CHAPTER III

COMMUNICATIVE METHODS OF TEACHING: THEORIES AND PRINCIPLES

2.1 Theories of Communication Language Teaching
2.2 Theories of Communication Language Learning
2.3 Principles of Communicative Approach
2.4 Aspects of Communicative Language Teaching
3.1 TARGET SETTING –

In language teaching the goal must be realistic in terms of the setting and circumstances in which the method will be implemented and relevant in terms of the language skills the learners are expected to acquire. Setting is the level of method analysis in which we considers.

(a) What the objectives of a method are;

(b) How language content is selected and organized within the method, i.e., the syllabus model the method incorporates;

(c) The types of learning tasks and teaching activities the method advocates; The role of learners;

(d) The roles of teachers;

(e) The role of instructional material.

3.1.1 Objectives –

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. an integrative and content level (language as a means of expression)
2. a linguistic and instrumental level (language as a semiotic system and an object of learning)

3. an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgements about oneself and others)

4. a level of individual learning needs (remedial learning based on error analysis)

5. a general educational level of extra linguistic goods (language learning Within the school curriculum)

These are proposed as general objectives, applicable to any teaching situation, particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.¹
3.1.2 Learning and Teaching activities -

Communicative activities enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, and interaction.

Littlewood (1981) distinguishes between "Functional Communication Activities" and "Social Interaction Activities" as major activity types in communicative language teaching. The main purpose of Functional Communication Activities is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation and the main purpose of the social interaction activity is that to convey meanings effectively, and to pay greater attention to the social context in which the interaction takes place. Because of the limitation of the classroom and role-playing are now important techniques for creating a wider variety of social situations and relationship than would otherwise occur. Success in now measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of
accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language, which is appropriate to specific kinds of social situation.²

"-------- What is wanted is a methodology which will ----
-- provide for communicative competence by functional investment (such a methodology) would engage the learners in problem solving tasks as purposeful activities but without the rehearsal requirement that they should be realistic or 'authentic' as natural social behaviour."³

**Pattison** (1987) proposes seven activity types in communicative language teaching. They are:

1. **Question and answers** -

   These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language item which all fit into a given frame. This activity can be used to practice almost any structure, function or notion.

2. **Dialogues and role-plays** -

   These can be wholly scripted or wholly improvised, however, 'If learners are given some choice of what to say, and
if these is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

3. **Matching activities -**

   The task for the learner is to recognize matching items, or to complete pairs or sets. 'Bingo', 'Happy families' and 'Split dialogues' (where learners match given phrases) are examples of matching activities.

4. **Communication strategies -**

   These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, simplifying.

5. **Pictures and Picture Stories -**

   Many communication activities can be stimulated through the uses of pictures (e.g. spot the difference, memory test, sequencing pictures to tell a story)

6. **Puzzles and problems -**

   There are many different types of puzzles and problems. These require learners to make guesses, draw on their general
knowledge and personal experience, use their imagination and test their powers of logical reasoning.

7. **Discussions and Decisions**

   These require the learner to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).\(^4\)

   Small-group activities that stimulate student to use their imagination and challenge them to think make them want to speak as well. Imaginative activities provide a crucial connection between skill-getting and full-fledged autonomous interaction and skill using.\(^5\) Imaginative activities work in a different way. Fantasy becomes more important, really less. Students are asked to solve a problem they would not normally have to face, connect a plan they would never have dreamt on their own, reconstruct the missing parts of stories, and act in outlandish ways. In groups they must communicate to make things happen.

   Although imaginative activities very widely in theme and organization, they share a number of underlying qualities;

   1. Students work from the known to the unknown.

   2. The problem is deliberately ambiguous.

   3. Any logical response to the problem is acceptable
4. Role play is commonly used

5. The teacher sets up the activity and then with draws.

3.1.3 Learner's role

The emphasis in communicative language Teaching on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms. Breen and Candin, describe the learners role within CLT in the following terms:

"The role of learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom producer and activities which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and thereby learn in an interdependent way"5

3.1.4 Teacher's Role

Several roles are assumed for teachers in Communicative Language Teaching the importance of particular roles being determined by the view of CLT adopted.
Breen and Candlin describe teacher's roles in the following terms:

"The teacher has two main roles the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as resource himself, second as a guide within the classroom produces and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities".7

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally
and personally through one-to-one sessions with students, in which the teacher talks though such issues as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignon (1983). On the basis of such need assessments, teachers are expected to plan group and individual instruction that responds to the learner's need. 

Another role assumed by several CLT approaches is that of counselor. In this role, the teacher as a Counselor is expected to exemplify an effective communicator seeking to maximize. The meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmations and feed back.

