

**EVOLVING A NEW ENGLISH LANGUAGE ACQUISITION
PROGRAMME AT PRIMARY LEVEL-A COGNITIVE
INTERACTIONIST APPROACH**

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DECLARATION

I, N. Sureshkumar, do hereby declare that this thesis, entitled. **“Evolving a new English language Acquisition Programme at Primary level- a Cognitive Interactionist Approach”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

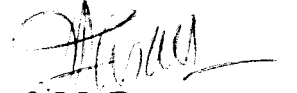
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N. Suresh Kumar

CERTIFICATE

I, M. Dasan do hereby certify that this thesis entitled, “**Evolving a New English Language Acquisition Programme at Primary Level--a Cognitive Interactionist Approach**” is an original record of studies and bona fide research carried out by Mr. N. Sureshkumar under my supervision and guidance.



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INTRODUCTION

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

CHAPTER 1 INTRODUCTION

- 1 THE RATIONALE OF THE STUDY
- 2 NEED AND SIGNIFICANCE OF THE STUDY
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CHAPTER 1

INTRODUCTION

We are at the dawn of the twenty first century. In the context of globalization profound changes are taking place around us. We have been converging into a global village. At the same time, we are facing threats to human values, peace and harmony evolved over the years of our civilization. In this emerging global situation, the role of education once again becomes very crucial. On the one hand, education has to cater to the cognitive skills, psychomotor skills and attitudinal demands of the world of work; on the other to the affective components, experience of intrinsic values and life long importance far beyond the world of work.

In India, we are heading for 83rd constitutional amendment to make the elementary education a fundamental right. Besides, both the central and state governments have together launched Sarwa Sikha Abiyan (SSA), in order to ensure universalisation of quality elementary education by 2010. Now that Kerala has achieved universal enrolment and retention even at the secondary level, the only agenda that remains to be addressed is universalisation of quality achievement.

In the rapidly changing world order, the demand for quality in all walks of life is on the increase. In a country like ours, with a multi-lingual background, the vernaculars are not widely used outside their realm. So in order to cope with the needs, and to meet challenges one has to be proficient in English language. These include, participation in democratic polity, gaining access to scientific and technological knowledge, higher education, equipping oneself for global as well as domestic labour market, foreign trade information technology etc. "The unparallel spread of English demands a fresh conceptualisation in terms of its range

of functions, and the degree of penetration in different non-western social contexts” (Kachru, 1985) English has become highly relevant today.

Our life has so long and so intimately been bound up with the English language. Lack of proficiency in English will be is handicap, which would paralyse our activities considerably in many intellectual, practical, official, democratic and aesthetic spheres. It is therefore, imperative to ensure that our coming generation be empowered with the proficiency of using English language wherever they are called upon.

It is widely accepted that Kerala is confronted with a quality crisis as far as the poor learning achievement of pupils particularly in the school system. Though it is applicable to all the classes and subjects, the situation is extremely pitiable in the case of English. If we look at the S.S.L.C. result in the recent years, it is obvious that the poorest learning achievement is in English. The state average for English in the S.S.L.C. Exam, March 2001 is just thirteen marks out of fifty. English has been holding the titles for the lowest subject average and pass percentage for the last several years (Sreedevi, 2001). This is the cumulative effect of the issues related to teaching and learning of English that exists right from the primary level, which should not be allowed to continue any longer.

The shockingly poor standard of teaching and learning of English in the schools of Kerala state has been always a matter of serious concern for everyone. As a result of this recently, it has been noticed that students coming out of our schools, and colleges find it difficult to achieve success in national level tests owing to the, lack of their proficiency in English. This is, in spite of the fact that a student learns English as a compulsory subject for a prolonged period of seven years form standard IV to X at the school level. Further, he studies English as a compulsory subject at higher secondary and college levels till he completes the

second year of degree course. There are a number of students, who cannot not continue their studies any more, as they lack proficiency in English language though they are excellent in their optional subjects. This should not have happened, if the time spent by the students to learn English in his school career had been effectively utilized.

At the same time, proficiency of English language remains to be a determining factor for the educational and vocational progress of an individual. There is an increasing tendency among many parents to send their children to English medium schools. Whether they achieve proficiency in English by virtue of their education in English medium is debatable. Curiously enough, even people who hail from poor economic backgrounds, take pains to see that their children are enrolled in English medium schools though they know that they are putting themselves under extreme financial strain by doing so. This has been pointed out as one of the reasons for the proliferation of English medium schools in our state. This shows that the credibility of English education in the mainstream of education is being lost, with regard to the learning of English. However, the situation should not be allowed to continue any longer. Hence, a thorough probe into the problems related to the teaching and learning of English and an attempt for a breakthrough is inevitable right from the primary level.

1.1. THE RATIONALE OF THE STUDY

We begin with the standard assumption that human child is genetically endowed with a language system namely, Universal Grammar--UG (Chomsky 1980, 82, 86, 97). What we mean by language acquisition is the unfolding of this innate system. Chomsky has developed his theory on UG based on Cognitive psychology. It turned out to be an alternative to the Behaviourist theory as propagated by Skinner, Thorndike and others, which maintains that the child's language comes from outside. While Behaviourist thought has been questioned

everywhere, the existing text books of English in Kerala, make use of Skinner's Behaviourist assumptions of language learning. Naturally, a lot of emphasis is given on teaching and practice. What we find is a transmission model, which is purely teacher-centered. An English language acquisition programme based on UG theory focuses on natural acquisition of language where practice or teaching has little relevance. Notice that, we make a distinction between acquisition and learning. Language facts (Vocabulary, structures etc.) are learnt whereas the language system is acquired. It can be seen that both acquisition and learning have their own paradigms covering areas such as assumptions of language, learning materials, methodology and environment. In order to materialise acquisition, what is required is a paradigm shift and not certain cosmetic changes in specific areas.

The existing English language teaching seems to be purely a teaching model which fails to facilitate acquisition of the language. It is to be noted that, by acquiring language we mean acquiring the system of the language by virtue of the innate knowledge of language.

Classroom is interplay of a lot of variables. There is a multiplicity of individual differences. Each child possesses various degree intelligences in different proportions. Also they are different in their beliefs, religion, social background, literary skills etc. It appears that, the existing English Language Teaching (ELT) mode does not take into account these differences.

1.2. NEED AND SIGNIFICANCE OF THE STUDY

The English language is an indispensable presence in our social environment. Naturally, those who are able to use English proficiently will have an edge over the others. But unfortunately, most of our children hailing from the school system lag behind in attaining proficiency, in spite of being taught English for years. Though there have been a lot

discussions on this situation peripherally, an in depth understanding of the pros and cons of the issues is yet to take place. So there should be an attempt to find out reasons for this which will lead to a programme to overcome this condition.

The poor achievement and performance of the learners right from the primary class when English is introduced renders classroom process into a pitiable situation gradually. Most of the learners are destined to be in English class though they do not participate the teaching learning process. Eventually, they remain in the classroom passively and the classroom process turns out to be monotonous and unattractive to them. By being in this state of mind for years in spite of their dynamic nature, they forfeit the marvellous time of childhood which makes long term impact on one's own life and future. However, to begin with a learner friendly English acquisition programme at the primary level will turn out to be a break through, in this direction.

As far as the teachers of English are concerned, they are not enjoying professional satisfaction because of the poor achievement of their students, as well as the absence of desired linguistic development. It is obvious that, the learning process centres round the evaluation that happens periodically. Hence the teachers insist on learning language facts in order to get immediate result, thereby forcing learners to mug up everything. As the learning model is highly product oriented, it does not tolerate the natural pace of children's progress. This is highly damaging when we think of children's natural process of language acquisition. The teachers who are very sincere, too become extremely frustrated as their pupil's performance does not come up to their expectation. Eventually, they tend to lose their commitment and switch over to the artificial formal teaching exercise. In order to overcome this situation, teachers of English are to be provided with a process-oriented programme.

The existing learning model does not promote the professional growth of teachers in stead, they follow the stereo-typical way of presentation focusing on mechanical reinforcement and rote learning. Eventually it paves the way for widening multi-level situation among pupils in their language skills. Recent studies in cognitive psychology and pedagogy reveal that a variety learning activities suitable to the cognitive ecology of children are inevitable in order to elevate them to the expected level of curriculum. In order to bring about this objective, teachers are to be empowered in a slow and steady manner, synchronising their professionalism with the challenges they face in the classroom. An acquisition paradigm envisages an ever-empowering teacher as a researcher who is so professionalized that he can deal with the classroom transaction effectively.

The existing learning model cites the communicative approach as the means of classroom process. Contrary to its claims, the communicative approach seems to be an extension of the Behaviourist paradigm. But as a matter of fact, all the modern educational psychology, cognitive science and other related disciplines which involve pedagogy prescribe a constructivist paradigm. Such a shift of paradigm will bring about a constructivist pedagogy of language acquisition to which the present study is committed.

As Howard Gardner pointed out, every learner has nine intelligences and they vary in their inheritance and manifestation. The way a learner appeals to any sort of learning experience will be according to this unique possession of multiple intelligence faculties. Therefore it is obvious that multiple intelligence (MI) of learners has to be taken into account of while deciding the teaching learning process. It is clear that, the existing learning models do not consider MI theory while prescribing repetition and drill as the main learning strategy. Indeed an acquisition model can cope with the MI of learners by incorporating its implication in the classroom practice.

There is an increase in demand though not directly from the society for a paradigm shift in the teaching of English particularly at the school level. It is due to the dichotomy between the growing demand of English proficiency on one side and the deterioration of the standard of English on the other. As a result of that the learners are subjected to a number of measures such as special tuition, imposition of too many written tasks etc. which turn out counter productive. Realizing that still there is no substantial improvement in the learner's achievement, parents end up in utter confusion. A programme for natural acquisition will enable parents in getting rid of their apprehensions.

It is a fact that there is a growing belief in the society that the learners who join English medium school are better in English. It is an emergent need that the credibility of the mainstream education be gained especially of English teaching. A social education process based on empirical evidence of children who has acquired English proficiency from the common mainstream schools would be adequate enough to convince the parents of the futility of the craze for English medium education. The majority who depend on the public sector school system will be benefited, if a suitable programme is available to their children. Besides, the attainment of proficiency of the children in the mainstream will enable them to overcome the challenge of unhealthy competitions related to English medium education.

It is disastrous that the classroom process always is subordinated to the existing evaluation process which is totally content-based, not focused on linguistic skills. Such an unsuitable evaluation process let slip all the attempts if any for the improvement of classroom process. This limitation has to be overcome by setting forth an apt perspective of evaluation which is continuous and comprehensive aiming at the curricular objectives through linguistic skills as the acquisition model envisages.

Taking into account of all the above aspects discussed so far, the present study has been carried out in order to suggest an alternative model to cope with the existing issues of English language teaching-learning process at the primary level. It is hoped that this English language acquisition model will be an answer to the long awaited question of paradigm shift in Kerala context.

The investigator being a teacher, teacher trainer, educational practitioner and a parent who got National awards twice for 'Innovations and New Experiments in Teacher Education' has a first hand feel of the issues that prevail in the field of English language teaching in the state. He has been associated with training of pre-service and in-service teachers for years. He has frequent interaction with secondary as well as primary school teachers of English. The inspiration for the investigator to undertake this study, was his dream of getting the young generation in the right track towards the a high proficiency in English language.

1.3. STATEMENT OF THE PROBLEM.

Inferring that the present English language teaching programme is a learning model which is inadequate to facilitate the acquisition process, the present study has been carried out to evolve an acquisition model for English language for primary pupils so as to empower them to meet the language demand and hence is entitled as "Evolving a new English language acquisition programme at primary level--a cognitive interactionist approach.

1.4. OPERATIONAL DEFINITION OF IMPORTANT TERMS.

Some of the terms used in the study, are operationally defined below;

1. **Evolving:** It is defined as developing gradually by a long continuous process. The study tries to find out the existing issues related to teaching-learning of English

language in Kerala particularly, primary classes. Having identified the issues it attempts to develop an acquisition model to overcome the issues.

2. **Acquisition programme:** The programme stands for the methodology and materials such as curriculum text book, classroom transactional materials conducive to acquisition.
3. **Primary level:** Primary level means classes from standard I to VII.
4. **Cognitive interactionist approach:** Cognitive interactive approach means an approach to facilitate language acquisition in which the learner's innate language faculty and social interaction interplay.

1.5. HYPOTHESIS.

1. The new English language acquisition programme developed by the investigator is more effective than the existing learning model at the primary level.

1.6. OBJECTIVES.

1. To examine the existing problems with regard to English language acquisition at the primary level.
2. To develop a new English language acquisition programme based on cognitive interactionist approach for effective English language acquisition at the primary level with special reference to the standard V pupils of Kerala.
3. To test the effectiveness of the new English Language Acquisition programme developed by the investigator on primary school pupils of Kerala.

1.7. DISGIN OF THE STUDY IN BRIEF.

Having held an initial probe into the existing issues related to the teaching and learning of English in Kerala, an acquisition programme for the primary pupils of Kerala was evolved and experimented with a view to tackling them.

For experimentation, the pre-test-post-test group design of experimental research was adopted. A sample of 132 pupils of which 66 form the experimental group with 33 each in two schools and other 66 form the control group in the same schools but in parallel divisions were taken. Both the groups 33 each were treated with 50 hours classroom transaction of acquisition model while control group of 66 underwent in two groups the existing learning model for the same number of hours monitored by the investigator himself so that the teacher factor would not jeopardise the study.

In order to study the effectiveness of the acquisition model, the data pertaining to the immediate achievement of the pupils of both the treatments were subjected to statistical analysis for interpretation, inference and generalisation.

1.8. VARIABLES IN THE STUDY.

There are two variables involved in the present study, independent and dependent variables.

1.8.1. Independent variable.

The New English Language Acquisition Programme

1.8.2. Dependent variable.

The achievement of the pupils with respect to basic language skills in English.

1.9. THE SCOPE OF THE STUDY.

It is hoped that, the acquisition model developed by the present study will pave the way for developing English language acquisition models both for the primary and secondary levels in Kerala. Naturally, its reverberations may influence English language pedagogy at the national level.

Since the National Education Policy-1986 came into being, efforts have been continuing to bring about classroom process activity-oriented and learner-centred. The recent curriculum revision in Kerala which had begun in 1997 has been an attempt to achieve this goal. Accordingly, first language (Malayalam) curriculum was framed keeping its foundation on whole language approach. An acquisition model for English language based on whole language philosophy will be a field test for the language approach in the mainstream. In addition to that, the findings of this may give new dimensions to the pedagogy of other languages too.

The poor achievement of learners in English always causes extreme frustration due to none of their faults. "The feeling of success motivates the children to remain in the school while the feeling of failure pushes them out of the system (Arora, 1995). Hence, a motivating and learner-participative classroom transaction will better the performance of the learners which in turn will develop their confidence. The findings of this study may turn out to be a path finder towards this direction.

It is expected that the English language acquisition programme, evolved by the present study will be welcomed by the teaching community as it envisages their self-empowerment and professional growth. They can make use of this programme for exercising their professional autonomy by liberating themselves from the enslavement of stereotyped learning models and materials. Teachers' wish of developing and making use of suitable material appropriate for their learner's need will be accomplished.

The overanxiety of the parents about teaching English effectively to their children induces them to adopt various measures that they believe to be helpful for their wards. On the contrary, these invite a number of psychological, social and emotional consequences which are counterproductive to the allround development of children. The present study will help the parents to get rid of most of the apprehensions related to English language acquisition so that the above mentioned consequences could be overcome.

In the changed scenario the governments, planners, educators, parents and other stake holders of education are requested to update the perspective of teaching English to our new generation. The policy initiative thus arising out of it will create a atmosphere conducive incorporating the changes that have been taking place over the years in the English teaching-learning process world over. The corrective measures suggested by this study may be helpful for conceptualizing curriculum, material development, teacher education and teacher training at the earliest.

1.10. LIMITATIONS OF THE STUDY.

The investigator's original intention was to develop English language acquisition programme for all the primary classes. But the investigators was constrained to limit it to standard V only because of shortage of time and resources.

Since the investigator himself held the try-out of the acquisition programme, to both the experimental classes and the existing learning model classes a greater number of samples could not be covered. However, the investigator considers that confining the experimentation to two schools of Kollam district of Kerala would not invalidate its significance for the condition in other schools do not vary much.

The video documentation of the classroom transaction could be recorded only for one and a half hours. It could not have been done for the entire transaction of 50 hours as it would hinder the natural environment of the class.

However, all possible precautions have been taken to attain the highest degree of accuracy within the confines set by the experimental study.

1.11. ORGANISATION OF THE THESIS

- Chapter 1 - Introduction
- Chapter 2 - History of English Teaching Methodology.
- Chapter 3 - Language Acquisition – Theoretical Background.
- Chapter 4 - Review of Related Literature.
- Chapter 5 - Design of the Study.
- Chapter 6 - Analysis and Interpretation.
- Chapter 7 - Summary, Conclusions and Suggestions.

THE HISTORICAL ANALYSIS OF THE ENGLISH TEACHING IN KERALA

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

CHAPTER 2
THE HISTORICAL ANALYSIS OF THE ENGLISH
TEACHING IN KERALA

- 1 HISTORY OF ENGLISH TEACHING METHODOLOGY
- 2 HISTORY OF TEACHING ENGLISH IN INDIA
- 3 HISTORY OF TEACHING ENGLISH IN KERALA
- 4 PEOPLE'S CRAZE FOR ENGLISH
- 5 VISIONING THE SOCIAL PERSPECTIVE OF ENGLISH EDUCATION
IN KERALA
- 6 METHODOLOGICAL PERSPECTIVE

CHAPTER 2

THE HISTORICAL ANALYSIS OF ENGLISH TEACHING IN KERALA

Language teaching has been changing for many centuries. Various influences have affected language teaching. Reasons for learning languages were different as and when times changed. In certain periods, languages were taught for the purpose of reading. In certain other eras, they were taught to use them orally. These differences influenced the methodology of teaching in various periods. Besides, theories about language and learning have also changed. However, many of the current issues concerning language teaching have emerged at various points of time.

2.1. THE HISTORY OF ENGLISH TEACHING METHODOLOGY

The history of teaching a foreign language can be traced back to the ancient Greeks. They were interested in learning about mind through language learning. The Romans were the first to start studying a foreign language formally.

In Europe, before the 16th century much of language teaching meant teaching Latin to priests. In the 16th and 17th centuries, there was a common language to speak to foreigners. So it was taught widely during this period. The language books (materials) of those times indicate that questions such as practice versus learning rules and formal study versus informal study were considered in those times also. During these centuries, the status of Latin changed from a living language to a dead language. Still, the analysis of grammar and rhetoric of classical Latin became the model language teaching between 17th and 19th centuries. The emphasis was on learning grammar and rules and vocabulary by translations, and on practice

in writing sample sentences. This method was later known as grammar-translation method. When modern languages were taught as part of curriculum, from 18th century, they were taught using the same method as that was used for teaching Latin.

2.1.1. The Grammar Translation Method

The grammar translation method was the dominant foreign language teaching method in Europe from 1840's to 1940's. Even today, a version of this is widely used in some parts of the world. The grammar translation method was based on the assumption that language is primarily graphic, and that the main purpose of second language study is to build knowledge of the structure of the language either as a tool for literary research and translation or for the development of learners' logical powers. The process of learning second language must be deductive, which requires effort and must be carried out with constant reference to the learners' native language.

Even as early as the mid-19th, century, theorists were beginning to question the principles behind the grammar translation method. During this time, there had been a growing demand for the ability to speak foreign languages. Theorists such as C. Marcel, F. Gounin, both French reformists and Pendergart, an Englishman began to reconsider the nature of language and learning.

In the late 18th and early 19th centuries linguists began to think of the best way to teach languages. They include Henry Sweet of England, Wilhelm Vietor of Germany, and Paus Passy of France, who believed that language teaching should be based on scientific knowledge about language. It should begin with speaking and go on expanding the other skills. Words and sentences should be presented in context and grammar should be taught inductively. These ideas began to spread which, eventually pave way to the Direct Method.

2.1.2. Direct Method

The Direct Method allows to work on all the four skill areas (reading, writing, speaking and listening). Structural patterns are practiced in meaningful interactions. The syllabus develops according to learning abilities and needs. Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages.

The Direct Method insists that the Teacher should take into account what the students already know. The students are expected to speak and communicate a great deal in the target language as if in real situations. Reading and writing are taught from the beginning though speaking and listening are emphasized. Grammar is learnt inductively. Assessment is continual but only to determine continually changing learning needs. The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools.

Development in the field of psychology had a great effect on language teaching. Scientists like Ivan Pavlov, B.F. Skinner, John Watson did experiments on animals. By studying the animal behaviour they came to believe that animal behaviour is formed by a series of rewards and punishments. Skinner promoted the idea that parents or other caretakers hear a child say something that sounds like a word in their language. They reward the child with praise and attention. The child repeats the words that are praised and thus learns language.

Behaviourism along with applied linguistics had a great influence on language teaching. Theorists believed that languages were made up of a series of habits. If learners

could develop all these habits, they could speak the language well. This gave way to Audio-lingual method

2.1.3. Audio- Lingual Method

The audio-lingual approach was very popular from the 1940s to the 1960s. It is based on behaviourist psychology and structural linguistics, which assume that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until he is able to produce them spontaneously. The teacher directs and controls students' behaviour, provides a model for imitation and reinforces correct responses. New vocabulary and structures are learned through imitation and repetition. Audio-lingual method emphasizes everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Role-demonstration, role playing and structure drilling are predominant activities.

The audio-lingual approach does not depend so much on the instructor's creative ability and does not require excellent proficiency in the language, being always railed to sets of lessons and books. Therefore it is easy to be implemented, less expensive to be maintained and is still in use in many packaged language courses.

2.1.4. The Mid to Late 20th century developments

The years that followed World War II stand for a period of increased language diversity with a corresponding increase in the enthusiasm shown in the realm of language teaching and learning. People from all social strata started learning languages. International travels and socio-cultural exchanges increased the need for language learning. Between 1950s and 1960s a lot of attempts were made

- (1) to use technology,
- (2) to explore new educational patterns (individualised instruction, bilingual education, immersed programmes, etc.), and
- (3) to establish methodological innovations.

However, the expected effectiveness of language education did not materialise.

From mid-1960's onwards, the audio-lingual method has confronted with a number of theoretical challenges. Noam Chomsky questioned the behaviourist model of language learning, proposing an explanatory account of the innate Language Acquisition Device (LAD) and theory of Transformational Generative Grammar. There are other theorists also who have put forward new ideas. Stephen Krashen, for instance, proposed the Input Hypothesis, which states that language is acquired by virtue of comprehensible input which is slightly beyond the learner's present proficiency. Learners make use of the comprehensible input to deduce rules. Krashen's views paved the way for a de-emphasis on the teaching of grammatical rules and a greater emphasis on trying to teach language to adults in the same way as children acquire language

In continuation to that, since 1970s there have been various developments such as greater emphasis on individualized instruction, more humanistic approaches to language learning, more focus on the learner, much emphasis on communicative abilities in the place of linguistic competence. Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response are some of the recent methods that have gained momentum. Let us briefly examine these methods one by one.

2.1.5. The Silent Way

The theoretical basis of Dr. Caleb Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. The teacher develops open-ended materials and games for the early stages of language learning. This includes a box of rods, set of pictures, and worksheets and charts showing the principle function words of language. But more important than these materials is the way they are used. For example, self-correction techniques play a key role in a Silent Way classroom. Various gestures, especially, those employing the fingers, are used to help students correct their own mistakes, rather than rely on the teacher to make corrections (Pint, 1997). All four skills – reading, writing, speaking and listening- are taught from the beginning. The teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting.

In the Silent way, the role of the teacher becomes a most delicate one. He is no longer the repository of knowledge to be passed on to students; he is rather a "scientist who closely observes his students at work and, according to what he sees, changes the amount of material presented on the way of presentation."(Perault, 1973)

The real difficulty in teaching in the silent way is to surrender to the spirit that animates its techniques. This is not practical in a social and formal setting. The Silent Way is very difficult to apply in a classroom in a time-bound manner. Since the pedagogy depends on the charisma of the teacher, the teacher's role becomes very crucial. Teachers will have to be trained as pure professionals. The silent way faces another problem. It makes use of pre-designed materials depriving the student of the freedom to develop their own materials. Students should have a creative role in the preparation of learning materials.

2.1.6. Suggestopedia

Suggestopedia was created by a psychiatrist, Dr. Geogi Lozanov in 1960's. It is a system, which redefines the speed and depth at which learning is possible. Advocates of suggestopedia believe that the more satisfying and enjoyable an experience is, the more thoroughly will it be remembered. By creating a pleasant, relaxing and stimulating environment, where all information has a positive emotional content, the teacher can help students to create networks of pleasurable associations with the new material, which in turn will help the students remember it longer.

The role of the teacher in suggestopedia is crucial. He is the 'motor of the suggestopedic machine' (Gateva, 1990b). A large part of a suggestopedic course depends on the suggestive effect of the teacher's behaviour, both verbal and non-verbal. One of its unique goals is to release the learner's mind from the existing framework of the 'social-suggestive norms' (Lozanov, 1978). The important task for a suggestopedic teacher is to put students in a state of mind called "concentrative psycho-relaxation" (Lozanov, 1978). Lozanov describes concentrative psychorelaxation as the optimal state of brain activity for learning, in which the level of relaxation is neither too deep nor too shallow. Teachers can use all interactive communicative activities in suggestopedia, especially in the elaboration part of the lesson. Techniques such as role- plays, games, quizzes are all effective. The learning environment is relaxed and subdued, with low lighting and soft music in the background. Students choose new names and personal background (character) in the course (target language and culture) so that they can be released from their real life problems or status which Lozanov believes, often work as factors against learning (Hagiwara, 1989). Suggestopedia introduces artistic elements into its teaching methodology and materials to stimulate learners' creativity. These include music, visual arts, stage arts and concert sessions. In the concert sessions the learners

are in a pseudo-passive state (Lozanov, 1978,); that is, they are physically relaxed and mentally activated.

Several adaptations of suggestopedia retaining the same name exist throughout Western and Eastern Europe. They include Super Learning, Suggestive Accelerative Learning and Teaching (SALT), psychopedia, Learning in New Dimensions (LIND), Optimal Learning and Holistic Learning. Elements have been introduced or omitted over the years, some according to sound research findings, some simply at a personal whim or more often for better commercial validity. This has resulted in confusion about the exact structure and content of a suggestopedia course. One important element missing in the research has been a precise description of the evolution of suggestopedia since its inception in the 1960s to the present day.

Suggestopedia has undergone a variety of changes over the two decades of its existence. As already mentioned there are a few extensions of suggestopedia. They are Super Learning, SALT and psychopedia. The chief contribution of Super Learning is the inclusion of synchronization of breathing and presentation of words during the passive concert session. The most important contribution of SALT is the inclusion of mind-calming during the presentation phase. Psychopedia has inserted a reproductive phase before concert sessions. The rationale for this was to break up the long passive states which suggestopedic students face. Depamo and R.F. Job (1990) in their study have pointed out they were not able to observe any significant improvement with SALT methods. According to them SALT, Suggestopedia and Super Learning are methodologically flawed. The material is decided by the teacher. It is presented in three sessions. The first one is the active presentation in which the material is vividly presented by means of visual images, association cues and dynamic vocal intonation (loud, normal and soft). The second one is a passive form in which students

sit relaxed with eyes closed and their breathing synchronized with music in the background. Teacher revises the lesson using oral intonation. In the third session students enact a dramatic presentation of the lesson until some level of proficiency is achieved (Palmer, 1985). The suggestopedia techniques are highly structured. Children do not have any role in the production of the material. Practice is the main strategy to achieve proficiency. There is no slot for the students to generate their own linguistic expressions. At best suggestopedia and its kins help to activate memory of the learners.

2.1.7. Community Language Learning

Community Language Learning (CLL) came up in 1970's as a strong reaction to the general lack of affective consideration in both audio lingual and cognitive code. This is an example of humanistic approach which focuses on the affective domain for educational purpose and the learner as a whole person. Humanistic approach maintains that 'a human individual needs to be understood and aided in the process of fulfilling personal values and goals. CLL was developed by Charles A. Curran, a specialist in counselling and a professor at Loyola University. He applied counsellor learning theory in which the counsellor (teacher) gives advice, assistance and support to the clients (students) to language learning. The teachers become the so-called "language counsellors" dealing with the fear of students. Teachers help students feel secure and overcome their fears and thus help them harness positive energy for learning. At last, students are encouraged to exercise their own communicating initiative for learning. In CLL, the teacher must be a keen observer and a helper. He must keep good relationship with the students. Besides, the teacher has to be a capable guide.

The most important skills in CLL are understanding and speaking the language especially, in the early stages. Focus is on fluency rather than proficiency; grammatical correctness is less important. The syllabus used is learner generated, in that; students choose what they want to learn to say in the target language. However, there is no systematic syllabus since the students decide the content. Some students who are not used to this kind of method may feel uncomfortable. The concept of security stressed in counselling learning is a matter of maturity, which is a long-term target to be viewed as educational goal.

In CLL classes, the individual decides the syllabus. Students whose needs interests and capabilities are different will be going for thematically diversified materials of various linguistic levels. Consequently, it will be difficult for the teacher to closely monitor every individual. More over, it will be difficult to cover an unstructured syllabus in a time-bound manner. Though it is ideal that every individual has the freedom to choose his own material, we have to bear in mind that a society like ours, which has passed through generations of formal education, has its own assumptions about the role of teachers and textbooks. Because of its deep-rooted conservatism, our society may not appreciate formal education without proper textbooks and syllabus.

2.1.8. Total Physical Response Method

Asher's Total Physical response Approach begins by placing primary importance to listening comprehension and then moving to speaking, reading and writing. This method stems on the emulation of early stages of mother tongue acquisition. The student's comprehension is demonstrated by the performance of commands issued by the teacher. Teacher provides novel and humorous variations of the commands. The activities are

designed to be fun and provide opportunities for students to assume active learning roles. Activities always include games.

Recent developments in cognitive psychology, linguistics and teaching methodology suggest that integration of various skills is appropriate for providing natural learning experience for children. This implies that all skills are to be catered to, simultaneously. The total physical response gives an upper hand to commands ignoring the fact that language is acquired through a variety of language discourses.

2.1.9. The Communicative Approach

The inadequacy of grammar translation method and audio-lingual method led to the development of the communicative approach. This approach stresses the need to teach communicative competence as against linguistic competence. The functions are more emphasized than forms. Primacy is for the oral and listening skills. It is assumed that reading and writing skills need to be developed to promote students' confidence in all four skill areas. Grammar can be taught but less systematically. Students usually work with authentic materials, during which they receive practice in negotiating meaning.

The communicative approach, which conceives language as communication does not account for the concept of language. Even if it is administered the way it has been envisaged, it is doubtful whether the learners will be acquiring competence in the targeted language. This is mainly for two reasons: Firstly, this approach ends with creating language fossils. Once language gets fossilised, it loses its productivity. Secondly, the communicative approach fails to bring about linguistic competence in learners. Following K.V. Tirumalesh (1996), we will shortly examine in detail the major claims and limitations of the communicative approach.

2.1.9.1. Communicative Approach: Major claims

- The languages of the world have evolved out of the necessity for communication among the speakers.
- Languages are different because the needs of communication are different in the various speech communities.
- Languages change according to the changes in the communication pattern of the time and place.
- Dialects, registers, styles and other language variations are due to the differences in the community and parameters of the speech community.
- Speech communities are heterogeneous; therefore, language variations are naturally expected.
- Everything about language is contingent, arbitrary and therefore everything can be changed, reconfigured, and rests in accordance with the changing needs of the society.
- Language autonomy is the source of all evils: grammar, standard and dialect, linguistic elitism, correctionalism, dialect marginalization, etc. are evils of language autonomy.
- The notions of grammar, standard and acceptability can be equalled with the political categories of the empire namely, universalism and hegemony.

2.1.9.2. The Communicative Theory: Problems

- It cannot account for the phenomenon of language(s). It fails to register the concepts of language and languages. Most theories of language as communication do not seem to accommodate the concept of language.
- It cannot challenge formal theory on any theoretical basis. As a naïve theory of language it is simple and therefore has an innate appeal to simple people.
- It is incapable of addressing the complexities of natural languages.
- The argument against formal theory as the cause of all social evils cannot be substantiated. Of course, hierarchy and social value get attached to language. Language varieties do vary cultural values. Nevertheless, they do not produce them. It is these values that produce and propagate the varieties.
- If one standard goes another will emerge; if grammar goes, language also goes. Therefore, there is no point in waging war against grammar and standards.
- In its zeal to dissolve language and dialectical boundaries, it also dissolves the concept of language, reducing it to no more than a simple referential representative system.
- Pavlovism de-privileged the concept of mind, and communicative theory de-privileged the concept of language.
- It is not radical as it claims to be; on the contrary, it turns out to be most conservative and oppressive.
- It does not permit free thinking and it negates inner language.

Since 1950s, Chomsky has challenged the previous assumptions about language structure and language learning. He argues that language is creative, not memorized and rule governed, not based on habit. Universal phenomena of human mind underlie all languages.

The Chomskyan revolution brought about a paradigm shift in the notions concerning language and language acquisition in the sense that 'there was an important change of perspective from the study of behaviour and its products (such as texts), to the inner mechanism that enter thought and action.' The approach is 'mentalistic' as it is concerned with mental aspects of the world. The central claim made by Chomsky is that the human child is genetically endowed with a Language Acquisition Device (LAD), subsequently labelled as Universal Grammar (UG) and that what is conceived as language acquisition is the unfolding of this innate system.

The Chomskyan Revolution has given rise to two approaches to teaching languages namely, skill-based models and cognitive models. Skill-based models address the External (E) language and is focusing on the performance of the learners. The traditional structural approaches and the recently developed communicative approaches are essentially skill-based models. On the other hand, cognitive models focus on the competence of the learner rather than his performance. Consequently, the focus is shifted to Internalized I-language from E-language.

When cognitive psychology came into being displacing behaviourist psychology, language teaching methodology that had been erected on the foundations of structuralism and behaviourism started collapsing down. Contributions of cognitive psychology yielded the cognitive constructivist models as conceived by Piaget and his followers and the social constructivist models proposed by psychologists such as Vygotsky, and Bruner. The

Cognitive Revolution has had its impact on language pedagogy in general. As a result, as Ellis (1985) points out, at least three different views have emerged with regard to language teaching. These are:

- i. The behaviourist view
- ii. The mentalist view, and
- iii. The interactionist view

These views differ on the role of input in language acquisition. Behaviourists ignore the internal processing that takes place inside the learner because they reject the idea of mind as an object for enquiry. Behaviourist models of learning emphasize the possibility of shaping language acquisition by manipulating the input to provide appropriate stimuli. Acquisition is then controlled by external factors. Mentalist theories consider input as only a trigger that sets off internal language processing (Cook, 1989). A common assertion of mentalist theories is that the input is intermediate.

The third type of theory is the interactionist one. Its common assumption is that input does have a determining function in language acquisition. Two different theories have developed under this label. The first one is the cognitive interactionist view, which considers acquisition the product of linguistic environment and internal mechanisms of the learner. But as far as the second interactionist theory is concerned, verbal interaction is of crucial importance for language learning.

Mentalists continue UG-based researches to examine various claims that have been floated by linguists working in the Chomskyan paradigm. A major issue that is being addressed is whether UG is available fully, partially or not at all to the second language learner. While this being the position, let us examine the status of English teaching in Kerala.

2.2. HISTORY OF TEACHING ENGLISH IN INDIA

English has become an integral part of Indian life thanks to the historical legacy. Now English plays a vital role even in the life of a common man. Two hundred years of its contact has brought about such a status. English was first introduced with British rule. It was materialised by the granting of 1813 charter with the strenuous effort of Charles Grant. But the language policy of British India was the after effect of Lord William Bentinck Macaulay's Education Minutes of 1835. The same status was maintained till 1950 when the constitution of India proclaimed that after 1965, Hindi would be the official language. But due to the strong provocation from the southern state. The parliament passed Official Language Amendment bill-1967 making English as associate official language of India. The successive Education commissions in India underlined the importance of English Education in India. The University Education Commission stressed the need of continuing English for federal business until regional languages are promoted adequately. The Secondary Education commission recommended that English should be kept as a compulsory subject at the secondary stage. The Kothari Commission report put forth a very comprehensive suggestion. It advised to extend the 'three language formula' devised by the central Advisory board of education in 1956 to the University level.

However, due to the socio-political reasons English language holds an unchallengeable position in the Indian mindset. Therefore English is a compulsory subject in the school and colleges of all the states of the country. Besides, English continues to be the medium of instruction in the Universities and National level educational institutions. In the next section we will briefly present the perspective of the various Education Commissions in our country

2.2.1. Education Commissions and their Perspective of English Language Teaching

A lot of discussions and debates came up at various points of time with regard to the importance of English in the educational scenario of India since our Independence. The position of English in the School and College curriculum has been a burning issue since then. All the education commissions in the post-independence period have put forth their recommendations regarding the approach towards language teaching and learning. The fact that these recommendations have not been taken into consideration seriously while formulating policies both by the central and state governments, really unfolds the history of education in our country.

First of all, let us have a bird's eye view on the recommendations of University Education Commissions with regard to language learning. The commission led by Dr. S. Radhakrishnan observes.

English however, must continue to be studied. It is a language, which is rich in literature- humanistic, scientific and technical. If under sentimental urges we should give up English we would not ourselves off from the living stream of ever growing knowledge. [...] English is the only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the fold of dark curtain of ignorance (Report of Higher Education Commissions, 1955).

Therefore, the commission recommended that English should continue in Universities and high schools. In its own words, "We recommend that English be studied in high schools and in the universities in order that we may keep in touch with the living stream of ever-growing knowledge" (Report of the University Education Commission, 1955).

This was an endorsement for the continuance of English in our school and universities so as to get approved by the state and central governments. At the same time the commission recommended “that for the medium of instruction for higher education, English be replaced as early as practicable by an Indian language.” (University Education Commission, 1955).

The commission also recommended “that the pupils at higher secondary and university stages be made conversant with three languages, the regional language, the Federal Language and English. The higher education should be imparted through the instrumentality of the regional language with the option to use the Federal language as the medium of instruction either for some subjects or for all subjects.

It is obvious that this practical recommendation paved the way for adopting the medium of instruction in primary level also to regional language wherever it was different. Further more, it laid the foundation in formulating a language policy for the schools and university curriculum. The Secondary Education Commission also put its thought very much on the purpose of language study and the place of English in secondary school curriculum. Admiring the opinions of eminent educationists and scientists, the commission expressed its view pertaining to the place of English; “What was most urgently needed was that our youth acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, study of English was bound to play an important part”. (Secondary Education Commission) The commission was of the view that medium of instruction should be in mother tongue and English should be compulsorily taught in schools. With regard to the methodology too the commission presented its observation:

In the case of other languages--whether English or classical or modern Indian languages--the approach must be definitely practical. The students should be

able to read them with comprehension and ease, speak them correctly so as to make themselves understood and express simple ideas and give easy descriptions in writing. The emphasis must, therefore be on reading and speech throughout and the students should not be tied down to prescribed textbooks.

As the Secondary Education Commission re-emphasised the importance of teaching English at the school level. It is worth examining the observation of National Education Commission 1966. The commission analysed the problems concerning the implementation of three language-formula proposed by the Central Advisory Board of Education in 1956 which was approved by the Chief Ministers conference in 1961, at length and proposed “workable three language formula”. One of the guiding principles among others is that, “English will continue to enjoy a high status so 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 National Education Commission(1966) states:

“We therefore, recommend a modified or graduated three language to include”

1. The mother tongue, or the regional language.
2. The official language of the Union or the associate official language of the Union so long as it exists and
3. A modern Indian or foreign language not covered under (1) and (2) and other then used as the medium of instruction..

Furthermore, the commission recommended that only one language should be studied at the lower primary stage (that is classes I to IV) compulsorily, the mother tongue or the regional language.

It is to be noted that the commission was not categorical about the commencement of teaching English in the higher primary stage (Class .V). As English will for a long time continue to be read as 'library language' in the field of higher education a strong foundation in the language will have to be laid at the schools stage. [...] We have recommended that its teaching may begin in class V, but we realize that for many pupils, particularly in the rural areas, the study will not commence before class VIII.. The fact that English will be for the overwhelming majority of pupils only a second or third language makes it all the more necessary to ensure the adoption of effective modern methods of teaching the language by teachers, who have been specially trained for the purpose.

In this connection we would like to refer to a recent report to the Ministry of Education on the study of English, by a group of specialists in the subject (Study of English in India. 1964). The group has supported the teaching of English on the basis of the structural approach, which is now being used increasingly in different parts of India, and has suggested a detailed syllabus for the study of the language from Class V to class XII both at ordinary and advanced levels.

As far as the aspirations of the people of India in the 1960s was concerned the commission adopted a pragmatic approach towards languages. Especially for English., the commission was very much particular about the methodology. Therefore it recommended the structural approach which was very ambitious in those times. Moreover, the commission expressed its strong disagreement towards beginning English before class V in certain States. "[...] The policy recently adopted by several States for introducing the study of English in class III is educationally unsound. We agree with this view."

However, it is to infer that the National Education Commission was very much concerned at all levels over the quality of teaching English.. Kerala State came to the forefront in implementing the three language formula.. But it never affected positively the classroom process of language learning because the change effected was at the administrative levels and not on the methodology. Then came the much acclaimed National Policy on Education (NPE), 1986. The policy focused on rejuvenating the entire educational process in the country taking into account of the deterioration of its quality. Reiterating a series of measures to enhance the quality of the learning achievement of students at all levels of education, the NPE set apart a number of strategies to make learning joyful and effective. Curiously enough, there was no shift in the perspective on language teaching in the country including that of English, from the recommendations of Kothari Commission.

NPE observed that there happened a surprising quality deterioration in the learning and teaching process of English. This is manifested through the pitiable performance of children in their productive skills. Teaching English by translating texts in mother tongue is the main reason for this defect. This can be overcome by giving a lot of practice by way of giving activities in the four skills. This was the objective of the Massive teacher training programme — to enhance the quality of English learning and teaching in our schools as envisaged by NPE-1986.

Surprisingly, there has been no inquiry so far on whether the language teaching process is appropriate for the children's natural language acquisition process, from any quarters. Nor has there been any probe on why really the performance of students who have undergone several years of English teaching and learning does not come anywhere near the expected learning outcome. It is quite dejecting to all those concerned. This obviously points towards an inertia that has been prevailing in our country in the field of educational

research and practices over the last forty years. As the Higher Education Commission rightly predicts, English has emerged as a Universal language. In spite of all the strenuous efforts by the State and Central governments to spread and elevate Hindi to our national language, the role of English becomes increasingly important in every walk of life. It has a decisive role right from the layman's day -to- day activities to the highest activities of legislature and judiciary. Apparently, English is a feather on the cap of those who are proficient in it. On the contrary, those who do not possess the same are destined to be alienated from the corridors of 'power'. Therefore, equipping a child to use English proficiently amounts to empowering him to participate in national and international activities. That this political and social dimensions have not been taken into account in the formulation of the perspectives of teaching English in our country, is very much bewildering to everyone. This makes it all the more important to teach English to children.

2.3. HISTORY OF TEACHING ENGLISH IN KERALA

English education was deep-rooted in Kerala since the first half of nineteenth century. In 1917, Her Majesty Rani Parvathi Bhai issued a proclamation that education is the responsibility of the state. This was a turning point in the educational history of Kerala. The adoption of KER in 1959 paved the way for Universal Education in Kerala. During the colonial period, medium of instruction in most of the schools was English especially in schools started by Missionaries.

Historically, Keralites migrated to different parts of the country in search of employment, Obviously a minority went abroad also. English education proved itself to be helpful to them to a great extent. This created a belief that English proficiency is inevitable

for going outside Kerala though the fact is that this only a minority go abroad seeking jobs. Therefore, English has been a mandatory subject in school education for years.

Teaching of English starts in standard IV in all the government schools, government aided schools and recognised unaided schools, where the medium of instruction is mother tongue or the regional language. At the same time, there are a few schools among them where the medium of instruction is English. In addition to this, there are a number of unaided unrecognized schools where too English is the medium of instruction. Thus English is a compulsory subject in the school curriculum. In the mainstream, English is introduced in class III whereas the other second language, Hindi is taught from class V.

2.4. PEOPLE'S CRAZE FOR ENGLISH

English has a wide spread prestigious status in our society. It has a crucial role in education right from the primary level. At the college level English remains as the medium of instruction. Besides, for professional courses entrance examinations are in English. Proficiency in English is inevitable to get through entrance examinations either in the national level or the state level. Further more, mastery over English language has a decisive role in appearing for other national level tests for both higher studies and employment.

As the learning achievements of the children after the school education is pitifully poor, there is a belief that the minority, less than five percent coming out of the English medium schools often perform better in the above mentioned competitive examinations. This has been the condition over the last twenty-five years in our state. So the clever social class, who are vigilant to grab the educational opportunities for their sake show a craze to ensure that their wards are in the English medium schools. This paved the way for the mushrooming of the English medium in our state. Besides, it appears that sending children to the so-called

English medium schools is a symbol of social status. The Western styled school uniform and the imposed discipline of the children create an attraction towards English medium schools. The point of losing the credibility of the main stream education also makes matters worse. Children of these schools go to the school early in the morning and return late in the evening. This is due to the conveyance arrangement made by the school authorities with a view to fetching children from a very vast catchment area. This turns out to be very tortuous for children as they are forced to sacrifice all the occasions of their playtime and natural activities at home.

To makes matters worse, all the children with few exception are subjected to undergo tuition either at home or in the school. This makes the life of most English medium schools, particularly at rural areas miserable to children. This extreme sacrifice by the parents is with a view to provide better English Education for their wards. While taking into account of the price the children and parents pay, the learning outcome of children and parents pay, the learning outcome of children in English medium schools is not encouraging. However, instead of looking at the existing educational scenario to improve so as to cater to the demands of the social needs, the arguments always tend to find for alternatives, there by make one's own position safer.

This is why the number of Unaided and unrecognised English medium schools is on the increase. On the contrary, for the common man, the education of his child is not the only first priority. He is bound to send his child in the nearest school. He does not have any other way out. Consequently, this majority does not have any alternative in the educational practice than opting these schools. So the minority in English medium schools claim that they hold upper hand, among the schools.

But the fact is different. Out of the 55 lakhs students in the school system, only less than 5% of the students are in English medium school. This is a minority comparing to the total number of students in the mainstream. However, an impression has been created in our state, by the media and opinion makers that everything is okay in English medium schools. But it may be noticed that a substantial difference is not visible with regard to learning achievement between the malayalam and English medium schools.

2.5. VISIONING THE SOCIAL PERSPECTIVE OF ENGLISH EDUCATION IN KERALA.

Everyone will agree that all the children coming out of our school system, should acquire proficiency in English language. The English literacy in our country is 3%. But more than 75% of the entire legislation takes place both at the national and state levels, either in English or with the help of English. In this context, attainment of proficiency in English is inevitable for the student for their better participation in the democratic polity in future. This is one of the ways to empower the coming generation, which is the ultimate goal of education. Besides, as the emergence of information technology and its influence in all the walks of life, is concerned the need of proficiency in English cannot be compromised. As education is human development process, equitable support should be ensured to each and very individual in the school system. Since English education is a hard nut to crack, it has to be addressed immediately. Unless, this end is accomplished, those pupils coming from the lower social and economic strata of the society will be the ultimate losers. So it is the very duty of the society to make sure that each and very child in our schools system is empowered by being acquired the proficiency to use English language in order to face the challenges an individual faces in his life. Similarly, the credibility of the school in the mainstream also has to regain. This could be brought about by the total quality enhancement of the learning

achievement of the students at all levels. Therefore, it is High time for rejuvenation of the teaching–learning process in the English classroom at all levels, right from the primary stage.

In this context, it is worth noticing what happens particularly in Std. IV and V. Children come to Std. V without getting sufficient learning experiences of English language. In Std. V. The time allotted for English is two period (40 minutes each) a week. In many cases, those period will not to be available owing to various reasons. Hence, teaching of English in class IV is almost a neglected activity. However, the programme of Std. V is prepared taking for granted that children come to Std. V after having mastered the language skill expected in Std. IV. Consequently, the classroom experience suggested in Std. V becomes over-demanding for the children. Eventually, they will not be able to cope with higher order learning tasks of English in Std. V. As a result of this, most of the children will lag behind. Gradually, the interest of the children to learn English get diminished. However, the present position of English in Std. IV is to be changed. Therefore, rethinking is necessary whether to start English either in Std. IV or V. This is the reason why the researcher proposes to make an acquisition programme for Std. V considering that in class V only the English teaching really begins.

2.6. METHODOLOGICAL PERSPECTIVE

As already seen, ever since the cognitive revolution a lot of changes have been taking place in the field of language teaching throughout the world. But these changes do not seem to be reflecting in the language teaching scenario of our own country. By and large, language teaching in our schools is heavily dependent on behaviourist assumptions. Let us see what has taken place in the field of second language teaching in our educational institutions during the past three decades.

The structural approach was very much popular in 1960s and 70s. Though it generated much expectation among ELT practitioners in the initial stages, it was soon realized that its stress was on accuracy rather than fluency. Naturally, the output in terms of fluency was not at all appreciable. In order to overcome this limitation, the communicative approach was developed. In this approach, more attention was paid to communication. Eventually, the fluency of learners improved but accuracy was lagging behind. As an attempt to blend fluency with accuracy, the Eclectic approach was proposed by some quarters. Advocates of this approach insist on teaching structures in a communicative framework. Even this hybrid approach has failed to yield desirable language output from the learners. Why this has happened will be investigated at a later point.

Whether the ELT package that has been given to teachers make use of the structural approach, the communicative approach, or the eclectic approach what really takes place in the classroom is more or less the same. The teacher reads out passages and poems from the prescribed textbook, gives explanations in the mother tongue and dictates answers to the comprehension questions given at the end of each lesson. Translating everything to the mother tongue is a common practice widely acceptable to most teachers and students. All what the learner has to do is to learn as much as possible by heart and reproduce them in the examination.

The entire exercises in the classroom revolve around evaluation, which focuses on the formal aspects of English and the content part of the textbook. Since what is needed is rote memory of the learner evaluation does not provide any scope for generating language freely and spontaneously. This being the case, methodological changes are not reflected in the examination. Consequently, neither teachers nor students expect any methodological changes in the classroom practice also.

In the year ~~1977~~¹⁹⁹⁷ the primary education scenario witnessed a historical event. With the interventions of District Primary Education Programme, the primary curriculum was revised making it child-centred and activity-oriented. As part of this the Second Language Acquisition Programme (SLAP) conceived by Dr. Anandan was launched in standard IV of 60 selected schools in 1999 and 1200 schools in 2000. Being an acquisition model built within the framework of cognitive interactionist approach, SLAP is the first of its kind in the Indian context. Initial studies show that children brought under SLAP can perform all the four skills far better than not only their peers in the main stream but also those in standards VI and VII. Though SLAP has great potential to be upscaled to the main stream this has not yet been materialized. We will examine the salient features of SLAP at a later point in this thesis.

LANGUAGE ACQUISITION : THEORETICAL BACKGROUND

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CHAPTER 3

LANGUAGE ACQUISITION : THEORETICAL BACKGROUND

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CHAPTER 3

LANGUAGE ACQUISITION: THEORETICAL BACKGROUND

Language is one of the prized possessions of human beings. It makes us the building blocks essential for any form of communication. It is the main vehicle by which we know about other people's thoughts. Possessing a language is the quintessentially human trait: All normal humans talk, no non-human animal does. Since everyone can talk, an average person tends to think that there is nothing mysterious about language. 'We lose the sight of the need for explanation when phenomena are too familiar and obvious.'(Chomsky, 1972). But the mysterious nature of human language becomes more apparent when one realizes that no one has yet managed to simulate the language ability of human being. Nevertheless, every child successfully acquires the mother tongue within a few years without formal lessons. Therefore, language acquisition is inherently interesting for all concerned.

The study of language and language acquisition is as old as humanity itself. With language, so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Consequently, great many theories have been proposed in the past regarding the language development in human beings. Language acquisition is one of the central topics in cognitive science. Still, new and new theories deriving insights from psychology and linguistics are being proposed. At this point, it is to be borne in mind that researchers differ in the definition of acquisition. For our purpose, we would like to subscribe to Krashen (1981) who has defined acquisition as "the sub-conscious process of picking up a language through exposure."

The Scientific study of language acquisition began around the same time as the birth of cognitive science, in the late 1950s. The historical catalyst was Noam Chomsky's review of Skinner's Verbal Behaviour (Chomsky, 1959). This was a time when Anglo-American

natural science, social science and philosophy had come to a consensus regarding the questions of language and language acquisition. According to them mind consisted of sensori-motor abilities plus a few simple laws of learning governing gradual changes in an organism's behavioural repertoire. Therefore language must be learned, and thinking must be a form of verbal behaviour. Since verbal behaviour is the prime manifestation of "thought" that can be observed externally. Chomsky argued that language acquisition falsified these beliefs in toto. Children learn languages that are governed by highly subtle and abstract principles, and they do so without explicit instruction or any other environmental clues to the nature of such principles. Hence, language acquisition depends on an innate, species-specific module that is distinct from general intelligence.

During the last 50 years a lot of questions have arisen concerning language and language acquisition. Anthropologists, linguists and psychologists have been addressing themselves to a number of questions pertaining to topics such as the evolution of language, the relation between language and thought, the innateness of language. We will look into the details of these in the following sections.

3.1. EVOLUTION OF LANGUAGE

Human language is made possible by special adaptations of human mind and body that occurred in the course of human evolution. It is these that children put to use in acquiring their mother tongue (Pinker, 1994). Obviously, the shape of the human vocal tract seems to have been modified in the course of evolution meeting the demands of speech. Man's larynx is low in his throat and his vocal tract has sharp right angle bend that creates two independently modifiable resonance cavities (the mouth and the pharynx, or throat) that define a large two-dimensional range of vocal sounds. But in other mammals and early primates the larynx is situated in a high position constraining the production of a range of

sounds. Apart from this physiological privilege, man is endowed with a highly specialized brain without which language would not have been possible.

It is interesting to think of finding out some precursor if any in our closest relatives, the chimpanzees. In several controversial experiments, chimpanzees were taught some hand-signs based on American sign language to manipulate coloured switches or lockers and to understand some spoken commands (Gardner & Gardner, 1969; Premack & Premack, 1983; Savage-Rumbaugh, 1991). Though artificial chimp signaling systems have some analogies to human language (e.g. use in communication, combinations of more basic signals), it seems unlikely that they are homologous to human language. Chimpanzees require massive regimented teaching sequences contrived by humans to acquire quite rudimentary abilities. Still, it is mostly limited to a small number of signs, strung together in repetitive, quasi-random sequences, used with the intent of requesting food or tickling (Terrace, Petitto, Sanders & Bever, 1979; Seidenberg & Petitto, 1979, 1987; Seidenberg, 1986; Pinker 1994a). This sharply contrasts with how human children acquire a language. They pick up thousands of words spontaneously, combine them in structured sequences where every word has a determinate role, respect the word order of the adult language and use sentences for a variety of purposes such as commenting on interesting objects.

It is assumed that human beings did not evolve directly from chimpanzees. Probably both derived from a common ancestor some 6-7 million years ago. This leaves about 3,000,000 generations in which language would have developed in the lineage leading to humans after it split off from the lineage leading to chimpanzees. It is presumed that language evolved in human lineage for two reasons. Our ancestors developed technology and knowledge of the local environment in their life times and were involved in extensive reciprocal co-operation. This allowed them to benefit by sharing hand-won knowledge with

their kin and exchanging it with their neighbours (Pinker & Bloom, 1990). So it can be inferred that human physiological condition and neurological system enabled human beings to possess language without which language would not have been originated.

3.2. DISSOCIATION BETWEEN LANGUAGE AND GENERAL INTELLIGENCE

The left hemisphere of human brain appears to be designed for language, though how exactly its internal complexities account for language acquisition is still unknown. The brain mechanisms underlying language are not just those allowing us to be smart in general. Strokes befall adults with catastrophic losses in language but may not necessarily leave them impaired in other aspects of intelligence (Pinker, 1994a). Similarly, there is an inherited set of syndromes called specific language impairment (Gopnik & Crago, 1993; Tallal, Ross & Curtiss, 1989) which is reflected by delayed onset of language.

At the same time, there are syndromes showing the opposite dissociation where intact language co-exists with severe retardation. These instances show that language development does not depend on fully -functioning general intelligence. Another example is William's syndrome, an inherited condition involving physical abnormalities, significant retardation (the average IQ is about 50), incompetence at simple everyday tasks (tying shoelaces, finding one's way, adding two numbers, and retrieving items from a cupboard), social warmth and gregariousness and fluent articulate language abilities (Bellugi et al., 1990). This indicates that the language acquisition mechanism in human being is something neurologically determined. Linguists like Chomsky (1975, 1991), Fodor (1983) have argued that language component of the mind makes use of certain principles that are not relevant for other cognitive systems such as perception, motor control, reasoning; it is with the help of this component, that languages are acquired

3.3. LANGUAGE AND THOUGHT

There are a lot of controversies regarding the relation between language and thought: Is language simply grafted on top of cognition as a way of sticking communicable labels onto thoughts (Fodor, 1975; Piaget, 1926)? Or does learning a language somehow means learning to think in that language?

The relation between language and thought can be looked at from three different perspectives:

- i. Language predominates thought.
- ii. Thought has primacy
- iii. Language and thought are mutually dependent.

Benjamin Whorf (1956) is the chief proponent of the first claim, who hypothesized that language decides thought. On the other hand, Piaget (1926) and his followers subscribe to the second claim. The theorists who hold the third claim is represented by Vygotsky.

3.3.1. The primacy of thought

Whorf argues that every language has a system of patterns, which is different from that of other languages. He asserted that the categories and relations that we use to understand the world come from our particular language, so that speakers of different languages conceptualize the world in different ways. Language acquisition would be learning to think not just learning to talk. Thinking itself is through language. It is by means of language that man analyses nature, observes or ignores various phenomena and objects, channelises his logical thinking and develops his own consciousness. This means that thought cannot exist without language. The language that a person speaks decides what kinds of thoughts are possible for him. According to this conception, people talking different languages perceive the world differently. In order to illustrate this idea Whorf takes an example of the Eskimos.

Unlike people speaking other languages, they have a wide range of vocabulary to talk about ice. This is because their perception of ice is different from that of people living in other geographical areas.

Whorf's hypothesis has been rejected by cognitivists. Gipper (1992) for example, questions the conclusions drawn by Whorf based on 'Hopi', the language of the Eskimos. Gipper points out that Whorf has not taken into consideration many of the properties of Hopi language. Based on a study on the vocabulary used to refer to colours, Venlin points out that though different words are used in different languages to talk about colours, people perceive colours alike. Though Whorf has observed the close relationship between language and thought he does not say anything about how this relationship works. Similarly, Whorf's hypothesis does not have an account of the social and communicative aspects of language. His hypothesis does not explain how language is acquired. Had languages been supreme to thought the child would have started to think only after he had acquired it. Moreover, the creative participation from the part of the child would not have affected language acquisition. If we go by Whorf's claims, we will be forced to say that language acquisition is a stimulus response process. At a later point in this chapter, we will show that the stimulus-response account of language acquisition cannot hold water.

3.3.2. Thought predominates Language

Jean Paul Piaget has shown that thought has an upper hand over language. When Whorf focuses on language systems, Piaget emphasizes the role of the individual. He enquires how thought generates in the child's mind and how it is reflected in his language. The central point of Piaget's discussion is how children construct knowledge rather than how they perceive reality.

Piaget assumes that the development of intelligence and thought begins even before the child acquires a language. By the end of the sensory motor stage cognitive ability of the child to represent reality develops. This is what eventually leads to the development of language. Language is the product of thought. The child's speech to a great extent talks about himself. The child makes use of this egocentric speech for playing or as assistance to his activities. The same idea has been put forward by Sugarman (1987). In his book entitled 'Language and Thought of the Child' Piaget has tried to distinguish between ego-centric speech and thought that is communicated. In the initial stages, the child does not distinguish between his own thought and the external world. It is the thought of the language which triggers the process of constructing reality. Just as the child constructs his own truth, he constructs his own reality also. One of the significant contributions Piaget has made to cognitive science is the realization that the child has an active role in constructing thought and learning a language. In short, language gives a symbolic form to thought. It is thought which decides on the kind of language the child needs. Just as a child's growth determines what size and shape of clothes he needs, is a child's thinking determines the language he needs.

The primacy of thought was forcefully advocated by Hansforth (1966) based on his study on deaf children. He compared the performance of deaf and children who can hear on a wide range of cognitive activities. For example, most deaf children had grasped the conservation of volume. On the whole, deaf children performed as well as the matched group of hearing children on many tests. Further evidence came from Webster and Wood (1989). They found 12-year old deaf children to be just as good at Mathematics as hearing children of the same age, provided no complex language was involved.

3.3.3. Thought and Language Influence Each Other

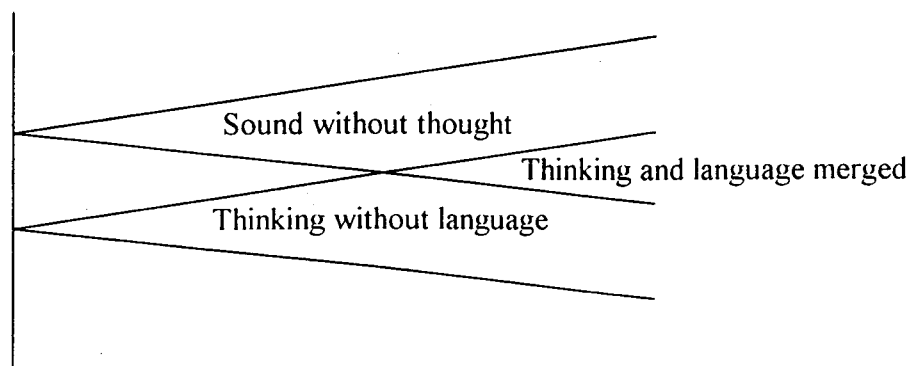
Though thought predominates language, thought and language influence each other.

