# MATERIALS FOR REMEDIAL ENGLISH TEACHING

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## MASTER OF PHILOSOPHY

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This is to certify that the dissertation entitled "Materials for Remedial English Teaching" submitted in partial fulfilment for the award of M.Phil Degree in English by Ms. Lima Manuel is her original work. The same may be placed before the examiners for evaluation.

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INTRODUCTION

ENGLISH is the youngest language to find roots in the country as its history goes back to about a hundred and fifty years only. The performances in the use of English in India range from a native-like competence to a form of pidgin, derogatively called Babu English or butler English.[1] To understand the position of English in the Indian polity in general and in the educational system in particular, it is necessary to examine the historical and political background to the introduction of the language into the country.

The move to introduce English into the educational system in India goes as far back as 1792 to Charles Grant. In his "Observations on the State of Society among Asiatic Subjects of Great Britain, particularly with respect to morals: and the means of improving it" he makes the following proposals:

1. English be introduced in India as the medium of instruction in a western system of education, the subjects of study being useful information or useful literature, natural sciences, mechanical inventions, etc.

2. English be adopted as the official language of the Government, for it would provide an easy channel of communication between the rulers and their subjects. [2]

It is clear why the colonists saw the introduction of English as necessary--no other language could function as a lingua-franca in the same manner English could in a country

of such linguistic plurality as India which has seventeen
official languages itself and numerous dialects. The English
language, however, had its Indian champions as well. Raja
Ram Mohan Roy considered the founder of the Indian Renaissance,
ironically advocated English rather than one of the Indian
languages, seeing it as the vehicle of science and rational
ideas. It was Macaulay, finally, in his "Minute of Education"
(1935) on whom rests the notoriety of clinching the debates
between the Orientalists and Anglicists by speaking about
creating a class of men "Indian in blood and colour, but
English in taste, in opinions, in morals and in intellect".
He spoke forcefully in favour of an English education:

> In India, English is the language spoken
> by the ruling class. It is spoken by the
> higher class of natives at the seats of
> Government. It is likely to become the
> language of commerce throughout the seas
> of the East. It is the language of two
> great European communities which are rising,
> the one in the South of Africa, the other
> in Australia; communities which are every
> year becoming important, and are closely
> connected with our Indian empire. Whether
> we look at the intrinsic value of our
> literature or at the particular situation
> of the country, we shall see the strongest
> reason to think, of all foreign tongues,
> the English tongue is that which would be
> most useful to our native subjects. 3

It is these economic and imperial arguments rather
than those purporting to see English as the language of progress
and modern thinking and ideas that led to the official accept-
ance of English as the medium of instruction. English education

was seen as meant for an elite only and the belief was in
the percolation theory that the language if introduced at the
higher stages of education would through use percolate down
to various levels, so initially it was advocated not at the
primary and secondary school level but was the medium of
instruction at the five universities which were founded in
the nineteenth century. From the beginning of the twentieth
century, it was due to the spread of a different kind of
education from the traditional gurukuls that English gained
prominence over the vernaculars. The vernaculars were not
encouraged because of lack of government support; besides
this, was the financial advantage that accrued to persons
educated in English, a university degree then was seen purely
in terms of its commercial benefits and hence the study of
English prevailed over that of learning the vernaculars.
A Cambridge scholar comments that in "estimating the value
of the universities we must not forget their original aim.
They have not produced great scholars or scientists. We have
not heard of many great discoveries made by Hindus who have
benefitted by their training. Very few pursue their course
of study for the love of knowledge and apart from any desire
to obtain lucrative appointments".[4]

At the time the colonists arrived in India, English
was definitely a foreign language, but by the time of Inde-
pendence, it had gained the status of a second language and
had taken on a wide diversity of significant roles to perform.