The CLT teacher assumes a group process manager also. CLT procedures of ten require teachers to acquire less teacher-centered classroom management skills. It is a teacher's responsibility to organize the classroom as a setting for communication and communicative activities, Guidelines for classroom practice, Littlewood 1981, Finocehiaro and Brumfit 1983 suggest that inclination to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice. 

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3.1.5 Communicative Syllabuses -

According to Candlin (1984) Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners.

Shaw (1982) groups communicative syllabuses into the following three categories: 'situational, topical' and 'notional'

1. A. 'Situational' or 'Contextual' Syllabus-

This syllabus type could be confused with what Widdowson (1968) calls a "contextually aided structural approach", but it relates to what is called a "contextual method". The starting point is the context and its presentation; the next step is the grading of the contexts, and the final step is the selection of items of verbal behaviour which shall fill them the unit of verbal behaviour is the utterance which is not a "Linguistic unit but a behavioral one", (Corder: 1960). Wilkins (1972) criticizes a situational approach, on the grounds that for most purposes it would be uneconomical, since the learner has no basis for transferring what he has learnt in one situation to other situations.
2. A 'Topical' or 'Thematic' Syllabus –

A number of writers have put forward the idea of using topics or themes as an organizing principle of course design and therefore of syllabus development. Cook (1971), Hawkes (1974) and Van Ek (1975) speak of topics related to this area. Howatt and Treacher have organized his Edinburgh English Course round four major themes. Hawkes (1974) writes that "content is crucial" and that he and his associates plan to construct their course out of topics and aspects of topics. But neither proposes or uses topics as a sole organizing principle. It may be concluded with a great amount of certainty that, while topics are an important element in the syllabus, it is unlikely that the idea of utilizing theme as the sole organizing device would be encouraged.

3. A 'Notional' (Functional) Syllabus

The Council of Europe Project has played a crucial role towards the development of 'the idea of notions'. It was developed by Wilkins who has provided readers with a complete and clear exposition and exemplification of his current thinking. Wilkins has suggested the use of 'notions' as the main unit on which the syllabus would be based. Notional categories are suggested for three types of meaning semantic-grammatical categories cover 'ideational', cognitive or propositional meaning, that is "Our perceptions of events, processes,
states and abstractions" as we express them through language; 'modal
categories' deal with the ways in which we express our attitude to
what we are saying (or writing); and 'categories of communicative
function' are used to classify what we do through language, as
distinct from what we repost through language.

Wilkins (1976) speaks in favor of the notional syllabus by stating that;

"it takes the communicative facts of language into
account from the beginning without losing sight of
grammatical and situational factors. It is potentially
superior to the grammatical syllabus because it will
produce a communicative competence and because it's
evident concern with the use of language will sustain
the motivations of the learners. It is superior to the
situational syllabus because it can ensure that the most
important grammatical forms are included and because
it can cover all kinds of language functions, not only
those that typically occur in certain situation." 10

3.1.6 Role of materials-

The syllabus defines linguistic content in terms of language
elements: structures, topics, notions, functions, exchange, or
whatever. It also specifies the selection and ordering of particular
language item to be that represent the elements. It defines the goals for language learning. It also defines or suggests the intensity of coverage for particular syllabus items: how much time, attention, and details are devoted to specific language items. The sole of materials within an instructional system will reflect decisions concerning the primary goal of materials (e.g., to present content, to practice content, to facilitate communication between learners, to enable the learners to practice content without the teacher etc.) the form of materials (e.g. textbook, audiovisual, computer display etc.), the relation materials hold to other source of input (i.e., whether they serve as the major source of input, or only as a minor component of input), and the abilities of the teacher (e.g., competence into the language, degree of training etc).11

The role of materials within Functional/Communicative methodology might be specified in terms such as the following:

1. The materials will facilitate the communicative abilities of inter relation expression and negotiation.

2. Materials will flow on understandable and relevant communication rather than on grammatical form.
3. Materials will command the learner's interests and involve their intelligence and creativity.

4. Materials will involve different types of text, and different media, which the participants can use to develop their competence through a variety of different activities and tasks.

The role of materials within an individualized instructional system might include such specifications as these:

1. Materials will allow learners to progress at their own rates of learning.

2. Materials will cater to different styles of learning.

3. Materials will provide opportunities for independent study and use.

4. Materials will provide for student self evaluation and progress in learning.

The content of communicative language learning is assumed to be a product of the interests of the learners. It acknowledges the need for learner mastery of certain linguistic machines, such as the learning of vocabulary, appropriate pronunciation, and grammatical rules.¹²
3.2 SELECTION OF TEACHING MATERIAL

Before making a selection it should be known for which objectives and level the selection is made, and how much teaching time is available. Objectives, level and available times are external factors, which are of considerable importance to the selection process. They delineate the framework within which the selection of type of language material, amount of language material and individual language forms should take place.¹³

3.2.1. Objective -

Of the external factors influencing selection the objectives are the most important, since the selection must be such that it will enable the learners to carry out the tasks described in the objectives.