3.3.3.1. Vygotsky

Vygotsky (1986) has given a comprehensive argument on thought and language relating them to the growth of the child through various stages of infancy. In his book entitled 'Thought and Language', he has argued that crying and cooing of the child are sounds that constitute non-cognitive language. These have social and emotional functions to serve. The non-cognitive language strengthens the relationship between parents and the child. Alongside, there is also thought devoid of language. Psychomotor activities, such as the child reaching for a toy with the help of a stake are manifestations of non-linguistic cognition.

With the utterance of the first word, these two independent developmental models converge, and this eventually leads to an explosion of language development (see diagram below). The child is curious to know the meaning of every word that he has learnt. She seeks the name of each experience (e.g. Visiting a zoo), and each object (e.g. Moon). Every fabric acquired then helps the child internalize some other fabric.

Fig : 3.1 Vygotsky's notion of thought and language



Vygotsky has questioned the notion of egocentric speech as proposed by Piaget. Piaget had argued that egocentric speech does not end up with communication. Vygotsky disagrees with this view pointing out that even the seemingly meaningless sounds produced by the child have a social function. According to Piaget egocentric speech stops as the child grows whereas Vygotsky claims that egocentric speech is a forerunner of inner speech, which represents thought and gives structures to it.

3.3.3.2. R. Schaffer

In Schaffer's opinion more than the quantity of linguistic experience that the child gets, it is the quality of experience, that matters more. While retaining the notion of an innate language component, R. Schaffer focuses on the relationship between mother and child. He argues that language development takes place, not because mother and child have spent a lot of time together, but by virtue of the fact that the child gets more opportunities to take initiative in activities involving both. The mother should be sensitive to what the child is trying to communicate.

3.3.3.3. Bruner

Bruner (1986) tried to identify the real mechanisms involved in non-verbal communication process. One of the ways the child takes recourse to inviting the attention of parents is by "pointing". For instance, suppose that the child points towards TV. The mother might enter a dialogue with the child, and then switch it on. It does not imply that in all communicative situations the child plays a selfish role. Sometimes the mother and the child might be having fun smiling at one another. Thus, the child learns to communicate even before she has acquired the first word. Afterwards, based on taking turns with regard to initiatives verbal communication takes place. The language of the child who has not

experienced the warmth of the interaction, between mother, and child is likely to get affected by serious imperfections.

3.3.3.4. Noam Chomsky

Ever since the Chomskyan model of linguistics came into being in 1957, a number of ideas have emerged during the past few decades based on the notion of Universal Grammar(UG). These are:

- a. There is UG in human mind/brain as a genetic endowment.
- b. No one knows what his innate knowledge is.
- c. UG has a number of subsystems of components. Each component is associated with a cluster of properties of language.

Presently we will elaborate the notion of UG and the role it plays in language acquisition.

3.4. HOW DO WE LEARN LANGUAGE?

Both the East and the West have contributed their own claims and theories about language learning at various points of time. Let us examine the important theories and research findings in this realm.

3.4.1. Behaviourism

It was Behavioural psychologists who first proposed a seemingly sound theory based their experiments conducted with regard to the behavioural change manifest in animals. The chief proponents of Behaviourism were psychologists such as Pavlov, Thorndike, and Skinner. The behaviourists unconditionally subscribe to the “tabula rasa” account proposed by John Locke, which maintains that the child is born with an empty slate-like mind which gets filled in by experiences from outside.

Behaviourists claim that language development is the result of a set of habit formation. They believed that knowledge is the product of interaction with the environment

through stimulus-response conditioning. All learning, whether verbal (language) or non-verbal (general learning) takes place by means of the same process namely, habit formation.

When it comes to language acquisition the theory proposes that the acquirer receives linguistic input from speakers in their environment and positive reinforcement from their correct repetitions and imitations. If the learner's positive responses are reinforced positively, they acquire language easily.

Behaviourists are of the view that language is manifested through the performance of the four skills. These are Listening, Speaking, Reading and Writing (LSRW). Naturally learning a language means learning these skills. This is possible only through constant practice. It is also argued that language is the totality of language facts such as structures, vocabulary, usage. Language learning is believed to be materialized by learning grammar and vocabulary.

3.4.2. Structuralism

If behaviourism was dominating the field of psychology, the linguistic field was under the influence of structuralism as conceived by the linguist Bloomfield and his followers. Structuralists showed that any sentence can be analyzed as its constituents called morphemes, which in turn can be split further to get the smallest units called phonemes. Structuralists developed a method of linguistic analysis called "the discovery procedure" using which they claimed the structure of any language can be analysed. With the onset of structuralism linguistics as a discipline was attributed the status of pure sciences. Behaviourism and structuralism joined hands in deciding the methodology for teaching languages.

3.4.3. Limitations of Behaviourist Theory

All the arguments raised by behaviourists and structuralists were severely criticized by cognitive psychologists. It was initiated by the publication of *Syntactic Structures* (1957),

later, *A Critic of Skinner's Verbal Behaviour* that came out in 1959 by Chomsky. Even before, there were psychologists who were skeptical about behaviourist claims on learning. But their voices got subdued because of the upper hand that behaviourism and structuralism had enjoyed in those times.

- Behavioural scientists have equated language learning with various kinds of behavioural changes exhibited by animals. It is a fact that animals learn many things through imitation and reinforcement. But with regard to human language learning is a unique process which surpasses all learning processes manifested by the behavioural changes of animals.
- Behaviourists could not account for the productivity of language, which is a unique feature of all languages. A human child can produce and understand an infinite number of novel sentences in novel situations. It is improbable that a child can learn these novel sentences through imitation, and reinforcement.
- Language is species-specific. No other species of animal kingdom is equipped with this. This proves that human brain must have some special device for learning a language.
- A child starts learning language at about the age of two and the process of learning is almost complete before she is five. At the age of five, she is able to communicate with her speech community. Apparently, she has internalized most of the system of her mother tongue in spite of its complexity. This means, the language system is an inherent endowment of the human child. Nobody teaches the honeybee to build its honeycomb; this knowledge inherent for the bee. Similarly, a human child does not have to be taught; how to construct a theory of language that she is exposed to.

- Quite often, the child is exposed to fragmentary and disordered utterances. The members of the speech community do not talk to her using full-fledged grammatical sentences. Still, it does not affect the language competence of the child. In an incredibly short period, her knowledge becomes rich and systematic.
- Every human child begins to learn language at the age of two. This process is active from 2 to 12 years. The brain of a child also matures between the ages of 2 and 12. Therefore it can be inferred that the functioning of the innate system and the maturing process of the brain are closely related. It is clear that the child learns a language by virtue of a genetic system.
- Language learning cannot be treated on par with the learning of a skill, like cycling, which is learnt through practice.
- Languages have certain universal properties. They are structurally similar to one another. So the so-called differences between any two languages are restricted to certain peripheral properties. Structuralists do not accept the notion of structural similarities.

It is obvious that Behaviourism falls short of explaining the above mentioned facts.

3.5. THEORIES OF LANGUAGE ACQUISITION

The enquiry naturally leads towards various theories of language acquisition to begin with let us examine Vygotsky's theory.

3.5.1. Vygotsky's Zone of Proximal Development

According to Vygotsky, social interaction plays a vital role in the learning process. He emphasizes the role of "shared language" in the development of thought and language which stands for social interaction. Vygotsky (1962) theorised that two levels determine the learning process; ego-centricity and social interaction. The child's actual development level is

determined by independent problem solving. The next level is determined through problem solving under adult guidance in collaboration with more peers that are capable. The difference between these two types of development forms has been called “Zone of Proximal Development” (ZPD). Children are to be exposed to social interaction first and it will eventually enable them build their inner resources. As a limitation of Vygotsky, it is pointed out that it is not clear what Vygotsky meant by inner resource. Also, he over-emphasizes the function of egocentric speech in the development of language. However, Vygotsky’s contention is that language is the key to all development and words play a central role not only in the development of thought but in the growth of cognition as a whole. Therefore, child language acquisition is the result of social interaction.

3.5.2. Piaget’s View of Language Acquisition

Piaget was of the view that language acquisition is a case of general human learning. Ellidokuzoblu (1999) notes that “many scientists, especially the psychologists are hesitant to attribute a domain specific built-in linguistic knowledge to the human infant.” Consequently, they view human brain as a homogeneous computational system that examines different types of data via general information principles. Piaget was one of them. Piaget compartmentalized the course of human intellectual development into four stages:

- i. from ages, 0 to 2: the sensory motor stage

In this stage, the child understands the environment

- ii. from ages, 2 to 7: the pre-operation stage

In this stage, the child is able to understand the symbols.

- iii. from ages, 7 to 11: the concrete operational stage

In this stage, the child is able to carry out mental tasks and language use.

- iv. from age, 11: the formal operational stage

From his stage alone the child is able to deal with abstraction.

Unlike Vygotsky, Piaget believed that egocentric speech on its own serves no function in language development. However, Piaget maintains that the child is a “lone scientist”. He disregarded social interaction in language development. Anyhow, Piaget’s viewpoints got much popularity in determining the language acquisition methodology in formal setting.

3.5.3. Cognitive Theory

Piaget’s viewpoint that the learner learns things when she is developmentally ready to do so as learning follows development, is the starting point of cognitive theory. Cognitive psychologists emphasized the importance of meaning in human learning. According to them, ‘learning’ is a meaningful process of ‘relating new events or items to already existing cognitive concepts’ (Brown, 1987). As regards language acquisition, the procedure is selecting appropriate vocabulary, grammatical rules and pragmatic conventions governing language use. They argued that language acquisition is a holistic process, not analyzable as stimulus-response associations. Language learners pay attention to any aspect of language that they are attempting to understand and produce. Then they become able to use certain parts of their knowledge through experience and practice. There is a consensus among cognitivists on the point that language acquisition can happen automatically.

3.5.4. The Discourse Theory

Language use theory is the basis of discourse theory. This theory emphasizes that the language development of a learner should be viewed based on how the learner discovers the meaning capacity of a language by taking part in communication. Del Hyme’s description of communicative competence (Brown, 1987; Ellis, 1985) reflects the principle of the discourse theory. Communicative competence is meant as the knowledge of grammar and vocabulary,

knowledge of rules of speaking, knowledge of how to use and respond to speech acts and social conventions and also, how to use language appropriately.

The discourse theorists argue that a learner is able to use language at various settings if he cognized 'various forms of competence such as grammatical competence, speech competence. Then only language acquisition will take place'. Halliday (cited in Ellis, 1985) conducted a study on his own son's first language acquisition and asserted that basic language functions arise out of inter-personal uses and social interaction.

Discourse theorists say that language is used by using it while taking part in actions. Therefore, children should be encouraged to deal with accomplishing actions so that it will help children acquire language. The communicative language teaching is the best example of discourse theory. In communicative classes, students are expected to learn by doing. They are expected to acquire language through presentation, practice and production.

The discourse theory does not account for innate potential of the learner. It gives over-emphasis to external factors. This theory is similar to the behaviourist view of language attempting to explicate the acquisition process. It fails to notice the UG related principles of language acquisition.

3.5.5. The Speech Act Theory

This theory stands for the view that saying something is a way of doing something. A speech act is an utterance that performs a locutionary (propositional) meaning, and illocutionary meaning in communication. For example, 'I like your dress' is a speech act concerning a proposition about a person's dress with the illocutionary force of a compliment (Ellis, 1995). What one conveys is the literal meaning of the utterance by the words or structures. But the other refers to the effect the utterance creates on the listener. It is obviously normal for everyone to use these utterances in his native language. The speech act

theory does not address itself to the innate system as its focus is on socio-linguistic and communicative aspects of language.

3.5.6. The Universal Grammar Theory

It is argued that Chomsky's theory on Universal Grammar constitutes the most robust theory of language currently available because 'it achieves both descriptive and explanatory adequacy' (Ellis, 1995). The theory of UG is both a description of language and a theory of how knowledge of language is acquired.

Chomsky defines UG as a system of principles, conditions and rules that are elements or properties of all human languages (Chomsky, 1976). In other words, it comprises a set of linguistic universals. Subsequently, Chomsky (1981a) characterizes these universals as consisting of principles and parameters. The term 'principles' stands for highly abstract properties of grammar underlying the grammatical rules of all specific languages. Although the far range of principles will not be evident in all languages, there will be no language that contravenes any principle. The term 'parameter' refers to principles that vary in certain restricted ways from one language to another. Chomsky (1988) likens parameters to the array of switches found in a switch box. The learner's task is to use experience to determine which position each switch must be in. The goal of generative grammar is to identify the principles and parameters that comprise UG and to specify which principles and which parameters are operative in specific languages.

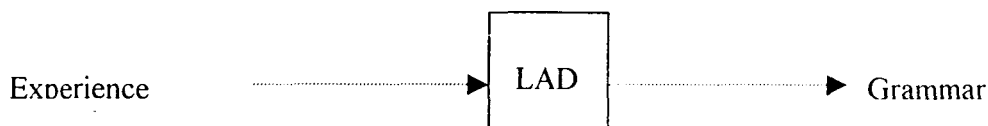
3.5.6.1. Universal Grammar and Language Acquisition

Chomsky stresses that language makes use of structure dependent operations. What he means is that the compositional production of utterances is not a question of stringing together sequence of words. Every sentence has an inaudible internal structure which must be understood by the hearer. Amazingly, all children learning language seem to know

automatically that language involves structure dependent operations. Chomsky suggests that humans may have an innate knowledge of this phenomenon.

Creativity is the fundamental aspect of language, which is stressed repeatedly by Chomsky. By this, he means two things: Firstly and primarily he means the fact that humans have the ability to understand and produce novel utterances. Even quite strange sentences which are unlikely to have been uttered before cause no problems for speakers and hearers (Aitchinson, 1989). The utterances are not controlled by external happenings. The creative aspect of language is sometimes referred to as “rule-bound creativity”.

Chomsky has consistently argued that UG principles are inherently impossible to learn and that therefore, they must be innate. They make up the “initial state” and as such provide the basis that enables the child to acquire a language. A child has access to a Language Acquisition Device (LAD) that maps experience into the steady “steady state”.



He raises two questions to be answered: what is LAD and what is the nature of experience? This enquiry leads to the description of the “poverty of stimulus” and the account of the language faculty.

3.5.6.2. The Poverty of the Stimulus

The language exposure which the young child gets in the target language is seriously impoverished in a number of ways. The input is degenerate (Miller & Chomsky, 1963; Chomsky, 1965; Mac Neill, 1966) in the sense that it contains ungrammaticalities and lack of fluencies which make it an inadequate source of information for language acquisition. The principle argument is that the child would find it impossible to distinguish between what is grammatical and what is ungrammatical on the basis of such input. Wexler and

Culicover(1980) argued that the problem lies not in ungrammaticality but in the fact the input is simplified as this deprives children of the data required to learn the more complex aspects of grammar. This view was later endorsed by White (1989a) and Sharwood Smith (1986) among others. There are a few other reasons for considering input impoverished. The input seriously underdetermines the final grammar. The child is exposed to a subset of total sentences possible in the target language. He has no way to determine whether a given sentence is not heard because of coincidence or not possible in the language. Furthermore, the input does not provide the child with the data needed to determine that certain constructions are not possible. However, as White (1990) puts it plausible theories of language acquisition must assume realistic input. The preceding arguments lead us to the following inferences:

- i. Input alone cannot explain language acquisition
- ii. The child must be equipped with knowledge that can overcome the deficiencies of the input.

3.5.6.3. The Language Faculty

Chomsky views the language faculty as a mental organ analogous to the liver or the heart. He sees it as ultimately related to the physical aspects of the brain. Thus in certain fundamental respects, we do not really learn language; rather grammar grows in mind (Chomsky, 1980). The language faculty is child's biological inheritance.

This sufficiently substantiates the logical problem that language acquisition would be impossible without language-specific knowledge (Cook, 1991). 'The language input is the evidence out of which the learner constructs knowledge of language what goes into the brain. Such evidence can be positive or negative... the positive evidence of the position of words in a few sentences the learner hears is sufficient to show him the rule of language' (Cook, 1991)

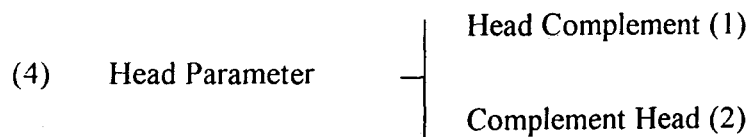
3.5.6.4. The notion of parameters

We have already come across the notion of parameters. This notion can be illustrated with the help of the examples shown below:

1. a. The boy ate a mango
b. Kutti mannu tinnu.

2. a. The book is on the table.
b. Pustakam mesa purath anu.

The construction *ate a mango* is a Verb Phrase with *ate* as the Head and *a mango* as its complement. Similarly, *on the table* is a Prepositional Phrase which contains the preposition *on* as its head and *the table* as its complement. In English-type languages, the head of a structure appears initially and the complement comes afterwards as illustrated in the examples (1a) and (2a). we find a different configuration in Malayalam-type languages where the complement is followed by the head as illustrated in the (b) examples of the above paradigm. The difference in the positioning of head and complement is accounted for in terms of the head parameter. Universal Grammar is the state of mind prior to language acquisition. In the initial state of UG the head parameter is with an open-ended values allowing both options as shown below:



Based on the linguistic evidence that the child is exposed to the value of the Head parameter is fixed either as shown in option (1) or option (2). Thus, a child in English speech community will fix the parametric value in such a way that the Head will be in the

initial position. On the other hand, a child living in Malayalam speech community will have the Head parameter set with the opposite value yielding the Complement-Head configuration.

Let us examine in some more detail how UG comes into play in language acquisition. As already been mentioned UG is the initial state of mind. It is assumed that UG is of a highly modular nature, each module being a subsystem or component of UG. These components, though mutually independent, interact vigorously with one another yielding various linguistic properties. It is assumed that just like the Head parameter there are certain other parameters as well related to these components and that the difference between any two languages can be accounted for in terms of the values of these parameters. Once the value of each of these parameters is set in one way or the other what is obtained is the core grammar of the language. To put it in other words, language acquisition is nothing other than fixing the values of various parameters of UG. The core grammar of the language takes care of the major chunk of its properties. Every language will have certain properties (for example, idiom chunks) that cannot be accommodated within the core grammar. Such properties comprise the periphery of the core grammar. These properties are acquired by relaxing some of the specifications of UG.

3.6. SECOND LANGUAGE ACQUISITION

We have already seen how UG is helping the child to acquire language in an amazingly short period. All that has been said in the previous chapter refers to the acquisition of mother tongue (L1). Researchers have been trying to extend the notion of UG to the context of second language (L2) acquisition as well. In the following sections we will examine how a UG-based second language acquisition model can be materialised.

3.6.1. The notion of “second language”

The term “second” in Second Language Acquisition (SLA) is generally used to refer to any language other first language. The distinction between second and foreign language is also relevant. In the case of second language, learning the language plays an institutional and social role in the community. (That is, it functions as a recognized means of communication among members who speak some other language as their mother tongue.) In contrast, foreign language learning takes place in communities where the language plays no major role in the community and is primarily learnt in the classroom. For instance, English is learnt as second language in India, whereas it is learnt as foreign language in Japan. The term ‘second language’ has different connotations in certain countries. For example, the term “second” in South Africa involving black learners of English is perceived as opprobrious (Ellis, 1994). However, in our country, English is a second language.

Now it is worth to examine whether there is any similarity or difference similarity between the first and second language acquisitions.

3.6.2. How do learners acquire a second language?

Researchers sought to answer this question by formulating two further questions (Ellis, 1994). The first was that what contributions do external factors make to L2 acquisition. This was determined by the social situation in which the learning took place and how was the language input which the learner was exposed to. This is evident in the language the learner produced, that is the language output.

The second question was that what contributions do internal factors make to L2 acquisition. The attempt was to identify the mental process the learner used to convert input into knowledge. Various processes have been identified. One is how the learner does construct an inter-language, making use of the existing knowledge to internalize the

knowledge of L2 such as knowledge of mother tongue, general learning strategies and universal properties of language. The other process accounts for how the learner makes use of existing knowledge to cope with communication difficulties (Ellis, 1994). For instance, the learner does not know the word needed to communicate an idea clearly. He has to resort to paraphrase or word coinage. These processes are known as “communication strategies.”

3.6.3. What is Second Language Acquisition?

As Ellis (1994) puts it, the question how learners acquire a second language does not have a long history. The surge of empirical work that informs current thinking did not begin until the cognitive revolution of the 1960s. In order to study how learners acquire a second language the notion of acquisition should be clearly defined. L2 theorists working within generative grammar framework claim that any explanation of L2 acquisition that is not based on an adequate theory of language will prove inadequate (Gregg, 1989). We have used acquisition as a general term so far. Researchers like Krashen (1981) distinguish between learning and acquisition. According to Krashen, (The Acquisition-Learning hypothesis, 1985), we have two independent means of learning ability in second language: Acquisition and Learning.

Acquisition is a sub-conscious process that is identical to the process used in the first language acquisition in all-important ways. While acquisition is taking place the acquirer is not always aware of it and he or she is not usually aware of its results.

Acquisition produces what Chomsky (1965) calls “tacit competence”, a “feel” for language. But learning is a conscious knowledge or knowing about language. When we talk about “grammar” or “rules” we are referring to learning, not acquisition. According to this theory, practice or error correction affects learning, not acquisition. Krashen views that learning is less important than acquisition. Our ability to use second language comes mostly

from what we have acquired, not what we have learnt. Language facts such as vocabulary, structures can be taught and learnt, whereas the language system cannot be learnt consciously. It has to be acquired. It is also important to note that repetition and practice leads to learning, not acquisition. What is relevant for the acquisition of language system is the availability of linguistic experience through recurrence. These notions will be elaborated at a later point.

3.7. PERFORMANCE VS COMPETENCE

It is commonly assumed that if a person is able to perform the four language skills (LSRW), he has learnt the language. This is why conventional methods of language teaching emphasize practising of these skills. Consequently, a lot of importance is given to the performance of the learner. Much care is taken to avoid errors so that correct language input alone gets reinforced. It is necessary to distinguish between linguistic competence and performance while studying a language. According to Chomsky (1965), competence consists of mental representations of linguistic rules that constitute the speaker-hearer's internal grammar. This grammar is implicit rather than explicit and is evident in the intuitions which the speaker- hearer has about the grammaticality of sentences. Performance consists of the use of this grammar in the comprehension and the production of language.

The distinction between competence and performance has been extended to communicative aspects of language (Hymes, 1971a; Canale & Swain, 1980). Communicative competence includes knowledge of the speaker-hearer of what constitutes appropriate as well as correct language behaviour and also what constitutes effective language behaviour in relation to particular communicative goals. That is, it includes both linguistic and pragmatic knowledge. On the other hand, communicative performance consists of the actual use of these two types of knowledge in understanding and producing discourse.

The main goal of SLA research is to characterize learner's underlying knowledge of L2, that is, to describe and explain their competence. However, learner's mental knowledge is not open to direct inspection; it can only be inferred by examining the samples of their performance. SLA researchers have used different kinds of performance to try to investigate competence. Many analyze the actual utterances that learners produce in speech or writing (Larsen-Freeman, 1975). Some try to tap learner's intuitions about what is correct or appropriate by means of judgement tasks (White, 1985), while others rely on the introspective and retrospective reports that learners provide about their own learning (Cohen, 1984).

We have already pointed out that the perspective of language has changed ever since the Chomskyan paradigm came into being. The notions of Internalized I-language and external E-language conceived by Chomsky are closely related to the earlier notions of competence and performance discussed in early versions of Transformational Generative Grammar. Competence refers to the speaker-hearer's innate knowledge of his language whereas, performance refers to how he actually performs the language in concrete situations. When we talk about acquiring a language system we are referring to the I-language since I-language refers to the tacit knowledge of language. Skill-based approaches deal with E-language. Approaches meant for catering to I-language investigate how the speaker-hearer has obtained this tacit knowledge. Language is perceived as the innate property of human mind, and not as something that comes from outside.

Chomsky has categorically stated that the concept of I-language is a misleading one and has denied approaches focusing on E-language. Theories that focus on the physical performance of language and conceive language as a social product, as a class, fall under the E-language approaches. This is because such theories, which look at language as a social phenomenon, analyze language as a collection of some kind of

behaviour or actions of the individuals. Proponents of the E-language approach try to relate the sentence uttered by a speaker to things like the sentence that has been uttered just before it, the relationship between the speaker and the hearer, the context of the speech. They emphasize the social relationship of the individuals at the cost of their mental worlds. Most studies that have taken place in the fields of socio-linguistics and discourse analysis are related to social phenomenon and not to the mental phenomenon. On the other hand, the investigators of I-language aims at representing the state of the human mind. Following Chomsky we assume that grammar describes the speaker-hearer's knowledge of language and not the sentences actually produced by the speaker.

From what has been discussed above it is obvious that skill-based and product-oriented second language programmes focus on E-language and not I-language. Such programmes make use of strategies such as drilling and similar strategies meant for practice and as such can promote learning but not acquisition. Contrary to this an acquisition model for second language is concerned with building up the competence of the learner for which it takes resort to process-oriented strategies.

3.8. MAJOR QUESTIONS RELATED TO SECOND LANGUAGE ACQUISITION

SLA Researchers confront a number of questions. The first question is: What do second language learners acquire? Researchers have found that learners often failed to produce correct sentences and instead displayed language that was markedly deviant from target language norms. This observation breeds further questions such as why learners make errors and their language displayed marked irregularities, and why did it change systematically over time.

The answers were sought by formulating two further questions. The first was what contribution do external factors make to L2 acquisition? This involved the social situation in

which the learning took place and the language the learner was exposed to and the output that was evident from the language produced by the learner. The second question was, what contribution do internal factors make to L2 acquisition? This is to find out the mental processes that the learner used to convert input into knowledge. Various processes were identified. Some account for how the learner makes use of the existing knowledge to internalize the knowledge of L2. However, it is to be accounted for both external and internal factors and how the two inter-relate with regard to L2 acquisition. This is another general question to be inquired into. What differences are there in the way in which individual learners acquire L2? Much work that has taken place in SLA research is based on the assumption that learner-language provides evidence of universal learning processes. Also, learners vary enormously in their rate of learning, their approach to learning and in their achievements. The study of individual learner differences seeks to document the factors that cause this kind of variation.

Lastly, the most prominent question arises. What effect does instruction have on SLA? Much of the early research that investigated naturalistic L2 learners, claims that classroom learning would proceed most smoothly if teachers stopped interfering in the learning process and left the learners to learn in the same way as children acquired their mother tongue (Newmark, 1966). Increasingly, researchers have turned to studying the effects that instruction of various kinds has on L2 acquisition. This research leads to improve the efficacy of language pedagogy.

Linguistic theory began to get attracted the serious attention of L2 researchers only after the publication of Chomsky's Lectures on Government and Binding (1981). The following are the key issues:

- i. Do L2 learners have continued access to UG?
- ii. Do learners experience difficulty with unmarked than with marked features of L2?
- iii. Do L2 learners make use of the same learning principles as L1 learners?

Researchers such as White, Bird-Song, Uziel, Sharwood Smith (1985), Berwick Bley-Vroman (1988), Cook, Schachter (1988), have made significant contributions to SLA research.

These studies have floated at least three different claims:

- i. UG is fully available to L2 learner.
- ii. UG is only partially available to L2 learner.
- iii. UG is not available to L2 learner.

There is enough evidence substantiating the claim that UG is accessible to L2 learners. For instance, taking cue from the Principles and Parameters Approach suggested in Chomsky (1981, 82, 86), Flynn (1984, 1987) makes the following observations:

The essential faculty for language evidenced in L1 acquisition is also critically involved in L2 acquisition. L1 has a crucial role in cases where the L1 and L2 parameter settings are the same. Learning is facilitated because these L2 learners are able to construct the structural configuration established for L1 in the construction of L2 grammar. The problems of acquisition of complex sentence structures will correspond to the latest stages of L2 acquisition.

Where L1 and L2 parameter settings are different, the learner has to assign new values, the pattern of acquisition will correspond to early stages of L1 acquisition as the learners need to first discover the relevant structural configuration in L2. In case of L2 acquisition parameter-setting is frequently parameter resetting.

Despite the controversy surrounding the idea of a special language faculty, there is a general assumption that several aspects of language learning concern purely formal properties of language. As pointed out in Ellis (1994) it is not always essential to investigate form-meaning relationships for the development of this argument. UG provides a theoretical basis for an examination, the way L2 learners acquire purely formal properties of language. Another advantage of UG based theory of SLA is that UG theory affords very precise hypothesis about specific linguistic properties.

3.9. THE COGNITIVE INTERACTIONIST APPROACH

We have seen that most theories except cognitive theories stand for learning not for acquisition. ELT packages by and large make use of learning models and are built entirely on the behavioural paradigm. If we are to cater to acquisition of the second language we will have to abandon the behavioural paradigm and go for an alternative paradigm that operates on the I-language and not on E-language. This necessitates a pedagogy with its foundation on cognitive theories especially, the theory on Universal Grammar. In our survey on the ELT methodologies prevailing in our country we saw that even the much acclaimed communicative approach cannot facilitate language acquisition for obvious reasons. As Ellis has pointed out communicative approach does not have an account of the innate language device. Practised at its best, the communicative approach might help the learner to communicate in English even though he has not achieved linguistic competence. For instance, an Indian learner might comfortably ask questions such as “You are going to Thiruvananthapuram?”, “This is your book?” with a rising intonation thus skipping Auxiliary Inversion. It is true that questions of this kind are naturally used by native speakers also. But they have an equal access to the inverted constructions. On the other hand, since the communicative purpose is served, the Indian learning English may not have the urge to refine

the question form he has used. In addition to this, there is also the unwanted outcome namely, the language learner will have a repertoire of fossilized expressions (“I would like to say something”). As already been pointed out once language gets fossilized it loses its creativity. From what we have said so far about acquisition it is evident that even the eclectic approach will not fetch desired outcome since it too is basically a skill-based approach focusing on E-language.

The only way out is to go for the Cognitive Interactionist Approach which strikes a balance between the linguistic autonomy of the learner on the one hand, which is largely innate, and the social interaction on the other, which takes care of the functional aspects of language. SLAP is an example of this kind. This approach accounts for a paradigm shift from the existing approaches. At this juncture it is worthwhile noticing that the cognitive interactionist model is essentially within the constructivist paradigm. What constitute a constructivist paradigm will be discussed later.

The SLA approach we propose lays its foundation on the following theoretical assumptions:

- The human child is genetically endowed with a language system namely, UG and what we mean by language acquisition is the unfolding of this innate system.
- Language acquisition is a non-conscious process which is to be seen as distinct from conscious process of learning language facts.
- Language is acquired not through imitation, but through insightful theory construction.
- Repetition may be helpful for learning language facts in isolation, but recurrence is relevant for acquisition.

- Language is not the totality of the four skills but the inner competence required for the performance of the four skills.
- Language acquisition is not a process of linear growth but is that of spiral growth.
- Acquisition progresses from Whole to Part. At every stage of learning facts of language that constitute parts are conceived in relation to the language system as a whole.
- Static texts have no role in acquisition. What the child requires is a large variety of dynamic texts in the form of discourses.
- Acquisition becomes smooth when linguistic experience is real, holistic, relevant, need-based and meaningful to the child.
- Overt corrections or expansions cannot facilitate acquisition. What is required is a rich linguistic atmosphere that will provide enough indirect negative evidence.
- It is not the quantum of exposure that matters but its quality. Acquisition will take place only if the learner gets comprehensible input through discourses generated in the classroom.

It goes without saying that these assumptions will have implications in all areas related to second language facilitation. This includes material, methodology, environment, teacher-role, atmosphere, and what not.

3.10. CURRICULAR GOALS

The curriculum is a social and political document. It is framed on the aspiration of the society about the future generations. Accordingly, specific areas are given weightage in the curriculum. The place of second language in the curriculum is determined on the basis of the role it plays in the society. English language is an official language and also a means for

national linkage in the linguistically and culturally pluralistic society of ours. In this context, it is worthwhile quoting Krishnaswamy and Sreeraman:

But even after half a century of independence, we have not changed the colonial perception that English language and Western knowledge are enormously superior to Indian languages and oriental learning. We are yet to de-colonize the teaching of English in India. Most of our methodologists are least bothered by the classroom realities. We do not go to our classes to see how English is taught in large classes by some of our good teachers. They need foreign experts to tell us how to teach English in large classes under difficult circumstances. (c.f. N. Krishnaswamy and T. Sreeraman, 1977)

Therefore, a vision for teaching English to our blooming generation is to be evolved. The proficiency of using English language will empower our society so as to encounter life with more vigour and self-confidence. Hence, the curriculum being developed here re-defines the goals of learning English as a second language at the primary level with respect to the formal and functional properties of the language.

3.10.1. English language curriculum: Standard V

A. Comprehension Skills:

I. Listening

1. Find answers to questions
2. Respond to requests and directions.
3. Guess meanings of unknown expressions with the help of contextual clues.
4. Understand through hearing rhymes, folk songs and simple poems.
5. Comprehend speech made by others.

II. Reading

1. Understand the substance from notices, newspaper headlines,
2. Understand through reading stories, unfamiliar descriptions, conversations, rhymes, folk songs, and simple poems.
3. Read individually and collectively children's magazines and various other children's literature.

B. Expression Skills**I. Reading**

1. Read simple stories, narratives and poems with clear articulation and in proper rhythm and intonation.
2. Read various forms of children's literature.

II. Speech

1. Present rhymes, folk songs and simple poems with action, individually and in groups.
2. Seek and collect information about familiar things.
3. Express requests and wishes and give directions.
4. Ask questions about familiar as well as unfamiliar things.
5. Produce short responses in formal as well as informal contexts.
6. Make comparisons between two objects in terms of height, weight, depth, length, etc.
7. Talk about colour of things.
8. Talk about seasons, weather, etc.
9. Talk about actions done in terms of place, time, manner, means and instrument.
10. Greet people informally as well as formally.
11. Introduce oneself/some one to others.
12. Make apologies.

13. Express annoyance, regrets and gratitude.
14. Agree or disagree with others.
15. Express one's attitudes, beliefs and opinions.
16. Express strong feelings and emotions.
17. Invite people.
18. Enquire about others' health.
19. Make suggestions.
20. Seek and give information, confirmation and assurance.
21. Express various modalities such as willingness, futurity, permission, obligation, possibility, ability, etc.
22. Make conditions.
23. Talk about cause and consequences.
24. Make concessions.
25. Talk about simultaneous as well as consecutive actions.
26. Talk and enquire about time.
27. Talk about numbers and quantity.
28. Participate actively in various communication games.

III. Writing

1. Write legibly giving proper shape to the letters and keeping appropriate distance between letters and words.
2. Use punctuation such as comma, full stop, semi-colon, exclamation, question mark, capital letters, etc. properly.

C. Creative Expression

1. Talk about interesting incidents from stories previously heard or read. Imagine one thing to be another and enact it out.
2. Build up stories from pictures, orally and then in writing.
3. Tell stories and produce narratives in simple English.
4. Develop stories from outlines.
5. Write conversations based on pictures and incidents.
6. Write diary, letters and simple descriptions, and narratives.
7. Give titles to pictures, stories and poems.
8. Write parodies to familiar proverbs.
9. Prepare wall magazines.
10. Perform role plays emerging from stories, poems and narratives.
11. Compose rhymes and simple poems.

3.11. SECOND LANGUAGE PEDAGOGY

The shift in focus from E-language to I-language necessitates a corresponding paradigm shift in the methodology as well. This is a natural fall out of the shift from the behaviourist paradigm to the cognitive interactionist or the constructivist paradigm. It is from this perspective that we have mentioned earlier about the shift from a learning model to the acquisition model. The latter will have to accommodate the complementary relationship between individual construction and social interaction. Whether knowledge of language is seen as socially situated or whether it is considered to be an individual construction has implication for the ways in which learning is conceptualised. In stark contrast to the behaviourist model of teaching, activity based, child-centred pedagogy has evolved based on its strong foundations of constructivism which was generated from cognitive psychology. The

central claim of constructivism is that the child constructs her knowledge. Though we have been using the term constructivism in a taken-for-granted manner, we have not so far elaborated its salient features. In due course, we will take up the challenge of giving theoretical and practical profiles of constructivism. But before that we will present a few more details of the behaviourist paradigm.

It may be recalled that the behaviourist psychology is interested in the study of changes that is manifest in behaviour as opposed to changes in mental states. Learning is conceived as a process of changing or conditioning observable behaviour as a result of selective reinforcement of an individual's response to events (stimuli) that occur in the environment. The mind is seen as a mirror reflecting reality. Behaviourism centres on the learner's effort to accumulate knowledge and on the teacher's effort to transmit it. It therefore relies on a transmission-instructionist approach, which is largely passive, teacher-directed, and teacher-controlled.

The behaviourist model has resulted in somewhat of a stereo-typed portrayal of teaching and learning which has been widely criticized. Susan Hanley describes this model as follows:

Classes are usually driven by "teacher talk" and dependent heavily on textbooks for the structure of the course. This is the idea that there is a fixed world of knowledge that the students must come to know. Information is divided into parts and built into a whole concept. Teacher serves as pipelines and seek to transfer their thoughts and meanings to the passive students. There is little room for student-initiated questions, independent thoughts or interaction between students. The goal of the learner is to regurgitate the accepted explanation of methodology expostulated by the teacher.

Where behaviourism emphasizes observable, external behaviours, and as such, avoids reference to meaning, representation and thought, constructivism takes a cognitive approach. This difference has profound implications for all aspects of pedagogy. The way in which knowledge is conceived and acquired, the types of knowledge, skills and activities emphasize the role of the learner and the teacher, how goals are established; all of these factors are articulated differently in the constructivist perspective. Susan Hanley has enumerated the theoretical underpinnings of constructivism as follows:

1. Knowledge as whole is problematized, not just the learner's subjective knowledge, including mathematical knowledge and logic.
2. Methodological approaches are required to be much more circumspect and reflexive because there is no "royal road" to truth or near-truth.
3. The focus of concern is on the learner's cognition, beliefs, and conceptions of knowledge.
4. The focus of concern with the teacher and teacher education is not just with the teacher's knowledge of subject matter and diagnostic skills, but with the teacher's beliefs, conceptions and personal theories about subject matter, teaching and learning.
5. Although we can tentatively come to know about the knowledge of others by interpreting their language and actions through our own conceptual constructs, others have realities that are independent of ours. Indeed it is the realities of others along with our own realities that we strive to understand, but we cannot take any of these realities as fixed. An awareness of social construction of knowledge suggests a pedagogical emphasis on discussion, collaboration, negotiation and shared meanings...

The following are the characteristics of constructivist learning and teaching:

1. Multiple perspectives and representations of concepts and content are presented and encouraged.
2. Course and objectives are derived by the student or in negotiation with the teacher or system.
3. Teachers are in the role of guides, monitors, coaches, tutors and facilitators.
4. Activities, opportunities, tool and environments are provided to encourage meta-cognition, self-analysis, self-regulation, self-reflection and self-awareness.
5. The student plays a central role in mediating and controlling learning.
6. Learning situations, environments, skills, content and tasks are relevant, realistic, authentic, and represent the natural complexities of the “real world”.
7. Primary source of data are used in order to ensure authenticity and real-world complexity.
8. Knowledge construction and not reproduction is emphasized.
9. The construction takes place in individual contexts and through social negotiation, collaboration and experience.
10. The learner’s previous knowledge constructions, beliefs and attitudes are considered in the knowledge construction process.
11. Problem –solving, higher order thinking skills and deep understanding are considered in the knowledge construction process.
12. Errors provide opportunities for insight into student’s previous knowledge constructions.
13. Exploration in favoured approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals.

14. Learners are provided with the opportunity for apprenticeship, learning in which there is an increasing complexity of task, skills and knowledge acquisition.
15. Knowledge complexity is reflected in an emphasis on conceptual inter-relatedness and inter-disciplinary learning
16. Collaborative learning and co-operative learning are favoured in order to expose the learner to alternative view-points.
17. Scaffolding is facilitated to help students perform just beyond the limits of their ability.
18. Assessment is authentic and inter-woven with teaching.

3.12. TEACHER ROLE

In the case of traditional approaches the teacher acts as a knower/informer and the learner as an information seeker (Corder, 1977b). As a matter of fact the role of the teacher in an interactionist classroom (henceforth we will use the term constructivist classroom) determines the entire linguistic exposure the learners get. Teacher knows the potential of the children in his class. He can plan his activities in such a way that all children get equitable support for L2 acquisition.

Teacher plans his talk so as to get comprehensible input for the children. This is in the context of facilitating suitable learning activities so that he can make the input crucial and relevant to the children. This helps creating an atmosphere of English language through interacting with the learners in English. Teacher is the person who decides what sort of materials are to be used for classroom transaction. His choice of materials is important in the sense that it is child-friendly and suitable to the learning activities designed to enhance acquisition. The teacher continuously evaluates the children to ensure that they achieve curricular goals by giving encouragement and support as and when required.

The role of a teacher in a cognitive interactionist/ constructivist classroom can be identified as follows:

3.12.1. Facilitator

The teacher in the traditional classroom is at the transmitting end of information and the learner is always placed at the receiving end, who are destined to be passive listeners. Such a situation will not ensure acquisition. Instead of giving information the teacher has to facilitate the learning situation in such a way that the learners construct their own knowledge.

3.12.2. Researcher

What a teacher does in a constructivist class is that he plans according to the need of the learners. In order to cope with the needs of his class the teacher has to incorporate various strategies and techniques in his classroom transaction. He observes and evaluates his own activities based on the feedback he gets. In order to achieve scientific precision he documents the developments so that these can be used later on for further improvement. This is a continuous process. The teacher has to bring about mid-course corrections in her classroom practices. He lets slip no opportunities such as discussion with colleagues, incorporation of the findings of innovations in his performance. In fact the teacher working in the constructivist paradigm has to elevate himself to the role of a researcher. Such a professionalism is inevitable to give learning experiences that can take care of all intricacies of SLA.

3.12.3. Co-Learner

The traditional teacher-learner equation has no relevance in a constructivist classroom. The teacher has to identify himself as a co-learner who participates in all the activities carried out by children. He initiates the learning activities to children; the teacher and the learners together try to carry out various tasks. This dissolves the barrier between the

teacher and the learner and makes the classroom atmosphere friendly. Discussions and negotiations between the teacher and the learners take place smoothly and this adds momentum to the ongoing process of acquisition.

3.12.4. Democratic Leader

The teacher will no more be an autocrat in the class who imposes his desires and goals on the learners. On the contrary he acknowledges the learners as individuals who have their own identities. He has to be one among the children and not just the maintainer of discipline in the class. He and his students jointly decide what to take place in the class. The children's suggestions and opinions will be valued by the teacher. This will pave the way for spontaneous interaction among the children and also between the teacher and the children. It may be noted that such interactions constitute a pre-requisite to language acquisition.

3.13. TEACHER TALK

Since there is no English speech community around the major source of language input comes from the teacher's talk in the class. We have already mentioned that discourses are to be generated involving children based on what children experience in the class. Teacher has to condition his talk so as to cater to needs of the learners. The nature of talk, its pitch, intonation and rhythm should be suitable to the perceptive sensitivity of the learners. Teacher gives various tasks to the learners. First the learners carry out these tasks individually according to their abilities. After this they are allowed to share what they have done individually in small groups. This is followed by the presentation of the groups in the whole class. At all these levels the teacher will have to intervene in order to negotiate discourses, which technically is known as "scaffolding". This elevates the learners to a potential level as a result of which the ZPD is always re-fixed. In all these interactions the teacher's talk plays a most crucial role.

It is also very important how teachers deal with the errors of learners. In the conventional classroom learners' errors were not tolerated lest defective language performances will get reinforced. As against this in the constructivist classroom errors are treated as gateways to learning. In the place of overt correction the teacher should be providing ample indirect negative evidence to enable the learners repair their errors themselves. Presently we will discuss how errors are to be dealt with in a second language classroom.

3.14. ERROR TREATMENT

It is always natural that second language learners commit errors. In a conventional classroom teachers are supposed to "correct" the errors the moment they are made. This often turns out to be disastrous for students because only the errors stand projected in spite of the "rights" in their performance. It has been of considerable interest for researchers to find out to what extent teachers should correct errors. Chauldron (1988) reviews a number of studies which have investigated this (Salica, 1981; Courchene, 1980; Chauldron, 1986; Fanselow, 1977b; Lucas, 1975). The main conclusions of these studies are that errors concerning discourse, content, and lexical errors receive more attention than phonological or grammatical errors certain errors are not treated at all.

There is considerable variation among teachers regarding how frequently error treatment takes place. Krashen (1982) warns that correction is both useless for acquisition and dangerous as it may lead to negative affective response. According to Krashen the acquired competence is the utterance initiator, while the learner competence performance performs the role of the monitor or the editor. He asserts that the role of the monitor is minor being used only to correct deviations from the normal speech. Krashen (1985) theorizes that fluency in second language performance is due to what we have acquired not what we have

learnt. However, it is to be assumed that error treatment should be in such a way that it should not interrupt acquisition. Correcting grammar errors while a student is speaking freely trying to communicate his intentions results in communication breakdown at its best. The consequent resentment may make the student to avoid to speak anymore. Therefore, self-repair is more conducive to acquisition than others' repair (Vanlier, 1988). We will take an illustrative example:

(1) I seed the dog

Obviously, the learner has come out with the wrong form of the word (*seed* instead of *saw*). But interestingly, this error indicates that the learner has acquired the past tense morpheme (-*ed* as in *killed*). Errors are of various kinds. Some are because of over-generalizations by the learner. Here is an example:

(2) This is a Raju.

Errors of this kind are typical of learners whose mother tongue is an article free language (for example, Malayalam) in contrast with English, which requires articles. The positive point here is that the learner has identified the difference between his mother tongue and English in terms of using articles. Consequently, the learner has used the article *a* as a result of over-generalization.

When learners come out with errors it is quite natural that teachers tend to repair them for which two strategies are commonly used. One is overt correction and the other is expansion. Overt correction means correction then and there. When the learner comes out with a linguistic fragment in the place of a full-fledged construction as expected by the teacher, the latter expands the fragmentary utterance to the targeted response. This is called expansion. As has been pointed out elsewhere both overt correction and expansion are not helpful for L2 acquisition. Learners commit errors due to the lack of adequate experience.

Sufficient experience will enable them to correct errors themselves. As we have seen above, errors are positive signals of acquisition. Enough space is needed to correct one's own errors. Correcting errors in isolation is not desirable. Whether errors be at the phonological, morphological or syntactic level, they are to be treated in thematically sound discourses negotiated in the classroom. This is because isolated sounds, words, or even sentences are unnatural. At the most these might appear on sign boards not in the speech of people involved in interpersonal communication.

3.15. INPUT

Although all theories of L2 acquisition acknowledge the need for input the theories differ greatly in the importance that is attached to it (Ellis, 1994). Behaviourist models of learning emphasize the possibility of shaping L2 acquisition by manipulating the input to provide appropriate stimuli and by ensuring that adequate feedback is always available. This eventually leads to learning not to acquisition. Let us see what kind of input will lead to L2 acquisition.

3.15.1. Comprehensible Input and SLA

The Input Hypothesis is Krashen's explanation of how second language acquisition takes place. This hypothesis is concerned with L2 acquisition.

"...We acquire in just one way-by understanding messages or by obtaining comprehensible input...More specifically, we acquire a new rule by understanding messages that contain this rule." (Krashen, 1989).

For example, if a learner is at a stage "1" then acquisition takes place when he is exposed to "Comprehensible Input" that belongs to level "I + 1". A number of researchers see comprehensible input as a major causative factor in L2 acquisition. The most influential

among them is Krashen and Long. Krashen's Input Hypothesis (Krashen, 1981, 1985, 1989) makes the following claims:

1. Learners progress along the natural order by understanding input that contains a little bit beyond their current level of competence. This is also called the "Natural Order Hypothesis". It suggests that the acquisition of grammatical structures follows a natural order which is predictable (Dulay and Burt, 1974; Fathman, 1975; Makino, 1980, cited in Krashen, 1987). The order seems to be independent of the learner's age, L1 background and conditions of exposure.
2. Comprehensible input is not sufficient as the learners also need to be affectively disposed to let in the input they comprehend. Low motivation, low self esteem, and debilitating anxiety can combine to raise the affective filter to form a mental block that prevents comprehensible input from being used for acquisition.
3. Input becomes comprehensible as a result of simplification and with the help of contextual and extra-linguistic clues.
4. Speaking is the result of acquisition, not its cause; learner talk does not contribute directly to acquisition.

3.15.2. Caretaker Talk

We know that a child begins to speak when she is at about 2 years old. She does not have a large speech community to interact with. Most of her language input comes from her caretakers, including mother. It has been observed that mothers all over the world talk to children using a special linguistic discourse, which has been named as "motherese". Caretaker talk also is akin to the motherese. Mothers and caretakers use simplified language overcharged with love and affection. They slow down their speech and use an affectionate tone. Moreover, the mother's talk centres around the child. There is perfect understanding

between the mother and the child. In a way, what takes place between the mother and the child is organic communication.

It is natural to expect that something similar to the motherese or caretaker talk should be taking place in the second language classroom so that the learners acquire the target language most naturally just as they acquired mother tongue. It is in this context the caretaker talk gains significance.

A number of studies have shown that caretakers adjust their speech formally so that the input that the children receive is both clearer and linguistically simpler than the speech they address to other adults. Broen (1972) found that speech addressed to 2-year olds has only half the speed used with other adults. Garnica (1975) showed that adults use higher pitch when talking to children. Parents have been found to prefer topics that are familiar to children. Ferrier (1978) has pointed out that much of the communication with young children centres on routine activities. However, three main features of caretaker talk stand out:

- i. It is more grammatical than speech addressed to adults.
- ii. It is simpler, and
- iii. It is more redundant.

However, caretaker talk is conducive for language acquisition. Therefore, the input by way of talk should identify with caretaker talk.

3.16. ENVIRONMENT (THE L2 CLASSROOM)

The environment is conceived as a setting where the target L2 is taught as a subject and is not commonly used as a means of communication. According to Gardner & Clement (1990), two contextual aspects are of potential importance in language classroom settings: One concerns the learning situation to be found in the classroom. The other is the level of support which the parents give. However, the former is most relevant in Indian context.

Therefore, with regard to the environment, the role and relationship between teacher and learners are very crucial.

There should be an informal environment in the classroom. The students should not have any hesitation to approach the teacher. Also, they should get sufficient freedom to interact with the teacher and among themselves. In the cognitive interactionist approach the emphasis is on the use of target language in social behaviour. Depending on the activities in which students participate the teacher can assume different roles. It can be an actor, a producer, a referee, or a player. The real life situation is a concrete, conducive and informal atmosphere for language acquisition where the teacher makes use of it appropriately. In short, the students acquire L2 proficiency only from such a classroom where they have psychological involvement in whatever activities are taking place there.

3.17. MATERIALS

In the traditional classroom textbook is the ultimate learning material available in the hands of learners. It is usually loaded with content as it is prepared with a view that it will be sufficient for language learning. The textbook is prescribed material. The learner does not have the freedom either to add or to delete anything from the textbook. The textbook usually comprises a collection of disjoint texts gathered from various sources. Besides, textbooks are structured on the basis of "brick-laying" principle. That is the textbook conceives learning as a linear process. First alphabets, then words, sentences and so on is the pattern usually followed in the preparation of English textbooks. The notion behind the textbook is that it should follow the linear way of simple to complex. This in fact, curtail the very freedom of the learners to generate language. There is limited scope for learners to interact with the textbook material.

In this context, let us look for the process by which the native speakers acquire language. Obviously, a prescribed text is absent. Instead, the learner gets the opportunity to interact with a large variety of dynamic texts in the form of speech of the people around him. A prescribed textbook, how much well-produced it may be, cannot substitute these dynamic texts.

As against the conventional mode of transmitting the content of the textbook the constructivist model goes for transacting the curricular statements which define what all skills and, concepts and processes the learners are expected to achieve at a certain level. For this, a variety of learning experience is provided in the classroom. This necessitates redefining the role of the textbook. The textbook is a material for the learner and not for the teacher to teach from. Therefore, it is to be made from the learner's perspective. We conceive the textbook as one of the materials made available to the learner as part of an array of learning experience provided to him by the facilitator in the course of transaction of well-defined curricular statements.

The only way out is to equip the learner with textbook which is of interactive nature. It has to be made as open-ended as possible so that it provides ample scope for generating dynamic texts. Instead of placing the learner at the receiving end, he has to be elevated to the status of the creator of the textbook. This implies that we will have to go for a textbook which, can cope with individual needs and differences and is locally specific.

3.18. INDIVIDUAL DIFFERENCES AND SLA

There are a lot of individual learner variables that influence the learning outcome. The number of factors that distinguish learners can be broadly classified into social and psychological factors. Rod Ellis (1994) lists many factors that affect learner differences in SLA. However, the extent to which learning processes are influenced by individual

differences is a matter of dispute. Surveys of research have investigated learners' beliefs about language acquisition, their affective states and various general factors. We will take a look at some of these:

3.18.1. Learner's beliefs about language learning

There has been relatively little research into the nature of these theories and even less about how learners' beliefs affect language learning. Horwitz (1987A) found that learners' beliefs such that the best way to learn English is to spend most of the time memorizing vocabulary and grammar rules influenced learning. Little and Singleton (1990) found that past experience played a major role in shaping attitudes to language learning. Learner's beliefs are also likely to be influenced by general factors such as personality and cognitive style (Abraham & Vain, 1987).

3.18.2. Learner's affective states

The role of affective states are so individualistic and changeable that the influence is very difficult to study. Some of the best researchers have investigated the affective factor anxiety. Matsumoto (1989) lists the affective states associated with the source of anxiety as emotional regression, panic, anger, self-pity, indecision, sadness, alienation, reduced personality, etc. Covering several measures of proficiency in several different examples it has been shown by Mac Intyre and Gardner (1991) that anxiety negatively affects performance in second language. However, it is to be borne in mind that the performance is not always an indicator of the inner competence. Under certain conditions one's performance might be at a low level despite his competence.

3.18.3. Language Aptitude

Carroll (1981) defines general aptitude as capability of learning a task. Language aptitude involves an underlying language learning capacity. It has been found to be one of the

best predictors of Second language learning. A proper aptitude might serve as a catalyst for learning vocabulary, usage and the like. There may be a few learners who have a special aptitude to learn about language. Nevertheless, it is doubtful whether aptitude plays a role in acquisition. This is because that if we establish a direct correspondence between aptitude and acquisition, implicitly we will have to say that only those children with proper aptitude will be acquiring a language. This, obviously, is not true. Given a conducive environment any child will be acquiring any language.

3.18.4. Learning Style

An individual's learning style reflects the totality of psychological functioning. It is relatively fixed. Ried (1987) distinguishes four perceptual learning modalities:

- i. Visual learning
- ii. Auditory learning
- iii. Kinesthetic learning
- iv. Tactile learning

In most of the studies it was inferred that style does not affect much in SLA.

3.18.5. Motivation

SLA research reviews motivation as a key factor in SLA. Gardner points out that motivation and achievement are directly related. Motivation in SLA constitutes one of the most fully researched areas of individual differences. We have already mentioned that extrinsic motivation is not relevant for language acquisition. What matters is intrinsic motivation.

3.18.6. Personality

The relationship between personality variable of Second Language achievement is not yet found. However, there is some evidence to show that extroverted learners are advantaged in the language associated with basic interpersonal communication skills.

3.19. THE NOTION OF MULTIPLE INTELLIGENCES

Recent researches and studies on brain have led to new concepts about intelligence. The findings related to these studies are quite relevant in developing an acquisition package since the notion of intelligence is inseparably associated with acquisition. It is conventional to conceive intelligence as the ability to think logically and abilities related to mathematics and language. It is important to realize that all people are equal with regard to the expression of their abilities. Neurologists have observed that brain hemorrhage leads to the incapacitation of the individual in terms of certain abilities. This suggests that different modules of the brain are specifically concerned with different abilities. However, the cognitive psychologist Howard Gardner of Harvard university defines intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural settings, Gardner(1983). His pluralistic view of intelligence suggests that all people possess nine different intelligences in operate in varying degrees depending upon each person's individual profile of intelligences. The nine intelligences identified by Gardner (1983, 1999)are:

3.19.1. Verbal-Linguistic Intelligence

Verbal-Linguistic Intelligence is the ability to use with clarity the core operations of language. People with Linguistic Intelligence have a sensitivity to the meaning of words-- the capacity to follow rules of grammar and , on carefully selected occasions to violate them. At somewhat more sensory level-- a sensitivity to the sounds, rhythms, inflections and metres of words-- the ability which can make even poetry in a foreign tongue beautiful to hear. And a

sensitivity to different functions of language-- its potential to excite, convince, stimulate, convey information, or simply to please.

3.19.2. Mathematical-Logical Intelligence

This is mathematical and logical ability as well as scientific ability. Abstraction is fundamental, reasoning is complex, and problem-solution is natural, Order and sequence are significant. There is a drive to know causality as well as the explication of existence.

3.19.3. Visual-Spatial Intelligence

Visual-Spatial Intelligence is the capacity to perceive the world accurately, and to be able to recreate one's visual and spatial experience. It entails a number of loosely related capabilities: the ability to recognize the instances of the same element; the ability to recognize transformations of one element into another; the capacity to conjure up mental imagery and then to transform the imagery; the ability to produce a graphic likeness of spatial information; and the like. A person with a good sense of direction or the ability to move and operate well in the world would indicate spatial intelligence.

3.19.4. Bodily-Kinesthetic Intelligence

Each person possesses a certain control of his or her movements, balance, agility and grace and the ability to handle objects skillfully. For some extra-ordinary individuals strength in bodily-kinesthetic intelligence appeared even before they began formal training.

3.19.5. Musical-Rhythmical Intelligence

This is the ability to use the core set of musical elements- pitch, rhythm, the timber (understanding the characteristic qualities of a tone). There may be a hierarchy of difficulty involved in various roles- composition, performance, listening.

3.19.6. Inter-personal Intelligence

This is the ability to notice and make distinctions among other individuals and in particular, among their moods, temperaments, motivations and intentions. Examined in its most elementary form, the inter-personal intelligence entails the capacity of the young child to detect and discriminate the various moods of those around him. In an advanced form, it permits a skilled adult to read the intentions and desires- even when those desires have been hidden- of many other individuals and, potentially, act upon his knowledge

3.19.7. Intra-personal Intelligence

Intra-personal intelligence is the ability to form an accurate model of oneself and use that model to operate effectively in life. As a basic level it is the capacity to distinguish feelings of pleasure from emotional pain and, on the basis of such discrimination, to become more involved in, or to withdraw from a situation. At the most advanced level, intra-personal intelligence is the capacity to detect and to symbolize complex and high differentiated sets of feelings.

3.19.8. Naturalist Intelligence

Naturalistic intelligence is the ability to understand, relate to, categorize, classify, comprehend, and explain the things encountered in the world of Nature.

3.19.9. Existential Intelligence

It is the sensitivity and capacity to tackle deep questions about human existence such as the meaning of life, why do we die, and how did we get here?

According to Gardner

- All human beings possess all nine intelligences in varying forms.
- Each person has a different intellectual composition.
- We can improve education by addressing multiple intelligences of our students.

- These intelligences are located in different areas of the brain and can work either independently or together.
- These intelligences may define the human species.

From what has been said above it follows that an effective L2 acquisition model will have to take into consideration whether the learning experiences provided to children are sufficient to cater to their multiple intelligences.

3.20. INTELLIGENCE QUOTIENT AND EMOTIONAL QUOTIENT

In discussions on individual differences it is conventional to categorize children in terms of Intelligence Quotient (IQ). IQ stands only for cognitive intelligence of the individual. The real intelligence is the ability of the individual to think logically and adopt oneself to the changing situations in life. We have to conceive education as a means to facilitate experiences that will enable the child learn by himself attitudes, concepts and skills required for a social life. It is in this context the notion of Emotional Intelligence (EQ) becomes relevant. EQ indicates the emotional and social abilities of man. As part of the educational reformation that took place in America, many schools have made necessary changes in their curriculum for developing social and emotional abilities of children. Psychologists such as Daniel Goleman (1995), Howard Gardner (1989), Jack Block (1995) have contributed greatly to this field. The following are conceived as the components of EQ:

- The ability to identify oneself.
- The ability to take decisions.
- Tolerance.
- The ability to create and sustain individual relationships.
- The ability to feel empathy.
- The ability to adopt and interact with Nature in a healthy way.

Variables of the above mentioned kind influence the learning achievement of the children. Students differ in their social and cultural backgrounds. In the light of cognitive revolution that has been taking place in the last few decades let us address ourselves to the question why an individual is so different from others. The developments in neurological sciences help us to look at the innate potential of the child in terms of her neurological system or brain system. Today, we know that genes influence the cognitive, personal and social development of man. Almost all researchers have pointed out that our experiences such as those related to family and education play a crucial role in our development.

3.21. COGNITIVE ECOLOGY

According to Craio Ramey, American researcher in neuro - psychology, a person's familial and educational experiences have a decisive role in developing very complex neuro - network especially, in the early years. This is what influences, his cognitive and individual development. As a part of the attempt to understand his environment with the help of the innate potential, each individual generates mental constructs related to objects, events and phenomena around. This culminates in learning.

When we perceive learning from the perspective of cognitive constructs, it will be clear that learning is not possible only through extraneous teaching processes. These teaching processes take care of only learning external environment of the child and neglects what is known as cognitive ecology. The properties of cognitive system of an individual are decided by his cognitive ecology. The notion of cognitive ecology will help us understand cognitive attributes of a particular individual. Depending on the cognitive ecology of a child, the learning pace and style will differ. What we conceive as individual differences in terms of learning pace and style, ultimately boil down to the differences in the cognitive ecology of individuals.

