

Draft

Module 1.7



**ENGLISH LANGUAGE TEACHING
AT THE PRIMARY STAGE**

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AT THE PRIMARY STAGE

1 LEARNING OBJECTIVES

After going through the module, the trainees will

1	Be aware of the present scenario of English Language teaching in the context of Tripura
2	Be able to chalk out the learning outcomes and pedagogical processes suitable for a particular chapter.
3	Become aware of different types of questions and activities that can be used for language learning, and select the suitable form(s) for a particular text.
4	Be able to identify sources for using as Teaching Learning Materials
5	Be equipped to deal with CWSN in the classroom situation
6	Contextualize a particular topic from the perspective of Tripura

2 BRIEF INTRODUCTION

Language learning progresses naturally with exposure to and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children.

Different languages and cultures co-exist in Tripura. The linguistic diversity of Tripura poses complex challenges to language education. However, it also provides a range of opportunities for children, because they are exposed to other languages not necessarily in the school system.

Children have an inborn language faculty. In order to have a sound programme for language teaching in schools, it is important to recognise that all children have the ability to learn any language. No language is difficult or easy; it depends on the quality of exposure. Further no language is superior or inferior; each fulfils the linguistic need of its speakers.

Even before coming to school, a child understands and speaks at least one language. It is not just the number of words; he/she also knows how to structure them appropriate to the situation.

The English language is generally taught and learnt as a second language in India. Since the children come from various backgrounds, the amount of exposure that they would have to English would vary. The teacher needs to keep this in mind, particularly in the English class, since it would influence the pace of learning.

In most places, children do not have exposure to English outside the classroom. So, if the child uses some non-English words, he/she should not be penalized. However, the child should be encouraged to move progressively towards English.

Further, while communicating in English, if the child commits an error, he/she should not be penalized. However, the teacher may provide correction in a stress-free manner. An input-rich environment will also facilitate correction of errors.

Broadly speaking, the expectations at the Primary Stage is attaining of a basic proficiency in English.

3 CLASS SPECIFIC LEARNING OUTCOMES IN THE SUBJECT AREA: AN OVERVIEW

Learning outcomes are designed for the whole academic session and it is grade or class specific. The four language skills would be found in all classes, and hence the learning outcomes may be similar in different classes or grades. Some learning outcomes for English at the primary stage are mentioned here.

Sl. No.	Learning Outcomes (Level-I: Class- I &II)
	The learner
1	Sings songs or rhymes with action.
2	Responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/short sentences)
3	Listens to English words, greetings, polite forms of expression, and responds in English/home language like “How are you?”, “I’m fine, thank you” etc
4	Uses simple adjectives related to size, shape, colour, weight, texture

	such as big ,small, round, pink, red, heavy, light, soft etc
5	Talks about self/situations/pictures in English

Sl No	Learning Outcomes (Level-II: Class-III,IV &V)
	The learner
1	The learner responds to verbally/in writing in English to questions based on day-to-day life experiences,an article,story or poem heard or read
2	The learner describe briefly,orally/in writing about events,places and/ or personal experiences in English
3	The learner shares riddles and tongue-twisters in English
4	The learner infers the meaning of unfamiliar words by reading them in context.
5	The learner uses nouns, verbs, adjectives and prepositions in speech and writing

4 A BRIEF ON THE PEDAGOGIES FOR ACHIEVING THE LEARNING OUTCOMES

As the term suggests, learning outcomes are meant to be achieved by the learners by the end of an academic session. In order to facilitate this, appropriate pedagogical measures need to be taken. A few pedagogical strategies for English at the Primary stage are mentioned below.

The learner may be provided opportunities in pair/groups/ individually and encouraged to-

Sl No	Pedagogical Strategy (Levels I&II)
1	Participate in role play, enactment, dialogue and dramatization of stories read and heard
2	Listen to simple instructions, announcements in English made in class/school and act accordingly
3	Participate in classroom discussions on questions based on day to day life and texts he/she already read or heard
4	Read independently and silently in English/Braille adventure stories, travelogues, folk/fairy tales etc

5	Learn grammar in a contextual and integrated manner and frame grammatically correct sentences
6	Notice the uses of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities
7	Start using dictionary to find out spelling and meaning

5. EXAMPLE FROM NCERT BOOK

NAME OF THE TEXTBOOK- MARIGOLD,BOOK-IV

CLASS- IV

UNIT- I

CHAPTER – “Wake up!”