3.2.2. Level -

The level aimed at is a second external factor influencing selection. A course for beginners will not contain the same type and the same amount of language material as a course for advanced learners.

3.2.3. Time-

The last external factor, which is of importance in carrying out a well-founded selection, is the number of hours available for CLT, and how they are spread through the curriculum.
Some other factors are -

3.2.4. Medium-

Selection of medium relates to the distinction between spoken and written language. Until a few decades ago, courses were almost exclusively constructed on the basis of written material.

3.2.5. Language-

The selection of the type of language material having been made, the next question that presents itself is how many and which language forms ought to be selected. The selection of language forms will be guided by the type of material selected and by external factors, the most important of which we consider to be the objectives.

3.2.6. Words-

The selection of the words is very concrete objectives for language learning. The frequency of words in language use and the distribution of words over various kinds of language use are criteria, which have been used, actually in combination, in the selection of words for learning purposes.

3.2.7 Structures-

In the selection of structures a traditional starting-point has often been the notions one had as to what are simple and central
structures in a language and what are complex and peripheral ones. Such notions were based to a considerable extent on an acquaintance with available Syntactic descriptions of the target language. The Functional-Notional Approach, in which the selection of structures is made dependent on the communicative acts specified in the objectives, has attracted a lot of attention.

3.2.8. Texts-

In the selection of texts one of course has to take the level of L2 proficiency the learners have already attained into account. A frequently made error of the past, however, is that the choice of texts was exclusively determined by the words and structures discussed in a lesson and that not much attention was paid to the contents of the texts.

In the selection of texts one should not only pay attention to the degree of L2 proficiency the learners have already attained, and their interests, but also to the degree of difficulty of texts. The degree of difficulty of a text is not only determined by the number of words and structures known, but also by things such as the subject matter of the text, the way in which the writer approaches the subject, and the knowledge the learners already have about the subject.
3.3 GRADATION OF THE TEACHING MATERIAL -

Gradation of course content is necessary, not only because it is obviously impossible to present the total body of selected language material at once, but also because English is strongly sequential. It is more sequential that is, future learning depends more on previous learning than most other subjects taught in schools. It can be observed that learners continue to be affected by gaps in their knowledge of such subjects, and that insufficient results keep recurring. In order to avoid this, one will have to see to it that the material to be learned is presented in a systematic fashion, and that there is sufficient opportunity to repeat parts of it.

According to Mackey,

"The beginning should be slow and accurate, rightly understood and immediately tested. Unless the first layer is firm, nothing should be built on it, for the whole structure will be developed from the foundations. All parts should be bound together so that one flow out of the other, and later units include earlier ones. Whatever precedes forms a step to what follows and the last step should be traceable to the first by a clear chain of connection"\textsuperscript{14}
According to Richards, Platt, and Weber, Grading has been described in the following way:

"The arrangement of the content of a language course or a textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills etc. are presented. Gradation may be based on the complexity of on item, its frequency in written or spoken English, or its importance for the learner."\(^{15}\)

Assuming systematic gradation to be necessary, the question of 'how' the language material could best be ordered. A number of 'external' factors play an important role in the selection of course content: primarily the objectives, the level and the teaching time available. These same factors can also play a role in choosing a specific type of gradation. The material should be ordered in such a way that the students attain the level specified in the objectives in the most effective manner possible.

There are two types of gradation (1) Linear and cyclic gradation and (2) grammatical situational and functional-notional gradation which is discussed by Els Theo Van English in his book "Applied
Linguistics and the Learning and Teaching of foreign Language" Here, Grammatical, Situational and Functional-Notional Gradation is taken.

3.3.1. Grammatical Gradation -

Traditionally, it was generally assumed that the process of Second/Foreign Language Learning could ordering the language material advance best selected primarily on the basis of its structural characteristics. The assumption was that a four command of the morpho-syntactic rule system of the foreign language is a prerequisite for effective communication.

3.3.2. Situational Gradation -

The experience that learners who had been taught from grammatically ordered courses were often unable to apply what they had learned in actual communicative situations have, amongst other things, led to the proposal to replace grammatical gradation by situational gradation. This means that the situations in which the learners will have to be able to use the language constitute the most important consideration in gradation, whereby situation is interpreted as the physical environment in which language use takes place.16
Situational Gradation should not be confused with what Widdowson (1968) has called a "Contextually aided structural approach". Situational or Conceptualized pattern drills, for instance, were developed in addition to the mechanical pattern drill.