Since each individual has his or her own cognitive ecology, individual differences are always expected. This leads to a multi-level situation in the classroom. There is another aspect of multi-level situation to be considered. Children differ in their learning achievement as a result of having been deprived of adequate learning experience that will cater to their needs and interests and also the equitable support that is needed (Sureshkumar, 1999). A multi-level situation in the classroom always poses technical and managerial difficulties for teachers and emotional and psychological barriers for learners. As such this is highly relevant in SLA context. Unless the multi-level situation is tackled professionally, the gap between the different levels of achievement of learners in linguistic competence will be widened. The ultimate losers will be the low achievers, who will feel alienated from the classroom practices. Eventually, this befalls them into extreme mental stress.

3.22. WHOLE LANGUAGE APPROACH AND L2 ACQUISITION

As a result of the convergence of various disciplines such as cognitive psychology, learning theories, linguistics, philosophy and education, a very unique way of facilitating language acquisition has been evolved for the pedagogic purpose. This is known as Whole Language Approach, which is characteristically a constructivist model of language pedagogy. Constance Weaver has summarised the salient features of the Whole Language Philosophy as follows:

1. Whole Language Philosophy is a way of thinking about children and their learning.
2. It is based upon the observation that children grow and learn most readily when they actively pursue their own learning. Many children can memorize factual information and learn to respond correctly to tests that assess "mastery" of relatively minute and isolated skills. However, their learning of concepts, skills, and strategies is best

facilitated by active involvement. Children need to be psychologically engaged in what they are doing.

3. To foster emergent reading and writing in particular, we have to replicate the strategies parents use successfully to stimulate the natural acquisition of language. We do not expect “correct” word identification in reading or “correct” spelling in writing from the very outset. Instead, we reward children’s successive approximation towards adult norms.
4. Whole Language Approach is based on the observation that much of what children learn is learnt with little, if any, direct instruction. Thus we give students the opportunity to engage themselves in the processes of reading and writing, even when their “reading” as yet involves only reconstructing a story from text and pictures, or their “writing” consists only of putting letter-like marks on paper to express their thoughts.
5. Whole Language Practitioners recognize children’s incredible ability to learn complex processes by engaging those processes. They conceptualize direct teaching much differently than traditional teachers. The majority of students spend their time in reading, writing and otherwise exploring concepts and ideas.
6. Whole Language Learning proceeds from ‘Whole to Part’ than from ‘Part to Whole’. With the guidance of the facilitator and the accompaniment of their peers, learners read and re-read familiar songs, rhymes or repetitive stories that contain few new words from stanza to stanza or episode to episode. Gradually, with appropriate instruction help and with concomitant writing experience they learn to distinguish more and more words. In other words, they develop a growing repertoire of sight words, and they learn basic letter-sound relationships and patterns. Thus Whole

Language Learning proceeds from the whole to the parts, in sharp contrast to both a 'phonics approach' and a 'sight-word' or 'look-say' approach.

7. Since language and literacy are best developed through functional use, whole Language Approach proposes to engage students in reading and writing, speaking and listening, for a variety of authentic purposes. For instance, in primary classrooms the children may use writing to "sign in" at the beginning of the day, to label things in the classroom, to write grocery list and so forth. Gradually, they come to use a variety of written materials, textbooks and popular books, biographies, articles, newspapers- to gather information and explore ideas across all aspects of the curriculum.
8. This approach asserts that, in order to grow and learn, teachers and learners must all be learners, risk-takers, and decision makers, taking significant responsibility for learning within the classroom.
9. No pre-packaged programme can become the curriculum. Teachers must be sufficiently informed to select and develop teaching materials and practices that stem from the Whole Language Philosophy and they must have sufficient autonomy to reject materials and practices that conflict with the philosophy. To a significant extent the curriculum is "negotiated" with children: that is, it involves as if teachers and children together explore topics and themes, generating new interests and goals. The approach ensures that children develop needed skills and cover mandated areas of curriculum, but these objectives are realized by integrating language and literacy with other aspects of learning.
10. Learning is often fostered through social interaction. Practitioners of this approach encourage social interaction among students by discussing, sharing ideas, working together to solve problems and undertake projects, etc. All these enhance learning.

Therefore, they facilitate productive interaction among children. They acknowledge that emphasizing co-operation rather than competition helps the child develop his potential.

11. Children are to be treated as capable and developing not as incapable and deficient. This approach does not give children batteries of tests in order to determine in what isolated skills they may be deficient. Nor does it criticize children's weaknesses. The practitioners will notice and praise children's strengths and their developing competence as learners and literate individuals. Thus children will be encouraged to take "risks".
12. There will be few behavioural problems in the classroom since children will be actively involved in learning. Also, children are given the opportunity to develop self-control rather than merely submit to teacher control. Instead of controlling children by the teacher's demands practitioners of the Whole Language will develop learning communities by mutual respect and trust.
13. Assessment is inter-wined with learning and teaching. Though periodic assessment may be pre-planned and structured, daily learning experiences also provide opportunities for assessment which in turn leads to the modification of teaching.
14. Teachers have a variety of means for assessing and evaluating students' progress as well as their own teaching. Such measures include not only their performance in the periodic evaluation, the way they read and write, but think- aloud about protocols, recorded observations, conferences and interviews, inventories and questionnaires, dialogue journal and learning logs, and student kept records. Taken together, several such means are far more valid indicators of student-progress than pre-packaged tests.
15. Whole Language Philosophy reflects and encourages a far different concept of literacy than that reflected in traditional classrooms. In traditional classrooms,

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becoming literate is operationally defined as practising reading and writing skills that are too often divorced from the context of their use. And literacy is implicitly defined as high scores on tests of reading and writing skills. In Whole Language Classrooms, students do not “practise” skills in order to become literate; rather they use such skills and strategies daily in reading and writing a variety of materials for various purposes- in thinking and discussing and creating.

16. Whole Language Classrooms foster the kinds of attitudes and behaviours needed in the technologically advanced democratic society. From the outset of their schooling, children in Whole Language Classrooms learn to think of themselves as competent as readers and writers rather than mere children who have yet to master the skills of reading and writing.

As we have already noticed the process of L2 acquisition is analogous to that of L1 since in both cases UG is involved. This being the case, the Whole Language Approach can be extended to L2 facilitation.

Several individual and collective attempts have been continuing at home and abroad in the direction of SLA. Even though, plenty of works have been done abroad to develop an acquisition model, no significant and exemplary document is available in the native experiments except SLAP. As we trace back the history of English education, we feel the need for a clarion call for a change in the direction of English language acquisition. SLAP has initiated a response to this call. In the coming chapters we will critically examine the existing English language programmes in our country alongside SLAP. Also, we will propose a second language acquisition model which conforms totally with the constructivist paradigm.

REVIEW OF THE LITERATURE

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

CHAPTER 4
REVIEW OF THE LITERATURE

- 1 ACQUISITION
- 2 INPUT
- 3 INTERACTION
- 4 OTHER STUDIES

CHAPTER 4

REVIEW OF LITERATURE

The discussion on the theories of language acquisition, which we had taken up in the previous chapter gives us the rationale for a paradigm shift in the second language classroom. We have found that a skill based approach to English or any other second language is to be replaced with a knowledge based approach. This is in effect the cumulative outcome of the cognitive revolution that has been taking place over four or five decades.

The ELT schools by and large in our county and also abroad advocate the communicative approach or its analogues. We have found that the communicative approach is essentially a skilled based one and does not fit into the frame of UG based cognitive approach. Since, the UG based SLA programme does not have a long history, we do not have a proliferation of literature dealing with this area of research, whereas we have any number of studies pertaining to the communicative approach. The only significant UG based SLA programme in our country is "SLAP" implemented under DPEP Kerala (a detailed analysis of this is taken up elsewhere in this thesis). Nevertheless, studies on SLA have take place abroad. An exhaustive review of these studies is beyond the scope of the present study. For simplicity in exposition, the discussion in this chapter will be limited to the relevant literature of a few vital areas related to SL acquisition.

The available research studies and related literature have been thoroughly examined . They are reviewed under the following subtitles.

1. Acquisition
2. Input
3. Interaction
4. Others

4.1. ACQUISITION

Let us examine the studies focus on the different aspects of SLA. Klein (1986) argues that the learner learns incidentally, because learner focuses on communication in naturalistic second language acquisition whereas in instructed second language acquisition the learner focuses on some aspect of the language system. Hence, Klein distinguishes spontaneous and guided acquisition treating the distinction as a psycholinguistic one.

Some researchers like Bickerton (1981) considers a feature that has been acquired when it appears for the first time, while others like Dulay and Burt (1980) require the learner to use it to some predetermined criterion level of accuracy.

Research evidence was provided by a series of studies carried out in the seventies and eighties which say that the learners pass through a sequence of developmental stages in the acquisition of specific syntactical features. Ellis (1994a) suggested that learners work on the formulas they have learnt by substituting elements in them and joining them together to form complex structures.

Morpheme studies (Krashen, 1977) claimed that there was a natural order of acquisition that was not influenced by the learners' age or first language. The claim was based on the rank order of accuracy with which learners performed at a single point of time. The assumption that the learners must have acquired the features they performed more accurately before those they performed less accurately. The Morpheme studies have been criticized on the ground that this assumption is not justified (Hatch 1978d and 1983a). For every study that supports the idea of Universal sequence, there is another study that supports the idea of universal that provides counter evidence Lightbown (1984).

Krashen (1992) asserted that Language Acquisition Device (LAD) is fully functional through out life and that the only critical period after which one cannot acquire a new

language is death. The unexploitability has nothing to do with the critical age but has to do with the effectiveness of the relevant factors triggering the device (Krashen 1982). That is, if a second language acquirer is exposed to the same environmental stimuli that a child is exposed then LAD can acquire any new language with maximum efficiency except for accent; that aspect of language, which cannot be developed due to muscle plasticity rather than brain's elasticity (Krashen, 1985 a). Krashen says when one is exposed to ample amount of understandable messages, he can automatically acquire the linguistic structures in the input subconsciously. In fact, he requires the language unavoidably and inevitably. (Krashen, 1983a).

Long (1983) reviews a dozen of studies comparing the effects of grammar instruction on learners' overall second language proficiency of various age and proficiency levels, received grammar instruction are compared to those exposure to natural input (Krashen & Slinger, 1975). Six studies, for instance Falkman (1975) showed no significant difference between instruction and exposure. At the same time, three studies showed significant difference between instruction and exposure. Only two studies indicated an advantage of exposure over instruction (Long 1988). The conclusion that Long derives out of these studies was conscious teaching and learning of grammar aids subconscious acquisition. Pienemann's (1984) study showed that class room learners acquire faster than naturalistic learners provided that they have psycholinguistic readiness.

There are other studies cited in Ellis (1993) which showed positive effects of instruction on SLA. In a study by Ellis and Rathbone (1987) the relationship between class attendance and language proficiency of adult learners of German, a second language was investigated. The result supported the view that learning becomes acquisition. (Ellis, 1993). Doughty (1991) in her article titled "Second Language Instruction Does Make a

Difference” suggested that ‘form-focused’ instruction facilitated SLA. None of the research results, however, refutes Krashen’s claim of the difference between learning and acquisition. Commenting on the above mentioned, Krashen suggests that it is the enhanced comprehensibility of classroom input rather than grammar instruction which fosters the process of SLA. Krashen (1982) believes that even grammar translation provide scripts of comprehensible input. He argues that the advantage perceived in second language classes is due to the existence of input, no matter how much ‘form-focused’ the grammar instructions is.

The imbalance between the external input and output is called, Plato’s problem. Chomsky’s solution to Plato’s problem. Our knowledge of language is complex and abstract; the experience of language we receive is limited. Our minds could not create some complex knowledge on the basis of such sparse information. It may therefore come from somewhere other than the evidence we encounter; Plato’s solution is from memories of prior existence and Chomsky’s from innate properties of mind (Cook, 1988).

Lightbown (1985) in his study “Great Expectations: Second Language Acquisition Research and Classroom Teaching”, strongly suggests that for successful acquisition, learners need access to input that is communicatively or meaningfully oriented. Learners who hear and see language that they must decode for meaning in contrast to the language required in traditional mechanical drills, such as slot substitution and repetition which is not processed for meaning, go further and faster in acquiring grammar than do those who only get a staple diet of exercises.

It is fairly well documented in the research that learners of English as a second language generally go through certain stages of development. Stage have been identified for syntactic phenomena such as negation, WH-question formation and WH-embedding and for

morphological phenomena such as plural formation, reflexives, and present tense inflection (Ellis, 1985). But it may vary according to the learners. No learner moves clearly and neatly through the stages in acquiring any syntactic feature.

Webelhuth (1985) has a distinct version for the grammar of a language. Linguistic competence is not an internal representation of a particular language say, English but rather of the principles and constraints that allow for generation of English utterances which is the grammar of language. In other words linguistic competence refers to the unconscious knowledge that is in the mind of the speaker.

Ervin-Tripp's (1964) study of bilingualism among Japanese women suggest that language plays an important role in the contextualization of different notions such as friendship, for in speaking a second language individuals can often switch to cultural understanding which world otherwise contradict their first culture concepts. However, the individual is shown to have a dominance of sound culture elements at the periphery, but first culture-dominance in the central again.

Hamers and Blanc, (1989) view that successful second language acquisition is accompanied by second culture acquisition. It seems clear that a learner's acquisition of communicative competence must involve more than the command of the grammatical structures of the target language and a mastery of its phonology, he has to acquire new cultural knowledge and a set of culture-specific constraints on linguistic behaviour.

There are studies probing the role of individual difference in SL acquisition. Braunwald's (1993) study examined prior qualitative differences in the process of the mergence of verb use in two sisters when they were each 12 to 24 months of age (the older sister is 2 years and 9 months older than the younger sister). Daily diaries on both children were kept by the mother, who noted emergent structure and vocabulary. Systematic Analysis

of Language Transcripts (SALT) analyses of the data revealed a synchronous pattern of verb acquisition for the older sister and an asynchronous pattern for the younger sister. The form, meaning, and relational function of the older sister's verbs emerged simultaneously between 19 and 20 months of age. In contrast, the integration of the form, meaning, and function of verbs for the younger sister occurred as part of a gradual and incremental process of change in her language production. These results predict that individual differences in children's acquisition of verbs will occur and will co-vary with their chronological age and general approach to language acquisition.

Research like Citron (1993) asserts that if one has the right ethno-lingual perspective, it will help his acquisition. The term "ethno-lingual relativity" is defined as a perspective that is not limited by one's own cultural and linguistic experiences, but rather is open to the contrasting cultural and linguistic patterns of other peoples. It is hypothesized that having an ethno-lingually relative perspective can facilitate one's ability to learn a new language. Support for this hypothesis, drawn from second language research in language aptitude, motivation, personality differences, social and psychological factors, acculturation theory, and pragmatic competence is discussed.

Researchers attempt to derive suitable strategies are going on. O' Malley and Chamot (1993) in their study of strategies in second language acquisition, of both English and other languages, present a theory of the role, learning strategies play and use it to examine specific studies and to integrate research results. The research and theory described here are based on a cognitive information processing perspective of human thought and action, viewing language as a complex cognitive skill that can be described within the context of cognitive theory.

There are a few studies on UG and acquisition. This study (Noi, 1989) views structure-dependence as a Universal Grammar (UG) principle and explores how and why children are able to attain the target grammar, in this case, the subject-auxiliary inversion rule. The hypothesis was tested that second language (L2) acquisition is guided by UG. In other words, L2 learners also adopt the structure dependent yes/no question formation rule as in L1 acquisition. Japanese learners of English in Grade 9 completed a training session in relative clause structure, were tested on recognition and use of relative clauses, and then were tested for their preference for structure-dependent versus structure-independent versions of the question formation rule. Seven of 11 subjects employed the structure-dependent rule, and three other subjects did not make structure-independent errors. Results support the hypothesis that L2 learners are guided by a UG principle in dealing with the 'yes or no' question formation.

4.2 INTERACTION

SLA takes place when the acquirer interact with others in the target language. A few studies have investigated the relationship between classroom interaction and Second Language (SL) learning. These studies have examined whether successful SL learning is possible in a favourable classroom environment. A number of scholars have proposed that the most effective way of developing successful L2 competence in a class room is to ensure that the learners have sufficient opportunities to participate in discourse directed at the exchange of information (See Krashen, 1982 ; Swain, 1985; Prabhu, 1987). According to this view, the failure of many classroom learners derives from the lack of comprehensible input and/or comprehensible output. A few studies have come out with evidence showing that learners can learn naturally in a communicative classroom setting. Hammond (1988); Terrell, Gornz and Mariscil (1980) are studies in this direction. The lack of study has showed that elementary

learners of L2 Spanish can successfully acquire various question forms simply as a result of being exposed to questions in the input.

The communicational teaching project in Southern India under Prabhu's leadership sought to demonstrate that "form can best be learnt when the learner's attention is focused on meaning" (Beretta, 1989). However, Prabhu does not actually claim that grammar cannot be learnt through formal instruction only, that learning it through communication is more effective.

In contrast to this, Krashen (1982) argues that grammatical competence can not be taught. His position can be referred to as a "non-interface hypothesis", which maintains that learning does not become acquisition. Therefore, formal instruction is rejected as it does not contribute to the development of implicit knowledge needed for normal communication. No matter how much the learner practises, explicit knowledge cannot be converted into implicit knowledge. Most rules have to be acquired. Krashen also claims that explicit knowledge is of limited value because it can only be used in monitoring "when the learner is focussed on form and has sufficient time."

However, there is one point on which there is agreement between Krashen and Prabhu. Both have advocated this "zero option", which insists on the abandonment of formal instruction. The "zero position" entails not only a rejection of planned intervention by means of the presentation and practice of different items and rules but also of unplanned intervention in the form of error correction. Krashen (1972, 74) refers, to error correction as serious mistake and argues that it should be limited to rules that can be "learnt". He claims that it puts students on the defensive, and encourages them to avoid using difficult constructions. However, negative feed back in the form of communicative response to learner's efforts to convey messages is permitted. This kind of negative feed back is similar to the one found in

caretaker language or 'motherese'. Thus, all those systematic correction is prohibited, incidental feed back is allowed.

Beretta (1989), in research based on the classroom in the communication teaching project has been able to demonstrate that such a distinction is pedagogically operational. Schumann (1978) and Kadia (1988) also support Krashen's claim that formal instruction is only useful for monitoring. Also, there are studies such as Pica (1983), Ellis (1989) which show that the natural route of acquisition is impervious to formal instruction. Interaction is the most crucial in SLA there are a few studies elsewhere in this area. Let us examine the gist of them.

Long (1990) proposed that interaction is necessary of Second Language Acquisition. In his well established findings, long discussed several aspects of linguistic environment. According, three aspects of verbal interaction can be distinguished input, production, and feedback. Input is the language offered to the language spoken by the language learners themselves and feedback is the reaction offered by the conversational partners to the production of the language learner. Optimizing the interaction implies improving the quantity and quality of input, production and feedback. Numerous SLA researchers like Brown (1988), Gass (1985, 1994), Larsen-Freeman (1991) have studied and tested empirically the hypothesis of interaction and its role in SLA.

Mabbolt (1994) and others argue that instruction can play a significant role in second language acquisition and that the acculturation process can, to some extent, take place in the second language classroom as well as naturalistic setting. It is argued that a responsive teacher can do much to alleviate psychological and sociological distance factors between the students and the target culture and responsive teaching may increase learner receptivity to the target language.

Freeman and freeman (1994) is intended for anyone involved in the education of 'English as a Second Language' (ESL) students, explores the social and cultural factors in second language learning in the school setting. This book examines the situation inside the classroom, looking at the characteristics of ESL learners, factors affecting their academic performance, influences on teaching practice, the practice of exploratory learning and teaching, processes occurring in "explorer" classrooms, what is mean by language acquisition, principal theories of second language acquisition, focusing on learners and their strengths, and celebrating the student's first language and culture. This book also looks at what happens outside the classroom, including the effects of community attitudes and English-only politics on students, influences on teacher and student attitudes, value conflicts, developing and intercultural teaching orientation, and involving parents of ESL students in the language learning process.

4.3.INPUT

Trimino-Ferguson (1994) argues the role of input as one of the universal in SLA theory. It is suggested that how instructors can best organize and present input and when certain input becomes more important. These are the main claims : (1) Input has to be comprehensible; the level of language development of the learner will guide the specifics of way and timing of input; (2) Input has to motivate the students ; and (3) Input has to be copious.

O'Malley-Chamot (1993) in their study of learning strategies in second language learning, of both English and other languages, presents a theory of the role, learning strategies play and uses it to examine specific studies and to integrate research results. The research and theory described here are based on cognitive information processing perspective

of human thought and action, viewing language as a complex cognitive skill that can be described within the context of cognitive theory.

Ellis (1993) in his article examines the concept of simplification in second language learning. Reviewing research indicates that simplified input, particularly from naturally occurring interactions, does aid comprehension but has not been shown to facilitate acquisition.

Krashan & Torrel (1983) Observed that although the majority of L2 acquirers in underdeveloped societies of the world such as those in Africa entertain high levels of proficiency in their target language due to high doses of input they collect through natural communication learners in educated societies generally fail to attain the same L2 competence, largely because of minimum input provided in the classroom environment. It can be assumed that the appearance of L2 teaching methods has been detrimental rather than facilitative while considering the difficulty that formal classroom learners experience in developing their L2 competence.

Studies regarding the one to one correspondence between input and output (Gary, 1975), students are capable of producing output equal to the input they get. But according to researchers like Sharword-Smith (1981), Brown (1987), Mc Langlin (1987), Bialy stok (1988, 1991, 1994) Stern (1990); Spada & Lightbown (1993), in some cases the equality between input and output is broken for the worse. Students are required to produce maximum output, thinking that production practice coupled with an implicit focus on form result in the internalisation of target structures contextual in their output.

In 1970s researchers and teachers questioned the validity of output plus grammar orientation in language teaching. This was because of the fact that what was taught and practised in the class did not necessarily match what was accepted and used by the study in

spontaneous conversation or free thinking. These studies showed that irrespective of the method of presentation and practice of L2 material in class, students followed a natural route which is basically similar to that of children in acquiring a new language Brown & Hanlon (1970); Dulay & Burt (1973, 1974); Fathman (1975) are some of them. Their mature cognitive capacity, social and intellectual skills do not allow them to follow different path. Even the researchers who tried to change the natural order through conscious teaching failed to do so, instead they found developing their language stepwise despite the schedule of the teaching that too in the same order as has been found for natural acquisition (Pienemann, 1989). Similar results were obtained for other foreign languages also. There are certain counter-claims that classroom and naturalistic L2 acquisition follow similar routes (Ellis, 1989).

There are studies which explored the scope of multimedia in providing suitable input even to children with disability. Heimann and others developed an interactive multimedia programme to facilitate the acquisition of reading, writing. And overall communication skill in children, with significant language delays, was developed and evaluated in Sweden with two studies. This software allows for adjustment to individual learning needs and the combining of various language modes. Both studies unambiguously demonstrated that an interactive microcomputer learning environment facilitated language learning for children with autism. Verbal exchanges and positive feelings related to the learning situation were also observed.

A study Mangubhai (1991) used the think-aloud method to determine how adult learners beginning to learn a second language through oral input construct meanings, and what processing behaviours they engage in to help them construct future meanings more effectively. Strategies included: focusing on single words; analysing input into content of

words and using pragmatic knowledge to determine meaning; focusing on sentence constituents; translating constituent parts when too complex for second-language analysis; separating the utterance into “chunks” before analysis of constituents; gestalt approach, with little conscious linguistic processing; inference by process of elimination. However, this study substantiates the need of comprehensible input.

The early stages of second language learning in everyday communication, without formal instruction, was a matter of curiosity to the researchers. Klein (1990) proposed that in such a situation, the learner draws on : (1) second language input; (2) innate human capacity for learning languages; and (3) native language knowledge. A 6-year project on second language acquisition by adult immigrants focusing on relationships in specific native-target language combinations illustrates that researchers should look more closely at how the learner approaches the target language, not how theoretical linguists describe the process. In this study, a small pilot investigation on the ways in which individuals retold the plot of a film was used to develop methods and observations. Subsequently, information gathered on the constraints determining utterance structure was used in a larger study. Analysis focused on six domains: expression of time; expression of space; development of utterance structure; lexical growth; feedback in native-non-native interaction; and reasons for misunderstanding. Individual variation in learning can give insight into learning stage and native language characteristics.

Ellis (1993) in his article examines the concept of simplification in second language (SL) learning, reviewing research on the simplified input that both naturalistic and classroom SL learners receive. Research indicates that simplified input, particularly if derived from naturally occurring interactions, does aid comprehension but has not been shown to facilitate acquisition. Several studies demonstrate that providing learners with opportunities for

communicating in a classroom setting leads to vocabulary acquisition. They also show that the learning that takes place is retained better than that resulting from rote memorization and is quantitatively greater than the learning that occurs as a result of trying to comprehend pre-simplified input. A distinction needs to be made between naturally simplified input and pedagogically simplified input, and with regard to the latter a further distinction between graded input and input as dependent exemplification. Discussions of simplified input need to distinguish the part that it plays in comprehension from its role in acquisition.

Researches highlighting the effect of learner's status are significant. Interaction involving participants of equal status ensures that learners and their interlocutors share the need and desire to understand each other. Conversely, unequal status makes it difficult and even unnecessary for participants to restructure interaction (cf. Pica. 1987)

There are certain researchers who held studies about the frequency of different linguistic forms occur in the input. Cognitive learning difficulty overlaps accuracy order, mirrors acquisition order. Heath and Wagner Gough (1976) who had first advanced the frequency Hypothesis (FH) suggested that the limited range of topics about which learners typically talk results in certain grammatical features occurring with great frequency in the input. The more frequently occurring items were among those, that early emerged in the learner's output.

A few studies are there which probed the influence of native language in second language acquisition. Gass and Lakshmanan (1991) found striking correlation between the presence of subjectless utterances in the input and the production. They were able to show strong and consistent relationship between input and output overtime. 'The learner initially searches for correspondence or matches in form between the native and the second language' (Gass and Lakshmanan 1991).

Researches of Long (1995) suggests the following three steps as a way of gaining insight into how input affects acquisition. (a) Linguistic or conversational adjustments promote comprehension of input. (b) Comprehensible input promotes acquisition. (c) So linguistic or conversational step results in acquisition. In fact, the crucial step promote acquisition

Research on the role of speech rate also throws light into the relevance of input in acquisition. Speech rate is one type of non-interactive adjustment. A number of studies (for example, Long 1985 a; Kelch 1985; Mannon 1986; provide evidence to suggest that a slower rate aids comprehension. Also, we have supporting evidence from Conrad (1986) and Griffiths(1990).

Another interesting area is that how asking questions affect comprehension. The subjects manifested significantly reduced comprehension, measured by means of 'true or false' questions, at fast rates, but there was no difference between the "normal" and "slow" rates. These studies suggest that there may be a threshold level around 200 words per hour which intermediate and advanced level learners experience little difficulty in comprehending and above which they might.

There are researches on the nature of the modifications that are most effective in promoting comprehension. Although linguistic modifications (for example simpler syntax and vocabulary) help comprehension, they do not do so consistently (cf Chaudron and Richards 1986). Elaborate modifications have a consistent effect of comprehension. Two types of elaborate modifications are suggested. Those that contribute to redundancy (such as repetition of constituents, paraphrases, use of synonyms and slower speech). Those that help to make the thematic structure explicit (such as extraposition and cleft constructions).

However, elaborate modifications will only benefit comprehension if the level of difficulty of the input does not exceed a certain threshold.

The role of the learner's L1 in L2 comprehension is a very interesting area where researchers always step in. We assume that L1 does play a role in helping to make input comprehensible. In the case of interactive discourse, two variables have been found to influence comprehension. The amount and type of information, and the extent to which the participants engage in motivation of meaning. Redundancy involving increased use of background detail is not helpful to comprehension (Derwing, 1989). Comprehension also appears to benefit from opportunities for negotiation of meaning.

Only when there is a 'gap' between the input and the learner's current interlanguage and crucially, when the learner perceives the gap as a gap in knowledge, will acquisition take place (Faerch and Kasper 1986 a). The process of comprehension and acquisition are not the same. Input has a crucial 'dual relevance'. There is input that helps learners to interpret meaning, and there is input that learners use to advance their interlanguage (Sharwood Smith, 1986).

A considerable part of acquisition is 'input-free' (cf White, 1987 a). This criticism focuses on the claim that comprehensible input is necessary for acquisition. Learners are able to go beyond the evidence available in the input, and develop knowledge of target language rules by projecting from their existing knowledge (White, 1987 a). Certain kinds of overgeneralization which learners make cannot be unlearned by understanding input. They require negative evidence (for example, in the form of corrective feedback) which in naturalistic acquisition may not be available to the learner (White, 1987 a).

In the case of some structures (for example English passives), it may be the failure to understand input that leads to learning. As White (1987a) puts it, driving force for

grammar change is that input is incomprehensible, rather than comprehensible. The idea is that failure to understand a sentence may force the learner to pay closer attention to its syntactic properties in order to obtain clues about its meaning.

Ellis (1994) suggests a modification of the input Hypothesis. Comprehensible input can facilitate acquisition but (1) is not a necessary condition of acquisition, and (2) does not guarantee that acquisition will take place.

Interaction also provides learners with the opportunity to talk in the L2. Krashen (1985) argues that this has no direct effect on acquisition. However, other researchers have argued differently, viewing learner output as contributing to inter-language development. Following Krashen (1989), two different hypotheses that allocate a role to output can be identified. Collaborate discourse and second language acquisition.

L1 researchers like Wagner Gough 1975 have produced evidence that suggests that children may acquire syntactical structures as a result of learning how to participate in conversation. Similar claims have been made by L2 researchers.

4.4 OTHER STUDIES

Jo Victoria's (1997) research has demonstrated that second language learners benefit considerably from form-focused instruction within the context of communicative language programme. Thus it is suggested that second language teachers should provide guided, graded, form-based instruction in a meaningful context.

Bolitho (1991) asserts that if teacher education is to train second language teachers to be principled practitioners, it is essential to resist the attraction of panaceas and recipe-type solutions to instructional problems, and to promote teacher's better understanding of what constitutes successful language learning. The SLA component in the training programme can be presented in the form of basic training in classroom research or incorporated into an

experimental learning cycle in either pre-service or in service training. However, teachers and researchers must co-operate to turn theory into practice.

Marko Modiano (2001) cautions that in the rush to participate the global movement, the spread of English can potentially wreak havoc on any number of languages and cultures. He hopes that people responsible for language planning will take a hard look at some of the traditional practices which position the educational standard for English as being based on an American or British variety, and instead come to an understanding that as a lingua franca, an international view of the language is more conducive to the conservation of cultural pluralism. Kachru (1982) proposes that one way to safeguard the cultural integrity of the non-native speaker is to promote those indigenized varieties of English which are established forms of international communication.

The study entitled “The Role of Receptive Skills in Enhancing Second Language Acquisition” suggests that for better speaking proficiency the focus of attention in classroom should primarily on listening comprehension activities rather than on activities which force the learners’ input which will automatically result in speaking performance (Drunkel, 1991)

There have been certain enquiries regarding the “Role of Receptive Skills in Enhancing Second Language Acquisition” Van Patten (1994) viewed that scarcity of input might be the crucial factor leading failure in second language learning in class room setting (Krashen & Terrell, 1983) observed that although the majority of L2 acquirers in underdeveloped societies of the world such as those in Africa entertain high levels of proficiency in their target language due to high doses of input they collect through natural communication learners in educated societies generally fail to attain the same level of L2 competence, largely because of minimum input provided in classroom environment.

Ellis (1997) discusses how second language acquisition research can illuminate language pedagogy, and suggests four main roles for second language researcher: developing relevant theories; conducting classroom research; making research accessible to teachers and facilitating action research.

Daniele (1997) maintains how the Vygotskian concepts of internalization and mediated knowledge are crucial to the development of both learner and teacher autonomy in second language instruction. It suggests that learner autonomy is dependant on teacher autonomy.

Chambers (1994) investigates the error analysis in the thought processes of foreign language learners regarding their written examples of the language under study, suggesting that consciousness plays a part in instructed second language acquisition. Insights gained from this study reveal that students have different reasoning from teachers about mistakes and how difficult it is for the teacher or researchers who knows the language well, to see that language through the eyes of the learner. The study also revealed that the views of the learner can provide useful insights into language and learning.

Chen (1995) suggests that the language learners (L2) were able to access UG by resetting their binding parameter, can be explained as the result of transfer from the learner's first languages. The study argues that more attention should be given to L2 learners' prior knowledge – in their first language when investigating the effect of UG in second language acquisition.

There were attempts to bring about recent innovation in education by Howard Gardner's Multiple Intelligence into practice. To implement Gardner's Multiple Intelligence theory in an educational setting Brace (1991) organised his third grade classroom in Washington into seven centres each dedicated to one of the seven intelligences, which he

adopted. The students in small groups spend two-thirds of each school day moving through the centres- 15 to 20 minutes at each centre. The following was the result of the programme.

The students develop increased responsibility, self direction and independence over the course of the year. Discipline problems were significantly reduced. All students developed and applied new skills. Co-operative learning skills improved in all students. Academic achievement also improved.

Hirakawa (1989) in his experimental study in Japan examined how and to what extent native speakers of Japanese acquire syntactic properties of English reflexives. It is hypothesized that second language (L2) learners are still constrained by Universal Grammar (UG), despite the influence of the parameter setting of their native language as well as the non-operation of the Subset Principle. Findings show that L2 learners transfer their L1 parameter setting and consequently make errors in the choice of antecedents for reflexives. Subjects errors are explained if it is assumed that they transferred their L1 value for the Governing Category Parameter. Results argue against the ideal that UG is not involved in L2 acquisition.

A study Hampson and Nelson (1990) re-examined the hypothesis that an identifiable register of child-directed speech (motherese) contributes to child language acquisition. The hypothesis was studied from two perspectives : (1) that it has not been documented adequately at earlier ages; and (2) that individual differences in style of language acquisition interact with maternal measures to mask the effectiveness of motherese. Results indicate that the mothers of the groups differed at this stage, suggesting a need for even younger subjects. In the second study, the total sample was divided into two groups according to the child's 20-month stylistic preference (expressive or referential). Lagged associations between maternal 13-month measures and child 20-month mean length of utterance were examined within each

group. Results show that maternal variables have different effects depending on the child's adopted strategy, suggesting that in previous research, individual differences have masked the effects of motherese.

A discussion of the work of Lev Vygotsky in the field of cognitive development by Tort Moloney (1997) focuses on how the Vygotskian concepts of internalisation and mediated knowledge are crucial to the development of both learner and teacher autonomy in second language instruction. Focus is on theory, with empirical studies used as illustration. First, the Vygotskian notions of spontaneous and scientific concepts, scaffolding, and internalisation in the zone of proximal development are explored as they relate to the concept of learner autonomy. It is then suggested that learner autonomy is dependent on teacher autonomy, and teacher autonomy is examined as both a pragmatic and a scientific concept. The final section applies what has been discussed to a number of issues, including teacher education, the classroom environment, the role of the first language in second language learning, and recent Vygotskian approaches in second language acquisition research.

Research is an inbuilt component in the SLA. Ellis (1997) in this book discusses how second language acquisition (SLA) research can illuminate language pedagogy, and suggests four main roles for the SLA researcher: developing relevant theories; conducting classroom research; making research accessible to teachers; and facilitating action research.

Bolitho (1991) stresses the remoulding of teacher education. According to him if teacher education is to train second language teachers to be principled practitioners, it is essential to resist the attraction of panaceas and recipe-type solutions to instructional problems, and to promote teachers better understanding of what constitutes successful language learning. SLA research, both applied and theoretical, can play an important role in this process, particularly in the areas of inter language and errors, learning vs. acquisition,

and learning styles and learning strategies. The SLA component in the training programme can be presented in the form of basic training in classroom research or incorporated into an experiential learning cycle in either pre-service cooperate to turn theory into practice. Teacher trainers can supply both learners, needed as subjects by researchers, and ideas for useful research; researchers can provide research results to be translated into classroom practice. Such collaboration requires that trainers and researchers understand each others' terminology, possibly through an intermediate literature that makes research accessible to classroom teachers. In addition, more teacher training material on SLA is needed.

Although recent classroom research on second language acquisition has begun to focus on student discourse, there are still few studies which examine student questions and their influence in the classroom. Based on multiple observations of four classrooms in an intensive English programme, Skillon and Meyer (1993) investigate the factors that work together to shape question/response behaviour among adult ESL learners. The coding and analysis of question types shows that in addition to sex, nationality, and proficiency, participation structures and task types greatly influence the quantity and range of communication in the classroom.

Cullen (1996) is a study applying schema theory to the teaching and learning of second language linguistic structures is reported. Subjects were students in the English language programme of an Austrian university's school of business administration. The experimental groups received 8 hours of instruction in the schematic attributes of learning process and then taught lessons from the regular notional-functional syllabus. The control groups were taught only the syllabus. All groups were compared on their performance on a multiple-choice test. Results indicate that the experimental groups had significantly greater achievement gains on the target linguistic structures. It is concluded that schema training

facilitates acquisition of both grammar and vocabulary and also inhibits language loss over time, perhaps by structuring information for better retention and recall. The results also suggest further directions for research in this area.

It can be seen that SLA researches based on cognitive theories are taking place abroad. These countries include Australia, Scotland, Sweden, USA, Japan etc. The review of the studies makes it clear that most of these studies confine to certain aspects of SLA only. It is obvious that the findings are not adequate to cope with the issues in the field of SLA, especially in third world countries. Therefore, suitable comprehensive programmes are to be developed to tackle the issues related to SLA particularly relevant to our classrooms in our country.

DESIGN OF THE STUDY

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

2008

CHAPTER 5
DESIGN OF THE STUDY

- 1 INITIAL SURVEY
- 2 FINALISATION OF THE PROBLEMS
- 3 DEVELOPMENT OF ENGLISH LANGUAGE ACQUISITION PROGRAMME FOR STANDARD V PUPILS
- 4 THE EXPERIMENTATION
- 5 VIDEO DOCUMENTATION
- 6 ENGLISH LANGUAGE ACQUISITION PROGRAMME DEVELOPED BY THE INVESTIGATOR
- 7 AUDIO SCRIPT OF THE LAST LESSON

CHAPTER 5

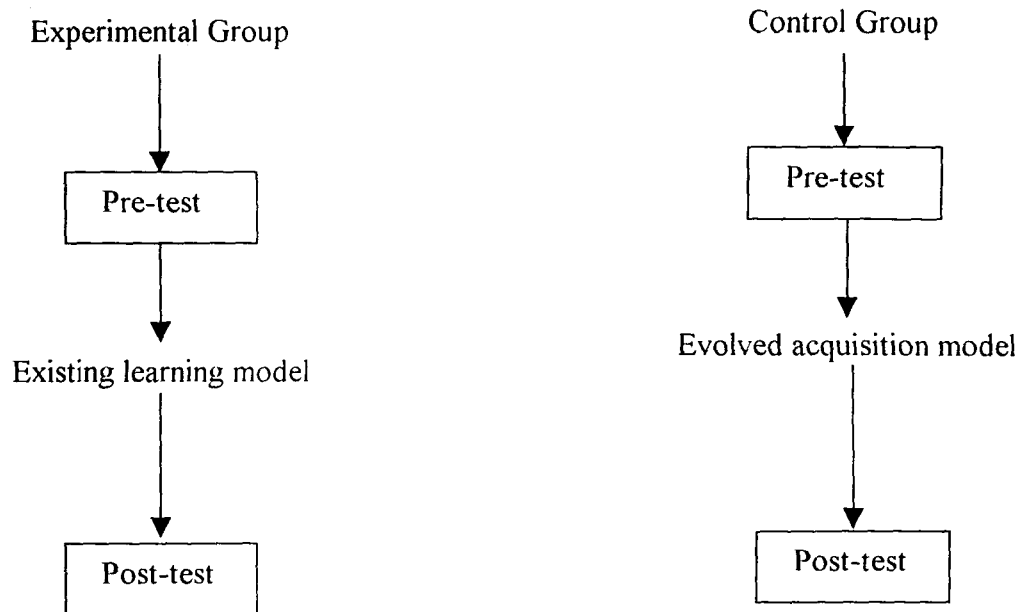
DESIGN OF THE STUDY

The present study is an attempt to develop an English language acquisition programme for the primary school pupils of Kerala. This was consequent to a thorough probe that had been held into the issues related to the English language teaching learning process. Having detected the need for a paradigm shift from learning model to an acquisition model, the investigator set about developing the programme for achieving the curricular objectives of teaching English in standard V.

An experimental design is adopted for the present study. The selected sample of standard V pupils in which a 'pre and post difference' in the treatments of experimental and control groups is put for analysis and interpretation (Best, 1996). Both groups of pupils were given treatments, the experimental group with acquisition model and the control group with learning model of second language. Effectiveness of both the models is compared on the basis of the achievement of the pupils.

Measurement of the achievement before the treatment is done through the pre-test. Then the immediate effect of the treatment is measured through the post-test. Data of the experimentation will be analysed and interpreted.

Figure 5.1
Pattern of Experimentation



5.1. INITIAL SURVEY

Issues related to teaching and learning of English language is always a live subject for debate in the academic circles of Kerala. Many a time, these discussions confine to the periphery, setting aside the core of the issues. Therefore, a thorough enquiry to trace the cardinal problems which our English language teaching-learning scenario is confronted with is very much necessary. Various methods are employed in this study to carry out the same.

5.1.1. Observation of Classes

Empirical evidence is indispensable as far as any scientific investigation is concerned. Hence, in order to get the feel of what is happening in the English classroom, the investigator observed 20 primary classes 5 each from standards IV to VII. The observation of classes was held based on a class observation scheduled (Appendix 1). The observation points related to classroom transaction is confined to the following five areas.

The twenty one observation points were evaluated with a three point - scale to consolidate the transactional issues.

5.1.2. Observation of Teacher training

The investigator could observe a number of teacher-training programmes in different districts as an observer and participant. He could observe both in-service and pre-service training programme with the help of an observation schedule (Appendix 2) on English language teaching. The in-service training of teachers of English in the training camp of Kollam District and pre-service training in DIETs and TTIs (Teacher-Training Institutes) were observed. The schedule focus on the objectives, strategies and capacity building of teachers of the training programme.

5.1.3. Administration of Observation schedule

The investigator designed an observation schedule with the help of his supervising teachers, with a view to assessing the on-going classroom practices adopted by teachers in the real classroom setting. For this purpose, the investigator made elaborate discussion with experts in the field of education and eminent teachers who have long-standing reputation in the field. Thus the investigator could collect and categorise the components that were to be incorporated in the observation schedule such as classroom process, learning atmosphere, the learning material, teacher's language and classroom techniques. Each of the component coming under the above category was given three alternatives on which the investigator has to rate on a continuum as and when he is using the observation schedule. The rating is to be carried out with the knowledge and the full consent of the teacher so that the investigator's presence in the back of the classroom would not jeopardise the rating.

The investigator has so designed the schedule that the teacher concerned is not informed in advance of his visit to the school. At the same time, they were informed around

one hour ahead of their concerned period of teaching English. This was done in order to avoid any artificiality or manipulation that is likely to affect the spontaneity of the classroom process. Care was taken from the beginning to the end of the period so that the classroom practice could be observed in a satisfactory manner.

The investigator made elaborate discussion in the form of interview with learners, parents, teachers and educational functionaries with a view to obtaining direct concrete experiences as well as perceived field reports for effects. This was done in order to get meaningful comprehensive picture of the ground reality about how teaching of English is really practised in the classroom settings of Kerala. There is a wide gulf between what is envisaged in the teaching of English and how it is being practised.

As envisaged by the Department of Education, Government of Kerala, the real beneficiaries are the student community on whom the whole educational programme has been set up and practised. The investigator being a teacher of English for the last 15 years could feel the real pulse of the students, the difficulties faced by the practitioners and societal expectations of parents. All these experiences formed the capital and driving force for conducting an interview on the different parameters pertaining to the teaching and learning of English programme, the teachers, the parents, the learners and educational functionaries, with regard to the teaching and learning of English.

The interviews were so designed in the form of discussions so that a free flow of communication was made possible wherever and whenever the investigator approached them for the collection of data. This informal way of discussion could gather reliable and realistic factual information from all concerned with the broad parameters as mentioned above. At the same time, the investigator took care to conduct the discussion in a well planned structured way so that valid and reliable data could be collected to the maximum. Thus the investigator

could design schedules in the form of discussion points separately for learners, teachers, parents and educational functionaries.

5.1.4. Discussion with teachers

As already pointed out earlier, one of the main tasks of the investigator was to find out the difficulties and problems associated with the teaching of English at primary school. The key role played in this regard is none other than the teachers themselves who are the real practitioners entrusted with the task of transacting the curricular objectives as envisaged by the Department of Education, Government of Kerala. The investigator himself being a teacher could make use of his professional experience to conduct interview in an informal way with the teachers who are also facing the same problems.

The discussion was semi-structured so that the outcome would reveal the problems faced by the teachers in the real classroom settings. As far as possible, the investigator made personal contacts with many of them much in advance of the visit in the respective schools so that their presence and co-operation were ensured. All the teachers were very co-operative and responded in a very cordial manner to the discussion points raised by the investigator. Teachers' liking for the subject, their extra inputs in making additional readings, reference and the opportunities made use of by them by means of orientation programmes and other in-service programmes emerged as the major theme in the discussion sessions.

5.1.5. Discussion with educational functionaries

The discussion points meant for educational functionaries are additionally given in the Appendix 4. Educational functionaries such as SCERT faculty members, Deputy Director of Education, DIET faculty members, District and Assistant Educational Officers, Headmasters are acting as anchor men or administrators.

They are vested with the responsibility of supervising the curricular strategies and programmes. The discussion points prepared along the lines meant for teachers, learners and parents were kept in mind by the investigator at the time of his discussion with the educational functionaries. In view of their busy engagements and responsibilities, prior appointments were fixed in advance and their co-operation was made available in the entire discussion process.

The discussion covered the intricacies of material development, pedagogy and administrative issues related to the teaching of English language at primary level.

5.1.6. Discussion with pupils

The investigator was able to meet 20 pupils and their parents. 80% of the pupils have tuition after the school time. The learner is the key factor on whom the educational programmes are designed and carried out. The investigator visited the schools. From each school five students attending upper primary classes were selected at random. Thus the investigator was able to have discussion with 100 students. During the discussion the following points were highlighted with a view to obtaining actual information and perceived experiences of the learners when they were in the English class. The details of the discussion points held with learners are given in the Appendix-5.

5.1.7. Discussion with parents and other stake holders

Most of the parents have their greatest ambitions and expectations and deep concerns about their wards. The investigator himself as a parent knows the parental expectations and concerns over the educational practices especially, the teaching and learning of English. The parental expectations and concerns have a great influence on the classroom process. These

excessive concerns have to be shed off in order to get a clear cut understanding about the persisting problems related to English language teaching and learning at the primary level.

Therefore, the investigator developed the key discussion points (Appendix 8) that are to be elaborated in the course of discussion with the parents' community. He met 50 parents mostly from Kollam district who gave their considered opinion about the teaching and learning of English. This discussion enabled the investigator to arrive at a meaningful conclusion on parental expectations and the mismatch that is practically occurring.

The investigator made a serious attempt to meet other stakeholders who are associated with educational pursuits, innovations, educational movements, planning and people's plan campaign. The intention was to gather their opinion, suggestions, and concerns related to teaching and learning English language. They include academicians, planning board functionaries, activists of voluntary service organisations like Kerala Sasthra Sahithya Parishad (KSSP), political and social activists.

5.2. FINALISATION OF THE PROBLEMS

The information and data gathered through various methods of the survey have been analysed, interpreted and consolidated so that existing problems related to teaching of language in our state have been brought out (Chapter VI)

5.3. DEVELOPMENT OF ENGLISH LANGUAGE ACQUISITION PROGRAMME FOR STANDARD V PUPILS

Realising that an English language acquisition programme based on cognitive interactionist approach seems to be a viable alternative to overcome the existing issues related to English teaching and learning in Kerala, the present study proposes a package for standard V. This acquisition model was evolved through the following steps.

5.3.1. Development of Curricular statements

English language acquisition ultimately empowers every individual in our society. Keeping this objective and the perspective of English teaching in view, an attempt was made to formulate the curriculum of standard.

All the structures and their functions included in the standard V handbook are listed out. These structures are clustered on the basis of the order of their natural occurrence in the thought process and are spiralled for facilitating acquisition. For instance, expressions such as,

Who is that?

Who are you?

What is he?

What are you?

Roy is

He is

She is

This is

This isn't

Is this

are clustered together by incorporating them in natural discourses emerging in the classroom as part of the joint negotiation of themes by facilitator and learners.

A few discourses which come in the experiential orbit of class V learners were chosen. These are, narrative, description, conversation, letter, rhyme, discussion, telephone talk and diary. The next step was to specify the learning experiences, after having taken into consideration the nature of class V children. This was to get an understanding about what sort of learning activities would appeal to the children.

As a continuation to this process a plot was developed taking into account the nature of standard V children, the scope of fantasy, and the cognitive ecology of class V learners.

15 episodes were finalised in the development of the plot. Obviously, thematic linkage is inherent in the plot.

5.3.2 Development of transactional materials

Taking cue from the Second Language Acquisition Programme (SLAP) launched by DPEP, the learner material was designed in such a way that it is evolved in the course of classroom transaction with the contribution of the learner. Learning activities very appropriate to the development of the plot were chosen. Then they were sequenced as transactional frame. While making frames learning experience to address Multiple Intelligence aspects was also taken into consideration.

These materials were standardised by consulting the following professionals

- a. a linguist
- b. a teacher
- c. a DIET faculty member
- d. a grammarian

Now that, the salient features of the new English language acquisition programme have been fixed the next step is to develop the transactional material for fifty hours. The episodes of the plot have been maintained as the medium for developing learning activities. Each episode will be exposed to children with the help of narrative input. The target structures spiralled with their functions are interwoven to the episodes of the plot. The transaction is confined to the one hour lessons through discourse input. The targeted discourses are:

- i. narrative
- ii. rhyme
- iii. conversation

- iv. letter
- v. telephone talk
- vi. diary

The curriculum, textbook material and transactional materials were standardised and modified as suggested by the following experts.

- i. Dr. Dasan, Professor and Head, Institute of English and Foreign Languages, Kannur University
- ii. Dr.P.Kelu, Professor and Head of the Department of Education, Calicut University.
- iii. The Principal, B.Ed. Training Centre, M.G. University, Moovattu puzha
- iv. Sri.K.J. James, Sr.Lecturer, DIET, Ernakulam
- v. Sri. G. Stalin, Lecturer, DIET, Kottarakara.
- vi. Dr. Nazreth Manuel, Victor Study Centre, Kollam.

5.3.3. Development of textbook

The next step was to fix a plot which is appealing to the pupils of later childhood. The plot is divided into about 15 episodes which are supposed to be the lesson frames for classroom transaction. Fantasy elements are interwoven to the plot. For instance, on one occasion in the plot the central character flies in the air on the back of a kite. To optimize fantasy elements animal characters too are included. Furthermore, very daily activities, incidents environment are included in the plot with due importance.

All 15 pictorial illustrations of the plot and their written texts in the form of discourses, constitute the package of the evolving learner material. Details of this will be discussed at a later point in the thesis.

5.3.4. Pilot Study

After having finalised the transactional material, the transactional materials for five hours were tried out as a pilot study in a school (Govt High School- Peruvazhy) very near to the investigator's residence. Taking into account of the response, feed back and experience the entire material was revisited and minor refinements were brought in.

5.3.5. Try-out of the material by the teachers

The prepared transaction material of ELAP was given to five practising teachers of primary schools, who were with different qualifications. This was meant for collecting their opinions on the basis of a try-out (Appendix 10). The teachers were given an orientation for two days regarding the basic philosophy of the ELAP. They tried-out two consecutive lessons for a period of one week and expressed their opinion and suggestions which also fed back to be finalisation of the ELAP. The observation of the practising teachers convinced the investigator that the ordinary teacher of primary school will be able to transact the English Language Acquisition Programme (ELAP).

5.3.6. Salient features of this acquisition programme (ELAP)

The acquisition model for class V proposed by the present study has the following characteristics. Certain features of SLAP are adopted in this programme. Also, few others are modified and incorporated on par with the other characteristics of this package.

5.3.6.1. Central plot

A central plot forms the thread of every teaching learning experience to be coined. The plot is developed taking into account the nature and psychological interests of standard V pupils.

5.3.6.2. Relevant comprehensible input

Krashen claims, people acquire language best by understanding input that is little beyond their present level of competence. (Krashen,1985). So, comprehensible input has to provided for second language acquisition. The programme proposed by the present study envisages comprehensible input both in quantity and quality for natural assimilation of language rules using language for communication.

5.3.6.3. Knowledge based cognitive interactionist approach

In the present study acquisition is conceived as a product of the complex interaction of the linguistic environment and the learner's innate cognitive mechanisms. It is assumed that the input does have a determining function in language acquisition, but only within the constraints imposed by these mechanisms. Both are considered as equally important.

5.3.6.4. Discourse input

Language is acquired when it is experienced. Language naturally occurs in discourses. Hence the language input envisaged in this acquisition model is discourse input.

5.3.6.5. Need based vocabulary expansion

As had been attempted in SLAP need-based vocabulary treatment will be provided in this package. When an intrinsic motivation is created among the learners to know certain vocabulary items, those words will be exposed. It is presumed that it would be psychologically unsound for the learners if a predecided vocabulary is arbitrarily introduced as decided by the text book and the teacher.

5.3.6.6. Constructivist Paradigm

A constructivist paradigm is adopted while placing the learner as an inventor in the classroom situation. The learner is allowed to construct the knowledge himself. Having completed this process, the learner gets chance to share the knowledge with his peers. The

social interaction thus taking place enhances the potential level of the learner by expanding his ZPD. In the end the teacher regulates the learning outcome from the peers. This three tier process is ensured in every task.

5.3.6.7. Narrative input

As the cognitive interactionist approach concurrently accounts for both interaction and innate language device of the learner, the narrative input is extensively used as a thread to link the development of the plot and other learning experiences in the classroom. Here, the attempt is to facilitate language acquisition by virtue of the innate ability of children for insightful theory construction. A rich exposure to language is provided to children by interpolating with target structure and functions.

5.3.6.8. Process based evolving textbook

The textbook is in the form of process sheets of illustration and reading material separately. The pupils will be supplied with each page of the process sheet, when it is to be processed by them at apt points of time according to the natural development of the plot and linguistic experience. The learners evolve from the process sheets their own text book perhaps by drawing pictures, colouring illustration or writing a discourse and so on. Since the learners construct their own textbook they own it up and gradually enrich it with their mental participation. Thus the evolving text book constructs a mental “English World” for the learner where the characters of the plot interact with things and build relationship with other characters.

5.3.6.9. My English world

On par with the Evolving Text Book (ETB) the learners develop a notebook in which they carry out their tasks other than those associated with process sheets. This is the true

document of all the learning experiences the learner is provided with, and the nature of their participation in them.

5.3.6.10. Our Reading Corner

The products of all the group tasks, childrens portfolios and other reading materials will be displayed at “Our Reading Corner” which turns out to be the corner for exhibiting collective ventures.

5.3.6.11. Multiple Intelligence

The entire acquisition package is designed envisaging that all occasions of classroom transaction will be explored for the manifestation of pupils’ multiple intelligences.

5.3.6.12. Multi level approach

In the conventional classroom, there is no deliberate programme to tide over the wide gap arising out of the difference in learner’s achievement level. This study ensures multi-level learning strategies with a view to building up the confidence of everyone and gradually doing away with the wide gulf among the learners.

5.3.6.13. Continuous and Comprehensive Evaluation (C.C.E)

Evaluation is an inbuilt pedagogic process. Evaluation has to takeplace everyday along with each and every activity, continuously and comprehensively. The teacher assesses the progress of the learners taking into account the learner’s participation in learning activities, their undertaking of tasks, portfolios including MEW developed by them and their interaction with the teacher and peers.

5.3.6.14. Zone of proximal development and scaffolding

In the constructivist paradigm adopted in this acquisition model, pupils are gradually expanding their ZPD with the scaffolds provided by the teacher. Having given opportunity to

the learners to undertake tasks according to their ability level, the teacher enhances his intervention to higher potential ability levels.

5.3.6.15. Role of teacher

The teacher, as against the conventional role of an arbiter, is a diagnostician, who diagnoses the learning issues pertaining to his classroom and takes appropriate decisions to cope with them. Secondly, he is a democratic leader. The teacher admiring the personality of all the learners leads the class even by taking their opinions on making decisions in the classroom activities. The teacher identifies himself to be a learner thereby dissolving the difference of a teacher and student. However, the teacher has to be a facilitator who makes use of every occasion conducive to learning.

After planning and administering the tasks related to MEW and ETB, the teacher records the performance of the learners, which will be the basis for planning for the next day.

5.3.6.16. Organic reading and writing

Reading is a matter of speculation by the reader based on familiarity for which language sense is essential. The target materials will be perceived, as a whole for reading. Reader goes for reading letter by letter when this language sense is absent. Writing and reading are conceived to be magic by way of need based and meaningful tasks given to learners in this programme.

5.3.6.17. Concept mapping

In order to trigger off the need for vocabulary expansion concept mapping is made use of in this acquisition model. Each full lexical item directly activates a concept and indirectly activates linked concepts according to the strength of the link (Cruse, 2000). This peculiarity could be made use of by virtue of mapping the associated familiar words that are already in the vocabulary stock of learners in course of the development of the plot occurs. These

words can be explored to address the semantic resistance which is the biggest barrier faced by the learner in the acquisition process. Quite interestingly, these words will be used by the teacher for providing comprehensible input. Furthermore, the vocabulary stock of the learners has a number of common words which can be used as verbs. A few instances are given here.

Button the shirt

Shake hand me

She bucketted water

5.3.6.18. Integration of skills:

The conventional learning models including the existing one in the primary classes treat language skills separately. For example, 10 minutes are given for listening (Teacher's source book std. IV). This is monotonous for the children as the skills cannot be kept as water tight compartments in life. Hence, all the language skills will be integrated and dealt with naturally in this acquisition model, as and when they are to be worth facilitated.

5.3.6.19. Spiralling and recurrence

As discussed earlier, spiralling and recurrence are complementary to one another. For effective acquisition, the interplay of recurrence and spiralling with regard to structure-function, form-meaning, sound-symbol, theme-discourse is maintained throughout the package. Spiralling and recurrence is followed through out the transactional process of the acquisition programme for the internalization of language system in the natural way.

5.3.7. Dichotomy between ELAP and ELTP

The dichotomy between the features of ELAP and ELTP is given in the following table for comparison.

Table 5.1-Dichotomy

ELAP	ELTP
Central plot	Isolated reading passage
Relevant and comprehensible input	Input largely irrelevant and incomprehensible
Knowledge based Cognitive interactionist approach	Skill based communicative approach
Discourse input	Word and sentence level input
Need based vocabulary expansion	Prescribed vocabulary expansion
Constructivist paradigm	Behaviourist paradigm
Process based evolving text book	Product oriented prescribed text book
My English world	Exercise and work books
Our reading corner	-
Multiple intelligence	-
Multi level approach	Drilling
Continuous and comprehensive evaluation	Periodical term evaluation
Zone of proximal development and scaffolding	Explaining and translation
Teacher is a facilitator	Teacher as a dictator
Concept mapping	-
Integration of skills	Skills treated in the isolation
Spiralling and recurrence	Repetition and practice

5.4. THE EXPERIMENTATION OF ELAP

The experimentation is planned in such a manner that both the control and experimental groups should get the learning experiences for the total instructional hours stipulated by SCERT for standard V. Approximately, standard V students will get 80 instructional hours in an year. On an average each unit will get 6 hours. The experimentation began after having completed 4 units in all control and experimental classes that all control and the pupils should have undergone at least 25 hours transaction this year. In order to ensure that the pupils have received total learning experiences of standard V, the acquisition package was designed for 50 hours of transaction. The experimental group was exposed to the acquisition programme for 50 hours whereas the control group was exposed to the remaining 8 units of standard V. The time and duration of the experimentation is fixed on the following assumptions.

- i. The pupils in standard V know all the alphabets of English and have a vague phonemic consciousness.
- ii. A period of 50 hours' classroom transaction is considerable time in order to bring about a measurable change in the acquisition process
- iii. A period of 50 hours cover a period of around 4 months which is conducive for holding the experimentation.
- iv. It could be taken for granted that all the pupils were able to get almost uniform learning experience before undergoing the pre test.

5.4.1. Population of the study

A population is that of any group of individuals that have one or more characteristics in common that are of interest to the researcher (Best, 96). The population may be all the individuals of a particular type or a more restricted part of that group. The present study had been conducted in a sample of 132 pupils in standard V of two schools in Kollam District.

- The number of primary school pupils in Kollam District : 684
- The population of the pupils of primary schools in Kollam District : 2,25,802
- The population of the pupils of Standard V in Kollam District : 32,916
- The number of teachers of primary schools in Kollam District : 8,459
- The number of teachers of primary schools who teach English in Standard V : 408

Source: District Elementary Education Plan, SSA, 2002-03

5.4.2. Selection of Sample

The sample had been selected through the following process. The investigator classified government and government aided upper primary schools including upper primary attached High Schools of the district into two sections:

1. Rural
2. Urban

From the rural and urban schools two schools were selected through stratified sampling technique so as to ensure the following criteria.

- i. One school from urban area.
- ii. One school from rural area
- iii. One government school
- iv. One government aided school
- v. One primary school
- vi. One high school attached primary school.

The number of schools was restricted to two as the investigator himself had to carry out the experimentation. Two divisions of each school was selected for the experimentation of which one of the divisions was made control and the other experimental. Each division was taken as a unit of study.

Table 5.2- Sample schools

No.	Name of school	Locale	Type of management	Medium of instruction	Type of school	Sample size					
						Experimental			Control		
						G	B	Total	G	B	Total
1	Govt. L.P.School Sooranad Naduvil	Rural	Government	Malayalam	Co.Ed	19	14	33	19	14	33
2.	J.M.High School Sasthamkotta	Urban	Government Aided	Malayalam	Co.Ed	19	14	33	19	14	33

The schools were so selected to encompass factors such as locale, type of management of institutions and type of educational system. Both the schools offer co-educational system of education and the medium of instruction is Malayalam, the regional language of the state.