PAGES – 2 to 5

a) Introduction

This poem focuses on appreciation of the beauty in nature, the magic of words and to help children in expressing their feelings. This poem also builds in learners an awareness of time.

b) Learning outcomes to be achieved and pedagogical activities

<i>Learning Outcomes</i>	<i>Pedagogical Activities</i>
The learner recites poems with appropriate expressions and intonation.	Recitation in chorus and then individually
The learner enacts different roles in short skits	Participation in role play, enactment, dialogue and dramatization of stories read and heard or as instructed
The learner responds to verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read	Participation in classroom discussions on questions based on the day to day life and texts he/she already read or heard
The learner describes briefly, orally/in writing, about events, places and/or personal experiences in English	Participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard
The learner shares riddles and tongue-twisters in English	Reading aloud, framing some new and sharing with peers
The learner infers the meaning of unfamiliar words by reading them in context.	Reading silently and infer the meaning of unfamiliar words from the context
The learner uses nouns, verbs, adjectives and prepositions in speech	Noticing the use in a passage and choosing the right one in the given

and writing	activity. Learning in contextualized and integrated manner
The learner uses dictionary	Start using dictionary to find out spelling and meaning

c) Conduct of in-built activities

Sl No	Area	Suggested Activities
1	Pre-reading	<ul style="list-style-type: none"> The teacher may make arrangements for an audio or audio-visual teaching aids for a song related to morning. (tape recorder, video or own mobile phones. A song can be obtained, in English/ Bengali/ Kokboran from the National Repository of Educational Resources (NROER)). <p>Learners may be encouraged to listen, and listen once again, to try and grasp the meaning, as well as appreciate the beauty of sounds.</p>
	While reading	<ul style="list-style-type: none"> The teacher may bring to class a picture (from a calendar, poster, or teacher-made, depicting a morning scene. May incorporate tribal art, local landscape.) <p>Learners may be encouraged to look at the details and talk about the picture. They may also be encouraged to talk about their own morning routine, and what they see and hear on their way to school. As they speak, the teacher may write the activities in points, on the blackboard.</p> <ul style="list-style-type: none"> The teacher will impart a model loud reading with proper pronunciation, intonation, rhythm, stress etc. Recorded materials can also be used. <p>Learners may be asked to read the poem in chorus. After that the learners will be asked to read the text silently.</p> <p>Learners may be asked to read once again, to infer</p>

	Post-reading	<p>the meaning of the difficult expressions such as lovely, buzzing, sleepy head, tiniest etc on the basis of context.</p> <p>Learners may be asked to write down the activities they do after waking up, using the words and expressions already written by the teacher on the blackboard.</p> <p>Learners may also be encouraged to use the Dictionary.</p>
2	Exercises: Reading is fun	Learners may form groups of five. The teacher, with the help of a picture, sock puppets etc. may facilitate the learners to answer the question as mentioned in the section(Page no-4). Learners can be encouraged to imitate different sounds of birds.
3	Exercises: Let's Listen	The learners will be encouraged to pronounce words such as boy, bee, been etc. Then the teacher will pronounce the words as mentioned in the particular section of the textbook with proper pronunciation and stress. Learners will be familiarised with the b sound, through listening. The Pronunciation Cards from <i>Raindrops</i> the English Language Learning Kit would be useful in this regard.
4	Exercises:	Learners will be encouraged to actively listen to the different sounds such as the rustling of leaves, the wind blowing, the chirping of birds, the sounds of footsteps on the morning of second day of teaching. The teacher can use an audio aid to evaluate whether the students can correctly identify the sounds or not. The audio aid can be obtained from National Repository of Educational Resources(NROER) or from other recorded materials or other web-based sources.

