Chapter I

English Language

Learning and Teaching

Chapter 1

Language Learning and Teaching

1.1 Introduction

English has established itself as the language of global communication. It is the language of empowerment. The reasons for the arrival of English as a genuine world language in the twentieth century is the growth in number of countries wanting to talk to each other, for political, commercial, or cultural reasons. Other global trends in the use of English, in domains such as air transportation, advertising, science, technology, and broadcasting, have been repeatedly dominated. It is possible to assert with confidence that every major twentieth century cultural trend was either initiated in an English-speaking country or quickly facilitated by one. The result has been a global spread for English.

The most popular phrase in language teaching today seems to be 'Communication Skills.' Teachers are eager to enable their learners to acquire effective communication skills. School Managers, on the other hand, organize programmes to
improve the communication skills of their teachers. Students are trying to acquire good communication skills. Parents are also ambitious to make their children fluent at English.

Being a multilingual country, Indian students have to study minimum three language i.e. mother tongue, second language and third language. Social atmosphere is in the favour of mother tongue development, but what about the second and the third language. There are number of languages that a child must study. Proper importance should be given to each language that the child is initiated into the learning. The second or the third language-language earning students have to face many difficulties.

Sharma Kadambari and Tuteja Tripat say,

"Every bone and fibre of your being is affected in some way as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language" \(^{(1)}\)

No one can tell how to teach and learn the second or the third language because it is not an easy task. This teaching-
learning infinite a number of variables so the academic courses in these languages are usually found in pitiful conditions. The researcher introduced his study in "Teaching English for standards V to VII" because he has been teaching English for these standards since 1990. He faced several problems during the teaching. The students from these standards were not responding him as per the expectations of the curriculum bureau so he determined to go through this language teaching and learning process. Edward Sapir, Hall, Block and Trager, Noam Chomsky and Darbyshire provided him inspirations from their books of linguistic analysis. Especially the researcher would like to quote the following words by Noam Chomsky.

"There would be seen to be at least three reasons why research into children's acquisition of language is important.
1. It is interesting in its own right.
2. The result of studies in language acquisition may throw light on variety of educational and medical problems. E.g. aphasia, speech-retardation and cognitive development.
3. Since the study of language acquisition may conform or disconfirm the universal categories postulated by linguistic theories with an explicitly mentalism basis, it is clear that phenomena of language acquisition are relevant to development of linguistic theory."
1.2 What is language?

It is too hard to define the term 'Language'. Linguists and philologists have been trying for centuries to define the term, but no one could give an extended definition. Linguists define language in their own ways.

Salim B. says,

"The question 'what is language?' is comparable with what is life? Everybody knows what life is, but cannot present a satisfactory definition of life. The same is the case with language. The term 'Language' can be understood better in terms of its characteristics."

If we pursued some of the definitions seriously by the linguists, we could understand that these definitions are reasonably coherent synopsis of current understanding of just what they are trying to study.

Man stores whatever he saw, listened, and thinks over it. Whenever he finds time, he tells others whatever he had seen and listened. In the course of routine life, he has to express his desire, aspiration, needs and volition to others, the system, which he used for it, is called language.
Edward Sapir writes,

"Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbol."(4)

Sapir has quoted one of the most characteristics of language that exists in humankind. Where there is man there is a language, means language is human. Only humans possess language. Animals do have a communicative system but it is not a developed system. Several encyclopaedias, dictionaries and introductory textbooks provide us with the definitions of the term 'language'. According to Oxford Learner's Advanced Dictionary, language is a 'System of sound, words, patterns etc. used by humans to communicate thoughts and feelings."(5)

Collins Co build's Essential English Dictionary defines language as

i) "A system of communication, which consists of a set of sound and written symbols which are used by people of a particular country for talking or writing.

ii) Language is the ability to use words in order to communicate. Human beings have this ability but animals do not"(6)
The new Encyclopaedia Britannica says,

'A language that is precise, free of ambiguity, and clear in structure, on the mode of symbolic logic (as contrasted with ordinary language) which is vague, misleading and sometimes contradictory.'

All these definitions help us to understand about the term 'Language.'

1.3 Characteristics of Language

The significant characteristics of the language are capsulated in above given definitions; some of them are given here.

1. Language exists humankind, where there is man there is a language.

2. Language is a system of systems.

3. Language is a set of arbitrary symbols.

4. These symbols are vocal, but may also be visual.

5. Language is a vehicle of that particular culture.

6. Language is used for communications.

7. Language is a store of knowledge, mean of transfer it to the next generation and yokes the present, past and the future together.
8. There is the same way of acquiring language by the people around the world.

9. Language presents everywhere in all activities.

10. Language is changing, growing everyday, and new words continue to be added.

11. Human language is a more structurally complex than animal communication.

12. Language is a symbol of system.

13. Language is a form of social behaviour.

14. Language has to be learnt. This is possible only in society.

1.4 Theories of Languages Learning

Language does not pass from a parent to a child. In this sense, it is non-instinctive. A child has to learn language. He/she learns the language of society where he is placed in. Language acquisition is a process by which a child acquires its mother tongue. In the process, a child listens some sounds, which are produced in his family. It stores those sounds. The accumulation of sounds occurs naturally. After the maturation of vocal cords in the larynx, these sounds come out. There is no
sequence in their out-throw. There is no meaning. There is only sound. However, it is a preparation of speaking. Therefore, first listening and then speaking is a natural sequence of language learning. Mother tongue or the first language is learnt through this sequence. It is the natural sequence of language development. That facilitates the learner in his mother tongue development. Nevertheless, in Language-2, Language-3 and foreign language learning process, we cannot provide the learner with these circumstances which a child could receive in his mother tongue or Language-1 acquisition process.

Many investigators have studied the development of speech in children. Some psychologists and linguists say language learning is a framework of behaviourism, while others say it is a cognitive process. The serious linguistic investigation of acquisition dates mainly from the 1940s by the Roman linguist, Roman Jakobson. The psychologists Pavlov, Thorndike, Kohler, B.F.Skinner, Bandura, Robert Gagne, Benjamin Blume, John Carroll, K. Levin, David Asbel, and Jerome Brunner put their theories of learning. These theories are very helpful for language learning and teaching process. 1.2,
L3 and foreign language learners of different ages have different characteristics and access to different conditions for learning, so it is very needful to think about these theories. There are two types of learning theories

1. Behaviourism
2. Cognitism.

(a) Behaviourism

Human beings remain dependent upon parents and other social institutions like school and community to acquire language skills. 'According to the psychologists of the behaviourist school, the language learning process can be defined in terms of conditioning. They argue that the teaching of language skills is essentially a process of habit formation.'


The behaviourist considers learning is the eliciting of correct response to a given stimulus. The language teacher
provides the stimulus and expects a response from the student. The 'stimulus' may be verbal or internal. He uses pattern-practice of sounds, words and sentences extensively. These exercises provide controlled stimuli and draw out particular response. The behaviourists believe in immediate reinforcement of correct response. At first the students may be doing no more than imitate what the teacher was saying, at this juncture, 'practice' is a very important tool. Behavioural psychology explains language learning is a sequence of stimulus - response - reinforcement.

(b) Cognitive variation in language learning

Behaviourism interprets that language is a form of confided, observable, measurable, patterned and social behaviour. Nevertheless, language learning is a complex task. It involves many types of learning. Cognitivist believes there is something, which mediates between the stimulus and the response, that is the cognitive element. A language learner does not behave in a mechanical manner. David Asubel compares the two theories, in his words, 'In setting forth what is generally
regarded as the definitive neo-behaviourist statement regarding the nature of the meaning.¹⁹

Osgood criticizes the view of cognitive theorists as 'mentalist' and as reflective of dualistic position with respect to the mind-body problem. He then implies that,

'Simply by virtue of being open to such characterization the cognitive interpretation of meaning is rendered theoretically untenable. Actually, in my opinion the mind-body problem is at most tangentially relevant to the main points at issue between cognitive and behavioural theories, and the term mentalistic, although used opprobriously, does not detract any way from the theoretically cogency of the cognitive positions unless one assumes in advance the axiomatic validity of the behaviouristic point of view in psychology.'¹⁰

Cognitism is related with mind and brain. B.Salim defines the cognitive approach; he quoted the following definition in his early book. He states,

"Today most psychologists, philosophers and linguists are preferably happy to invoke invisible things like minds and purposes and even to make mind itself the object of study. This approach is called mentalism."¹¹

Chomsky attacked the notion that language responses are under the control of external stimuli. He says,
"The most striking aspect of linguistic competence is what we may call the 'creativity of language' that is speakers although they bear not physical resemblance to sentences which are familiar." \(^{(12)}\)

Gange identified eight types of learning like signal learning, stimulus-response learning, chaining, verbal association, multiple discrimination, concept learning, principle learning and problem solving.