The investigator gave a verbal intelligence test (Appendix 14) to all the pupils of experimental and control classes. This was to equate the pupils of the experimental and control groups. The test was administered for one and half hours. The investigator selected 66 pupils to the experimental group and 66 pupils to the control group whose score was between 45% and 55%, the average score being 49% in the verbal intelligence test.

5.4.3. Pre-test and Post-test

The effectiveness of the acquisition model is assessed through a comparison of the test scores of the immediate achievement of the pupils in experimental group with test scores of the pupils in control group.

Pre and Post Tests (Appendices 12, 13) were prepared by the investigator to evaluate the curricular objectives through their performance in five skill areas. They are listening, speaking, reading and writing which are stipulated by SCERT for periodical evaluation.

The evaluation activities were to evaluate the curricular objectives through the performance of pupils in four skill areas on the basis of the grading indicators.

Pre-test tool was designed as per the curricular objectives of standard IV. Soon after the pre-test, experimentation was begun for the experimental group. After experimentation post-test was conducted. Post-test too was of standard V towards the end. Both the tests were standardised taking into account of the opinions of experts in the field. Both the tests were tried out among the standard V pupils of investigators nearby school in order to finalise the time of administration of the tests.

5.4.4. Administration of the Test

The pre and post tests were administered by adopting uniform procedure for all the classes. The following measures were invariably adopted.

Conducting the tests as natural as possible

- i. Ensuring that the phobia of being tested did not affect the evaluation
- ii. Everyone has got the stipulated time to perform the evaluation activities
- iii. Scoring on the base of grade indicators.

- iv. Scoring was done without subjectivity
- v. Consideration of continuous and comprehensive evaluation record while giving scores (Appendix 15).

The data collected through such a design becomes meaningful when they are scored analysed and interpreted through statistical procedures. The details of the process have been complied in the next chapter.

5.5. VIDEO DOCUMENTATION

A sample classroom process for two hours has been video documented. The script of the classroom process is given at the end of this chapter. This documentation was done in one of the experimental groups towards the end of the experimentation. It is attached at the beginning of the thesis.

The class observation was helpful, to infer that most of the teachers confine to textbook teaching and transact all the curricular objectives at the sentence level.

5.6. ENGLISH LANGUAGE ACQUISITION PROGRAMME (ELAP) FOR PRIMARY CLASSES (STANDARD – V)

Table 5.3. Lesson wise list of discourses

Lesson	Discourses Transacted
1	Rhyme
2	Rhyme
3	Role play
4	Narrative, Discussion, Rhyme
5	Narrative, Wall magazine
6	Narrative, Wall magazine, Conversation, Rhyme
7	Narrative, Conversation
8	Conversation, Diary
9	Narrative, Rhyme, Diary, Riddle
10	Rhyme, Description, Narrative, Role play
11	Rhyme, Narrative
12	Conversation, Letter magazine, Story, Narrative, Action song
13	Conversation, Description
14	Conversation, Narrative, Rhyme
15	Story, Narrative, Telephone talk, Drama
16	Diary, Description, Magazine
17	Narrative, Discussion
18	Narrative, Conversation, Drama
19	Narrative, Rhyme, Newsmagazine
20	Narrative, Speech
21	Rhyme, Narrative, Description

LESSON 1

Discourse**Structural Aspects****This is ...****It is ...****What is ...?****You are, Are you?****Aren't you?****Yes / No****Hello,****Please.****Good morning /
afternoon / evening****Thank you****How are you?****Rhyme****Functional Aspects****Identifying objects / persons****Asking about time, objects etc.****Short responses****Exchanging greetings****Hello, How are you?**

The facilitator makes rapport with the children. He takes utmost care in giving comprehensible input to children

Hello, good morning children.

How are you?

I am fine, thank you.

The facilitator asks names of a few children.

What is your name?

The facilitator shows some paper slips to children. They have to guess what they are. This is continues ensuring their interest in the activity.

What is this?

Is this a card?

No this is not.

Is this a small piece of paper?

Yes.

Come on, take one each.

The facilitator distributes paper slips in bundles to two or three children.

Take one and pass the bundle to others, please. One each please. Don't take two.

Take only one dear.

All right! Now all of you have paper slips, haven't you? Please write your name on the slip.

I shall show.

The facilitator writes his own name on one of the slips.

Now all of you write your names, please

When pupils start writing the facilitator moves around monitoring their work.

Please. Are you ready? Okay. Now, all are ready aren't you?

Come on, hurry up. Take your pen, please. No time to waste. You may write in English or in Malayalam.

Shameer, don't you have a pen? Nidhin help him. Give him a pencil. You can write with the pencil.

While they are writing the facilitator interacts with them.

You are Rajesh, aren't you?

Very good name.

Okay fine. Is the name slip ready?

Guess the thing

The facilitator tells that he has something with him. He asks the children to guess what that thing is. The interaction may go on like this:

Aji, are you ready? All attention please. Okay very good. Teacher continues.

Well, now look. I will give you something. Guess, what it is. Paper.

No, my dear! Try again

Slip? I am sorry. It is not slip. Gopu, you say. Come on, try please.

No, my child.

The facilitator points to a child.

Now it is your turn. Try.

He continues interaction.

Okay Suma. Well done! You are right. This is a pin. I am giving you this pin.

What is this? How many do you want? One, two, or more.

The facilitator distributes the pins among children.

Yes, now you pin your name slip on your chest. How will you pin the slip? Look at me. Take the pin, alright!

The facilitator demonstrates.

Take the slip. Yes, pin the slip like this. Now you try. Okay ready.

Be careful.

The pin is sharp, is 't it?

The pin may go into your body.

Meanwhile the facilitator goes around and helps the children, and interacts with them making use of every occasion.

Is it over? Are you ready? Anoop, look here. This is the way, okay! Sherna, you are ready. Good.

Who is this? Who is this? - Rhyme

All of you come on. Let us play. First stand in a round.

Make a large round please. Shall we go to the ground? Yes let us go. Go in a line please!

Rhyme

Teacher points to one child.

Who is this? Who is this?

This is Divya. This is Divya.

He points to another child.

Who is this? Who is this?

The facilitator continues this by changing the children three or four times. He groups boys and girls separately.

He points to a girl on the other side.

Who is she? Who is she?

She is Ancy, she is Ancy.

This is continued for some time changing girls

The facilitator points to a boy.

Who is he? Who is he?

He is Ramesh. He is Ramesh.

This will be continued as a 'face to face' of both boys and girls

Home Task (H.T)

Collect group photographs.

Bring your family photograph tomorrow if you have.

LESSON 2

Discourse

Rhyme

Structural Aspects

Functional Aspects

Have + NP. (Vishnu has, Janu has)

How many.

Talking about number

Question tag (Isn't he / she / it)

Seeking conformation

Whose ...

Has

His, her, my, their, our

Talking about possession

May I ...

Asking for and giving

permission.

Sorry. I'm sorry

Expressing regret

Excuse me

Inviting attention

The facilitator asks the children to write their name on a piece of paper.

Let us make our name slip. Now fix it on your pen. Teacher fixes a slip. Ravi, fix in this way?

Don't your pen have a clip? Don't worry. You pierce the pen into the slip like this.

The facilitator continues interaction exploring chances of structures' recurrence and spiralling

Now, let us keep all pens on the table. Come on, collect pens from each bench.

Keep them here. Okay, fine. Who will collect the pens?

Children do this them selves.

Guess, Whose?

The facilitator randomly selects one pen.

Alright let us have a guess game. Whose pen is this? You guess.

Raju's. Sorry, you are not correct. It is okay. Now, you try. Come on Valsala's.

I'm sorry. Take it easy, my dear.

This guess game is continued for a while The facilitator makes use of this time spent for the recurrence of the structures that have been already exposed.

Is this Ajitha's pen? No

Is this Anila's pen? Then WHOSE pen is this?

While everyone is anxious to know whose pen it is the facilitator continues the interaction.

This is Remya's pen.

See, the name slip.

The facilitator shows the name slip to everyone.

Shall we count?

Count the pens. Please Rajeev. You come here. You may count. Come on

One, two, three...

How many pens are there? Count one, two, three...

The facilitator groups pens into small bundles.

How many pens. Then adds all. Okay, thirty three

How many pupils are there? Twenty, thirty? ... How many?

Whose pen is this?

The facilitator asks a few pupils to come forward and distribute the pens asking "**whose pen is this.**"

Is it my pen? Then, whose pen is it?

Yes, this is your pen

Who has a pen?

Let us stand in a circle. Come on quick. Take number please, one-two, one- two.

All ones put your pen down.

Now, every alternate child possesses a pen. Then the rhyme is introduced.. Teacher calls Nisha.

Who is this? Is this Rema?

Pupils say no.

This is Nija. Who has pen? Nija has a pen.

These utterances will be said again with a rhythm. Likewise, the entire rhyme will be processed. This will be attempted changing Nija with someone else. The same will be done with negation.

Who has a pen?

Who has a pen?

Nija has a pen.

Nija has a pen.

Who has a pen? (two times)

Arya has a pen (two times)

Soorya has a pen.

Thomas has a pen.

Every one has a pen a pen.

Who has no pen?

Who has no pen?

Indu has no pen.

Chitra has no pen.

Teacher writes the rhyme on the chart paper so that the children can interact with it, sometimes then itself or at a later point.

Who is that?

The facilitator's colleague calls "sir, sir" from outside without catching the attention of the children. When all the children anxiously listen, and are mentally seeking who that person is, the teacher puts, "WHO IS THAT?"

Who is that?

Excuse me, I'm Salim. May I come in sir? Good morning sir. Okay, you may come in please. This is Mr.Salim. Take your seat, sir.

No, thank you sir.

What can I do for you?

May I get your pen, please?

Sure. You may take it, please.

Whose photo?

The facilitator shows a family photo.

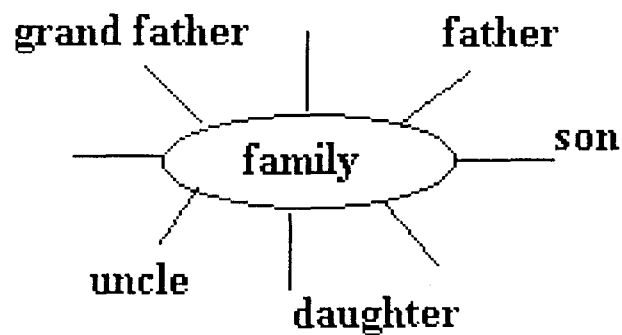
What is this?

See, this is a family photograph. Who is this? This is father. This is his wife isn't it? This is Nirmala, Who is Nirmala? Nirmala is his daughter. They have two children, haven't they? How many children do they have? Five, Six...?

Five- member groups discuss their family. Teacher intervenes and scaffolds to write the relationship of their family members on the black board or chart paper, teacher The facilitator consolidates the emerging relationships. He makes use of other photos brought by the pupils. Pupils introduce the photos of their group to the whole class.

My English World (MEW)

You may take your book. Draw a sun-diagram of your family, please.



LESSON 3

Discourse

Role play

Structural Aspects

Functional Aspects

I am

Introducing oneself

My

Talking about one's possession

NP+has

What is ...

How many ...

And

Describing more than one objects /
persons**Introducing the children's family.****How many of you brought photographs? This is a nice photo, isn't it?****Who is this? This is Ansumi's family.****How many members are there?****All of you look here. Count please! One, two...****There are 5 members in Ansumi's house. Ansumi, introduce your family, please.
come on.**

Ansumi introduces her family members. Others, too introduce their family.

Ansumi, What is your father? Is he is a teacher?

She responds.

He is a clerk.**Fine. Remesh, what is your father?****Farmer.****Fine.****Where is the picture? Let me see, children.****I am ...****What am I?****Am I a doctor?**

Am I a nurse.

Then, what am I?

I am a teacher, aren't I?

What is your father Suma?

PI: My father is ...

He is a driver.

Now, let us discuss in five number group okay.

Children write the names of their parents and their respective occupations.

What is your father?

My father is a merchant. What is your mother? My mother is a house wife.

Groups ask these questions each other. The facilitator writes the occupations of the parents on the chart.

Housewife	Farmer
Driver	Merchant
Conductor	Fish merchant
Teacher	Soldier

What is he? -Dramatisation.

The facilitator puts the pictures indicating various professions / occupations such as traffic police, nurse, doctor, fish merchant, farmer, teacher etc in a small box. He asks children to form groups according to the number of pictures. One of the group members takes a lot. They have to role play the profession as suggested in the picture they have got. For example, if one group picks up 'police' they are to role play the persons at the police station. The facilitator goes to the individual group and interacts with them.

What is your group?

He Scaffolds for role play.

It is a teacher? Is n't it?

What is your lot? Police man. Very good.

How will you role play the Police station? Who is the policeman? Who is that?

How many policemen? Who is the SI? Where is the thief? Who? Have you a lathi?

Teacher helps all the groups. They present their drama. The facilitator also takes part in the dramas so that the children will be more encouraged.

Cut and Paste

Now, take the pictures, please! How many, do you have?

Let us make a wall magazine. How many pictures do we have?

Children paste the pictures on the chart paper, where occupations were written earlier.

Come on, Where is the gum? Here it is. Appu, take it. Give it to others, too.

The facilitator interacts with children using target structures.

Miming

The facilitator groups the pupils. There is a maximum of 5 members in one group. One member from each group picks up a lot in which one occupation is suggested. All the groups get ready for miming. The facilitator goes around and interacts with them to help them for miming. Groups, one by one, mimes. When one group mimes 'farmers', others will say who they are., All the pupils say the rhyme together in a chorus. Let the children in groups mime, changing the occupations.

Who are they?

Who are they?

They are farmers.

They are farmers.

Let us meet Nisha and Dev

The facilitator introduces Nisha, the central character of the plot after a guess game.

Dear children,

This is a picture. Can you guess this? What is this? This is a school child.

Is it a girl or boy?

Okay. How many of you say 'boy'?

Please stand up. Count, how many?

The facilitator writes the number on the black board.

How many of you say 'girl'? Count, one, two...

Well, you are right. This is a girl. Clap your hands.

Yes. It's a girl.

Now, you can guess her name.

Come on, hurry up.

Who will say?

'Suja.' No dear. It is not Suja.

'Radhika'. Sorry my child. Try again my dear.

This will be continued for quite sometime.

This is Nisha. She is a school girl.

Now I will show you a boy's picture.

The facilitator displays the picture of a another character 'Dev'.

Give a name.

Akhil.

No, you are not correct, my boy.

He is a school boy.

Suresh. Sorry my kid.

This is continued further.

This is Dev.

They are in the same school.

Their homes are very near.

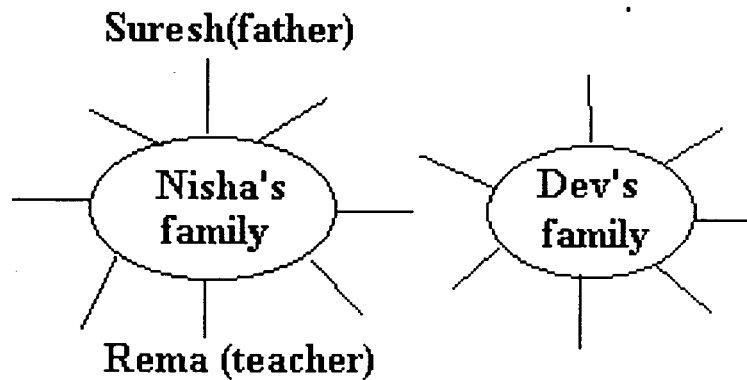
Can you say? Who are there in Nisha's house? Who are ther in Dev's house?

MEW

The facilitator makes use of other photos brought by them. Pupils introduce the photo in groups.

Let us write the names of our family members. You may take your book, okay.

Draw sun-diagrams of your family and Dev's family, please.! How many people are there in Nisha's home? How many people are there in Dev's house?



Children discuss in 4 or 5 member groups and come out with their suggestions. Each group presents the same. After discussion the facilitator introduces their families.

Nisha has a father. He is a farmer. Her mother has a mother. She is a house-wife.

She has a sister and brother. They are in school. Their grandfather is at home.

Dev has father and mother. He has no sister.

His brother is at New Delhi.

Their uncle is with them.

Nisha and Dev are in school. What is your school's name? where is it?

Do you like your school?

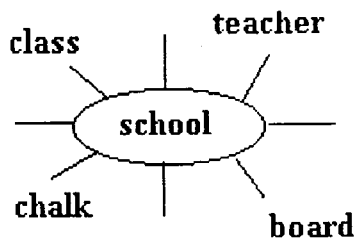
Guess game about school.

The facilitator writes the names of a few things at school in a lot and puts them in his pocket. Now you guess what it is. The facilitator explores this occasion for providing comprehensible input to children.

What things are there in the school? What things do you like?

Rajeev, you say one thing, don't you?

Draw the sun diagram of your school.



Let us say about our school

All of you say something about your school, okay. I shall say one sentence about my school.

The facilitator suggests an example.

There is a bell in my school.

The facilitator encourages them to say something about school freely.

LESSON 4

Discourses

Description, conversation and narrative.

Structural aspects

Functional aspects

Can

Expressing ability

Where is ...

Prepositional phrase

Talking about locations

(in, on, under)

I Will / shall

Expressing readiness

There are ...

They are ...

Talking about quantity, member, more than one object and person.

These are ...

Those are ...

Where is the pen?

The facilitator knowingly hides her pen somewhere. He pretends as if he searches the pen.

Where is my pen? Please, help me, Look for it under the book. No, it is not under the book.

Is it on the table?

Let us look in the bag.

Is it there? No it is not in the bag.

Pupils, anxiously look for the pen

They have in their mind the same thought "Where is our teacher's pen?"

Where is it then? Yes it is here.

It is in my pocket.

See it is in my pocket.

The facilitator conspicuously takes out the pen.

Narrative

The facilitator presents the narrative with necessary gestures and suitable facial expressions.

Nisha is ready. She goes to the school. She looks at the watch. Oh! It is nine thirty. Nisha runs to school. Dev is at home. He takes his school bag. "No bus. Let me walk" he thought. She walks with speed. Now Nisha and Dev are in the school ground.

Hello, good morning, Dev.

Good morning, Nisha.

Excuse me, Dev

Yes, please. what shall I do for you?

We have two holidays, haven't we?

Yes, we have two. So what? The bell rings. Now, it's time.

Come to the nature club meeting, okay

We will talk there.

Evolving Text Book ETB 1 a

This is your text book sheet

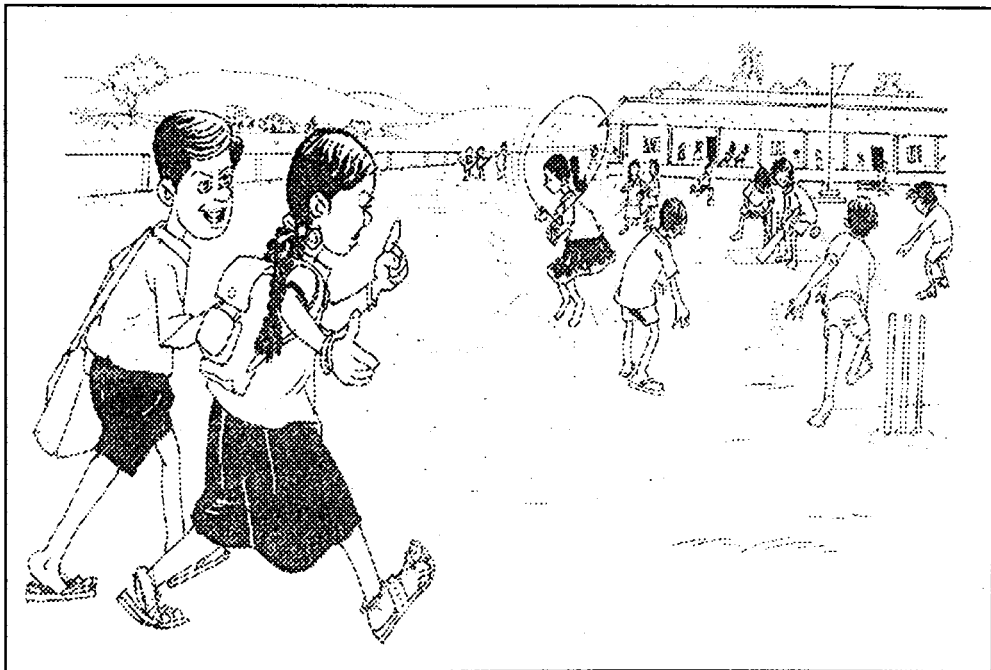
It is a picture

What is in the picture? Can you guess? Come on, try please.! Quick!

Children guess and say about the picture. They may say like Nisha, Dev, school etc. After that the facilitator distributes the ETB page 1a.

Each group tries to make one conversation. What they have produced may have

ETB 1a



only one

initiation and the response to it. However, teacher goes to the group and scaffolds

What do you see in the picture?

How many children are there?

Are there any girls? What are they doing?

Children scan the picture and talk about the picture.

Who are coming to school?

What is on their back?

What are the boys doing?

How many children are there?

What is in front of the school?

Group, Group

Where are they? Nisha and Dev? Now Nisha and Dev are in the school ground. It is interval. They go to school. What are they talking? Can you guess? You discuss in group, okay! How many members in a group? Suma, you come and make groups.

In groups, let them try to write their conversation and present it. It may be one initiation and response from which teacher develops a conversation and charts it. The facilitator distributes the text book materials (ETB 1 b)

ETB – 1 b

Hello Nisha, Hello Dev

Excuse me, Dev

Hello, Nisha, What do you want?

We have two holidays, haven't we?

Yes, we have two holidays. So what?

The bell rings! It is time.

Come to the nature club meeting, okay.

We will talk there.

Home Tasks (HT)

- (1) **Draw the diagram of your school.**

Children can start drawing the diagram in the class and complete it at home.

- (2) **Give name to the children in the school ground in ETB.**

LESSON 5

Discourses	-	Narrative, Rhyme, Wall magazine
Structural aspects	-	Functional aspects
You may	-	Asking for and giving permission possibility
Negatives	-	Disagreeing
Let us	-	Making suggestion.
Shall we	-	
Can	-	ability

Show me your picture. Oh! School is nice. That is fine too.

The facilitator goes round and appreciates the diagrams drawn by children.

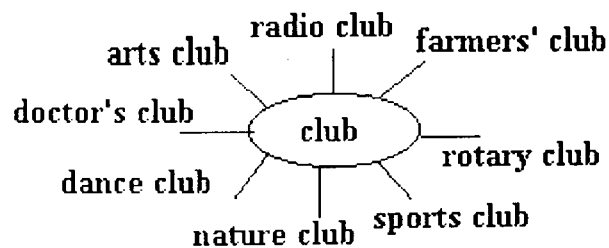
Clubs

Is there any club in your village.

Okay! You have one club. What is its name?

Well, fine. What are the other clubs?

The children who say the name of the club may be asked to write the same on the black board.



Meeting

The facilitator holds a an informal discussion on meeting.

Who chairs the meeting? There is a chairman for every meeting. There is a programme for the meeting. One person welcomes others. All the members may take part in discussions at the meeting. Somebody says vote of thanks. One person may write everything in a book.

The facilitator writes on a chart paper, the following:

Meeting	discussion
Chairman	vote of thanks
Programme	writing

Narrative

Nisha and Dev are the members of nature club. There is a meeting.

“Ah! See Sunil and Lekha are coming.”

“Sunil and Lekha please come quickly,” said Nisha. They are the other club members.

“Nisha, what do you want?”

“ Sunil, nature club is meeting today!”

“Yes, I know,” said Sunil.

“Oh, teacher is coming.”

Let us go in.

Now they are in the class. They started the meeting. What will they discuss? Let us write in group. Let us group, say names of club members Nisha, Dev, Vinitha, Lekha, Thomas, teacher. All Devs sit together. All Nishas, come together. Are you Nisha, What about you? Shall we start? All teachers stand up. How many teachers are there? You can discuss what the teacher says in the meeting. Lekhas discuss, what Lekha says in the meeting.

The facilitator goes to each group and interacts.

Mock Nature club Meeting.

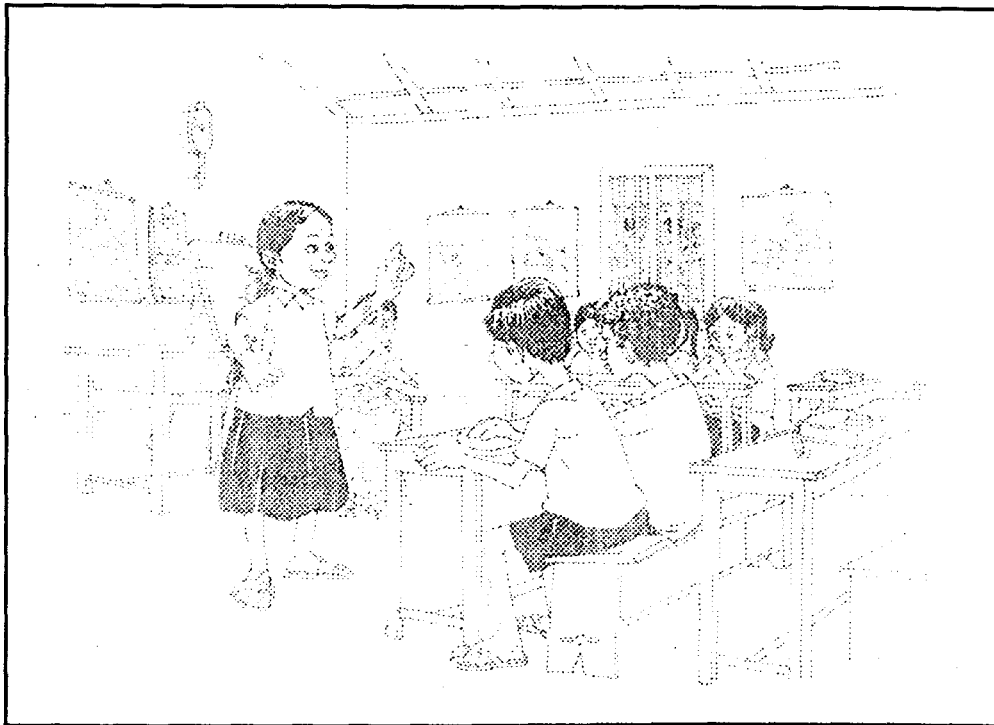
One of the Nishas come, one of the Devs come. One of the teachers also come. The selected members hold a meeting of Nature Club.

Okay, start the meeting. Who is the chairperson? Write the programme.

Children discuss. If they have difficulty, they may discuss in Malayalam. The facilitator participates in the discussion as a club member. The conversation evolved is charted.

Now, I shall give the picture of the meeting.

ETB 2a



One of you, come from each group. How many are there in your group? How many are there in the second group? Come on, take one and pass please! Yes, Now look at the picture. Ask questions each other?

Pupils in groups discuss and frame questions. The facilitator intervenes in groups.

How many persons are there in the meeting?

Who is the chair person?

Is there any teacher in the meeting?

Who chairs the nature club?

Give a name to the teacher.

What day is today?

The facilitator reads the text with proper rhythm, pause and intonation

How many children are there?

How many boys? What are they doing?

Where are they sitting? What is in the wall?

The facilitator conducts 'question fight'. When the question fight is going on the facilitator explores the opportunities of disagreement for providing language input. The facilitator marks the scores for each group and are declared winners in the end of the activity.

H.T

Draw the diagram of a meeting in your school

Who can do this?

The facilitator asks children to sit straight. They have to try standing up without bending their body forward or dragging their feet backward.

Sit straight, please! I will say, one, two, three. Then You have to stand up. No, not like that. Don't bend your body

Children realize that they cannot stand up without bending their body.

You cannot stand up.

Aji, can you lift me?

No, You cannot lift me. But I can lift you.

Children may explore among themselves who can lift whom.

Rhyme

The facilitator calls a small boy and asks him,

Little boy, little boy, can you sing a song?

Likewise, the rhyme is processed. Children add their own lines. Now only the first few lines will do. The remaining lines can be taken up at a later stage.

Little boy little boy, can you sing a song?

Yes sir, yes sir, I can sing a song.

Little girl, little girl, can you make a doll?

No sir, No sir, I can make a doll you.

Little children little children can we fly a kite?

No sir, no sir we can't fly a kite.

Narrative

"Let us start the meeting, teacher."

" Okay, sure. Who is the chair person?"

"Nisha," said Dev.

"Okay Nisha. Come, take your chair," said the teacher.

"What is the agenda," asked, Nisha.

"How to spend holidays" is the agenda.

Discussion started. "Any idea?"

"Shall we go to forest," asked Lekha

"Oh, that is good idea. We will go to forest then," said Dev.

"I don't know. My father is not here. He will not come today, teacher," said Sunil.

"You talk to your parents first and get their permission. You may start tomorrow morning. Okay".

" Anything more to discuss?" the teacher asked.

"The meeting is over," said Nisha. All of them went home.

"Okay children. You sit and write the discussion in the meeting. Form group . Appu, help please!

Can you hear the meeting?

Cassette of the discussion in the meeting is played in the class. After one time listening teacher asks some questions about the discussion. Then again tunes the tape. This time, teacher distributes

Question fight is held on the basis of the text.

ETB -2b**At the Nature Club Meeting**

- Nisha** : We have two holidays, haven't we?
Shall we go for a picnic?
- Dev** : That is a good idea. We will go to the forest.
- Sunil** : I will not come. My father is not at home.
- Lekha** : Let me ask my mother. I will say tomorrow.
- Teacher** : Today is Friday, isn't it? You may start on Saturday morning. But ask your father and mother first.
Today is Friday, isn't it?
- Nisha** : Thank you very much , teacher.
- Dev** : Get ready.
- Lekha** : ...

LESSON 6

Discourse	Narrative, Conversation, Wall magazine
Structural Aspects	Functional Aspects
Present progressive.	Talking about an action in progress.

Narrative

The facilitator presents the narrative:

The meeting is over. After the meeting, they go home. It's raining.

"Where is the umbrella?"

"Here, I have one," Dev says.

"Dev, you come. Let us go together."

Nisha and Dev go together. Nisha says, "Let us think about tomorrow's tour."

"Okay."

"See our Maveli store. I want to buy some washing soap," says Dev. They go to the Maveli store.

"What can I do for you, children?" asks the manager.

"Give me a washing soap, please!"

Nisha looks for soap.

"What soap do you want my child?"

"Manager, I want Sunlight soap".

"Okay, we have many washing soaps here. Here is Sunlight," says the manager.

Washing Soap

What is your washing soap?

The facilitator puts the same question to a few others also.

Say, the name of a washing soap.

Pupils say, the names of washing soaps. The facilitator writes these names on the blackboard.

Sunlight washing soap, Vanamala washing soap

55 washing soap

501 washing soap

Do you know, washing powder? Which are they?

Sunlight washing powder.

The facilitator shows the picture of a washing machine and asks,

What is this?

This is a washing machine.

Who has a washing machine at home?

What is its use?

Is it for cooking? What is it for?

You know cooking oil? Which are they?

Let us say -Rhyme

Soap, soap, washing soap.

Henko washing soap.

Soap, soap washing soap.

Sunlight washing soap.

.....

Powder, powder washing powder.

Wheel washing powder.

Machine, machine washing machine.

Godrej washing machine.

This rhyme is continued for some more time, adding more items.

Do you like driving? Look at this picture.

The facilitator shows the picture of a person driving a vehicle.

What is he?

He is a driver, isn't he?

Is he a painter?

No, he is'nt.

Is he sleeping? Is he jumping?

No, he is not jumping.

What is he doing?

He is driving, isn't he?

What is Malu doing?

The picture of girl engaged in a some routine activities is displayed on a chart paper. Children sit in groups and discuss what she is doing on various occasions.

At 6

What is Malu doing?

Malu is waking up.

At 6.15

What is she doing?

She is _____ teeth.

At 6.30

She is _____ food.

At 6.45

She _____ isn't she?

The facilitator mimes different actions and asks children to say what he is doing. the same.

Teacher mimes as if dancing

What am I doing?

You are dancing

Teacher mimes as if he is writing on the black board.

What am I doing?

Your are writing.

This can be continued involving children.

Every body's miming

The facilitator distributes small slips suggesting various activities to all the children. They read and mime when others ask them to do so.

What is Anjali doing?

Then others should say,

'She is bathing'.

What is Shameer doing?

Others should say,

'He is walking'

This is continued for various activities such as the following:

bathing	skipping	cricketing
eating	funning	foot balling
laughing	sitting	walking
jumping	reading	writing
shaving	-	-

Let us Make a Wall Magazine.

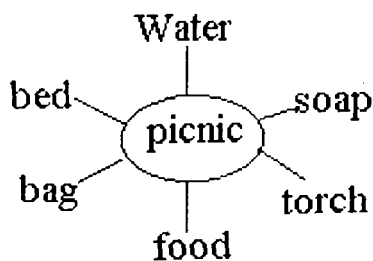
Can you bring pictures or flappers of washing soap, washing powder and washing machine? Can you paste them on a sheet of paper? You may collect pictures and bring them tomorrow. We will make a wall magazine.

The facilitator assigns this work to groups so that they can arrange the flappers collectively. He ensures that discussion for making a wall magazine is initiated.

Concept Mapping

Well ! Nisha, Dev and other friends are going for a journey. Suppose, you are going for a picnic. What will you take with you? Say one thing. Now you write in your MEW, the sun diagram of the neighbours. You may do it individually, first. Then you may share your work with those sitting nearby.

The facilitator negotiates consolidation and writes on a chart paper.



LESSON 7

Discourses	Rhyme, Conversation, Narrative and Diary.
Structural Aspects	Functional Aspects
Past was/ were	Talking about past events.

What did I do first?

The facilitator does few activities such as rubbing the black board, calling attendance, drawing a picture, going out of the class etc.

What did I do first?

Did I go outside first?

Did I rub the black board?

Yes, I rubbed the black board first, didn't I?

What did I do next?

I called the attendance, didn't I?

What did you do today?

What did you do today morning?

Did you sleep? No, you didn't?

Did you swim? No, you didn't? Then what did you do?

The facilitator randomly carries on interaction with children on these lines.

Now okay, can you form group? Who can make groups.? Lalji ,can't you?

Come on try. How many members are there in a group? Five, four?

They form groups.

Now you can discuss what do you did today. You will then ask each other what you did? It can be a game. One group says an activity. The other, group shows its action. For instance, the first group says. "You brushed teeth." Then the next group shows its action.

This may be continued changing the groups.

The facilitator writes on the black board the sentences that evolve in this manner..

Let us say what we did in the morning – every body’s action song

We brushed teeth in the morning like this, like this.

All act like brushing teeth

We washed our face in the morning like this, like this.

We ate break fast in the morning like this, like this

We came to school like this, like this

We talked in the morning like this, like this.

.....

Pupils contribute their own lines

Let us say

Nisha, Sunil and Dev went home. They started their preparation for picnic.

Nisha reached home.

"Hello, father, we are going to forest."

Dev asked, "Mother, I am hungry, give me something to eat. I want to say one thing."

"What is it?" mother asked. Dev and Nisha are talking about their picnic at home, aren't they? Okay, what did they talk at home? What happened in the homes of the other club members?. Dev, Nisha and Sunil groups. Shall we work out these questions?

" Yes, who are the Nisha group? Where is the Dev group?"

Who are the members of the Sunil group?

Children discuss and write bits of conversation. Later, the facilitator teacher can derive conversation from each group. This is written on the black board.

Journey-journey

Do you like journeys? Why?

What will we see in journeys?

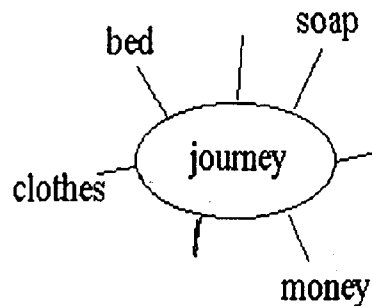
The facilitator shows children the picture of a beautiful place.

We are going to this place.

What things can we see here?

The facilitator displays the picture on the blackboard. Pupils observe it and talk about it.. This activity is continued with the help of a few other pictures.

Concept mapping



Say some thing

The facilitator gives pictures of different places to each one group.

See, this is the place you go on a picnic. What do you see there? You can say anything about the picture.

Each group displays their picture on the blackboard and says what they have seen in the picture.

LESSON 8

Discourses-

Narrative, Conversation, Diary

Structural Aspects

Functional Aspects

a lot of

talking about

so many

quantity, numbers

numerals

Narrative

Nisha and Dev went to a shop. Their parents went with them. Now, they are in the shop.

"Can we get two towels please?" asked Nisha's father.

"Okay sure! Which one do you want? Big one or a small one?"

"We want small ones," says Nisha.

"What else? Give two kerchiefs also."

"Okay sir. Is it enough?"

"Yes, give us the cash bill, please."

The manager gives them cash bills.

Okay children, you know cash bills. Here is one.

Children read what is written in the bill.

You may make a cash bill in your book? How do we make a cash bill?

Two children make the list of a few things they would like to buy from a shop. They discuss the quantity and price. A few copies of cash bills are displayed at the reading corner.

Come on. You can see the cash bills at the reading corner.

Who has finished it? Please come forward and present the bill.

Developing a conversation

Nisha and Dev went to a shop. They came back home. What happened on the way? Come and say some events.

The facilitator fixes a few events as follows:

Dev and his father call Nisha and her mother.

- a. On the way, they see a cycle accident.**
- b. It rains on the way.**
- c. They come by an autorickshaw.**
- d. Dev gets down on the way.**
- e. Autorickshaw charges more.**

f. Hot exchanges.

The facilitator assigns one incident to each group. Children are asked to develop a simple conversation. The facilitator intervenes in the groups and scaffolds. Each group dramatises it. The facilitator writes the same on the blackboard in a sequence, so that children make long conversations.

Cash bills

How many cash bills have you got?

One, two, three? Yes so many, aren't thee?

Group of 4 or 5 make a wall magazine containing various cash bills. They display it at the reading corner.

Look at the picture

The facilitator shows children a picture in which a lot of objects and people are seen.

See, How many people there are! A lot of people, aren't there? How many houses? A lot of house, aren't there?

The facilitator displays another picture also. Children are divided into groups of five or less than five. They discuss the differences and come out with what they have noticed in the picture..

Let us make a clock

Teacher shows a model clock. Teacher fixes the hand for a particular time and asks.

What is the time now? It is nine o' clock.

The facilitator refixes the hand of the clock.

Now, what is the time by the clock?

Children are given a piece of cardboard or a chart paper. Blades or scissors are also provided.

Let us make a clock. What things do we need? Look, what are these? Materials are given to each small group. They make clocks in small groups. Showing them a nail the facilitator asks,

This is a sheet of card board. What is the name of this thing?

Children, please see.

How will we tear paper. Look here.

The facilitator demonstrates using language involving target structures and functions.

You take scissors first. Now let us cut like this, okay? Be careful! Don't cut your fingers. Now you can fix the hand in this way.

Rhyme-what is the time now?

The facilitator makes children into different groups.

Now let us have a game.

Two groups participate at a time. One group asks the other one showing the clock.

What is the time now?

The other group replies.

It is 12 o' clock.

What is the time now?

What is the time now?

It is 12 O' clock.

It is 12 O' clock.

What is the time now?

What is the time now?

It is 2 O'clock.

It is 2 O'clock.

This is continued for quite some time

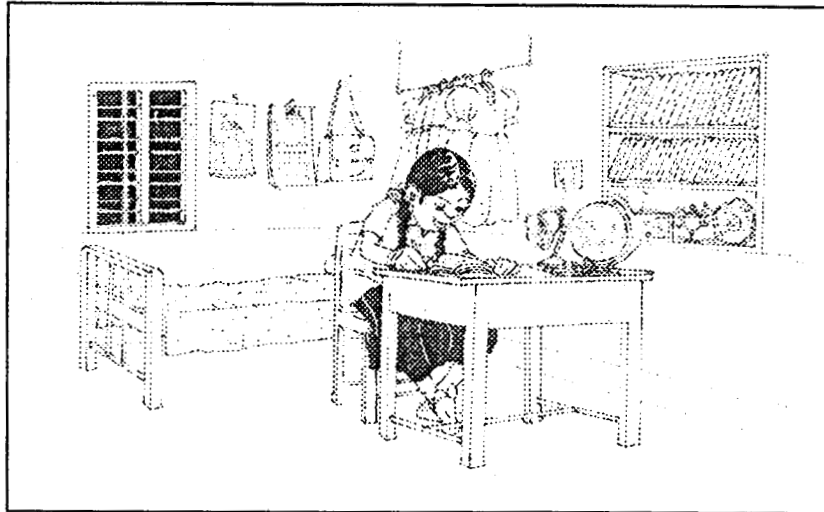
Diary Dairy

Now every one is at home. It is nine O' clock. Nisha wrotes her diary, that night.

Guess game about ETB

The facilitator distributes the ETB diagram- 3a

ETB 3a



Question exchange about ETB page 3 a

See! What is Nisha doing? What did she write? Can you think of it?

Let us write a diary

Question exchange about 'ETB' page.

The facilitator generates a discussion on diary and diary writing. He shows few diaries written in English.

Is this a good diary? Have you got a diary? Now, you may write a diary.

They write the diary of Nisha. Okay! The facilitator goes to each group. A diary is developed on the blackboard. The facilitator gives them ETB-3b and discusses.

What has Nisha written?

ETB -3b**Nisha's Diary****Kallada****1-8-2001****It's 9 O'clock at night.****We are going to the forest tomorrow.****Nature club met today.****We decided to go to the forest.****Dev, Sunil and I are going.****All are ready.****Bought rice, sugar, tooth paste and
match box.**

.....

.....

I am going to bed.**Home Task**

Pupils compare the diary on the blackboard with the diary in the ETB.

Home Task

Can you write Dev's diary today and bring it tomorrow?

A discussion about what Dev would have written will be held. This will be helpful for them to undertake the home task.

LESSON 9

Discourses

Narrative, Conversation, Rhyme, Diary and Riddle

Structural Aspects

Functional Aspects

What a

Expressing surprise, anxiety, etc.

Let us, Shall we

Making suggestions

Consolidation of Dev's diary

Pupils in five number groups share their diary. The facilitator consolidates Dev's diary on the chart paper.

Narrative

It is morning. Dev packed his bag.

"Father I am going".

"Okay, my child be careful!"

.Dev came to Nisha's house.

"Ah! What a happy news!"

"Sunil is coming? That is fine. When did you come Sunil."

"Just now," he replied.

"Are you ready, Nisha?"

"Yes, let us go. It is time for bus."

"Shall we walk? That is better."

They are walking to the bus stop.

"Let us walk speedily!" said Sunil. Now they are at the bus stop.

Let us make placards

Shall we write the names of the parts of a bus? Seat, tyre? Come on say aloud.

What is in the cards? Okay, ready. How do we make placards? What do we want? Okay, collect sticks.

The facilitator demonstrates. Placards of name board, driver, seats, tyre etc. are made.

Bus activity

Okay, children. Do you like bus journey? Let us play a bus. Shall we go to the ground. Let us draw a bus in the ground. Where is the driver's seat? Fix the placard here.

The facilitator and pupils together fix the placard.

Now we are in the bus, right! Who are the conductors? How many cleaners are there? One, two? Who are they? Please say the names.

Okay, Suma. You are the cleaner, aren't you? Where is the driver's seat?

Driver, go and sit on your seat; don't you?

The facilitator continues interaction with children making them use the structures already exposed to them

Okay cleaner, give the bell. Double bell please! Conductor please come.

Give tickets, Conductors, say "ticket, ticket". Give me a ticket to

Kollam, please.

While the activity is going on children should be encouraged to speak English as far as possible. Roles may be changed among the children. The facilitator also takes part in the activity..

Concept mapping –Bus

Let us draw a sun diagram of bus. Come on. How many members are there in a group? Four, five? Who will group? Sherna, come and make a group, please.

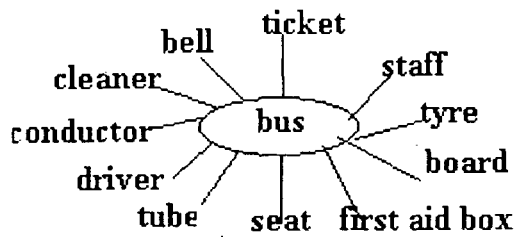
Children in groups make concept map of bus.

Who will write more? How much time do you need? One minute, two minutes? Okay. Five minutes. Hurry up please!

The facilitator interacts with groups.

Who is first? How many? Ten. You can read.

The interaction goes on.



Rhyme

It is a bus, it is a bus.

It has a conductor, it has a conductor.

Let us go in the bus. Let us go in the bus.

It is a bus, it is a bus.

It has a cleaner, it has a cleaner.

Let us go in the bus

.....

.....

Let us talk about bus

Dear kids, stand in a round. Let us talk about the bus. I will say one thing. Then I will point to one of you. Then you say a sentence. Then you point to someone. He will say a sentence. This will continue. Sentences may be as follows.

It is a bus. A bus has a driver.

A bus has four wheels.

There is a conductor in the bus.

Do you like vehicles? There are a lot of vehicles on the road, aren't there? Some are big and some are small, aren't they? Do you know the vehicle-inspector? He checks vehicles doesn't he? Can you collect so many pictures of vehicles. How many? One, two ...? Let us make an album of vehicles. You may bring the pictures tomorrow. Okay?

Let us draw vehicles

The picture chart of a road is placed on the black board.

Now, you can come and draw other vehicles, can't you? Who will come first?

Come on. Children, come and draw vehicles. Hurry up, please!

Children collectively complete the picture.

My English World- Home task

What are hiding? - riddle

Dear children, can you find out the vehicles hiding in the puzzle? A lot of vehicles are hiding in it, aren't they? Which are they?

How many you can find out? Here are some clues

V	A	N	M	R	B
B	U	S	E	A	I
E	T	R	U	C	K
I	O	R	R	Y	E
J	E	E	P	C	I

1. I am a two wheeler. I carry two people. Who am I?
2. I have four wheels. I carry load. What is my name?
3. My name has four letters. First letter is 'j'. I go for trips. Can you say my name?

Can you make a riddle like this?

Let the group try. Teacher helps in the group.

Narrative

Sunil, Dev and Nisha are at the bus-stop. They are waiting for a bus.

"The bus is not coming, is it? said Sunil.

"What is the time now?"

" Oh! 9 O'clock."

" It is late," said Nisha."

"Ah! Here comes the bus," said Dev.

"Please stop."

They shouted. The bus stopped. Now they are in the bus. They are looking through the windows.

"Ah! What a beautiful place!"

"Hai, Nisha, look, a beautiful river!"

" What a beautiful field! A lot of cows. So many people are working, aren't they?"

"Tickets, tickets," conductor comes.

"Is there any one to get ticket?"

"Excuse me, conductor! Please give me three tickets to Kadapuzha ferry."

"How much?" asked Dev.

"Fifteen rupees," replied the conductor.

Dev gave him a fifty rupee note.

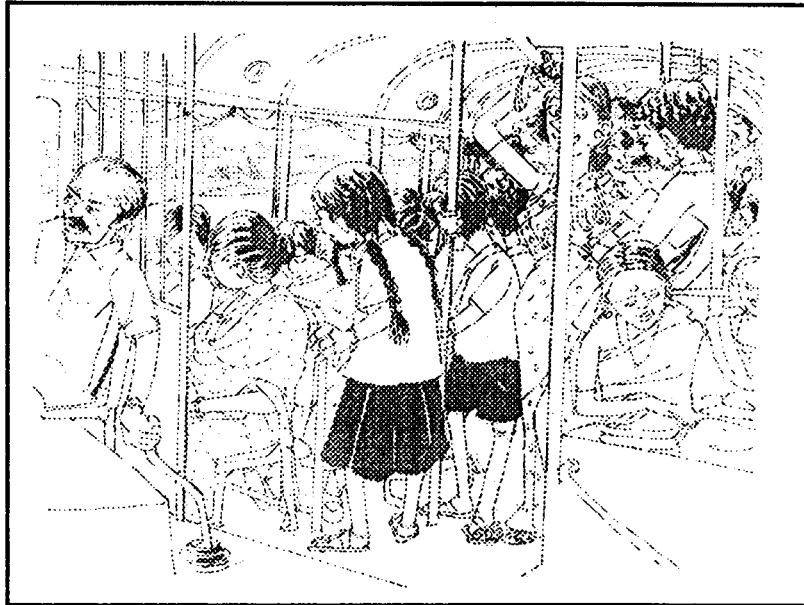
"Don't you have change?"

"Sorry, we don't have change".

"It's okay. Collect balance after sometime."

“Children, hold on well. Or you may fall,” said a passenger.

ETB 4a



Question fight

The facilitator distributes the ETB-4a picture. He explores the potential of the picture through a guess game.

Have they got seat? What are they doing?

Question fight is held between groups.

Let us write the conversation

What were they talking in the bus? What is happening?

The facilitator gives the task to 5 member groups. They discuss and develop a conversation.

The facilitator interacts with them with a view to expanding their Zone of Proximal Development through scaffolding.

ETB 4.b**In the bus**

Nisha, Dev and Sunil are in the bus.

“Ah! Beautiful fields” said Nisha.

What a speed!

**“Friends, hold on tightly please. Or you may fall,”
said a passenger.**

“Tickets, tickets, Is there anyone to get ticket?”

**“Excuse me, conductor, please give me three tickets to Kadapuzha
ferry.”**

“Give change please,” asked the conductor.

“How much?”

“Fifteen rupees.”

“Sorry. We don’t have change.”

“It is alright. You may collect the balance after some time.”

ETB- 4b “In the bus” is presented as a narrative played back from a tape recorder. The facilitator asks children a few questions. The tape is replayed. This is made into a question fight

How many people are there in the bus?

What did the passenger say?

Where are they going?

What is the price of ticket?

Such questions will be asked among the groups. Score points will be fixed and this activity will be held as done in a competition. A few questions that the pupils cannot ask on their own, will be asked by the facilitator, in the end. The facilitator writes questions and answers on the chart .

Every body's rhyme

The facilitator processes the rhyme. Pupils contribute new lines.

There is a bus.

Bus is on the road.

And the driver drives around.

And the driver drives, and the driver drives,

And the driver drives around.

There is a bell

The bell is in the bus

The bus is on the road

And the driver drives around.

And the driver drives and the driver drives

And the diver drives around.

There is a conductor

.....

.....

Shall we draw a bus

Can't we draw a bus.

You draw a bus. Where is the board? Aren't there any passengers?

HT

(1) **Tomorrow you may complete the bus and bring , okay?**

(2) **Can you collect the diagrams of vehicles?**

Let us make an album, tomorrow.

LESSON 10

Discourses **Rhyme, Description, Narrative and** **Role play**

Structural aspects **functional aspects**

Present Perfective

Has/have + past participle - **An action just completed**

What a+ adj+ NP - **Expressing delight.**

So many - **Quantifiers**

how can

let us - **Making suggestion**

Broken glass

The facilitator displays a glass piece.

What is this? This is a broken glass. What happened to this glass? It is broken?

The facilitator shows them a bulb.

Is it broken? No, it is not broken. Now you may watch it carefully. All right? The facilitator puts the same on the ground carefully. THE BULB HAS BROKEN. HASN'T IT?

The facilitator sends somebody away to fetch something. (Before he comes back.)

Where is Suresh? Has he come? Where has he gone?

Have you collected pictures?

Have you collected pictures? Who has collected more? Please take it. How many of you have brought more than two? Take diagrams please. Ravi, haven't you collected pictures? Anila, you have brought so many pictures, haven't you? Wonderful! Who gave you these?

Let us clean around the school

Let us clean the school premises today, Okay. Ready. Then form groups. What things are we going to collect? Shall we collect broken glass pieces? Okay, one group will collect broken glasses. Next group will collect broken sticks. Another group will collect fallen flowers. Next group may collect fallen leaves, right. The last group can collect thrown out paper pieces of, okay. How to pick up? Come on let us go. Who are the group leaders? Select one leader.

Rhyme-Bits of paper

Come on, fall in groups. Let us sing a rhyme

Bits of paper, bits of paper.

Make the place untidy

Pick them up, pick them up.

Piece of glasses, piece of glasses.

.....

Pupils add now lines.

'Fallen leaves' group, please assemble here.

'Broken glasses' group may go to the ground.

'Fallen flowers' you can assemble under the tree.

'Broken sticks' go and start.

'Thrown out papers'". You have a lot of paper on the ground.

See, so many broken pieces of things. Watch out. See in the ground. While the groups are collecting, the facilitator interacts with them using target structures and ensures their spiralling and recurrence.

Narrative

The club members are in the bus. They saw many places.

"See the river. How wonderful it is"! said Dev.

The bus has stopped near the ferry.

"Kadapuzha ferry, Kadapuzha ferry. Is there anyone to get down?"

asked the cleaner.

"Oh Sunil, Kadpuzha ferry."

"We have reached the ferry."

"Let us get down," said Nisha.

"Conductor, stop, stop. Don't start the bus, please.!"

"We are getting down. Our place has come."

"Come on ! Get down. Quickly, please."

"What were you doing in the bus? Is this your stop,".asked the conductor.

"Driver, just a minute, let the children get down."

"Quick. Its 12 0'clock. Time is up".

The club members have got down. Cleaner gave the double bell. The bus has started and has gone.

"Okay bye, bye. "

Now, they have come to the ferry.

"We are strangers here, aren't we?" Sunil is not happy.

I am from Canada

The facilitator pretends that he is a foreigner. He starts talking to the children.

Some are asked to show the way

Many others introduce the foreigner to others

Most of them are asking about the stranger's place. The facilitator explores such contexts to make children talk. This will give chance for children to interact in English freely.

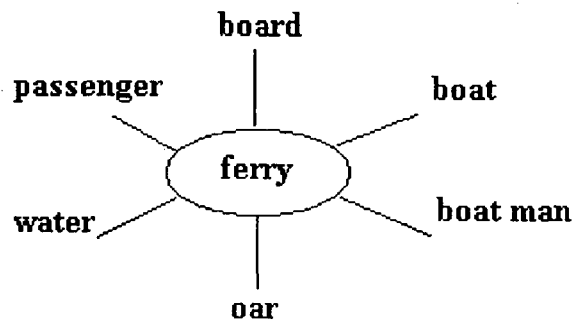
A stranger from China – role play

Two pupils role play, one as a stranger from China and the other as a local person. First, those who are interested participate. Later others too do it. Country and stranger's characteristics are changed.

Concept mapping-ferry

Now, our club members are in the ferry. What do they see in the ferry?

After, discussion, concept mapping of ferry will be done.



Row, row row your boat

Well. Dev, Sunil and Nisha have reached the river side, haven't they?

How can they go to the other side? Can they swim across the river? Why not? Let us think of an idea.

Why can't they row a boat? Do you know rowing? Come on. Our class is large boat? Let us row.

The facilitator says the rhyme. All together participate in the singing of the rhyme..

Row row row your boat.

Gently down the stream.

Merrily, merrily, merrily, merrily.

Life is but a dream.

Discussion on river

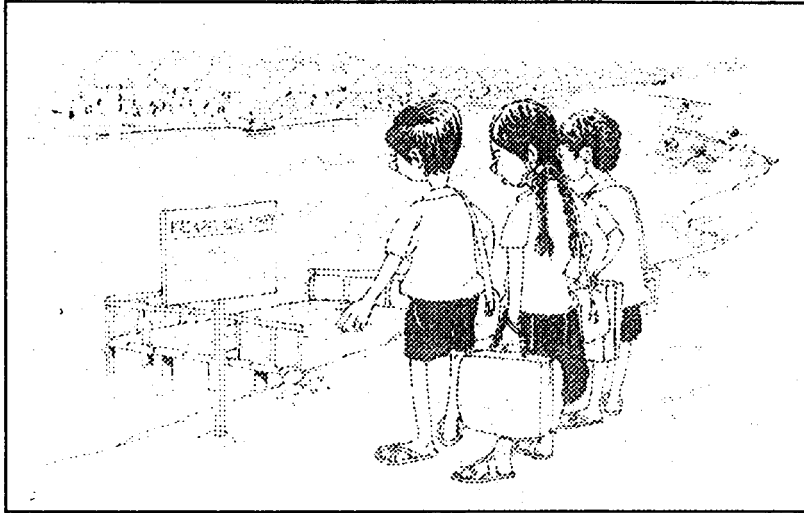
What did they see in the river? Guess. Did they see any animals?

Pupils say the names of a few things in the river.

Let us talk about river, shall we? The river is long. It has water ...

(a). Let us describe

ETB 5a



What are the other things? Any accident? Discuss in groups, please. Appu, you come and group your friends okay. Pupils distribute ETB – 5a

What did they see in the river? Guess. Did they see any water animals? Children, what have you seen in the ETB? Think. How many sentences can you say? Try.

First they work individually. Then they share in the group. They present their work involving everybody's participation.. One say a sentence and points to another one to continue. The facilitator writes the description on the black board or chart paper.

ETB -5 b

(b) Club Members near the river

Oh! wonderful.

What a beautiful river!

See, so many fish are swimming, aren't they?

Where is the ferry man?

He is not here.

Where has he gone?

Sunil, look at that side. Bushes and trees.

The boat has gone somewhere, Nisha.

How can we cross the river?

Two tortoises are coming. Let us ask them.

Yes, They have come.

.....

.....

We will help you.

.....

See, the next page of your text book.

The facilitator reads the text in proper rhythm with necessary pause, intonation etc.

Let them frame questions and answer the following questions.

Where did they reach?

What did they see in the river?

Who has come to help them?

Was the ferry boat there?

The facilitator consolidates the group and evolves a description. He sits in the reading corner.

Let us make a paper boat

Children, please take a piece of paper. Shall we make a paper boat? Do you know how to make a paper boat? First fold like this.

The facilitator demonstrates.

Ah! Wonderful. What a nice paper boat! How many of you have finished? Be quick.

Role play

Have you seen a boat race? Where did you see it? Let us examine the picture in the reading corner.

The facilitator shows the picture or photograph of a boat race.

See, what is this? How many rowers over there? Let us row the boat.

Children together dramatise the boat race.

LESSON 11

Discourses		Rhyme, Narrative
Structural aspects		Functional aspects
Will	-	futurity
If	-	conditional clause

Guess game

The facilitator draws the diagram of a tortoise part by part, on the blackboard.

What is this? Can you guess?

If you guess you will get a prize. The teacher continues the guess activity

Narrative

Nisha, Dev and Sunil ate lunch.

“Oh! we are late, aren’t we?” said Sunil.

“How will we go?”

“There is no ferry boat. The boat is at the other side isn’t it?”

“The ferry man has gone somewhere, hasn’t he?”

“Let us go back,” said Sunil.

“It is not good, is it Dev?” asked Nisha.

“How can we go back? Think of an idea please”.

“Look! Two tortoises are coming, aren’t they?”

“That is right.”

“I am afraid of them,” said Sunil.

The tortoises said. “We are tortoises. You sit on our back. We can take you to that side. It is easy”.

“You are very small, aren’t you? How can you easily carry us there?” Nisha asked.

Nisha and Dev floats on tortoises back

The facilitator distributes ETB 6a to the children.

ETB 6a



What do you see in the picture? You write about the picture, okay?"

The facilitator scaffolds. Having made sure that everyone has attempted, the facilitator asks children to discuss and write a description, which may not be in full sentences. This is followed by the presentation by everyone. The facilitator develops a description on the chart paper out of them.

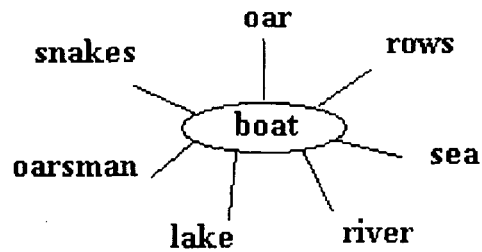
Teacher asks

- a) **What happened to Nisha and Dev?**
- b) **What did the tortoise talk to Nisha and Dev?**
- c) **What did the crocodile say?**
- d) **What did they say to the 'tortoises' ?**
- e) **What did the tortoise say to their children at home?**

One event is given to each group. They discuss these questions in groups. The facilitator

evolves a dialogue and charts it.

1. Concept map of boat



Say something about boat

Everyone says something about a boat. Sentences may be as follows.

There is a boat in the river. People row the boat.

H.T.

Let us make an album. Bring the pictures of water animals. We will make an album.

The facilitator takes children outside the class room.

Hello, children! Let us go out. Let us see the sights outside. What do you see there? Children, take your note book only.

The facilitator takes an egg.

What is this? Egg. I am dropping it, okay? What will happen?

If I put it, it will break. Isn't it.

The facilitator asks what they see around.

Make a list of them..

The pupils will say 'No pen'. Then the facilitator introduces 'if'

If you go to the class, you will get the pen.

If you get the pen, you can write.

Narrative

The facilitator presents the narrative.

Sunil is afraid. Nisha and Dev are ready to cross the river on tortoise's back. "I can't sit on tortoise. I will go back."

"We are late. Take a decision," said Dev.

"I am not coming", said Sunil. "Then you may go back, please. Go quickly, okay.

You will get bus. Tell my parents about us", said Nisha. Sunil went back. They bid good bye to Sunil

Rhyme

They start singing a song. The facilitator charts the song and repeats the rhyme along with the children. He distributes the text. Children read in groups.

ETB 6b**Let us go now**

I am a tortoise

He is a tortoise

We can easily take you there

Sit on our back

Sit on our back

We can easily take you there

Aren't you very small?

Aren't you very small?

How can you easily carry us there?

Floating on water,

Swimming in water,

We can easily take you there

I am afraid

I am afraid

I can't easily come with you

if you are afraid,

if you are afraid,

You can easily go back home.

We are ready

We are ready

We can easily come with you

let us go now.

let us go now.

we can easily reach there soon.

LESSON 12

Discourses

Narrative, Story and Letter magazine,

Action song and Conversation

Structural aspects

Functional aspects

We are

And

Co-ordination

These }
 Those }

Talking about a group of
 thing/objects etc.

