /i:gl/ /i:vniη/ /spi:d/ /whi:t/ /t∫ : /   /t∫i:f / /Ki:/   /tri: /

5. /U/ as in cook, look, would, push, pull, book, foot, good, wolf, full
   /KUk / /lUk/   /w Ud/ /pU∫ / pUl /bUk/   /f Ut/ gUd/ /wUlf/ /fUl/

75

6. / :/ as in blue, cool, moon, fool, rude, true, spoon, school, truth, prove, screw

    /blu:/ /Ku:l/ /mu:n/ /fu:l/ /ru:d/ /tru:/ /spu:n/ /sKu:l/ /tru: / / pru:v/ /skru:/

7. /e/ as in egg, jet, spell, bell, kettle, went, sent, tent, lent, hen, den, pen, then

    /eg/ /d3et/ /spel/ /bel/ /smel/ /ketl/ /went/ /vent/ /sent/ /tent/ /lent/ /hen/ /den/ /pen/

    /∂en/

8. /æ/ as in apple, cat, bat, mat, chat, vat, sat, angel, cattle, battle, pat, camp, vanish, angle

    /æpl/ /Kæt/ /bæt/ /mæt/ /t∫æt/ /væt/ /sæ t/ /æng∂l/ /Kætl/ /bæt/ /pæt/ /Kæmp/ /væni∫ / /ængl/

9. /3:/ as in girl, bird, earn, verb, serve, nurse, pearl, curd, turn, nerve, purse, skirt, shirt, heard, curl, search, church

    /g3:l/ /b3:d/ /3:n/ /v3:b/ /s3:v/ n3:s/ /p3:l/ /k3:d/ /t3:n/ /n3:v/ /p3:s/ /sk3:t/ /h3:d/ /sk3:t/ / ∫3:t∫/ /c∫ 3:t∫ / /k3:l/

10. /∂/ as in better, teacher winner, future, lecture, picture, vendor, leather

    /bet∂ / /ti:t ?∂/ /wIn∂ / /fu:t? ∂/ /lekt? ∂/ /pikt?∂ / /vend∂ / /le∂∂/

11. /D/ as in on ,orange, oracle, olive , origin, lock, block

    /Dn/ /DrIndz/ /Dr∂kl/ /DlIv/ /DrIdzIn/ /lDk/ /blDK/

12. /ɔ:/ as in all ball, call, order, short, four, daughter, walk, shore, talk, more

    /ɔ: l/ /bɔ: l/ /Kɔ: l/ /ɔ: d∂ / / ?ɔ: t/ /f ɔ:/ /dɔ: t∂/ /wɔ: k/ /∂ ɔ: / /t ɔ:k/ /mɔ: /

- All the twenty vowels are voiced.

Check your progress:

Justify the statement: "English is a non-phonetic language".

Write down the symbols of 20 vowel sounds

Chapter-25/Unit-25
Continuous and Comprehensive Evaluation(CCE)

Objectives

After going through this Chapter- / Unit- , learners will be able

1. **to know and understand the concept of the Continuous and Comprehensive Evaluation(CCE)**
2. **to use CCE Eeffectively in the process of placement of a child**
3. **to plan and develop school based evaluation techniques for English**

Education is a process of self realization & self-actualization. When the realization of the soul or self dominates, education tends to lead a child to other worldliness, but reversely speaking, when self-actualization takes the lead, Education emboldens the questions:

"Who am I?" & "Where am I?" in relation to

1. my family,
2. my immediate environment
3. my school environment
4. my class room learning environment
5. my peer/group relationship
6. the achievement of my peers
7. the scholastic & co scholastic activities in the school

To get answers to these basic questions, one has to get information. The system that gives us such information is called evaluation.

There is none to gainsay that the position of a child changes every moment in all the above domains. So, the process of evaluation cannot be confined to certain periodical examinations. It has to be continuous.

At the same time, since Education has come to mean broadly, an all round development of an individual in relation to the ever changing world, values, culture & traditions, evaluation of a child in terms of education, should also be comprehensive, i. e. all inclusive.