	Let's Listen and talk	<p>2. Learners may be grouped with four members in each group. Each member may take up the role of a cow, a horse etc as mentioned in the question. (p.4). They have to imagine what they would say to each other if they were to meet for a morning meal. (The masks and emoticons in <i>Raindrops</i> English Language Learning Kit may be used; in addition, the teacher may develop his/ her own). The teacher may ensure that all learners participate in it. The teacher should ask some groups to enact the imaginary conversation. This enhances creativity and imagination.</p>
5	Exercises: Say aloud	<p>The teacher may read the tongue-twister 3 to 4 times. The learners may be asked to repeat it in chorus. Then learners may individually attempt to say it. Some more tongue-twisters from English or other languages can also be used. This would bring in the aspect of multilingualism.</p>
6	<p>Joining pairs of sentences using and or but</p> <p>Exercises: Let's write</p>	<ul style="list-style-type: none"> The teacher may use the following passage to make the students aware of the use of "and" and "but". <p>Amit went to market and he was accompanied by his sister. They bought potatoes and tomatoes. They tried to buy hilsa fish but they could not find hilsa fish in the whole market. So, they went to buy meat. They bought one kg chicken and they also bought one kg mutton. They hired an auto to go home. But on the way, one of its tyres got punctured. So they returned home by bus.</p> <ul style="list-style-type: none"> After this, learners may be encouraged to come up with a few more examples. The teacher should observe whether the concept of "and" and "but" is clear to all the learners. Then they may be asked to connect the pairs of sentences as mentioned in the textbook by using "and" or "but" (p.5).
	Fill in the blanks	<ul style="list-style-type: none"> The teacher may use easily available materials like pen, pencil, duster (of different size, shape, type etc) to make the

			<p>learners aware of different forms of adjectives like big, tall, small, beautiful etc., moving on to bigger, biggest etc. Local craft items may also be used for this purpose.</p> <ul style="list-style-type: none"> • The teacher can use the blackboard to draw pictures to bring out the concept of degrees of comparison. Learners may also be encouraged to come to the blackboard and draw suitable pictures. • Then the learners will be instructed to fill in the blanks (p.5).
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d) Perspective of assessment

The role of assessment is to judge the progress that both learners and teacher made towards achieving the aims that have been set and appraising how this could be done better. The focus should be on **assessment as learning, to be in-built in the teaching-learning process**. The learners should be encouraged to ask questions and it should be treated as inquisitiveness. Competency based questions need to be given. The questions should not be direct as far as possible because that would favour rote memorization. Preferably, open ended questions should be framed.

An illustration is given here:

<i>Items not to be Preferred</i>	<i>Preferred Items</i>
Name three animals mentioned in the poem.	Name some animals that wake up early in the morning.
Write a synonym of lovely.	Find out a word from the passage which is similar in meaning to 'pleasant'. Wake up! Wake up! It's a lovely day. Oh! Please get up And come and play

The types of questions that are set for assessment need to go beyond what is given in the book. Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions.(NCF-2005, p.74)

e) Diversity – Context of Tripura

The teachers have to contextualize the topic in regard to Tripura. Two illustrations are given here

1	The learners may be given a list of some words such as school bus, book shop hut, farmer, doctor, highway, bullock cart, newspaper hawker, mall, hill, tong ghar, mobile,etc(The teacher can include few other suitable items) to categorize into two heads: urban area and rural area. Some may fall into both categories. The class may have a discussion on it.
2	While using the picture of morning scene, the teacher can use a picture of a typical tribal village of Tripura depicting jhum cultivation, tong ghar etc.

f) Exercises

Exercises include not only questions but also activities. None of the questions and activities mentioned in the text, particularly the listening activities, should be left out. The teachers can frame new ones as and when required.

Open ended questions:-

An open ended question is designed to encourage a full meaningful answer using the subjects' own knowledge and /or feelings.

Example:-Do all animals and birds wake early?

Divergent Questions:-

Divergent questions allow students to explore different avenues and create many different variation and alternative answers or scenario. Divergent question is a question with no specific answer but rather exercises one's ability to think broadly about a certain topic.