Let us make a tortoise

Children take a piece of paper

Shall me make a paper tortoise? How is it? Take one paper. Fold it like this

Everyone tries to make tortoise. The facilitator interacts with them.

The old tortoise and rabbit.

Dear children, do you know the story of rabbit and tortoise? What is its name?

What is the old story? Who own the race then? The story is told with a new version in a modern way.

The tortoise was going to the field. What for? For sleeping? For cooking?

For smoking? No, he was going for working. On the way, he saw a rabbit.

“Hello, tortoise brother, where are you going?” asked the rabbit.

“I am going to work”

“Okay, that’s nice. I am also coming. Shall we go together?”

“Oh sure come” said the tortoise. They started walking.

Say something about water animals

Children say a few things about water animals

The tortoise lives in water. It walks on ground also.

The fish lives in water. It cannot walk on the ground.

The facilitator begins the presentation of the narrative.

Nisha and Dev sat on tortoises. What a nice water!. It is very interesting.

Make conversation

The facilitator fixes the events of the narrative jointly with children

- 1. Children talk to the tortoise. Where? What did they say?**
- 2. Fish came for help. What did they say to the children? What did they reply?**
- 3. Crocodile comes, what was the talk?**
- 4. Tortoise describes the events to their children.**
- 5. Sunil reaches home. What did he say to his parents?**
- 6. Dev and Nisha reach the other side. They saw a post office.**

This events are given to each group for discussion. The facilitator develops a conversation from the presentation of children..

This is consolidated on the chart paper.

Letter magazine

Have you seen letters? Have you written letters? Okay, tomorrow, can you bring a letter? Okay! Fine!

Let us make a letter magazine, shall we?

The facilitator shows children certain letters.

Rabbit said, “You fool, you are very slow”

“Let us bet” challenged the tortoise.

“Okay, bet. Who will reach Chakkuvally first”?

Rabbit ran easily. Tortoise started walking slowly.

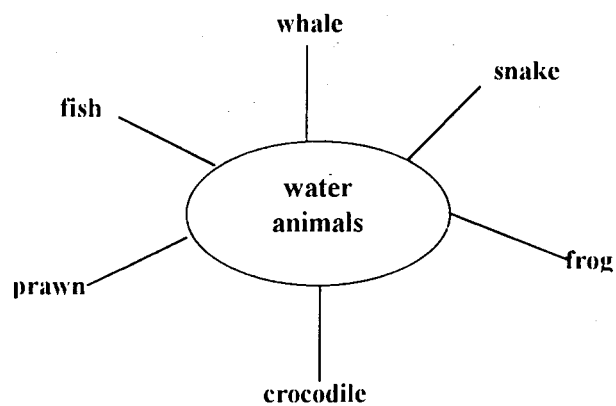
Rabbit looked back “Oh this tortoise will not come, let me smoke a cigarette”

He started smoking easily. “Don’t smoke near the school,” said a crow.

Tortoise saw a bus stopping near him. It climbed inside. He took a ticket.

The bus carried him. He got down on at Chakkuvally. Rabbit did not see the tortoise. At last he reached Chakkuvally. There he saw the tortoise bouquet in his hands. The rabbit felt ‘ashamed’ of himself.

Concept the map of animals



Narrative- Here is a post office

Nisha and Dev told good by to the tortoises. They started walking to the forest.

“Ah! Here is a post office.”

“That is fine.”

“Nisha shall I write a letter? Let us send it by speed post, shalln’t we?”

Dev started writing a letter.

“Where is the pen?”

“Haven’t you take the pen, Dev?”

“Yes, It was in the bag. Yes, here it is.”

“Write quickly. They will pack the mail at 4O’ clock, won’t they?”

“If I write quickly, we can post it now.”

What has he written in the letter? Can you write Dev’s letter. It can be in five member groups.

The facilitator goes around and helps the children. The letter evolved thus is charted.

HT

- a) Write a letter to your friend, Nisha**
- b) Bring letters both in English and in Malayalam.**

ETB 6c**Dev's Letter**

River side,

30-8-2001.

Dear mother,

We are near the river now. Nisha and I crossed the river.

But Sunil went back. Two tortoises helped us. We sat on their back. So we reached this side. A crocodile came to bite us in the river. But the tortoises helped us. We gave some presents to them. We are happy. We will go the forest now.

Are you alright? If you see Sunil, he will give you the details. Ask my enquiries to father and sister.

Loving Dev

The facilitator reads the letter(ETB 7b). He asks the pupils to compare the letter with a few other letters in the magazine. This leads to the specification of the letter. The facilitator holds a discussion based on the following questions.

Who writes the letter? Who is the addressee? Where is the address?

What is on the letter? Who brings the letter? How to write a letter?

How to start a letter? What is the end of the letter?

Narrative

Sunil came back

“Why did you come back Sunil?” asked mother.

“Amma, there was no boat in the ferry. Nisha and Dev went on a tortoise’s back.”

“Oh wonderful! What a story? Won’t they fall in water?”

“Mother, I want to go to Dev’s house, shall I go now?”

“You may go. But come quickly, Okay? Don’t be late”

Sunil comes to Dev’s house.

“Father, I did not go,” says Sunil

The facilitator fixes the events in a participatory manner. Each group works on one event to make a narrative.

- 1. What will the postman say to Dev’s father? What will he reply?**
- 2. What will Dev’s father say when he gets the letter?**
- 3. What will Dev’s mother say to her father?**
- 4. What will Dev’s father ask Sunil? What is his reply?**
- 5. What will Sunil say to Nisha’s mother?**
- 6. What will the tortoise say to their children?**

The facilitator intervenes in each group. Each group comes out with their narrative.

The facilitator assigns these tasks to each group. This will be charted on the blackboard, so that a narrative will be formed.

What did the club members do?

The facilitator fixes different events through a discussion.

What did they do?

They had a meeting.

They went home.

They travelled by bus.

Each event is assigned to each group. Children develop the narrative.

Narrative

Now they are in the forest.

“Ah, what a beautiful music! Koel is singing, isn’t it?”

“How nice is the smell!” Said Nisha.

“Do you get smell of flowers?”

“Yes, how nice!”

“Please watch. So many animals, aren’t there?” Dev said silently.

“Shall I go back”

“Sh! Listen a lion is roaring, isn’t it?”

“Don’t worry. Be brave”

“Be careful! They will attack us”

“Shall I shout?” Asked Dev.

“Please don’t do that. The animals will mistake us”

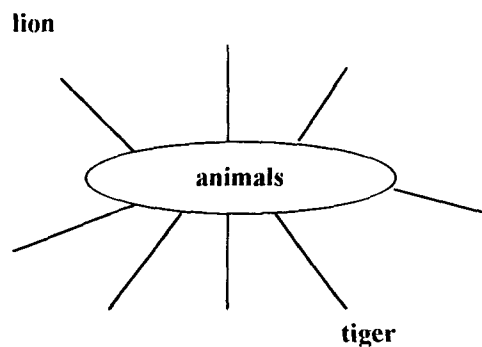
“Ah! See the animals. How many animal friends!”

“Do not talk. Let us go slowly.”

“Now our friends have reached the animal’s home.”

Okay, children! What animals have they seen in the forest? Please make a list of that.

Write in the sun diagram.



What are the animals doing?

Now you can say. What are the animals doing? You guess.

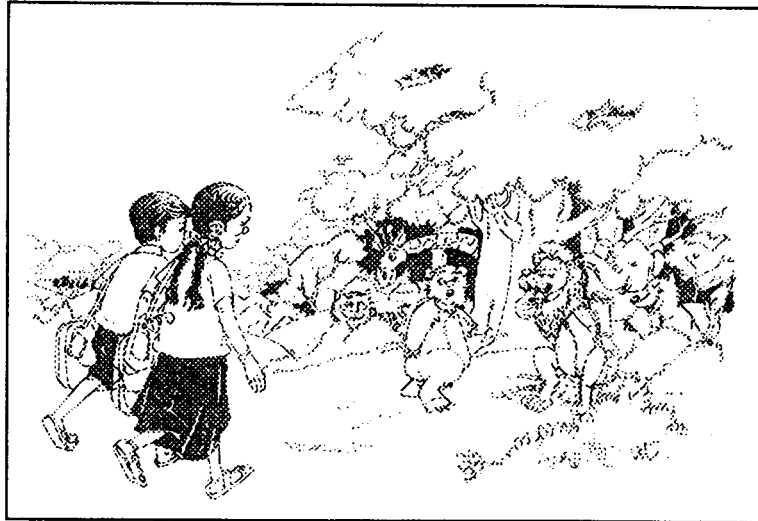
Pupils say each sentence like the following.

Cow is eating grass. The Koel is singing. Lion is roaring. Tiger is starving.

Pupils try to say more sentences.

The facilitator distributes the picture in ETB 7a

ETB 7a

**Narrative**

Animals were working in the forest. They saw to children.

“Ah! Who are these?”

“A boy and a girl”

“What a smell! Shall I eat them,” asked the tiger.

“People have come in our home also.”

“Be careful! They may have a gun with them,” said the Bear.

“See, the smiling face of children.”

“No. don’t say like that,” said the cow. “They are school children.”

“If you bite them they will die.”

“Look everybody, children are our guests. Welcome them,” ordered lion, the king.

“Bear, go and welcome the children” the king said.

Question fight

Now, you look at the picture. You may form groups. You can ask questions to others about the diagram. How many questions can you make? Form good questions quickly.

Children asked questions such as the following to each other.

How many animals are there in the picture?

Where is Giraffe?

What is Nisha carrying?

Conversation

Okay, what did the animals say to our friends? Can you guess?

Please discuss. Remember, speak in English, alright!

Children in groups discuss and develop a conversation. Each group presents their conversation. The facilitator develops the final conversation on the blackboard.

The facilitator distributes ETB 7b

ETB 7b**If you bite they will die**

“Ah! Who are these?”

“A boy and a girl!”

“The people have come here also, haven’t they?”

“Be careful! They may have guns with them.”

“Come on, let me bite them”, said the tiger.

“No, don’t say like that. They are school children.”

“If you bite them they will die, won’t they?”

“Children are our friends, aren’t they?”

“We will welcome them” said the lion the king.

“Bear, go and call the children.”

Let the children read and compare it with the conversation on the chart paper

Let us make picture cards

The facilitator distributes pictures of various animals.

Let us make picture cards of various picture cards with scissors

Children make cutouts.

Where is the paste? Come on paste the picture on card.

Teacher make use of this activity for interaction with children in the target language.

Reading corner-let us make a riddle

Various pictures of animals were placed in the reading corner. Children examine them..

The facilitator shows them the picture card of an animal. For example, the picture of a cow.

Shall we make a riddle?

The facilitator makes the riddle of a cow participating the activity. He gives one picture card to each group secretly. They discuss and make a riddle and ask others to guess and say.

I am an animal

I have four legs

I give milk for tea

Why am I?

Why do the animals talk?

Children in group of five develop the conversation of animals. The facilitator develops a conversation and chart it. The facilitator distributes ETB 8b

“Ah! Who are these?”

“A boy and a girl”

“They have come here too, haven’t they?”

“Be careful! They may have guns.”

“Come on, let me bite them,” said the tiger.

“No. don’t say like that.”

“They are children. If you bite, they will die, won’t they?”

“They are school children. They are our friends.”

“We will welcome them, okay?”, said the king.

“Bear, call them”

LESSON 13**Discourses****Conversation, Description****Structural aspects****Functional aspects****Simple present****Habitual action****Let us make a garland****Let us form reception groups**

Children in the reception groups make mock garlands and bouquet using paper, stick, flowers etc. This time is optionally explored by the facilitator for interaction.

Mock reception

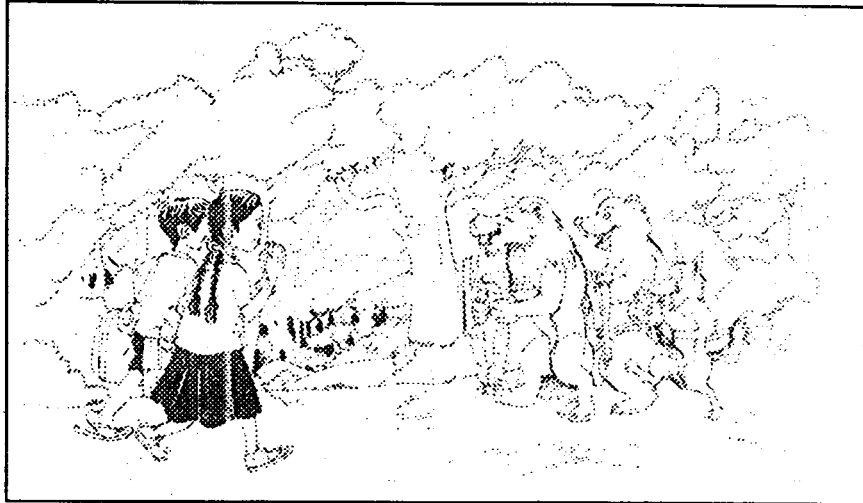
Now Nisha and Dev are in the forest aren't they? The animals welcome them, don't they? Let us present a mock welcome here, alright! Who is Nisha? Appu, you are Dev, okay! Who are animals? Ajith can you be the bear? Who is the tiger? Who will announce it?

Pupils are made into three or four groups comprising the necessary number of characters.

They discuss and select children for presenting the reception.

Question fight

The ETB 8 a is presented after a guess game.

ETB 8a

Can we have a question fight?

Pupils frame questions.

Who are coming with the garland? What do they have? Where are the other animals?

H.T.

Draw more animals with garlands and bouquets.

How do animals receive the children's reception?

How do animals receive our friends. How do they talk?

There are cats, they mew, mew, mew.....

There are dogs they bark..... bark..... bark.

There are lions they roar.....roar.....roar.

There are cows they low.....low.....low.

There are goats they bleat.....bleat.....bleat.

Let us make an album

Where are the pictures of animals?

How many of you have brought them? Please take them.

These are good pictures. Very good.

The facilitator groups the children. Teacher assigns groups the work of making an album

How to make tea?

The facilitator, together with pupils prepare tea in the school kitchen. First, he holds a discussion in the class on making tea. All go to kitchen.

Come on. How can we make tea?

Pupils make their suggestions. The facilitator makes use of this occasion for effective interaction ensuring the recurrence of the familiar structures.

Let us take a pot. Wash it. Who will wash? Anoop come. How can you wash?

Take water? Take the washing powder also. What next?

The facilitator continues the discussion and demonstration.

Wash the plate. We will take more water. How much water do we need?

Put tea powder. Sugar it. Add milk. Stop boiling. Cool it. Wash glasses.

How many? Take tea in glasses and drink it.

Let us make curry

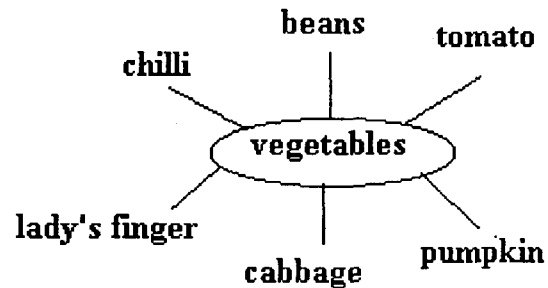
Children in group discuss and demonstrate how they make some curry or a food item at home. Pupils make a note of one curry, which each group discusses.

What curries do we prepare at home? Sambar, aviyal, thoran? Then what else? How do we prepare? What will we do first?

MEW

Concept mapping

Which are the vegetables we eat? Say the names



Say the name

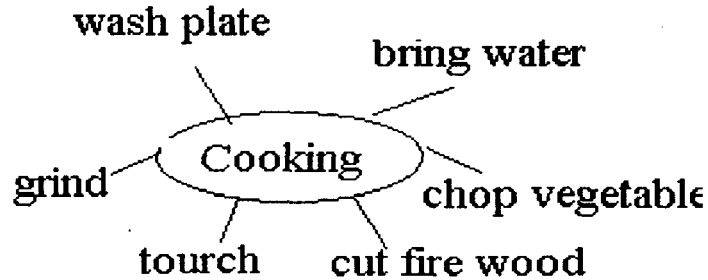
After concept mapping “Say the name” game will be held. One group shows the other group any one vegetable. The other group has to say the name.

Map and mime

Okay children! Nisha and Dev are guests in the forest. What did the animals do?

They started cooking food. What did they cook? What are the works related to cooking? Bringing water.?

After concept mapping the groups mime the activities in Kitchen. Other groups have to say what these are.



Let us talk about our cooking at home

Write the name of two curries you prepare at home. List the names of vegetables used. Discuss with parents.

Draw pictures of vegetables.

LESSON 14

Discourse

Narrative, Conversation and Rhyme

Narrative

"Dear friends, you are tired, aren't you?"

"You may please take rest alright? They will cook."

" We will send you to the lion."

Animals started cooking.

They are vegetarians. Let us make rice, chappathi and curry,"said the Bear.

"Oh!, Fox, you knead atta and shape the chappathis."

"Crow, you may grind for curry, okay."

"Ah! Goat go and bring water, won't you?"

"Ah! Put rice please!"

"Water is boiling," said the donkey.

"Tiger has gone for rice. He has not come".

"Where is the Giraffe? Where is the monkey?"

"He went to the market."

"What for?"

"To buy salt."

"Be quick. The children are hungry."

" They are vegetarians, aren't they?"

" Let us prepare food jointly," said Tiger

Reading corner

Pictures of various cuisine are presented on the reading corner.

Animals Kitchen

ETB 9a



What is going on in the animals' kitchen?

Everyone say one thing about it. They write a description about the diagram, in groups.

The facilitator scaffolds and develops a common description.

Narrative

The facilitator starts the narrative showing a toy clock.

What is the time now? It is eight O'clock

(The facilitator shows the clock changing the time).

Nisha and Dev have come to the lion.

"Hello, children? You are welcome. Welcome to forest," said Lion.

"How was your journey? Was it okay?"

"Did you eat your lunch?"asked the lion.

"Yes sir, we ate lunch."

"Dear children! People believe that we are cruel. Are we cruel? We are your friends. Let us go to the kitchen. My friends are cooking for you. "

Let us write a conversation.

Can you write a conversation? What are they talking at the time of cooking? You may form groups. Who will make group?

Pairs develop the conversation first, which is refined later in groups. After the presentation by the groups the original text-9b (conversation while cooking) is distributed and compared.

ETB 9b**We are Vegetarians**

Lion : Dear children, I am a non-vegetarian. Our cow and goat are Vegetarians. Are you vegetarians or non vegetarians?

Dev : We are vegetarians, Sir.

Lion : That is nice. So we are preparing vegetarian food for you.

Donkey : Do you help your parents in the kitchen?

Nisha : I always help my mother.

Dev : I help my father to cook food. We all work jointly at home.

Fox : Dear donkey, please bring the frying pan. Let us fry chappathis.

Goat : Hello, Mr. Cow! Wash the plates please. The food is ready.

Question fight

Children are encouraged to ask and answer as many questions based on the above text.

Reading corner

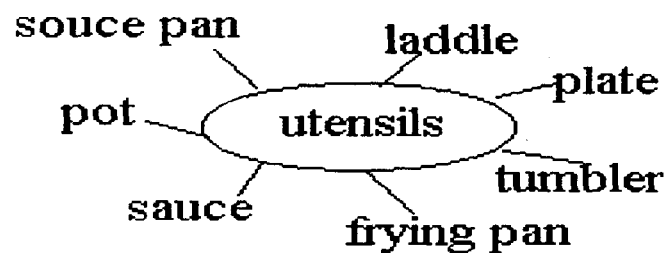
The facilitator places a brief account of preparing a few food items written on a separate sheet of paper. Each five member group reads any one reading material and discusses how to prepare the food item. Each group presents it.

H.T.

Write about a food item that is prepared at home. Draw the pictures of various instruments used for cooking.

Concept mapping

What are the cooking utensils we use in our kitchen? Pot. What else? Plate?



Let us make utensils

Children are asked to write the name of utensils and to take lots (about ten). They form groups on the basis of the lots. Each group makes the utensil of their group out of newspaper.

H.T.

Draw the diagrams of kitchen utensils.

Let us write the conversation.

What are the events? Fixes events like the following

- a. Animals see the children.
- b. Bear is coming to call children.
- c. Garland making by donkey and tiger.
- d. Lion orders reception.

e. Cow is preparing tea.

f. Lion is talking with children.

Each group writes a conversation. The facilitator charts it. He gives questions to each group to help them write the conversation.

Rhyme

Children are divided into six groups. One group mimes one activity in the kitchen.

Another group asks them about it.

“What are you doing? What are you doing?”

First group replies

“We are washing, we are washing”.

This will be continued changing activities, such as grinding, chopping etc. Now children make use their concept map.

LESSON 15

Discourses

Story, Narrative and Telephone talk

Structural aspects

Functional aspects

Will

Futurity

Lion's stories

Nisha and Dev are in the forest. They are eating food with animal friends. All came to serve food.

“All of you sit down please”

Nisha and Dev washed their hands.

“Nisha and Dev, sit. You are our guests. Come and sit please”

“Okay, let us start” said Giraffe.

“Cow, please put plantain leaf on the grass”

Animals are serving food one by one. Goat serves chappathi. Nisha and Dev ate well. Now friends you come.

“We will talk,” the king said.

“What a nice smell! Who are there in your home?” asked Lion, the king.

“Do you like stories? I will tell you a story. Do you know, my grandfather’s grandfather was a good Lion. Sarwadamanan put hand in his mouth. Can you say story of another grandfather? A rabbit cheated him. He fell in a well”

“Do you know the story? You studied that at school didn’t you?”

Children, do you know this story,? You discuss in group and present the story, okay!

Role play-Fortune teller

Let us make fortune cards.

Some groups make fortune cards and role play. One group comes as fortune seekers. Another group acts as fortune tellers.

First, let us make fortune cards. For example, you will pass this year. You will get first class. You will go to America.

Everyone writes a few fortunes in their MEW. They make cards in groups.

Any one group come. Ask about your fortune. Others ask them to pick up a card.

Like wise, the role play continuous.

Narrative

“Oh your majesty, is there any telephone booth here? I want to call my mother,” asked Dev.

“Yes, there is one. You may go to the Koel’s booth. Fox, call Giraffe and Bear.

Take them to the telephone booth.”

They have come to the telephone booth. Do you like telephone? Shall we make a toy telephone?

Let us make a toy-telephone

Children make toy-telephone in each four member group using match box, cardboard and thread.

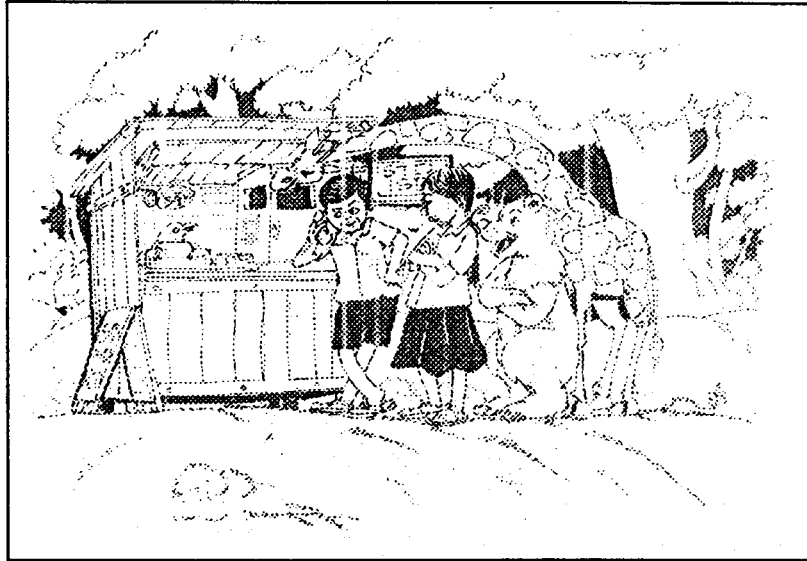
How many of you have made a receiver? Where is the dial? Connect code wire.

The facilitator interacts in groups

At Koel’s telephone booth

Nisha and Dev are at Koel’s booth. What will they ask? What will Koel reply?

Shall we make a conversation? Form three-member groups. One is Koel, one is Nisha and other is Dev. Okay? You should dramatise the conversation.

ETB 10a**Guess game and Question fight**

After guess game, ETB 10a is distributed. Children conduct question fight. The facilitator charts the questions and answers. Additional questions beyond their level are supplemented by the facilitator.

Dev's telephone call

Children form groups. A few groups discuss Dev's talk. Others discuss father's talk. One each from their group role plays.

ETB 10b**Dev's telephone call**

Hello, father : Good evening?

Father :

: This is Dev speaking. How are you?

:

: I am in Koel's telephone booth now. Nisha is with me.

:

: Where is my mother?

:

: We will sleep in the forest at night.

:

: We will come on Sunday evening, Okay?

:

: Please pass this news to Nisha's house. Okay?

:

: Let me stop now. Thank you. Good night

:

The facilitator distributes ETB 10b

What is Dev's father's reply call?

After the presentation of the text and its discussion, they complete it as H.T

Let us write a narrative

Events are fixed after discussion with the children.

Children develop narrative in groups.

Dramatisation

The group dramatized their narrative. The facilitator writes it on the chart paper.

LESSON 16

Discourses

Narrative, Discussion, Telephonic conversation

Structure

Function

Simple present

Habitual action

Consolidation of Dev's telephone call in ETB

The facilitator negotiates the telephone call and charts it. Children in groups share their home task.

Mock telephone call

Children call each other over telephone. This can be continued for quite some time.

The Diary of lion the king

Let us make a time table of daily activities of Lion. What will he do? He is the king.

Children develop a time table in groups. The facilitator intervenes in the groups.

What are the activities lion doing?

The facilitator writes the same on the blackboard. After that he gives the text (ETB 11b)

ETB 11b

The lion goes for a morning walk at 5 O'clock.

He plays at 5-30 am.

Then the king exercises at 6. O clock.

At 7 O' clock, the lion works in the garden.

He bathes at 7-30 am.

The lion cooks food at 8 am.

He eats breakfast at 9 O' clock

The king meet the people at from 9 to 12 pm.

His majesty lunches at 1 pm.

He attends assembly from 2 pm to 4 pm

From 4 to 5 pm, he takes rest.

The king walks at 5 pm.

He prays at 7 O' clock

Lion dines at 7-30 pm. He reads at 8 pm. He sleeps at 10 pm

What did we hear?

The facilitator plays back the recorded material on the Lion's daily time table.

Question fight will be conducted among various groups on the basic points of the text.

When does the king go to morning walk? What does the lion do at 5-30a.m?

When does he meet the people? When is his lunch?

What do we do at home? What are the activities? What is the first thing you do?

Say randomly.

Dramatisation of we are vegetarians

Take the ETB page "We are vegetarian's. Children sitting in nearby seats may dramatise it.

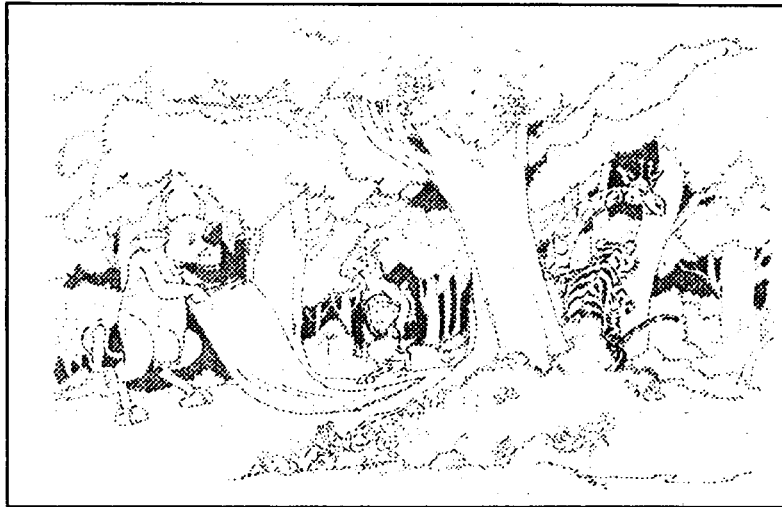
Let us make narrative

A few events are fixed and given to each group. Children prepare the narrative and present it. They will be given clues and pointed question to finalise the narrative.

Events

1. **The dinner is over. The children ask permission for going to the telephone booth.**
2. **Loin orders Giraffe and bear to go with them**
3. **They are walking to the booth at night**
4. **They are at the booth, talking to Koel.**
5. **Dev calls over phone**
6. **Father passes the message to Dev's mother**
7. **Dev, Nisha and others go back. They see a snake on the way**

Groups presents each part of narratives The facilitator charts it.

ETB 11a**Describe what you see**

After the guess game the facilitator distributes ETB.11.a to children. They write a description individually. The facilitator scaffolds the weak learners. Having made sure that each one has attempted, the facilitator asks them to group themselves. They share their ideas and finalise the description.

Let us make a magazine

One member from each group is selected as the editorial board. They finalise the product of description from each group to be included in the magazine.

H.T

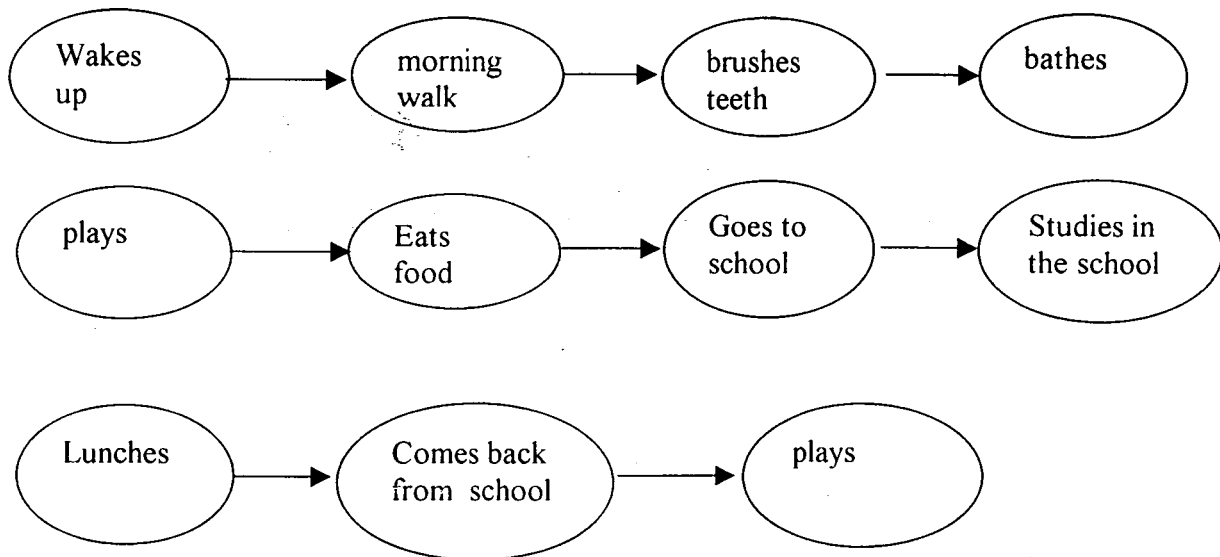
What do we do in the morning discussion?

H.T. Write your daily activities

LESSON 17

Discourses**Narrative, Magazine****Structural aspects****Functional Aspects****How + adj –****Expressing Anxiety****Small smaller****Talking about attributes on comparative****Tall taller****terms****Consolidation of home tasks.**

The facilitator concept maps like this

**Yes- No game**

Let one group say one possible activity. The others can say 'Yes, yes', or 'No, no.'

I do my home work everyday**Yes, yes, I do.****I do not help our friends****No, no, I help.****I will help our parents****Yes, yes, I help, help.**

I pray in the morning	Yes, yes, I pray.
I wash my hands every day	Yes, yes, I do
I see TV always	No, no, I don't always
I don't love others	No, no, I love others
...	...

The facilitator compares one small child and a tall child.

Who is tall? Who is small?

The facilitator compares two tall pupils.

Who is taller?

Anjana is taller, isn't she?

The facilitator asks children to compare the thing they possess.

Which is bigger? Which is larger?

They talk about their things such as bags, pens, foot wear etc.

Narrative

Nisha and Dev went to bed.

"What a nice smell!" Nisha enjoyed the smell of grass mat.

"Oh! how cold," she thought A small wind blew into their face. The night was silent. It was calm and quiet. They started sleeping. Tiger and Giraffe were guarding outside. Slowly. Tiger started sleeping Giraffe was sitting awake.

"T r r r r"

He heard a noise.

"A sound. Tiger, Tiger get up, you lazy. Are you sleeping? Wake up, wake up.

There is a sound in the bushes. "

"Ah! what is that?" asked Tiger.

"Let me see. Something is coming."

Giraffe lighted the torch.

"What is it? Oh! it is a snake. "

"I will bite the children," the snake said.

"No, you cannot. They are our guests. You will not touch them, will you?"

"said Tiger.

"No you threw me once. I fell over a stone. My bone was broken."

"So what? We are going to inform the king", said the Giraffe.

"Then, give me some money to go to hospital."

Giraffe took some money from the purse and gave to the snake. The snake went back. The children did not know this. They slept calmly. In the sleep, Nisha saw a nice dream.

Children are asked to guess what the dream is. After a discussion on it the narration is continued.

Narrative

It is early morning. Birds are singing everywhere. Nisha opened her eyes. All the trees were looking at her. She watched the distant sky in the east. The sky is red. It is the time of sunrise.

"Have you woken up?" Dev asked.

"Yes. Giraffe and Tiger were waiting"!

"Excuse me. Do you want bed coffee?"

" No. we won't drink anything before brushing our teeth," said Nisha.

"That is a good habit," said Giraffe.

"What is your timetable? You are our guests?"

" You are free to do anything. You can watch our king's time table." Giraffe explained.

"Where is it?" Dev asked.

"It is displayed there."

"Come on Dev. We may read it. "

They went outside.

Okay, children do you want to see the lion's timetable?

The facilitator distributes ETB 11- b

Question fight

ETB is played back from an audio tape. Children listen to it. The facilitator asks a few questions. Children discuss and form questions in groups. Scores will be given for each group. The entire text will be scanned through this process.

H.T - My time table

A discussion on everyone's time table is held.

What do we do first?

When do you wake up?

What do you do first?

The facilitator presents his daily routine at the reading corner.

LESSON 18**Let us talk about dreams**

The facilitator narrates his dream to the class. He asks a few of the children to talk about one of their beautiful dreams. This is done randomly.

Thiruvananthapuram – an air-view

After reading the lion's timetable, Nisha and Dev are going to take bath. "Dev, I saw a beautiful dream. I was on a kite's back. The kite was flying over Thiruvananthapuram City," said Nisha.

She saw many things. Didn't she? What were those? Children say randomly.

Make a note of it please.

A sketch of Thiruvananthapuram city is introduced.

Nisha is sitting on the kite's back. What are they talking about? Can you write?

Make a dialogue in small groups. Let them dramatise.

"Ah lovely! Please go slowly; we may fall", said Nisha

"You don't worry my dear. Every day I fly like this. I will not fall down," said the Kite. Look all things are getting smaller and smaller.

"See, the bus is smaller than a box isn't it?"

"Hai, How little the train is! It is like a snake, isn't it?"

"Come down, a helicopter is coming. It may hit us."

Nisha was afraid. "How wonderful the air journey is! Can you think of.

Here is the ETB-picture. What is it about? Think, what things are there in it.

Distribution of ETB -12 a

ETB – 12 a

ETB- 12 a sheets are distributed to the children after a guess activity. They ask questions after the guess activity, in groups of five. Question contest is held between groups.

Listen to the audio-tape

Now, we can listen to the dialogue between Nisha and Dev. After listening to the tape you may write the dialogue. Okay ? Get ready. Who will write more?

Tape recorder is switched on. Children listen to the conversation between the Kite and Nisha. After listening to it once, the ETB text, 12-b is distributed. After the first reading, the tape will be switched off. Teacher asks a few incidental questions based on the audio-tape.

Let us complete the dialogue.

Children discuss and add some more dialogues in random groups. This work may be continued at home.

Say and colour game

Children write the names of objects seen in the ETB in lots. They shuffle them. One child picks up a lot and says like this.

Here is a school. Let us colour the school.

Everyone colours school. After colouring the picture another child picks up a second lot. All colour it. This will be continued. The rest will be done at home as H.T.

Home Task

1. **Imagine, that you are flying over your school on a helicopter. What will you see? Think? We will discuss. This tomorrow.**

Some hints for making sentences will be given such as, "Ah my classroom, children are standing in the assembly" etc.

2. **Draw a map of what you will see from the helicopter if you fly.**

Simulation of air journey over school

Children in groups of five, hold discussion on what they have thought. They get ready for an oral presentation of their air trip. Before the presentation one of them introduces the other members of their group.

LESSON 19

Discourse - Narrative

Narrative

"Al right! Friends, come on. Let us go to the stream for bathing, shall we?"

"asked the Giraffe.

All of them walked to the stream. They heard the sound of water. The air is cold.

Birds are singing on the trees. Nisha and Dev saw their face in water.

"Ah, so many fish."

The leader of the fish came up.

"Hello friends, welcome to our world. Come and join us in water. "

Nisha and Dev jumped into the stream and started swimming.

"How cold the water is!"

They took a bath and came back to the forest again. Now Nisha and Dev are before the king.

"Hello, children. How did you sleep yesterday?"

"We were fine, your majesty."

" Nisha saw a nice dream," said Dev to the King.

"Oh I see! Very interesting. Breakfast is ready, friends. Come on, let us take breakfast, Okay?" the king ordered.

They started eating the breakfast.

"How is the curry? Is it tasty?" Lion asked

"Very sweet, your majesty. You are very kind, sir,"said Nisha.

Now they are ready after breakfast.

"Shall we go to the reading room? The newspapers are there".

The newspaper has front news about the children's visit.

They saw their photos in the paper.

"I gave the news to the paper", said the king.

Let us make a model of Nisha's flight on the Kite

With newspaper, each pupil makes a model of Nisha on bird's back.

Let us make news paper

What are the news?

A discussion is generated in groups. Each group develops a simple news paper with bits of news. The facilitator draws attention of the pupils to the newspapers in the reading corner.

Parrot, the fortune teller

Children are divided into six groups.

You are the parrot. You tell fortunes. Nisha and Dev come to you to know their fortune. What will you say?

Children write the fortunes.

"You will be a doctor"

You will go to America.

Two children from one group come forward as Nisha and Dev to visit the parrot's group. The facilitator writes on the blackboard the fortunes that come up from the group. Nisha and Dev come to the fortune teller. The interaction may be something like as follows. "Hello children come on. You are welcome."

"Hello, parrot, how are you?"

"Will you please read our palms?"

"Oh sure. I am very glad to do that."

"Please come, show me your palm."

"You have a bright future."

"You will pass M.A. degree"

"You will go to Russia".

"Now look at my hand" says Dev

"Come on."

"Your hand is bigger than Nisha's, is n't it?"

"You too are lucky. You will become a teacher."

"Don't show this lucky hand to others"

"What is the fee? Parrot mother?"

"No, thank you. I don't collect fees from guests."

"Okay, thank you very much."

"May God bless you children."

Let us make a narrative

Teacher discusses with children. What are the events that took place since morning? And teacher fixes them.

1. Nisha and Dev get up. They talk.
2. Giraffe welcomes them
3. They go to bathe in the stream
4. The children meet the lion.
5. They go for a walk with the lion
6. They all eat breakfast.
7. Nisha, Dev and the lion read newspaper.

8. They go to meet the parrots.

The first event is narrated with every one's participation and written on the blackboard. Something as follows.

Who woke up? Where did they wake up?

What does Nisha say to Dev?

What does Dev reply to Nisha?

Nisha and Dev woke up. They woke up in the forest. Nisha said "I saw a dream". "That is nice; let us brush our teeth" said Dev.

That is a good idea.

One event is assigned to each group.

They are provided with the written questions. "Where?", "When?", "What?", "etc. which will help them to develop a narrative. The facilitator in the meanwhile intervenes in the group. After that, group-wise presentation of events takes place. That is sequenced so that a good narrative will be developed. The facilitator writes the same on a chart paper when the children present.

For instance,

Event-1

Where is Nisha?

Who wakes her up?

What does Giraffe say?

What does Dev say?

What do they talk?

Event -2

Who comes to welcome Dev and Nisha?

What does Giraffe say?

What do the children reply?

What are they going to do?

What does the tiger say to Giraffe?

Event -3

Who goes to bathe?

Where are they going?

What are Dev and Nisha talking?

What do they see?

Event -4

Dramatisation of the narrative

Each group dramatises their narrative. The characters of the narrative will be decided by each group.

H.T

Draw the diagram of your flying on the sky on a kite above your home.

LESSON 20

Discourse - Narrative, Conversation, Rhyme

Present perfective

If-probable condition

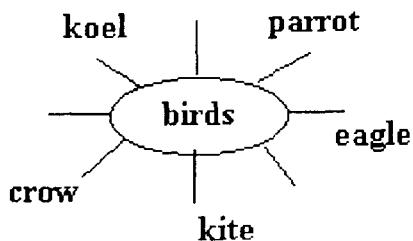
Birds have come to invite the club members.

"Hello friends, welcome to the forest. You may come to see the slight."

They have gone for sight seeing.

Can you say? Which birds have come to welcome them? Do you like birds?

Concept map--Birds



Rhyme

Koels have come, Koels have come

They koo koo koo

Crows have come, crows have home

They cro cro cro cro

Kites have come ,kites have come

They gea gea gea

Narrative

"Hello, friends, let us go to the other side of the forest."

They start walking.

"How beautiful the forest is!" Nisha and Dev wondered.

The crow says, "If you go there, you will see many beautiful flowers near the lake".

They have come near the lake.

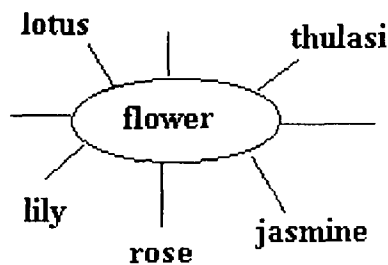
"How green the bushes are!"

"So many flowers."

They are watching the flowers.

How many flowers they have seen? Can you guess? Which are they?

Concept map:



Flowers--Colours

This is jasmine, this is jasmine.

It is white, it is white.

This is rose, this is rose.

It is rose, it is rose.

This is lotus, this is lotus.

It is green, it is green.

This is lily, this is lily.

It is white, it is white.

...

...

H.T

Children are asked to draw flowers against their names and give them colours

Narrative

They walked around singing. They were very happy. They heard a loud noise. "Ha, ha, ha, ha. Stop there, who are you? Man children Stop. " There appeared two demons. One demon and his wife demoness. All the birds started crying.

"Ah, ah we are very happy. Children's meat is very tasty. Ha, ha ...Oh, demoness make chutney."

"Please..." Dev started trembling.

Demon says, "Stand there I will eat you. Ha, ha, ha"

Nisha and Dev started shivering. The demon caught Dev's hand.

"Oh demon, we have eaten a medicine. If you eat us you will die," Nisha played a trick.

Demons looked at each other.

"Man uses medicine. It is very dangerous," the demoness said secretly.

"We don't want you. Your meat is bad."

The demons disappeared. Dev and Nisha relaxed. All the birds came again. “Sorry friends, we were helpless. The demons are very dangerous, ”said the birds

What do the man-eaters say?

Children are made to be members of mixed groups. They are asked to write the talk among the demons and our club members. The facilitator goes to each group to help them for developing a conversation. Each group dramatises their conversation in the plenary. The facilitator negotiates and consolidates a conversation on the chart paper.

Home task

- 1. If you see a demon on your way home, what will you do? You may write.**
- 2. Draw diagram of the lake and the man-eaters.**

LESSON 21

Recurrence and spiralling of all the structural items

Consolidation of home task

Children consolidate the home task in groups.. They exchange their books and select the best ones. They modify the work individually . The facilitator evolves a conversation and writes it on the blackboard.

Guessing of ETB picture

Can you guess what in the ETB picture is?

The facilitator writes what they guess on the blackboard. It may be something like demon, birds flowers etc. In this context, ETB 13-a distributed. Let the pupils compare with their guess.

ETB 13 a**Question fight**

Children make questions in mixed groups based on the ETB picture. The facilitator interacts with each group for developing maximum questions. One or two round of question contest is held. The outcome will be charted and displayed in the class.

Listening to the recorded tape of the conversation (ETB text)

Come on, let us listen. What did man-eaters say?

The facilitator plays back the recorded conversation.. Interactive questions will be asked to ensure the comprehension.

Now, let us read, the conversation

The ETB 13-b text is distributed.

ETB 13b
The Man Eaters

Demon : I am a demon.
I am hungry.

Demonness : Man's meat is very tasty.
Ha ha, ha, Come let us eat.

Dev (slowly) : My God, will they kill us?

Nisha : Don't worry, we will play a trick.

Demon : Arrrr

Nisha : You may eat us. But you will die soon.

Demon : Why?

Nisha : We have eaten a medicine.
If you eat us, the medicine will kill you.

Demonness : We don't like children's meat, do we?

Demon : Let us go.
Ha, ha, ha (disappear)

Dev : Oh, thank you Nisha.
You are very clever.

Nisha :

Dev :

Let us make a news Magazine

Suppose, you are Nisha and Dev. You are publishing a news magazine. What will you write?

Children are divided into five member groups. The groups discuss various news of the forest. Teacher interacts in each group to get a good shape for the news. An editorial group is constituted by taking on a pupil from each group.

Let us draw

The demons went back to the top of the forest by air. Can you draw the path from the lake to the top of hill?

Home tasks

- a). **Make an album of flowers in your 'MEW'.**
- b). **Draw more animals and birds in the ETB.**
- c). **Add more dialogues in the ETB.**

LESSON 22

Discourses - Narrative, description

Recurrence and spiralling of the structures and functions

Consolidation of the ETB tasks in ability group

**Hello, children. Have you completed writing? Who has written more sentences?
How many?**

The facilitator appreciates those who have done it and enthuse them to write few more dialogues in groups. The facilitator provides equitable support to every group. Who is demon?

Who is demonness? First you introduce yourselves please. Okay now you can start.
Every group dramatises, one by one.

Rhyme

Different pages of ETB are assigned, one each to every group. The facilitator shows a model.

This is a boy walking on the road.

Each group come out with such rhyming lines such as **“There is a girl sitting on the chair”**. **“There is bird flying in the sky”**. The newly developed lines will be presented by the groups and sung by everyone in chorus.

There is a girl sitting on the chair

Ther is a boy walking on the road

.....

Narrative

The demons have gone. Dev and Nisha are happy. All the birds are with them.

They walked around slowly. They saw many things.

“Ah! How wonderful the lake is! What a nice wind it is! There are so many flowers, aren’t there?”

“Hello children, glad to meet you”.

They looked back. It was a villager.

“Good morning uncle, they said”.

“Hello, small kids, why are you here?”

“Come! Welcome to my home. I live in that hut.”

He pointed to a hut. “I have two children. You may meet them.”

“Are they going to school,” asked Dev.

“They are going to a school in the forest.”

“Uncle, you come to our place. You can send your children to our school.”

“No my dear! We will start a school in the forest.”

At that time, Koel came flying.

“Dear Dev and Nisha, there is message for you.”

Dev’s father has telephoned.

“Dev’s father and mother are worried and afraid about you.

They said if you don’t reach tonight, they will start to forest tomorrow.”

“What a pity it is! Let’s us go to the king’s palace, shall we?”

“Dear uncle! Sorry, we will come another day.”

“ Okay, see you. Goodbye.!”

They came to the lion.

Let us make a narrative

Children are divided into four or five-member groups. Equal to the number of group, the number of events will be fixed through discussion. They are such as

- i. The club members meet the villager.**
- ii. Koel comes with the message.**
- iii. Other birds ask about the news.**
- iv. Nisha and Dev plan the return journey.**
- v. They meet the king.**

The first event is discussed among participants. One event will be assigned to each group. They discuss and develop a narrative. Each group presents the narrative. The same will be charted and presented.

Home task

- 1. Draw a pathway for their return journey and label the places.**
- 2. Write a telegram to Dev's home.**

Narrative

Dev and Nisha have come to meet the lion. He was waiting for them.

"Hello, friends! What is the news from home?" asked the king.

"Oh king! My parents are worried. They call us home," said Dev.

"If we don't reach by this evening, they will come to forest. What shall we do sir?"

"You may go, please. You must obey your parents. You can come again," said the Lion.

"Okay, thank you sir. Shall we go and pack our things?"

"Sure, be quick. Cow, you go with them. Hurry, up! Giraffe you come here."

"Arrange a meeting. You may invite all animals and birds. Tell all of them to assemble. We should give a send off to the children, shouldn't we?"

Giraffe called all animals and birds. "Oh dear animals and birds, please assemble. This is the king's order".

All the animals are very sad. They are coming in groups

Dev and Nisha packed their things.

They came with their bags. Now all are in the assembly.

The lion gives a speech in the meeting.

"Dear animals, birds and friends,

Our guests and friends, Nisha and Dev are leaving, they got a telegram from home. They are going back now. I am sad. I am not happy to say good bye to them. But they want to go back home. Their parents and friends are waiting for them. Dear children, after your visit animals and people are friends. Now you may go. You can come again with your friends. Please, pass our wishes to your parents, okay?"

Animals, birds are crying.

"Dear people, don't cry. This is the time to be happy. Raise your hands and say good bye to them. Good bye; Good bye."

Let us draw and describe.

The facilitator distributes ETB 14 a,. Children in group write a description

ETB 14a



What the lion spoke

Now let us sit in groups.

The facilitator gets them into mixed group.

Write what the lion spoke to the animals and birds, when they were departing.

The facilitator goes to the individual group and scaffolds each group. Children in groups present the speech. Teacher charts the evolved speech.

Listen to the lion's speech

The facilitator plays back the Audio Cassette. Children listen to the Lion's speech. He asks a few questions. Pupils listen again ETB -14 b is distributed. Then children frame questions and ask each other.

ETB 14 b

Lion says good bye to the children

“Dear animals, birds and friends!

Our guests, Nisha and Dev are leaving

They are going back now. I am not happy to say good bye to them.

But they want to go back home.

Their parents and friends are waiting for them.

Dear children! After your visit, animals and people are friends.

Please pass our wishes to your parents, okay?

You can come again with your friends, okay? (Animals and birds are crying).

Dear birds and animals, wave your hands and say good bye to them. Good bye!”

H.T.

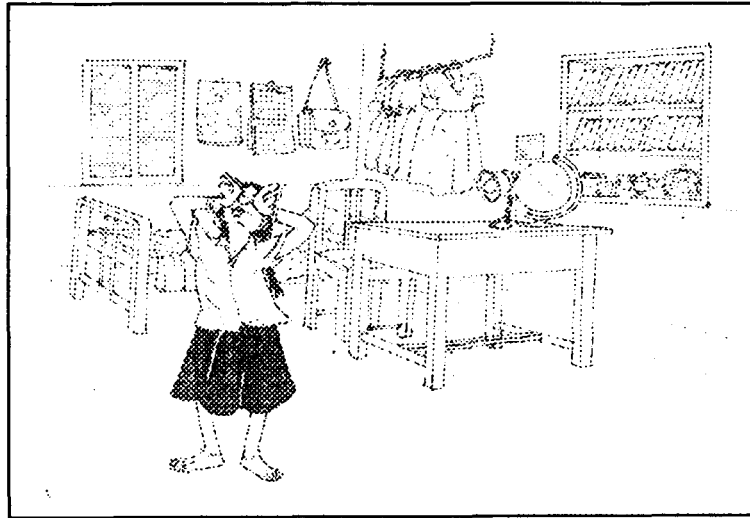
Draw more animals and birds that attended the ‘good bye’ meeting.

LESSON 23**Plan of the Video Documental Lesson for 90 minutes****Discourses – Narrative, rhyme**

A plan of the classroom transaction :

- (1) Facilitator presents the narrative
- (2) Facilitator demonstrates making a paper-boat
- (3) Pupils make paper-boats individually
- (4) Facilitator continues narration of the plot
- (5) Activities related to ETB – 15
- (6) Pupils list out the objects
- (7) Facilitator consolidates the words on the blackboard
- (8) Pupils frame questions based on ETB in groups
- (9) Facilitator consolidates questions on the blackboard
- (10) Teacher assigns former ETB pages to various groups, they compose rhymes.
- (11) Facilitator processes a rhyme
- (12) Facilitator initials a question fight among the groups.

ETB 15a



ETB 15b

Nisha wakes up

“Hai, it’s morning”. Nisha woke up.

“What is the time now?”

“It is 6 O’ clock. Where is the kite?”

Forest! Oh, my God! Everything was a dream.

Oh! It is time to go for picnic.

Dev and Sunil will come now

What a nice dream it was!

Let the dream be true.

.....
.....

**5.7. VIDEO DOCUMENTATION OF NINETY MINUTES (1 ½ Hours)
CLASS ROOM TRANSACTION BY THE INVESTIGATOR
(AUDIO SCRIPT)**

Teacher makes rapport with children

Teacher: Have you taken lunch?

Pupil: Yes. No

Tr: When does school close? Today? When?

Pl: Yesterday closed

Tr: I see. How many holidays you have?

Pl: Two holydays

Tr: Do you have your book with you?

Pl: Yes

Pl: Yes

Tr: Do you remember our Nisha?

Pl: Yes

Tr: Where are they?

Pl: They went home.

Tr: They are going home okay?

Pl: What? They?

Teacher presents narrative related to the development of the plot

Tr: See, lion says good bye.

All animals and birds say good bye. "Our Nisha and Dev are going okay".
Lion said Giraffe, Mr. Giraffe. Children are going. You go with, the children
okay. Nisha and Dev walked. Giraffe also walked. They walked on the way,
they heard a sound in the bushe. Then they looked.

Teacher shows the gestures of a snake moving

Tr: Who is that?

Pl: Snake.

Tr: One snake comes. You know that snake? The old snake.

Pl: Telephone booth

Pl: Yes

Tr: Near the telephone booth one snake came. And you know, the snake again came and asked for money.

You remember

Pl: Yes

Tr: That snake came

Snake (Teacher show the facial expression of crying) came.

Snake shed tears

Oh, dear friends!

Are you going?

Then Nisha said. "We are going back".

Snake said. Sorry. Last time I came to make you afraid. I'm very sorry. Who said?

Pl: The snake said.

Tr: Snake also started crying

Dear children, are you going?

You come again

They started walking

Giraffe also was walking

How wonderful is the forest!

How wonderful are the trees!

Flowers!

We will come back again

Slowly Nisha and Dev walked.

They reached the ferry. You know the ferry? What is the name of the ferry?

Pl: Kadapuzha ferry.

Tr: Giraffe said "My dear children, I am going back. I want to go back. Good bye Good bye

Pl: Good bye

Tr: Nisha and Dev said good to the Giraffe. Giraffe went back.

They stood. They looked.

Where is the ferryman?

No ferryman?

They saw the ferryman coming

Who was coming?

Pl: Ferryman.

Tr: How was he coming?

Was he walking?

Pl: boating.

Tr: yes, he was in the boat. He was coming slowly slowly the ferryman came. The boat stopped. Nisha and Dev stepped in to the boat. Nisha sat. Dev also sat.

The ferryman asked "Dear children where are you going?"

We are going to our village.

Where are you coming from?

Why did you go to forest?

Nisha and Dev said, "We went to meet the animals".

Animals! Did they bite you?

Nisha said, "No they did not bite. Animals are our friends.

"No, they are our enemies"

What did they say?

They said to the ferryman. What? You know where are Nisha and Dev now?

Tr: Where are they sitting?

Pl: They are sitting in the boat?

Tr: What he has in his hand

Pl: Kazha

Tr: Has a pole.

Let us make a boat? Where are they now? I am going to make a boat

II. Teacher makes boat. Demonstrates

Tr: What is this?

Fold like this first, okay

How many folds

Pl: Two folds.

Teacher makes boat

How to make a boat

Fold again

Look, fold again

What is this?

Pl: Boat

Tr: Is it a boat? It is going to be a boat. Is it a good boat? Who is sitting in the boat?

Pl: Nisha and Dev.

Tr: What does ferryman have?

What is in his head?

He has a pole. He has a pole

Teacher distributes paper

Pl: Vishnu. Sir, boat. Come on, take, give

Take one each

Give one more

Tr: Take two each.

You take two.

Children take papers

Pl: Ready

Have you got the paper?

Tr: Ready

Now you make a boat. See you take paper and make boat

Pl: Take one paper and make boat

Tr: Thanks. **(to one boy who distributed the paper) ready.**

Pl: Ready.

Tr: Have you got ready?

Pl: Yes.

Tr: Come on.

See, take one paper and make boat.

One paper for pole.

Ready.

Fine.

Anu, make boat.

Children are making boat. Teacher goes from one child to another and help converse in

English

Tr: see Ajith, try to do it.

Vinish, you can help him.

Pl: No.

Tr: Aswathi, make it.

Anila where is your boat?

Tr: Ansumi, Appu ready?

(teacher is going to everyone)

Fine, you have done it. Beautiful boat.

Okay

Now.

You take this paper and make a pole.

Okay, like this.

Pl: Here is

Tr: Fine, you make a pole

Take, keep if like this

What is this?

Tr. Demonstrates boat and pole

Ah listen. You know, how to make a pole **(Pointing to certain children)**

Where is the boat?

Where is your boat? **(interacting with the children)**

Then make a ferryman

Teacher demonstrates

Who is this (pointing to the boat and ferryman made)

Pl: Ferryman

Tr: Gum is here. I will give.

Pl: No sir. No.

Sir, give the gum.

Tr: What?

Pl: Gum. Give some gum.

Tr: You take from here.

Children are making a boat with a ferryman

Tr: Keep it properly.

Pl: No ferryman

Sir, no paper.

Tr: How to make ferryman?

Ajith has made

Appu has made

Listen, How to make ferryman?

You can make Nisha also

Who has finished?

Appu has finished?

Again demonstrates how to make ferryman

Then you make.

What is this? His stomach.

So ferryman is ready.

Pl: I not

Sir, paper.

Tr: No paper. You can do at home

Pl: Sir

Children are busily involved making the boat and the ferryman

Where is your boat? Paste it.

Teacher goes around and interacts with each child

Very quickly you can do.

Ah, very simple. You look here

This is not difficult

Showing the paper ferryman

This is the head. Head. Do you like this?

No, this is a ferryman

Ferryman is wearing a dothi. not pants.

Where is your ferryman?

Pl: No paper

Tr: Paper is finished. You can do at home.

Pl: Sir, no paper.

Tr: No paper for ferryman.

Lalu has done it well.

Liju, you have done it also.

Who is this? Is it yours?

Aswathi has done well. Nice

Pl: He is eating gum.

Tr: No problem, it is good for eating

Vishnu has also done it

You can do at home okay?

You see.

IV. Teacher presents a narrative

Where is Nisha and Dev?

Listen,

See, Nisha was lying on the bed. She got up. Where is the kite? Where is the ferryman? What is the time now? It is 6.30. Dev and Sunil will come now. What a wonderful dream I saw. My God, my kite. I went to the forest. Snake came. Lion. Ate with the lion. What a nice dream it was!

Okay, let the dream come true. Nisha was sleeping.

What was the dream?

What is the time?

V. ETB -Guessing

Motivating to distribute ETB

You guess the picture

Appu

Think and write

Take the book and write please.

I am going to give the picture.

Guess and think.

Guess

Says in Malayalam

Take the book! Ready Quick.

Keep it. Keep it on the table.

Anyway Nisha is there. Nisha will be in the picture

Where was Nisha sleeping?

Pl: Bed

Tr: Where was the bed?

How many of you wrote?

VI. Listing out of ETB objects

Children are writing the names of objects in the bed room of Nisha

Teacher groups the children

All ones stand up. Come here.

All twos stand. Go there please.

Children are grouped.

You sit in groups

Now discuss.

Teacher goes to the group and interacts

What is Nisha's room?

Teacher makes the children write in group scaffolds

Children spontaneously interact with the teacher in English

Tr: Which group got more?

Group presents

Nisha's shirts

coat

books

callendar. Thank you.

Tr: Nisha was sleeping

bag

chair

umbrella, table

trousers

Teacher writes all the words coming from the groups on the black board

Next group

bed

window

pen

okay, fine.

Aswini, Nisha is in the room.

watch

callendar

pencil

table

ball

news paper

monthly

Pl: Manthrio?

Tr: Now I will give the picture

Pl: Sir please

Tr: Now you can make questions

See, how many thin are there

Is cot there? How many cots are there?

Is book there –How many?

Any umbrella?

Are trousers? Where are the trousers

Can you see window?

Where is the pen? How?

Can you see watch?

Where is the tree?

Pl: Near the window how many window?

Sherna what are you doing?

Is there any map?

Teacher cross checks the objects-told by the children

Ajith – no map

Pl: No map

Tr: Is there any clock?

Pl: No

Tr: What are the other things?

Pl: Sir light (All say together)

Tr: Stop. One at a time

Pl: radio, globe, almarah, bed sheet, wire hanger

(Writing activity)

Tr: Now, you make questions.

Now, you write question

Which group will make more?

This is a group competition

Children discuss in groups. Teacher goes and interacts with the children

Children naturally interact and write questions

Children very naturally discuss and interact. The activity continues for about 10 minutes

Tr: Ready quick

Who is group no. one?

Group one will ask group 4

Group two will ask group 5

Group three will ask group 6

Teacher writes the groups on board

Pl: What is Nisha doing?

Pl: Nisha is woke up

Tr: Is it correct? Group one will get one point

Pl: What map is one the wall?

Pl: Bears map is one the wall it is the time of group No.4 Group No. 4

Tr: Come on. Louder please.

Pl: How many shirts are there

Pl: Many shirts.

Teacher writes

Tr: Group No.4 will get 5 marks

Pl: What is on the table?

Appu . Not Appu. Appu asked group.

Pl: Globe and light

Tr: You will get 2 ½ marks.

Pl: How many books?

Pl: Many books

What are on the table?

Tr: Was the answer correct? One more chance. Okay. All groups

One more chance

Wait. I will ask some question.

Pl: How many books are there?

Pl: Many books are there

Tr: Fine.

Pl: How many chairs are there?

Pl: Only one chair

Tr: Okay. fine

Pl: How many trees?

