ENGLISH LANGUAGE EDUCATION FOR TWO YEAR D.EL.ED. COURSE (ODL MODE) 2014

(UPDATED IN ACCORDANCE WITH THE NEWLY REVISED SYLLABUS OF ENGLISH LANGUAGE EDUCATION FOR D.EL.ED. COURSE (THROUGH FACE TO FACE MODE)

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West Bengal Board of Primary Education
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Neither this book nor any keys, hints, comments, notes, meanings, connotations, annotations, answers and solutions by way of questions and answers or otherwise should be printed, published or sold without the prior approval in writing of the President, West Bengal Board of Primary Education.

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Forewords

It gives me immense pleasure in presenting the updated materials for Two Year D El. Ed. 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 Two Year D El. Ed. 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 and updated in accordance with the newly revised syllabus of English Language Education of the Two Year D El. Ed. Course (through face to face Mode) for West Bengal.

Care has been taken to make the presentation flawless and in conformity with Two Year D El. Ed. Course (through face to face Mode) for West Bengalwhich hinges on the guidelines of the NCFTE-2009, 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 .

It is pertinent to mention here that for the state specific guidelines on the Continuous and Comprehensive Evaluation student teachers need to study, understand and apply "Peacock Model" CCE-Training Module for Primary Teachers, published by this Board and the Department of School Education, Government of West Bengal.

It is advised that for any discussion, demonstration/presentation in the workshops on the CCE within the course the module should be used effectively.

November-12, 2014

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আমাদের কথা

জাতীয় পাঠক্রমের রুপরেখা - ২০০৫, জাতীয় পাঠক্রম রূপরেখা শিক্ষক শিক্ষণ ২০০৯ শিশুর বিনাব্যয়ে বাধ্যতামূলক শিক্ষার অধিকার আইন - ২০০৯ এর প্রাসঙ্গিক ধারা উপধারা মাথায় রেখে আমাদের ২ বছরের দুর শিক্ষার মাধ্যমে ডি. এল. এড. কোর্সের পাঠক্রম, পাঠ্যবিষয় ও আনুষঙ্গিক বিষয় ও রুপরেখা স্থির করা হয়েছে। এই তিনটি আবশ্যক বিষয় যাতে শিক্ষক শিক্ষিকাগণের ধারণা, কার্য্যপ্রণালী ও চিন্তনের মধ্যে আসে, আমাদের বর্তমান কোর্সের মূল উদ্দেশ্য সেটাই। RTE Act বা শিক্ষার অধিকার সংক্রান্ত আইন সম্বন্ধে সব শিক্ষকের স্পষ্ট ধারনা থাকা প্রয়োজন। শ্রেণিকক্ষে শিক্ষক যে প্রণালীতে বা পদ্ধতিতে বিষয় উপস্থাপন ও আলোচনা করবেন, তাতে তাঁকে মনে রাখতে হবে, শিক্ষার্থীর আগ্রহ, মনোযোগ, জিজ্ঞাসাকে সঙ্গী করে নিয়ে তিনি পাঠে অগ্রসর হচ্ছেন। শ্রেণি পাঠনের বেশ কিছু সময় যেন শিক্ষার্থীদের সক্রিয় অংশগ্রহণে ব্যয় করা হয়।

শিক্ষার্থীদের বিষয় জানবার অধিকার আছে। মনে রাখা দরকার পঠন-পাঠন হবে শিক্ষার্থী বান্ধব এবং শিশু কেন্দ্রিক। অনুসৃত হবে কর্মভিত্তিক, আবিষ্কার ও অনুসন্ধানের মাধ্যমে পঠন-পাঠন প্রক্রিয়া। শিশুকে সমস্ত রকম মানসিক ভীতি ও উদ্বেগ থেকে মুক্ত করে স্বাধীন ভাবে মত প্রকাশে সাহায্য করতে হবে। শিশুর বিনাব্যয়ে বাধ্যতামূলক শিক্ষার অধিকার আইন, ২০০৯-এর ২৯নং ধারার আটটি উপধারা এই প্রসঙ্গে স্মরণ করা যেতে পারে। মূল্যায়ন প্রসঙ্গে বলা হয়েছে যে শিশুর জ্ঞানের উপলব্ধি ও প্রয়োগ ক্ষমতার নিরবিচ্ছিন্ন সার্বিক মূল্যায়ন করতে হবে।

শিক্ষক/শিক্ষিকা হিসাবে আপনার নতুন ভূমিকার কথা আপনি মনে রাখবেন-এই অনুরোধ।

আমাদের সার্বিক প্রচেষ্টা সফল হবেই।

ডিসেম্বর, ২০১২

অধ্যাপক ডঃ মানিক ভট্টাচার্য্য
সভাপতি
পশ্চিমবঙ্গ প্রাথমিক শিক্ষা পর্ষদ

Preface for the Second Edition

Modules of Two Year D. El. Ed Course were first prepared in the year 2012 for the teachers' training of in-service Primary Teachers of West Bengal through ODL mode. The modules were very much popular to its clienteles and were effective in imparting training. In the mean time the curricula of Primary Education and of regular Two Year D. El. Ed. have been changed. With a view to incorporate those changes in the Primary Teachers' Training the content and style of presentation have also been changed in the modules of Two Year D. El. Ed. (ODL) Course for the next session. Hope this module would enjoy more support from its clienteles. Any suggestion for the improvement of this module will be thankfully received.

Prof.(Dr.) Manik Bhattacharya

With best wishes to all,

President

WBBPE

December, 2014.

Updated Syllabus of English Language Education for Two Year D.El.Ed. Course (ODL Mode)

Unit	Sub Unit	Items/Areas/Contents	No of PCP	Time
01		**Language**	1	90 minutes
	1.1	What Language is		
	1.2	What First Language is		
	1.3	What Second Language is		
	1.4	What a Foreign Language is		
	1.5	English Language Education in the context of NCF- 2005		
	1.6	in the context of NCFTE-2009		
	1.7	Integrated Approach of the School Education in West Bengal in the Light of the Revision in 2011 Onwards		
	1.7.1	Integrated Curriculum for Class-I and Class-II		
	1.7.2	Curriculum : Second Language		
02		**Methods and Techniques of ELT**	1	90 minutes
	2.1	Approach, Method and Techniques : A Conceptual Framework		
	2.2	Communicative Language Teaching Method		
	2.3	Task Based Language Teaching Method		
	2.4	Cooperative Language Learning		
	2.5	Competency Based Language Teaching (CBLT)		
	2.6	Constructivist Approach to Teaching English at the Elementary Level		
	2.7	Eclecticism in English Teaching Tactics		
03		**Communicative Activities & Tasks**	1	90 minutes
	3.1	Communicative Activity Assigning & Task Framing		
	3.2	Task and Activities		
	3.3	Designing Activities and Framing Tasks		
	3.4	Objectives of Designing Task & Activities		

Unit	Sub Unit	Items/Areas/Contents	No of PCP	Time
04		**Listening & Speaking Skills**	1	90 minutes
	4.1	Developing Listening and Speaking skills		
	4.2	Rhymes in Interactive Classroom situations		
	4.3	Story-Telling with Activities		
	4.4	Developing Conversations Out of Authentic Situations		
05		**Reading Skill Development**	1	90 minutes
	5.1	What Reading Skill is		
	5.2	Frame Work for Designing Reading Activities: Warm up & Pre-Reading Activities		
	5.3	While-Reading-Activities		
	5.4	Post-Reading-Activities		
06		**What Writing skill is**	1	90 minutes
	6.1	Developing Writing Skill		
	6.2	Frame Work for Designing Writing Activities: Warm Up & Pre-Writing-Activities		
	6.3	While-Writing-Activities		
	6.4	Post-Writing-Activities		
07		**Linking Concepts to Classroom Practices**	1	90 minutes
	7.1	Bilingualism & Multilingualism		
	7.2	Situational Learning		
	7.3	Accuracy & Fluency		
	7.4	How to Promote Interaction: – A Noisy Classroom		
08		**Learning Teaching Materials**	1	90 minutes
	8.1	Importance of Learning Teaching		
	8.2	Types of Learning Teaching Material		
	8.3	Preparation of Low/No Cost Learning Teaching Material		
	8.4	Principles for Preparation of LTM for Children with Special Needs		

Unit	Sub Unit	Items/Areas/Contents	No of PCP	Time
09		**Objectives of English Language Learning at the Elementary Level in West Bengal**	1	90 minutes
	9.1	Objectives of English Language Learning at the Elementary Level Set by the Expert Committee of School Education, 2011-2012		
	9.2	Objectives of Learning English at the Elementary Level in Accordance with the NCF-2005		
10		**Text Material Exploitation (Prescribed Text Books for I—VIII)**	**1**	**90 minutes**
11		**Second Language Proficiency: Functional Grammar**	1	90 minutes
	11.1	Nouns / Naming Words		
	11.2	Verb Forms and Their Uses		
	11.3	Describing Words		
	11.4	Articles		
	11.5	Prepositions and Phrasal Verbs		
	11.6	Sentences and Their Types		
	11.7	Direct and Indirect Forms of Speech		
12		**Basics of English Phonetics**	1	90 minutes
13		**Continuous and Comprehensive Evaluation (CCE)**	1	90 minutes
	13.1	Understanding Evaluation & Its Importance		
	13.2	Evaluation : Its Continuity and Comprehensiveness		
	13.3	Features of CCE		
	13.4	How to Use CCE Effectively in the Process of Learning of a Child		
	13.5	Different Types of Questions / Test Items for Assessment and Evaluation		
14		**Process Based Lesson Planning**		
	14.1	Process Based Teaching and Learning	1	90 minutes
	14.2	Five Identified Skills for conducting process Based Learning and Teaching		
	14.3	How to Plan Process Based Teaching Skills		
	14.4	How to Plan Process Based Classroom Teaching		

Chapter-1/Unit-1

Objectives

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

- ✓ what language is
- ✓ the differences between the First and the Second language
- ✓ what a foreign language is
- ✓ basic elements of the approach to English Language teaching in the schools under New Syllabi of West Bengal
- ✓ Integrated curriculum for class I and class II
- ✓ Curriculum: Second language

1.1 What language is:

By language we normally mean meaningful sounds and words which we use for communication and which can express ourselves to others who belong to the same ethnic group.