What is this 'comprehensiveness' of evaluation?

'Comprehensiveness' refers to the totality of the process of evaluation including a variety of techniques for evaluating learning-achievement, acquisition, habit formation and several other components in regard to the objectives, set before hand.

Therefore, 'comprehensiveness' has two dimensions— one is related to the subjects, skills etc., i.e. scholastic area, while the other is related to the totality that completes 'all round development' of an individual, i.e co scholastic areas.

It is worthwhile to mention here that in competence based learning acquisition of one competence must be ensured at least at the minimal level, before exposing the learners to a new competence, be it in the scholastic & co scholastic area.

So, the fact is that comprehensive evaluation must gauge the ability of the learners not only in the scholastic areas, but in the co scholastic areas as well.

To speak more elaborately, in scholastic areas cognitive growth, leading to the intellectual development of learners takes place, where as in co scholastic areas affective & psychomotor skills are nurtured with a view to unfolding the physical, mental & attitudinal development & progress.

Continuous & Comprehensive Evaluation which refers to the continuity and totality in the process of evaluation, is multi dimensional, because it applies multiple techniques & involves different persons like teacher, pupil, peer, environment, community, parents etc.

It is worthwhile to mention here that C C E

1. makes Evaluation an integral part of the learning teaching process

2. brings in two most important considerations — diagnosis & remediation

3. shows that evaluation is both judgemental & forward looking (It gives information on learners' growth & development, usefulness of the learning process, learning pace, attainment & learning environment for the authority to judge the efficacy of the whole of the system of education & bring in changes accordingly)

4. In the one shot examination system, students' achievement is highlighted, but no decision can be taken up regarding the back ward / slow learners. But, in evaluation which is continuous & comprehensive slow learners & back ward children are given enough support to rise to a common minimum level of learning through remedial measures.

5. CCE is more flexible in regard to the time schedule, the setting of the standard of attainment and allowing gap between the evaluation programmes, because it is a school specific and teacher controlled system

6. CCE guarantees accountability on the part of the teacher

Techniques of Evaluation: (Example)

<center>**CLASS-I First Term**</center>

Target for the First Term

    (i)   Ability to listen to and understand the commonly heard English words

    (ii) Ability to speak those words

    (iii) Ability to read those words

    (iv) Ability to copy those words while identifying them

<center>78</center>

Understanding the common words from the concrete world like ball, box, balloon, chair, cup, pen, pencil, board, school, cricket, wicket, bat, class, bus, train etc.

A way of recording information

Listening & Speaking Skills

	Can understand & speak all	Can understand, but cannot speak all	Can understand some and speak a few	Can understand when presented with visuals, but can't speak	Cannot understand Cannot speak
Roll No					
01					
02					

Reading Skill & Writing (Copying) Skill

Roll No	Can read the words, identify the letters & copy all the words	Can read improperly, identify letters improperly, but can copy all	Can read some, identify a few letters, copy a few	Can read slowly when supported, but can write/ copy all	Cannot read or copy
01					
02					

In view of the above records a teacher has to decide, keeping in view the target level of achievement/mastery learning, how many children fall a little short of the target, how many far behind and how many miles away from the target-level.

Comprehensive evaluation wants everybody to be around the target level in order to ensure quality education for all.

Therefore, along with evaluation a diagnosis of the learning difficulties also happens here. A teacher has to know the types and magnitude of the difficulties in order to place them in appropriate groups of learners, destined to undergo remedial measures.

Check your progress:

What are the salient points of continuous and comprehensive Evaluation?

Prepare a Port-folio of a learner of class-II, giving his entry-behaviour, present status & prediction/ placement in both the scholastic and co-scholastic areas.