Pl: Many trees.

Tr: Okay.

Pl: Okay.

Pl: Okay.

Pl: What is the year of the calendar?

Tr: Any-body?

Pl: Two thousand two.

Pl: What is Nisha doing?

Are more questions ?

Pl: What is the colour of Nisha's shirt?

Pl: Black

Tr: Where is Nisha standing ?

Pl: In the room

Now you can take 5 minutes interval

Pl: How many maps in the picture?

Teacher supplements a few questions which children did not ask

Tr: Is there a boy?

Is there a big girl?

Where is she standing?

Rhyme (Processing)

This is a small girl standing in a room.

What is this?

Globe

Is this a big globe?

Pl: Small globe

Tr: What is this?

Pl: light

Tr: Is it a big light?

Pl: No, it is a small light.

This is a little light standing on the table.

Okay let us sing

This is a little girl

Standing in the room

This is a little light

Standing on the table

Pupils say again

Tr: Now all of you take your ETB

Teacher assigns different pages to different groups to make rhyme

Group no. 2 you take this page

Group no. 3 you can take this page

Teacher assigns one page to one group

Children started interacting to compose rhyme

Pl: Sir, writing

Teacher goes and interacts in groups

Tr: Okay ready, Are you ready?

Pl: Not ready

Tr: Did you write. You write

This is a small boy standing on the come on are you ready?

Dear children, listen to them

Group I is saying their lines

The teacher writes the lines on the black board

Pl: This is a small girl sitting on the chair
This is small globe standing on the table
This is a little boat standing in the ferry
This is a small boy sitting on the tortoise

Tr: Thank you.
This is a big man standing near the river.

Children very enthusiastically say their rhyme

Don't make noise

Pl: This is a big bear standing in the forest.
This is a big Giraffe standing in the forest

Pl: This is a big bear standing in the forest

Pl: This is a big cow sitting in the kitchen

Tr: Okay. Fine Yes

Pl: This is a small fox making good chappathi

Tr: Okay, fine
Whose rhyme is this? Is it my rhyme.

Pl: Is it somebody's rhyme

Tr: Whose

Tr: You say 'our rhyme'

Okay. The teacher says the rhyme. The children says after him. Then asks each group to present their lines.

Group come. All of you come on

Pupils say the rhyme again.

ANALYSIS AND INTERPRETATION

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

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CHAPTER 6
ANALYSIS AND INTERPRETATION

- 1 THE CHANGES OF TEXT BOOKS SINCE 1960 s
- 2 CRITICAL ANALYSIS OF THE EXISTING ENGLISH LANGUAGE
TEACHING PROGRAMME IN PRIMARY CLASSES
- 3 FINDINGS OF THE SURVEY
- 4 STATISTICAL ANALYSIS OF THE ELAP

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CHAPTER 6

ANALYSIS AND INTERPRETATION

6.1. THE CHANGES OF TEXTBOOKS SINCE 1960 IN KERALA

We have come across the historical evolution of various language methodologies around the world. Also, we have examined the historical relevance of teaching English in our state as well as country. Now, it is interesting to analyse textbooks and handbooks so that the methods and materials existing over a period of forty years will be brought to light.

In the 60s English language had been taught as a second language from standard III in Kerala. While oral exercise was prescribed in standard III, all other skills were stipulated for all the other primary classes.

“Time allocated to English for standard III -20 minutes a day. Time allocated to English for standard IV to VII -40 minutes”. (Common syllabus, 1966)

“For the III standard, there will be no Reader. The work in this standard will be entirely oral, based on Teacher’s Handbook and neither reading nor writing will be taught”. From standards V to VII Supplementary Readers were prescribed. The following is the stipulation of dealing with the skills at the primary level.

“Reading will start in standard III and IV. Reading should be taught at the beginning by a combination of (a). sentence method (b). look and say method and (c). phonics (common syllabus, 1966). Let us look at the vocabulary distribution.

The distribution of the 1400 words among the standards will be as follows:

III	-	Standard	-	200 words
IV	-	Standard	-	Additional 300 words
V	-	Standard	-	Additional 300 words

- VI - Standard - Additional 350 words
VII - Standard - Additional 350 words (common syllabus, 1966).

When we look at the corresponding textbooks, the content load is less compared to that of the texts of today in terms of difficulty. There were works sheets also, in 1960s. All instructions pertaining to the treatment of linguistic items and the classroom practices were in the handbook. For instance, let us have a look at the handbook of Std.V, 'Note of the teachers.'

1. Oral teaching of all new words and sentence forms in situations other than those used in the Reader.
2. Giving pupils a lot of practice in the new items through questions and answers, substitution tables and exercises designed for practice only and
3. The "lesson" being used as reading material (and not the basis of teaching) where the pupils see the words, the sentence forms in different contexts, recognize them and understand their meaning" (Teachers handbook for standard V, 1965)

Each grammatical item is given with examples to be repeated and drilled. For instance, comparatives of adjectives 'longer than'. "Draw two lines on the blackboard; one below the other, a long white line and a longer green line. Draw attention to the difference in length. Tr: Which line is longer? Pl: The green is longer than the white one (Drill bb)" (Handbook, standard V, 1965)

The texts are comparatively simple with illustrations suitable to them. Nothing other than the text is given in the textbook.

However, repetition and practice were the strategy used in the classroom. Nevertheless, while taking into consideration the developments in fields of linguistics, psychology and

pedagogic sciences over the last forty or more years, the textbooks and the classroom practices suggested in those times were justifiable.

There had been revision of syllabus in the beginning of 70s. The Readers and textbooks were revised accordingly. Unlike the textbooks that existed before, revised texts had several exercises and illustrations.

“As there is no separate workbook for the pupils, a number of exercises are also provided in the Reader” (English Reader Std V, 1972)

The development was that the handbook became more prescriptive in terms of the time to be utilised for different areas. There was emphasis on dealing with students at two levels.

“Ask them to look at the picture while you talk about it for two or three minutes. When you have done so, get one or two children to give you sentences about the picture. If possible get the weaker students to give you one sentence each about the picture; then get two or three of the brighter children to give you three consecutive sentences” (Teachers’ Handbooks for standard V, 1969)

But, for the cosmetic changes suggested in the handbook, there was no fundamental change in the classroom process.

The content of the textbook was less than that of the previous one. In the previous textbook, texts were in the form of descriptions or narratives or poems. But in the revised one, instead of complete sentences, words related to names of objects, actions etc. were included, resulting in a shift from the former, which looked at utterances as a whole.

Apart from that methodology remained unchanged in the new syllabus too.

“Teaching items and new words are to be introduced orally in meaningful situations and children should be given practice in speaking them”. (English Reader Std. V, 1970)

In the 1980 also there occurred a textbook revision. But the entire process was like putting old wine in the new bottle. The illustration in the text became more colourful. It may be due to the assumption that coloured pictures might appeal to children's attention though the truth need not be the same always.

The 1990s was a period of change in the primary school scenario of the state as well as of the nation. District Institute of Education and Training (DIET) came into existence in the state. There began a lot of activities under the auspices of Central and the State governments aiming at Universalisation of Elementary Education (UEE). Minimum Levels of Learning (MLL) programme that was implemented was one of them. This was a programme based on the report of the committee set up by the Ministry of Human Resource Development, Government of India. This committee recommended fixing minimum levels of learning for all grades from I to V. Therefore, "MLLs can be stated as expected learning outcomes defined as observable terminal behaviours" (MHRD, 1991). Accordingly, MLLs were fixed for all subjects at the primary stage by the committee. Since, English did not come under the primary stage, MLLs were not fixed for second language at the National level. Kerala was the first state to introduce MLL programme in our country in its true sense of the term. The MLLs formulated at the National level were translated to Malayalam with necessary modifications. Even if MLLs were not fixed for second language at the national level the same was fixed for English in our state for both classes IV and V. Consequently, the textbook and handbooks of English were revised.

"This course book in English for standard V has been designed on the principles of Minimum levels of learning and the criteria for the preparation of competency based course books, work books and teacher's handbooks. The main focus has been placed on achieving competencies at mastery level, so that oral and written comprehension in the target language

are developed by degrees. This has been prepared for learning English, through use and practice. (English Course Book, Std V, 1996)

So it is obvious that, though textbooks and handbooks were revised under the auspices of MLL Programme, there was no change in the methodology or classroom practice. What ultimately happened was the fixation of “statements of competencies”. These were nothing but the curricular objectives of the previous textbooks. For example, let us examine one competency: Speaking -2.5.1.- Repeat words, phrases and sentences correctly after the teacher.

The digit ‘2’ stands for competency area, that is, *speaking*, ‘5’ for class V and ‘1’ for the competency statement namely, ‘repeat words, phrases and sentences correctly after the teacher.’ The same statement was given as a curricular objective in the previous handbook without mentioning the ‘competency number’.

But MLL programme was implemented only in 120 selected schools of each district. In this context, DPEP project came up in 6 districts of Kerala. This necessitated a curricular change in the state. The entire curriculum was revised under activity-based pedagogy thereby actualising a paradigm shift. The role of textbook, teacher and all related factors were reconceived on the basis of the new pedagogy. The change was effected in the treatment of all subjects excepting that of English. For English, the MLL-based textbook was revised by changing certain texts and illustrations. As we have seen earlier, there was not any substantial change in the methodology as had been brought about in the textbooks in the case of other subjects. Of course, some games and activities had been included. Some of these were suggested in the 60s also. There has been no noteworthy variation in the methodology in the making of textbooks, handbooks and curricular objectives.

The close examination of the textbooks and syllabus for the last forty years shows that in spite of the periodical revision of English textbooks at the primary level, no substantial change in the methodology and classroom process was envisaged. What exactly happened was only namesake changes in texts, illustrations and exercises. Eventually the teaching learning process remained unchanged through out these years. This was happening when a lot of profound changes were taking place elsewhere outside home under the auspices of 'cognitive revolution', which raises grave concern. Still, 1990s was a period of quality enhancement interventions in Kerala as elsewhere in our country. In this context, let us examine the methodology and material existing today, in order to make out how far this change has affected English teaching-learning process.

6.2. CRITICAL ANALYSIS OF THE EXISTING ENGLISH LANGUAGE TEACHING PROGRAMME IN PRIMARY CLASSES

We have already identified the theoretical framework that would be most suitable for developing a second language acquisition programme. The materials, methods and all other components should be designed in such a way that they fit into the proposed framework. Before going further, we will critically examine the materials, methods and evaluation techniques prevailing in the primary classes of Kerala State with regard to teaching of English.

6.2.1 Methodology

To begin with, let us analyse the prevailing methodology of English language teaching at the primary level. Here is a couple of excerpts from the Teacher's Sourcebook.

Since the new curriculum sees language as communication, the syllabus, the instructional materials are prepared on the same lines. Therefore, the approach of teaching English as proposed by the new curriculum is communicative" (English

Teachers' Source Book, English, Std VII). It is assumed that the expected language is mastered through skill development. This is possible only through practice. Hence there must be ample opportunity for pupils to practise language. Through enough practice, especially in the major skills like listening, reading and writing pupils acquire the flavour of the language (Teacher's Handbook, English, Std V).

This self-revealing statement is a pointer to the ongoing class room practice. Keeping this end in view, objectives of learning English at all levels (Standards) are fixed. As an illustrative example we will see how the structures involving *This is...* and *can* are treated in Stds. V and VI respectively.

Structure	function
This is	Identifying objects (Std V)
Can	Expressing ability (Std VII)

These structures and their corresponding functions are specified for each skill area. For example, in Std VII, "the learner listens to commentaries, announcements and news in English," is a learning objective for listening. The learner narrates short events of his interest. It is a learning objective for speaking skill. Likewise, for all the structures, their functions and scope for each standard are fixed under the skill areas such as listening, speaking, reading, writing communication, reference and study skills. Of these, reference and study skills are given importance only in classes VI and VII. Classroom transactional strategies are suggested at various levels, with an expectation that it will help inculcating these skills among children.

6.2.2. Procedure suggested for class IV

The entire procedure to be followed in the course of the year is prescribed in the Sourcebook for teachers, which presents a lesson-wise analysis of the lessons. Accordingly,

each lesson is to be taught within the prescribed number of days. Each 40-minute-day is divided as small sections to be used for four skills. For instance, the lesson I “Appu’s family” is suggested to be dealt within 4 days. Let us go through the time prescription for the day-2 as a sample.

	Day-2	-	40 minutes
A.	Listening	-	5 minutes
B.	Conversation	-	8 minutes
C.	Rhyme	-	7 minutes
D.	Activity (role play)	-	10 minutes
E.	Writing	-	10 minutes

This is the common pattern suggested to be followed for the first three lessons in standard IV. From unit III onwards, reading also comes in. The remaining procedure is the same for all units. Skill based exposure is expected. It would be worthy analysing the components of each lesson. The textbook consists of 12 units. Each unit covers the essential aspects of linguistic skills.

6.2.2.1. Listening

The syllabus includes stories and descriptions meant for giving exclusive practice in listening. In the case of Stds. IV and V, the texts of these stories and descriptions are given in the Teacher’s Handbook and the textbook contains only their illustrations. When it comes to Stds. VI and VII the language material of these stories and descriptions are given at the end of the course book. Teachers are advised to present the stories and descriptions part by part in the succeeding periods as per the direction in the handbook. Most of the stories are translations of popular folk stories in Malayalam, which the children are familiar with.

6.2.2.2. Rhyme

As the methodology for introducing rhymes teachers are advised to sing the rhyme themselves first. Following this the teacher and pupil sing the rhyme together. The class is then divided into groups for practising the rhyme. This process will be repeated.

6.2.2.3. Conversation

Conversation is practised with the help of the corresponding pictures in the textbook. This is continued in pairs or in groups. Situations are taken from daily life. Role play and pair activity are suggested for practising conversation in the class room.

6.2.2.4. Writing

Teacher draws four lines on the black board. She explains how to write letters of the alphabet giving a model in the prescribed strokes. The children observe how the strokes are formed. They copy the patterns or letters in the space provided in the textbook. Teacher supervises and corrects mistakes. Then, the same process is repeated daily throughout the year.

6.2.2.5 Reading

Picture reading is suggested in the first chapters. “Look and say” method is to be followed. The use of “flash cards” also is recommended. Children read words first in groups, and then, individually. Words give way to phrases and small sentences in the succeeding chapters.

6.2.2.6. Techniques

Role play, Pair activity, Group activity are the strategies that are suggested to be followed in the entire course of class IV. With regard to class room language, teacher is supposed to present the story that is prescribed in the handbook.

6.2.3. Procedure suggested for Class V

Children are expected to acquire mastery in linguistic communication after the seven-year-course in the school. “The learner has to be an efficient user of English in both the aural and visual media of the language. The language serves mainly two purposes: (i) linguistic communication (ii) Preservation and transformation of culture”. (Teacher’s Handbook, English, Std V). Accordingly, the objectives of learning English in class V are fixed. Each unit of the course book for Std.V comprises seven sections, viz., Listening, Conversation, Words, Structures, Reading, Writing and Rhyme or Poem.

6.2.3.1. Listening

This section is included in order to develop the children’s ability to understand and respond to oral communication in English. It is conceived that “pupils should listen to spoken English as much as possible. Listening to stories is the most enjoyable way. Therefore, one story each is suggested in every lesson”. (Teachers’ Source Book, Std.VII). The time prescribed is ten minutes, everyday, for the first four days of the Unit.

Story telling is prescribed as the sole means for giving exposure to children in listening. Story is to be narrated after the children have opened their books. Children’s attention is drawn to the pictures in the Coursebook. Teacher has to narrate the story in a natural and enjoyable way. Finally, he has to tell the story again using mime, gestures and suitable facial expressions. Key words are to be explained. This process is continued in four days. Here examined follows the instructions from Teacher’s Source book:

Day –1

Pupils are to study the pictures related to conversation in the course book. Teacher briefly explains the context of the conversation. The teacher will read the whole conversation two or three times. The reading will be punctuated with normal gestures, actions, emotions, proper

pauses after meaningful units and intonation with exact pronunciation. Then teacher reads the conversation passage at a moderate speed and the children repeat after him.

Day – 2

The teacher narrates the story. Tag question will be used to keep the class lively. Simple questions also on the story also will be asked.

Day – 3

Children look at the pictures. Teacher narrates the story and make the children to role play. Teacher continues to ask questions.

Day – 4

Teacher mimes a scene from the story and asks the class to recognise what it is. Then children mime the other scenes and their friends will make a guess. If there is enough time, replay narration also is possible.

6.2.3.2. Conversation

“The aim of this section is to familiarise the children with ‘social English’ in real life situations. Use them as specimens” for further practice. (Teacher’s Handbook, English, Std V). Procedure is that : 5 minutes is allotted daily for the first 4 days of the unit concerned.

Day – 1

“Children are to study the pictures in the Course Book. Briefly explain the context of conversation. You will read the conversation two or three times”. This is the process suggested for the first day.

Day - 2

Class is divided into two groups. Teacher does a relaxed reading and one group repeats after him.

Day – 3

Children will read repeatedly. Then teacher will monitor and correct them.

Day – 4

Role play of the conversation by the children either in pairs or in small groups. Then the conversation is repeated without looking into the book.

6.2.3.3. *Learn these Words*

Ten minutes daily for 7 of the 15 days of the unit is prescribed for learning new words. Certain words are illustrated and some are self-explanatory. Other difficult words will be explained by the teacher by the display of objects and models. Whenever display is impossible teacher demonstrates the meaning by dramatising the situation. If all this fails actual verbal explanation is advised. However, translation into mother tongue is to be avoided as far as possible. Along with the meaning and application, the pronunciation of the word including word stress also has to be taught.

6.2.3.4. *Learn these structures*

Procedure suggested is that 15 minutes are allotted daily for eight of the 15 days of the unit. The presentation of the structural terms in the Course Book is straightforward. Here repetition without boredom is expected. Substitution table also will be initiated and children will complete them either alone or in groups.

6.2.3.5. *Reading*

The Teacher's Handbook explicitly states that "The aim is to teach the basis of gathering information through silent reading and communicating by reading aloud" (Teachers' Hand book Std V). 15 minutes is to be spent daily for 4 consecutive days. A brief introduction referring to two main features of the passage is given. Teacher reads out the passage clearly at a moderate speed, paying attention to correct pronunciation and using

effective gestures. Children are asked to close their books and listen to teacher's reading of the passage. After this children are allowed to open their books and read silently while the teacher continues reading. Teacher familiarises the students with the new words and expressions. He concludes the reading of passage, once again pausing for the children to repeat after him. Pupils are asked to take a second look at the pictures. Their comments and questions are invited. Children read the passage silently. Simple questions are asked and children are expected to answer them. Teacher then reads the passage aloud. The whole class repeat after him.

6.2.3.6. *Writing Practice*

“This section aims at development of handwriting. Regular practice and individual supervision are the keys to the pupils' success in acquiring this skills”, says the Hand Book for teachers.

Procedure prescribed is that 10 minutes daily for 9 days out of the time for each unit is to be spent for writing practice. Pupils practise in the “work book” under the specimen script from bottom to top. Further, they have to practise using the four-line transcription book. Answering comprehension questions at home is yet another occasion to practise writing.

6.2.3.7. *Rhyme/Poem*

The aim is to train children to enjoy simple rhymes and poems. “The use of proper stress, rhythm and intonation is of paramount importance”. (Teacher's Handbook, English, Std V).

Procedure is that teacher reads the piece several times, doing a little miming wherever possible. If the poem is accompanied by a picture, children should be asked to “study” it. After having read the poem two or three times, children join the teacher collectively. Teacher

says the piece time after time and children repeat after him. Teacher resorts to role playing miming etc., so that children can repeat these. They recite the poem in chorus followed by individual reading.

6.2.4. Additional section in Classes VI and VII.

All the sections in class IV and V are included in classes VI and VII too, but these are of a higher order. Apart from these, the following sections are also included:

6.2.4.1. *Let us say in this way*

This section in the Coursebook is with a view to teaching grammar in a functional way. "... Grammar is better learnt when the grammatical items are presented in meaningful situations". (Teacher's Source Book, English, Std. VI, p. 62). In order to materialise this the function of a particular item is given. A few examples are given in the form of conversation in which the grammatical item is used. Teachers are expected to introduce the linguistic aspects with the help of real-life or near-life situations (or at times even imaginary situations). In order to reinforce the proper use of the targeted language items, a number of practising materials are given in the coursebook. It is hoped that children will be attempting the prescribed language exercises by practising them in groups. There are a few units where this section is appended by "The Language Notes", which contain more details on the functional aspect of the targeted structure. This part of the text thus serves as a reference material for the learners.

6.2.4.2. *Let us use some of the new words*

The textbook material reflects obvious thrust on the learning of new vocabulary items. The targeted vocabulary items are incorporated in the reading passages given in the textbook. There are a number of exercises meant exclusively for practising the use of these new words. Explicit direction is given to the learners: "Pick out from the reading passage those words

which mean almost the same as the underlined parts in the following sentences” (English Course Book, Std. VI). Teacher is instructed to present each new word or phrase in meaningful contexts and make children practise them in similar situations.

6.2.4.3. Let us say these words aloud

The phonological aspects of language is yet another thrust area in the English Course book. The section, “Let us say these words aloud” is intended “to acquaint the ‘pupils’ with the sounds of the English language.” It also aims at giving sufficient practice to the pupils in pronouncing familiar as well as unfamiliar sounds. “The pupils may be given enough practice in the twenty or more words given as examples of each sound” (Teachers’ Source Book). Words, which differ from each other only in one sound (minimal pairs), are included in the course book. Teacher utters the word loud. He repeats the words as many times as necessary. Pupils are asked to read each word after him and to practise them in groups.

6.2.4.4. Let us have some fun.

Language games such as puzzles, quiz etc. come under this section. This section is meant for making language teaching more interesting and playful to the learners. Teacher selects suitable games and explains them to the pupils in order to ensure their participation.

6.2.4.5. Let us use the dictionary.

Attempts have been made to cater to the reference skills of learners, especially the skill of using a dictionary. The Teacher’s Source book for Std. VI says, “Get the parents of your pupils convinced of the necessity of having and using a dictionary by their children from the very beginning. Scientific training should be given in using the dictionary”. Some words are given in each unit of the textbook. Children are instructed to use the dictionary and find out their meanings.

6.2.4.6. *Let us do the work sheet*

The syllabus framers have given a lot of emphasis on practising various language skills. Therefore, in addition to the practice material given in the Course book, a separate Practicebook, which contains several worksheets has been prescribed.

Perhaps, the most important part of the learning activities is doing the tasks in the worksheets. Most of these tasks can be attempted by the learners independently, part of their needs with a little support and guidance from the teacher / parents / tutors / anybody etc. Maximum collaboration and cooperation among the learners is expected while attempting the tasks in the worksheet (Teacher's Sourcebook, English, Std. VI).

Several tasks are given in connection with every unit in the Practice book. Most of these tasks are for practising the structural and vocabulary items. It is expected that pupils will work out the tasks either individually, or in groups. The interaction taking place at that time is expected to help them use English language in the class room context.

6.2.5. Critical Overview of the Methodology

The entire programme is designed on the assumption that "language is to be mastered through skill development. Skill development is possible only through practice" (Teacher's Handbook, English, Std. V). The methodology adopted here has its theoretical origins in Behaviourist school of psychology, which conceives repetition and practice as the sole strategy for language teaching. The research findings of the post-cognitive revolution period does not reflect in the methods prescribed. A skill based practice is suggested. For instance, listening practice is intended to give language exposure for children.

6.2.5.1. *Practice in listening*

As already pointed out a few familiar stories are selected in Std IV as well as in Std.V. The process of telling each story is completed taking several days. The stories

prescribed as well as the method of presentation suggested are not appropriate for facilitating language acquisition for a number of reasons: Firstly, the stories are too familiar to capture children's interest. The psychological relevance of taking recourse to stories in language teaching contexts lies in the novelty of the stories. (The framers of textbooks claim that children like the novelty of stories.) These stories have been told and re-told several times in the mother tongue and have lost their novelty. Secondly, a story is interesting when it is listened to completely. Here, the stories are told to the children fragment by fragment. The initial parts of the stories will be told again and again till the story ends in the succeeding classes. Though repetition without boredom is suggested repeating a familiar story several times kills the inherent potential of a story to trigger curiosity in listening to it. This strategy will only create aversion towards the language. Thanks to the "school discipline" lest learners would have taken to their heels!

Another aspect is the comprehensibility of the listening activity. The framers of the textbook have selected familiar stories assuming that the child can easily understand it and that there will not be any barriers blocking comprehension. Though this part is taken care of, it does not guarantee the comprehensibility of the linguistic material used in the story. Since the story is a familiar one the learner knows what exactly will happen at any given point in the story he is exposed to. Consequently, he has no urge to concentrate on the linguistic aspects. The justification of this kind of story telling procedure is that "pupils should listen to as much Spoken English as possible" (Teacher's Handbook, English, Std. V). There is no significance in saying a story or presenting a description if the same is not comprehensible; rather it will put the children in a fix of incomprehensibility which will end up in the loss of confidence and interest on the part of children. Consequently, children will become passive listeners of the monotonous drudgery of repeated stories. Obviously, the targeted objectives

of listening will not be materialised even if a teacher strictly adheres to the procedure prescribed. If at all a successful learner reproduces the story it is not because he has comprehended but because he has repeated it several times and is able to reproduce it from memory. The ability to reproduce a story is not a sure indicator of language acquisition.

6.2.5.2. Practising conversation

‘Let us talk’ or ‘conversation’ is to make children speak language. Teacher asks the children to read the conversation items just below the respective illustration “You will read the conversation in two or three times” (Teacher’s Handbook, English, Std. V). Reading the conversation passage and role playing of the same will not serve the purpose of making children speak or use the language. Here, too the entire exercise is that of repetition which, as we have already seen, hardly contributes to language acquisition.

A conversation cannot be experienced by way of reading it. Even if a conversation is read and practised in pairs it is not the same as experiencing it. At best it serves a division of labour in the sense that the reading job is distributed equally between the pair instead of assigning it to a single individual. As an analogy, we may think about a beautiful picture of the rose flower, which is nice to look at, but will not give out fragrance. We make sense of the flower by virtue of the feel of the softness of its petals, the fragrance that comes out from it, and the like things. These together constitute our holistic experience of the flower. How can a picture substitute this? If we want our children to get themselves familiarised with conversations the teacher will have to place them in a range of social situations, which demand spontaneous use of language.

The most fatal flaw inherent in the whole process is that the innate language acquisition system in a child is not taken care of. The Communicative framework that has been made use of in English Coursebooks and Source books provides various pre-determined

conversations as models. But there is no provision to cater to the ability of human mind to generate language. Apparently this leads to a process conflict as the language input is provided in a different manner, which is diametrically opposite to the natural process. This is happening in all the classes. As a result of this, children get promoted from one class to the higher one without attaining the expected linguistic proficiency. The programme for the succeeding classes are designed ignoring the shortcomings that have already occurred. Naturally, the higher order curricular objectives will be more demanding to the children as there is an increasing content load. One can easily detect the wrong assumption behind this namely, the learner needs a large quantum of linguistic input for learning the second language. We have seen that despite the enormous quantity of language input that the child gets through the curriculum materials, his linguistic output is practically insignificant.

While closely observing the “let us talk” items, it is clear that the language used is very structured and formal. There is no opportunity for children to construct language for himself. The conversation is too long and difficult to role play. The children will have to struggle to mug up the given conversation if they want to role play it. Then how will this activity develop speaking ability among children?

6.2.5.3. Learn these structures

We will begin our discussion with a claim made in the Teacher’s Handbook: “The presentation of the structural items in the Course Book is straightforward. Here the key to success is exposure, repetition without boredom”. The analysis of the methodology given in the Handbook reveals that the procedures suggested fall short of this claim. For instance, substitution tables and drills are suggested for learning the structures. What is the purpose of learning the structures of language as we know that it will not pave way for language acquisition? Language acquisition is accomplished through acquiring “structure

consciousness". This can be brought about only through meaningful and need-based linguistic discourses ensuring the recurrence of language items at the phonological, morphological and syntactic level, thus providing a continuum of language experience. Drilling is a mechanical process where the mental process involving the innate language module, a process, which is most important in language acquisition, is disregarded. Various structures and functions are to be driven home through the spiralling of discourses and themes. The most conspicuous flaw in the present model of language teaching is that it grossly ignores discourse level transactions narrowing itself to the transmission of isolated language items.

In addition to this, the structures and functions mentioned in the curricular statements are too difficult for the children to internalize within the stipulated time on account of the curriculum load resulting from crude and unscientific methodology and the heavy content stuffed in the textbooks.

6.2.5.4. Reading and Writing

Reading texts are selected not in view of the reader, his interest and appeal of the materials. Here in the textbook, greater focus is on the text than on the reader. The textbook is meant for reading only. The texts are not always treated as discourses. The structural items are supposed to be internalised when they are read and drilled.

The pre-requisite for reading is 'language sense'. By simply learning the letters of the alphabet, reading with comprehension will not take place. Both reading and writing are to be facilitated through organic and need based strategies.

The same methodology is followed for reading and writing. The letters of the alphabet are taught in the beginning followed by words and sentences in the traditional way. Copy writing is advocated for improving the handwriting of children.

Copy writing is a mechanical activity, which is quite uninteresting for children. A four-line device has been suggested for English. Children take this transcription work as a boring exercise as they are doing it out of compulsion. This is not creative at all. It is too much time-consuming and will hinder the children's natural urge to write.

A number of reasons have been put forward conventionally (though not stated explicitly in the Teacher's handbook) justifying compulsory copy-writing.

- Writing is a skill and therefore needs enormous practice.
- Children should write English letters sticking to the standard norms for which the strokes are to be practised.
- A four-line copy writing device is necessary for English letters as they have both ascenders and descenders.
- Unlike the letters of the mother tongue, English letters are written in the anti-clockwise direction.

It is pertinent to note that none of these arguments hold water.

- Handwriting is a personal possession of an individual just like his face or voice is and manifests all of his idiosyncratic features. It is illogical to expect everyone to write in the same pattern.
- There is no substantiating evidence to show that the beauty of handwriting that is achieved through strenuous practice will be lasting for ever.
- Writing letters needs both gross and fine movements of the muscles. These are genetically programmed ones and as such they cannot be altered through practice.
- Imposing copy-writing is psychologically unsound and is against the norms of child-centred, experiential pedagogy.

- Language is primarily speech. Writing is an artificial representation of speech. Besides, it is a highly intellectual activity.

Nevertheless, there is nothing wrong in one aspiring for a good handwriting. The learner should be intrinsically motivated to try for producing beautifully shaped letters. The prime requisite to trigger intrinsic motivation in the learner is to instill in him the feeling that he is writing for his own sake and not for the teacher. The only way to do this is, to provide children with needful and meaningful writing tasks in natural contexts.

6.2.5.5 Rhymes

Conventional rhymes are prescribed. These rhymes are supposed to make children enjoy English. However, these rhymes are difficult to be transacted so as to make them enjoyable to children. Most of the rhymes do not suit to our culture. Except a negligible few, most teachers are not able to say the rhymes with proper rhythm, stress and intonation. Therefore, rhymes are neither appreciated nor enjoyed by the children. Nor the teachers, with the exception of a few are intrinsically motivated to derive pleasure out of singing them. Consequently, little language investment is possible through the rhymes.

Rhymes are meant for appreciation even though the child may not have comprehended them. Here it hardly contributes to language acquisition. For example take the rhyme, 'Hot Cross Buns'. Neither the teacher nor the children have seen hot cross buns. The penny is not Indian. By virtue of the peculiarity of the English sounds, the learner might be fascinated initially but this fascination soon fades out. Given the postulates of experiential pedagogy, this kind of rhymes are irrelevant and meaningless.

6.2.5.6 Teaching vocabulary

Vocabulary is selected very often according to the whims of textbook writers. They do not bother to relate the select vocabulary to the children's range of experience. Therefore,

when a strange vocabulary comes across which could otherwise have been avoided (substituted) teacher strives to familiarise the word at the cost of other learning objectives of that particular class.

Vocabulary development is not treated in a need based manner. The new words that should come in due course are introduced as they have been arbitrarily selected by the textbook writers. They do not take into consideration the cognitive ecology of the child. This will put children at a relatively lower learning pace and cause extreme emotional strain to them. What the child needs is an opportunity to acquire English vocabulary related to his environment. Extensive use of unfamiliar words make the reading of the text material very difficult for children. The issue raised here is equally relevant for the supplementary reader. For example, "Some of the decoit's men seemed keen to find out if the teacher was right" (Supplementary Reader, English, Std.VI). Here the structure and a few words are tough for the children to read and comprehend by the themselves.

This is a child who is good at English. She usually does her lessons herself. Still she feels that several words are difficult for her. While discussing with her it is understood that her difficulty is related to structural and lexical complexity .

"I have no interest in reading the supplementary reader because there are many difficulties words which I cannot understand" (N.S Chirthalekha, J.M.H.S. Sasthamcotta)
Field Note: 21-7-2001

It seems that the treatment of vocabulary in our English programme demands a fresh approach. Learning vocabulary for vocabulary's sake will not help the students to acquire language; rather it will block the children's interest in using English language. What should

be the criteria to select vocabulary? How can it be related to children's range of experience? These are the questions that have not been addressed in the present methodology. Let us see what the handbook says.

All the newly introduced words in a lesson need not be given equal importance while teaching. Some of them are in the reading passage just to convey the message of the passage. They may not be as essential for communication as some other words are (Teachers' Source Book, English, Std. VII).

How can newly introduced words (passive vocabulary) help to convey the message of the passage? Rather they will make the reading comprehension more difficult. For the teachers too it becomes necessary to deal with such words in order to make the passage comprehensible. It is a known fact that the children cannot discriminate between words that are to be learnt and those not to be learnt. However, since a sound pedagogic perspective is lacking, the new vocabulary creates great hindrance to comprehension.

The different sections in the same unit are not naturally interrelated. Of course, the structural items may be repeated in the reading passage and work book. Therefore, pupils experience these as disjoint ones in the absence of a common thematic thread to bind these sections to yield an organic entity. As such the curriculum load increases with adding to the frustration of the learners. Creative use of language by the learner is never taken care of in the entire programme. Mechanical drilling and expansion of substitution table etc. will not pave the way for the creative use of English. If the unfolding of the innate system of an individual is attended to, it will switch on a lot of chances for the learner to use language creatively. Unless the structures are transacted in real life situations, these will not be internalised. The children will be forced to learn them by heart at the sentence level. The same is the case 'with conversations' and 'learn these words' too.

6.2.6. What is wrong with the existing methodology?

There has been a curricular revision in the primary schools of Kerala. The child-centred and activity-based pedagogy has been implemented since the academic year 1997-98 in the primary schools. Since the year 2000-2001, the new curriculum has come into being from Std. I to VI. The curriculum envisages a mode of classroom practice different from what has been prevailing. But, for English there seems to be no change in the pedagogic process other than the remaking of the textbook with the inclusion of certain classroom activities. Therefore, the classroom process of English remains more or less as before. One significant change is the transformation of learning objectives to curricular statements (CSs) though they have been finalised without proper care in classes VI and VII. Nevertheless, class IV does not have a curriculum statement at all.

There seems to be no one to one correspondence between CSs, textbooks and handbooks. CSs are fixed arbitrarily by the textbook and handbook writers. Texts are selected on the presumption that the CSs will be achieved if the textbook is taught.

It will be interesting to analyse one sample for discussion. Let us take, Unit I of class V (English Coursebook, Std. VII, p.1). The first part is entitled "Listening". The title is in Block letters. "THE GOOSE THAT LAYS TO (sic)GOLDEN EGGS" (Only *to* is printed instead of *two* as title in the first page), below which the pictorial representation of the story is given in 6 small pictures. There is an instruction to the teacher: "You can find the story at the end of this course book." The presentation of this story is the first activity which the learners get on the first day of their career in class V; but no care has been taken in terms of the comprehensibility of the language. The narration of the story continues for ten minutes. The story will be repeated for four days. Then comes the conversation. Three illustrations are given supplemented with speech bubbles. These are the speech items:

- First boy: Hello, I am Ravi. May I Know your name?
- Second boy: I am John. How do you do?
- First boy: How do you do? What class are you in?
- Second boy: Std. V. Are you new in here?
- First boy: Yes, I am.
- Second boy: Come along. I'll show you to your class room.
- First boy: Thanks a lot.
- Second boy: You are welcome.

This conversation is stipulated for four days. On the first day the context of conversation is explained. See the advised language. "Two friends meet on the road and greet each other, or somebody has won a prize, and somebody else is congratulating the winner. You will read the whole conversation two or three times" (Teacher's Sourcebook, English, Std. VII). This happens on Day 1. On the 2nd day the class is divided into two groups. The teacher does a relaxed reading of the passage. The class repeat after the teacher, one group after the other. Why are they divided into two groups? We will not get a logical answer for that. On Day-3, the children do all the reading (in groups) while the teacher monitors and corrects them. This process is repeated on Day-4. They role-play the conversation. Let us see how many structures are used in the conversation.

I am	short responses	other expressions
May	Hello.	How do you do
How	How do you ?	Come along
What is	Thanks a lot	What class are you in ?
Are you	You are welcome	You are .

How can the learners acquire these structures in forty- minutes' time and speak over four days with out being provided with suitable learning experience in meaningful context related to their functions? Can children spontaneously role play? Obviously, they will ultimately be prone to rote memorization. What appeal will it create among the children? Interestingly, "Conversation" section is meant for making children converse in English.

6.2.7. Teacher training

Teachers in the primary schools undergo pre-service training before they are posted as primary school teachers. Pre-service training is a two-year certificate course named Trained Teachers' Certificate (TTC). The TTC holders get training to teach English in the Primary school. But the ongoing TTC programme, conceive teaching of English in a behaviourist paradigm.. Of course, there are many teachers who are trained graduates in the primary schools. They also teach English, though not necessarily trained to teach English. In short, the pre-service training of the teachers is not sufficient to cope with the needs of a second language in-service training.

Ever since the DIET came into existence as the sole agency to impart in-service training to teachers at the elementary level, there has been training programmes for teachers for their professional improvement. When we look at the teacher training programmes as a whole, in service teacher training for teaching of English is not that encouraging. The DIET while considering the demand in the field, it would take years for a DIET to give one time training for all the teachers of English in its district. However, as mentioned earlier there has occurred a drastic change in the situation along with the implementation of new pedagogy in the mainstream since 1997-98. There has been massive teacher training for all the teachers of the lower primary classes. However, even in this training the teaching of English was neglected. It remained the same as before. The new activity-based child-centred pedagogy,

which we have mentioned earlier came up to the upper primary classes. In the year, 1999-2000. All the teachers of upper primary classes were given subject-wise training. Consequently, teachers handling English in the upper primary classes also got training. A close examination of the training modules reveal that the entire training programme for all the subjects except English was to equip the teachers to transact the new experiential pedagogy. But regarding English, the training was to teach the new textbook in the old methodology. Nevertheless, most of the teachers concerned were misled as if the book and handbook were resultant of a paradigm shift as has been envisaged in the case of other subjects. The fact is that no serious attempt has been taken place, thereby let slip a golden opportunity for adopting an appropriate pedagogy for English in the primary schools. The Revision of English Textbooks in the primary classes resulted in bringing out very heavy textbooks for learners. It is more than evident that even if teachers are provided with training to each the existing textbooks in the behaviourist model, no significant effect could be brought about in the English language teaching-learning situation.

6.2.8. Materials

We have looked at the methodology of teaching English, which is prevailing in our primary classes from a critical perspective backed up by the theoretical framework that we have proposed in the preceding chapter. Now we will pass on to the materials used for teaching and learning of English in classes IV to VII.

6.2.8.1. English Course book

The English Course book is the sole material available in the hands of children in classes IV and V but for class VI and VII they are provided with a supplementary reader and practice book. Totally, the children have three books each.

6.2.8.1.1. Course book of class IV

The course book has a preface written by the Director, SCERT in the beginning. Following this, small letters of the alphabet of English language are given. First, they are written in four lines below which space has been provided for the learners to copy.

Each unit in the book has five sections namely, A,B,C,D and E. All the sections have coloured pictures or illustrations. Section A is meant for listening. The coloured picture of the story of each unit is given in this section. The story is given in detail in teachers' Handbook. Section B is for conversation practice. The conversation item is given in speech bubbles pointing towards the corresponding characters. Section C has pictures for rhymes. Section D contains words or phrases against the respective pictures regarding their semantic aspects. The last section is for exercises such as 'Fill in the blanks', 'Matching the columns' etc. All the rhymes are attached at the end of the Course book. A few instructions to the teachers regarding the conduct of activities are given under certain pictures in the Course book itself. For example, "Now the teacher draws the chart above on the B.B. Children are asked to bring some stones ..." (English Course book, Std.V, p.125)

6.2.8.1.2. English Course book for class V

The English Course book for Std. V is also more or less a higher order replication of the Std. IV Course book. Each unit comprises five sections. Section-I is for listening. Coloured illustration is provided to ensure this. Section-II is conversation where illustrations are given with the conversations in boxes with arrow marks pointing to the speaker. The Third section, "learn these words", has illustration of the vocabulary item. The fourth section is an additional one and is named as "Learn these Structures". Each structural item is illustrated in accordance with its function. Section V is for reading where full sentences are given for reading. Comprehension questions are also attached. Illustrations of rhymes are given in the Course book itself.

The last part is the worksheet. This section includes Substitution table, Completion of conversation, Matching the columns, and also a few other language activities.

6.2.8.1.3. Course book for classes VI and VII

Let us have a glance at the textbooks of classes VI and VII. The structure is identical in both the classes. 'Let us talk' section contains a conversation with an illustration at the background. Then comes the section "Let us listen". There is an illustration and certain questions related to it. The stories are appended to the end of the Course book. The section ends with comprehension questions about the content of the stories. All the remaining sections are provided with necessary instructions for the children.

Instructions to the teachers pertaining to grammatical items and their functions are given in boxes in relatively smaller scripts, under the title "To The Teacher" . Here is a sample from Std. VII Course book:

TO THE TEACHER

In our daily life we ask for permission for so many things. A few instances are given below:

- To watch the TV
- To go out to play
- To get into the class if we are late.
- To go for a film.

A few expressions for seeking permission are given below:

Can I...?

May I...?

Could I...?

The first situation is presented here in the form of a conversation. Role play it in the class with sets of three pupils (English Course book, Std. VII, p. 45).

Various exercises for practice and evaluation are also given in the Course book.

6.2.8.2. Practice Book

Unlike for classes IV and V, Classes VI and VII are provided with a practice book each. The practice book is the compendium of the worksheets and exercises. Each unit of the textbook has the corresponding unit in the practice book. It is instructed that the teacher should make the children work out the practice book before going to the next unit compulsorily.

6.2.8.3. Supplementary Readers

There is a supplementary reader each for classes VI and VII. These books are collections of stories. The meanings of difficult words are given as footnotes. A number of comprehension questions are given at the end of each story. The supplementary readers are supposed to fulfil the children's need to get additional reading material.

6.2.8.4. Source book (Hand book) for Teachers

A support material for English teachers of the primary classes have been provided. The material for teachers of Stds. IV and V is called Teacher's Handbook and that for teachers of Stds. VI and VII is known as Teacher's Sourcebook. The handbook prescribes the details of classroom transaction the teacher should adopt in the classroom. For instance, concerning Unit 4 of Std V, the illustration of the story "Brownie's breakfast" is given in the Textbook, but the real story is detailed in the Handbook. Also, the new words to be focused are mentioned after that.

General guideline on the use of Handbook is given in the beginning. This includes the objectives of learning English and principle of communicative learning etc. It is followed

by an elaboration on how various skill areas are to be dealt with, the approach to teaching, allotment of time, procedure for practice and related matters. Furthermore, a unit-wise description of each section too is included.

6.2.9. Critical Analysis of the Materials

6.2.9.1. Course book (Textbook)

Course books are the sole material available for the children. As such it must be learner-friendly so as to sustain the learner's interest throughout the course. Instead of placing the learner at the receiving end, it should pave way for the learners to make their own contribution to it so that their involvement will be accelerated. It is conventional to assume that children's books should be colourful. In conformity with this notion, in class IV Textbook, all the illustrations are coloured. Had there been slots for the children to colour the pictures that would have enhanced the mental involvement of the children to a great extent. This could have been tapped for interacting with them in the target language by virtue of timely scaffolding from the part of the teacher facilitating language acquisition if the methodology had envisaged it. Although class V textbook contains some illustrations that are not coloured, the designers of the book seem to have no intention to make use of them for teaching purpose. Since the methodology suggested does not bring this aspect under its purview, here too, children do not have opportunity to draw on their own. This along with several other factors have drained out the open-endedness of the learner material. The only slot for the child to make his entry in the textbook is the "fill in the blanks" exercise, which does not demand any creativity on the part of the learner.

The presentation of language material is conspicuously linear. For instance, class IV Course books begins with introducing the alphabets, moves on to words and then to sentences and passages. As regards writing, children are first familiarised with strokes of letters, then

letters, words, sentences and so on. More or less the same strategies are used in Class V Course book also. Obviously, the “brick-laying” principle is followed under the presumption that one has to proceed from “simple to complex”. What looks apparently simple and straightforward from the adult’s perspective need not be so, from the learner’s point of view. What really matters is the mental involvement of the learner. As has been pointed out elsewhere, children can take up even very complex processes provided they are psychologically involved in them. It has been universally accepted that structure consciousness cannot be built up through linear presentation of linguistic material but through a spiral process.

Closely related to what has been said above, there is another issue. Linguistic items whether they are at the phonological, morphological or syntactic level, are introduced in the course book in isolation as disjoint elements. These elements are to be interlocked against the background of a theme web. This can be accomplished only by a textbook that makes use of the theme-discourse spiralling strategy (This point will be elaborated at a later point.).

The language should be suitable to the child’s level and interest. For this to happen the material should be of an interactive nature. It should contain slots for locally specific features which, already have had their impact on the learner’s experiential plane. For instance, in Class IV Course book there is a lesson on “Appu’s family”. What has Appu’s family to do with the child? Appu and his family will not come to him in an experiential orbit. He has his own family and as such this lesson will not appeal to the learner. This results in the creation of a mental block to him. It is obvious, the child who says the answers to questions regarding Appu’s family may not be able to say anything about his own family. The contention of the framers of the course book is that whatever the child learns from the

book will be replicated in real life situations. Our experience over the years forces us to challenge this contention.

The Course books prescribed for classes VI and VII are more rigid and less interactive. This is justified by the methodology prescribed, since more content has been incorporated in these books. There is hardly any relation between what the child has experienced in real life and what the Course book offers to him as linguistic experience. Quite unrealistically, very long conversations on themes that have been arbitrarily selected by the Course book writers, are included in the book for reading and practising. The themes and topics of the reading passages are thrust on the child against his will from which he has no escape especially because he has to face a heavily content-oriented examination.

Instructions to the teachers are seen included in the Course books of classes VI and VII in boxes in relatively smaller prints. When there is a Handbook exclusively for teachers, why should these instructions be included in the children's material? Some children might assume that everything in the Textbook is not meant for them whereas a few might think otherwise and laboriously try to by-heart everything that appears in the book. Either way, the appearance of instructions for teachers in a Course book is undesirable. In a country like ours there is hardly any programmes for orienting the parents on topics such as child care, child psychology, children's growth and their cognitive development. Most parents are over-anxious about teaching their children. Very often they take recourse to counterproductive methods thinking that the traditional methods which they had undergone are the best ones and should not be substituted by anything else. The investigator has noticed that some of them adopt crude methods to ensure that the grammatical points are properly learnt and reproduced. In some cases the parents themselves undertake the responsibility of teaching

their children or they entrust this with tuition masters adhering to the directions given in the textbook. This will also contribute to the learner's apathetic attitude towards Textbooks.

Language is experienced through various discourses. But the Textbook material does not provide variety of discourses. Apart from few rhymes and conversations, all are stereotyped conversation passages and exercises. This will not be interesting to the children. They will read and try to by-heart them. In short, the Textbook is an embodiment of a teaching model with a lot of exercises for practice and repetition.

Supplementary readers in classes VI and VII contain stories and short essays which are to be comprehended. Apart from working out answers to the comprehension questions no other language activities have been envisaged as mandatory by the designers. Teachers make children mug up answers to the questions and reproduce them in the examinations.

The language used in the supplementary readers is not easily comprehensible to the learner because of the structural complexities and the unfamiliarity of the vocabulary. The stories included in the book are not capable of motivating the children.

This comment comes from a student who stands better in English. Still she feels that the supplementary reader is difficult. This also throws light on what happens in the context of teaching the supplementary reader. Giving answers to the comprehensible questions and compelling children to memorise these answers is the only activity taking place in the classroom.

"Learning the answers of the supplementary reader is more difficult. There are many unfamiliar words in the book. Therefore, I do not read the book. Teacher does not teach anything from this book but only gives answers to questions. I learn them by-heart."

Resiya.V

Std. VI A

TKDMUPS, Sooranad

Field Note: 26-02-2001

Supplementary readers were a necessity in olden days when there had been a scarcity of reading materials. Today we have before us a proliferation of printed material of various kinds in the form children's magazines, books and so on. The curriculum should make provision for using these materials in the classroom. Learning experiences are to be provided to learners in such a way that they can freely choose from among these materials according to their needs and interests. If this is taken care of there is no need for a supplementary reader.

Practice books have been designed for classes VI and VII under the assumption that language can be learnt by way of reinforcing the use of various linguistic elements through practice. In our discussion on the theoretical framework needed for facilitating language acquisition we have pointed out that the language system can not be acquired through practice. If at all a practice book is included in the syllabus it should be properly dove-tailed to the course book so that there is scope for maintaining a linguistic continuum at least to some extent. Since this is not materialised the practice book poses itself as an additional burden to the learner. The investigator was able to make out from the field that even the so-called better performers do not undertake the tasks suggested in the practice book on their own, unless they are forced to do so. Language will be generated only through intrinsic motivation of the individual; extrinsic motivation has hardly any role in triggering language. Any material that has been thrust on the learner against his interest is bound to create an aversion in him towards language.

The designers of the practice book expect that children will interact among themselves in English while working out the tasks given in the practice book. This obviously is highly ambitious especially when we know that interaction in English takes place neither between the teacher and learners nor among the learners. But even this is not surprising because the course designers have given emphasis on repetition and practising of linguistic

items rather than generating language. This being the case how can we expect the learners to speak in English while carrying out the tasks that have been imposed on them?

The learner's materials are to be designed from the learner's perspective. If an interactive material, which evolves out of the transaction process with the creative contribution from the learner is made use of, it can generate language proliferating the linguistic output of the learner. On the other hand, if a textbook stuffed with a large quantum of linguistic content is imposed on the learner, we cannot expect a corresponding language output from him. There is no point in increasing the number of materials to be used by the learners in the form of course books, supplementary readers, practice books and so on. At the same time the curriculum should contain slots for the learners to indulge in linguistic enterprises on their own by freely choosing materials of a wider range and also by producing materials by themselves.

Because of the above mentioned reasons, instead of language acquisition, only learning the content of the textbook is taking place. In this context, class room experience will not be sufficient for the children to acquire language. In order to learn the language items in the course books most students are forced to take shelter in some tuition centres or, take recourse to home tuition. These students may score higher grades as the evaluation gives importance to reading and writing based on the content of the textbook. All those who cannot afford to spend money for private tuition will be doomed as failures and will gradually lag behind as passive listeners. The result is the widening of the multilevel situations in the class.

6.2.9.2. Teacher's Source books (Handbooks)

Let us examine the story and its language given in the Handbook of class IV to be told to the child in the beginning of the year, when the child begins to learn English language. Unit I begins with a description of "Appu's family". This is Appu's family. His father is a teacher. His grand father and grand mother live with them. Appu has a little sister. Her name is Meena. Appu's father and mother look after them. They are very happy".

This description poses resistance to the child for phonological, morphological, syntactic and semantic reasons.

- i. The morphology of the possessive marker "-s" (as in *Appu's*) is not familiar to the child.
- ii. The possessive pronouns *his, her*, etc. are quite unknown to the child.
- iii. The coordinator "*and*" poses high level of syntactic resistance.
- iv. The semantics of the phrase "look after" is problematic.
- v. The configuration of the various constructions is syntactically alien.
- vi. All of the new words in the passage are barriers at the phonological level as well.

So, what happens in the class is that teacher does not bother about the comprehensibility of the input he gives to children. When he feels that children do not comprehend, he switches over to translation. Quite surprisingly, neither the Textbook and Handbook writers, nor the teachers seem to be aware of the fact that they are promoting learning of language facts and not facilitating language acquisition.

Teachers consider the Handbook and the material as the final word. They try hard so that the procedure suggested in the handbook are strictly adhered to.

This is one of the problems raised by a teacher of class VII when the investigator visited the school. The teacher tried his level best to teach the conversation items for 4 days but did not succeed. The comment also shows the perception of the teacher on how conversations are to be dealt with.

“I took 3 days to teach the conversation of Unit 3. I will not get enough time to complete the lesson at this pace. What is the way out?”

A teacher

NSS UPS, Iverkala

Kollam

Field Note: 13-10-2000

This turns out to be torturing for both the teacher and the learners. Despite the pains taken no significant contribution is made to the language acquisition process.

The handbook is highly prescriptive. As far as Class IV handbook is concerned, the time allotment for each skill area in the classroom has been prescribed. This could have been suggestive rather than prescriptive so that teachers are encouraged to deploy their professional expertise to make classroom interaction very effective.

The language used in the Teacher’s source book is not that interactive. It assumes a didactic tone as if the writer was preaching down to the teachers from a high pedestal. Here is a sample:

Steps to follow.

Say each word given for speech practice aloud and clearly so that the wholeclass can hear it

Repeat each word distinctly as many times as necessary-but never in a hurry.

Ask the pupils to repeat each word after you.

Ask the pupils to say the words in groups.

Repeat the same procedure with minimal pairs too.

(Teacher's Sourcebook, English, Std VI)

All what is expected of the teacher is to blindly follow these instructions. This takes away the possibility of inducing the teacher to use language creatively. The handbook ought to inspire the teacher to make use of his creativity and individuality to cope with emerging classroom situations. Instead of doing this the highly prescriptive nature of the handbook blocks all such professional endeavours from the part of the teacher.

The handbooks of classes V and IV follow the same pattern whereas those of VI and VII present a different one. These are not teacher- friendly in the sense that it is difficult to locate relevant information in them at a particular point of teaching. They are loaded with information which most primary teachers are unable to comprehend. Instead of instilling confidence in teachers they make them diffident in facing the English language situation in the classroom.

Handbook should be a suggestive material to gradually empower the teacher to deal with the classroom challenges for helping all children accomplish the learning skills. But the rigid and time-bound-stipulations in the handbook will make the teacher enslaved to the programmes contained in the handbook. The defective methodology adds fuel to the problem. In fact, the prescribed handbooks make it impossible to get away from the unhealthy dominance of the teacher in the language classroom. It is paradoxical that the shift from the teacher-centred classroom to the learner-centred, activity based classroom has been materialised in the case of all subjects other than English. In the State. When we consider the deplorable quality of English teaching and learning in our schools a shift at an equal pace should have taken place in our English classes as well. Neither the learner material nor the teacher support material is helpful to actualise this shift. All what they can do at best is to

perpetuate the quality crisis. Ultimately the poor quality of English in our schools is attributed to the inefficiency of the teachers. Given these situations, all talks about learner-centredness, democratisation of classroom become meaningless and turn out to be mere lip service as far as English teaching is concerned.

Both the textbook and handbook are heavily product-oriented. An acquisition programme can never be product oriented. It is bound to be process-oriented. We conceive the process as cognitive process.

What the teacher does is teaching the items of the Textbook material one by one, in a linear model without giving any importance to the curricular objectives. He is not very much concerned about the process. While introducing a new structure the teacher does not consider whether the experience provided by the teacher caters to the child's internalising of a particular structure with a specific function.

The teacher has strictly followed the directions in the handbook for introducing the "if" clause. Without realising that repetition and practice will not pave the way for acquiring structure consciousness. The teacher has failed to yield the targeted output from the learners not because of her fault but because of adhering to a wrong methodology.

"When I teach "if"-clause all children give me the impression that they have got it. But when a question appears in the examination demanding the use of "if"-clause most of them are not able to answer it correctly. This is painful."

A teacher

Govt. UPS Anuvellil

Chavara, Kollam

Field Note: 11-11-2001

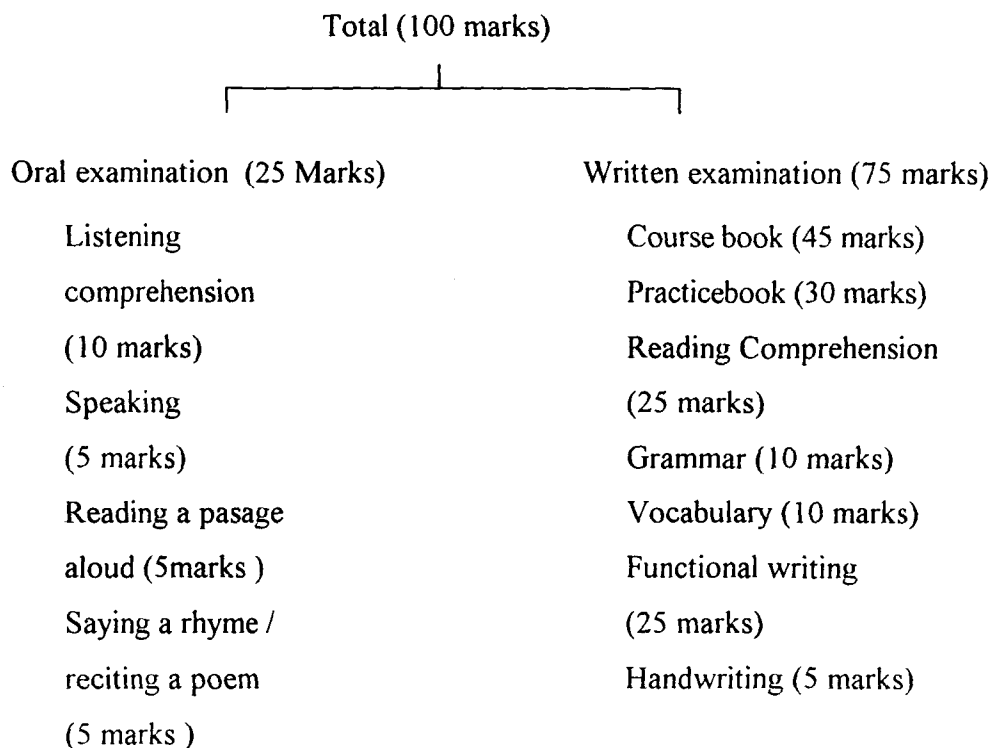
Notions such as recurrence and spiralling have not been made use of by the course designers. It seems that they are of the impression that once a particular linguistic item is taught and practised it should sustain in the learners for ever. If at all this does not happen the reason according to them is that the learner has not sufficiently practised it.

Besides, the handbook does not suggest anything about how to tackle the issue of the non-achievers. Therefore, the teacher is not able to deal with the multi-level situation in the classroom raising a number of transactional issues. Furthermore, there is no compulsion on the part of the teacher to help the learners, after having reached a particular level of transaction. The handbook instills a sort of misconception in teachers namely, once the teaching of a particular item is accomplished (successfully?) all learners must have internalised it. Knowingly or unknowingly the designers have placed our teachers in a cage of ignorance denying them opportunities to know about what has been taking place recently in the areas such as child-centred pedagogy, cognitive psychology theories on UG based language acquisition and multiple intelligence. Consequently, as the teaching process progresses, the gravity of the multi-levelness created in the classroom is made worse.

6.2.9.3. Evaluation

So far we have been analysing the existing methodology and materials. This exercise will be complete only if we look at the existing evaluation process. In the class VI and VII Teacher's Sourcebooks, there is a guideline for evaluation along with a model question paper. The emphasis is highly on the products of the children by way of their performance. Therefore, the learning pace and style of the children fall short of the targets. The child will not be given ample period of time to correct his own errors. There is little hope that children will get a friendly and learner-centred treatment in the class. This will adversely affect the overall development of the children. The following is the model prescribed in the hand book

which represent the perspective of evaluation in upper primary classes for English. According to it, evaluation is to take place periodically either at term-end or month-end or both. The mark-distribution is as follows.



When we explore the objectives of the prescribed model of evaluation and the corresponding tool, (question paper) it is clear that the framers are very ambitious about the children's achievement. For instance, let us eyeball the sub-skill to be tested in standard VI.

1. Fluency of speech: Can the pupil speak without, block or hesitation and with some amount of confidence?
2. Accuracy of grammar: Can the pupil speak without very serious grammatical mistakes?
3. Right choice of words: Does the learner make use of the appropriate word in the right content?
4. Correct pronunciation: Does the learner utter speech sounds distinctly and observe the fundamental principles of pronunciation? (Teacher's Sourcebook, English, Std. VI, p.91)

There arise two basic issues in this context. One is, while keeping these intricacies of sub-skills in evaluation, shouldn't we ensure that sufficient learning experiences are provided for the children to achieve these skills? Certainly, yes. But it never takes place. The second issue is, whether these skills can be evaluated by means of the tool suggested. The answer is no.

The model tool depicts more than 50% marks for the answers of comprehension questions based on the content of course books and practice books. There is no rationale for fixing this percentage. Besides, how to evaluate the language ability of children from the answers of the comprehension questions, which they have mugged up, is an issue. This shabby picture of the guideline throws open the lack of perspective in the process of evaluation in the State in view of English language. Anyhow, this sort of evaluation sends a wrong message to the teaching community and the parents. It jeopardizes the entire classroom transaction which is focussing on making the children by heart the answers of comprehension questions and work out the exercises in the textbooks.

It is worth looking at what curriculum says about evaluation. "Evaluation should take place continuously as a part of the pedagogic process. This is the approach of evaluation from lower primary to higher secondary level" (SCERT, 2000, School Curriculum Approach Paper). It is quite astonishing to look at the diversified views of both the documents (that is, the Teacher's Sourcebook and the Curriculum approach paper). While curriculum envisages continuous and comprehensive evaluation (CCE), which is inherently formative, the handbook for teachers prescribes traditional mark-based summative evaluation. In all the schools the investigator visited, he could see only term evaluation and occasional test papers in some school of which the number is negligible). Further more, it is to be observed that

CCE will not materialise so long as the methodology and materials remain the same as they are today.