It is an instrument or tool for communication which conforms to a specific pattern and system.

In other words, language is what we receive and transmit through speeches, written documents, gestures and sounds.

According to the D K Illustrated Oxford Dictionary (Revised Edition), (Oxford University Press, published in India by Penguin Books India in 2006, reprinted in 2008, p 454) Language is the "method of human communication, either spoken or written, consisting of the use of words in an agreed way."

From the above it is clear that :

- Language is a tool or instrument for communication of man.
- It helps us think, express our feelings and react to different situations
- It consists of meaningful sounds and words.
- All the words and sounds are used in reference to situations.
- All such words and sounds are subject to some patterns and forms.
- Comprehensibility is an essential condition of language-use.
- It is dynamic and ever evolving.
- There are primarily two forms of a language—written and spoken

1.2 What First Language is:

Simply speaking, by first language we mean such a language as is used primarily in our home, school and societal environment for communication. Weare exposed to this language from birth. Sometimes, it differsundesirably from the mother tongue or home language of a child, particularly in a multilingual country like ours. As for example, Master Janajit Murmu's mother-tongue is Santhali, but his first language is not Santhali in the school. In the school he has to study another language as his first language follow instructions in another language which is not his home language.

The situation described above is un-constitutional, because in the Article-350A it is stated unequivocally that, "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."

Accordingly, the NCF-2005 underlines the importance of every child's home language in the school, when it lays down:

(i) Home language or mother tongue is the language "of home, larger kinship group, street and neighbourhood, i.e language(s)achild acquires naturally from her/his home and societal environment."

(ii) It should be the medium of learning in the schools (regardless of its multiplicity and variances in multilingual India.)

(iii) If a school does not have provisions for teaching in the children's home languages at the higher level, primary school education must still be covered through every child's home language in order to honour the child's home language and 'belongingness' of every child.

1.3 What Second Language is:

Second Language, on the other hand, is a language studied by a child in the school in addition to her/his first language/home language for some specific remote purposes. According to Oxford Advanced Learner's Dictionary of Current English [p-380, published by Oxford University Press, edited by A S Hornby], A second language is "a language that somebody learns to speak well and that they use for work or at school, but is not the language they learned first"

A second language may even be a foreign language as English in our country.

The goals of Second Language Learning are: i. to attain basic proficiency in the language and ii. to use the language as a tool/instrument for understanding contents of abstract thoughts and knowledge.

1.4 What a Foreign Language is:

A Foreign Language literally means a language, learnt and used by non-native persons. In our country English is not our native language. So, English in India has two identities—a foreign language and at the same time a Second Language for those whose First language is one of the modern Indian languages. Foreign languages are normally taught as school subjects with a view to communicating with the foreigners or materials produced by foreign writers/scholars in a foreign language.

1.5 NCF-2005 English Language Education in the context of :

- 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

1.6 NCFTE : 2009 :

In order to meet the challenges of the classrooms, arising out of the paradigm-shift in the learning and teaching process of English as a Second Language, the National Curriculum Frame Work for Teacher Education (NCFTE)-2009 has also put a much higher premium on the language centrality in the elementary teacher education curriculum with special stress on the development of the proficiency of the teachers in English which essentially contributes to the enrichment of communication skills of the elementary teachers.

1.7 Integrated Approach of the School Education in West Bengal in the light of the Revision in 2011 onwards

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 practice-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 I & Class II and 12 texts instead of 14 in Class III, Class IV and Class V.

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

- In Classes I and II, 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 III, IV and V, 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 textbooks, a pool of words needs to be created before the textbooks are created.
- For Classes VI, VII and VIII, 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.

1.7.1 Integrated curriculum for class I and class II

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 II. 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.

a. 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.

b. 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 his/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.

c. 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.

d. 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.

e. 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.

f. 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.

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

1.7.2 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 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 languages. The students should be able to understand the integrated concepts and learn to think in interesting ways.

A few specific details have been thought of regarding Second language teaching:

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:

1. What do you understand by First and Second Language? Why English is called a foreign Second Language?
2. What are the guidelines of the NCF-2005 regarding the learning and teaching of English asa Second Language?
3. What do you understand by the language centrality of curriculum? What guidelines have been laid down in the NCFTE-2009 in regard to language centrality of elementary teacher education curriculum? Is there any influence of NCF-2005 on the NCFTE-2009 in regard to this matter?
4. What are the three pillars of the new School Education syllabi/ approaches?
5. Develop materials for integrating Mathematics with English, Physical Education with English, Art & Craft with English.
6. How can you link Pre-school & post school experiences through the English-class-room learning?

Chapter-2

2.1 Approach, Method and Technique: a Conceptual Framework

2.2 Communicative Language Teaching Method

2.3 Test Based Language Teaching Method

2.4 Cooperative Language Learning

2.5 Competency-Based Language Teaching (CBLT)

2.6 Constructivist approach to teaching English at the elementary level

2.7 Eclecticism in English Teaching Tactics

UNIT: 2.1 Approach, Method and Technique: a Conceptual Framework

Objectives:

After going through this unit,

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

2.1 Approach, Method and Technique: Conceptual Framework –

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.

Check your understanding.

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

Unit-2.2: 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:

1. Which of the above features match your teaching in the actual class-room-situations?
2. Tell us your success/failure in the classroom while dealing with the method as a matter of classroom strategy.

Unit-2.3: 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 classroom 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 Classroom-situations does not guarantee genuine communication in the target Second Language outside the Classroom-situations.

Characteristic Features

- Classroom-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…"

(APPROACHES AND METHODS IN LANGUAGE TEACHING by Jack C Richards and Theodore S Rogers, Second Edition, Cambridge Language Teaching Library, Cambridge University Press, Chapter 18, P-224)

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.

Classroom Procedures

- Teacher enters the class & greets the class in order to warm up the learners.
- Students reciprocate.
- Teacher then addresses the whole class & draws the attention of the class to a topic/situation/context.
- Teacher asks questions, ask the learners to do or write their responses on the chalk- board.
- Teacher gives support, if required.
- Teacher is sure that everybody understands the given situation/context.
- 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.
- Students discuss, opine and ask others their views. A lot of language is produced in a highly interactive situation.
- Teacher moves about, supports and offers help, when asked for.
- It becomes a noisy classroom, busy in talking to arrive at a resolution.
- 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.
- Teacher himself / herself corrects / supplies / reformulates / rephrases, if needed.
- 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:

1. 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 & classroom-procedures of the TBLT.

Unit-2.4: Cooperative Language Learning

Obectives :

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 classroom 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 classroom 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.

Classroom 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:

1. The cooperative/collaborative Method of Learning English owes its origin to the theory & principles of cooperative learning.—— Justify this statement.
2. What should be the role of a teacher in effective classroom strategies under the cooperative/collaborative method of learning English?

Unit-2.5: 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 classroom 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 outcomes/outputs.

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 classrooms.
- 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 classroom 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.
- 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.

Unit-2.6: Constructivist Approach to Teaching English at the Elementary Level

Objectives

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

(i) What Constructivist Approach in English Teaching means

(ii) the principles underlying Constuctivism in language teaching

(iii) the characteristic features of this approach

(iv) the classroom procedures based on the methods under this approach

Constructivism as an approach to learning and teaching in schools is opposed to 'knowledge as given' and 'knowledge as embedded' in the prescribed textbooks. Constructivism permits a child to formulate its own knowledge through observations, enquiries, experiences and experimentations. It is a cognitive approach to learning.

The role of a teacher in this approach is to mediate learning; not to make learning happen.

Besides, it inspires self-learning, peer-learning, sharing experiences through cooperation in communicative situations. Very often, a constructivist integrates knowledge and experiences to explore new concepts and ideas.

In an English language classroom, when the approach is applied, we see the following features.

1. Learners are put into an English language-learning environment for interaction through the target language (English).
2. Teachers do not try to teach them about language. S/he only facilitates the learning process in a motivating self-learning or peer or group learning situation.
3. Teacher presents the whole language in contexts, guides them to use the language and draws the attention of the class to certain observed principles or features, puts up some questions or problems, related to the use of the language items. Often, learners are critical of the language-items, while using them and ask certain questions relating to the use of it. In the process, the teacher helps them find out the answers to their queries without delivering a lecture on those. **This process starts with the whole and gradually proceeds on to parts.**
4. Again, the students do not begin with some pre-conceived notions about the language. On the contrary, they build up their own knowledge about the language through using the language in authentic situations.
5. The constructivist approach to learning English does not consider the learners to be having no knowledge, exposure to or experience in the language. But, it works with the belief that students possess some basic skills in English the validity of which is to be tested in the living lingual context with a view to extending them or building on them further.

6. Learning English takes place in a problem-solvingmode through activities and tasks which promotes a lot of interaction in the target language English. Teacher never solves them or dictates any specific solutions to them, but scaffolds or provides clues, so that the class may overcomethe problem different ways through collaborative efforts.
7. Teacher in the constructivist approach to learning English, is an initiator of the discussion, as a scaffold/ support-provider, an observer, and, above all, an assessor.
8. In the process diverse responses through diverse language-patterns evolve. Teacher never dictates his own patterns and language having turned down those of others. Knowledge and experiences in the opinion of the constructivists are living and ever-expanding, which take new dimensions or reject some of the older ones.
9. Here rules are constructed through observations, experiences, experimentations and exemplifications. These allow a democratic child centric environment to prevail.

Classroom Procedures

- T enters the classroom greets the class and in reply, is greeted by the class
- T initiates discussion on certain situations of topical interest.
- S/he shares experiences with the class; allow the learners to question, give opinoins in a democratic manner.
- T assigns tasks/activities after discussion on the topic/language items/ passage for reading comprehension etc. in either groups or pairs.
- Class in groups/pairs discuss, share opinions with one another using the target language. All the while, T observes, scaffolds and provides clues, when required.
- T allows the groups to exchange ideas with other groups.
- The best of all at last evolves and is agreed upon.
- While this process of interaction continues in a problem-solving manner, T remains passive.
- T then assesses the language, produced and knowledge constructed through sharing experiences in the given situation and the language.