The Situational approach to gradation is one in which the most important factor is the physical environment in which utterances are produced. The underlying assumption of course is that the physical environment of language use predetermines to a large extent, what language material will be used. The content of an utterance is determined by a number of underlying, related factors, of which the physical environment is only one. Other factors are, for instance, the social and psychological roles the various participants in a conversation play, and the most important factor is surely the goal, which one wants to achieve by means of the utterance.

But it is not clear how the various situations could best be ordered with respect to each other; situations do not show the kind of internal ordering which is characteristic of the grammatical structure of language.
3.3.3 Functional – Notional Gradation

In the last 10 years a new approach to syllabus design, which is called the functional – notional approach has received important ideas by Wilkins, who uses the terms ‘Notional’. Van Ek and Alexander have formulated concrete objectives, including inventories of language functions, notion and language forms.

Wilkins differentiates between three different types of functional-notional category.

1. Semantico-grammatical categories, relating to ‘our perceptions of events, processes, states and abstractions’.

2. Categories of modal meaning, relating to the way in which a language uses ‘expresses his own attitude towards what he is saying or writing.

3. Categories of communicative function used to indicate ‘What to do through language’, as opposed to ‘what we report by means of language’.18

Wilkins considers his work on the third category ‘the more original part’ of his contribution, which is something one can also conclude from his description of the starting-point of his research: ‘what people want to do through language is more important than mastery of language as an unapplied system.’
He motivates his preference for a functional - notional approach as follows:

"The advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight factors. It is potentially superior to the grammatical syllabus because it will produce a communicative competence and because it's evident concern with the use of language will sustain the motivation of the learners. It is superior to the situational syllabus because it can ensure that the most important grammatical forms are included and because it can cover all kinds of language functions, not only those that typically occur in certain situations." 19

To attain this, Wilkins proposes to order the language material cyclically. The first cycle, then, will have to contain the simplest or most productive realizations of each of the functional - notional categories the course contains. In the next cycle, these categories are taken up again, but this time the language material is structurally more complex. In such an approach, therefore, we have cycles, but within the cycles the language material is ordered on a purely functional - notional basis.
David Nunan, classifies some graded activities for beginners in his book "Designing Tasks for the communicative classroom"

Graded Activity Specifications for Beginner:

I  **Social and interpersonal**

- comprehend requests personal information.

- give personal detail (name, age, address)

- write own name and names of class and family.

- ask for personal information (name, age, address)

- take past in short, Conceptualized dialogues focusing on exchange of interpersonal information.

- listen to short, interpersonal dialogue and identify number, age and gender of interlocutors.

- sight read nametags for self and other class members.

- inquire about the express capability and lock of capability.\(^{20}\)

II  **Informational**

(a) Instructive

- Comprehend and carry out simple instructions relating to physical action which can be carried out in the classroom e.g. point to, touch, stand up. Sit down.

- give simple instructions to other member of the class.

- sight read conceptualized public notices e.g. 'stop!' 'go!'
(b) Descriptive

- listen to simple descriptions of common objects (i.e. those in the immediate environment) and people and identify these.

- listen to short descriptive aural text and identify key words.

- ask for the name of common objects inside and outside the classroom.

- read 2-3 sentence descriptions of familiar objects and people.

- give short aural description of familiar objects and people.

(c) Narrative

- Listen to short narratives and identify key words.

- Comprehend gist of short narrative given appropriate contextual and non-verbal support.

III Affective

- recite songs and rhymes.  

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3.4 EVALUATION OF THE MATERIALS:

A language-teaching programme that achieves its objectives can be considered successful to the degree that these objectives are valid. Evaluation is that phase of language programme development that (a) monitors the teaching process in order to ensure that the system works, and (b) determines which phases of the system need adjustment when problems are detected. Measuring the progress learners make towards objectives is clearly a crucial phase of evaluation, and the role of language tests is vital in the assessment of achievement. However, evaluation is concerned not only with the product or results of language teaching, but also with the processes by which language learning is accomplished. Its procedures include:

1. Analysis of the system through which the program is delivered, represents the optimal structuring of time, resources, and material.

2. Analysis of the goals and objectives of the program to see if they are relevant and attainable.
3. Evaluation of the results of the program to see if the levels of performance attained are compatible with the program objectives.

4. Evaluation of results obtained to ascertain if these were achieved as a result of the program, or despite it. The fact that student makes progress during a period of instruction, for example, does not enable one to conclude that this resulted tram the programme or methodology adopted. Students may learn independently of the method. To determine the degree to which the program is responsible for the results observed, research using a true experimental design may be needed, where the effects of a particular technique or method can be studied systematically.