Obviously, this has great implications in the society. Learners are forced to learn each and everything in the textbook not only by the teachers but by the parents as well. Those children who get support either at home or elsewhere, stand ahead of others. What ultimately happens is that most children who are from poor social and economic backgrounds, are unable to get through the examination and are thrown out of the mainstream.

The teachers are groping in darkness without being able to grapple with the multilevel situation in the classroom which has emerged out of the conspiracy of a defective methodology, materials and evaluation.

6.2.9.4. Monitoring and Supervision

As far as the administrative set-up is concerned, the Assistant Educational officer, and the District Educational Officer, follow the old method of inspection which is reminiscent of the bygone colonial process. Besides, they are not competent enough to supervise academic issues as a result of which there is a big vacuum in the area of supervision and monitoring. As already pointed out, the DIETs are the sole agencies that can occupy the vacuum to initiate and implement academic activities meant for professionally equipping teachers. Since DIETs have only a limited number of faculty members (around 20) it is practically impossible to render academic support to all teachers in a district. Even if on-site support and supervision is materialised, that will not bear fruit because of the existing defective methodology and materials.

It is obvious that, the entire class room practice is as bad as the traditional one. Children remain passive listeners in the class room. Teacher dominates, by leading all activities in the class, providing little chance for children's participation. The apathetic

attitude that has overpowered the teaching profession is a serious concern to all the stakeholders of education. Even though a good number of teachers try their level best to teach English well, it will end up in vain as there is no programme of teaching English which can cater to the potentiality of our little ones. What ultimately attained by the majority of students at the end of primary level is a few words and certain simple sentences. When we think of the blooming generation, and its privilege to learn English as a source of the empowerment, what is catastrophic is the diminishing of enthusiasm on the part of the child in learning English. In fact, the child begins to learn English language with greatest interest. But as he has undergone the monotonous teaching process in the primary level the child gradually loses the interest in due course and begins to hate English. That is the sole reason, for the pathetically poor achievement of children in English at the end of the school career.

6.2.10. Review of SLAP

So far, we have been analysing the existing English Language Teaching programme in terms of methodology and materials. It is pertinent to have a close watch at the Second Language Acquisition Programme (SLAP) and its materials. SLAP was conceived and developed by Dr. K,N, Anandan and was launched by DPEP Kerala as a part of the curriculum innovation process initiated by DPEP. The programme was first tried out in the select schools of six DPEP districts (Kasargode, Wynad, Malappuram, Palakkad, Idukki and Thiruvananthapuram) in the year 1999-2000. The try-out was upscaled to all the districts in select schools in the following year, 2000-01. The try out is still going on.

SLAP has its foundation the convergence of theoretical linguistics and teaching methodology that has been taking place globally (DPEP, 2001). "SLAP is heavily dependent on Chomsky's theory on Universal Grammar (UG) and parametric approach to language acquisition. The programme makes use of the Cognitive Interactionist Approach which

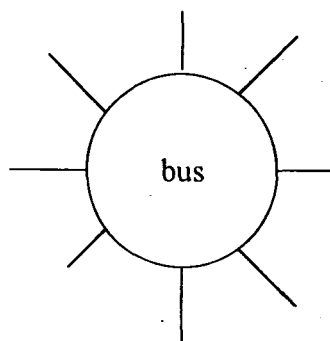
caters to the non-conscious acquisition of language.” Evidently, SLAP is an acquisition model in conformity with the Whole Language Approach, which we have discussed earlier. The assumption is that “since acquisition of second language is a process analogous to that of the mother tongue the Whole Language Approach we have already conceived in the context of mother tongue can be extended to the context of English” (DPEP, 2001). Let us have a look at the salient features of SLAP.

6.2.10.1. Comprehensible input

SLAP emphasizes on the need to give comprehensible input to learners, which alone will lead to acquisition. When traditional approaches believe in providing a large quantum of language input for learners, SLAP concentrates on giving optimal input to learners, which is relevant and crucial. The teacher uses, and also encourage children to use, a large variety of language discourses emerging in the classroom as a result of the joint explorations of various themes together with children. In order to ensure the comprehensibility of the input, a number of strategies have been developed. We will examine what these are:

6.2.10.2. Concept Mapping

There are a number of English words in the child’s repertoire, which the child uses in his day to day life even though he may not know that these are English words. SLAP makes use of these stock words for generating the target language in the class. To begin with the teacher and the learners together make a common pool of English words that are shared by the members of the class. This is done by asking children to list down words related to various themes such as bus, cricket, school, class, in the mother tongue.. These words are displayed on charts in the form of “concept maps”.



When these stock words are used for classroom interaction while introducing structures and their functions, there will not be any problem on account of their semantics. In addition to this, the morphological and phonological resistance of such words will be marginal. Moreover, many of these words can be used as verbs in the second language (Eg. Raju, button your shirt, Paste this on the board, etc.).

6.2.10.3. My own Rhymes

SLAP makes use of rhymes which the child can interact with. Any child can make his own contributions to lines such as the following sung with a proper rhythm and tune.

This is a bus, a bus, a bus;

This is a car, a car, a car.

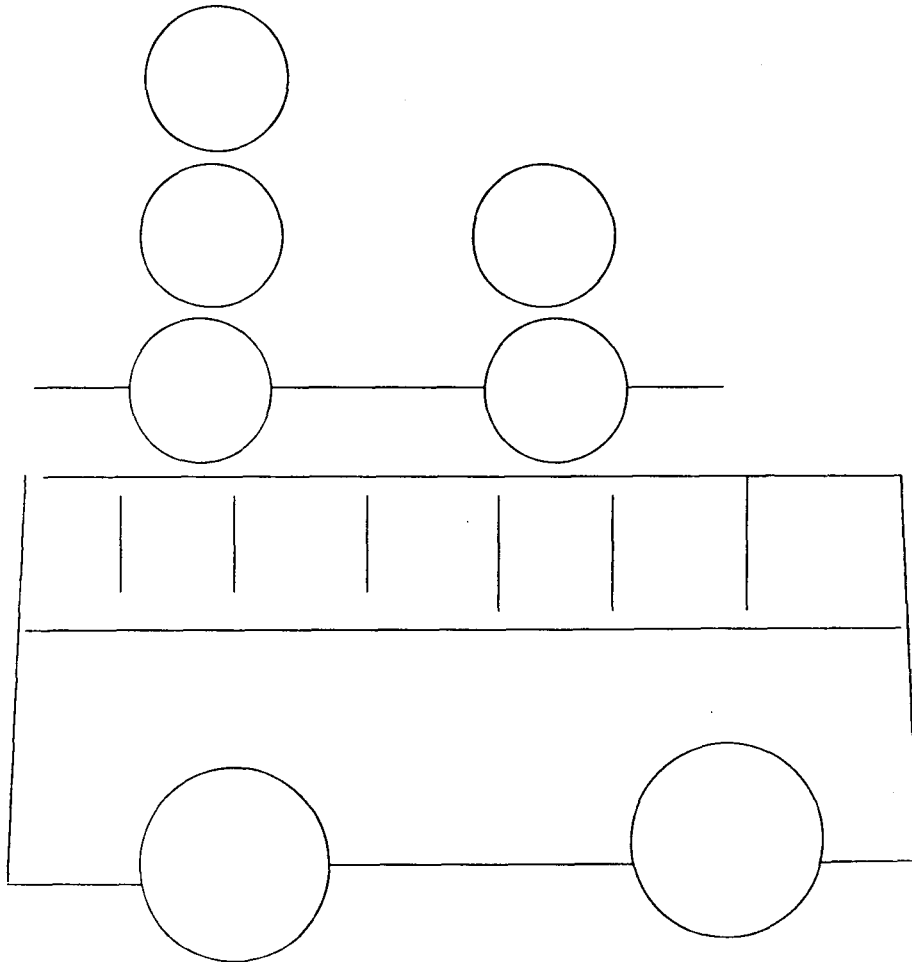
The child can choose words from his repertoire, so as to fit into the pattern, an exercise which children love to do. Since every child feels that he too has contributed his own lines to the rhyme, he is involved in it thoroughly and derives a lot of pleasure out of it. This relieves the child from the lethargic experience of by-hearing a conventional rhyme, which does not interact with him. Since UG consists of a mental lexicon and a computational device, constructing rhythmic patterns of this kind will facilitate the switching over to the process of compiling larger linguistic units meaningfully.

6.2.10.4. Dynamic Text (DT) Activity

The Dynamic Text activity is one of the peculiarities of SLAP. The term DT activity refers to activities that channelise the thought process of the learners. DT activities are made use of introducing the various structures. Here follows a specimen of the DT activity:

The teacher has to introduce the structure, *This is...* with the specific function of 'identifying an object'. The conventional strategy is to show a familiar object (say, a pen) and introduce the structure saying "*This is a pen.*" Following this various other objects will be shown repeating the same structure and function.

The limitation of this activity is that there is no guarantee that when the teacher says the sentence "*This is a pen*" the same idea will be generated in the minds of all the learners. As an alternative to this suppose the teacher draws the following diagram step by step, at every point asking the question "What is this?"



At the first step children might be wondering what this could be. A number of ideas might get generated in their minds. As the drawing progresses, a kind of elimination process ensues. At

a certain point the idea that “This is a bus” is generated in their mind which is the right point to introduce the structure and the function “This is a bus.”

6.2.10.5. Need based expansion of vocabulary

SLAP takes care of vocabulary expansion from the perspective of the need of the learner. Take for example how the programme deals with kinship terms such as father, mother. The child is asked to write down the names of people at homes, showing the relationship against each name. (This can be done in the mother tongue as the alphabets have not yet been introduced to them). Then children sit in group sharing their work with the members in the groups. Teacher makes use of this occasion to interact with them in the target language and supplies the required English words expressing various relationships. The concept map on “My family” developed in the class will be displayed at the Reading Corner, from which children have the liberty to choose those words they need.

6.2.10.6. Evolving Textbook

SLAP has introduced a new concept namely, the Evolving Textbook. (ETB). The intuitive idea is that no pre-set textbook can facilitate acquisition. Instead of placing the learner at the receiving end, he is elevated to the status of the creator of the textbook. The teacher and the learners jointly explore themes taking cue from the pages of the learner material. It is in this sense SLAP has floated the concept of an Evolving Textbook. The learner material designed for this purpose has been named as the “My English Book”, which consists of a set of worksheets. These worksheets are to be processed in the classroom and in this sense they are not conventional worksheets but “process sheets”. These sheets have very appealing illustrations except the first seven pages, which are plain sheets in which illustrations are to be drawn by the learners. The target structure or the target discourse is also

included in the ETB pages. A very meticulous spiralling design has been worked out through these process sheets. The language material is presented in such a way that children build up phonemic consciousness even without having to learn the alphabets.

6.2.10.7. My English World (MEW) and Our Reading Corner(ORC)

Alongside the tasks related to ETB pages there are tasks to be carried out at home. The child's note book meant for this has been termed as 'My English World' (MEW). There are certain other tasks that are to be carried out in groups, sometimes involving the whole class. The products of the group work will be displayed as the ORC material. The classroom interaction ETB sheets, MEW and ORC together provide a sort of linguistic continuum that is expected to facilitate language acquisition.

The ETB pages, MEW and ORC are conceived as tools for Continuous and Comprehensive Evaluation (CCE). The learning activity and the evaluation activity are not seen as distinct from each other but as mutually complementary. After giving each task teachers are expected to see whether students are performing it on their own or whether further help is to be given to them. Based on their observations they are supposed to be planning activities for the next day.

6.2.10.8. English teacher's companion

One of the ways to equip the teachers for transaction of English curriculum is to give them a handbook as support material. The English Teachers' Companion contains the curricular statements and suggestions as to how to transact the same. A number of activities that should precede, and go along with the processing of ETB sheets, MEW and ORC material have been suggested.

6.2.10.9. Thematic linking

Teacher and learners jointly negotiate a theme through discourses generated in the classroom. This theme is worked out through several pages of the ETB. Apart from the thematically linked pages, there are a few stranded pages also which do not fit into the theme web. While transacting the content of a particular page, the teacher establishes the thematic link between the target page and previous page. This will create a lot of space for classroom interaction. There are a few characters emerging through the pages whose identities have been established by the children. Since the learners have their own significant role in constructing each page, they have absolute ownership of the whole material. Who the various characters appearing in the illustrations are, and what they have done, or are going to do, are things of extreme interest for the children. Since the learners are psychologically involved in the whole process and have decisive roles of their own what get reveals through the ETB pages is claimed to be a mental world where the characters interact in English.

6.2.10.10. Spiralling and Recurrence

The notions of spiralling and recurrence as conceived in SLAP, are mutually complementary. For instance a particular structure (eg. This is...) can serve a number of communicative functions such as identifying an object, introducing a person, talking about relationships and so on. Conversely, the same function can be expressed through a variety of structures. When the same structure is used with different functions the structure is said to be recurring in functional spirals. On the other hand, when the same function is expressed using different structures, we get the recurrence of the function in a set of structural spirals. The spiralling-recurrence relationship is manifested at a linguistic level higher than that of the sentence at the discourse level where a particular theme can be seen as recurring in various discourse forms such as descriptions, conversations, poems, narratives. Similarly, a particular discourse form can be used to deal with a variety of themes. At the lower levels we get the

word-meaning relationship and the sign-sound relationship. A particular word can have various meanings and the same meaning can be represented using different words. Likewise, a particular sign (eg. 'c') can have different sound values (eg. /s/ as in *nice*, /k/, as in 'car'). And a particular sound (eg. /k/) can be represented using different signs (eg. 'c' as in *car*, 'k' as in *kite*). The spiralling –recurrence relationship at the sentence level can be illustrated with the help of the examples given in (1) and (2):

- | | | | |
|-----|----|--------------------|------------------------------|
| (1) | a. | This is a bus. | Identifying an object |
| | b. | This is nice. | Expressing an opinion |
| | c. | This is Mr. Raju. | Introducing a person |
| | d. | This is red. | Talking about colour |
| | e. | This is my sister. | Talking about a relationship |

- | | | | |
|-----|----|----------------------------------|--------------------|
| (2) | a. | Please close the door. | } Making a request |
| | b. | Could you close the door? | |
| | c. | Will you please close the door? | |
| | d. | Would you mind closing the door? | |
| | e. | Close the door, won't you? | |

In paradigm (1) the structure, *This is...* recurs in a set of functional spirals whereas in (2), the function namely, "making a request" recurs in a set of structural spirals. SLAP has developed transactional strategies to materialise the spiralling-recurrence relationship at all these levels by virtue of which it caters to building up both structure consciousness and phonemic consciousness.

6.2.11. Critical analysis of SLAP

SLAP is the first acquisition model in the Indian context. It has brought about a paradigm shift from the existing learning models erected on the foundations of Behaviourism and Structuralism. As the phrase “paradigm shift” suggests every aspect of second language acquisition has been revisited and redefined. This shift is reflected in its assumptions about language, language acquisition, classroom processes, materials, methodology, classroom environment, role of the teacher, his relationship with the learners and so on.. This programme which has passed through two phases of tryout and is still being practised in selected schools have enough potential to be up-scaled both in vertical and horizontal dimensions. As Dr. Anita Rampal in her study on Primary Education in Kerala has commented on SLAP as follows: “We recommend that the programme needs to be extended to also include the teaching of English in the higher classes so that there is a healthy convergence of these strategies for class 6 and above.” (Rampal, 2001)

It has been found that children who had been brought under this programme have made significant achievements in performing various language skills in English. “While almost 27-30 percent of SLAP children of Class 4 get A grades in writing, reading and speaking, respectively, only 0-3 percent of Class 4 children of non-SLAP schools get an A for the same tasks.[...] only 2-18 percent of children studying in Class 7 of non-SLAP schools get an A for the same tasks...”(Rampal , 2001).

The investigator in his field visit to SLAP schools in various districts was able to observe that the new concepts such as ETB, thematic linking and the various transactional strategies have been welcomed both by the learners and the practising teachers.

There has been a significant change in the attitude of children and teachers of those schools where SLAP is tried out. From the state of sitting in the class as passive listeners children have become active participants in the classroom processes.

“I am anxiously waiting for my next English class to collect my new ETB page. It is very interesting to work on it.”

Vineesh

Std. IV B

SNLPS, Karunagappally, Kollam

Field Note: 3-1-2001

The notion of giving comprehensible input to children has had its impact in SLAP classes. The investigator experienced that most children were freely interacting in English, even with strangers. This indeed is highly inspiring for teachers who till now were not able to get any response from their children even after their laborious efforts to “teach” English.

SLAP teachers in general have acknowledged that children brought under the programme can perform better than those in the mainstream. Earlier this teacher had found fault with herself for the poor performance of the children in spite of the pains she had taken. Now she has realized that it was the methodology and the materials that were at fault.

“I am extremely satisfied with this programme. Most of my children are able to ask and answer a number of questions. I have been teaching English since I joined service 5 years ago. This is for the first time I find students speak in English.”

Ms. Sheeja

GLPS, Azhakiyakavu

Sasthamkotta, Kollam

Field Note: 12-12-2000

The success of any teaching-learning programme depends largely on the professionalism of the teachers involved in it. Teachers handling English in our primary classes by and large are not professionally equipped for the job. But SLAP shows that a programme which has teacher empowerment components inherent to it can instill confidence in teachers eventually uplifting them to higher levels of pedagogic competence.

It is obvious that the acquisition model brought in through SLAP has enriched the creativity of children. The attempt is also to allow children to have the ability to use finite means infinitively. Even at the early phases of the programme they can generate meaningful language though their repertoire is a limited one. As Anita Rampal has observed teachers were happily surprised to see how each child in a class generated her own sentences to match

the example of “here is a boy standing on a stool”, and added similar sentences such as “here is a bird flying in the sky”, etc.

Linking one ETB page with a previous page thematically has been found to be very productive. Instead of giving isolated illustrations and language material, as is done in conventional books, establishing a theme web ensures the continuum of linguistic experience which is a pre-requisite for language acquisition.

6.2.12. The Way Forward

Earlier we identified a number of issues related to the teaching of English at the primary level. In the light of the analysis we have made in this chapter it is obvious that the ELT package (covering the learner’s course books and the teacher’s source books) in the mainstream has apparently made scratches in the periphery but has not entered the core of issues. The stake holders of education whether they be the practising teachers, parents, or decision makers, do not seem to be aware of what the real issues are. Because of this quite often even non-issues (such as qualification of teachers, lack of speech community, etc.) are discussed and highlighted. Increasing the number of learner materials in the form of course books , supplementary readers and practice books, providing more practice materials in the form of audio cassettes, introducing English in still lower classes (as was done in West Bengal where English is taught from class I upwards, or as in Kerala where it is going to be introduced in class III), up-scaling the qualification of teachers, sending children to English medium schools, etc. will not help us to improve the quality of English education in our State. The only solution is to go for a process-oriented acquisition model as has been actualised in SLAP. As we have already seen this programme is the first major attempt to address the core issues. At the same time it is to be noticed that SLAP is not the end of the story. There still remains a few issues that are to be taken up. But now we know where to

look for solutions to these issues. On the one hand we have the SLAP experience which has resulted from putting theory into practice. On the other hand, we have derived more insight into the constructivist paradigm incorporating new concepts such as multiple intelligence, cognitive modularity, neuro-psychology. What we need is a convergence of these which will clearly show us the way forward.

6.2.13. Beyond SLAP of DPEP

The investigator has identified seven areas where further modifications of SLAP is needed.

1. Ensure discourse treatment at every level of transaction. Though children have been given slots to construct various discourses such as descriptions, poems, conversations, narratives, there are a few pages in the ETB where the processed page ends up with a few sentences without taking shape into a proper discourse. It is to be ensured that after the processing of the ETB page what comes out is any one of the targeted discourses.
2. SLAP has taken care of linking the pages of ETB thematically. This if practised in the classroom will help the learner to experience the linguistic continuum, which is an essential requisite for acquisition. But the investigator has found that some teachers skip the process of linking the various pages of ETB thematically resulting in isolated treatment of linguistic material. This can be overcome if the pages inherently have a theme link, which can be ensured by working out a plot suitable to the age group of the learners.
3. A total shift to the constructivist paradigm is to be ensured. This implies that the learners should have a chance to construct discourses first individually, which is to be shared in groups and then further negotiated with the facilitator's interventions. This will

ensure a two-tier expansion of the ZPD, one with the help of the peer group and the other with that of the facilitator.

4. The learning activities are to be revisited from the perspective of multiple intelligence. When SLAP had been conceived the classroom implications of Multiple Intelligence Theory had not been incorporated into the learning programme.
5. If we follow the spiralling-recurrence strategy at the theme-discourse level linguistic material that have been in two or three pages of the ETB can be clustered meaningfully. This will result in the reduction of the number of ETB pages.
6. The narrative input given to the learner will serve an effective strategy for revealing the plot. If there is an underlying plot the narrative component can be made more fruitful in facilitating language construction from the part of the learner. Inherently the narrative allows holistic treatment of language and as such it helps to sharpen the use of narrative in the second language classroom yielding better mileage to the learner in his process of acquiring the target language.
7. SLAP made use of concept mapping as a strategy for needful vocabulary expansion and exploration of loan words in English. But it was concentrated in the first few lessons. Therefore, the full potential of concept mapping could not be tapped when the concepts arise in the classroom transaction. Hence it is inferred that rather than doing the concepts mapping together in the beginning and revisiting them, it would be better to do as and when various concepts emerge naturally during the development of the plot. It will pave the way for needful vocabulary expansion

We have critically examined SLAP as an acquisition model and its impact in the field. While sustaining the positive aspect of SLAP we have thought of modifying the programme to overcome its limitations.

6.3. FINDINGS OF THE SURVEY

The observations and lessons learned from the survey have been consolidated below in various subtitles according to the areas.

6.3.1. What really happens in the classroom?

In the classroom process, comprehension of the textual material is the prominent exercise. All follow practice through repetition and drill. More often, teachers use mother tongue to translate with a view to making comprehension easier. This is the common method everyone follows for all the textual items such as conversation, learning of vocabulary and structures.

The teachers try to follow the instructions in the handbook to a certain extent. Surprisingly, they come to terms with the fact that the expected objectives are not realised, despite their great effort. In the final analysis, it can be seen that the teachers of all the classes struggle to finish the textual material in the stipulated time. Most of the teachers are unconcerned, particularly about the comprehensibility of the language they use, which in turn results in the passive listening on the part of the learners. The 95% of the classes observed by the investigator seemed to be failing in English language acquisition. The transaction is so artificial that the learners hardly have any involvement in it. There is no one-to-one correspondence among the various learning activities in the text. In classes V to VII, the effect of heterogeneity is a serious matter. Therefore, most of the learners, except a few do not participate in the classroom process. There seems no deliberate attempt envisaged towards involving every pupil in the entire exercise.

6.3.2. Observation of Teacher Training.

Teacher training programmes are taking place on the basis of a set module developed mostly at the state level. The module explicitly focuses on dealing with teaching textual

items rather than transactional problems, which will not empower towards addressing the real problems. The training programme scarcely becomes need-based as there is no periodical assessment to find out the problems in the field. All the training programmes are held during the school days. So, the learners lose interactional hours owing to the absence of teachers in school. There is no mechanism to ensure that teachers bring into practice what they are told to do during the training. The training which follows an outdated methodology and material yields little result and jeopardize the training objectives. Most of the teachers consider whatever is discussed in training an end in itself, not necessarily to be followed.

Teacher training takes place only occasionally, that too, is not mandatory and need-based. There exists hardly any mechanism to supervise or support the teachers of English. Given that they have not received any special training other than the conventional pre-service training based on the decades-old methodology, teachers need to be subjected to intensive in-service training programme during vacation before the commencement of every academic year so that the teacher training will not affect school hours. Concurrently, the pre-service training curriculum also should be revised on the basis of the research findings.

6.3.3. Outcome of the discussion with teachers

The investigator interacted with more than two hundred teachers from various parts of the state over a wide range of discussion points (Appendix-1). More than 85% of the teachers are of the view that they are struggling hard to finish the textual topics. The prescribed time is not sufficient for finishing the textual items. Around 70% teachers expressed their opinion that even if they taught the textbook according to the prescription in the handbook, the desired result is not at all visible in the performance of the pupils. However, it is observed that all the teachers except a few stick on to the textbook teaching unconcerned about the curricular objectives. About 20% teachers boldly accepted the fact

that they were not doing anything for the language development of the pupils. Nevertheless, they could not help it as they were bound to finish the texts, because the evaluation is strictly based on textual content.

About 50% of the teachers, were of the opinion that parent's support is highly essential for the progress of the children and that pupils must be taught by someone outside the school time. So it is obvious that teachers lack the true perception of the teachers' responsibility in the classroom. Anyhow, it is erroneous to assume that poor children hailing from villages, whose parents are not educated and are struggling for a living, can have the support of their parents, especially English. As many as 38% teachers expressed the view that the interference of the parents acted as a hindrance to the pupils learning. However, 60% teachers were of the opinion that they are not properly trained for teaching English. They can not practise what they received through training so long as they are to teach the materials prescribed.

6.3.4. Discussion with educational functionaries

All functionaries were of the same opinion that teaching-learning process should be improved at any cost. But all vary in their perception regarding the way it has to be done. A few of them were very apprehensive about the textbook and material development saying that some conventional ELT experts have always been entrusted with developing all the learning materials for all the classes. Some others blamed the teachers for their lack of competence as the prime causes for the poor standard of English. Some of them had a different view citing the SLAP experience and its strength saying that teachers can be professionally equipped through regular training. Many others were of the view that this was the result of a conspiracy in order to deny English to the majority of children from the lower strata and thus to deliberately make this condition prevail. However, certain functionaries were categorical in

their view that all concerned are responsible for refining the English teaching in our schools. They include the policy makers from the top to the teacher at the grass root level. The National Level Institutes in India have not been able to suggest a suitable programme for English so far.

6.3.5. Discussion with pupils

Pupils find the textbook material as very tough. Almost all the pupils whom the investigator met believe that English learning meant byhearting the answers of the comprehension questions and practising grammar in the textbook. About 35% children said that they never read the textbook but only learned the answers. However, a few children were critical about the textbooks and their content. They said that the textbook is so tough that they cannot follow the passages and grammar points. They complained that they did not get any chance to listen to English because their teachers rarely spoke English. Even if, the teacher explained the reading passage in English it was very difficult to comprehend. They said pupils are afraid of examination because more than 60% of pupils are sure that will fail in the examination.

Most of the pupils interviewed are not even aware that the purpose of teaching them English is to make them speak and use English. They believe that teaching is for passing the examination. As many as 50% of the learners said that they could understand everything when teacher taught, but they found it difficult to remember it afterwards. Curiously enough, all of them have great desire to speak English. It is quite interesting to know that except 20%, all were going for private tuition after school hours.

6.3.6. Discussion with parents

The investigator was able to meet 20 pupils and their parents. More than 80% of the pupils have tuition after the school time. Most of the parents were of view that even though

English is taught at the tuition centre and at school, not much improvement is visible in the performance of their children. Majority of the parents perceive that learning of English means learning of the answers to the comprehension questions. Only two parents were anxious about their children being unable to utter even a sentence in English.

Parents with whom discussion was held were unanimous that all the children should attain required proficiency of English. But most of them were sceptical about the teaching process in the mainstream. However, it is very clear that none of them has the right perspective of learning process and their role to support their wards.

6.3.7. The gist of the issues related to teaching and learning of English language in the primary schools of Kerala

The survey and analysis of the existing English language teaching programme at primary level in out state reveals the fact that the existing model is not adequate to deliver goods as regards English language acquisition, as the entire paradigm is built upon a defective theoretical framework and methodology. Unless a different paradigm conducive to English language acquisition replaces it, the acquisition and performance levels of learners will continue to remain poor. This is the cumulative effect and collective result of so many factors associated with teaching-learning process. A gist of the issues with respect to different areas is supplemented here.

6.3.7.1 Issues related to curriculum development

A comprehensive English language curriculum is not in existence. The periodical textbook revisions were not based on a well-designed English language curriculum. There has not been any substantial change in the teaching-learning process of English at the primary level over the years.

A second language education policy is yet to be formulated in Kerala. Consequently, English language teaching programme in the state is defective. The recent developments that are taking place in the area of Second Language Acquisition (SLA) have not been considered while framing the teaching and learning materials of English language in the state.

The syllabus has been designed based on the existing methodology, which has its foundation on Behaviourist psychology. It is observed that no scientific process has been adopted so far for the development of English curriculum, which will lead to modifying the English language teaching-learning process. Research is not an inbuilt component in our curricular reforms of English language teaching. Researches related to SLA are not taking place in Kerala.

6.3.7.2. Problems with pedagogic process

A classroom process does not envisage English language acquisition in the classroom. As the teachers treat English as any other core subject, the content alone is taken care of by pupils as well as teachers. This is brought about by pressure exerted upon the pupils by teachers and parents. Apparently, the classroom process becomes monotonous to the pupils and they develop a sort of aversion towards the language. Furthermore, it adversely affect their all round development. Learner's innate ability to acquire any language is not nurtured in the classroom. Pupils hardly get opportunities to generate and use language in the classroom. Reading of textual material and answering the comprehension questions are overemphasized. Consequently, reading and writing skills get prioritised and speaking and listening skills get neglected. Discourse level language experience is not maintained. Overemphasis on reading and writing has brought about a situation, where in the primacy of speech has been ignored in all the exercises.

The class room process is based on wrong theoretical assumptions about language and language teaching. Eventually, in this artificial and boring exercise the participation of the pupils is very limited. It appears that everyone has taken it for granted that English teaching is not for acquiring language proficiency but to learn as a subject to pass examination. Consequently, teachers never consider the classroom process with challenge thereby they themselves befall to a professional inertia.

6.3.7.3. Problems faced by the Pupils

Individual needs of the pupils and potentialities are not properly taken care of. They are denied of a suitable English language acquisition process suitable to their nature, psychological, social and emotional needs. More than 70% of the students in the mainstream schools remain inert in the English classroom. About 55% of students mechanically undertake the assignments given by the teachers which are mainly confined to the content of the textbook.

The pupils lack motivation in English learning as they are overburdened with heavy curricular load. Fear of examination is very much. So, they seem to have resigned to rote memorisation. And those who cannot do this befalls into a pitiable destiny of losing English for ever.

6.3.7.4. Problems faced by the Teachers

There are only namesake constant teacher empowerment programme to equip them as professionals to deal with the classroom challenges they encounter. Teachers blindly follow what the handbook prescribes. When they realize that it does not produce desired result they slip away to the examination oriented content mastering.

Teachers are overpowered by a number of wrong notions with regard to certain features of language like pronunciation. Teacher community is confronted with a

professional inertia in Kerala. Its effect in the teaching learning process of English is more than any other subject.

The teachers in primary as well as secondary classes are not adequately trained to teach English language. There is no compulsion of any sustainable sort towards the teachers to teach effectively in schools.

About 55% of teachers are not confident to teach English. The existing programme does not allow them to use their creativity and potentiality in teaching of English. The existing examination oriented process is so rigid and prescriptive that in spite of teacher's expected professional autonomy they are to train the pupils for examination for which tools are prepared by someone.

The teachers have never been convinced that they can make their learners acquire English language as there have not ever come across any desired change in the linguistic performance of their pupils due to defective methodology. Hence there seems remote possibility of their professional growth by continuing this teaching model.

6.3.7.5. Material development

English language acquisition process is hardly taken care of in the selection of the textual material. There seems little correspondence among the different exercises attached to each unit. Most of the textual materials focus on the language facts that are to be learnt and cannot facilitate language acquisition. Writing tasks in the 'exercises' in each unit are for recalling and practising content and grammatical items respectively. Most of the exercises, such as substitution tables, fill in the blanks etc. do not help to generate language.

Materials for pupils such as course books, supplementary readers and practice books are prepared based on the assumption that practice and repetition are the sole means for

language acquisition. So long as these materials are taught, they will not help pupils develop their language proficiency because these materials are not developed in view of language acquisition device that should be exploited to generate language.

Besides, the materials are stuffed with content. How they could be used for classroom process has not been considered. In selecting the texts, learners' interest and experiential levels have not been taken care of. Hence, most of the learning material are alien to the learners. Eventually, there seems little scope for spontaneous interaction with the textbook items. The materials are meant to be learned. They do not give an insight into the language system.

Practising teachers were not involved in the English textbook development process. The materials are very tough and over-demanding for the children, adding to the hurdles discussed above.

6.3.7.6. Problems related to societal concerns

Society is over anxious about English language teaching. This is one of the reasons why a number of people depend on the so-called English medium schools.

Many people believe that English medium school is the ultimate means for teaching English. But, since they cannot afford to it, they depend on mainstream school. The societal apprehension, though not every body's, is that the main stream school education is not conducive to teaching English. No social education process from any quarters makes the people know what is right and what is wrong regarding language acquisition.

The mainstream educational system faces a loss of credibility which adds fuel to the existing problems. The over-enthusiasm of the parents makes them resort to any measures to pressurise their wards to learn English. This include corporal punishment sending them to

untrained tuition masters and practising at home. It is surprising that no serious step has been taken so far to trace the issues and attempt a remedy.

6.3.6.7. Evaluation and related issues

It is a pity that the entire classroom process in the school system is centred around the evaluation process which too happens only thrice a year. Surprisingly, almost all the 50% of the evaluation questions are set on the content of textbook materials and not on language learning objectives. Eventually, overemphasises the learning of the content ultimately disregarding the scope of a learner-friendly teaching-learning process in the English language classroom.

The evaluation process is not in conformity with the learning process. The result of evaluation does not feed back to the learning process that would provide equitable support for every learner. Evaluation actually takes place on the written answers to the given questions. It divides the pupils into good learners and bad learners, thereby promoting unhealthy competition.

6.3.6.8. Supervision

There exists only a meagre set-up for supervision of English classes. Asst. Educational Officer (AEO) has to supervise and inspect all the schools under his administration. "AEO takes care of the administrative responsibilities of teaching and non-teaching staff... Hence the supervision system as a whole remains weak and inefficient in Kerala (Sureshkumar, 1998). A teacher of English has to get constant support so as to facilitate classroom process. At the core of education, quality stands on what happens in the classroom. In other words, a teacher of English should get ample support both at school and outside for improving her transactional capabilities.

6.3.6.9. Monitoring

Monitoring is a distant dream at present in our state. The ultimate aim of any school system is to develop each and every school into a self-sustained viable unit. Monitoring is a means to accomplish the same. English teaching-learning process cannot be seen in isolation. In-house support system comprising school resources group, class PTA, and external support systems including local bodies, school support group and others are to be activated. The social pressure thus evolved will help deliver goods as regards to the enhancement of learning achievement of all subjects.

A societal education programme to weed out the apprehensions and to inculcate correct perceptions with regard to language, language acquisition and parental support should be initiated.

It is necessary that a mechanism is constituted in the state to disseminate the innovations and research findings from top to bottom as well as bottom to top so that the same will reach the hands of practioners.

Efforts are to be geared up for accomplishing total school improvement in order to make it a self-sustained viable unit by way of activating in-schools and external support mechanisms so that schools will function in a better fashion thereby improving learner achievement in English and other subjects. This will lead to actualising an all round development of the learners.

6.3.6.10. Other lessons learnt from the study

A learner-centred SLA Programme will be able to tide over a number of issues which our school system confronts. The achievement of children in Listening and Speaking skills was far greater compared to that in Reading and Writing Skills. This indicates that an acquisition model alone is adequate to stimulate the 'Universal Grammar' of learners which

is manifested through the substantial improvement in the development of acquisition skills. A constructivist approach amalgamated with multiple intelligence makes UG fully available to SLA.

A joint effort of professionally equipped teachers and parents will be sufficient to make the children proficient in English Language provided there exists a better teacher parent interaction regularly. It is not necessary to introduce English at lower primary level as it will hinder the development of the skills in other areas such as mother tongue and other subjects areas.

A, UG-based acquisition model based on cognitive interactionist approach can make the pupils proficient in English language in a period of 200 hours. It is not necessary that the learner has to sacrifice his entire school career for the sake of English language in our social context.

A social education process under the initiatives of the government and voluntary organizations will have a determinant role in creating the right kind of social consciousness towards English.

The investigator was able to observe some of the following facts while conducting the experimentation.

The children turn up regularly in the class.

The achievement scores show that those who stood far behind in the previous examinations showed considerable improvement.

The learning achievement improved substantially in other subjects.

The parental interaction could make them do away with a lot of apprehensions. Thus brings about a situation where their influence becomes more learner friendly.

6.4. STATISTICAL ANALYSIS OF THE ELAP

This part of the chapter deals with the analysis of the data as per the objectives set for the study. The test scores become meaningful when they are analysed and interpreted. The objectives are restated below. In order to find out if the new English language acquisition programme developed by the investigator could have made any desired effect in the linguistic performance of the primary school pupils of Kerala, a detailed analysis of the data collected from the experimental and control groups were subjected to statistical treatments.

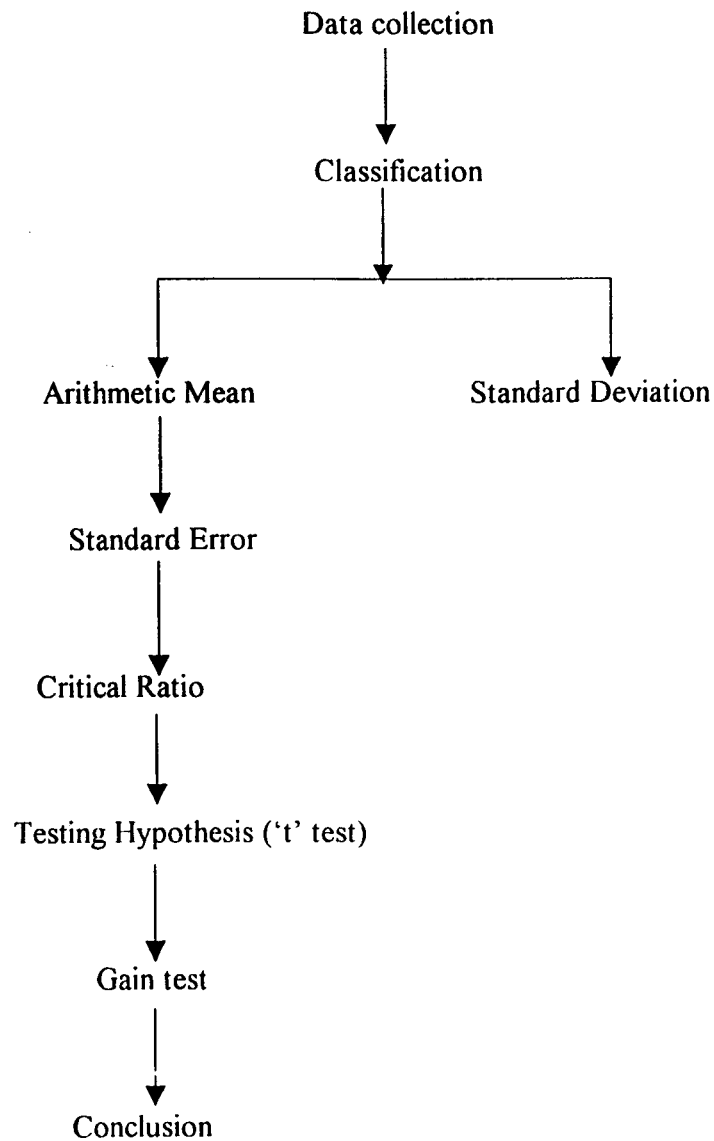
6.4.1. Statistical Techniques used

Following are the statistical techniques used in analysis of the data in the present study.

- a. Collection of primary data of the scores of achievement tests (Pretest, Posttest) given to the pupils of the experimental group and control group.
- b. Analysis of arithmetic mean and standard deviation of the data.
- c. Analysis of difference in means and calculation of standard error and critical ratio using 't' test for difference of means.
- d. Testing hypothesis and arrival at conclusions.

The above operations can be represented as shown in the figure below.

Figure 6.1 Sequence of statistical operations



Analysis of the data that has been carried out using 't' test is given below under the following sub heads.

1. Effectiveness of the new English Language Acquisition Programme (ELAP)-Analysis of the data of Pretest and Posttest scores in the achievement of the experimental group.

2. Effectiveness of the Existing English Language Textbook Teaching Programme (ELTP) Analysis of the data of the Pretest and Posttest scores in the achievement of the control group.
3. Comparison of the Pretest scores of Experimental and Control groups.
4. Comparison of the Posttest scores of Experimental and Control groups.
5. Comparison of the gain scores of pupils in Experimental and Control groups.

The details of analysis are given below

**6.4.2 Effectiveness of the new English Language Acquisition Programme (ELAP)-
Analysis of Pretest and Posttest scores of the basic language skills in English of
the Experimental group of pupils**

Table 6-1

Experimental Group	Treatment	N	M	S.D.	T	Df
Listening – Pretest	ELAP	66	2.97	1.19	16.88	130
Listening – Posttest	ELAP	66	7.68	1.93		
Speaking –Pretest	ELAP	66	4.58	1.75	9.00	130
Speaking –Posttest	ELAP	66	7.5	1.97		
Reading-Pretest	ELAP	66	4.86	1.77	7.97	130
Reading –Posttest	ELAP	66	7.33	1.78		
Writing-Pretest	ELAP	66	4.21	1.91	6.06	130
Writing-Posttest	ELAP	66	6.63	2.04		
Skills as a whole (LSRW) Pretest	ELAP	66	16.62	5.76	10.90	130
Skills as a whole (LSRW) Posttest	ELAP	66	28.82	7.04		

The 't' value from Table D for df is 2.76 at 0.01 level and 1.96 at 0.05 level. All the 't' values obtained are significant at 0.01 and 0.05 levels. It is evident from the above table that there is significant difference between the Pretest scores and Posttest scores of Experimental Group with respect to the language skills. –Listening (16.88), Speaking (9.0), Reading (7.97), Writing (6.06), and all the skills as a whole (10.9).

Therefore, it is inferred that the treatment of ELAP is effective for language acquisition and hence for the development of language skills.

6.4.3 Effectiveness of the existing English Language Textbook Teaching Programme (ELTP)-Analysis of Pretest and Post-test scores in basic language skills in English of the Control Group of pupils.

Table 6.2

Control Group	Treatment	N	M	S.D.	t	df
Listening – Pretest	ELTP	66	3.01	1.12	1.66	130
Listening – Posttest	ELTP	66	3.38	1.38		
Speaking –Pretest	ELTP	66	4.42	1.75	0.64	130
Speaking –Posttest	ELTP	66	4.60	1.53		
Reading-Pretest	ELTP	66	4.74	1.83	0.37	130
Reading –Posttest	ELTP	66	4.86	1.96		
Writing-Pretest	ELTP	66	4.5	1.87	0.36	130
Writing-Posttest	ELTP	66	4.6	1.47		
Skills as a whole (LSRW) Post	ELTP	66	16.68	5.80	0.79	130
Skills as a whole (LSRW)Post	ELTP	66	17.45	5.47		

All the values of calculated 't' are not significant both at 0.01 and 0.05 levels.

The table indicates that there is no significant difference between the Pretest and Posttest scores of the control group with respect to the language skills, Listening (1.66), Speaking (.63) Reading (.36), Writing (.36) and Skills as a whole (.78).

Therefore it is evident that the ELTP is not effective in the acquisition of language and hence, the development of language skills in English for the control Group.

6.4.4 Data and Result of the test of significance of the difference between the Mean Pre-test scores of the Experimental and Control Groups

Table 6.3

Experimental Group	Treatment	N	M	S.D.	t	Df
Listening – Experimental	ELAP	66	2.97	1.19	0.23	130
Listening – Control	ELTP	66	3.02	1.12		
Speaking – Experimental	ELAP	66	4.58	1.75	0.49	130
Speaking – Control	ELTP	66	4.42	1.74		
Reading –Experimental	ELAP	66	4.86	1.78	0.39	130
Reading – Control	ELTP	66	4.74	1.83		
Writing-Experimental	ELAP	66	4.21	1.92	0.87	130
Writing-Control	ELTP	66	4.5	1.87		
Skills as a whole (LSRW) Experimental	ELAP	66	16.62	5.76	0.06	130
Skills as a whole (LSRW) Control	ELTP	66	16.68	5.79		

As evidenced by the table, the Pretest scores of the Experimental and Control Groups with respect to the language skills-Listening, Speaking, Reading, Writing and Skills as a whole, there is no significant difference at 0.01 and 0.05 levels. Hence it can be concluded

that the Experimental and Control Groups were almost identical before treatment in terms of achievement in the basic language skill

6.4.5 Data and Result of the Test of Significance of the difference between the Mean Posttest scores of the Experimental and Control Groups.

Table 6.4

Group	Treatment	N	M	S.D.	C.R	df
Listening Experimental	ELAP	66	7.68	1.93	14.72	130
Listening Control	ELTP	66	3.38	1.38		
Speaking Experimental	ELAP	66	7.5	1.97	9.43	130
Speaking Control	ELTP	66	4.61	1.53		
Reading Experimental	ELAP	66	7.33	1.78	7.57	130
Reading Control	ELTP	66	4.86	1.96		
Writing Experimental	ELAP	66	6.30	2.05	5.48	130
Writing Control	ELTP	66	4.61	1.47		
Skills as a whole Experimental	ELAP	66	28.82	7.04	10.36	130
Skills as a whole-Control			17.45	5.47		

The critical ratio of the Experimental Group exposed to the English Language Programme exhibit a consistency in achievement in Basic language skills in English. Hence, it can be concluded that the English Language Acquisition Programme is better than the existing teaching programme (ELTP) for the acquisition of language, which is revealed through the significant advantageous position of the Experimental groups in the four basic skills.

6.4.6 Data and Result of the Test of Significance of the Difference between the Mean Gain Scores of Experimental and Control groups.

Table 6-5

Experimental Group	Treatment	N	M	S.D.	CR	df
Listening – Experimental	ELTP	66	4.71	1.61	19.17	130
Listening – Control	ELAP	66	0.36	0.91		
Speaking – Experimental	ELTP	66	2.92	1.40	12.32	130
Speaking – Control	ELAP	66	0.18	1.15		
Reading – Experimental	ELTP	66	2.46	1.33	9.78	130
Reading – Control	ELAP	66	0.12	1.43		
Writing- Experimental	ELTP	66	2.09	1.46	8.69	130
Writing-Control	ELAP	66	0.11	1.14		
Skills as a whole Experimental	ELTP	66	12.20	3.71	20.65	130
Skills as a whole Control	ELAP	66	0.77	2.53		

It is obvious from the table that that the gain scores of the experimental and control groups differ significantly at 0.01 and 0.05 levels with respect to the language skills: Listening (19.17) Speaking (12.32), Reading (9.77) and Writing (8.69) and Skills as a whole (20.65). Hence, it can be concluded that the Experimental group undergone ELAP treatment gained greater than the Control group undergone ELTP treatment. So, the acquisition programme is more effective than the existing teaching programme.

6.4.7 Data and Result of the test of significance of the difference between the Mean Posttest and Pretest scores of the Experimental group-Boys

Table 6.6

Experimental Group	Treatment	N	M	S.D.	CR	df
Listening – Pretest	ELAP	28	2.96	1.20	9.03	54
Listening – Posttest	ELAP	28	7.25	2.20		
Speaking – Pretest	ELAP	28	4.36	1.93	3.74	54
Speaking – Posttest	ELAP	28	7.54	4.06		
Reading – Pretest	ELAP	28	4.68	1.83	3.93	54
Reading – Posttest	ELAP	28	6.68	1.98		
Writing- Pretest	ELAP	28	4.18	2.25	3.03	54
Writing- Posttest	ELAP	28	5.89	1.99		
Skills as a whole Experimental	ELAP	28	16.18	6.13	6.11	54
Skills as a whole Control	ELAP	28	27.35	7.50		

The high 't' value for the Experimental group treated by the Acquisition Programme indicates that the achievement of pupils improved considerably and hence the acquisition model is significant with respect to the sub-sample Boys.

6.4.8 Data and Result of the test of significance of the difference between the Mean Posttest scores of the experimental and control groups-Girls

Table 6.7

Experimental Group	Treatment	N	M	S.D.	t	df
Listening – Pretest	ELAP	38	2.97	1.20	6.44	74
Listening – Posttest	ELAP	38	8.00	4.66		
Speaking – Pretest	ELAP	38	4.74	1.62	6.69	74
Speaking – Posttest	ELAP	38	7.47	1.93		
Reading – Pretest	ELAP	38	5.00	1.76	7.59	74
Reading – Posttest	ELAP	38	7.82	1.47		
Writing- Pretest	ELAP	38	4.24	1.67	5.51	74
Writing-Posttest	ELAP	38	6.61	2.06		
Skills as a whole Pretest	ELAP	38	16.95	5.53	9.30	74
Skills as a whole Posttest	ELAP	38	29.89	6.57		

All the 't' values obtained are significance at 0.01 and 0.05 levels. Therefore, it is clear that the Experimental and Control groups differ significantly between the Pretest and Posttest scores with respect to the basic language skills. Hence, the experimental treatment has significant effect on the immediate achievement of the pupils.

6.4.9 Data and Result of the test of significance of the difference between the Mean Post-test scores of the Experimental and Control Groups – Urban

Table 6.8

Experimental Group	Treatment	N	M	S.D.	CR	df
Listening – Pretest	ELAP	33	3.03	1.13	11.82	64
Listening – Posttest	ELTP	33	7.76	2.00		
Speaking –Pretest	ELAP	33	1.94	1.73	12.20	64
Speaking – Posttest	ELTP	33	7.45	1.94		
Reading – Pretest	ELAP	33	4.85	1.54	5.89	64
Reading – Posttest	ELTP	33	7.30	1.83		
Writing- Pretest	ELAP	33	4.33	1.74	3.84	64
Writing- Posttest	ELTP	33	6.12	2.03		
Skills as a whole Pretest	ELAP	33	16.85	2.24	11.88	64
Skills as a whole Posttest	ELTP	33	28.64	5.24		

The following decision is arrived at from the Table- In the Experimental group the scores of Pretest and Posttest differ significantly. Hence experimental treatment has significant effect on the immediate achievement of the urban pupils with respect to the language skills- Listening (11.82), Speaking (12.2) Reading (5.89) Writing and skills as a whole (11.88)

6.4.10 Data and Result of the difference between the Mean Pretest and Posttest scores of the Experimental group –Rural.

Table 6.9

Experimental Group	Treatment	N	M	S.D.	t	df
Listening – Pretest	ELAP	33	2.91	1.26	11.90	64
Listening – Posttest	ELAP	33	7.61	1.89		
Speaking – Pretest	ELAP	33	4.52	1.80	6.40	64
Speaking – Posttest	ELAP	33	7.55	2.03		
Reading – Pretest	ELAP	33	4.88	2.01	5.33	64
Reading – Posttest	ELAP	33	7.36	1.76		
Writing- Pretest	ELAP	33	4.09	2.10	4.66	64
Writing- Posttest	ELAP	33	6.48	2.08		
Skills as a whole Pretest	ELAP	33	16.19	6.30	7.85	64
Skills as a whole Posttest	ELAP	33	29.00	6.93		

The 't' values calculated are significant at 0.01 levels. Hence it is to be inferred that the experimental treatment has significant effect in the achievement of rural pupils with respect to the language skills listening (11.9), Speaking (6.4), Reading (5.33), Writing (4.66) and skills as a whole (7.85).

The result of the analysis of the tests of significance very emphatically indicate that the Experimental group subjected to the new English Language Acquisition Programme was able to acquire English language skills and thus produce substantial improvement in the immediate achievement of the pupils. This positive change both in the case of the total sample and the sub samples fully substantiate the hypothesis formulated by the investigator.

SUMMARY, CONCLUSION AND SUGGESTIONS

N. Sureshkumar “Evolving a new english language acquisition programme at primary level - A cognitive interactionist approach” Thesis. Department of English, University of Calicut, 2002

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CHAPTER 7
SUMMARY, CONCLUSION AND SUGGESTIONS

- 1 AN OVERVIEW
- 2 RESEARCH INSTRUMENTS USED
- 3 FINDINGS OF THE STUDY
- 4 TENABILITY OF THE HYPOTHESIS
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- 6 SUGGESTION FOR FURTHER RESEARCH

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CHAPTER 7

SUMMARY, CONCLUSION AND SUGGESTIONS

Every research has its ultimate aim to reach sound conclusion and valid generalization based on the analysis and interpretation of the data gathered. This chapter comprises an overview of the significant stages of the study; conclusions, educational implications and suggestions formulated in the light of the study.

7.1. OVERVIEW

In a rapidly changing global context every Keralite has to be well equipped to be proficient in English language in order to lead a better life wherever he/she is called upon. But, unfortunately, quite contrary to our expectation, the vast majority going through our educational system leave school without acquiring this efficiency in spite of the strenuous efforts they put in. Though everyone concerned is aware of this reality, no serious attempt has been mooted to overcome this crisis, other than a few superficial measures.

In this context this study aims at bringing out the real issues related to the teaching and learning process, particularly at primary level. The first attempt was to analyse the evolution of English teaching methodology historically. This helped the investigator to get an insight into reasons of the origination of various methodologies and their influences as well.

The next step was to enquire into what happened with regard to English language teaching in our country in the post independence period. Apparently, the recommendations of all the major Education Commissions so far have been examined which is the right pointer to the history of English Education in our country. Naturally, the investigator has tried to know also the corresponding reverberations in our state. This has led to the conclusion regarding

the dichotomy between the policy and practice of English teaching in our country as well as our state.

To make the enquiry comprehensive the methodology and materials that have been in existence since 1960 have been thoroughly subjected to scrutiny. The exercise was strenuous because of the inability to observe the class room process in the bygone years. But it was tided over by interviewing retired teachers and verifying their teaching notes. But, more people could not be contacted. Besides, the documents such as syllabus, handbook and textbooks of 60s and 70s were examined inspite of the difficulty of arranging them. This was a revealing experience for the researcher as it could provide opportunity for realizing the apathetic attitude of all concerned with English teaching in our state. It was so astonishing to know that the changes that were happening in and around the world in the field of SLA were felt neither at the National level nor at the state level.

Naturally, the probe switched over to the present position of English teaching in our state and the need of formulating a right perspective with regard to English language teaching. With a view to accomplishing this, the investigator, met almost all the stake holders of the English education. They include teachers of English, teacher trainers, the educational functionaries such as DIET faculty members, SCERT faculty members, DDE_s, DEO_s, AEO_s, parents, learners and many others from the cross-section of the society. In addition to that, the investigator observed the teaching-learning process in the English class room in various primary schools. Further more, an attempt was made to have a close watch of the teacher-training programmes. Although it was not possible to cover a large number of above mentioned parameters, it provided the cross-section of stake holders of English teaching

learning process as a result of which, the real issues of teaching and learning of English in our state have been brought to light.

Once the first objective of finding out the problems, was realized, the next step was to look for a way out. Through enquiry was necessitated to develop an acquisition model incorporating the recent developments in the fields of pedagogy, neuroscience cognitive theories etc.

The next stage was the try out of the acquisition model in the experimental schools. It was rather challenging, as it was difficult to convince the school authorities. They feared that experimenting a new package other than the textbooks would affect the children's performance in the examination. The situation changed later on. The parental interaction three times during the experimentation was very inspiring to the investigator and he was able to infer the influence of parental education in the development of their children.

The investigator could become a silent spectator to the over anxiety of the parents to educate their wards of the 60% of the parents in the first tryout school (rural) two out of 33 were employed. All the others were agriculturalists, labours, cashew nut factory workers, fish merchants, etc. But, they too are serious about the education of their wards. Around, 75% of the students are undergoing various kinds of compulsions, thereby paying a lot for their education. Apart from the hours they spend in school, they are forced to be with the tuition masters for at least twice a day both in the morning and evening. In certain families the parents too take pains to teach them.

The investigator could make out that those children who are undergoing these process of teaching remains poor achievers. This is a clear indication about the counter productive

teaching strategies the tuition masters and parents adopt. Therefore, those children from very poor families who are not going for tuition showed considerable improvement.

For the investigator the experimentation period was very encouraging and endearing. The children of the experimental classes became regular in coming to school. The teachers remarked that their participation and performance in other subjects too showed substantial improvement. It was a nice experience to see pupils of other classes coming to (even from Std I) too come to the investigator and trying to speak bits of English.

The continuous and comprehensive evaluation track record has shown that the children who stood far behind in the achievement tests of the previous examinations showed substantial improvement. This substantiates the fact that a learner-centred pedagogy that facilitates natural acquisition of language can do away with a lot of problems pertaining to the teaching and learning of English as well as other subjects in our state. As for the researcher's inference, it was found to be the best viable solution to adopt at the moment to overcome the problems studied. When the post-test results were analysed it was found that a bewildering change had been effected.

7.2 Research Instruments

The investigator has developed the research instruments in three phases. In the first phase, it was for identifying the existing issues related to teaching-learning process of English in our state. They are the following.

- i). Class observation schedule (Appendix 1)
- ii). Teacher training observation schedule (Appendix 2)
- iii). Discussion points for interviewing teachers (Appendix 3)
- iv). Discussion points for interviewing educational functionaries (Appendix 4)

v). Discussion points for interviewing learners (Appendix 5)

vi). Discussion points for interviewing parents (Appendix 6)

In this second phase the investigator developed the new English Language Acquisition Programme for Standard V pupils (Chapter 5)

In the third phase, he developed two equivalent tests for pupils of standard V.

- Pre-test (Appendix 12)
- Post-test (Appendix 13)

All the above instruments were standardised by the investigator, consulting experts in the field.

7.3. FINDINGS OF THE STUDY

The analysis and interpretation of the data gathered through the survey and experimentation have enabled the investigator to make a lot of observations and findings (Chapter VI). The findings are summarised under this subtitle.

The present English language teaching learning exercise at the primary level does not promote English language acquisition.

The text book and other materials are inadequate to facilitate English language acquisition because of the stipulated methodological problems.

The classroom process is centred around the periodical examinations in which only the content of the textbook is tested.

There are no need-based teacher-empowering programmes to equip teachers to deal with the classroom challenges.

The teachers are not professionally equipped for facilitating English language acquisition among learners.

There hardly exists any supervision and monitoring mechanism at present

The learners are helpless because they have not been given a programme suitable to their nature and their social, psychological and emotional needs.

Most of the learners are tortured not only by having to be in the monotonous classroom, but also by undergoing crude measures adopted by teacher and parents intended for better achievement.

Parents lack right perception of their role in supporting their wards.

Most of the stakeholders of education are aware of the pitiable condition of English language, but do not try positively to examine the causes and find a solution.

The New English language Acquisition Programme has made significant effect on the immediate achievement of the pupils, with respect to language acquisition English language acquisition model based on cognitive interactionist approach found to be the best solution at the moment.

7.4. TENABILITY OF THE HYPOTHESIS

The study has positively substantiated the Hypothesis that the acquisition model is more effective than learning model. The major findings of the study imply that the new English Language Acquisition Programme is effective for the acquisition of basic language skills for the pupils at the primary level irrespective of their gender and locale of the schools. Hence the hypothesis is substantiated and its tenability established.

7.5. CONCLUSION

The teaching-learning process of English confronts a number of issues pertaining to curriculum, learning materials, methodology, evaluation, teacher empowerment, supervision, societal apprehensions etc. Hence, the existing English language teaching programme is not conducive to English language acquisition.

The following conclusion is drawn from the analysis of the pretest and posttest scores of the achievement tests.

“The New English Language Acquisition Programme developed by the investigator, is effective for English language acquisition for the primary school pupils of Kerala”.

7.6. EDUCATIONAL IMPLICATIONS OF THE FINDINGS

The findings of the study revealed several realities with regard to the English language acquisition process at the primary level, which would be suggested to the educationists, researchers, planners, teacher educators and administrators for implementation.

- The findings of the present study will create an atmosphere conducive to for a paradigm shift towards English language acquisition models at all level of school education.
- The inferences of the study will necessitate curricular revision of English in our state incorporating the changes that have been taking place elsewhere in the field of Second Language Acquisition.
- The conclusions of the study will pave the way for getting rid of a number of apprehensions regarding the methodology of teaching English in our state.
- The outcome of the study will help towards regaining the lost credibility of mainstream educational system in as state with regard to the teaching-learning process of English language.
- The conclusion of the present study initiates the drive towards developing a learner friendly constructivist approach suitable to our state. This study will be a pathfinder to the parents and society to do away with a lot of apprehensions, pertaining to English language teaching.

- The National Institutes like RIESI and CIEFL will get a model which will be an alternative to the existing model and which can be disseminated elsewhere in this country.
- Teachers are to be awakened from the existing professional inertia, in order to take up the classroom challenges of SLA
- Regular teacher empowering programmes alone can elevate the teachers to meet the demand of the day.
- The present social disequilibrium has emerged out of the social concern that students out of the so-called English medium school only perform better in future wherever they are called upon. This could be made good by adapting this acquisition model at all levels of the school.
- It is a matter of social justice that all the children who depend solely on the school system should be equipped with English language proficiency, especially the majority hailing from the lower strata of the society. A practical methodology will have greater implication at the moment.
- Our educational practices particularly at the primary level should establish a navel cord relationship with research. Teacher empowerment programme carried out on a regular basis without affecting the school working hours together with support mechanism can enhance the professionalism of teachers.
- Teacher training should be research based so as to equip the teachers to become researchers. This will pave the way for incorporating research findings elsewhere in the world in the field of SLA.

- The new English Language Acquisition Programme evolved by the present study will be a pointer towards a breakthrough for the existing issues of teaching and learning English.
- The investigation revealed that the problems regarding the teaching and learning of English cannot be solved by means of superficial measures. Nevertheless, it points towards a revamping of the entire teaching-learning process in a process-oriented acquisition paradigm that will bear fruit.