An Example of CCE SCHEME FOR An Institution

CONTINUOUS AND COMPREHENSIVE EVALUATION

- SUMMATIVE/TERM END
  - CO-SCHOLASTIC
    - PHY.EDICATION
    - ART & CRAFT
    - CULTURAL ACTIVITIES
    - GAMES & SPORTS
    - BRATACHARI
    - PRFORMANCE BASED
  - SCHOLASTIC
    - LANGUAGE
    - EVS
    - SCIENCE
    - SOCIAL SCIENCE
    - MATHEMATICS

  TOOLS OF EVALUATION

  ORAL, SKILL-BASED, PAPER-PENCIL TESTS

  FOUR CLASSROOM BASED TESTS [(4 X 10) + ONE TERM END (60)] X 2

- FORMATIVE (CONTINUOUS)
  - ACTIVITIES
  - PROJECT WORK
    - GROUP DISCUSSION
    - DEBATES
  - CLASSROOM ASSESSMENT

DIRECT GRADE

Superb – S
Excellent – A++
Very good – A+
Good – A
Quite Good – B+
Improvement required – B
Average – C+
Try Hard – C
Better Next Time – D
Let me make you do it - E

GRADE(INDIRCT)

S – 91-100%
A++ - 81-90%
A+ - 71-80%
A – 61-70%
B+ - 51-60%
B – 41-50%
C+ - 31-40%
C – 21-30%
D – 11-20%
E – 00-10%

80

Chapter-26/Unit-26
Developing Conversations in Authentic Situations
&
Engaging Learners/Children in Inspiring Writing Activities

Objectives

After going through this Chapter/ Unit , learners will be able

1. **to know and understand how to create authentic situations for conversations**
2. **how to engage children/learners in inspiring writing activities**

We need not speak English in our home situations. It is true. But, it is also true that our children need to speak English for communication and interaction.

Therefore, as a teacher it is our responsibility to create situations for conversations in our classroom situations.

Now, the question arises as to where the learners will get the language for conversation. The simple answer is that it is the teacher who has to produce language, appropriate to a specific situation.

He or she may write down the language-items on the black board in full view of all after setting the topic for the day's conversation.

S/he may initiate a discussion on the functions of the given items. And then divide the class into groups   for drafting the conversations.

This is one of the many ways for upper primary classes.

Another way is to give one of the speakers' speeches as clues to elicit the response-speeches. This is also appropriate for the upper primary students.

This activity on conversation can also be done in groups

Let's develop two conversations to show the two ways, mentioned:

The teacher creates a situation. This is exactly what she has just said in Class-VII of a Kolkata-School.

Well, students, I am going to put before you some language items, used by Sri Prakash Gupta in a New Market Shop. Go through the language items. T writes them on the black board.

Good evening, Namaste, how much, a packet of big POGO, twenty rupees, here it is, thank you, bye, Namaste etc

Now, you are to play the roles of the Shopkeeper and Sri Prakash Gupta and converse. Before speaking you can sit in groups and draft the conversation with the help of the given words.

Here is how it should begin:

S P Gupta: Good evening, Gentleman. Can I ……

The Second way of developing conversations is being exemplified.

This is a conversation between Mr Brahma, a passenger at the Enquiry Counter and Mrs. Yadav, an employee of the Eastern Railways, Howrah Division. Mr. Brahma's enquiries are given. Discuss in groups and find out the answers of Mrs. Yadav.

Mr. Brahma: Good evening, Madam, What time does Rajdhani Express leave Howrah?

Mrs. Yadav: ....

Mr. Brahma: When shall it be placed at the platform?

Mrs. Yadav: ....

Mr. Brahma: Does it stop at Patna?

Mrs. Yadav: ....

Mr. Brahma: Thank you.

Mrs. Yadav: You needn't mention it.

For the learners of the lower Primary classes, the activity of giving and carrying out instructions through role-reversal may create a lot of situations for conversations.

This will make the young hesitant speakers more and more confident and fluent for other interactive situations

Students may play the role of a teacher in a classroom.

Class: Good Morning, sir. Teacher: Yes, Good Morning, children.	Teacher: Class, sit in groups. Class: Yes, Sir. ....
Teacher: Good Morning, children. Please sit down. Class : Thank you, Madam........................	Teacher: Students, put your hands up Class puts their hands up Teacher: Put your hands down. ....

Children feel that an activity is worth-doing, because it is their own activity, it leads to the exposure to the language and has its uses even outside the classroom.