Since last few decades many research work has been done upon the two disciplines namely the behaviouristic approach and cognitive approach. Over these years, these two fields have influenced each other. The following table will summarize the linguistic psychological parallels. \(^{(13)}\)

<table>
<thead>
<tr>
<th>School of Psychology</th>
<th>School of Linguistics</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviouristic</td>
<td>Structural Descriptive</td>
<td>Repetition-reinforcement stimulus response learning, conditioning observable, response empiricism performance Scientific method Surface structure Description - &quot;What&quot;</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Generative Transformational</td>
<td>Analysis and insight acquisition, innateness, state of consciousness Rationalism Process Competence, deep structure explain - &quot;Why&quot; Mentalism, intuition</td>
</tr>
</tbody>
</table>
It is the fact that behavioural theories have influenced foreign language teaching and the cognitive theories are useful for mother tongue or first language development. Language teacher does not feel complete to adopt either behaviourism or cognitism. Foreign language can be considered a matter of nature and rear. The language teacher cannot ignore both theories.

1.5 Historical Perspective of English

English is world's most widely spoken language estimating the number of speakers of a language is very complicated thing. "One person out of every four on the earth can be reached through English."(14) According to Yvan Putseys, 1,400 millions people(15) around the world are using English as an official language. English language spread her net all over the world because the Englishmen wandered all over the world in the purpose of trade. They captured the market of various countries around the world; soon they became the ruler of southeastern Asian and African countries. English was the
language of the ruler. So all the colonies obliged to learn the language of their masters,

"As far as English is concerned there are four kinds of speakers.

1. Native speakers of English as an official language mainly to be found in the United Kingdom, Ireland, Australia, New Zealand, South Africa, the Caribbean, Canada, and the United States.


3. Native speakers of English in countries where it is not an official language: British, American, Canadian, Australian passport holders' e.g. Germany, the Philippines, France etc.

4. Non-native speakers of English as non-official language: Speakers of this type may use English as a link language or lingua-franca."(16)

Yardi V.V. illustrated the major languages around the world in the following chart. This chart shows how the world's languages are developed since their origin. This chart is given below. It helps to understand the origin of English language.
Indo-European (Languages)

Eastern American Greek Albanian Italic Balto Primitive Celtic
(Sanskrit)

languages of India

Classical Greek

Latin

Modern Greek

French Italian Spanish Portuguese Rumanian

Bulgarian Serbian Czech Russian Polish

Gothic Scandinavian West Germanic

Swedish Danish and Norwegian Icelandic

Old high German old low German Anglo Saxon

German Dutch Middle English

Modern English

Welsh Irish Scots Gaelic Gallic Manx (Spoken in Ancient Gaul)
1.5.1 The Position of English before Independence.

Vasco-digamma reached at Calicut harbour, the Europeans found a new treasury and a unique land for trade and market. French, Dutch, Portuguese and English people invented Indian Kingdoms but later, the East India Company captured all the states and started its government all over the country. There was variety in Indian peoples lifestyle, culture, costumes and language. So East India Company Government had to face many difficulties during the administration, especially about the language of instructions. In the purpose of uniformity, the East India Company Government used English language as a medium of instructions. There were a few schools in India at that time. The literacy was less. The East India Company accepted the responsibility of education for Indians during A.D.1813 to 1853.

C.Pal Verghese says,”

"The first three decades of the nineteenth century marked the beginning of English education in Indian, but it was a period of slow incubation. However, the study of English strengthened in the years that Macaulay's Minute on Education in India..." \(^{(18)}\)
Lord Macaulay landed in India on June 10, 1834 as a law member of Governor General's Executive Council. In the capacity of the law member, he gave his legal opinion on education policy for the entire country and medium of instruction in Indian schools. He recommended English as medium of instruction.

He wrote,

"All parties seem to be agree on point, that the dialects commonly spoken among the natives of this part of India contain neither literary nor scientific information and are moreover so---". (19)

Lord William Bentinck was Governor General. He accepted Mecualay's Minute on March 7, 1835. In his opinion, adoption of English as a medium of education was itself an important reform. In this way, English entered the Indian education system. Lord Mecualay's view was pessimistic about Indian vernaculars.

After Macualay's Minute, Filtration theory, Wood's Dispatch (1854), First Indian Education Commission or Hunter Commission (1832), Carson's Education Policy and Indian University Commission (1902), Gokhale's Resolution on Indian
Education (1911 and 1912), Calcutta University or Sadler Commission (1917-1919), Hortog Committee Report on Education (1929), Abbot and Wood Report on education (1937), Wardha Scheme of Education or Basic education (1937) Post-War Education scheme or Sargent report on education (1944) are the important documents about the history of Indian Education before independence. It is very necessary to review Wood's Dispatch (1854), Hartag Committee Report (1929) and Abbott & Wood Report on education (1947).

**Wood's Education Dispatch**

For renewal of the East Indian Company's charter in 1913 and 1833, a committee of the House of Commons held an inquiry into educational developments in India. Charles Wood was the president of that committee. This committee had written a long document, debt with several questions and prepared a dispatch. The dispatch explains how it became necessary in the beginning to use English as a medium of instructions,

'Owing to want of translations or adaptations of European works in the vernacular language of India to the very imperfect shape in which European knowledge is to be found in any works in the learned language of the East......"^{20}"
The Hartog committee report says,

'Although the use of English language continued to occupy a very important place not only in social life but also in the field of education as a whole.'\(^{(21)}\)

Abbott and Wood's report on education views that average students should devote less attention to the study of English prose and poetry. Arrangement should be made for those boys who want to pursue more advanced English language studies. English should be made domestic for the Indian students. At middle school level English should be a compulsory language for all the -- pupils in these schools. The committee thought,

"It was not at all healthy to lay too much emphasis on the teaching of English. Concerning the rural middle schools the children were taught English, emphasis should not be lead on the linguistic studies."\(^{(22)}\)

All this led to the growth of a number of schools teaching English. Indian political leaders, educationists and social reformers took more interest in English education and in this way English became useful and popular language and pushed the Indian vernaculars into background.
1.5.2 The Position of English after Independence.

India became free from the Englishmen's rule but English language succeeded to retain its position, which was offered by the British government. After independence, Moulana Abdul Kalam Azad took over the education ministry in the interim Jawaharlal Nehru government. At his press conference, he announced the new policy of Government,

"It was never my intention to suggest that there should be any falling in the standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system in India------- English has today became one of the major languages of the world, and Indians can neglect its study at the risk of loss themselves." (42)

C. Rajagopalachrya, Rovindranath Tagore, Sri Aurobindo, Mahatma Gandhi, Pandit Jawaharlal Nehru and many other well known people who worked to make India free from British people, they never hated English language but they synthesized the western thoughts and eastern thoughts with the help of English. Even the University Education Commission (1948-49), which was appointed by the government of Indian in the leadership of Dr. S Radhakrishnan, quoted the importance of English in education as follow:
"The practical solution of this problem lies adopting International or English technical and scientific terminology when we suggest this we do not intend that borrowing should be done indiscriminately. We are aware that there are terms that are strictly technical, that is, they have just one meaning indicate one object or action or process."^{49}

It further says,

"Now it is time that the English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gift of the English language and literature to India."^{50}

Dr. A. Lakshimanswami Mudaliar, Chairman of Secondary Education Commission (1952) proposed that Hindi should be a compulsory subject for study in the school and expressed a positive view about English he says,

"During the middle school stage, every child should be taught to eat two languages. English and Hindi should be taught at the end of the junior basic stage, subject to principle that no two languages should be introduced in the same year."^{50}

D.S. Kothari, the Chairman of Education Commission (1964-1966) suggested his college students during his teaching that university students should be required to attempt at least one third of their papers in English and emphasized the importance of English and held the view in his commissions report. He had admired English language and recommended,
English will continue to enjoy a high status to long as it remains the principal medium of education at the university stage, and the language of administration at the centre and many of the states. The commission writes about the use of English of higher primary stage that English will probably be the second language but a large proportion of the pupil's in non-Hindi areas may also opt for Hindi. English as second language may study the official language of Union if it so desire.  