It is the lingua franca of educated Indians in their personal
and social spheres. It is one of the official languages of
inter-state communication and also the official language of
Meghalaya. It is, however, in the academic field that in
spite of the strides being made in the fostering of the verna-
culars that the dependence on English has not lessened.
The Report of the University Education Commission of the
 Government of India (1949) realized the fact that English
still had a major role in the education system. The report
states that while regional languages have to be encouraged
to evolve into adequate media of instruction, "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
cut ourselves off from the living stream of evergrowing
knowledge... Our students must acquire sufficient mastery
of English to give them access to the treasures of knowledge,
and in the universities no student should be allowed to take
a degree who does not acquire the ability to read with facility
and understanding works of English authors".[5]

Thirty five years after this report, the importance
of English in the educational system has not diminished. In
many states, where it has been replaced by the regional language
as the medium of instruction, it is still retained as a second
language. Every pupil is expected to study it for at least

four years at the school level and to pass a compulsory examination at the college level. Even if students are not motivated by literary, global or inter-personal compulsions to study the language, it is seen as an important language for academic purposes. One can envisage a time when the dependence on English will be lessened as successful progress is made in the publication in Hindi and other regional languages of technical and scientific materials but English will still retain its importance as a 'library' language because of the immediate and easy accessibility in English of the most recent writings and developments in science and other technical fields from every part of the world. It is clear, thus, what the role of English in India is today. We are bound to the language through historical links and for political reasons, we continue to retain it but its position is neither that of a foreign language nor of a first language. Its status is not merely that of a foreign language because we can visualize that an Indian speaker does not require English only for the reason that he is going to travel to those countries where English is spoken but it is in India itself that the average educated Indian finds himself in various situations where a knowledge of English is expected of him and hence acquiring it is necessary.

> English in India is used by a vast majority
> of urban, English-based bi/multilinguals for
> interpersonal and inter-institutional communi-
> cation in a wide range of contexts. These
> users are (1) University and College students,

and also students studying in English-
medium schools, (ii) teachers (teaching
at schools, colleges, universities and
technical institutes), (iii) officers
and clerks working at all-India establish-
ments, prestigious state establishments,
railway, postal, shipping, airlines, banks,
insurance companies, travel offices and a
variety of professional set-ups, (iv) mid-
level and high-level workers working at
prestigious hotels, restaurants, and business
establishments, (v) scholars, administrators,
business executives, and professional experts
particularly in All India seminars, workshops,
conferences and training programmes, (vi) All-
India newspapers, magazines and journals
(in fact, every State produces a few news-
papers and journals in English), (vii) All-
India bodies (governmental and non-governmental)
communicating with state-level bodies,
(viii) members of clubs (like Rotary clubs,
Lions Clubs) and (ix) creative writers writing
their novels, stories, plays, poems and
essays in English. 6

Although English is used in this extensive variety of situa-

tions, it is certainly not expected of the greater majority

of students that they become as proficient in the use of

English as they are in their first languages.

In the early part of this century, even when English

was the only medium of instruction at the college level,

performances in its use were dismal. The situation does

not seem to have changed at all about eighty years later.

The observations of the Indian Universities Commission Report

of 1902 could well be about the capabilities of the students

today. It states that in spite of the "prominent position

given to English through out the course, the results are

most discouraging. Students after matriculation are found

to be unable to understand lectures in English when they join a college. In some cases the difficulty is said to disappear after a short time; but it appears to be the case that many students pass through the entire University course without approaching anything to a command of the language and proceed to a degree without even learning to write a letter in English correctly and idiomatically. Even those who have acquired a considerable felicity in speaking and composition are, as we ourselves had many occasions of observing, lamentably deficient in pronunciation".[7] What is obvious from these statements is that an ambitious aim was projected for the learning of English as the approach adopted to teaching the language was through heavily literature weighted syllabuses. For students who did not have an adequate grasp of the language, to tackle the literary classics of the sixteenth to the nineteenth centuries led,as can be expected, to frustration and disinterest.