Therefore, motivation or inspiration for writing something comes from the above considerations in addition to the congenial classroom-environment.

Inspiring writing tasks at the lower primary (III, IV, and V) should evolve from Listening, Speaking and Reading Activities, not in isolation.

Examples:

Listening and Speaking Activities: **Introduce Yourself** may lead to a writing activity, if the Teacher asks the Class like the following:-

OK, Children, now sit in pairs write four sentences about you and four sentences about your

friend. Begin like this. (Teacher may write down some words/pronouns etc. on the black board)

Again, the teacher may say:

Read the paragraph about the **daily routine of Shyamal**. Now, write a similar paragraph about the daily routine of you/ another boy /girl in the class. (Teacher may write down some words/pronouns etc. as hints on the black board)

Or

The teacher may instruct the class like the following:

Read through the paragraph. It describes **what Samir did yesterday**. Then, write what you did/what your friend did yesterday.

Similar other topics of interest may be chosen for writing activities.

Remember:

- Writing does not happen out of a void. There should be enough language-input either through Listening or speaking, or through Reading.

- It is advisable that for the early stage Guided writing in the forms of Parallel Writing, Completion /Fill-up-type writings etc. may be set.

- At the upper Primary stage, the amount of support may be lessened in comparison with that of the early primary stage. But, it should be adequate for the learners.

Check your progress:

Develop a set of ten writing activities including conversations for the children of III, IV, & V and submit them to your Counsellor for further guidelines.

Let's remember the following table of personal pronouns

Persons ↓	Subject singular	Subject Plural	Object singular	Object Plural	Possessive singular	Possessive Plural
First Person	I	We	me	us	My, mine	Our, ours
Second Person	You	You	You	You	Your, Yours	Your, Yours
Third Person	He, She, It/ any name	They/ Names	Him, Her, It/ any name	Them	His, Her, Its, Kamal's etc.	Their, theirs

<u>Chapter – 27/Unit-I</u>

<u>LESSON PLAN</u>

<u>OBJECTIVES:</u>

After going through this lesson, learners will be able to know and understand

✓ the importance of lesson plans

✓ how to plan a lesson

There is no second opinion about the fact that a planned activity is more effectively executed than an unplanned one.

Teaching being an activity, should also be planned and then executed.

In an unplanned classroom activity a teacher fumbles, fails to pay due stress on the major learning points and has to exhaust the minutes in achieving neither the goal of learning nor the soul of the learners.

That is why a primary/elementary teacher has to prepare and plan his/her activity, so that s/he can execute the best of it within the given time.

Moreover, planning an activity for a language class at the primary/ elementary level, enables a teacher to present the target language- items in situations and to create opportunities for interaction and communication. This again leads to the maximum use of the target language-items by the learners through activities.

Besides, there is every possibility for an unplanned teacher to forget that there are learners who need to speak more than he/she.

Having considered all these we can say that planning a lesson/classroom activities is very important.

We do not suggest by the above that a practicing teacher should always follow traditionally structured lesson-plan-formats and write volumes on them,   but admit, of course, that s/he Should give out his role and activities in the planned situation/s and the anticipated participatory role and activities of the learners.

One example of a Macro-lesson-plan-format to lead the teachers effectively into the concept is given below.

Specimen Lesson plan for Macro-teaching

Name of the school: ABC Primary School

Class and Section: III A	**Subject:** English [SL]
Number of students: 40	**Lesson:** The Journey of the wheels
Average age: 8+	**Unit: 1**
Time: 40 minutes	**Today's lesson:** paragraph 1-3

Broad objective(s):

- developing reading skill of the learners
- developing the perception skill of the learners
- integrating reading skill with listening, speaking and writing skill

Specific objective(s):

- Being able to read fluently and understand the meanings of the given text.
- Grasp the central idea of the text
- Being able to compare and contrast the information with that of his/her past experience

Learning teaching material(s):

- Pictures of potter's wheel, wind mill, Giant wheel
- A small model of a bus/car which has wheels