Government of India announced the New Education Policy 1986. This policy recommended the three-language formula in school education. This policy focused on the current position of global situation. The teaching of languages other than the mother tongue was expected to begin form Std. VI. Maharashtra State however, continued with its policy of introducing English from standard V.

1.6 English as a third language.

English is generally known to be the world's most important language. It is either a language that could find all the forms that at present taught all over the world as first, second or foreign language. The people from Great Britain, United States of America, Canada, Australia etc. learn it as first language. In
countries like India, Singapore, Malaysia, Nigeria, Hong Kong, Philippines etc, it is taught as second language. It is taught in France, Sweden, Indonesia, China, and Japan etc as a foreign language. Of course, English has now becomes the most useful language. No doubt English is playing a role of world's lingua franca.

1.6.1 Types of Languages.

Paliwal A.K. Linguistically quoted languages can be of the following types

L1 - mother tongue.
L2 - second language.
L3 - third language
FL - foreign language.
DL - dead language
ML - modern language.

(a) Mother tongue (L1)

L1 is the mother tongue of the child. It is the first language and is essentially the language-spoken and/ or used by the mother of the child.
(b) Second language (L₂)

A second language may be defined as the language of which a child or person learns consciously after or with mother tongue.

(c) Third language (L₃)

A third language is the language, which a child/person learns after having learnt the first language and the second language. A child learns a third language out of either need or compulsion or pleasure. In multi-lingual country at school, for it is on the prescribed course.(28)

English as a foreign language refers to a situation. It is for specific purpose, e.g. reading scientific task, translation and communication at levels and for certain purposes. English as a second language refers to a situation where English is used mostly for administration and educational purpose as well as link language.

In India, the National Policy on education 1968 elaborated the language formula, which has to implement in our country. The National Policy on Education, 1986 has reiterated in respect of the formula. Both the policies on education
emphasized the adoption of regional languages as the media of Instruction.

The National Policies 1968 and 1986 have given more weightage to implement the 'Three language formula' in respect of improvement in the linguistic competencies of students at different stages of education, provision of facilities for the study of English is provided. Even after announcement of three-language formula in our country, English was a second language. However, it is now in the process of acquiring the status of compulsory third language. Yardi V.V. gives the evidence; he quoted the clarification of the Union Education Minister Mr. Nurul Hussan. He delivered his speech before the Parliamentary Consultative Committee for his ministry on August 4, 1976 and published it in the Times of India on August 5, 1976 the minister says,

"The Union Education Ministry has made it clear, in a circular to state governments that passing the English examination is not a must for promotion from class X although English would have to be a subject of compulsory study from class VI to X in all schools." (29)
There appears to be an irreversible relationship between proficiency in English and earnings in the new world order of globalization. The government of India is trying that Hindi could be the lingua franca of our country. Efforts are being made by the government agencies. Afterwards, it seems English is winning and Hindi is loosing out. Recently, the external Affairs Minister Mr. Jaswant Singh commented the current position of Hindi, which was reported in Hindustan times, December 26, 2001. He says,

"We cannot expect others to bail out Hindi. We should do something about increasing the sex appeal Hindi--------Hindi has been roaming around as an orphan. We need to give it greater self-respect. Only then, Hindi will rule the world---------such a big Hindi speaking population and Hindi still nowhere. That is big lacuna."\(^{(30)}\)

In the earlier period the preference for English over the mother tongue, be it Hindi or any other language is continually imitated in debates on language choice.

**1.6.2 The three language formula**

The Central Advisory Board of Education in 1956 examined at length the complex problem of teaching of the languages in the relation to the needs of the country and
requirements of the constitution. It devised a formula known as the 'Three Language Formula' which was somewhat simplified and approved the conference of Chief Ministers held in 1961. It was expected that in due course of time Hindi should become the lingua franca of our country. English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage. It was also strengthen the regional languages.

"The three-language formula included the following main deficiencies.

1. The mother tongue or the regional language.
2. The official language of union or the associate official language of the union so long as it exits.
3. A modern Indian or foreign language not covered under 1. and 2. In addition, other than that used the medium of instructions."\(^{(31)}\)

In Maharashtra, the state government has decided

First language  -  Marathi
Second language -  Hindi
Third language  -  English

All Marathi medium higher primary schools in Maharashtra are implementing the three-language formula as above manner.
1.7 Objectives of Teaching English.

For successful teaching, the teacher should have a clear idea of the aims and objectives of teaching that subject. It is necessary that the English teacher should be well known with the objectives of teaching English at his teaching standards level i.e. primary school level, upper primary school level, secondary school level etc. According to B.S. Bloom's taxonomy of educational objectives, there are three domains, which are follows.\(^{(32)}\)

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Affective Domain</th>
<th>Psycho-motor Domain</th>
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</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Exposition</td>
<td>Impulsion</td>
</tr>
<tr>
<td>Understanding</td>
<td>Receiving</td>
<td>Imitation</td>
</tr>
<tr>
<td>Application</td>
<td>Responding</td>
<td>Manipulation</td>
</tr>
<tr>
<td>Analysis</td>
<td>Valuing</td>
<td>Precision/control</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Organization</td>
<td>Co-ordination/Articulation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Characterization</td>
<td>Naturalization/Habit Formation</td>
</tr>
</tbody>
</table>
The content subject like science, social studies, commerce etc. deal with cognition but as per as English is concerned speaking and reading come under cognitive domain, poetry and aesthetics fall into affective domain and language skill come under psycho-motor domain.

English is a language and language is a skill. A skill may be called the ability to do something. English has included a variety of skills to teach. The pupil knows language if he has mastered its basic speech, grammatical patterns and essential vocabulary through the basic live skills i.e. listening, speaking, reading, writing and talking or conversation. These objectives when reached in practice through various teaching techniques definitely bring out certain desirable changes that can be easily noticed in the behaviour of pupils.

1.8 General Objectives of teaching English at Std. V to VIII level

Maharashtra State Bureau of Textbook production and curriculum research, Pune has prepared a textbook series for standards V, VI, VII and VIII. These standards called upper primary level. The name of the text is 'Learning English'. The
textbook bureau has launched this new series of books for English as a third language 'Learning English' for standards V to VIII based on the syllabus approved by state Government. The general objectives and their specifications of these upper primary level English books are given below.\(^33\)

1. **The ability to understand English when it is spoken**

   (The skill of listening)

   The learner

   - Understands simple statements, questions, and commands.
   - Follows directions given orally.
   - Follows simple narrations or descriptions.
   - Maintains his/her listening attention for a reasonable length of time.
   - Listens to English programmes on radio and watches programmes on television.

2. **The ability to speak intelligibly (The skill of speaking)**

   - Speaks intelligibly while making statements, asking questions, giving instructions, reporting events.
- Narrates simple experiences and series of events within the range of his/her linguistic ability
- Converses in familiar social situations.
- Uses polite expressions in appropriate contexts.

3. **The ability to read English intelligently and imaginatively (The skill of reading-aloud and silent)**
   - Develops correct reading habits.
   - Grasps meaning of words and sentences from the context.
   - Understands notices and written instructions.
   - Follows sequences of ideas and facts.
   - Forms the habit of reading for pleasure and information

4. **The ability to write correctly (The skill of writing)**
   - Writes neatly and legibly with correct spelling and reasonable speed.
   - Uses appropriate vocabulary and constructs sentences correctly.
   - Writes paragraphs, letters, simple narrative piece.
   - Writes accurate description of people, places and things.
1.9 Methodology of Teaching English.

Before our independence, teaching of English in India was carrying on with different aims. Lord Macaulay in his Minute of 1835, said,

"At present we should create such group of people who may work as a mediator between us and the common people; a class of persons, Indians in blood and colour, but English tastes in opinions, in morals and in intellect." (34)

However, after the attainment of independence the aims and objectives which guided the framers of syllabus in past, have undergone radical changes. The main purpose of teaching English is to enable the students to have a practical command over the spoken and written sources of the languages. The shift of emphasis demands new methods, techniques and approaches of teaching English. It requires a fresh outlook and attitude for teaching English in out schools.

