

LEARNING OUTCOMES FOR THE ENGLISH LANGUAGE PRIMARY STAGE

Introduction

Language learning progresses naturally with exposure to and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children. The English language is generally taught and learnt as a second language in India, in varied contexts and resources. At the primary stage, the teacher would need to factor in the pace of learning of children and the opportunities of exposure to English that they may have in their home and school environment.

Broadly, the curricular expectation of English language learning is the attainment of a basic proficiency for meaningful communication. While the use of home language need not be punished or penalised, particularly in Classes I and II, progression towards more use of English needs to be encouraged. The teacher is required to focus on providing learning opportunities to all learners, including the differently-abled and the disadvantaged, and ensure an inclusive environment.

Based on the curricular expectations for English language learning at the primary stage, a set of Learning Outcomes for each class has been developed. Teaching letters of the alphabet in isolation, or memorisation without understanding, is to be avoided. Reading Corners/class libraries may be developed to provide children relevant, illustrated and age-appropriate children's literature in English and home language. The teacher should observe children for assessment when they are engaged in activities, keeping in mind differently-abled children as well.

Errors should be viewed as attempts or stages of learning language. The teacher should facilitate stress-free correction through exposure to language input through story telling, input-rich environment, and above all, by providing a congenial atmosphere. The focus should be on developing interpersonal communication skills in English, and more importantly, a sensitivity towards languages and cultures other than their own.

In most places, children do not have exposure to English outside the classroom. The teacher's proficiency in spoken English in these cases becomes all the more essential. Students may listen to English and process the new language, before they actually begin to communicate in English.

Curricular Expectations

Children are expected to

- acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
- develop interpersonal communication skills.
- attain basic proficiency like, developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- interpret and understand instructions and polite forms of expression and respond meaningfully both orally and in writing.
- develop reference skills both printed and electronic mode.
- acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- express an awareness of social and environmental issues.
- read and interpret critically the texts in different contexts– including verbal (including Braille) and pictorial mode.



Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs or groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • name common objects such as– man, dog etc. when pictures are shown • use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts • sing or recite collectively songs or poems or rhymes with actions • listen to stories, and humorous incidents and interact in English or home language • ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • draw or scribble pictures and images from the story as preliminary to writing • respond in home language or English or sign language or non-verbal expressions what he/she has understood in the story or poem • listen to instructions and draws a picture • Use greetings like “Good morning”, “Thank you” and have polite conversations in English such as “What is your name?”, “How are you?” etc. • Say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. • Give examples of common blend sounds in words like <u>b</u>rick', <u>b</u>rother', <u>f</u>rog', <u>f</u>riend' etc. 	<p>The learner–</p> <ul style="list-style-type: none"> • associates words with pictures • Names familiar objects seen in the pictures • recognises letters and their sounds A–Z • differentiates between small and capital letters in print or Braille • recites poems/rhymes with actions • draws, scribbles in response to poems and stories • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story • carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others • listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language) • listens to instructions and draws a picture • talks about self /situations/ pictures in English • uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc. • produces words with common blends like "br" "fr" like 'brother', 'frog' etc. • writes simple words like fan, hen, rat etc.



Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> • sing or recite collectively songs or poems or rhymes with action • listen to stories, and humorous incidents and interact in English or home language • ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • respond orally in home language or English or sign language or non-verbal expressions • write 2-3 simple sentences about stories or poems • look at scripts in a print rich environment like newspapers, tickets, posters etc. • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts • listen to short texts from children’s section of newspapers, read out by the teacher • listen to instructions and draw a picture • speak and write English, talk to their peers in English, relating to festivals and events at homes and schools • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • use appropriately pronouns related to gender such as ‘he’, ‘she’, ‘his’, ‘her’, and demonstrative pronouns such as ‘this’, ‘that’, ‘these’, ‘those’; and prepositions such as ‘before’, ‘between’ etc. • read cartoons/ pictures/comic strips with or without words independently • write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” 	<p>The learner—</p> <ul style="list-style-type: none"> • sings songs or rhymes with action • responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language. • draws or writes a few words or short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like ‘How are you?’, ‘I’m fine, thank you.’etc. • uses simple adjectives related to size, shape, colour, weight, texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc. • listens to short texts from children’s section of newspapers, read out by the teacher • listens to instructions and draws a picture • uses pronouns related to gender like ‘his/ her/, ‘he/she’, ‘it’ and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. • uses prepositions like ‘before’, ‘between” etc. • composes and writes simple, short sentences with space between words.



Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • sing songs or recite poems in English with intonation • participate in role play, enactment of skits • read aloud short texts/ scripts on the walls, with pronunciation and pause • listen to and communicate oral / telephonic messages • collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.) • read posters, tickets, labels, pamphlets, newspapers etc. • take dictation of words/phrases/ sentences short paragraphs from known and unknown texts • draw and write short sentences related to stories read, and speak about their drawing or writing work • raise questions on the text read • enrich vocabulary in English through listening to and reading stories/folk tales • use nouns, pronouns, adjectives and prepositions in speech and writing • use terms such as ‘add’, ‘remove’, ‘replace’, etc., that they come across in Maths, and words such as ‘rain’, ‘build’ in EVS • identify opposites and use in communication, for example ‘tall/short’, ‘inside/outside’, ‘fat/thin’ etc. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role play/ skit in English with appropriate expressions • reads aloud with appropriate pronunciation and pause • reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English • expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication • writes/types dictation of words/phrases/ sentences • uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class • distinguishes between simple past and simple present tenses • identifies opposites like ‘day/night’, ‘close-open’, and such others • uses punctuation such as question mark, full stop and capital letters appropriately • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues • uses vocabulary related to subjects like Maths, EVS, relevant to class III.



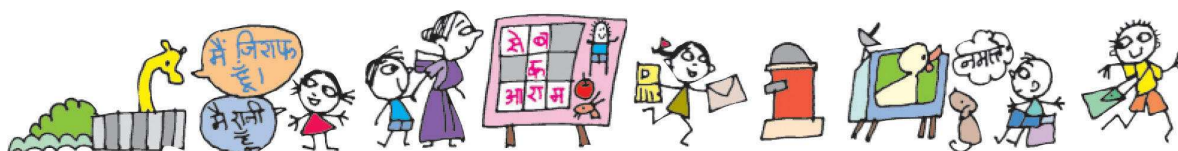
Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/school and act accordingly • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard • learn English through posters, charts, etc., in addition to books and children’s literature • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diar entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them 	<p>The learner–</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits • responds to simple instructions, announcements in English made in class/ school • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements • shares riddles and tongue-twisters in English • solves simple crossword puzzles, builds word chains, etc. • infers the meaning of unfamiliar words by reading them in context • uses dictionary to find out spelling and meaning • writes/types dictation of short paragraphs (7-8 sentences) • uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • writes informal letters or messages with a sense of audience • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing • reads printed script on the classroom walls, notice board, in posters and in advertisements



- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.

- speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a *mela*
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.



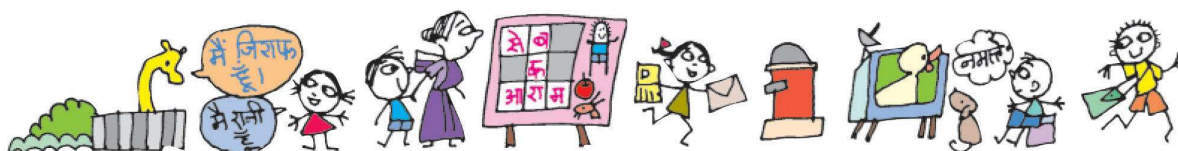
Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs • participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms • understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context • read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice etc.) • learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) • use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. 	<p>The learner–</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc. • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes a ‘mini biography’ and ‘mini autobiography’ • writes informal letters, messages and e-mails • reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries



- look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them.
- write a 'mini biography' and 'mini autobiography'

- attempts to write creatively (stories, poems, posters, etc)
- writes and speaks on peace, equality etc suggesting personal views
- appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.



विशेष आवश्यकता वाले बच्चों के लिए (भाषा संबंधी सुझाव)