5. Analysis of the process by which the program is implemented.

This may involve gathering data on the actual behaviour of teacher and learners within classrooms during the course of instruction.
3.5 EDUCATION POLICY FOR SCHOOL EDUCATION

The task of building an enlightened, strong and prosperous nation rests on the shoulders of its children who are to be cherished, nurtured and developed with tenderness and care. Education has always played this important role and has thereby emerged as a natural characteristic of human societies.

An important feature of educational development in India during the past several decades has been the sustained effort to evolve a national system of education. It was Sri Aurobindo who first of all, in the year 1910, visualized a national system of Education. Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and the training of mental and logical faculty. The curriculum development under this scheme aimed at the total development of the child, the development of body, mind and spirit.23

3.5.1 Formation of NCERT

School Education in post independent India has passed through different phase. Soon after independence, the Education commission was set up in 1964-66, which brought out a more comprehensive
document on education covering all stages and aspects of education as a whole. This was a major landmark in the history of the modern education system in India. Several recommendations of this commission formed the basis for the national policy on Education (NPE), 1968. The acceptance of a common school structure, i.e., 10+2 and a common scheme of studies as part of general education for 10 years of school throughout the country were important steps towards improvement in the school system. The NPE, 1968 envisaged "a radical transformation of the education system to relate it more closely to the lives of the people, provide expanded educational opportunities, initiate a sustained intensive effort to raise the quality of education at all stages, emphasize the development of science and technology and cultivate moral and social values." Then, the National Policy on Education, 1986, modified in 1972, stressed the need for evolving a national system of education based on a common educational structure (10+2+3), a national curriculum formwork and the minimum levels of learning for each stage of education.\textsuperscript{24}

An important development in the field of school education during the past four decades or so has been the professionalisation of curriculum development, syllabus design and the preparation of instructional materials including textbooks and their evaluation. The
NCERT emerged as a nodal agency at the national level in the area of school education. It was involved directly in the process of curriculum development and preparation of textbooks. This was gradually followed by the establishment of the State Institutes of Education, State Textbook Boards, and the State Councils of Educational Research and Training for providing technical Support to research and development activities related to the formulation of curriculum and the preparation of textbooks at the state/union territory level.25

3.5.2. Objectives of NCERT-

The NCERT developed supporting syllabi and textbooks to be used as models by states and union territories. The curriculum for the School: A framework (1975) provided an impetus to the teaching of all subjects from the primary level.26

Education, by and large, suffers basically from the gap between its content and the living experience of the students. Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by
developing in them generic skills related to a wide variety of areas such as health and social needs.

An important characteristic of life skills is that they are temporal and spatical in nature. Hence, they are required to be contextual. There are certain core life skills, such as problem solving, critical thinking, communication, self-awareness, coping with stress, decision-making, creative thinking and generative thinking, interpersonal relationships and empathy. These are of enormous importance for successful living.\(^{27}\)

School curriculum has therefore, to help to generate and promote among the learners: language abilities of listening, speaking, reading, writing and thinking and communication skills – verbal and visual – needed for social living and effective participation on the day to day activities.\(^{28}\)

Primary stage of education has been visualized in two segments with inherent internal continuity. The first segment comprises classes I, and II, Where children are just introduced to formal teaching and are at a stage of development, which requires a smooth transition from informal and non-formal environment to a formal one. The second segment consists of classes III-V where in the children get
prepared to understand the environment and learn in a systematic way.29

During the first two years of the Primary level, children have to be specially helped to acquire the basis skills of listening, speaking, reading, and writing. Special attention is to be paid to the process of standardization of pronunciation according to the norms. Similarly, the skill of good handwriting, correct spelling and right habit of silent reading with comprehension are also to be developed besides nurturing in the students the ability for creative self-expression. Thus, more and more aural and oral skills of language are to be emphasized in the primary stage. All the skills i.e. Listening, speaking, reading, and writing are to be aimed at in a balanced manner by the end of the upper primary stage.30

All possible efforts should be made to ensure that the stipulated number of working days is actually available to schools for instructional activities. A primary school should function for five hours a day out of which four hours may be set aside for instructions the duration of a class period may be around 40 minutes.31

Children at this level are at a formative stage where the pace of learning and personality development are quite fast. Evaluation at this stage will, therefore, be formative in nature with adequate
emphasis on both continuity and comprehensiveness. In classes I, and II, the children will be evaluated using observations and oral techniques on the basis of their participation in classroom activities. They will not even know when they are being evaluated.

In classes III to V, there is a slight shift in evaluation in that it will become slightly formal. The children at times will know when they are being tested. Though observation and oral techniques will continue to be used, paper and pencil tests will also form part of evaluation.