1.9.1 Methods.

The dictionary definition of the word 'Method is a way of doing things.' (35) Whatever we do, we do it in a particular way so that we achieve the desired result. Due to changing form and
status of English, many methods have been adopted to teach this language. Method is an overall plan based on some approaches. Anthony says,

'Method is an overall plan for the orderly presentation of language material, no part of which contracts and all which is based upon the selected approach.'

There are various methods of teaching English. Grammar and Translation method, direct method and new method are the major methods of teaching English.

(a) Grammar and Translation Method

This English teaching method was the offspring of German scholarship. This method is also called classical method. In this method, the English teacher translates each and every word, phrase and sentence of English passages into mother tongue of pupils. This is the oldest method of teaching English in our country. In this method, more importance has given to the content. The leading exponents of this method are John Seiden Sticker, Karl Plotz, H.S. Ollen and John Medinger.

In this method, the linguistic material is graded on a grammatical plan. This method is based on the following basic principles.
a. Foreign phraseology can be best interpreted and understood, when it is translated.
b. This kind of interpretation and understanding helps assimilation of phraseology.
c. The structure of foreign languages, is best learned when it is compared and contrasted with the structure of the mother tongue.
d. In any language, word is the basic unit. Therefore understanding the meaning of words helps comprehension of sentence.\(^ {37} \)

The teacher tries to clear every word's meaning by translating them into mother tongue. Simultaneously he explains grammatical points and rules. First the rules are taught and language experiences given accordingly.

(b) **Direct Method.**

The method expected total exposure to English language avoiding the use of mother tongue students are given direct experience of using English in everyday situation. It is realized that the child should learn the foreign language in the same way in which he/she learns the mother tongue. A child learns his mother tongue in a natural environment where the learner experiences what he learns. More stress is laid on listening and speaking English. It emphasizes the establishment of a direct
bond between word and idea. Oral aspect of teaching English is emphasized. Less importance is given to mother tongue. The mother tongue is used only when the child does not get clear idea about a particular word or situation. It follows full sentences and not words. He completely ignores the translation. Vocabulary is used directly, difficult words; ideas are described in simple English. An English atmosphere is created in the classroom. The teacher can use sufficient teaching aids to clear the ideas and meanings of words.

(c) New Method

Dr. Michale West invented this method. He specially studied this English language learning process among the Indian students. He evaluated the direct method and concluded that none of the methods was satisfactory for the Indian students. He devised his own method. This method is known as 'New Method' of teaching English. This method lays more emphasis on the development of reading abilities and improvement of vocabulary. He believes that the bilingual child does not so much need to speak his second language but rather to read it. This method is based on the principle of priority of reading and
separate provision of readers with selected vocabulary and a judicious use of mother tongue. Dr. West believed that the pupils should be acquainted with the vocabulary commonly used by the writers and the ideal speaking vocabulary can be most easily learnt. He classified the words in two categories. The first category is of structural words and the other is of context words. The words that we talk with are called structural words. The content words are that we talk about. Generally, most context words are nouns. Dr. West recommended a minimum-speaking vocabulary of 1158 words, which are adequate for all ordinary subjects of conversation. He provided a series of Readers that contained interesting reading material with controlled vocabulary with effective illustration. He recommended functional grammar.

Above given all the English language teaching methods have some merits and demerits too. For the students of standards fifth to seventh in English, learning is concerned, it will have to consider that the method which helps the learner in achieving the objectives of the course is the best method.
1.9.2 Approach

Due to research in the field of language learning and teaching, various teaching methods and approach are adopted to teach English language. The changing form and status of English caused to born different types of learning and teaching styles. Language learning theories play vital role in teaching learning strategy.

'The practices in language teaching are based on the theories concerning the nature of language and language learning. In addition, these theories are called the 'Approaches'. (38)

Palmer, Hornby, Edward Anthony, Richards, Rodgers, and other linguists studied about the English language teaching approaches. According To Edward Anthony,

'An approach is a set of co-relative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy an article of faith------something which one believes but cannot necessarily prove.' (39)

Approach serves the language teacher to keep his teaching learning process in proper way. There are various approaches of teaching English i.e. Structural approach,
Situational approach, Aural-oral approach, Communicative approach and Multi-skill approach.

(a) **Structural Approach**

   English language is performed with 275 linguistic items or structured items. Learning language means acquiring the mastery upon these all-linguistic items. The textbook bureau constructed the textbooks into taking consideration of these linguistic items. The structural approach is mainly concerned with what is to be taught. Any language consists 'words'. Language is only words and words. Words are very important in the language. We have to practice some words, which are useful in daily routine.

   The term 'structure' in this context is defined as an arrangement of words in a certain order. The linguists filtered the word basis of frequency, usefulness, teach ability and inter relationship. After selection of words then comes grading and sequencing with the help of graded structural words. Repetition or practice is the major device to implement this approach. Structural approach is the invention of British-council in Institute of Education, University of London and many other
institutions like English language Institute of the University of Michigan U.S.A.

Brewington defines this approach, in his words,

'Structural approach is a scientific study of the fundamental structures of English language, their analysis and logical arrangement.'

The structural approach is nothing but an attempt at improvement upon the direct method at the basic stage of English language learning. Oral work was always desirable from the students as well reading and writing must not be neglected.

(b) Situational Approach

We cannot learn the foreign language with meaningless, mechanical drilling. Proper situation is necessary for meaningful learning. Situational approach provides the facilities of natural way of language learning. There is not difference between mother tongue learning and foreign language learning process, so teacher should create useful situations in his classroom. English should be taught by forming a link between new words and real situation. The teacher should create proper
situations as per the demand of the language activity and should offer many opportunities to the students to associate the meaning of new words with corresponding situation. The teacher can create the situations with the help of,

(i) Gestures and actions,
(ii) Pictures,
(iii) Live demonstration,
(iv) Drawing sketches on the block board.

(c) Communicative approach

Language is a vehicle for the expressions of meanings, using functions and notions. The primary function of language is interaction and communication. Little Wood summarized the concept of communicative approach as below.

'A communicative approach considers language not only in the terms of its structures (grammar and vocabulary) but also in terms of the communicative functions that it performs."\(^6\)

Communicative approach focuses on the components of the communicative competence of the learner. In this approach, grammatical or linguistic competence is not restricted. Communicative language teaching is activity based. The students have to play roles, which are assigned by the teacher.
The teacher is a manager of the class and he creates situations that are likely to promote communication.

(d) Multi-skill Approach

There are two sorts of school subjects:

(a) Skill based subjects

(b) Content based subjects

English is a skill-based subject. This subject is different from content-based subjects like Psychology, Science, History etc. 'A skill is an ability to do the things with ease in a refined and polished manner." Listening or understanding, speaking, reading and writing are the four basic language skills. It is necessary to acquire mastery upon these skills while we are learning English language as a second or third language.

Pahuja N.P. stated his thoughts about Multi skill approach. He wrote,

'All the four be given equal importance and no skill be neglected however the emphasis to be laid on these skills may differ at various stages of teaching.

The first thing in language learning is speech and so much attention be paid to speech practice during the first 2-3 year of teaching a language and in higher class (latter 2-3 years of teaching) more attention be paid on writing.
However, even in higher classes due attention be paid to speech. To keep a balance in teaching English throughout the whole course its course content should be balanced and it should aim at the development of all four skills of the language. Thus we needed a multi skill approach.

It means when a child is learning English language the language learning should begin with the primary language skills i.e. listening and speaking. After that the secondary skills i.e. reading and writing should be stressed, as well as the balance among the development of all the four skills should be maintained, that is Multi skill approach.

1.10 Multi skill approach and the text Books of Std. V, VI & VII.

The textbooks of English for std. V, VI and VII are based on five language skills i.e. listening, speaking, reading, writing and conversation or talking. The course book of fifth standard consists 25 linguistic items, standard sixth is based on 35 linguistic items and standard seventh course book includes 40 linguistic items. These linguistic items are also referred as structures or structural items. These items are not to be treated as items for teaching grammar. In these course books, these
linguistic items are covered only for the development of language skills. It is not expected to focus the student's attention at the structural component.

Today's English teaching is examination oriented. The examinations are held in written manner. So the English teacher gives more attention to develop the reading and writing skills, listening, speaking and talking skills are neglected. Learning English language means acquiring mastery upon listening, speaking, reading, writing and talking skills. This is the natural way of language learning. Maharashtra State Bureau of Textbook Production and Curriculum Research also adopt this principle. The examination-oriented view of English teaching at std. V, VI and VII level is disturbing the motto of Maharashtra State Bureau of Textbook Production and Curriculum Research.