Input role	Teacher's	Rationale	Learner's activity	Learner's Interaction	Time Allotted [5 mins]	Response
Situational	Class manager	motivation	Using language item	Group response	1 mins.	Learners greet with appropriate courtesy
Learning Teaching material	Facilitating	scaffolding	Observing and identifying the similarities in the various types of wheels	Interaction with LTM	2 mins	Learners explore the points of similarities in the set of pictures and the model
Linguistic	Supervising	building self-confidence among the learners to communicate in English	Differentiating the wheels of many types	Peer interaction	2 mins	Learners use background knowledge/ knowledge gained from experience in differentiating the set of pictures

Preparation Stage [Pre-Reading stage]:-

Input	Teacher's role	Rationale	Learner's activity	Learner's interaction	Time [25 mins]	Response
Textual pictures	monitoring	Helping the learners to co-relate with their actual experience and text pictures	Recognizing the graphic representation of language	Peer interaction	5 mins.	exploring the importance of the use of wheels in our life
Text material	facilitating	Scaffolding the learners to explore meaning of words and expressions	scanning	Interaction with text material	10 mins.	Understanding the semantics through contextual use of words in language
Text material	supervising	Developing the confidence of the learners to read individually	Intensive reading	Interaction with b/b	10 mins.	Identifying useful information given in text

Presentation Stage [Post-Reading]:-

Input	Teacher's role	Rationale	Learner's activity	Learner's interaction	Time [10 mins]	Response
Text material	observing	Developing the skill among the learners to understand the central theme of the material	skimming	Interacting with the text material	5 mins	Finding the gist of the material
Nontextual material from the real world	evaluating	Assessing the constructive knowledge of the learners	Interpreting a written discourse	Interacting with b/b in problem solving situation using the acquired knowledge		

Chapter27/Unit-II

Micro Teaching

Objectives

After going through this lesson, learners will know and understand
- ✓ **the concept of micro teaching and its importance**
- ✓ **the different teaching skills and their components under Micro teaching, as chosen by the Expert Committee in West Bengal**
- ✓ **how to write such a teaching skill based lesson plan**

What is Micro-teaching?

Literally speaking, micro-teaching is the breaking up of the macro teaching into different teaching skills/behaviours. The teaching –skills and their components, which are brought under focus in micro teaching, remain there un-highlighted or unfocussed in the macro teaching.

How to teach is here more important than what to teach. This means that micro teaching lays more stress on the development of teaching strategies and skills which can be applied to many teaching-learning-situations at many levels by the student-teachers.

It is important to mention here that a teaching skill is a set of teaching behaviours which aim at bringing about the desired modifications in the children's/ learners' behaviours.

In Micro Teaching, complexities in respect of teaching-learning situations are reduced in terms of the

- Length of the topic or lesson(usually a simple and single unit/concept is chosen)
- Scope of the lesson(usually such lessons only take care of one dimension/one skill where as a macro lesson consists of several such skills.)
- Number of students (usually five or six students sit as students
- Length of time(usually in micro teaching a student-teacher gets only five or six minutes for a particular teaching skill.

In conclusion, we can say that micro teaching is a component part of Macro Teaching. In a Macro teaching there must be micro-teaching-components, but in a micro-teaching, there is no possibility of the presence of macro-teaching.

The List of the Teaching Skills, prescribed by the Expert Committee on the Curriculum, Syllabi & Text Book Development for School Education in West Bengal, in a Work Shop on Designing a Unique Curriculum for Two Year D El. Ed Course through O D L Mode for the untrained Primary Teachers of West Bengal, held at the WBBPE on and from May-29 to June-01, 2011

1. Skill of Integration through Correlation of Subjects
2. Skill Introducing Child-Centric Lesson
3. Skill of Encouraging the Learners to Question
4. Skill of Encouraging the Learners to observe
5. Skill of Integration of Performing Art in Learning Siyuations

Specimen lesson Plan on Micro- Teaching
CLASS-IV, SUBJECT: ENGLISH, TOPIC: FULL STOP
Skill of Developing Observation in Learner

➢ **Exposing learners to observable situations**
➢ **Allowing learners to review and reflect on the observed phenomena (as per the requirement of the situations)**