Emphasis at this stage is laid on the use of diagnostic tests for identifying hard spots of learning and organizing remedial measures. Criterion - referenced tests will be used periodically for assessing the acquisition of competencies to the level of mastery. Evaluation of co-scholastic attributes will be carried out continuously using observation and rating scales and will be reported once in three months. Student portfolios will be meticulously prepared for maintaining cumulative record of student's progress both in scholastic and co-scholastic areas.

The performance of the students is indicated using three- point absolute grading in respect of scholastic areas and three – point direct grading in respect of co-scholastic attributes.32
3.6 ANALYSIS OF THE BOOKS PRESCRIBED BY NCERT

- The objectives of the syllabus are that children's life at School must be linked to their life outside the School. This Principle marks a departure from the legacy of bookish learning, which continues to shape our system, and causes a gap between the School, home and community. The syllabus and textbooks developed on the basis of NCF signify an attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas.

- Learning and Teaching activities are also based on CLT theories in NCERT prescribed books. In class I, Teacher uses sight words in the classroom by putting visuals and cue cards, then children try to read them.

For Example:

bad bed big cot bun
sad red dig hot sun
draw hen pit dog blue
straw pen wit log glue
And the teacher also displays the following sight words in the classroom and the children read them aloud.

for Example. Circle, Line, Oval, Square, Triangle

After that the teacher motivates them to make a tree and put the names of the children of their classroom. By doing this activity, they can read the names of the students and know the noun form of the words.

In the second last unit, they are asked to make a calendar for every month showing birthday of every child and display it along with this traditional song.

"Thirty days hath September,

April, June, and November,

All the rest have thirty-one

Excepting February alone."
In class II, teacher develops imaginative thinking in children by using games and tasks that draw on the imagination. Child gets to use language without much conscious effort. All this is provided in the book II. Emphasis has been laid on Teaching Though activities.

For Example:

- Find a partner. Let your partner pretend to be the teacher who welcomed you to your class.

- Now act out your first day at school.

- Circle what you can carry in your School bag. Now write their names in the box below.

- Find the shapes and color them. (P.11.Book-I)

In unit 2, children are exposed to two on more sounds to make words, e.g., when we bring 's' and 't' together, we make a family of 'at' words. After making the concept clear in their minds, we can show them how to make three letter words with 'at', for e.g., a class game of making new words with 'at' (bat, cat, fat, rat) can now be continued. They add to the list of words like ab, ad, ag, am, an, as, et, ed, eg, en, ot, ob, od, og, op, it, ib, ig, ip, ug, ut, etc.
For Example:

- Put the letters in order to make a word.

  ot  to  si___  eh___  gib___
  mih ___  sih___  reh___  nac___

- Act out the play, "The wind and the sun" in class. Make paper masks for the sun and the wind using coloured chart paper. Everybody can take turns to be the Wind, the Sun or the Man. Now write two sentences about one of the masks.

  In unit 4, Rhyming words are practiced in activity time.

For Example:

  The words away, day, play are rhyming words. Now colour the words that rhyme with:
In the second last unit, it is advised to the teacher in 'Teachers page' (P.39.Book-I) that:

"Vocabulary games must be encouraged and played, e.g., teachers will write four capital letters on the board. Each student chooses one and copies it down. Now write 3-4 lower case letters on the board. Again, let each child will choose one. Continue writing 3-4 letterset a time. Let students complete the words. Each time they complete one word, they may start a new word."

The teacher is also suggested to act out the picture story along with the students in a group. Then students can enact it independently. This can be done by giving colour names of their group like red group, blue group, yellow group and green group.

In Class III, Picture story is introduced through activity manner. Children are asked to arrange the jumbled picture story and write in proper order.
For Example:

Namora painted pictures, not correctly. She tells the story in proper order.

Viva is sad.

Sara is happy again.

Viva does not give the paint

Mother says, "V"
Write the story here.

1. 

2. 

3. 

4. 

5. 


In this stage, the teacher explains the difficult words in the text. Teacher can supply pictures to them. She/he writes new sentences on the black board. In this way, children can learn words ad spaces and later a long word, a sentence etc. Jumbled sentences are presented in the same attractive way to be corrected by the child.

For Example:

Let's write

1. Write the sentences in proper order using these words to help you: [First] [Then] [After this] [Finally].

1. Finally, I dress up and go to school.

2. Then I brush my teeth and have a bathe.

3. First of all, I get out of bed.

4. After this I eat my break fast.
2. **Word Game:**

Place these letters in their right order to form names of animals:

- atc - cat
- semou - _____
- reson - _____
- oinl - _____
- peshe - _____
- rede - _____
- lubl - _____
- giter - _____
- folw - _____

In class IV, Memory games are introduced to develop their vocabulary. Teacher writes down ten words from the lesson on the blackboard. The children look at the words for two minutes and then close their eyes after that. Teacher erases one word. The children will then open their eyes and identify the word that has been erased.