The same bureau stated its view regarding this point,

'Just as a person's photograph is not the person himself, the written variety of language is not the living language itself. Writing is only one of the ways of recording language. It is a very useful techniques/medium but not necessarily the most important one. Therefore, at the elementary level of language learning; it is not derivable to lay stress on reading and writing it. It would be more helpful if listening, speaking,
conversations are purposefully taught right from the beginning.\(^{(44)}\)

The bureau farther says,

"Standard V, VI and VII are the early stages of language learning so the emphasis is being laid on development of oral skills as well as graphic skills. It is not derivable to ignore any one of them. Balance in the development of all the five skills has to be maintained."\(^{(45)}\)

It is Multi-skill approach. The approach is recommended by Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune and the arrangement of units is made on this principle.\(^{(46)}\) The course books of these standards aim to develop all the skills of the language. The student's active participation is the most important factor in the teaching. The teaching must motivate the students for active participation. Practice should be given to every learner. Drilling is an important device for repetition of any language activity. The teacher can provide practice individually, in pairs, also into small groups. It is expected that teaching aids are compulsory thing during the classroom situation. It would be used as per the nature of the learning experience.
The textbooks of standards V and VI are consisted of twelve units. Each unit is divided into five parts namely,

Part 1: Let's listen
Part 2: Let's speak
Part 3: Let's read
Part 4: Let's write
Part 5: Let's talk.

In each part there are some language activities according to the language skills i.e., in the part-1, Let's listen, includes the activities offering opportunities of listening English language for the learner. 'Each activity is not an end in itself but just a beginning. The teacher should collect (or prepare) may more samples like the one given here, and use them in the classroom.'

Part - 1: Let's Listen

This part from the Course book of Std. V and VI is consisted with minimum one activity and maximum three activities. The nature of the listening activity is a description of an usual happening or event, a set of questions and answers related to a series of pictures, simple questions based on focal
part of the sentence, familiar stories etc. The objective of these kinds of exercises was to draw students' attention to the fact that usually the latter part of sentence contains new information. The title of the activities were 'Listen', 'Listen, do not speak' 'Pay attention to the Important words in a sentence', 'Listen and answer, 'Listen, tell some words you heard', 'Listen, do not repeat', Listen and act' 'Listen carefully and tell the story in your mother tongue' 'Listen and answer etc.

Part - 2: Let's Speak

The main aim of these kinds of activities was making the children speak with the help of a few familiar things. These activities are very easy to conduct and to form language habits. Practice of the aspects of spoken language like, sound system in English language, word stress, sentence stress and intonation should cultivate through the activities.

'Listen and repeat', 'Look at the picture and speak' 'Listen speak', 'Answer', 'Speak yourself', 'Look and answer', 'Listen Answer', 'Look listen and answer' were the title of the speaking skill activities. Rhymes and poems were also included in this section.
Part - 3: Let's Read

This part from every unit is designed to develop the student's English language reading ability. These parts begin with an interesting exercise. Students have to learn reading with the pictures of familiar things. The skill of reading begins with fifteen capital letters in the course book of std. V. Letter reading word reading sentence reading is the sequence of learning to read English. It is expected that the students can also name familiar objects by looking at their pictures.

The activities consisted in this parts are entitled as 'Listen, Read aloud first spelling then the word,' 'Read aloud', 'Read sentence from the table', 'Look at the picture and read the sentence'.

Part - 4: Let's Write

Writing is productive skill. The learning sequence of writing in English is adopted as 'letter-words-sentence'. In the beginning, stage only four-line notebooks should be used for written work. The text, which was used in 'Lets read', was usually repeated to develop the writing ability. This was made in keeping view the natural sequence of reading after writing.
'Copy letter/words from 'Let's read', 'Name the picture'
Write the first letter', 'Listen and write', 'Copy' 'Put the missing letter/word' 'complete the words read them aloud' 'Look, answer, and write', 'Write few sentences with the picture' etc. were the names of the writing skill activities.

**Part - 5: Let's Talk**

This is the age of globalisation. The people around the world are coming closer. Being a world language, only English language can help the people to exchange their thoughts and ideas. The emerging value of 'communicative role of English' is making our students to talk in English. It is the need or demand of time. 'Let's talk' parts deals with practical use of language in day-to-day transaction. This part focuses on use of activities like asking questions politely, giving appropriate and polite responses. Several activities are given in these parts. These activities are related with daily events in student's life. Most of conversations are between two persons the conversation pieces are very short, up to three four responses, 'Listen, Repeat and talk' technique is used mostly. The models of conversation are
to be used for regular practice in the classroom. 'Role paying' is the most useful technique to implement these kinds of talking skill activities.

The Course book of standards VII - Learning English contains six units. This textbook is also arranged on five language skills. There are three-sub parts under a particular unit. All the three sub parts are interdependent, linked and chained. These three sub parts are namely view-core-review. The core part helps to interlink between preview and review. The integrated development of language skills is expected. So there is not provision of providing isolated language skills.

1.11 Teaching Techniques

English is a foreign language for Indians. Foreign language learning is a process of mechanical habit formation. Correct responses forms habits. The mistakes are ignored at initial stage but drilling devices minimizes them. Language is verbal behaviour that is, the automatic production and comprehension of utterances and can be learnt by a learner. The English teacher can use the following techniques in his class at the beginning stage of language learning. These techniques help
the students to do proper exercises for habit formation and foreign language can learn in easy manner.

Teaching techniques are as below.

1) Listen and act

Individual practice       group practice

2) Listen and say

3) Look and say

4) Look and draw

5) Listen and tell.

6) Say and act

7) Look, listen and say.

8) Find the similarities.

9) Find the odd man out

10) Find

11) Listen and tell in brief

12) Look and say

Words/letters     phrases     sentences     passages
13) Listen and write

Word Group of sentences some sentences (at a time)
Words

14) Read aloud after the teacher

Individual Group Chorus

15) Read aloud

16) Silent reading

17) Look and copy

18) Role playing

19) Work in pairs

20) Group work

(These twenty techniques are taken from 'English subject curriculum std I, M.S.C.E.R.T. Pune, Publisher, More B.A., First Edition, 2000, page 20.)

1.11 Teaching English for standards V to VII in Maharashtra State

British empires left India in 1947. At that time, today's Maharashtra state was one of the components of Bombay state. The Bombay state was formed with below given regions
a. Area of the old Bombay state
b. Marathwada
c. Vidarbha
d. Saurashtra
e. Kutch

There were many controversial issues presented in the educational system of Bombay State. One of the most controversial issues refers to the teaching of English at primary school stage. Though there were many controversies, it would be found that there was a uniformity of practice in three important matters.

1 English was not taught at the lower primary (Std. I to IV) stage in any part of the state.

2 English was taught as a compulsory subject from standards VIII onwards in every part of the state.

3 English was not used as medium of instructions.

In spite of the above given similarities there were great differences regarding to the teaching of English at the middle school stage i.e. standard V to VII.
a. In the area of the old Bombay state English was not taught at all at the std. V to VII level.

b. In Marathwada, English was taught compulsorily at std. V to VII stage.

c. In Vidarbha, English was a compulsory subject in standards V to VII but in practice, it was left option to standards to choose or not English as one of subject of their studies.

d. In Saurashtra area the permission was given to teach English as an optional subject in class VII but the position was exactly similar to the positions of the area of old Bombay state.

e. In Kutch area, English was taught in the class VII of boys' schools but not in the class VII of girls' schools, with this exceptions the positions was exactly similar to the position of this subject in Bombay state.

Until 1960s, English was taught through classical approach with its emphasis on grammar and translation. Prose and poetries were consisted in the syllabi. Maharashtra State came into existence on 1 May 1960. The government of
Maharashtra revised the policy of teaching English at the middle school stage. In June 1960, English subject was permitted as an optional subject at standards V to VII level, and new Readers (textbooks) were prepared. However, this English subject was chosen by many more of the schools all over the state, so the state government started English subject as a compulsory subject at the standards V to VII stage in 1970 and structural syllabus was adopted. It has consisted with grammatical items, and vocabulary lists. The objectives of the syllabi talked about the development of basic language skills. English language was taught through situational presentation. A great deal of controlled practice, using techniques such as the substitution table and choral repetition was emphasized. The examinations were held on memorized structural items, taught by the teacher in the classroom. The success in these examinations depended on the ability of recalling the structural items and passage from the textbooks.