To sum up, constructivism as an approach to learning English is amply present in the ELT-methods like Communicative Language Teaching Method, Task/Activity Based Language Teaching Method, Cooperative/ Collaborative Language Teaching Method etc.

Check your Progress

1. What do you mean by Constructivist Approach in general? What happens in the classroom when English learning takes place in a method that owes its origin to Constructivist approach? What should be the role of the teacher working among the learners of English with any method under this approach?

Unit-2.7: Eclecticism in English Teaching Tactics

Objectives

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 classroom 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 classroom-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.

Classroom 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:

1. Eclectic Method allows freedom of choice on the part of the teacher. — How are you going to justify the above statement?

CHAPTER: 3

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

3.1 Communicative Activity Assigning & Task Framing

3.2 Task & Activities

3.3 Designing activities/tasks and giving/writing instructions for activities and tasks like categorizing, sequencing, matching, justifying, cause-effect relationship etc.

3.4 Purposes of Language Tasks/Activities at the elementary level

3.1 Communicative Activity Assigning & Task Framing

For creating and promoting interaction in the classroom language activities and tasks play a very significant role in helping learners use the target second language in contexts. In fact, through tasks and activities learner-centricity is ensured and teacher passivity is established.

Besides, the tasks and activities lead the learners to exploration and construction of knowledge which are the basic principles of constructivist approach to English language learning at the elementary level.

Every teacher at the elementary level should know how to design activities and tasks for the learners in the classrooms; otherwise it will not be possible for him/her to do justice to learning a second language which is also a foreign language to our learners.

3.2 Task & Activities

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 check:

Exercise is reinforcement of previous learning through practice in order to get an idea of how much children have learnt or where in lie their deficiencies.

3.3 Designing activities and framing tasks giving/writing instructions for activities like categorizing, sequencing, matching, justifying, cause-effect relationship etc.

Designing activities and framing tasks for the learners are very important. If tasks and activities are not designed properly, the whole of the purpose of language learning and acquisition will fail and learners will not be motivated in self/peer-learning.

For designing and framing tasks and activities an elementary teacher has to consider the following points:

(i) Objectives from the point of view of language learning/acquisition

(ii) level of the learners

(iii) need of the learners with reference to their socio-cultural contexts

(iv) mixed ability of the group for which the task/activity is being made, specially in reference to the inclusive education/classrooms

(v) provision for distribution of the worksheets/activity sheets/oral or chalk board presentation of the problem

(vi) Instructions and language for instructions

(vii) classroom-management during the task/activity

(viii) amount of support to be required during supervision and

(ix) size of the letters on the worksheet/activity sheet/chalk board etc keeping in mind the character of inclusiveness of the classroom

(x) amount of autonomy and tolerance to noise to be given/allowed

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.

Examples of Activities / Tasks For lower elementary classes

1. Teacher divides the class into groups, explains that he/she will say a letter aloud and groups have to think of as many words as possible, beginning with that letter. (This will get pupils accustomed to hearing the sounds of the letters spoken as well as activate their vocabulary)

2. Half the class is given small letters on pieces of paper and the other half is given the capital letters. Pps have to find their partners.
3. Half the class is given the number 1-10 in Bengali and the other half is given the same number in English. Pps have to find their partners.
4. 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 cycles round the groups.

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

Examples of Different types of Tasks:

1. Matching

Find the words on the left hand side and their meanings on the right hand side. Now, match the words with their meanings. One is done for you.

Words	Meanings
Carpenter	A person who treats patients
Potter	A mender of shoes
Cobbler	A lady who takes care of patients in a hospital/nursing home
Mason	A person who makes earthen pots
Nurse	A worker who makes wooden furniture
Doctor	A person who builds houses with bricks

2. Sorting/categorising

Given below are the names of a few animals. Read them.

elephant, goat, dog, lamb, tiger, lion, calf , zebra, bull, hare, giraffe, rhinoceros, monkey, donkey, cow, buffalo

Now, put the names under two categories: Wild (found in forest) & Domestic (found at home). One is done for you

Domestic	Wild
Cow	Rhinoceros

3. Ranking

Rank the following names in order of size (from the biggest to the smallest).

balcony, flat, kitchen, locality, bedroom, house, , village, town, city, state, country, world

4. Sequencing

Given below are five sentences which are not in sequence. Rearrange them sequentially.

(i) The man heard the train pass.

(ii) A man was sitting on a bench in the waiting hall of New Jalpaiguri railway station.

(iii) A mail train was passing slowly through the platform no.4.

(iv) A policeman cordoned the place, suspecting some evil design of the unknown person.

(v) The man went into the train without taking his brief case.

3.4 Objectives of designing tasks and activities

- Task/Activity-oriented language classroom is more interactive, therefore, full of sound/talks, producing the target language (fellow teachers or the management should have this knowledge before rebuking their colleagues/ learners).
- Tasks and Activities necessitate Pair and Group activities which promote cooperative/collaborative learning and promote self and peer-learning. Teachers, however, should manage such situations tactfully, otherwise unwanted speech/language may occur that may keep pupils away from the desired language learning goals.
- Tasks and Activities reduce Teacher's lecture/talk and establish learner centric classrooms. It is to be noted that these never minimize his/her support/help, supervision and control.
- Progress of the assigned activity/ task should be checked every now and then for giving them necessary support and keeping the group/pair on the alert/attentive.
- The group/pair that finishes first satisfactorily should be assigned new task/activity by the supervising teacher; otherwise, brighter children may be demotivated by their idleness.
- Peer-appraisal/correction should be stressed. (Like - exchange your copy and learn from your partner, etc.) So learners in groups/pairs remain alert not to reveal their weakness to others.

Check your Progress:

1. Make a working definition of Task & Activity. Add five more activities to this pool two more tasks. Mention the level/levels for which these are meant and the objectives/language learning goals which these are expected to realise.
2. Write down the major learning-objectives of the activities and tasks, given as examples. Mention the level for which each is intended.

CHAPTER: 4

Objectives:

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

1. Listening and Speaking Skills
2. importance of rhymes as a language learning activity
3. importance of story-telling with assigned activities as an aid to language acquisition
4. importance of developing conversations out of authentic situations

4.1 Listening and Speaking 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)

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

(4) 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 (Layout) 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:

1. Plan for presentation of a Lesson on any Listening Activity for the students of Class-III
2. 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
3. What steps will you suggest for motivating your students into listening to something for the purpose of language learning ?

4.2 Rhymes in Interactive Classroom situations

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 classrooms at the early primary/elementary stage. They are:

Rhyme	Rhythm	Repetition	→	Registration	Recall	Reproduction

Efficacies of Rhymes in the Children's Classrooms

- 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

4.3 Story-telling with activities

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 classroom-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.

4.4 Developing conversations out of authentic situations

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 ten conversations out of ten authentic situations for the children of III, IV, V, VII & VIII 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

Chapter-5

Reading Skill Development

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

5.1 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.

5.2 Design (Layout) 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.

5.3 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 (") the right answer (ii) putting (X) against the wrong statements (iii) numbering (1,2,3……) the situations/ incidents in order of time etc.

5.4 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-6

Writing Skill Development

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
- Copying letters, words, sentences etc.
- Writing letters, words, sentences through filling in, completion,
- Re-arrangement-type tasks.
- Parallel writing.
- 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

6.2 Scheme for a writing activity

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.

6.3 While-writing activity

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

6.4 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:

1. How are you going to initiate a writing task on Importance of Trees for the students of Class-V in accordance with the above scheme & format.
2. Write four coherent paragraphs in about 500 words on the development four skills.

Chapter - 7

Linking Concepts to Classroom Practices:

7.1 Bilingualism & Multilingualism

Objectives:

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

1. Bilingualism as a concept of a classroom strategy
2. the merits and demerits of it
3. Multilingualism as a resource in a multilingual classroom

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 → eat → rice. <u>and not</u> I → rice → eat.

In conclusion, we can say that Bilingualism as a classroom 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?

7.2 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 classrooms 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-Classroom 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 classroom situations.

Thus, children's classrooms are rich with what they already know and use in terms of English language; with what they are going to know and use in classroom-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 classroom 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-knowingly.

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.

7.3 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.

7.4 How to Promote Interaction – a noisy Classroom

Objectives

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

1. The ways of promoting interactions in the classrooms
2. They will be able to turn their classrooms 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.

Let's have an example of a settling activity

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.

CHAPTER-8

Learning Teaching Material

Objectives:

After going through this lesson, learners will be able

1. to know, understand and use effectively Learning Teaching Materials including **Computer Assisted Language Learning(CALL)** in the elementary level second language classrooms
2. to develop such materials for their classrooms, guided by the principles discussed in the lesson

8.1 Importance of Learning Teaching Materials in language learning-teaching & their Nature and Features

Importance of Learning Teaching Materials

Classroom-lectures, prescribed text materials or reading in the language classes are not perceived always through senses, whereas it is said that sensory experiences contribute to the foundation of all intellectual activities.

In fact, a foreign second language learning-process is inhibitedby many limitations in regard to effective communication in an elementary classroom. Some of these are:

a. A teacher does not normally repeat his speech, but a student is sure to miss some of it because of variance in attention-span.

b. The level of the language used by teachers does not match sometimes with the level of the language of the learners.

c. Besides, the pronunciation, the speech-habit, intonation and stress of the teacher may not be the same as those of the learners.

d. Even the set of vocabulary, used by the teachers may not have the same acceptability to all alike, and therefore, may sound doubly foreign toa section of learners.

These factors account for the lesson-unit- specific additional audio-visual support in the form of Learning Teaching Materials for the second language learners to receive many abstract and otherwise incomprehensible concepts, abstractions etc.

Nature and Features of the TLMs, used in the ELT-classes:

1. Learner friendliness in a child centric classroom.
2. High relevance and appropriatenessto the objectives of the lesson
3. Low costliness or no costliness, ensuring availability in plenty
4. Being interactive and communicative in nature like drill-type, task/activity type and realia-type.

6. Consideration of the objectives of the lesson and the proficiency level of the learners before developing materials are essential.
7. Having or developing materials does not guarantee the judicious use of the same.
8. Need or efficacy- analysis is the most important concern with the teachers using Teaching Learning Materials.