Imaginative activity is also introduced in this stage to develop their learning.
For Example:

- Imagine you are going on a journey to the center of the earth. What do you think you will see? What would you feel?

   Even, teacher asks the children to talk to imaginary friends like the wind, water, trees, grass and also ask them to write / draw what they felt.

   In class V, imaginative activities have been suggested after every lesson.

For Example:

- The next morning Faiz goes to school and tells his classmate about the incident. Imagine yourself to be Faiz. Write in about 100 words what you would tell your friends?

- Suppose your friend gets down at M.G. Marg Bus stop. How would you guide him to your house? Imagine that you stay in M Block flats?

- Imagine that a cyclone is about to hit your town. Write a short note for your friend. Tell her in brief, How she should prepare to face the cyclone?

   As Pattison (1987), proposes seven activity types in Communicative Language Teaching. They are:

1. Question and answer

2. Dialogues and role-play
3. Matching activities

4. Communicative strategies

5. Pictures and pictures stories

6. Puzzles and problems

7. Discussions and decisions

All these seven activities types are prescribed in primary level school curriculum to develop their communicative skills.

➢ According to CLT, The role of learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities, which the group undertakes.

In present curricular, learners play an active role throughout the year. All lessons / units are designed with lost of activities by which learners can learn English language by doing themselves. Even there is no need of Teacher while learning English because all exercises and activities are presented in such a manner a child can understand easily.

For Example:

- Fun with colours

- Let's talk

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- Let's share
- Let's draw
- Let's read
- Let's write etc.

According to the CLT, Teacher play many roles like

- as a facilitator
- as a guide
- as a counselor
- as a team manages.

NCERT also suggests that the success of the curriculum depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. Teacher's encouragement and motivation are very important.

Teachers are suggested to encourage the children with phrases such as, 'Please try', or 'Oh ! You are so good', 'Teacher can add all these phrases as the facilitator, While working with the children, teacher should provide them with activities that are interesting and challenging. Teachers also give opportunities for fun to the children and encourage early writing attempt. He / she also helps them to
develop the skill to infinity and discriminate objects, pictures, colours, shapes etc.

While teaching, teachers are expected to observe the class as well as individual child for developing the skills He/she has to be bear in mind all these points while observing:

- Development of listening skills - What the child hears is important.

- Development of Visual skills - What the child sees is important.

- Development of speaking skills - How the child is asked to speak is important

- Development of reading skills - How the child is exposed to routine reading is important.

- Development of writing skills - How the child is started to write is important.

It is also expected of the teacher to judge, to hear, to see and to share the expressions of inner feelings of the child. Teachers are suggested to let them talk freely about different type of topics and place that they want to see. Teachers are also expected to develop the child's self-esteem and activate children's creativity. In the context of a fast changing word it is imperative that we respect the children's wisdom and imagination.
Transference of language one to language two will now be felt only if teacher's observation about each child in their class is relevant. It provides them a guideline to follow. This assessment should be more on the patterns of -

1. Your observation of the child as an individual and as team member in a group.

2. Determining the cause of the child's school related difficulties

3. Understanding her/his individual learning style

4. Consultation with patents / other teachers to review assessment findings and determining an appropriate intervention plan.

Prescribed Communication syllabus suggested by Wilkins is found to have been adopted by NCERT.

1. A situational Syllabus –

For Example:

These question is asked to the students according to their situation.

- What do you do before going to school?

- What are the lucky things that have happened to you Tell your friends in the class?

- It there anyone in your class whom you like?
• Rohan tries to snatch Gita's new book from her. What do you think is the best thing to do? Choose an answer.

  = Gita runs away with her book.
  = Gita fight with Rohan.
  = Gita talks to Rohan.
  = Gita cries in a corner.

  and share why you feel so?

• What do you do on a rainy day?

2. A Topical or Thematic Syllabus -

Class 1  Unit 1  'Happy mood'

  Unit 2  Both or water
  Unit 3  Young ones
  Unit 4  Birds
  Unit 5  Games
  Unit 6  Relate to environment
  Unit 7  Kite
  Unit 8  Animals
  Unit 9  Clouds & sky
  Unit 10 Different occupations
<table>
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</thead>
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<td>Unit 3</td>
<td>Good manner &amp; curtsey</td>
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<table>
<thead>
<tr>
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<th>The child &amp; nature, the world around</th>
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<td>Different regions.</td>
</tr>
</tbody>
</table>
Class IV

Unit 1  The importance of time
Unit 2  Self-esteem and satisfaction
Unit 3  Importance of Games & Sports
Unit 4  Developing creativity
Unit 5  Respecting differences people around us.
Unit 6  Caring for animals
Unit 7  Mother tongue and multilingualisms
Unit 8  Caring for plants & trees
Unit 9  Books and the joy of reading
Unit 10 The importance of art, craft and creativity.