As the consequence, the students seemed to learn the structural items and vocabulary but they could not able to express thoughts and ideas. It means the syllabus could develop
the reading and writing skill but it could not develop the listening, speaking and talking skills. Although the students possess dense vocabulary and they new the rules of grammar, they could not implement them in day-to-day life. The students could not extend their English subject knowledge beyond the textbook frame.

The government of India adopted the New Education Policy 1986. This policy recommended the child-centred education. The commission also focused on new global economic revolution, multi-national companies and English as a mean of communication around the world. Against this background, the Maharashtra state government reviewed the curriculum of all the subjects. Regarding to this English subject Maharashtra State Council of Educational Research and Training says,

"For the first time after independence a National Policy on Education has been formulated prescribing a uniform course of studies in all the studies in the country. Teaching of English at different levels of education has an important role to play. English like other language fulfils the functional (communicative) literary (aesthetic) and cultural (integrative) needs of the learner."
English is a window on the world. It is a language in which the latest scientific and technological knowledge and information are available. It primarily serves as a Library Language. As an associate official language of the country and as an international link language, it has important functions to perform in our education system. In the state of Maharashtra English should be introduced in the fifth standards as a third language. By the time the student completes secondary education would have studied it at least to 6 years.  

Maharashtra State Bureau of Textbook Production and Curriculum Research launched the series of textbooks for English as a third language. These books are called 'Learning English' for standard V, VI and VIII. These books are based on syllabus approved by state Government. The books were being published since the academic year 1993-94. The books are activity oriented and skill based.

The recent development in teaching English in Maharashtra is the state Government decided to teach English from the first standard. The new syllabus is designed. This historical decision has a great significance in teaching of English.
1.13 Specific Objectives of Teaching English.

English teacher should fully aware with the objectives of teaching of his subject. It helps him to make his language teaching more effective and systematic. If the English teacher is unknown with the expected learning outcomes of every language activity, he would not implement the language activities in fruitful manner. Specific objectives help the teacher to good planning of his classroom behaviour as well as to improve his work and to make it effective. The specifications of objectives serve the English teacher to understand what kinds of behavioural changes are expected from this course book. They guide the teacher in organizing the learning situations to achieve the specific learning outcomes. They also help the English teacher to plan the evaluation process.

The present research is related with English teaching of standards V to VII. Keeping in view the importance of the specific objectives of each standard, standard wise specific objectives of teaching English are mentioned below. The specific objectives of std. V are quoted from Teacher's Handbook, Third language: English, Learning English, Standard
V, Page No. 9 to 11. The specific objective of English std. VI and VII are quoted from 'Prathamik Shikshan Abbyaskram std. VI to VIII, Page No. 101, 102, 105, 106, 110, 111.

1.13.1 Objectives and their Specifications Standard V

1. The skill of listening.

   The student:

   ▶ Gets used to the sound of English. (Listening to radio, TV, recorder, gramophone etc.)

   ▶ Pays attention to whatever is being said.

   ▶ Listens so as to be able to copy the sounds and stress in words.

   ▶ Distinguishes between simple intonation patterns. (Rise and fall)

   ▶ Understands simple statements.

   ▶ Follows commands/directions given orally.

   ▶ Enjoys listening to rhymes, songs and short poems

   ▶ Understands simple questions.

   ▶ Listens to a simple dialogue or story of about 50 to 100 works (e.g. Aesop's fables) either from word of mouth or
from a recording and understands the main points/central idea.

2. The skill of Reading

The student:

➢ Identifies capital and small letters.

➢ Reads aloud with and without supplementary picture cards.

➢ Recognizes a full stop or a question mark as a pause point.

➢ Reads aloud patterned sentences from the black board.

➢ Reads sentences from a substitution table in the textbook in a natural manner.

➢ Reads in chorus

3. The skill of speaking

The Student:

➢ Produces the different consonant and vowel sounds with special attention

a) Consonants: \( f, v, z, \theta, \phi \)

'\( f \)' as in 'fan', '\( v \)' as in 'van', '\( z \)' as in 'zero', '\( \theta \)' as in 'measure', '\( \phi \)' as in 'think' '\( \phi \)' as in 'that'.

b) Vowels: \( \chi, a, \iota, u \)

'\( \chi \)' as in 'bat', '\( a \)' as in 'about', '\( \iota \)' as in 'cut' '\( u \)' as in 'put' and the vowels in words such as fear, gate.
- Makes simple statements (be + complement)
- Talks about himself/herself, family, friends and familiar activities.

**Note**: Care should be taken to establish the listening and speaking skills before connecting spoken sounds with written letters and spoken words with words.

4. **The skill of Writing**

The student:

- Copies capital and small letters (in print script) on ruled paper (in four lines)
- Writes (a) numerals 1 to 50 in figures, (b) numerals 1 to 20 in words, (c) names of the days of the week, the months, colours, shapes, body part etc. (d) personal and family names.
- Spells Indian personal names.
- Completes the given in complete sentences.
- Writes simple sentences about family, school, a given picture etc.
- Punctuation: The student uses the following marks: full stop, question mark, capitalization.
5. The skill of Reproduction

➤ (a) Listen and say: The student says after the teacher: words, short expressions, short poems.

➤ (b) Look and write: The student copies from the blackboards or the book.

➤ (c) Look and say: The student reads or gives a word for an object.

➤ (d) Say from memory: The student recites from memory simple poems and songs.

➤ The student puts (nouns, adjectives) in a particular order, following a model.

Note: Translation from and to the mother tongue should not be introduced in this standard.

6. The skill of Conversation

The student

➤ Uses greetings and other phatic expressions.

➤ Uses polite expressions.

➤ Asks and answers simple questions about self and family.

➤ Introduces himself/herself and others.
Addresses others with appropriate terms of address and courtesy titles.

7. Miscellaneous skills

The student

➤ Makes use of a pictorial dictionary.

➤ Makes a list of words that can be made out of a given word
(e.g. ant, hat, etc. out of 'elephant')

1.13.2 Objectives and their Specifications Standard VI

1. The skill of Listening

The student

➤ Identifies words, phrases and sentences in normal conversational speed and guesses the meaning from the context.

➤ Listens carefully to a speech/passage being read aloud.

➤ Listens to simple stories/descriptions (up to 150 words) so as to be able to give the main points/present the events in the serial order etc afterwards.

➤ Listens to songs, stories and poems with enjoyment.

➤ Listens to a joke.
2. The skill of Reading

➢ Revision

   The student

➢ Reads words, phrases and simple sentences.

➢ Reads aloud commands and exclamations with proper sentences stress and sentences done.

➢ Reads aloud passages (up to 5 sentences) from the black board reads Roman numerals.

3. The skill of Speaking

   The student

➢ Produces the distinct sound of the English language.

➢ Says longer sound sequences as stress-groups.

➢ Uses simple intonation patterns.

➢ Answers questions with yes/no or short answers.

➢ Ask short questions with only wh-words or wh-words two or three words.

➢ Makes descriptive statements.

➢ Speaks 2-5 sentences about given topics.
4. The skill of writing

The student

➤ Writes neatly on one line.

➤ Writes short and long sentences.

➤ Writes answers.

➤ Fills in the blanks

➤ Forms questions

➤ Completes a sentence in as many ways as possible

➤ Writes short sentences.

(a) About an incident.

(b) News already hears or told.

(c) A story.

➤ Writes short compositions (3-6 sentences) about animals, friends, professions, school etc.

➤ Describes a given picture in 5-6 sentences.

➤ Writes numerals in figures and words (up to 100)

➤ Writes ordinals in figures and words (up to 20)

➤ Writes Roman numerals (I to X)

➤ Punctuation: Capitalization, comma, semi-colon, exclamation mark.
5. **The skills of Reproduction**

➢ Listen and say: The student says simple sentences. Poems after listening to than previously.

➢ Look and says: The student reads aloud short expressions

➢ The student revises orally the patterned sentences leant previously.

➢ The student says words/sentences when a clue is given.

➢ The student writes to dictation: words (handling difficult consonant sequences as in 'scrunch') compound words.

➢ The student translates from English to the mother tongue single sentences or sequences of 3-5 sentences

6. **The skill of Conversation**

The student

➢ Talks about everyday topics school, games, likes and dislikes, hobbies, pets etc.