8.2 Types of Learning Teaching Material

The TLMs commonly used in Elementary English Language Teaching Classes:

1. **Realia:** In teaching a foreign language/English in India at the lower elementary level sometimes real objects or their prototypes are shown to the learners instead of presenting the meaning of the word in their mother tongue or explaining the concept behind the literal meaning of an expression. These real objects or their prototypes are called'realia'.

   As for Example, If a teacher shows a real 'pumpkin' or a prototype of the same and relates the word to the real pumpkin or a prototype of it, the word is learnt by the learners interestingly and joyfully.

   In fact, Realia helps in the process of learning vocabulary of English which is a foreign language in our situation.
2. **Puppets** speaking and listening to, or playing the roles in reference to the authentic situations, can also be interesting learning and teaching materials for learning English as a foreignsecond language.
3. **English Language Corners** are found in almost all schools across the world where English is taught as a foreign second language. Here, learners have to talk to one another in English on topics of interest including current topics. This gives them the opportunities and environment for developing communicative competence.
4. **Besides,** pictures, flash-cards, word or sentence cards, charts, time-tables, birth day-calendars etc. which are relevant to the teaching learning situations, also help as aids in promoting interactions in the English-classrooms through the use of the target language.

   Even, the radio-talk, tape-recorded-discussion or conversations for the development of the communicative competence in terms of the development of the four skills are also useful aids in developing four skills.
5. Video-tapes, short films and other movies, relevant to the learning and teaching situations can also be used as TLMs.
6. In addition to these, the **work-sheets, tasks** and **activities,** prepared by the teachers, to provide for the extended learning opportunities in the classroom situations also ensure interaction and develop the desired linguistic abilities of the learners.
7. The relevant **news-paper-cuttings, magazine-topics etc.** can also be used as authentic learning teaching materials for the development of the reading and other integrated skills.

8. The last but not the least point is that the textbook, the living world inside and outside the classrooms including the gestures and actions, performed in the relevant learning situations, also act as LTMs

9. **Language Games and Activities:** Different types of word- games, including cross word-puzzles, word-search-activities also promote interaction in the classrooms.

10. **Computer Assisted Language Learning (CALL)** strongly stands for student-centred materials. **CALL** is essentially a tool to facilitate the language learning process. It can be used to supplement classroom-learning.

    Again, **CALL** acts as a remedial tool to provide the slow/differently abled learners with additional support.

11. Apart from CALL, **Mobile Assisted Language Learning (MALL)** has also become very familiar now-a-days.

It is the use of a mobile-phone-set with an additional chip packed with English language learning teaching materials.

MALL has evolved to support students' English language learning with the increase in the use of mobile technologies.

8.3 Preparation of Low/ No cost Learning Teaching Material

The term 'low cost' or 'no cost' implies that such learning teaching materials need to be developed in the schools by using regionally available resource, including the waste but usable materials.

If costly learning teaching materials from market are used, very few schools will be able to provide for them at cost for the elementary level English language learning teaching. This will, thus, stand a bar to the achievement of the goal of quality education for all up to Class-VIII.

Actually, the teachers need to consider the following things first for development of such Learning Teaching Materials: (i) the objectives/goals of learning (ii) the types of materials to be used (iii) their low/no cost (iv) easy availability.

Salient features of Low cost/No cost Learning Teaching Materials

The low cost or no cost materials possess some essential features like the following:

(i) These come out of the innovative practices of the reflective teachers in the schools

(ii) Therefore, such materials are in perfect conformity with the specific learning goals, levels of the learners.

(iii) Such materials should be easy to display and use in the specific learning situations.

(iv) All such materials should have high relevance to the text and the context, allowing self and peer-learning through interaction in and through English

8.4 Principles for preparation of LTM for children with special needs

- Inclusive Education (IEd) at the elementary level is the compulsion of the day
- Such compulsion only guarantees education of comparable quality for all including the differently abled children
- The RTE-Act-2009 guarantees quality elementary education for all including the children with Special Educational Needs (SEN).
- An inclusive classroom holds learners with heterogeneous learning capacities
- Motivation-levels, reaction or response-patterns, intellectual abilities of the learners in an inclusive classroom vary widely.
- But, amidst all such diversities, the educational quality should remain the same

This diversity poses a challenge for the teachers in an inclusive classroom. Every teacher will fail in inclusive learning situations, if he/she does not bring in cooperative and collaborative devices, in addition to his innovative practices. Cooperation and collaboration should be invited from the experts in the field, the parents and the guardians, the co-learners, the colleagues and administrators.

Sympathetic teachers of English in their inclusive classrooms should view children with SEN as persons with potentiality for the development of communicative skills. They should lay emphasis on every child's strength in using English for communication.

CHAPTER-9

Objectives of English Language Learning at the Elementary Level in West Bengal

After going through this lesson, learners will be able

1. to know and understand the Objectives of English Language Learning at the Elementary level, set by the Expert Committee on School Education, 2011-2012.
2. to set up relationship of NCF-2005 guidelines with these state objectives

9.1 Objectives of English Language Learning at the Elementary level set by the Expert Committee on School Education, 2011-2012

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 students have 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.

If we go through the above statements made by the Expert Committee on School Education in their school curriculum document, we see that:

1. Development of the four skills: Listening, Speaking, Reading and Writing, which is the universally accepted goal of language learning has been reaffirmed.
2. For Second language learning/acquisition inter-subject correlation is a must in order to provide more exposure to English which is the other name of the concept "English across the Curriculum".
3. It has also spoken of successive bilingualism which is also a universally accepted concept of Second Language Acquisition signifying that our children have acquired/learnt a lot of the First Language/Mother tongue when they come to the schools and start learning English as their second language.

4. Regarding the process of presentation and receiving English in or outside classrooms, it has laid down a psychologically sound principle of seeing-listening-recognizing and understanding to the level of speaking-reading-drawing and writing.

Therefore, it is evident that development of communicative competence through language activities and games in a joyful and trauma free classroom environment, leading to the use of the accurate and appropriate language, is the major objective of English Language Learning at the Elementary level.

9.2 Objectives of learning English at the Elementary 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.
- We should look upon English language learning as everybody's concern , not 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

Now, if we try to set up a relationship between our syllabi of and approaches to English language learning at the elementary level, we see the following points of similarity:

- Learner centric methods and techniques have replaced the concept of teaching a language.
- Learning through cooperative and collaborative activities and tasks has provided our classroom with input-rich communicative environments.
- Attainment of basic proficiency in English as a second language has been ensured through the acquisition and use of four skills in any communicative situation.
- "English across curriculum"-approach is very much accepted in our syllabi of English at the elementary level.
- In the syllabi and textbooks of our state, the proficiency of learners in terms of the four skills is evaluated.

To conclude, we can say that the objectives of learning English as a second language are determined by the needs and importance of using the language. Since the needs and importance remain the same, so much similarity exists between the objectives, laid down in the NCF-2005 & those in the document of the Expert Committee under the School Education Department, Government of West Bengal.

Needless to mention, what Kothari Commission way back in 1964-66, had felt as needs of India for Learning English as a second language, has been referred to in the NCF-2005. Let's have a look over these:

(i) link language in a multilingual 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

Check your progress:

1. Sum up the approach to English Language Curriculum & Education at the elementary level in West Bengal.
2. What, according to the Expert Committee-2011-12, are the aims and objectives of teaching English at the elementary level in West Bengal?

CHAPTER-10

TEXT MATERIAL EXPLOITATION

(The prescribed English Text Books for I—VIII)

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

1. the objectives of the lessons/units/activities, and to plan and execute them accordingly
2. The rationality behind the selection of each lesson/unit
3. Content-wise the materials developed
4. The relevance of the teaching strategies in the context of theavailable learning/school environment
5. The evaluation techniques to be adopted for comprehensive and continuous evaluation in accordance with the latest guidelines of the Expert Committee on School Education(Reference: Peacock Model: Training Module for CCE Training, Published by WBBPE and WB School Education Department in 2014)
6. 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-11

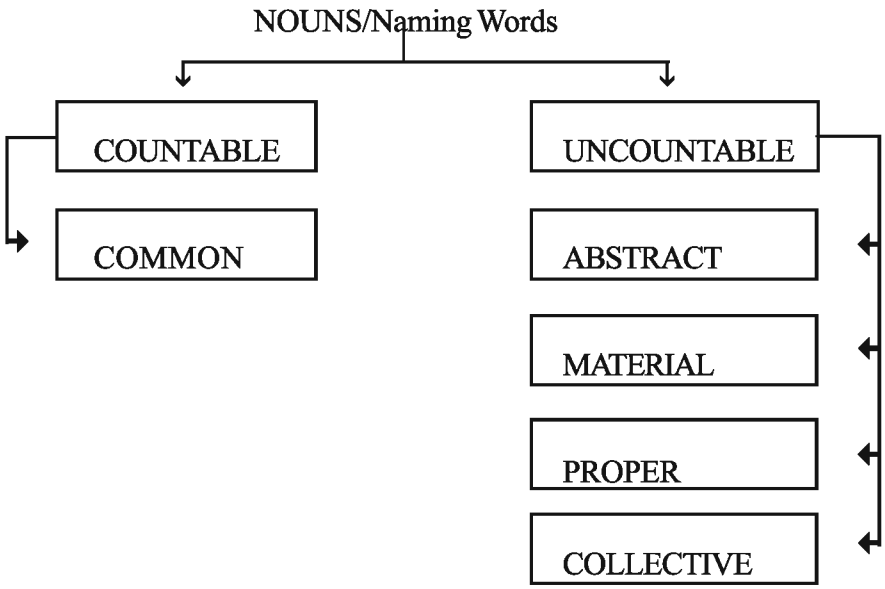
LANGUAGE PROFICIENCY: FUNCTIONAL GRAMMAR

11.1 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



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.