➢ **Allowing learners to relate effects to causes/ causes to effects**

➢ **Allowing learners to apply their observations and thinking on similar situations**

Teacher's Activity	Student's Activity(Expected)	Behavioural Component
Teacher writes down a passage like the following:-	Students observe	Exposing learners to observable situations
	Students observe and note	Do
India is our Country. We are Indians. I am an Indian. All Indians are free.		
	Students observe and note	Do
Teacher asks the students to read the sentences carefully		
	Three	
Teacher then asks the students to note and count the dots at the end of each sentence.	The end of a sentence	Allowing learners to review and reflect on the observed phenomena
How many dots are there, Suman?	They are at the beginning of sentences	Do
What do the dots tell us, Sumana?	The learners do so	Allowing learners to relate effects to causes/ causes to effects
Why are 'w' , 'I' and 'a' after the dots capital letters?		Allowing learners to apply their observations and thinking on similar situations
Teacher asks the class to count the dots in another similar passage		

MICRO TEACHING SKILLS	SUB_SKILLS/BEHAVIOURAL COMPONENTS
1. Skill of integrating knowledge and experiences	➤ Striking inter-subject integration with the help of learners ➤ Allowing learners to integrate & eliciting examples of such integration ➤ Helping learners integrate knowledge and experiences appropriately through examples ➤ Skill of generalising knowledge/experiences with the help of learners in a participatory and interactive class-room-situation
2. Skill of Facilitating Child centric Learning	➤ Ensuring active participation of every learner ➤ Encouraging expression of opinions on specific learning experiences/ learning outcomes ➤ Encouraging inter group and intra-group interaction & peer-interaction and teacher- pupil, pupil-teacher etc interactions ➤ Helping in decision making
3. Skill of Encouraging Learners to Enquire	➤ Allowing learners to question/enquire ➤ Allowing flexibility in questioning ➤ Ensuring appropriateness in questioning ➤ Ensuring relevance in questioning
4. Skill of Developing Observation in Learners	➤ Exposing learners to observable situations ➤ Allowing learners to review and reflect on the observed phenomena (as per the requirement of the situations) ➤ Allowing learners to relate effects to causes/ causes to effects ➤ Allowing learners to apply their observations and thinking on similar situations
5. Skill of Integrating Performing Art with the Learning Situations	➤ Encouraging active participation in the lesson through performances ➤ Encouraging creativity through performances ➤ Encouraging dramatisation of lessons/learning situations ➤ Encouraging application of the lessons/ learning situations to real life situations

CCE record

Roll number of the learner	Ability to identify the various wheels Yes /No	Ability to differentiate the various types of wheels Yes /No	Ability to use language describing the similarities/dissimilarities of the wheels Yes / No	Remedial
1				
2				
3				

Check your progress:

What are the differences between Macro & Micro Lesson Plans?

Prepare one Micro-Lesson Plan and one Macro Lesson Plan for presentation to your Counsellor. For the Micro-lesson use any of the above-mentioned teaching skill

Name of the book	Author	Publisher
1. Techniques and Principles in Language Teaching	Diane Larsen – Freeman	Oxford University Press
2. English Language Teaching Approaches, Methods, Techniques	Geetha Nagraj	Orient Blackswa
3. Approaches and Methods in Language Teaching	Jack C. Richards & Theodore S. Rodgers	Cambridge University Press
4. A glossary of Literary Terms	M.H. Abrams	Mac Millan India Ltd.
5. Essential English Grammar Reference & Practice for Indian Students	Raymond Murphy	Cambridge University Press
6. Communicate Syllabus Design & Methodology	Keith Johnson	Pergamon Press
7. A Handbook of English Education	G.E.B. Col & C.S. Bhandari	Orient Longman
8. English Language Education	Sourcebook for the Diploma in Teacher Education	Tamilnadu Textbook Corporation