➢ Discusses a picture in question/answer format (10-12 sentences)

➢ Talks to a stranger to give him the needed information (in a simulated situation)
7. **Miscellaneous Skills**

   The student

   - Rearranges a list of words alphabetically.
   - Reads a clock and tells the time.
   - Responds to riddles.
   - Makes use of a pictorial dictionary.

**1.13.3 Objectives and their Specification Standard VI**

1. **The skill of Listening**

   The student

   - Listens to songs, stories, short poems for pleasure and reacts to them.
   - Listens to short passages, stories or dialogues (about 200 words) so as to be able to answer simple questions.
   - Listens to simple descriptions and follows the central idea.
   - Listens to the news reads in Indian accent.

     (e.g. All India radio)

2. **The skill of Reading**

   The student

   - Reads aloud with proper pauses.
3. **The skill of Speaking.**

The student

- Reads aloud with proper intonations.
- Reads silently.

- Says monosyllabic, disyllabic and polysyllabic words with proper word-accent.
- Makes the accent-change in derivations.
- Speaks sentences with proper stress pattern.
- Answers wh-questions with a single word or phrase.
- Describes an object, incident etc. (5-10 sentences)

4. **The skill of Writing**

The student

- Writes neatly on one line.
- Write answers to the questions set on the lessons in the textbook.
- Writes short summaries of stories, passages and events.
- Writes simple conversations pieces.
- Writes simple letters (e.g. letter of thanks)
- Writes with emphasis on vocabulary selection (e.g. bright, clever, smart, effective etc, instead of 'good')
➤ Makes paragraph divisions

➤ Punctuation: Question marks, colon, dash, hyphen

5. The skill of Reproduction

➤ Listen and say: The student says complex and compound sentences after listening to them previously

The student

➤ Writes to dictation: simple sentences.

➤ Says from memory a short passage (about 5-10 sentences)

➤ Writes the key words from a short speech/passage read aloud.

➤ Gives a simple word for a phrase.

➤ Gives other words related to the key word of a semantic field.

➤ Reports and for re-narrates an event of changing the role or time (up to 100 words)

➤ Translates from English to mother tongue connected passage of descriptive or narrative content.

Note: Translation from the mother tongue to English should not be introduced in this standard.
6. **The skill of Conversation**

   **The student**

   ➢ Discusses a topic with the help of points.
   ➢ Construct a dialogue as a group activity and enact it.
   ➢ Discusses passage/stories/plays given in the text book

7. **Miscellaneous Skills.**

   **The student**

   ➢ Makes use of telephone.
   ➢ Tells riddles
   ➢ Tells a joke
   ➢ Makes use of an illustrated dictionary.
   ➢ Prepares his/her own glossary

1.14 **Linguistic Items**

   The course books of standards V to VII are written with the help of particular structural items or linguistic items. The linguistic items are scattered in the course book. The language structures are useful to express the language at different situations and contexts. The structural items included in the course books are selected with the criteria of frequency. The
mostly used language items are preferred. The language items in the syllabus are arranged in such a way that they form a chain. The first introduced language item facilitates the learning of next language item. The arrangement of these linguistic items is in sequential manner. The principle of gradation is considered.

The linguistic items included in the syllabus for all classes could be presented and practiced whenever the occasion arrives. All English teachers should be well acquainted with these items. They should acquire mastery upon the use of every linguistic item. Otherwise, he could not present that item effectively. He should practice these items with well context.

In the Primary School Curriculum - 1988 the language items are given in Part II. The standard wise list is given below. The list of linguistic items is quoted from the same book.

1.14.1 Linguistic Items Standard: V

Social manners: Hello, Good morning, Good evening, Good afternoon, etc. how do you do? How are you! Fine Thank you, Thanks, Sorry, Welcome etc.

Numerals to be taught incidentally: 1 to 50
1. **This/that is (name of person):** This is Mr. Ram Bapat. This is Mrs. Alka Bapat. This is Miss. Rohini Bapat. That is Ramesh.

2. **This/that is (indefinite articles)**
   a: This is a table
   an: That is an elephant.

3. **(Possessive Adjectives)**
   My/Your/his/her: Mandar is my friend. That is your hand. This is his bag. That is her pen.

4. **I am/you are:** I am Vasant. You are Nalini.

5. **He/She:** He is Prasad. She is Nanda.

6. **It (It's contracted form):** This is a book. It is my book (It's my book)

7. **Here/There:** Sharad is here. Lata is there.

8. **On/in (spetial):** My book is on this table. Your pen is in his bag.

9. **Definite Article 'the'**
   a) Unique in the situation: That is the sun.
   b) Back reference (for objects previously referred to: That is a book. That is a table. The book is on the table.)
17. **To/from:** Nirmala is going to the door. Nitin is coming from the past office. I am going from the table to the door.

18. **Me/you/him/her:** I am her, Chitra, come to me. Prakash, I am coming to you. Narendra is there, Naseem, go to him shalini is there. Vasant, go to her.

19. **Adjectives** (Attributive and Predicative use) (Colour, size, Quality): This is a red ribbon. Archana is a beautiful girl.

The big box is here. This box is big. That ribbon is red.

20. **Wh-question:** What colour is your shirt:

21. **Days of the week and months of the year** (today, tomorrow, yesterday, Sunday to Saturday. January to December): It is Monday today. Today is Monday.

It was Sunday yesterday. Yesterday was Sunday. It will be Tuesday tomorrow. Tomorrow will be Tuesday.

22. **Telling the time**

   a) Full hour: It is six O' clock now.

   b) Wh-questions: What time is---it? (What's the time?)

23. **Plural Number of nouns these/these:** These are bats. Those are balls.
24. **And**: Mr Gaikwad and Mr. Joshi are here Prasad is reading and Raju is reading too.

25. **Have/Has**: I have three pens. My brother has long fingers.

1.14.2 **Linguistic Items Standard VI.**

1. **Its (Possessive):**
   
   This is a book. Its cover is red.

2. **Simple past tense of be:**
   
   a) **Was/were**
   
   My book is on the table now. It was in the cupboard. You were in standard five last year.

   b) **Was not/wasn’t**
   
   Meena was not/wasn’t in Solapur.

   **Were not/weren’t**
   
   She was in Kolhapur. They were not/weren’t present her yesterday.

3. **Simple past tense of be**

   **Verbal-Questions**

   Were you in Bombay last week?
4. Simple Past tense of be
   Where was Ramesh on
   Monday?
5. Wh-questions-Who
   Who were with you on
   the playground
   yesterday?
6. At (spatial)
   The Headmaster is
   standing at the gate.
7. But
   Prakash is fat but Meena
   is thin. Chandu is
   swimming but Rekha is
   not swimming.
8. Or
   Are you reading or
   sleeping?
9. Uncountable Nouns
   This is tea and this is
   coffee.
10. in/on/at(temporal)
    Sabina was here is July.
    Were you present on
    Monday Suresh? Come
    to me at six.
11. Plural Number of Pronouns
(a) We/You/They (persons) We are boys. You are there. They are in the classroom.
(b) They (plural of 'it') These are note books. They are on the table.

12. (a) Our/your/their This is our class-room.
(b) Their (plural of they) There are your notebooks, boys. These are children. These are
t heir caps.

13. (a) us/you/them Chitra is coming to us.
Boys, I am showing my new watch to you. I am giving these flowers to them.
(b) Them (plural of 'it') These are notebooks. I am putting them on the table.

14. Plural Number Are these pens?
Verbal-Questions are not/aren't  No, they aren't.

15. Plural Number (Wh-questions)
(a) What ---------?
What are these? They are bats.

(b) where --------?
Where are my marbles?

16. Apostrophe's
(a) Proper noun
Vasant is Padma's brother.

(b) Common noun singular and plural/Number
My son's birth day is on 5th of May. This is Boys' hostel.

17. Wh-questions whose----?
Whose bat is this?

18. Of
This is the point of the pencil. This is the bottle of ink.

19. Future Tense shall be/
Will be
I shall be in Nagpur tomorrow. Vimala will be there, too.

20. Future tense with other
I shall go to Nanded tomorrow.

Verbs (affirmative and
Salma will go there soon.
21. Future Tense Verbal questions. Will they go to Bombay tomorrow?

22. Future Tense

Wh-questions

(a) What-----?