For learning to be successful, therefore, at the outset one has to be clear about the needs of learners, the purposes for which they require the language and the uses to which they are going to put it to. If English had been required only as a foreign language, it would have been easy to demarcate its functions. In a multilingual society like India, it is more difficult to pinpoint its role and uses but while conceding that it cannot occupy the position of a first language unlike in some other ex-colonies like

Australia and New Zealand, to a certain extent its functions can be enumerated which will help in the planning and preparation of syllabus design. While one does not expect all school and college students to achieve a complete fluency in the language, what one does expect them to do after a few years of learning English is to be able to perform certain minimum academic functions and day-to-day functions in the language. Many students at the college level, particularly those studying certain humanities subjects and especially those who have entered the professional fields of medicine, engineering, etc. would need a more than average competence as lectures would probably be in English and books of reference too would seldom be available in any language other than English. What the average student of English would require, however, is the ability to take down notes, to listen to and understand classroom lectures, comprehend books on his subject that he would read in the library and to a limited extent he would use the language for social interaction with classmates from other parts of India or abroad. While the syllabus, therefore, would not aim for total fluency in the language, a teaching of all the four skills, of listening, speaking, reading and writing will have to be considered.

From certain developments which have taken place, like the replacement of English by the regional languages as the medium of instruction even at the university level,

it is obvious that the role of English is being made to decrease in importance, but it is a point to be noted that interest in the language is growing in some non-colonial countries, especially those of Eastern Europe where there is awareness of the global importance of the English language. `In India, English has carved a niche for itself in the literary sphere as well   in  the substantial body of poetry and fiction which has established a place for itself as Indian English writing. From all this, it is apparent that English does have a definite role and status still which the teaching of/language must take into account. While the Indian student will not be expected to complete his education in English speaking like a native, what should at least be expected of him is that he writes and reads with reasonable fluency and speaks with regional acceptability.

To achieve this, one has to first examine the contexts in which a new syllabus has to be framed and these are:

(a)   what has the content and method of teaching English so far been;

(b)   how effective has it been;

(c)   what is the hiatus that needs to be bridged;

(d)   what are the present day needs and requirements of the students;

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(e)  what are the physical conditions and constraints under
     which teaching takes place;

(f)  what are the aims projected in the syllabus: are they
     realistic;and

(g)  under the existing circumstances and expectations of
     students, how can effective and successful learning
     take place?

There is complete agreement on this point that there has
been total erosion in the standards of the language over the
years.  There is agreement on the reasons for this as well,
the most widely believed one being that of poor teaching
at the school level.  This was the natural outcome of the
decreasing importance of English in the syllabus over the
years.  After independence, in keeping with new nationalist
emotions, the need was felt for the development of a national
language and as English was seen as an alien language; the
language of the rulers, the emphasis given to the language
was bound to suffer.  This took various forms, in most schools
English was withdrawn as the medium of instruction and replaced
by Hindi or the regional language, English was not rejected
altogether but was retained only as a subject.  It was intro-
duced at a much later stage, from class one the introduction
to the language was postponed to class three or class six;
students at the secondary stage do not have to study English
at the high school level as they can opt for another language

in lieu of English; students who fail in the examination
in English at the class ten stage are not debarred from
admission to the university; at the university level, there
is provision for instruction in the regional languages, and
increasingly the government in its dealings with other
states fosters the use of Hindi.