- बहुभाषिकता, एक बच्चे की पहचान का भाग है और भारतीय भाषाई दृश्यावली की एक चारित्रिक विशेषता है। बहुभाषिकता का एक संसाधन के रूप में प्रयोग आवश्यक है और एक रचनात्मक भाषा शिक्षक को इसके अनुसार कक्षा-कक्ष गतिविधियों की योजना बनानी चाहिए। यह न केवल सरलता से उपलब्ध संसाधनों का ही सर्वोत्तम उपयोग है बल्कि यह सुनिश्चित करने का भी तरीका है कि बच्चा सुरक्षित और स्वीकृत महसूस करता है और यह भी कि अपनी भाषाई पृष्ठभूमि के कारण कोई भी पीछे न छूट जाए (राष्ट्रीय पाठ्यचर्या की रूपरेखा — 2005)। जनजातीय बालक की घर की भाषा और विद्यालय में प्रयुक्त राजकीय भाषा के माध्यम के बीच का अंतर अनुसूचित जनजातियों से आने वाले बच्चों के लिए समस्या पैदा करता है। क्षेत्रीय और अन्य भाषाओं, जिसमें अंग्रेजी भी शामिल है, की ओर के परिवर्तन को बच्चे की घर की भाषा में सीखने के माध्यम से सुगम बनाया जा सकता है।
- ऐसे किसी क्षेत्र में जहाँ एक से अधिक जनजातीय भाषाओं का प्रयोग होता है, वहाँ क्षेत्रीय संपर्क अथवा सहभागी भाषा का उपयोग अथवा अधिसंख्यों की भाषा को प्राथमिकता दी जाती है।
- भाषा सीखने में कुछ बच्चों की विशिष्ट कठिनाइयाँ हो सकती हैं और उन्हें इन कठिनाइयों के समाधान की योजना बनाने और अपनी कमजोरियों के क्षेत्र में मदद की आवश्यकता हो सकती है।
- यहाँ कुछ ऐसे बच्चे भी हो सकते हैं जिन्हें मौखिक भाषा प्रयोग में अपनी कठिनाइयों की क्षतिपूर्ति के लिए शायद वैकल्पिक संवाद व्यवस्था की आवश्यकता पड़े।
- लेखन में कठिनाई वाले बच्चों को शायद आई.सी.टी. (ICT) के उपयोग की ज़रूरत हो जबकि यहाँ कुछ ऐसे भी हो सकते हैं जिन्हें लिखित जानकारी को समझने के लिए स्पर्श आधारित तरीके को सीखने एवं उसके विकास के अवसर की आवश्यकता हो। वास्तविक जीवन स्थितियों से जुड़ी विषय-वस्तु में समस्त बच्चों को लाभ होगा।
- चिह्नों अथवा संकेतों की भाषा और ब्रेल को भी शाला शिक्षा में स्थान की आवश्यकता है और इससे न केवल विशेष शैक्षिक आवश्यकता वाले विद्यार्थियों की ही भाषा सीखने में मदद मिलेगी, बल्कि गैर-विशेष शैक्षिक आवश्यकता वाले बच्चों में जागरूकता और संवेदनशीलता का भी निर्माण होगा।

विशेष शैक्षिक आवश्यकताओं वाले बालकों के निम्न पहलुओं का भी खयाल रखा जाना चाहिए, जिसके लिए उन्हें अधिक समय और वैयक्तिक ध्यान/देखभाल की ज़रूरत है।

दृष्टिबाधित बच्चों के लिए

- लंबे गद्यांश / अनुच्छेद और दृश्याधारित जानकारी से सीखना।
- अर्थ समझने में ज्यादा समय लगना, क्योंकि ब्रेल में पढ़ने के लिए अधिक समय चाहिए। इसमें अधिक मात्रा में याद रखने और संयोजन की आवश्यकता होती है, क्योंकि शब्दांशों, वाक्यों इत्यादि को उनकी पूर्णता से एक साथ देख पाना संभव नहीं है।



श्रवणबाधित बच्चों के लिए

- नयी शब्दावली को समझना।
- शब्दों के बीच में अंतर करना।
- शब्दों के अनेक अर्थ समझना।
- विचारों और संप्रत्ययों के बीच संबंध बनाना।
- चिंतन को व्यवस्थित करना अथवा विचारों का निर्माण। विचारों के निर्माण में व्याकरण और अर्थ की दृष्टि से सही वाक्य रचना शामिल है जो कि शायद इन बच्चों के लिए मुश्किल कार्य है।
- वाक्यांशों का प्रयोग और समझ।
- व्याकरण का प्रयोग (भूतकाल, कारक/परसर्ग, विराम-चिह्न इत्यादि)।
- वाक्य रचना।

संज्ञानात्मक रूप से बाधित तथा बौद्धिक असमर्थता वाले बच्चों के लिए

- मौखिक भाषा (सुनना, विचारों की अभिव्यक्ति और/अथवा बोलना) और अभिव्यक्तिकरण (सुबोधपूर्ण और धारा प्रवाह बोलने की योग्यता)।
- पठन (शब्द पहचान, ध्वन्यात्मक ज्ञान और कूट संकेतों की समझ शामिल है)। विद्यार्थी शायद शब्दों को छोड़ दें, जगह से भटक जाएँ, एक शब्द को दूसरे से भ्रमित करें इत्यादि।
- दृष्टि-हस्त संयोजना और लेखन (अस्पष्ट हस्तलेख, वर्तनी की अत्यधिक गलतियाँ)।
- चिंतन को व्यवस्थित करना, दोहराना इत्यादि, शब्दों को बोलना और / अथवा कहानी का क्रम।
- भाषा को समझना (नयी शब्दावली, वाक्य-संरचना, भिन्न अर्थों वाले शब्द और अवधारणाएँ) विशेषकर तब जब शीघ्रता से दिखाए या बता दिए जाए जिससे कक्षा में नोट्स लेने में कठिनाई आती है।
- आलंकारिक भाषा – मुहावरे, रूपक, उपमा इत्यादि को समझना।