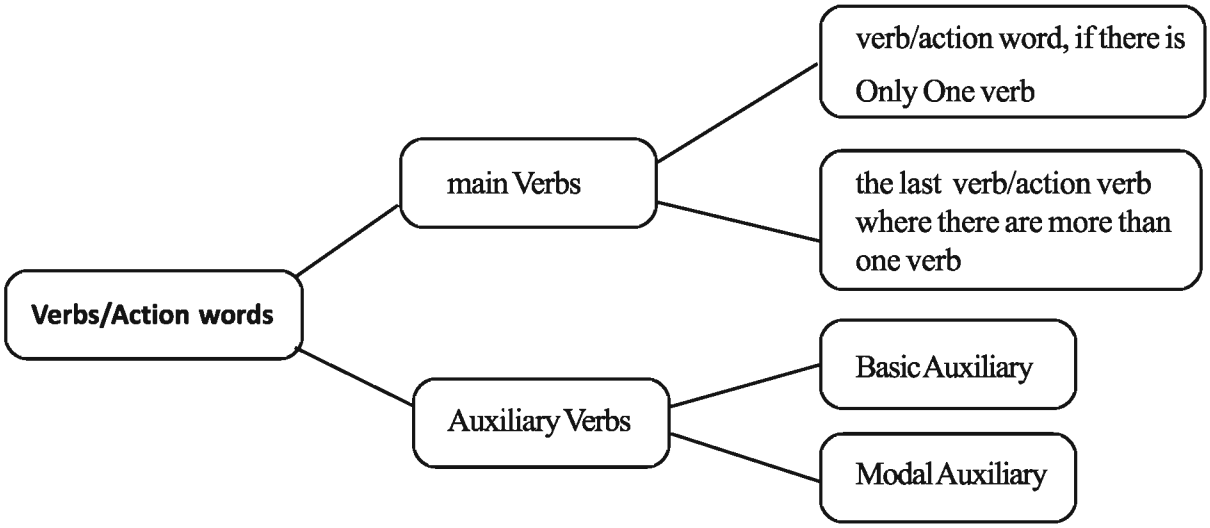
11.2 Verb forms and their uses

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.

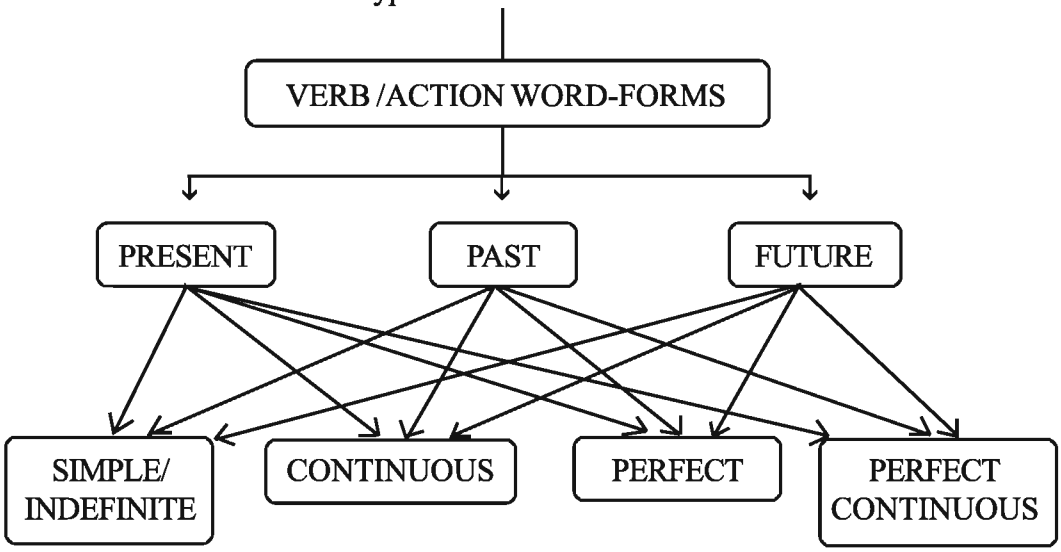
(iv) "Why——you———(run) so madly at the gate?", the security man said to the stranger.

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.

There are four types of verb forms in relation to time.



Check your progress.

Describe the above diagram on verb forms.

BASIC SENTENCE PATTERNS IN ENGLISH (Statements only)

	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 words	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)**

CHECK YOUR PROGRESS.

1. Which forms will you ask the children of Class-IV to use to describe the daily routine of anybody?
2. Create a situation to introduce and elicit 'present continuous' forms for thelearners of class-III.
3. Develop a conversation between two friends on "What did you do yesterday?" (for learners of class-V)

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.

11.3 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)

11.4 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

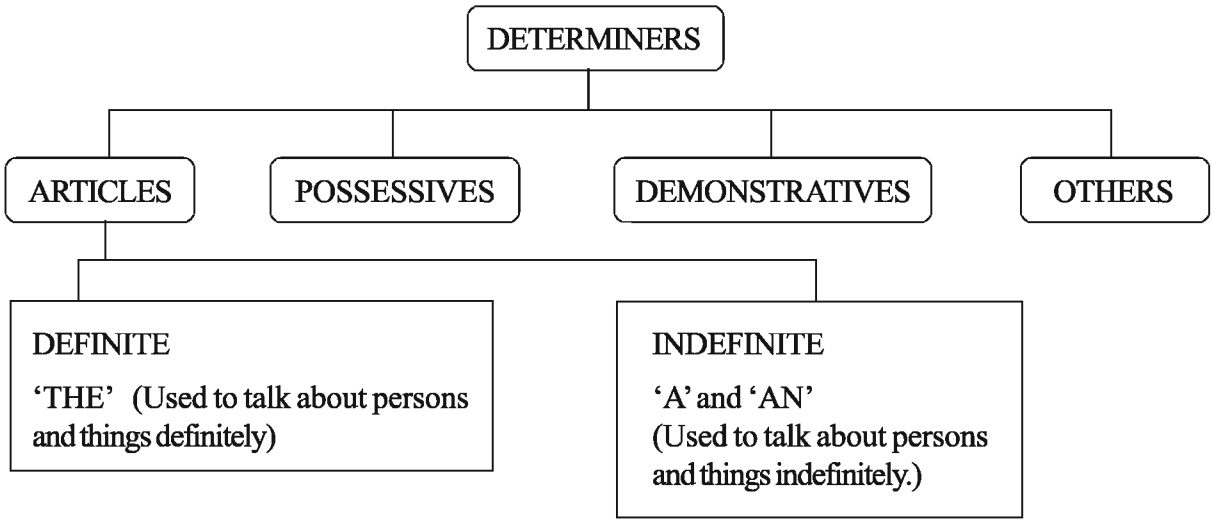
Let's read through the paragraphs

Articles are, sometimes, called determiners. There are other determiners also. They are (i) possessive (my, mine, our, ours, your, you,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.



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 is one 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.

11.5 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 Kanthalpara, a small village beside the Ganges. The river flows down the village, leaving behind it a fertile soil.

The people of Kanthalpara 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 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,	positions	
For/since/	Purpose, duration	
of	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 your 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.

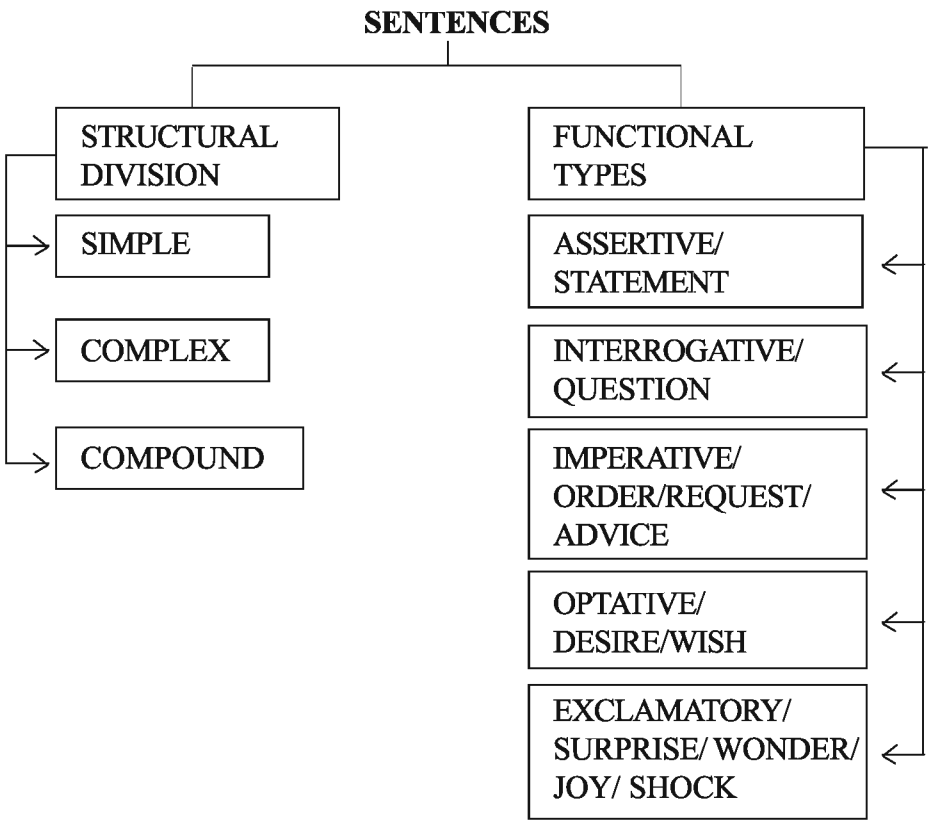
11.6 Sentences and their types

Objectives

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

1. to know, understand and use different types of sentences 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

Let's understand the chart below:



- ✓ 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 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?

Am/Is/Are/Was/Were/Have/Has/Had (as main verb)	Subject	Object/Other words
Are	they	happy?
Is	he	in the office?

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.ver in the Present and the Past indifinite	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/ onlyMain 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.

11.6 Direct and Indirect forms of Speech

Objectives

After going through this Chapter/ Unit, learners will be able1

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 everyday.

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? Faradaday: Yes, Sir.	On an enquiry Davy came to know that Faraday wanted to change his book binding trade.

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 form 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-12

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, symbols and sounds differ remarkably. It suggests that the ability to pronounce 26 letters does not ensure the pronunciation of all words.

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

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

HOW?

