



### English → Classes I → V

The emphasis should be on teaching language use in meaningful and often multilingual contexts. Input rich methodologies (such as the whole language, the task-based and the comprehensible input approaches) aim at exposure to the language in meaning- focused situations so as to trigger the formation of a language system by the learner.

**Skills to be fostered** → The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations.

- ❖ The learner should acquire the ability to listen and understand, and should be able to employ non-verbal clues to make connections and draw inferences.
- ❖ The learner should develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
- ❖ The learner should be able to employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- ❖ The learner should be able to identify a topic, organise and structure thoughts and write with a sense of purpose and an awareness of audience.
- ❖ The learner should be able to understand and use a variety of registers associated with domains such as music, sports, films, gardening, construction work, etc.
- ❖ The learner should be able to use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.



- ❖ The learner should be able to use language creatively and imaginatively in text transaction and performance of activities.
- ❖ The learner should be able to develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- ❖ The learner should be able to refine their literary sensibility and enrich their aesthetic life through different literary genres. • The learner should be able to appreciate similarities and differences across languages in a multilingual classroom and society.
- ❖ It is important for the learner to notice that different languages and language varieties are associated with different domains and communicative encounters.
- ❖ The learner should become sensitive to the inherent variability that characterizes language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her own speech and the speech of her, say, grandparents.
- ❖
- ❖ Attitudes to be nurtured
- ❖ Attitudes and motivation of learners and teachers play an important role in all learning, including language learning. When the teacher is positively inclined towards pupils of diverse linguistic, ethnic and socio-cultural backgrounds, pupils will also tend to get positively motivated and involved in the teaching-learning processes. It is extremely important that teachers begin to appreciate the fact that all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teacher and the taught. The teacher should also begin to use



the multilingual classroom as a resource. Languages flourish in each other's company. They die when they are isolated as 'pure objects'. Languages which

- ❖ have become powerful in the modern world have gone through a process of constant borrowing at all levels from other languages and they have still not closed their doors. The day they do so, they will start their journey on the path of destruction. The teacher's positive attitude will go a long way in lowering the anxiety levels of learners, while raising their awareness levels of self-respect, self-discipline, respect and care for others, interdependence and cooperation.
- ❖ Content
- ❖ The ten core components identified in the National Policy of Education must be suitably integrated in school curriculum. These components, which will cut across all subject areas, should be reinforced in the whole range of inputs (print and non-print, formal and informal) for teaching/learning at various stages of school education.
- ❖ Since all contemporary concerns and issues cannot be included in the curriculum as separate subjects of study, some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development should be suitably incorporated in the course content.
- ❖ Course materials should also draw upon the following concerns in an integrated manner:
  - ❖ Self, Family, Home, Friends and Pets
  - ❖ Neighbourhood and Community at large
  - ❖ The Nation - diversity (socio-cultural, religious and ethnic,



- as well as linguistic), heritage (myths/legends/folktales)
- ❖ The World - India's neighbours and other countries (their
  - ❖ cultures, literature and customs)
  - ❖ Adventure and Imagination
  - ❖ Sports

1. Issues relating to Adolescence
2. Science and Technology
3. Peace and Harmony
4. Travel and Tourism
5. Mass Media
6. Art and Culture 1

3. Health and Reproductive health

The thematic package given above is suggestive and at each stageshould be in line with learners' cognitive level, interest and experience.

### **Level - 1 (Classes I - II)**

**Objectives**→ The general objectives at **Level-1** are:

- ❖ to build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.).
- ❖ to provide and monitor exposure to and comprehension of spoken, and spoken-and written inputs (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions/answers).
- ❖ to help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances, formulaic expressions as communicative devices).
- ❖ to recite and sing poems, songs and rhymes and enact small plays/skits
- ❖ to use drawing and painting as precursors to writing and relate these activities to oral communication.
- ❖ to become visually familiar with text [word(s)], what it means, and to notice its components - letter (s) and the sound-values they stand for.



- ❖ to associate meaning with written/printed language. At the end of this stage learners should be able to
- ❖ talk about themselves, members of the family and the people in their surroundings.
- ❖ follow simple instructions, requests and questions, and use formulaic expressions appropriately
- ❖ enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English
- ❖ recognise whole words or chunks of language
- ❖ recognise small and capital forms of English alphabet both in context and in isolation
- ❖ read simple words/short sentences with the help of pictures and understand them
- ❖ write simple words/phrases/short sentences

### **Level – II (Classes III, IV and V)**

- ❖ Objectives □ The general objectives at Level -II are:
- ❖ to provide print-rich environment to relate oracy with literacy.
- ❖ to build on learners' readiness for reading and writing.
- ❖ to promote learners' conceptualization of printed texts in terms of headings, paragraphs and horizontal lines.
- ❖ to enrich learners' vocabulary mainly through telling, retelling
- ❖ and reading aloud of stories/ folktales in English.
- ❖ to use appropriate spoken and written language in meaningful contexts/situations.
- ❖ to give them an opportunity to listen to sounds/sound techniques and appreciate the rhythm and music of rhymes/sounds.
- ❖ to enable them to relate words (mainly in poems) with



appropriate actions and thereby provide understanding of the language.

- ❖ to familiarize learners with the basic process of writing.
- ❖ At the end of this stage learners will be able to do the following:
  - ❖ narrate his/her experiences and incidents
  - ❖ exchange his/her ideas with the peers
  - ❖ carry out a brief conversation involving seeking/giving information
  - ❖ enjoy reading a story, poem, a short write-up, a notice, poster etc
  - ❖ take dictation of simple sentences and to practise copy writing from the blackboard and textbook and to use common punctuation marks
  - ❖ write a short description of a person, thing or place - prepare a notice, or write a message for someone
  - ❖ write a short composition based on pictures
  - ❖ take part in group activity, role play and dramatization
- ❖ Language Items
  - ❖ At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs.
  - ❖ The following must be included in the curriculum:--
    - ❖ nouns, pronouns, adjectives, adverbs
    - ❖ is, am, are, has, have
    - ❖ tense forms (simple present and present continuous, simple past and past continuous)
    - ❖ expressing future (will and be going to)
    - ❖ articles
    - ❖ this, that, these, those (as determiners and empty subjects)
    - ❖ question words



- ❖ an, or, but
- ❖ punctuation marks (full stop, comma, question mark and inverted commas)
- ❖ possessive adjectives
  - ❖ prepositions

### **Methods and Techniques**

(At level I & II, there will be a shift of emphasis from learning of limited input (textbook) to providing exposure to a wide range of inputs.)

- ❖ an oral-aural approach to be followed (with limited focus on reading and writing depending on the level)
- ❖ learner-centered activity-based approach including bilingual approach
- ❖ integration of key environmental, social and arithmetical concepts
- ❖ pictures, illustrations, cartoons, and toys to be used to arouse the interest of children
- ❖ focus on discussions, project works, activities that promote reading with comprehension depending on the level