7.7. SUGGESTIONS FOR FURTHER RESEARCH

1. Studies can be conducted to develop English Language Acquisition Programme for other classes both at primary and secondary levels.
2. Studies can be carried out to develop a acquisition models for other second languages.
3. Researches can be undertaken to develop acquisition models with a view to making use of the multiple intelligence optimally for language acquisition
4. Innovative projects can be undertaken, so that a learner-friendly integrated acquisition model suitable for the entire curriculum can be framed.
5. Research in the direction of developing an appropriate evaluation programme conducive to the development of the learners can be undertaken.
6. Studies can be conducted for acquisition model of pre-service teacher training programme.
7. Research studies can be undertaken to find out the implication of acquisition model in developing each basic language skill separately.

8. Research projects for framing an integrated curriculum at the primary level amalgamating the second language also can be undertaken by researchers or education department.
9. Research studies for developing a suitable teacher empowerment programme to deal with the classroom challenges associated with acquisition model, should also be undertaken

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Appendix 1

ENGLISH CLASS OBSERVATION SCHEDULE

Name of School : _____ Name of teacher : _____
Standard : _____ Educational qualification : _____

a. The class room process

1. The nature of teacher-pupil interaction in the class.
(high, average, low)
2. Teacher's encouragement to pupils for speaking English.
(high, average, low)
3. The quality of classroom transaction for acquiring language skills.
(high, medium, poor)
4. Teacher's attitude towards errors.
(positive, neutral, negative)
5. Teacher's input for the generation of language skills.
(high, average, low)
6. The thrust in the classroom process for aural skills.
(high, medium, low)

b. Learning atmosphere

1. Freedom of the learners to talk freely to the teacher.
(very much, moderate, very little)
2. 'The degree of learners' using English language in the class.
(frequently, sometimes, never)
3. Nature of atmosphere for facilitating English language acquisition.
(helpful, moderate, not at all helpful)
4. The participation of the learners in the classroom process.
(quite active, less active, not at all active)

c. Material

1. How far is the material used in the classroom conducive to language acquisition?
(very much, moderately, little)
2. The extent of the learner's role in the development of the materials.

(high, average, low)

3. Teacher uses materials other than text book.

(very much, rarely, never)

d. Teachers' language

1. The comprehensibility of the language.

(high, moderate, poor)

2. The teacher's conception about the comprehensibility of language.

(high, moderate, poor)

3. The teacher's competence in speaking English.

(high, moderate, poor)

e. Classroom techniques

1. Teacher adopts different strategies and techniques.

(frequently, rarely, never)

2. Teacher reinforces when students make correct responses.

(often, sometimes, never)

3. Teacher goes around the class for giving support to students.

(quite frequently, indirectly, never)

4. Teachers' use various audio-visual aids.

(frequently, rarely, never)

5. Teachers' take effort for practice and repetition.

(frequently, rarely, never)

Appendix 2

TEACHERS TRAINING - OBSERVATION SCHEDULE

1. What are the objectives of training ?
2. What are the training strategies adopted by the trainers ?
3. Do the strategies and techniques justify the objectives.
4. How far does the training programme focus on teacher's capacity building ?
5. How do the teachers participate the training ?
6. Are the teachers interested in the training ? Why ?
7. What is the percentage of teachers apathetic to the training programme ? Why ?
8. What is the percentage of attendance comparing the strength of the teachers who have been called for the training program.
9. What is the role of the Education Department in teacher training ?
10. Do the Department owns up the training programmes ?
11. How often does the training take place ?
12. Is the training sufficient for meeting the needs to face the classroom challenges.
13. Are the objectives of the training need based ?
14. How are the needs identified ? Is the process scientific ?

Appendix 3

DISCUSSION POINTS FOR INTERVIEWING TEACHERS

1. Do you like teaching English?
2. What is the classroom process that you follow in your class?
3. Have you undergone in-service training for teaching of English?
4. How was the training? Was it sufficient to enable you to face your classroom challenges
5. How is the textbook? Is it helpful to the pupils? Are the text books adequate to achieve the curricular objectives? Any suggestion regarding the improvement of learner materials.
6. Do you refer the handbook? Is it helpful? How ?
7. When do you plan for classroom transaction? Is it necessary? What is your feedback?
8. What are the issues that you face as a teacher of English?
9. Do you have any suggestion to improve the performance of children?
10. What according to you are the reasons for the poor achievement of children in English in primary class?
11. What sort of help do you expect to enhance your professional expertise?
12. What sort of intervention do you expect from the parents for improving the learners' achievement?

APPENDIX 4

DISCUSSION POINTS EDUCATIONAL FUNCTIONARIES

1. What is your opinion about the teaching learning-process of English in our state?
2. What do you think are the issues related to the teaching of English?
3. Do you find any limitation in the existing methodology and materials of teaching English particularly those of primary classes.
4. What is your opinion about the process of developing English teaching-learning materials such as textbooks and handbooks in our state?
5. Are you satisfied with the on-going teacher empowerment programmes? Why? Any suggestions for improvement?
6. Would you comment on the increasing tendency of sending children to English medium schools in our state?
7. What is your point of view about the methodology of teaching English in our state?
8. Do you have any suggestions about supervision and monitoring to improve the quality of teaching in English?
9. Do you think that the recent textbook revision has brought about any substantial change in the classroom process of English? Why?
10. Has the recent curriculum conceptualised a paradigm shift as had happened in the case of first language.
11. In your opinion, what are the stumbling blocks that stand in the way of renewing the English education at the school level?

Appendix- 5

DISCUSSION POINTS FOR INTERVIEWING THE LEARNERS

1. Do you like English? Why?
2. Do you like your English classes? Why?
3. How does the teacher teach English in your class?
4. Do you speak English in your class?
5. Does your teacher talk in English to you?
6. What do you like? Teaching English in English or in Malayalam?
7. Do you like English text books? Why?
8. Which book do you like? Practice book / Supplementary reader? Course book or all ?
9. Do you like transcription? Why?
10. Can you comprehend the English your teacher speaks?
11. Do you talk in English with your teacher or friends?
12. Do you like to speak English?
13. Do you think that your English would have been different if you had been in an English medium school? Do you regret for having chosen the Malayalam medium?

Appendix 6

DISCUSSION POINTS FOR INTERVIEWING THE PARENTS.

1. Is your child doing well in his/her studies?
2. Is she / he good at English? Why?
3. How do you know that?
4. What is your opinion about English teaching in our school?
5. Can you help your child in learning English? How?
6. Is your child interested in learning English?
7. How much time does your child spend in learning English at home?
8. Do you think that your child should learn English well? Why? Do you think it would have been different if you had sent your child in an English medium school.
9. Are you satisfied with your child's English learning in school?
10. Is private tuition helpful?
11. Do you have any suggestion for improving the teaching-learning process of English in primary classes?

Appendix 7

DISCUSSION POINTS FOR INTERVIEWING OTHER STAKE HOLDERS

1. Are you satisfied with the standard of English learning in our state?
2. What are the issues that our English language teaching and learning process encounters?
3. Have you got any suggestions for improvement?

Appendix 8

LIST OF STAKE HOLDERS

- Mr. D. Prasanth, Deputy Directory, State Planning Board.
- Mr. Somaprasad, Communist Party of India (Marxist).
- Mr. Gangaprasad, Communist Party of India.
- Mr. Kovoov Kunjumon, MLA, Kunnathoor.
- Mr. Premachanran, Member of Parliament, Kollam.
- Mr. Yeshpal, Panchayath President, West Kallada.
- Ms. M.O. Mini, Panchayath President, Sasthamkotta.
- Mr. Ayira Sasi, President PSTA.
- Mr. Ramakrishnan, KSSP.
- Mr. Gopinathan, DIET Staff Association-Kerala.
- Mr. N. Prasad, PTA President, GLPS, Sooranad, Naduvil, Kollam.
- Mr. Kesavachandran, President, School Support Group, Sooranad, Naduvil GLPS.
- Ms. S. Geetha, Convener, School Resource Group, GLPS Panapetty.
- Ms. Aneesa Beevi, President, Mother PTA, GUPS Kottarakara.

Appendix 9

LIST OF EDUCATIONAL FUNCTIONARIES

1. Mr. S. Remesan, Associate professor, SCERT, Thiruvananthapuram.
2. Mr. I.P. Joseph, Asst. professor, SCERT, Thiruvananthapuram.
3. Mr. Ratnakaran, Principal, DIET, Alappuzha.
4. Dr. Madhavan, Principal, DIET –Palakkad.
5. Mr. Divakaran, Sr. Lecturer in charge, Kollam.
6. Mr. O.M. Sankaran, DPC, DPED, Wynad.
7. Mr. Sasidharan, DDE, Kollam.
8. Mr. Raveendran Nair, Research Officer, SCERT.
9. Mr. G. Stalin, DIET, Kollam.
10. Mr. G. Janardhana kurup, Sr. Lecturer, DIET –Kollam.
11. Mr. Abdul Kalam, programme Officer, SSA, Kollam.
12. Mr. O. Kunjupillai, DEO, Kollam.
13. Mr. Raveendran Nair, AEO, Sasthamkotta.
14. Mrs. Rajalekshmi, Lecturer, DIET Kollam.
15. Mr. Ramachandran, Lecturer, Kollam.
16. Mr. Anie Samuel, Head Mistress, Govt. L.P.S., Panappetty.
17. Mr. Santhakumary, Head Mistress, Govt. LPS, West Kallada.
18. Mr. Radhabhai, AEO, Karunagappally.
19. Mr. N. Manikantadas, principal (Retired) Attingal.
20. Mr. Abdul Salim, Teacher, Govt. HS, Poruvazhy.

Appendix 10

LIST OF TEACHERS WHO HAVE DONE THE TRYOUT OF ELAP

1. Mr. Abdul Salim, Govt. HS, Poruvazhy
2. Ms. Cherupushpam, Town UPS, Karunagapally
3. Ms. Marykutty TKDM UPS, Sooranad
4. Mr. Prasad Govt. UPS, Valiyapadam
5. Ms. Santhamma Govt.HSS, K.S. Puram

Appendix 11

LIST OF SCHOOLS VISITED

1.	Govt L. P. School	-	Panappetty
2.	Govt L. P. School	-	Koickal Bhagom
3.	Govt. U. P. School	-	Karunagapally
4.	J. M. H. School	-	Sasthamkotta
5.	N. S. S. U. P. School	-	Iverkala
6.	St. Mary's L. P. School	-	Sasthamkotta
7.	Govt. U. P. School	-	Nambaruvikala
8.	Govt. S. K. V. U. P. School	-	Karunagapally
9.	Govt Welfare U. P. School	-	Padanyarkulangara
10.	Govt. U. P. School	-	Kottarakkara
11.	N. S. S. U. P. School	-	Padinjattinkara
12.	Govt H. School	-	Poruvazhy
13.	Govt. U. P. School	-	Sooranad Naduvil
14.	R. K. U. P. School	-	Anayadi
15.	S. N. D. P. School	-	Kozhikkode
16.	Govt Town L. P. School	-	Karunagapally
17.	Dr. C. T. E. M. R. H. School	-	Sasthamkotta
18.	Govt. High School	-	Sasthamkotta
19.	Govt U. P. School	-	Valiyapadom
20.	Govt. L. P. School	-	Azhakiyakavu

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Appendix 12

PRE-TEST

1. Non – Evaluatory activity

The facilitator presents a rhyme.

Butterfly, butterfly, come with me.

No, no, no

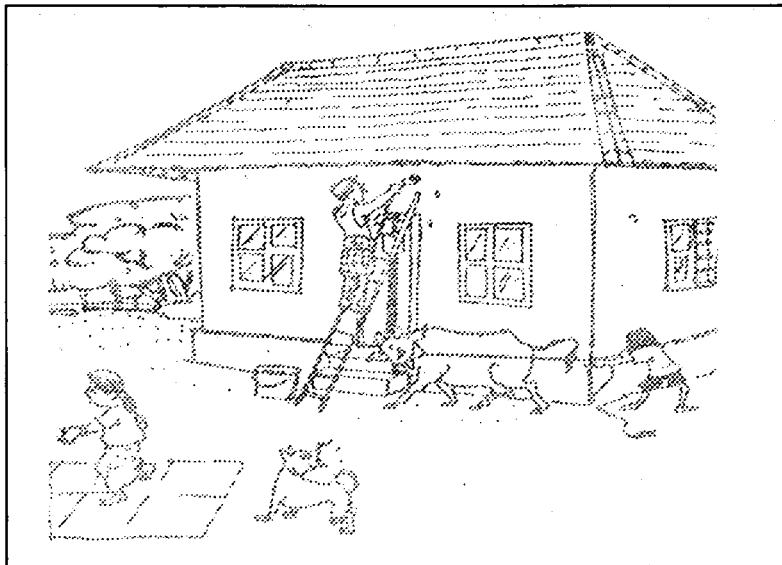
No, no, no, I must go home

Facilitator asks other pupils to continue the rhyme changing the word.

2. Listening : This is Vishnu's family. Vishnu is in the garden. Ah, a crow is coming to the garden. "What are you doing" ? asks the crow. "I am watering plants" says, Vishnu. "Give me two flowers" please. "Why"? "To give my child," says the crow. Okay you take it, please.

The facilitator says the narrative two times and asks the pupils to write the answer. Only the correct word will be enough. The following questions are displayed on the blackboard.

3. Writing : Vishnu's father comes from market. He brings a picture. Can you write what are there in the picture?



The facilitator displays the picture on the blackboard. They write a small description.

Facilitator grades as per indicators.

4. Speaking : Children are divided into pair groups .

Each pair is assigned to draw the picture of anyone of the themes.

- **Hospital**
- **School**
- **Bus stop**
- **House**
- **Playground**

They draw the pictures individually, on a paper . The facilitator collects the picture. He selects half the number of the pictures. One picture is given to each pair. They are asked to discuss and speak about the picture they have got.

5. Reading (Oral)

Now, Vishnu is in Sindhu's house. There is a river near the house. The sun is in the sky. Sindhu's father is working in the kitchen. A man is coming to the house. The dog is barking ' bow – bow'. "Stop", says Sindhu to the dog. It is her uncle.

Grading indicators

Listening

- A. Comprehends completely.
- B. Comprehends only partially.
- C. Comprehends partially when helped individually.

Speaking

- A. Describes in well formed structures.
- B. Describes in deformed structures.
- C. Answers questions leading to description.
- D. Names the objects.

Reading

- A. Reads intelligibly and fluently.
- B. Reads joltingly (with necessary pauses).
- C. Reads only words.

Writing

- A. Writes description using well-formed structures.
- B. Writes description using deformed structures.
- C. Writes isolated sentences.
- D. Writes only words.

Facilitator grades as per the grading indicators.

Appendix 13

POST-TEST

EVALUATION ACTIVITIES.

1. Non-evaluatory activity

Facilitator initiates a rhyme, saying one line

Pupils add lines.

There is a small boy standing on the ground.

There is a small bird sitting on the tree.

2. Listening

The facilitator presents a narrative.

Babu is a school boy. He is in standard V. Now he is standing in the school assembly. The Headmaster speaks in the school assembly.

Dear children,

Christmas is on December 25. The school will close on Friday. You have ten holidays. All the children will get 5 kilos of rice. There is a parents meeting on December 25. Ask your parents to collect the rice on Thursday. Wish you a happy a new year.

Head master.

Facilitator reads the following questions and displays the same on the black board. Pupils are asked to write the answers.

What is on December 25 ?

When will the school close ?

How many holidays are there ?

Who will get 5 kilos of rice ?

What is there on Thursday?

Who is speaking in the assembly ?

Who is to collect rice?

3. Reading

That night Babu writes a letter to his friend Tom. Here is the letter.

Facilitator displays the letter on the blackboard.

Thiruvananthapuram,

28-12-01.

Dear friend,

I am Babu. How are you? I am in my uncle's house. Yesterday, we visited the museum. We saw many birds there. How unlucky they are! Poor birds, they are in cages. They cannot fly. There was a lion in the zoo. He was roaring. I think he was hungry. Yesterday was a nice day. Tomorrow we will go to Kovalam beach. Now there are many foreigners at Kovalam. I can talk to them. I may telephone to Rema this evening. Okay, we will meet at the school on Monday. Convey my regards to your parents and sister. Thank you.

(Sd)

Babu

Where did he write the letter?

Where is Babu ?

Where is he going tomorrow ?

What are there in the museum ?

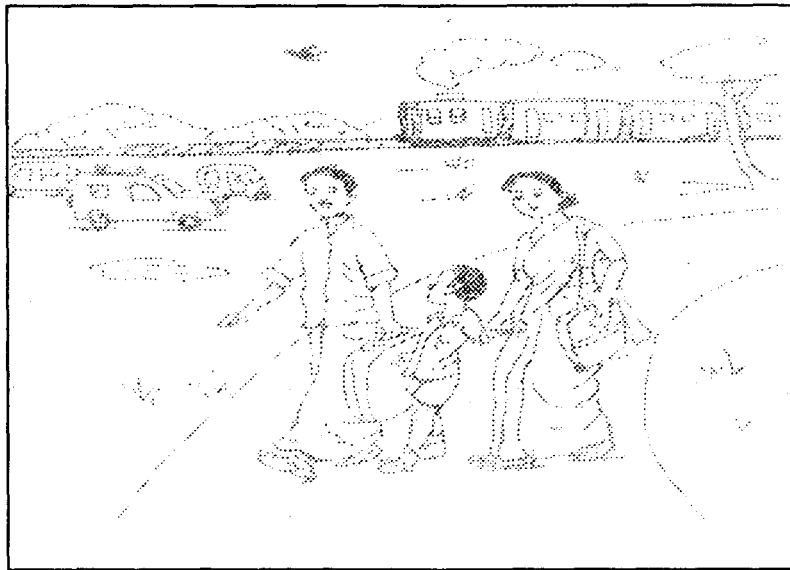
Which is the date of the letter?

Why is the lion roaring?

Why are the birds unlucky?

Where will he go tomorrow?

Facilitator reads the material twice. The pupils are asked to answer some of the questions, that ensure reading with comprehension. The questions will be displayed on the black board.



Writing : The next day Babu and his parents are moving for a picnic. Here is the picture of Babu and parents. Can you write a description of the picture. Facilitator displays the picture on the blackboard. Grades as per the indicators.

Speaking: Babu is staying in his uncle's house at Thiruvananthapuram. He visits the following places.

- (i) In the river he meets a crocodile.
- (ii) In the zoo he talks to the lion.
- (iii) Babu meets a new friend, Jijo.
- (iv) He meets a policeman.

The facilitator assigns any one of the above incidents to a pair of pupils and asks them to make the script of conversation. The pair is asked to present the dialogue. They are asked to present the dialogue exchanging their role.

The performance will be graded on the basis of the grading indicators stipulated by the SCERT (2000). The facilitator will mark scores considering both grades and the remarks in CCE track records of every pupil (Appendix 15).

Non-evaluatory activity.

At last, facilitator initiates a rhyme. Pupils participate in it.

Grading Indicators

Listening

- A. Comprehends completely.
- B. Comprehends only partially
- C. Comprehends when helped individually.

Speaking

- A. Speaks fluently and accurately.
- B. Gives partially correct sentences.
- C. Speaks only some relevant words or phrases.

Reading

- A. Reads sentences with full comprehension
- B. Reads sentences with partial comprehension.
- C. Reads and comprehends only with the help of the teacher.

Writing

- A. Writes simple sentences correctly.
- B. Writes partially correct sentences.
- C. Writes relevant words/phrases.

TEST 1

1. വിശപ്പ് ആഹാരം: ദാഹം—
(a. ക്ഷീണം b. തളർച്ച c. വെള്ളം d. വിശ്രമം)
2. മാല കഴുത്ത്: വള—
(a. സ്വർണ്ണം b. കുപ്പിവള c. ഭംഗി d. കയ്യ്)
3. രക്തം ചുവപ്പ്: മുടി—
(a. തല b. കറുപ്പ് c. മനുഷ്യൻ d. നിറം)
4. അച്ഛൻ അമ്മ: ഭർത്താവ്—
(a. പത്നി b. ഗൃഹനായിക c. ഭാര്യ d. മാതാവ്)
5. മുളക് എരിവ്: ശർക്കര -
(a. പഞ്ചസാര b. കരിമ്പ് c. മധുരം d. പായസം)
6. അദ്യയാപകൻ വിദ്യാർത്ഥി: ഗുരു—
(a. കൃഷി b. പള്ളിക്കൂടം c. ശിഷ്യൻ d. ശിക്ഷ)
7. കാർ ഡ്രൈവർ: കപ്പൽ—
(a. കടൽ b. തുറമുഖം c. പാമരം d. കപ്പിത്താൻ)
8. സൂര്യൻ വെയിൽ: ചന്ദ്രൻ—
(a. ആകാശം b. നിലാവ് c. പ്രകാശം d. വെളിച്ചം)
9. ശാസ്ത്രം ശാസ്ത്രജ്ഞൻ: കല—
(a. കലാലയം b. കലാകാരൻ c. കലവറ d. കലാകേന്ദ്രം)
10. കാക്ക പക്ഷി: കടുവ...
(a. മൃഗം b. കാട് c. ഗുഹ d. കൂട്)
11. പോലീസുകാരൻ തൊപ്പി: രാജാവ്....
(a. സിംഹാസനം b. കിരീടം c. രാജ്യം d. കൊട്ടാരം)
12. മഞ്ഞുകട്ട വെള്ളം: വെള്ളം....
(a. ജലം b. തീയ് c. നിരാവി d. ചുട്)
13. കൂന്ന് കുഴി: കയററ....
(a. പർവ്വതം b. താഴ്വര c. റോഡ് d. ഇറക്കം)
14. പേന മഷി: ഭോക്ക്....
(a. വെടി b. യൂദ്ധം c. വെടിയുണ്ട d. പട്ടാളക്കാരൻ)
15. സ്നേഹിതൻ സ്നേഹം: ശത്രു....
(a. വെറുപ്പ് b. യുദ്ധം c. ആയുധം d. വധം)
16. പട്ടി മൃഗം: കൂയിൽ....
(a. പക്ഷി b. പാട്ട് c. കറുപ്പ് d. കൂട്)
17. സുന്ദരി സൗന്ദര്യം: വിരൂപൻ....
(a. വിരൂപി b. സുന്ദരൻ c. വൈരൂപ്യം d. ഭംഗി)
18. കൊല്ലൻ ഇരുമ്പ്: ആശാനി....
(a. ആല b. ഉളി c. തടി d. ചുറ്റിട)
19. വീട് ഗൃഹം: ആകാശം....
(a. പക്ഷി b. ഗഗനം c. നീല d. മേലം)
20. പണ്ഡിതൻ പാഠകൻ: പാഠപിതം....
(a. പടിഞ്ഞാറ് b. ദിക്കു് c. കിഴക്ക് d. പൂർവ്വം)

TEST II

ഈ വിഭാഗത്തിലുള്ള ചോദ്യങ്ങളിൽ ഓരോന്നിലും അഞ്ചുവാക്കുകൾ വീതം തന്നിട്ടുണ്ട്. അതിൽ ഒന്ന് മറ്റു നാലിനോടും യോജിക്കാതെ നിൽക്കുന്നു. അത് ഏതെന്ന് കണ്ടുപിടിച്ചു, താഴെക്കാണിച്ചിരിക്കുന്ന രീതിയിൽ ഉത്തരമെഴുതാൻ അടയാളപ്പെടുത്തുക.

ഉദാഹരണം

- 1. a. ബെസ്സ്, b. ലോറി, c. കാർ, d. കാളവണ്ടി, e. മോട്ടോർ സൈക്കിൾ.

ഇതിൽ 'കാളവണ്ടി'യാണല്ലോ മറ്റു നാലു വാക്കുകളോടും യോജിക്കാതെ നിൽക്കുന്നത്. 'കാളവണ്ടി'യെ കുറിക്കുന്ന അക്ഷരം d യാണല്ലോ. അതുകൊണ്ട് d യുടെ താഴെയുള്ള വൃത്തരേഖിനകത്ത് അടയാളപ്പെടുത്തിയിരിക്കുന്നു.

- a b c d e
- ○ ○ ○ ○

ഈ രീതിയിൽ ഓരോ ചോദ്യത്തിന്റെയും ഉത്തരം ഉത്തരമെഴുതാൻ ഏഴുതുക. ഏതെങ്കിലും ഉത്തരം തിരുത്തേണ്ടിവന്നാൽ Test I-ൽ പറഞ്ഞതുപോലെ ചെയ്യുക.

- 2. a. ചിത്രകാരൻ, b. ചിത്രം, c. കവി, d. കലാകാരൻ, e. ഗായകൻ.

- a b c d e
- ○ ○ ○ ○

ശരിയായ ഉത്തരം ഏതെന്ന് ആലോചിക്കുക. ഇത്രേ രീതിയിലുള്ള 20 ചോദ്യങ്ങൾ താഴെ കൊടുത്തിരിക്കുന്നു. അവ മുഴുവൻ ചെയ്യുന്നതിന് 5 മിനിട്ട് സമയമാണുള്ളത്.

ഉത്തരമെഴുതാൻ മാത്രം ഉത്തരം ഏഴുതുക. ഓരോ ചോദ്യത്തിന്റെയും ഉത്തരം അതാത് ചോദ്യ നമ്പറിന് നേരെ അടയാളപ്പെടുത്തുവാൻ ശ്രദ്ധിക്കുക. പറഞ്ഞതിനുശേഷം മാത്രം പൂരം മറിക്കുക.

TEST II

- 1 a നന്ദി, b തോട്, c കായൽ, d കടൽ, e സമതലം
- 2 a അരി, b ഗോതമ്പ്, c ചോളം, d പണം, e പയറ്റ്
- 3 a പൂർവ്വം, b പശ്ചിമം, c കോമ്പിണം, d ഉത്തരം, e ഉന്നതം
- 4 a ചുവപ്പ്, b ആകാശം, c പച്ച, d നീല, e കറുപ്പ്
- 5 a പീച്ചി, b മുല്ല, c ജമന്തി, d റോസ, e പൂമാല
- 6 a റെഞ്ച്, b നാരങ്ങ, c ആപ്പിൾ, d മുന്തിരി, e ഉരുളക്കിഴങ്ങ്
- 7 a സെൻറീമീറ്റർ, b മില്ലീമീറ്റർ, c മീറ്റർ, d ഗ്രാം, e കിലോമീറ്റർ
- 8 a ഗാന്ധിജി, b നെഹ്റു, c ഗോഖലെ, d തിലകൻ, e ലിങ്കൻ
- 9 a കട്ടിൽ, b തെരു, c ചേല, d വിരിപ്പ്, e തലയിണ
- 10 a ഫുട്ബോൾ, b ക്രിക്കറ്റ്, c ഹോക്കി, d ചതുരംഗം, e വോളിബോൾ
- 11 a സങ്കല്പം, b വ്യവകലനം, c ഗുണനം, d അങ്കണിതം, e ഹരണം
- 12 a മാല, b വള, c ആരണം, d കോതിരം, e കമ്മൽ
- 13 a ബാല്യം, b കൗതരം, c യൗവ്വനം, d വൃദ്ധൻ, e വാർദ്ധക്യം
- 14 a കൃമംഗം, b മദ്യം, c തബല, d ചെണ്ട, e നാദസ്വരം
- 15 a സംഗീതം, b നാടകം, c ചെറുകഥ, d യാത്രാവിവരണം, e നോവൽ
- 16 a കേരളം, b മദ്രാസ്, c തെലുങ്കു, d ആന്ധ്ര, e ഡൽഹി
- 17 a ഭൂമി, b ബുധൻ, c ശുക്രൻ, d ചന്ദ്രൻ, e വ്യാഴം
- 18 a ഏരിവ്, b മധുരം, c പൂട്ടി, d മുളക്, e കപ്പ
- 19 a ലക്ഷ്മീപ്, b ആൻഡമാൻസ്, c സിങ്കാപൂർ, d സിറോംഗ്, e കാശ്മീർ
- 20 a ഇംഗ്ലീഷ്, b മലയാളം, c ഹിന്ദി, d തമിഴ്, e ബെംഗാൾ

TEST III

ഈ വിഭാഗത്തിൽ ഏതാനും പള്ളഞ്ചോല്ലുകൾ കൊടുത്തിരിക്കുന്നു. ഓരോ പഴഞ്ചോല്ലിനും അതിൻറെ അർത്ഥം ഏതാണ്ട് വ്യക്തമാക്കുന്ന നാല് ഉത്തരങ്ങൾ വീതം കൊടുത്തിട്ടുണ്ട്. ഇവയിൽ ഓരോ പഴഞ്ചോല്ലിൻറെയും അർത്ഥം ഏറ്റവും വ്യക്തമാക്കുന്ന ഉത്തരം ഏതാണെന്ന് കണ്ടുപിടിച്ച്, താഴെക്കാണിച്ചിരിക്കുന്ന രീതിയിൽ ഉത്തരക്കടലാസിൽ അടയാളപ്പെടുത്തുക.

ഉദാഹരണം:-

1 അപ്പം തിന്നാൽ പോരെ, കുഴിയെണ്ണണമോ.

- a ആഹാരകാര്യത്തിൽ മാത്രം ശ്രദ്ധിക്കുന്ന ചിലരുണ്ട്
- b നിസ്സാരകാര്യങ്ങൾക്ക് പ്രാധാന്യം കൽപ്പിക്കുന്ന ചില ആളുകളുണ്ട്
- c ഒരു കാര്യത്തിൻറെയും ഉത്ഭവത്തെക്കുറിച്ച് അന്വേഷിക്കരുത്
- d ആവശ്യമില്ലാത്ത കാര്യങ്ങളറിയാൻ നാം ഒരിക്കലും വെമ്പൽ കാണിക്കരുത്

ഇവയിൽ ഏറ്റവും ശരിയായ ഉത്തരം നാലാമത്തേത് ആണല്ലോ. അതായത് d. അതുകൊണ്ട് d യ്ക്ക് താഴെത്തുള്ള വൃത്തത്തിൽ അടയാളപ്പെടുത്തുക.

- a b c d
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ഈ രീതിയിൽ ഉത്തരക്കടലാസിൽ എഴുതുക. ഏതെങ്കിലും ഉത്തരം തിരുത്തലിന് വിധാൻ Test-1ൽ പറഞ്ഞതുപോലെ ചെയ്യുക.

2 ഉത്സാഹമുണ്ടെങ്കിൽ അത്താഴമുണ്ണാം.

- a ഉത്സാഹിക്കുന്നവനെ അത്താഴം കഴിക്കാൻ സാധിക്കുകയുള്ളൂ
- b പരിശ്രമിച്ചാൽ കാര്യം സാധിക്കും
- c ഏത് കാര്യത്തിനും ഉത്സാഹം വേണ്ടതാണ്
- d ഉത്സാഹിക്കുന്നവനെ വിജയിക്കുകയുള്ളൂ

- a b c d
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ശരിയായ ഉത്തരം ഏതെന്ന് ആലോചിക്കുക. ഇതേ രീതിയിലുള്ള 20 ചോദ്യങ്ങൾ താഴെ തന്നിട്ടുണ്ട്. അവ മുഴുവൻ ചെയ്യുന്നതിന് 3 മിനിട്ട് സമയമാണുള്ളത്.

ഉത്തരക്കടലാസിൽ മാത്രം ഉത്തരം എഴുതുക. ഓരോ ചോദ്യത്തിൻറെയും ഉത്തരം അതാത് ചോദ്യനമ്പറിന് നേരെ അടയാളപ്പെടുത്തുവാൻ ശ്രമിക്കുക.

പ്രദത്തതിനുശേഷം മാത്രം പുറം മറിക്കുക.

TEST III

1 എണ്ണുകുറിയ പണിയാൽ പല്ലുകുറിയ തിന്നാം.

- a കഠിനമായി അദ്ധ്വാനിക്കുന്നവർക്ക് ആഹാരം കഴിക്കാൻ സാധിക്കുകയുള്ളൂ
- b കഠിനാദ്ധ്വാനം ചെയ്യുന്നവർ അധിക, ആഹാരം കഴിക്കുന്നത് പല്ലിന് കേടാണെന്ന്
- c കഠിനമായി അദ്ധ്വാനിച്ചാൽ നമുക്ക് ശരിയായി കഴിക്കാനുള്ള ആഹാരവും സമ്പാദിക്കാം.
- d കഠിനാദ്ധ്വാനം ചെയ്യുന്നവരെ ധാരാളം ആഹാരം കഴിക്കാൻ

2 ചൊട്ടലിലെ ശീലം ചുടലവരെ

- a കട്ടിക്കാലത്ത് അഭ്യസിക്കുന്ന ശീലമാണ് നല്ലത്
- b കട്ടിക്കാലത്ത് നല്ല കാര്യങ്ങൾ ശീലിക്കണം.
- c ഏതു കാര്യവും ചെറുപ്പത്തിലെ ശീലിക്കേണ്ടതാണ്
- d കട്ടിക്കാലത്ത് അഭ്യസിച്ചത് ജീവാവസാനംവരെ നിലനിൽക്കും.

3 പഞ്ചതന്ത്രത്തിൽ പറയുന്നതിനെക്കുറിച്ചും തിന്നാം.

- a സാധാരണ കഴിപ്പാൽ നന്നുക്ക് ധാരാളം ഭക്ഷണത്തിൽ സാധിക്കും
- b സാധാരണത്തിൽ ചെയ്യാതെ എത്ര പ്രയാസമുള്ളതോ ചെയ്യും നമുക്ക് ചെയ്തു തീർക്കാം
- c എത്ര ദോഷവും സാധാരണത്തിൽ ചെയ്യേണ്ടതുണ്ട്
- d സാധാരണത്തിൽ ചെയ്യുന്ന പ്രവർത്തിയാണ് എല്ലാപ്പോഴും നല്ലത്

4 അഭിമാനത്തോടുള്ള മാനസികതയുടെ പുറംകയ്യെടുപ്പ്.

- a മാന്യതയുടെ പുറം കയ്യെടുപ്പ് അതിന്റെ പുറംകയ്യെടുപ്പ് ചെയ്യുകയല്ല
- b അടുത്ത പെരുമാറ്റം കൊണ്ടേ യഥാർത്ഥ സ്വഭാവം മനസ്സിലാക്കാൻ സാധിക്കൂ
- c ചില ആളുകളോട് കൂടുതൽ അടുക്കാൻ പാടില്ല
- d യഥാർത്ഥ സ്വഭാവം മനസ്സിലാക്കാതെ ആരോടും അടുക്കരുത്

5 മനുഷ്യന്റെ പീടികളിൽ കണ്ണനുഭവം മറ്റൊന്നും.

- a ദോഷമെങ്കിലുമുള്ള എവിടെയും ദോഷം മാത്രമേ കാണുകയുള്ളൂ
- b നാം എന്തിന്റെയും നല്ല വശം കാണേണ്ടതാണ്
- c ദുഷ്ടനോട് തീർത്ത് ചെയ്യുന്നതു
- d ദോഷം ചെയ്യുന്ന ആളുകൾക്ക് നന്നായി കൈവരുകയല്ല

6 ആർക്കൊന്നിരുന്നില്ലാത്തതും അവനവൻ തിരിച്ചറിയുകയല്ല.

- a സ്വന്തം നന്നായ്ക്കു വേണ്ടി യാതൊന്നും പ്രവർത്തിക്കാതെ ആളുകളുണ്ട്
- b നിസ്വാർത്ഥ സേവനം നിറവേറ്റേണ്ടതായി കരുതുന്നവരുണ്ട്
- c ചിലർ സ്വാർത്ഥ സാഹസികത തിരയുന്നവരാണ്
- d ചില ആളുകൾ അന്യർക്കുവേണ്ടി കഠിനമായി അർപ്പണമടയ്ക്കുകയും അവനവനുവേണ്ടി നിസ്വാർത്ഥതയോടെ പ്രാർത്ഥിക്കുകയും ചെയ്യുന്നുണ്ട്

7 മെത്തമേൽ കിടന്നാൽ വിദ്യയുണ്ടാവില്ല.

- a മെത്തമേൽ കിടന്നാൽ വിദ്യയുണ്ടാവില്ല
- b സുഖിയൻമാർക്ക് ശ്രമമില്ലാതെ കഴിയുന്നില്ല
- c ചില ആളുകൾ എല്ലാപ്പോഴും വിശ്രമിക്കാൻ ആഗ്രഹിക്കുന്നു
- d എല്ലാപ്പോഴും വിശ്രമിക്കുന്നത് നല്ലത്

8 മടിയൻ മല ചുമരുകൾ.

- a അപ്രസന്നമുള്ള ദോഷം കൃത്യമായി പൊതുവെ ആളുകൾക്ക് മുമ്പിൽ എല്ലാംകൂടി ഒരുമിച്ച് ചെയ്യേണ്ടതല്ല
- b മടിയൻമാരായ ആളുകൾക്ക് ഓരോരുത്തരുടെയും മറ്റും കേൾക്കേണ്ടിവരും.
- c മടിയൻമാർക്ക് ദോഷം ചെയ്യുന്നതും മല ചുമരുകൾ നന്നായി സമമാണ്
- d കൃത്യമായി ദോഷം ചെയ്യാതെ മറിഞ്ഞിരിക്കും

9 ഇരുട്ടുകൊണ്ട് ഓട്ടയടയ്ക്കുക.

- a സുരക്ഷിതമായിരിക്കാൻ കാര്യം സാധിക്കുക
- b ഒരൊറ്റ പ്രവർത്തി ചെയ്യുക
- c കൃത്യസമയത്ത് കാര്യങ്ങൾ ചെയ്യാതിരിക്കുക
- d കഴിഞ്ഞുകഴിഞ്ഞവർ പറഞ്ഞത് കാര്യങ്ങൾ അനുസരിക്കുക

10 മൃഗങ്ങളെപ്പോലെ മൃഗങ്ങളെ രാജാവ്.

- a തിര കഴിയില്ലാത്തതിനാൽ അല്പം കഴിവുള്ളതാണ് നല്ലത്
- b നല്ലതല്ലാത്ത മൃഗങ്ങൾ കഴിഞ്ഞുകഴിഞ്ഞവരുടെ മുമ്പിൽ രാജാവ് മനോഹരമാകും
- c വിദ്യാർത്ഥ കഴിഞ്ഞവർ കേൾക്കേണ്ടതല്ല
- d വിദ്യാർത്ഥന്മാരുടെ കൂട്ടത്തിൽ വിദ്യാർത്ഥനായ കേൾക്കേണ്ടവർ മനോഹരമാണ്

11 കർമ്മം പറ്റിച്ചാൽ പേരും നീക്കം ചെയ്യും.

- a കർമ്മം ചെയ്യുന്നതിനുള്ള പേരും നീക്കം ചെയ്യുന്നതിനുള്ള പേരും നീക്കം ചെയ്യേണ്ടതല്ല
- b നാം ചെയ്യുന്ന പ്രവർത്തിയുടെ പേരും നാം അറിയേണ്ടതല്ല
- c എത്ര പ്രവർത്തിയും ചെയ്യേണ്ടതല്ല
- d നാം ചെയ്യുന്ന പ്രവർത്തികളെല്ലാം നല്ലതായിരിക്കണം

- 12 അട്ടയെപ്പിടിച്ച് മെത്തമേൽ കിടത്തിയാൽ കിടക്കുമോ ?
 a ദുർബ്ബന്ധങ്ങളെ നന്നാക്കാൻ ശ്രമിക്കുന്നത് വെറുതെയാണ്
 b ദുർബ്ബന്ധങ്ങൾ നന്നാക്കാൻ ഇഷ്ടപ്പെടുന്നില്ല
 c ചില ആളുകൾ സുഖിക്കാൻ ഇഷ്ടപ്പെടുന്നില്ല
 d വിഹലശ്രമം ചെയ്തിട്ട് കാര്യമില്ല
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- 13 അഡോക്സിയിൽ തോറന്തിനമയോട്
 a വേണ്ടിടത്ത് പ്രവർത്തിക്കേണ്ടത് വേണ്ടാത്ത സ്ഥാനത്ത് കാണിക്കുക
 b ഓരോ സ്ഥലത്ത് ഓരോ രീതിയിൽ പ്രവർത്തിക്കുക
 c സന്ദർഭം അറിയാതെ പ്രവർത്തിക്കുക
 d വേണ്ടാത്ത കാര്യം പ്രവർത്തിക്കുക
-
- 14 മിണ്ടാപ്പെട്ട കലമുടയ്ക്കും
 a നിരപരാധിത്വം നടിക്കുന്നവരാലിരിക്കും വലിയ അപരാധം
 b ആദ്യം മിണ്ടാതിരിക്കുന്നവരാണ് ഒടുവിൽ തെറ്റുചെയ്യുന്നത്
 c പൂച്ച ശാന്തസ്വഭാവമുള്ള മുഗമാണ്
 d ഏതു പ്രവൃത്തിയും നിശബ്ദമായി ചെയ്താൽ ആപത്തുണ്ടാകുന്നതാണ്
-
- 15 വിളയും വിത്ത് മുളയിലറിയാം
 a വാത്തിന്റെ വിളവ് മുളയിലേറോക്കി മനസ്സിലാക്കാൻ സാധിക്കും
 b ചെറു പ്രായത്തിലേ തന്നെ ഭാവിയിലെങ്ങനെയായിത്തീരുകമെന്നു മനസ്സിലാക്കാം
 c ചെറിയ പ്രായത്തിൽ ചെയ്യുന്ന ശീലമാണ് ഭാവിയിലും കാണിക്കുന്നത്
 d നല്ലതു ചെയ്യുന്നവർക്കേ നന്നായ വരികയുള്ളൂ
-
- 16 അണ്ണാൻകുഞ്ഞും തന്നാലായത്
 a നിസ്സാരന്മാർ വെറുതെയിരിക്കാൻ പാടില്ല
 b നിസ്സാരന്മാർക്ക് അൽപമായിട്ടെങ്കിലും വല്ലതും പ്രവർത്തിക്കാൻ കഴിയും
 c നിസ്സാരന്മാരായ ആളുകൾ ചെയ്യുന്ന പ്രവൃത്തിയാണ് നല്ലത്
 d ചില ആളുകൾ ചെയ്യുന്നത് നാം നിസ്സാരന്മാരായി കരുതുന്നു
-
- 17 ഉപ്പു തിന്നവൻ വെള്ളം കുടിക്കും
 a തിന്നുന്ന ചെറുവൻ അതിന്റെ ഹലം അനുഭവിക്കും
 b ഉപ്പു കുടിച്ചാൽ കഴിക്കുന്നവൻ വെള്ളം കുടിയ്ക്കേണ്ടിവരും
 c ഒരോ ചെയ്യുന്ന പ്രവൃത്തികൾക്കനുസരിച്ചുള്ള ഹലം അയാൾക്ക് കിട്ടും
 d നല്ലവണ്ണം ആലോചിച്ചു ഏതു പ്രവൃത്തിയും ചെയ്യാറില്ല
-
- 18 ചേര തിന്നുന്ന നാട്ടിൽ ചെന്നാൽ നടുക്കണ്ടം തിന്നണം.
 a കാലദേശാഭിമാനനനുസരിച്ച് നമ്മുടെ സ്വഭാവവും പെരുമാറ്റവും മാറണം
 b ഒരു സ്ഥലത്തുചെന്നാൽ അവിടെത്തെ എല്ലാ രീതികളും ശീലിക്കേണ്ടതാണ്
 c ചില രാജ്യത്തിലെ ജനങ്ങൾ ചേരയെ തിന്നുന്നവരാണ്
 d നാം ഏതാനൊരവും കഴിക്കുന്നതിന് ശീലിക്കണം
-
- 19 അഴകുള്ള ചക്കയിൽ ചുളയില്ല
 a കാഴ്ചയ്ക്കു ഭംഗിയുള്ള ചക്കയിൽ ചുള കാണുകയില്ല
 b കാഴ്ചയ്ക്കു മനോഹരമായി തോന്നുന്ന വസ്തുവിന്റെ ഉള്ളിൽ കഴമ്പുണ്ടാവുകയില്ല
 c ഭംഗിയുള്ള വസ്തുക്കളുടെ ഉള്ളു പൊള്ളയായിരിക്കും
 d ഒരു വസ്തുവിന്റെയും പുറമെയുള്ള ഭംഗി കണക്കാക്കരുത്
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- 20 മിന്നുന്നതെല്ലാം പൊന്നല്ല
 a മധുരസ്വഭാവവും ആന്തരസ്വഭാവവും ഒന്നല്ല
 b തിളങ്ങുന്ന വസ്തുക്കളെല്ലാം സ്വർണ്ണമായിരിക്കണമെന്നില്ല
 c പൊന്നു എല്ലായ്പ്പോഴും മിന്നണമെന്നില്ല
 d പുറംതോടി കണ്ട് ഭ്രമിക്കരുത്

TEST IV

ഈ വിഭാഗത്തിലുള്ള ചോദ്യങ്ങളിൽ ഓരോന്നിലും കുറെ സംഖ്യകൾ ഓരോ ക്രമത്തിൽ കൊടുത്തിരിക്കുന്നു. ഒന്ന് ഏഴുതാലെയും വിട്ടിരിക്കുന്നു. ബ്രാക്കറ്റിൽ കൊടുത്തിട്ടുള്ളതിൽ നിന്ന് ശരിയായ സംഖ്യ ഏതെന്ന് കണ്ടുപിടിച്ചിട്ട്, താഴെക്കാണിച്ചിരിക്കുന്ന രീതിയിൽ ഉത്തരമെഴുതുക.

ഉദാഹരണം

1. 7, 6, 7, 8, 7. — (a 7, b 10, c 14)

6, 8 എന്ന ക്രമത്തിൽ അടുത്തതായി വരേണ്ട സംഖ്യ 10 ആണ്. അതായത് b ആണ് ശരിയായ ഉത്തരം. അത്യകാരണം b യ്ക്ക് താഴെപ്പുള്ള വൃത്തത്തിനകത്ത് അടയാളപ്പെടുത്തിയിരിക്കുന്നു.

a b c
○ ○ ○

ഈ രീതിയിൽ ഉത്തരമെഴുതാൻ ഏഴുതുക. ഏതെങ്കിലും ഉത്തരം തിരുത്തേണ്ടി വന്നാൽ Test 1-ൽ പറഞ്ഞതുപോലെ ചെയ്യുക.

2. 55, 50, 250, 245, —, 1220 (a 1225, b 1215, c 244)

ശരിയായ ഉത്തരം ഏതെന്ന് ആലോചിക്കുക.

ഇതേ രീതിയിലുള്ള 20 ചോദ്യങ്ങൾ താഴെ കൊടുത്തിരിക്കുന്നു. അവ മുഴുവൻ ചെയ്യുന്നതിന് 6 മിനിട്ട് സമയമാണുള്ളത്.

ഉത്തരമെഴുതാൻ മാത്രം ഉത്തരമെഴുതുക. ഓരോ ചോദ്യത്തിന്റെയും ഉത്തരം അത്യാം ചോദ്യനമ്പറിന് നേരെ അടയാളപ്പെടുത്തുവാൻ ശ്രദ്ധിക്കുക.

പറഞ്ഞതിനുശേഷം മാത്രം പുറം മറിക്കുക.

1.	2,	4,	6,	8,	10,		(a 20,	b 12,	c 14)
2.	3	4	5	6	7		(a $\frac{7}{16}$,	b $\frac{8}{9}$,	c $\frac{1}{8}$
	4	5	6	7	8		(a 25	b 84	c 7)
3.	5,	9,	13,	17,	21,	...	(a 20	b 10	c $\frac{1}{20}$
4.	40,	$\frac{1}{20}$	30,	$\frac{1}{30}$	20,	...	(a 3	b 2,	c $1\frac{1}{2}$
5.	96,	48,	24,	12,	6,	...	(a 66,	b 73,	c 67)
6.	32,	79,	76,	73,	70,	...	(a 29,	b 43	c 252)
7.	18,	21,	25,	30,	36,	...	(a 6,	b 45	c 18)
8.	90,	81,	72,	63,	54,	...	(a 15	b 17	c 16)
9.	12,	14,	13,	15,	14,	...	(a 8,	b $3\frac{3}{4}$,	c $1\frac{7}{8}$
10.	120	60,	30,	15,	7.5,	...	(a 2,	b 3,	c 1)
11.	1,	1,	—,	3,	5,	5	(a 26,	b 34,	c 59)
12.	50,	46,	42,	38,	—,	30	(a 8,	b 6,	c 17)
13.	29,	23,	19,	13,	9,	—	(a 0,	b 5,	c 7)
14.	0,	3,	0,	5,	—,	7	(a 7,	b 5,	c 2)
15.	11,	2,	9,	2,	—,	2	(a 15	b 23,	c 13)
16.	21,	17,	20,	16,	19,	—	(a 15,	b 18,	c 17)
17.	3,	4,	6,	9,	13,	—	(a 65,	b 75,	c 85)
18.	95,	90,	99,	85,	—,	30	(a 34,	b 37,	c 36)
19.	1,	4,	9,	16,	25,	...	(a 55,	b 5,	c 57)
20.	75,	73,	70,	66,	61,	...			

TEST V

ഈ വിഭാഗത്തിൽ കൊടുത്തിട്ടുള്ള ചോദ്യങ്ങളിൽ ചിലതിന് മൂന്നും മറ്റുള്ളവയ്ക്കു നാലും ഉത്തരങ്ങൾ വീതം കൊടുത്തിട്ടുണ്ട്. അവയിൽ ശരിയായ ഉത്തരം എന്തെന്നു കണ്ടുപിടിച്ച് താഴെ കാണിച്ചിരിക്കുന്ന രീതിയിൽ ഉത്തരക്കടലാസിൽ അടയാളപ്പെടുത്തുക.

ഉദാഹരണം:--

1. ജയക്ക് സ്വീലയെക്കാൾ പൊക്കം കുറവാണ്. തങ്കത്തിനാണ് സ്വീലയെക്കാൾ പൊക്കം കൂടുതൽ എന്നാൽ ഇവരിൽ ഏറ്റവും പൊക്കം കുറഞ്ഞതാരാണ് ?

- a ജയ b സ്വീല c തങ്കം

ഇവരിൽ ഏറ്റവും പൊക്കം കുറഞ്ഞത് ജയ ആണല്ലോ. അതായത് a ആണ് ശരിയായ ഉത്തരം. അതുപോലെ a യ്ക്കു താഴെയുള്ള വ്യക്തത്തിനകത്ത് അടയാളപ്പെടുത്തിയിരിക്കുന്നു.

- a b c
○ ○ ○

ഈ രീതിയിൽ ഓരോ ചോദ്യത്തിന്റെയും ഉത്തരം ഉത്തരക്കടലാസിൽ എഴുതുക. ഏതൊരു ചോദ്യം ഉത്തരം തിരുത്തേണ്ടിവന്നാൽ പരസമാധ്യമപോലെ ചെയ്യുക.

2. ക്ലിപ്തീകൃതികൾ നാലു കൃതികൾ ഒരു ബന്ധിയാണിരിക്കുന്നത്. ജോൺ, മാത്യുവിന്റെ ഇടതുവശത്തും റബീറിന്റെ വലതു വശത്തുമായിട്ടാണിരിക്കുന്നത്. റബീർ അശോകന്റെ വലതുവശത്താണ്. എന്നാൽ ഏറ്റവും ഇടതുവശത്തിരിക്കുന്നത് ?

- a ജോൺ b മാത്യു c റബീർ d അശോക്
○ ○ ○ ○

ശരിയായ ഉത്തരം എന്തെന്നു ആലോചിക്കുക. ഇതേ രീതിയിലുള്ള 20 ചോദ്യങ്ങൾ താഴെ കൊടുത്തിരിക്കുന്നു. അവ മൂഴുവൽ ചെയ്യുന്നതിന് 10 മിനിട്ട് സമയമാണുള്ളത്.

ഉത്തരക്കടലാസിൽ മാത്രം ഉത്തരം എഴുതുക. ഓരോ ചോദ്യത്തിന്റെയും ഉത്തരം അതതു ചോദ്യ നമ്പറിനു നേരെ അടയാളപ്പെടുത്താൻ ശ്രമിക്കുക.

1. റാണി റൂബിക്ക് മൂന്നു മക്കളുണ്ട്. റീന റാണിയെക്കാൾ മൂന്നു മക്കളുണ്ട്. എന്നാൽ ഈ മൂന്നു പേരിൽ മൂന്നു മക്കളുണ്ടാകുമോ ?

- a റാണി b റൂബി c ലീന

2. അച്ഛനും അമ്മയും മകനും മകളും കൂടി നടക്കാൻ തുടങ്ങി. മകൻ അച്ഛന്റെ മുന്നിലാണ് നടന്നിരുന്നത്. മകൾ അച്ഛന്റെ പുറകിലും അമ്മയെക്കാൾ മുന്നിലുമാണ് നടന്നിരുന്നത്. എന്നാൽ ഏറ്റവും പുറകെ നടന്നതാരാണ് ?

- a അച്ഛൻ b അമ്മ c മകൻ d മകൾ

3. രാധ ലീലയെക്കാൾ കൂടുതൽ മാർക്കു വാങ്ങി. രാധയ്ക്ക് ലീലയ്ക്ക് കിട്ടിയതിനേക്കാൾ കുറവു മാർക്കാണ് കിട്ടിയത്. എന്നാൽ ആരാണ് കൂടുതൽ മാർക്കു വാങ്ങിയത് ?

- a രാധ b ലീല c രാ

4. രമണി പത്മയെക്കാൾ സുന്ദരിയാണ്. ലേല രമണിയെക്കാൾ സുന്ദര്യം കുറഞ്ഞവളാണ്. എന്നാൽ അവരിൽ ഏറ്റവും സുന്ദരി ആരാണ് ?

- a രമണി b പത്മ c ലേല

5. രവിക്ക് തോമസിനേക്കാൾ വേഗത്തിലും ഹരിശ്വരനെക്കാളും ഓടാൻ സാധിക്കും. എന്നാൽ രാജൻ രവിനെക്കാൾ വേഗത്തിൽ ഓടും. ഇവരിൽ ഏറ്റവും വേഗത്തിൽ ഓടുന്നതാരാണ് ?

- a രവി b തോമസ് c ഹരി d രാജൻ

6. ബാലൻ ഗല്ലവനാണ്. രാജ്യ ബാലനെന്നൊരു ഗല്ലവൻ. റെഡി രാജ്യനോളം ഗല്ലവനല്ലെങ്കിലും ഗോപിയാകൊരു ഗല്ലവനാണ്. ഗോപിയാകട്ടെ, ബാലനോളം ഗല്ലവനല്ല. എന്നാൽ ഏറ്റവും ഗല്ലവനാർ ?
 a ബാലൻ b രാജ്യ c റെഡി d ഗോപി
-
7. രാജ്യ രാജ്യവിലെൻ കൃത്യവ നടക്കുന്നു. അപ്പുവിന്റെ പുറകിലാണ് രാജ്യ നടക്കുന്നത്. എന്നാൽ ഏറ്റവും പുറകിൽ നടക്കുന്നത് ?
 a രാജ്യ b രാജ്യ c അപ്പു
-
8. പറ്റിയിട്ടില്ലാത്ത ശരശ്ചന്ദ്രനെക്കൊണ്ട് മിടുക്കനാണ് പ്രേമചന്ദ്രൻ, ബാലചന്ദ്രൻ പ്രേമചന്ദ്രനെക്കൊണ്ട് മിടുക്കൻ കുറവാണ്. മോഹനചന്ദ്രൻ പ്രേമചന്ദ്രനെക്കൊണ്ട് മിടുക്കനാണ്, എന്നാൽ ഇവരിൽ ആരാണ് ഏറ്റവും മിടുക്കൻ ?
 a ശരശ്ചന്ദ്രൻ b പ്രേമചന്ദ്രൻ c ബാലചന്ദ്രൻ d മോഹനചന്ദ്രൻ
-
9. ക്യാബ്ബിനെ ഗോപുവിനെക്കൊണ്ട് പൊക്കം കൂടുതലും വേണുവിനെക്കൊണ്ട് പൊക്കം കുറവുമാണ്. സോമൻ വേണുവിനെക്കൊണ്ട് പൊക്കം കൂടുതലുണ്ട്. എന്നാൽ ഇവരിൽ ഏറ്റവും പൊക്കം കൂടിയവനാർ ?
 a ക്യാബ്ബൻ b ഗോപു c വേണു d സോമൻ
-
10. സതി അംബികയോളവും വൽസ വസന്തയെക്കൊണ്ടും സുന്ദരിയാണ്. സതി വൽസയോളം സുന്ദരിയല്ലെങ്കിൽ ഏറ്റവും സുന്ദരി ആർ ?
 a സതി b അംബിക c വൽസ d വസന്ത
-
11. A യ്ക്ക് B യെക്കാൾ പൊക്കം കൂടുതലും C യെക്കാൾ പൊക്കം കുറവുമാണ്. C യ്ക്കും D യ്ക്കും ഒരേ പൊക്കമാണ്. എന്നാൽ ഇവരിൽ ഏറ്റവും പൊക്കം കുറഞ്ഞവനാർ ?
 a A b B c C d D
-
12. A യോളം ഭാരം B യ്ക്കും B യെക്കാൾ ഭാരം C യ്ക്കുമുണ്ട്. D യുടെ ഭാരം C യുടേതിനെക്കാൾ കുറവും A യുടേതിനെക്കാൾ കൂടുതലുമാവാൻ ഏറ്റവും കൂടുതൽ ഭാരമുള്ളതാർക്ക് ?
 a A b B c C d D
-
13. ഒരു വീട്ടിൽ മൽസരത്തിൽ ഭാസി വിജയത്തെക്കാൾ പുറകിലായിരുന്നു കിരീടം. രാധാകൃഷ്ണനെക്കൊണ്ട് മുന്നിലായിരുന്നു. രാമചന്ദ്രൻ വിജയത്തെക്കാൾ മുന്നിലായിരുന്നു. എന്നാൽ ഏറ്റവും മുന്നിൽ ആയിരുന്നു ?
 a ഭാസി b വിജയൻ c രാധാകൃഷ്ണൻ d രാമചന്ദ്രൻ
-
14. ഒരു ചെറു ക്ലബ്ബിൽ ഗോപി ചന്ദ്രനെക്കാൾ മുന്നിലായിരുന്നു, ശശി രാജ്യവിലെക്കാൾ മുന്നിലായിരുന്നു. ചന്ദ്രനും ശശിയും ഒരേ ലോകിലായിരുന്നു. എന്നാൽ ആരാണ് മൽസരത്തിൽ മയിലത് ?
 a ഗോപി b ചന്ദ്രൻ c ശശി d രാജ്യ
-
15. ഉണ്ണികൃഷ്ണൻ സതിയെക്കാൾ ബുദ്ധിമുട്ടാണ്. ഗോപൻ മോഹിയെക്കാൾ ബുദ്ധിമുട്ടാണ്. സതിയെക്കാൾ മോഹിയെക്കാൾ ബുദ്ധിമുട്ടാണ്. എന്നാൽ ഏറ്റവും കൂടുതൽ ബുദ്ധിമുട്ടേണ്ടതാർ ?
 a ഉണ്ണികൃഷ്ണൻ b സതി c ഗോപൻ d മോഹി
-
16. രാജ്യയിൽ ഗോപുയുടെ ഇടതുവശമാണ് മയില ഇരിക്കുന്നത്. ഗോപുയുടെ ഇടത് വശമാണ് മതി ഇരിക്കുന്നത്. എന്നാൽ നടുവിൽ ഇരിക്കുന്നത് ?
 a മതി b മയില c ഗോപു

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17. ലത്തയക്കൊല പഠിപ്പിച്ചുണ്ട് ശനമയ്ക്ക്. കുമാരിയെക്കൊല പഠിച്ചിട്ടുണ്ട് ലത. ശാരിയെക്കൊല പഠിപ്പിച്ചുണ്ട് കുമാരിയ്ക്ക്. എന്നാൽ ഏറ്റവും കൂടുതൽ പഠിപ്പിച്ചിട്ടുള്ളതാർക്ക് ?

a ലത b കുമാരി c ശാരി d നേമ

18. ഒരു വരിയുടെ രണ്ടറ്റത്ത് നിന്നെണ്ണിനോക്കിയാലും ഉമ അഞ്ചാമത്തെതാണ്. എന്നാൽ ആ വരിയിൽ എത്ര പേരുണ്ട് ?

a 10 b 11 c 7 d 9

19. ലക്ഷ്മി സൂര്യനെക്കൊല സൗമ്യശീലയാണ്. കാലിനി ലക്ഷ്മിയെക്കൊല സൗമ്യശീലയാണ്. കാലിനിക്ക് വന്നുരയ അപേക്ഷിച്ച് സൗമ്യശീലം വളരെ കുറവാണ്. എന്നാൽ ഏറ്റവും സൗമ്യശീല ആരാണ് ?

a ലക്ഷ്മി b സൂര്യൻ c കാലിനി d നന്ന

20. AB, CD, EF, GH, ഇവ നാല് രേഖകളാണ്. GH രേഖ AB യെക്കൊല ചെറുതും, EF രേഖയെക്കൊല ചെറുതാണ്. EF, CD യെക്കൊല ചെറുതാണെങ്കിൽ ഏറ്റവും നീളം കുറഞ്ഞ രേഖ ഏത് ?

a AB b CD c EF d GH

Appendix 15

**MONTHLY CONSOLIDATION OF CONTINUOUS AND COMPREHENSIVE
EVALUATION TRACK RECORD**

Name of pupil:

Month: September 2001

Weeks	Remarks by the teacher
1	Participates in all the activities. Often interacts with teacher. Shows little interest in writing tasks. Undertakes drawing activities voluntarily. Reluctant to participate in group discussion.
2	Reading is improved. Started interacting with peers. Requires more support in more supporting writing tasks. ETB maintenance is poor.
3	Begins to undertake home tasks. Speaks bits of English with peers and sometimes with teacher. Has problem with phonemic sense. Writing is improved but makes syntactical errors.
4	Organic writing is improved. There are problem with the pace of reading. Takes initiative in talking English. Needs more support through comprehensible inputs.
<p style="text-align: center;">Consolidation</p> <p>All skills are improved. Syntactic errors are to be corrected providing indirect negative evidence. Requires more comprehensive input. Interacts in English more frequently. Yet to undertake writing task voluntarily. More learning experience are needed for catering to various natural and logico mathematical intelligences.</p>	

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