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

For example:

(i) 'c' in car, cipher, cinema, circular, cocoanut

(ii) 'u' in umpire, uniform,universe, unique

(i) 'e' in enemy, even,eel,ear

(iv) 'g' in go, gene, guava,

Often, a cluster of letters produces a single sound.

For example

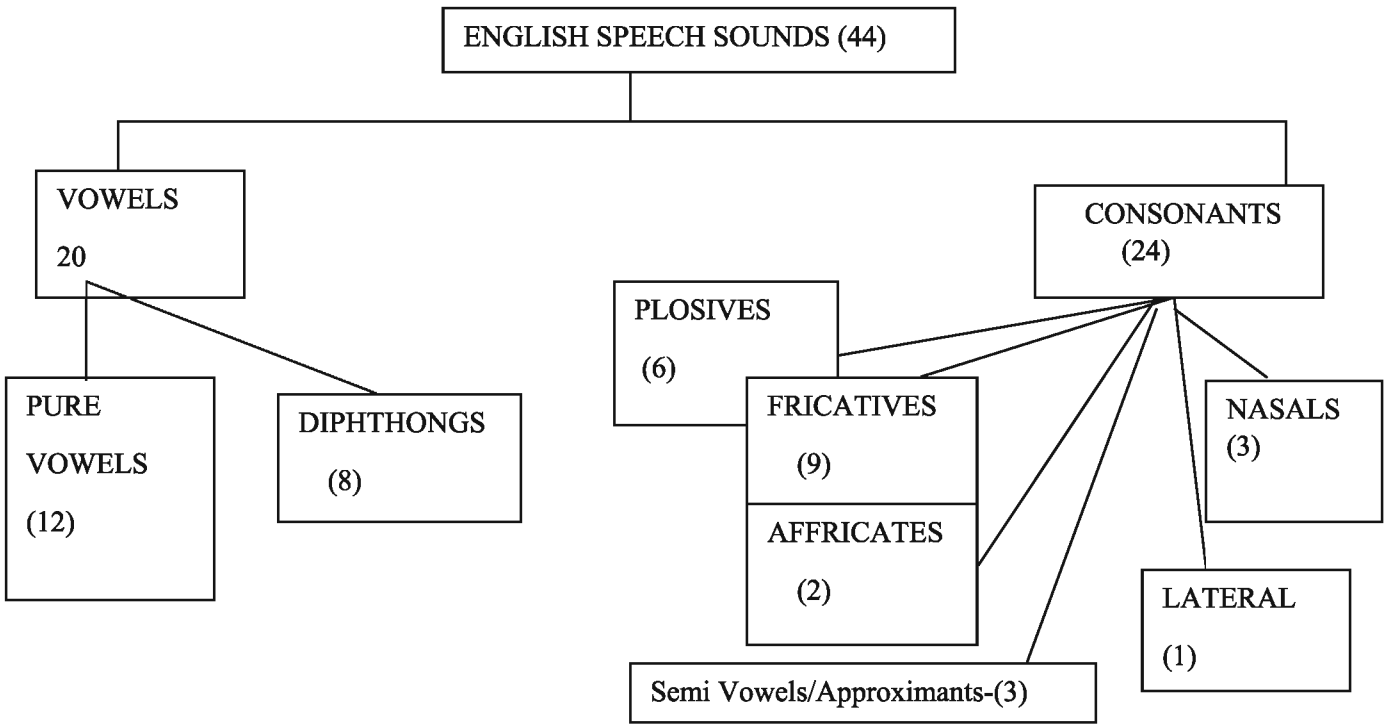
(i) greed rear chief

(ii) bush latchridge

(iii) scenery coughphonescene

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.

Given below is a diagram showing all the Sounds



PLOSIVES - Consonants which are pronounced by stopping the air flow with lips, teeth or palate, 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 phone, four ,laugh, tough

/v/ in verb, advice, prove, move

/ϴ / in think, method, north, south

/ ð / in they, brother, other, breathe

/s/ in cycle, cost, price, mice

/z/ in zip, razor, prize

/S/ in ship, machine, wash, flash

/3 / in measure, pleasure, treasure

/h/ in high, behave

AFFRICATE- It denotes the sounds, produced when a slowly released stop-consonant is followed immediately by a fricative as /tʃ/ in chair and (dz)in jail.

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

LATERAL-The single voiced consonant sound 'l' ('L') as in life , legal, and bell 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. / ʌ/ as in cut, but, nut, shut, humble,dumble

/K ʌt / , /ʃʌt / , /hʌmbl/, /dʌmbl/

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 II / /fIft I/ / tʃII/ / bIn/

/tʃIn/

4./i:/ as in east , beast , eagle, evening, speed, wheat, cheap, chief ,key, tree

/i:st/ /bi:st/ /i:gl/ /i:vnŋ/spi:d/ /whi:t/ /tʃi:p/ /tʃi:f / /Ki:/ /tri: /

5. /U/ as in cook, look, would, push, pull, book, foot, good, wolf, full

/KUk / /lUk/ /w Ud/ /pUʃ / pUI /bUk/ /f Ut/ gUd/ /wUlf/ /fUl/

6./*u*:/ 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/

/ð en/

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

/æpl/ /Kæt/ /bæt/ /mæt/ /t͡ʃæt/ /væt/ /sæ t/ /ængəl/ /Kætl/ /bæt/ /pæt/ /Kæmp/ /væniʃ / /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/ /ʃ3:tʃ/ /cʃ 3:tʃ / /k3:l/

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

/betə / /ti:tʃə/ /wInə / /fu:tʃə / /lektʃə/ /piktʃə / /vendə/ /leðə/

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

/Ɒn/ /ƊrIndz/ /ƊrəkI/ /ƊlIv/ /ƊrIdzIn/ /lƊk/ /blƊk/

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

/Ɔ: l / /bƆ: l/ /KƆ: l/ /Ɔ:də(r)/ / ʃƆ: t/ /f Ɔ:/ /dƆ:tdə(r / /wƆ: k/ /ʃƆ: (r)/ /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/Unit-13

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 effectively in the process of placement of a child
3. to plan and develop school based evaluation tools/techniques for assessment in English

13.1 Let's study the diagram, given below to understand evaluation and its importance .

Objectives set in the elementary curriculum and Syllabi of English as a Second Language

↓

Learning materials prepared, learning teaching process taken up accordingly to realise the curriculum/ syllabi objectives

↓

Now everybody related to the process of education and learning including the school and the teacher, wants to have some information regarding (i) how far the Objectives set in the elementary curriculum and Syllabi of English as a Second Language have been realised in terms of acquisition of four skills (ii) whether there are any deficiencies in the Learning materials prepared, learning teaching process taken up accordingly to realise the curriculum/syllabi objectives & (iii) whether a minimum level of proficiency could be ensured for all in an inclusive classroom/context of learning

↓

What will everybody related to the process of education and learning including the school and the teacher do to have all such information?

13.2 Evaluation: Its Continuity and Comprehensiveness

In reply to this basic question, we can say that s/he will have to assess and evaluate the performances of the learners in terms of the acquisition of four skills, in reference toObjectives set in the elementary curriculum and Syllabi of English as a Second Language, to the materials developed and the process of learning and teaching used.

What is Evaluation?

From the above we have got two very important terms— Evaluation and Assessment.

Generally speaking, evaluation is adding value to performances of learners in reference to goals/objectives of learning. For adding value to performances, performances need to be assessed and quantified in reference to certain pre-set indicators/marks/grades/comparison with the performances of other learners.

There is none to gainsay that the position of a child changes every moment in all the domains: Cognitive, Affective and Psychomotor. 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 **'Continuity'** in **Evaluation?**

As soon as a child enters into the system of schooling it becomes a part and parcel of the process of learning as an input with its entry behaviour. The entire process of learning takes care of the child and updates it in accordance with goals of learning English or other curricular areas. Every moment the child/learner attains or fails during the process of learning in reference to certain marks or goals of learning English and, thereby, is evaluated through assessment of its performances. Even, getting a reply to a question asked by the teacher puts it into the process of formative evaluation. So we can say that 'Formative Evaluation" is a continuous evaluation giving us **feedback** on the basis of which we can take up remedial measures for removing the deficiencies/difficulties in learning English as a second language. Diagnostic Evaluation and Tests, including class/unit tests etc. fall within the **"Formative Evaluation"**

"Summative Evaluation", on the other hand, is a term end/course end evaluation which is judgemental in nature. Such evaluation-programmes involve formally announced term end tests or periodic achievement tests in English which are used to award grades/ranks to promote or demote the learners. Summative Evaluation is not continuous and corrective/remedial measures cannot be taken up on the basis of the result of such tests.

What is this 'comprehensiveness' of evaluation?

'Comprehensiveness' refers to the totality or 'all inclusive character of the whole process of evaluation in regard to the objectives, set before hand.

'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, in the graded system of knowledge and learning experiences.

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.

13.3 Features of Continuous and Comprehensive Evaluation(CCE)

It is worthwhile to mention here that C C E

1. makes Evaluation an integral part of the English learning teaching process
2. brings in two most important considerations — diagnosis & remediation
3. shows that evaluation is both diagnostic & judgemental (It gives us 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 & to bring in changes accordingly in the system itself)
4. In the one shot examination system, students' achievement is highlighted, but no decision can be taken up regarding the backward / slow learners. But, in evaluation which is continuous & comprehensive slow learners & backward 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

What is Assessment, then?

In education or learning 'assessment' refers to the process of documenting or quantifyingknowledge, skills, attitudes, and beliefs through tests. Evaluation and assessment in this sense come closer to each other.