Name of the book	Author	Publisher
9. Continuous and Comprehensive Evaluation Teachers' Handbook for Primary Stage	S. Rajput, SKS Goutam, A.D. Tewari, S. Kumar, K. Chandrasekhar	NCERT
10. A Handbook of Evaluation in English	Dr. Mamata Agarwal	NCERT
11. National Curriculum Framework 2005	NCERT	NCERT
12. English Grammar	Digby Beaumont & Colin Granger	Heinemann
13. Approach Paper of the Expert Committee on School Curriculum & Syllabi November, 2011	Expert Committee on West Bengal School Education	Govt of West Bengal
14. Introduction to Educational Technology (Third Revised Edition-1990)	(Late)K. Sampath A Panneerselvam S Santhanam	Sterling Publishers Pvt. Ltd.

In addition to these books, several course-books studied and lectures, seminars and workshops attended during the service of the developers as a Teacher of English and, later, as a Teacher Educator of English, have a very formative role in preparing and developing the materials.

Some of these materials have already been handed out to the participants during the course of the developer's service as a State resource Person under the WBBPE.

For the Chapters I, !5 & 27, the developer had to depend on the materials, developed by the Expert Committee.

ASSIGNMENTS ON ENGLISH LNGUAGE EDUCATION

NOTES

Assignments are designed to assess the critical thinking and reflective outlook of the students on the given topics/lessons/modules.

In the Open Distance Learning mode these are important to measure the understanding of the topics and diagnose the deficiencies of the learners, if any.

On the basis of the responses to the problems, set in the assignment papers, a counsellor has to determine the amount of support an individual student still needs in specific areas.

Assignment-questions are, therefore, set in such a manner that answers are produced through critical thinking, reflective opinions and reasoning, as opposed to blind lifting from the course materials.

It will be a better option, if the study-centre-coordinators allow a few respondents to read out a few select responses for initiating critical appreciation of others in the workshop.

1. Answer the questions, given below, to show your acquaintance with the topics/ lesson-units, to reveal your critical thinking on the issues, raised and also, to appreciate the raised issues critically. Do not write more than 500 words for an answer.

a) The syllabi on English Language(2013) at the Primary level(up to Class-V) in West Bengal under the WBBPE lay emphasis on three things.——— What are they? Write a paragraph on each of these three things. Observe a class-room in your school and comment on the existence/ nonexistence of these things. What are your suggestions for improvement?

b) Which of the methods in your syllabus speak for child-centric education? Which ones emerge from the Communicative Language Teaching Method of teaching English? Critically comment on the efficacies of the CLT method for learning English at the Primary/Elementary level.

c) What do you understand by 'activity-based learning and teaching' of English? Develop five activities for the children of class-III of your school. Write down the purpose of each of them. Write a set of instructions for each of them.

d) What are the four skills of a language from the point of view of its acquisition? Which of these four are receptive and which ones are productive? Why are they called so? Which ones are called natural skills? Why are they called 'natural'? Suggest an activity for the development of the listening and speaking skills for the students of class-IV. Write down the plan of implementation of this skill.

e) What do you understand by 'contextualisation of text/text-materials'? Does it help in any way in 'linking the class-room to the world outside' or in 'bringing the outside world to the class-room'? Give at least one example of both the situations.

f) What are the objectives of learning and teaching of English at the Primary/Elementary level in accordance with the observations of (i) Kothari Commission, (ii) the NCF-2005 and (iii) the Expert Committee on School Education Curriculum, Syllabi and Materials-2011-12 ?

g) Select a story for class-V to teach the learners the use of past forms. How are you going to help your learners learn the use of simple present forms of verbs?

h) Why English is called a non-phonetic language? How many sounds are there in English Language? Classify the sounds. Write down the phonetic symbols of the vowel sounds. Define 'diphthong', 'plosive' and 'fricative' with examples.

i) What do you mean by Continuous and comprehensive Evaluation? Why is it called continuous and comprehensive? In what ways does it regard evaluation and disregard examination? Draw up a scheme for continuous and comprehensive evaluation of the students of your school.

j) Develop five conversations for the children of class-IV of your school. The topics for conversations should be so chosen that they are going to be used in the real life situations in near future or immediately after the class is over.