What will you cook tomorrow?

(b) Where-----?

Where will be go next month?

(c) When-----?

When will you visit us again?

(d) Who-----?

Who will help me in the Kitchen?

23. Past tense of Regular and Irregular verbs (Affirmative and Negative statements)

The children worked hard last year. John took a photograph on hour ago.

We did not/didn't go to
24. Past Tense

Verbal question

Did you go to market yesterday?

25. Past tense

Wh—questions

Who/what/when/where

Who gave you this watch? What game did you play last evening?

When did you come to school yesterday?

Where did you find this ring?

26. Do (as main verb)

Sita is doing her home work now. What will you do tomorrow?

27. Some/any/no/with

Shankar has some papaya trees in his garden

Have you any ink?

I haven't any money.
I have no friends in this town.

28. Introductory there
(with countables and un countables learnt so far)
There are three lions in the zoo. There is some water in the jug.

29. Verbal-questions
Were there any pencils in the box? Is there a clock on the wall?

30. Wh-questions
What is there in you bag?

What——Language?

31. Simple Present (Habitual)
(Affirmative statements)
We go to school every day. He gets up early in the morning.

32. Simple Present
(Negative statement)
I do not/ don't go to market on Sunday.

He does not/doesn't take tea every day.

Do not/don't
The children do not/ don't go to school on a holiday.

Does not/doesn't

33. Simple present
Do you help your father?
Verbal-questions

Don't you help you mother of home? Does Madhvi wok hard? Doesn't he play football?

34. Simple Present Tense.

Who brings you letter? What do you do in the evening every day?

Wh-questions

When does he wake-up? Where do they live?

Who/what/when/where

35. before/after

He reached the station before four.

(a) Time

He reached home after six.

(b) With reference to after

May comes before June. 'M' comes after 'L'

1.14.3 Linguistic Items Std. VII

1. Have got/has got (possession) Krishna has got a small
(Affirmative, Negative and interrogative) house but we've tot a big bungalow. I haven't go any tops. Have you got my?

2. Had (past tense of have/has) We had a do in our house last year.

3. can/can not/can't(ability) We can swim but we can't/can not fly.

4. Verbal-question Can you speak English?

5. Wh-question What can I do for you?

6. With/together Kamal is with Padma. Padma is with Kamal.

7. Questions with which Here are some books. Which do you want?

8. In front of/behind There is a garden in front of my house. There is a big well behind the temple.

9. One (Pronoun) There are four glasses on the table take a big one.
10. Simple Present tense other uses

<table>
<thead>
<tr>
<th>General truth</th>
<th>Two and two make four.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>Chitra sings will.</td>
</tr>
<tr>
<td>Process</td>
<td>We take a glass of water, add a few drops of lemon and hen add some sugar and salt, then sir it.</td>
</tr>
<tr>
<td>Numerals (51 to 100 and more)</td>
<td>half past two.</td>
</tr>
<tr>
<td>11. Telling the time</td>
<td>a quarter to five.</td>
</tr>
<tr>
<td>(fractions)</td>
<td>a quarter past three five to ten. Ten past four.</td>
</tr>
<tr>
<td>12. Ordinals</td>
<td>Sunday is the first day of the week. June is the sixth month of the year.</td>
</tr>
<tr>
<td>(First - Second)</td>
<td></td>
</tr>
<tr>
<td>(Third - Fifteen Second)</td>
<td></td>
</tr>
<tr>
<td>13. For (duration / person)</td>
<td>We played Kho-kho for two hours I bought a doll for my daughter at the fair.</td>
</tr>
<tr>
<td>14. may (request, permission,</td>
<td>May I go out sir!</td>
</tr>
<tr>
<td>Possibility)</td>
<td>yes, you may</td>
</tr>
</tbody>
</table>
I may come again in a few minutes

15. Indefinites

One/another
This is one book.

One/ the other
This is another

One /the others
Kantibhai had two umbrellas. One was old and the other was new.

One /the others
There are some boys in the craft room. One is weaving and the others are watching him.

Some/the others
Some girls are cutting vegetables and the others are making chapatis.

16. (A) Adverbs

(a) Time early late etc.
Sunil gets up early but Seeta gets up late.

(b) Frequency once, twice.
Jump once/twice/three times. Three/four times

(c) Degree-very well, not
Chitra sings quite well.
(d) Mid- Position
always, often, sometimes,
never

Vasanti always comes late. Anand is sometimes late. We often go to park. I never tell a lie.

17. Verbs of Cognition
(like, know, understand etc.)

Arti likes manages but she does not like humans know Hindi very well. Bahadurasing understands Telgu, but he can't speak it.

18. Verb of perception
(see., hear, small, taste, feel etc)

We see with our eyes.

19. Past progressive
(Affirmative and negative Statements)

From seven to nine in the morning some children were sweeping the floor. some were cleaning the windows but the rest were not helping them.

20. Past progresses Verbal questions

Was Bhakti knitting the whole morning? Were
you going to the railway station with you father last evening?

21. Past progressive Wh-questions

What were you buying at the market? Who was travelling with you?
Where were the women working?

22. Possessive pronouns

This book is mine.
That book is yours,
Aparna. That bicycle is his. This bag is hers.
This classroom is ours.
These books are yours, boys. Those cows are theirs.

23. both the / all the

Here are two books. Both the books have good stories. All the boys are in the class.
24. many/much

I haven't may friends in Chandrapur. There is not much food in the house.

A few / few

He took a few biscuits.

(several) He took few biscuits. (not may)

A little / little

He took a little buffer

(some) He took little butter (not much)

A lot of / plenty of

There is a lot of sugar in the poem. There are plenty of people at the busses to.

25. Either or / neither-nor

Either he or his brother will come in to us.

Vimal will have either tea or coffee the morning.

Shirish will either play football or go out for a walk. Neither Abhay nor
his brother study
Engineering. They study
art. I like neither oranges
nor apples. I like grapes.
I shall neither read nor
write but I shall watch
the TV.

26. Expression of measurement
(Age, Height etc.)
Rahul is twelve years old.
Kamal is 150 cms. tall.

27. Questions with how
(How + adj.)
How old are you?
How tall is Suresh?
How much wheat did you
buy? How many bags
have you?

28. Comparison
(more noun+ than)
Arati has more bangles
than Bharati. Jayanta has
(fewer noun+ than)
fewer marbles than
Pravin.

29. Comparison of Adjectives
(a) Comparative degree
Veena is faller than
(b) **Superlative degree**  
Krishna is the tallest boy in the class.

(c) **comparison of equality**  
This box is as heavy as that one.

30. **Going to (for future)**  
We are going to buy a car this week.

31. **Present perfect tense**  
I have cleaned the blackboard.

(action just completed)  
Look, it is clean now.

32. **Present perfect tense verbal - questions**  
Have you done your home work? Has Ashok drawn this picture?

33. **Present perfect tense**  
Who has broken the clock?

**Wh-questions**  
Where has she gone?  
What have you written in your Notebook? When has he gone home?

34. **Noun clause; Object of the**  
I know that he is ill.
Verb

35. **for (destination/exchange)**
   My father left for Madras last night. Prashant bought a shirt for fifty rupees.

36. **by/near/agent/mode of Journey**
   She is standing by the window. We shall read a story by Tagore. I always go to school by bus.

37. **Adverb clause of reason (because)**
   Rama was absent yesterday. Because his mother will ill.

38. **wh-question**
   Why was Rama absent yesterday?

39. **Except**
   Everybody passed std. VI except Ankush.
40. About

About 50 children have gone for a picnic. Tell something about the Taj-mahal.

1.15 Summary

Language is one of the most essential things for human being. In this era, English is spread around the world. Obviously, every person from our country should learn this language. English is one of the compulsory the subjects in our schools. English is a 'Foreign language', but it is not in way German. French or Russian. Modern Marathi has acquired several English words. There is a great deal controversy among the English teachers in the respect of adopting language learning theory i.e. behaviourism or mentalism at the beginning stage of English language learning. In the state of Maharashtra English is teaching in schools as a compulsory third language. Grammar and translation method, Direct method and New method are adopted for the teaching of this language, Philosophical view towards teaching any subject is a crucial
thing. Structural, Situation, Communicative and Multi skill help the English teachers to fix his philosophical view of English teaching. In English teaching learning process, objectives teaching methodology and the linguistic items are the important elements.
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