13.4 How to use CCE effectively in the process of learninfg of a child

For effective use of CCE in the elementary schools a teacher has

- ✓ **to believe that the primar objective of every evaluation is to promote the existing process of learning and teaching in the schools, not to label a learner as 'deficient'/ 'misfit' , and create a load-born phobia within the learners**
- ✓ **to practise Continuous and Comprehensive Evaluation within the process of learning and teaching in the schools, not an externally imposed element for measurement of achievement of learners in English**
- ✓ **to know the Objectives set in the elementary curriculum, Syllabi and text materials of English as a Second Language in terms of acquisition of four skills**
- ✓ **to know the acquired and modified behaviour of the learners and the target behaviour to be ensured through the course/lesson/unit**
- ✓ **to know and learn the model of CCE, recommended by the Expert committee on School Education, West Bengal(Ref: Peacock Model: CCE Training Module, published by WBBPE & the WBSED in 2014)**
- ✓ **to use and practise the CCE-model and different indicators, mentioned in the said module in**

order to improve on the the existing scenario on the process of learning and teaching in the schools

- ✓ **to record and report the assessment to everybody concerned over the learning/performances of the learners in an appropriate manner.**
- ✓ **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 of them remain miles away from the target-level.**

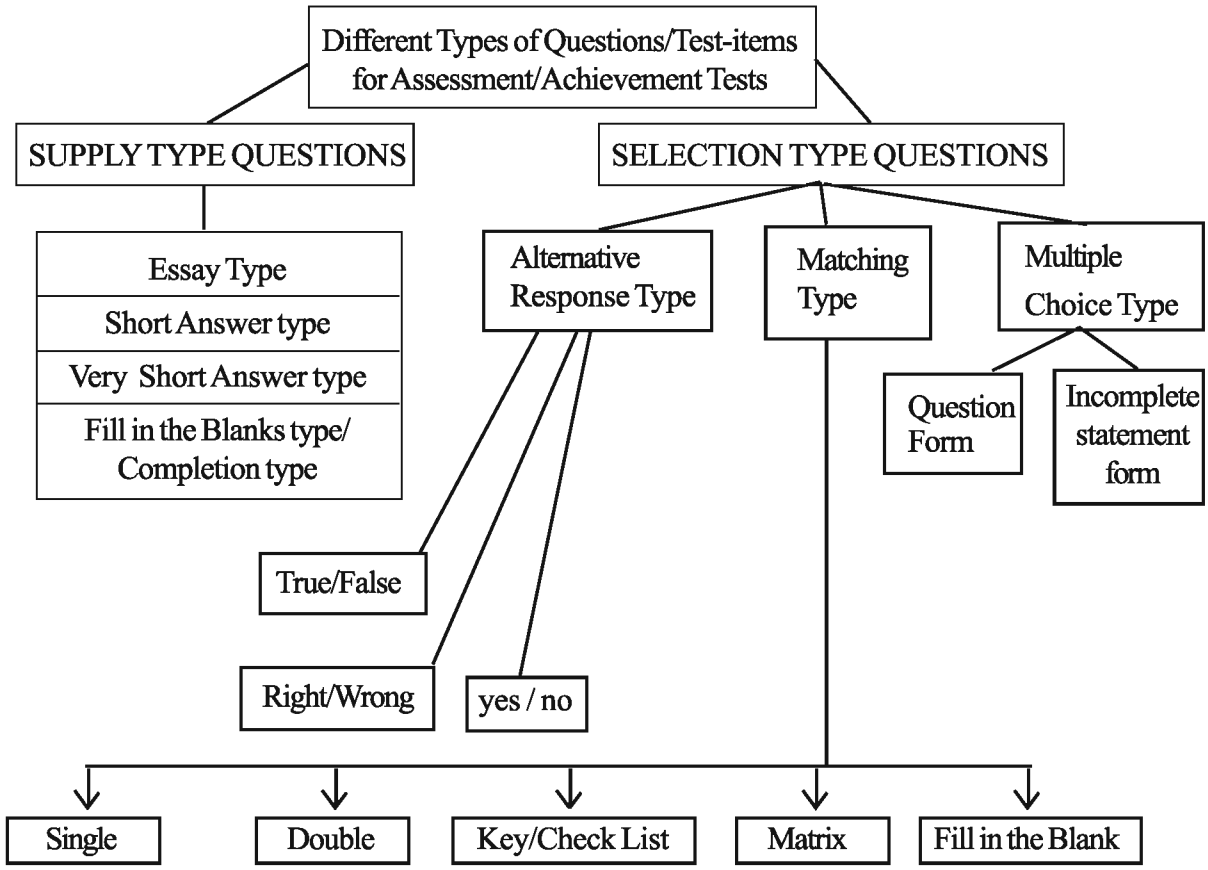
In Conclusion, we can say that **Continuous** and **Comprehensive Evaluation** wants everybody to be around the target level in order to ensure quality education for all.

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.

13.5 Different Types of Questions/Test-items for Assessment and Evaluation

There are mainly two types of questions: SUPPLY TPE and SELECTION TYPE

Let' study the diagram which speaks about the Different Types of Questions/Test items for Assessment.



Supply Type Questions/Constructed Response Type Items: This type of items requires the examinees to supply or construct the answers/responses in their own words from the given context or situation/s.

Selection/Structured Type Questions/Items: Students are to answer such items through selection of the correct alternative from among the given alternatives. **Selection type questions are all objective type questions.**

In the learning and teaching of English at the elementary level, selection/structured type questions are asked first and then, the supply- type questions are given.

Different Types of Questions

Essay Type Question –It is always a written response, the length of which varies between one or two sentences and number of paragraphs. It is a subjective type of answer. The students are free to write their answers in their own way without deviation from the contents.

Short Answer Type Question – A specific answer within 50 to 60 words or 2 to 5 sentences is required for this type.

Very Short Answer Type Question –A 'Very Short Answer' Type Question requires more specific responses in less number of words. The length of such answers shall never be more than one sentence.

Fill in the Blank Type Question – Answers to such questions are limited to one or two words or a phrase, specifically required for filling in each blank. Sometimes charts are given to fill up with information from the passage / paragraphs.

Multiple Choice Type Question – A number of alternatives are given to choose from. The alternatives look to be similar to one another in all respects excepting one or two. There should be at least four such alternatives out of which only one is correct.

Normally there are two types of multiple choice questions – one in the question from and the other in the complete statement form. As for example,

Who wrote the poem "We Are Seven"? (i) William Wordsworth (ii) William Wadsworth (iii) William Shakespeare (iv) Henry William Longfellow or,

The poem "We Are Seven" is written by (i) William Wordsworth (ii) William Wadsworth (iii) William Shakespeare (iv) Henry William Longfellow

True – False Type Question – Some statements are given; students are required to write true or false. Sometimes, in place of true or false, students are required to write yes or no or right or wrong or put a tick in the box, if the statement is correct and a cross, if the statement is wrong. This is a judgement type answer and tests the understanding or comprehension of the learners.

Matching Type Question – Inmatching type questions, students are required to match characteristics, qualities, quantities and effects with persons, objects, causes and vice-versa. Normally there are two columns. Students are required to match the contents under column 'A' with those under column 'B'. Sometimes words and their meanings are also matched in the same process.

Key List or Check List Items – In this type of items/questions, students are provided with a list of names of persons/objects/ places etc. One or two among them does/do not match the class or stands/stand odd. Learners are to understand the reason of their being odd or matchless. They either tick off or cross the odds.

Sequence Type Questions – In this type of questions, letters, words and sentences are jumbled up. Examinees are required to find out the logic in arrangement and thereafter to rearrange them in right order in order to add meaning and context. Sometimes, in higher classes, paragraphs are also jumbled up.

Completion Type Questions - A part of a sentence is left incomplete. The examinees are asked to complete the sentences adding a word or phrase or clause to it to complete the incompleteness.

Check your progress:

1. What are the salient points of Continuous and Comprehensive Evaluation?
2. Develop four tests to assess the Listening skill of class-I-students, a Speaking Skill of the learners of Class- II of your School, Reading Skills of Class-vi-students and writing skill of class-viii-students. Use the indicators, recommended by the Expert Committee on School Education of West Bengal.

Chapter/Unit-14

PROCESS BASED LESSON-PLANNING FOR ENHANCEMENT OF SKILLS & DELIVERY IN THE CLASSROOMS

Objectives

After going through this chapter, learners will be able to

(i) know and understand what process-based teaching is
(ii) know and understand five different teaching skills, required for bringingabout and managing effective classroom learning teaching
(iii) enhace each of these five skills through collaborative efforts
(iv) to plan and execute lessons for classrooms, after having incorporated all the five selected skills.

14.1 Process-based Teaching and Learning

By 'process-based' teaching we mean facilitating auto/self-learning through activities/observations and experimentations which lead to the discovery of concepts and rules. So, it is opposite to the content-based-teaching where the teachers possess all the knowledge of the contents and the students do have no knowledge or experiences.

It is essentially learner centric and prefers how children learn to what information they should be given.

Information as a product is not given in such a teaching. Knowledge, on the contrary, is constructed through a process which involves an exchange of experiences and sharing them with others in an input-rich-language friendly environment.

In English language learning, the process based teaching involves certain steps like: promotion of interaction through task and activities which finally end in the product of language-use-proficiency or skill-development.

The role of the teacher in the process-based teaching is the role of a guide, observer and facilitator which facilitates the process of learning that leads the learners to product i.e language- use.

To conduct and facilitate process-based learning and teaching in English, teachers need certain skills.

14.2 Five Skills identified as essential attributes for teachers, conducting process-based learning and teaching

Let's have look over the five skills, selected by the WBBPE, which are essential to every elementary teacher, conducting or facilitating process based learning and teaching.

1. **Skill of Integrating Knowledge and Experiences**
2. **Skill of Facilitating Child centric Learning**
3. **Skill of Encouraging Learners to Enquire**
4. **Skill of Developing Observation in Learners**
5. **Skill of Integrating Performing Art with the Learning Situations**

All these skills of a teacher will contribute to the effective process-based learning in an input rich and language friendly classroom-environment, if the teaching behaviour of the English language teacher manifests through the following behavioural components that go with the five skills.

The Table given below will introduce the student-teachers to the skills and their

Process-based Teaching Skills	Sub-Skills/Behavioural Components
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

behavioural manifestations or components:

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
Skill of Encouraging Learners to Enquire	➢ Allowing learners to question/enquire ➢ Allowing flexibility in questioning ➢ Ensuring appropriateness in questioning ➢ Ensuring relevance in questioning
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

14.3 How to enhance process-based teaching skill

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 skill-enhancing process-based teaching

- Usually a simple and single unit/concept is chosen

- Such a lessons only take care of one dimension/one skill where as a full length classroom- lesson consists of more than one or all the five skills.
- Usually five or six student-teachers sit as students
- Normally, a student-teacher gets only five or six minutes for demonstration on a particular teaching skill.