Example:-Do you think that all people wake up early? Are there people who work at night? Can you think of some examples?

g)Dealing with CWSN

As per the guidelines given in the Learning Outcomes document, the following strategies may be adopted while dealing with CWSN.

Sl No	Meant For	Suggested strategy to be adopted
1	Learners with low vision	<p>For the benefit of learners with low vision,</p> <ul style="list-style-type: none"> ➤ Coloured chalk, sketch pen etc can be used. ➤ The blackboard work should ➤ The seating arrangement should be made appropriately at the front row, and near the window for more light etc. <p>The Pronunciation Cards (large size) as well as the Braille chart and scales from <i>Raindrops</i> the English Language Learning Kit, may be used for such learners.</p>
2	Hearing impairment	<p>For the students with hearing impairment</p> <ul style="list-style-type: none"> ➤ Arrangements should be made so that they can sit near the teacher. ➤ The teacher should speak loudly,clearly and with pauses. ➤ If needed the teacher should repeat.
3	Cognitive impairment, Intellectual disability	<p>Such children may face difficulties in oral language (fluency): reading (skip words): eye-hand coordination(illegible handwriting) and understanding figurative language. Teachers may devise appropriate strategies through their own creativity and patience: they may consult colleagues and they may also consult DEGSN,NCERT.</p>
4	High achievers	<p>Such students may be provided activities leading to divergent thinking. Example- These children may respond in very imaginatively in Let's Listen and</p>

		<p>talk and Say aloud section of this text. Additionally they may be provided a variety of texts with new vocabulary and a slightly challenging cognitive level. The Vocabulary games in <i>Raindrops</i> may be used.</p>
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h) Issue of Multilingualism

Multilingualism exists in the classrooms of Tripura. Children come from various linguistic backgrounds, and in school they study English as second language. The knowledge of the vernaculars (Bengali, Kokbarok, Manipuri, Lushai etc) is to be utilized. Even before coming to school, a child understands and speaks a large number of words in the home language: he/she also knows how to structure them appropriate to the situation. The skills that the child already knows in his/her mother tongue should be utilized in the English classroom, for which the teacher needs to facilitate the child.

There may be judicious use of home language in the classroom. The teacher may encourage respect for all languages in the classroom, through stressing the commonality of proverbs, for instance. While the use of home language by the child need not be punished or penalized, particularly in Classes I and II, progression towards more use of English needs to be encouraged.

6 ACTIVITIES FOR THE KRPS

a) Classroom plan

Prepare a classroom plan keeping the following points in consideration

- Flexible lesson plans
- Seating arrangement to be changed as per activity
- Provisions for differently abled (If any)
- Respect for all language

b) Activity focussing gender equality/inclusion/environment sensitivity/scientific temper and integration

The poem “Wake up!” deals with happiness experienced by the child in early morning. However, there may be children in your locality for whom

early morning means the beginning of yet another day of struggle.
Develop an activity to focus on this issue.

You may also develop one activity on any of the above mentioned topic.

7 EVALUATION

a) What has been learnt through this module?

After you have gone through the module, put tick marks against items that you have understood from the list given below

Sl No	Items	Space for tick mark
1	Learning outcome for a particular topic	
2	Pedagogical strategies to be adopted for a particular topic	
3	Framing activity	
4	Assessment as learning	
5	Contextualization	
6	Identifying source of TLM	
7	Different types of exercise	
8	Addressing issues of multilingualism	

b) For Further Reading

You may refer to the other modules on Assessment, ICT, and English Upper Primary for further clarification of concepts.

c) **NCERT Resource Materials**

- **NROER**
- **Raindrops Book-I (Special series)**
- **Raindrops Book-II(Special series)**
- **Raindrops English Language Learning Kit for Classes I-V**
- **A Birthday Party CD ,Developed by CIET,NCERT**
- **Marigold Books I-IV(Poems)CD, Developed by CIET,NCERT**
- **National Curriculum Framework-2005 (Abridged Version)**
- **Source Book of Assessment (English)**

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