Class V

Unit 1  The interdependence of living beings
Unit 2  Festival
Unit 3  Occupation
Unit 4  Disaster management skills
Unit 5  Protecting rare animals & creatures
Unit 6  Festivals
Unit 7  Interesting story
Unit 8  Hobby
Unit 9  Adventure
Unit 10 Adventure
4. A Notional or Functional Syllabus

- To learn adjectives by reading two three letters words in class I

For Example:

The wolf was **big** and **bad**.

The pig was not **big**.

A **fat** cat saw a rat.

- To learn noun by reading the naming words.

For Example:

I love **plants**.

The **chicks** ran to their **mother**.

The **bird** flies out of the **window**.

- To learn the colours name, while seeing the pictures on the book.

For Example:

The roof is **red/blue**.

The walls are **yellow/red**.

The door is **blue/gray**.
• To learn verbs, while reading the given text in the book.

For Example:

I love to sit under a tree.

The birds are flying in the sky.

• To learn verbs, while filling the blanks also.

For Example:

Fill in the blanks with the words given in the brackets-
(sail, bark, sing, play, ring)

Boats

Children

Birds

Dogs.

Bells
• To learn preposition

For Example:

Look at the picture and complete the sentence. Pick the right word from the box.

1. The cat is jumping _____ the wall.

2. The cat is _____ the box.

3. The cat is _____ the door.

4. The cat is _____ the stool.

5. The cat is _____ the suitcase.

• To learn singular to plural

For Example:

Change from singular to plural by adding -es, -is and -ves

Buffalo -Buffaloes baby -babies knife -knives

Hero _________ fly _______ wolf _______

Potato _________ lady _________ loaf _______

• To learn Pronoun, during activities given in the book.

For Example:

Sometimes we replace the names of people with another word, instead of repeating the name. Replace the names in the sentences using a word from the box.
1. Meena is playing with a doll ____ is a girl.

2. Ram is climbing a tree ____ is a boy.

3. Do not eat that mango ____ is not ripe.

- To learn articles by filling the fill in the blanks.

For Example

Fill in the blanks with a, an or the.

Once there was ____ beautiful garden ____ garden had ____ apple tree, ____ orange tree and ____ guava tree. In ____ garden lived ____ big giant ____ giant did not like children to play in ____ garden ____ giant used to eat ____ fruit every day from ____ garden. But he did not share these with ____ children. So his garden dried up.

The material and method used for teaching and evaluation will determine how effective this textbook proves for making children’s life at school a happy experience, rather than a source of stress or boredom.

The Prescribed materials allow learners to progress at their own rates of learning and also provide opportunities for independent study.
• NCERT Presents this curriculum with objectives, level, time and other factors, which are importance to the selection process.

• The objective of this curriculum is that to link the student to their life outside the school. And also to master over words by which they will be able to communicate in the target language.

• NCERT starts this curriculum from the beginner learners of the school. The difficulty level is increased gradually according to the class.

• NCERT book mentioned that flexibility in the daily timetable is as necessary as rigor in implementing the annual calendar so that the required number of teaching days is actually devoted to teaching.

• NCERT also mentioned that at early stage, mother tongue should be used, then after, learners try to speak and understand in target language gradually.

• The selections of words are also according to the difficulty level. Two or three letters words are taught to the learners then after, gradually they learn more than tree letters words.

• Selections of structure are also according to the concept of easy to difficult form. At the beginning, students learn S +V +O
Structure without knowing the rule pattern. Before that, they learn simple sentence structure like:

For Example

I am a boy.

She is a girl.

- Texts are also based on simple sentence structure and simple words. All the stories and poems are filled with very easy and simple words.

- NCERT mentioned in the first unit of class I that this unit is about introducing the child to a process of learning following the concept 'from near to far'. The entire curriculum prescribed by the NCERT, is a movement from the easy to difficult method. Mostly the curriculum of first two levels is based on activity and oral learning. Then after, reading and writing exercises start.

- Given objectives are relevant according to the communicative language teaching approach. All the material are based on communicative syllabus in the prescribed curriculum. Listening skill is evaluated by conducting story telling activity. Speaking skill is evaluated through conversation, recitation activity. Reading skill is evaluated by examine pronunciation, fluency,
comprehension through oral examination. While writing skill is evaluated through examine handwriting, grammar, spellings and vocabulary proficiency. The survey reveals that class test is conducted regularly in the school. In class I and II, oral exams are taken of the children while from class III, IV and V, written examinations are conducted thrice a year. All the skills are evaluated through examination.(see Appendix III)
REFERENCES


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29. Ibid.p.47.

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