In conclusion, we can say that skill-enhancing-process-based teaching is a component part of full length classroom-teaching. In a classroom-teaching there must be more than one or all the five skill-components, but in a skill enhancing-teaching, there is no possibility of the presence of macro-teaching.

14.3.1 EXAMPLE OF A PROCESS BASED SKILLENHNCING LESSON PLAN

SKILL of Facilitating Child Centric Learning

Sub Skills/Behavioural Components

- ✓ **Ensuring active participation of every learner**
- ✓ **Encouraging expression of opinions on specific learning experiences/learning outcomes**
- ✓ **Encouraging inter-group, intra-group interaction, peer interaction, teacher-pupil, pupil-teacher interactions**
- ✓ **Helping in decision making**

Class: I, Subject: English Topic: Sequencing the Days of the Week

Input Material /Activity	Teacher's Activity	Students' Activity	Behavioural Component
-Telling the days of the Week -Sequencing the days:	-Teacher welcomes the class to the activity _T divides the class into some groups -T asks each to look at the names of seven days, written on page 316 of	-Students are warmed up and prepared -They sit in groups -The read and help others read the names	Ensuring active participation of every learner

	"Aamar Boi"-I T asks each group to discuss: -Which is the first day of the week? -Which is the second day of the week? - Which is the third day of the week? And so on -T moves about and checks every group's performances	-Students discuss and say their opinions -Sometimes, some differ with the rest of the group regarding the first day -They draw the attention of the teacher in case of any difference	Encouraging expression of opinions on specific learning experiences/ learning outcomes
	Teacher now asks each group to share their opinions/answers with other groups regarding the sequence of the days. -Teacher supervises and offers help in	-One from each group reads out the sequence -Other groups accept/reject the sequence with justifications.	Encouraging inter-group, intra-group interaction, peer interaction, teacher-pupil, pupil-teacher interactions
	-Teacher supervises and intervenes, if required, to arrive at a conclusive	-Students understand the reasons behind the actual sequence and	Helping in decision making

	sequence.	accept the correct one and change their opinions accordingly	

14.4 Importance of Planning Classroom-lessons

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 an 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 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 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 such a full length classroom-lesson-plan is given below to lead the student-teachers effectively into how to plan a process-based- lesson, is given below.

14.4.1 EXAMPLE OF A Classroom LESSON/ACTIVITY PLAN (Aamar Boi)-CLASS-II

Name of the School: Paresh Smriti U P School Subject: English

Class & Section : VIII, B Lesson/Activity: Tales of Childhood

Unit: 1 My father---in the house itself Number of students: 40

Average Age : 13+ Today's Lesson: Unit-1: Reading Comprehension

Time : 40 minutes

Broad Objectives: 1.To enable learners understand simple English, when spoken 2.To enable learners speak in response 3. To enable the learners read and comprehend for communication 4. To enable learners to write in plain and simple English their thoughts and ideas on the given topics

Lesson/activity-specific Objectives: 1. After going through the activity, learners will be able to transfer information from the given text materials 2. They will be able to use the language-items in similar situations.3. They will be able to appreciate/depreciate characters /persons. 4. They will also be able to describe what an autobiography is

Teaching Aids: Usual classroom aids Teacher's questions, the textbook-materials, worksheets prepared specially for the presentation stage etc.

PREPARATION

Input	Teacher's Activity	Rationale	Students' Behaviour	Rationale	Time	Expected product/Answer
1.Teacher's greetings and welcoming words	Teacher enters the class and greets everybody warmly.	-To warm up the class. -To create	-Students greet their teacher in a chorus(individually, if greeted	-This is the way to behave in a social situation.	05 minutes	Good morning/afternoon/How are you/we are/I'm

	S/he may also select a few to greet individually.	situations for using language.	individually)	-To use the opportunity to use English		fine/thank you etc.
2.Teacher's questions like the following: -Who are you? -What is your father? -Whom do you like most—father or mother? -What are you going to be?	T points to the questions on a chart and asks the same one by one. T after listening to a very few students asks the questions like the ones given under (3) as input.	-To initiate an interaction using the target language. -To help the class share Opinions of others T accepts their answers and rephrases some, if needed.	-Students listen to the teacher and read the chart and answer the questions. -A few students read slowly and answer in words	To help the learners understand what an autobiography looks like		I am--- My father is/was— I like most my --- I am going to be—
3.Teacher's question like the following: -Who is the speaker/	T expects the last question to remain unanswered.	-To lead the class into someth-ing new	Students fail to answer the last question.	To listen to others and share		

narrator here? -Whom does s/he speak about? -Do you know what type of writing it is when a narrator speaks/narrates in the first person?						

Announcement of the day's lesson: Teacher tells the class the answer: 'auto-biography' and announces that they are going to read such an autobiography today, written by Roald Dahl; and requests the class to open at page 89 of their book.

PRESENTATION :

Input	Teacher's Activity	Rationale	Students' Behaviour	Rationale	Time	Expected product/Answer
-Teacher's language -the first paragraph of lesson-10 - learners' language	-T hands out a worksheet to the students - T asks the class to read silently the	-To motivate the learners into the reading activity -to	Students read through the worksheet first -Then, they read the	-They are motivated to know what is there in the worksheet -they want to know about the auto-	25	

produced through interaction -Charts and worksheets, prepared	paragraph-1 - T also asks the class to find answers to the questions, given in the worksheet while reading through. -T moves about, checks and offers help, if required.	ensure that reading for comprehension is a purposeful activity	paragraph-1 -Some students ask the teacher for help. -sometimes they consult the peer, sitting next	biography of the author -A spirit of participation and cooperation prevails.		

SAMPLE WORKSHEET-1 for While-Reading Stage

While reading tick off (√), if the statement is right. You will have to finish reading and ticking off in three minutes. Keep the worksheet with you.

i. 'My father' here refers to the author's father.

ii. 'His father' here refers to the author's grandfather.

iii. The author's father lost one of his arms when the author was a child.

iv. A ship broker is a person who breaks ships.

v. In those days coal was the only fuel to run ships.

T now checks the comprehension of the learners of the first paragraph in reference to the vocabulary and their answers in the worksheets. T helps those who require help.

PRESENTATION-2

Input	Teacher's Activity	Rationale	Students' Behaviour	Rationale	Time	Expected product/Answer
-Teacher's language -the second paragraph of lesson-10 - learners' language produced through interaction -Charts and worksheets, prepared -the activities, set in the prescribed text book	-T hands out another worksheet to the students - T asks the class to read silently the paragraph-2 -T also asks the class to find answers to the questions, given in the worksheet while reading through. -T moves about, checks and offers help, if required.	-To motivate the learners into the reading activity -to ensure that reading for comprehension is a purposeful activity	Students read through the worksheet first -Then, they read the paragraph2 -Some students ask the teacher for help. -sometimes they consult the peer, sitting next	-They are motivated to know what is there in the next worksheet -they want to know about the auto-biography of the author -A spirit of participation and cooperation prevails.	25	

Remedial Measures/Lesson:

If a small number of students is found to be uncomfortable in using the target language items /structures, the group will be called for more exposure to the target language items in a meaningful situation after the classes are over for the day.

Check Your progress:

1. What do you mean by processed based teaching? Differentiate between skill enhancing lessons and classroom-lessons.

2. Write down five skill enhancing lessons on five skills. Prepare at least five classroom lesson-plans on four skills for classes I–V.

ASSIGNMENT QUESTION POOL/ Two Year D El. Ed. Course (ODL)

FULL MARKS-30

There are five sets of questions on English Language Education. The answers of each question against Sl. NO. 1 should be written within 500 words. The full marks of each such answer is: 16. A teacher trainee is required to write only one such answer of 16 marks. The remaining two questions at Sl. Nos.2 & 3 in each set are to be answered in 250 words each. The maximum marks for each such answer is 07.

The Study centre-Coordinators and the Counsellors on this paper/course will sit together to distribute such five sets of assignment papers among the teacher trainees at random.

SET-1

1. The syllabi on English Language (2013) at the elementary level (up to Class-VIII) in West Bengal lay emphasis on three things.— What are they? Write a paragraph on each of these three things. Critically observe a class-room in your school and comment on the existence/nonexistence of these things. What are your suggestions for improvement?

2. From which session was English removed from the Primary classes? From which class is it taught now? Why is the study of English important in India?

3. Why is English called a 'non-phonetic' language? How many vowel sounds are there? Transcribe, using phonetic symbols 'go', 'come' 'begin'. 'ask'.

SET-2

1. 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.

2.What do you mean by Continuous and comprehensive Evaluation? Why is it called continuous and comprehensive?

3. 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.

SET-3

1. 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.

2. What do you understand by bilingualism as a teaching technique for English Language Teaching? What are its merits and demerits?

3. 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.

SET-4

1. 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.

2.What do you understand by evaluation? Should there be written evaluation of L2 till class-II? Justify your answer. What can be an alternative for written evaluation till class-II?

3. What should be your contructivistic approach as a teacher while dealing with a lesson on naming words for class-II? Prepare an interactive presentation stage on the given topic.

SET-5

1. 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.

2. Can pronunciation be taught? Justify your answer. How, then, can a teacher improve the pronunciation of the children in his or her school?

3. Briefly tell us the views as given in the N C F regarding the study of English as a Second Language in Indian Schools.

BIBLIOGRAPHY

Name of the book	Author	Publisher
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2. English Language Teaching Approaches, Methods, Techniques	Geetha Nagraj	Orient Blackswan
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
9. Continuous and Comprehensive Evaluation Teachers' Handbook for Primary Stage	S. Rajput, SKS Goutam, A.D. Tewari, S. Kumar, K. Chandrasekhar	NCERT
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11. National Curriculum Framework 2005	NCERT	NCERT
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13. Approach Paper of the Expert Committee on School Curriculum & Syllabi November, 2011	Expert Committee on West Bengal School Education	Govt of West Bengal
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In addition to these books, several course-books studied and lectures, seminars and workshops attended as a participant 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.

Even some popular and authentic web-materials in the web magazines had also been studied by the developer of this module.

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.