What can be inferred from these facts is that
many problems are going to surface in the teaching of English
to students who are being exposed to it for a shorter length
of time which is between three to seven years. With its
use being restricted only to the English class, the amount
of exposure to the language would correspondingly decrease
with obvious implications, attitudes to the language too
have changed and range from the outright hostile to the
indifferent, even the motivation of passing an examination,
as has already been seen, is non-existent. In addition to
these problems is the heavily literary and text-book oriented
pattern of the curriculum which does not give the teacher
the freedom to plan the course according to the specific
needs of his students bound as he is by the demands of the
examination system. By simplifying text books and making
examination questions easy to answer and marking the papers
leniently, planners have reduced the teaching of English
to a farce. The various problems have been recognised and
categorized by Ghosh et al and is worth quoting in full to

realize the stupendous task that is faced by the English
language teachers in India today. The problems are seen
as the following and that Ghosh and others do not exaggerate
will be corroborated by all teachers as these are the problems
that they have to tackle in their day-to-day routine, which
are:

1. large frequently unmanageable, numbers
   of students;

2. the poor standards in English of the
   students;

3. the lack of interest in English, some-
   times bordering on hostility;

4. the heavy burden of an unrealistic
   syllabus;

5. the sheer difficulty, for most
   students, in understanding the
   prescribed texts;

6. the unsuitability of most of these
   texts for the purposes of teaching
   the language;

7. the lack of physical facilities
   which could make intensive teaching
   possible (e.g. smaller groups, libraries,
   language laboratories, etc.);

8. the outmoded system of examination
   which tests memory rather than control
   of language and makes it possible
   for students to 'pass' in English
   with the help of cribs, without having
   learnt the language. [8]

To deal with the several problems listed above,
is an enormous challenge for the English teacher, in addition
they have to cope with the fact that for most of the students
the only English that they are going to come into contact
will be in the classroom. This is true for students whose

medium of instruction is the regional language and who at home too use only the mother tongue which may be the same as the regional language for interpersonal communication. In spite of the pivotal role that English continues to occupy in the academic sphere and its increasing popularity on the social plane as can be deduced by numerous books and courses available in conversational English, for many students their only exposure to the language will be in school or in college. The poor standards in English of students joining colleges has been usually faulted to their school education not without valid reasons. One of the reasons cited most often is that of the poor teaching standards at the school level; the teachers do not have adequate training as they have to function as teachers of other subjects as well and thus lack the specialized knowledge and training that they require as language teachers. Efforts through seminars and workshops to improve their competence can only be a drop in the ocean. The majority of them continue with outmoded techniques and poor knowledge of methodology with the result that the students' attitude to language learning is that they must pass the examination which is their only goal and the solution to it is to memorize their texts.

It is at the college level that a larger role for English is more clearly envisaged and in the gap which exists between what is learnt at school and what the student is

expected to cope with in college is apparent that a more

significant assignment can be postulated for the college

teacher. It is relevant at this point to examine the

Government of India Report of the Official Language Commission

(1956). Although the document was produced thirty years

ago, many of the pronouncements are as pertinent today as

they were when first spelled out. In this lengthy (nearly

500 pages) analysis on the role and development of the various

regional languages and Hindi, English finds a prominent

place. The Commission realizes the importance of studying

English as an international language and argues for its

retention at the under-graduate and post-graduate level as

a second language. It makes the official position on the

continuance of the English language very clear:

> We are, however, quite clear that, even
> when English ceases to be a medium of
> instruction in our universities, it
> would be necessary for us for a long time
> to come to provide that the graduates
> emerging from our universities, especially
> in the scientific subjects, are equipped
> with a sufficient command of English
> (or other suitable advanced foreign
> language) to serve as a 'key' to the
> storehouse of knowledge not yet available
> in the Indian languages and as a 'window'
> to the rapid progress of technology and
> scientific knowledge that is constantly
> taking place in the world... By reason
> of its own merits, as probably the fore-
> most language in the world today, by
> reason of the treasures of scientific
> knowledge in every field that exist therein
> and the fact that the most up-to-date
> advances of such knowledge are made
> rapidly available in that language, and
> 'that    the further fact/for a long time to come
> we would not be in a position to establish

> for ourselves an alternative 'pipeline'
> for the stream of knowledge and scientific
> progress in the world, the English language
> must necessarily form a component of the
> equipment of an Indian graduate.[9]

The Commission recommended the introduction of English in the secondary school at a stage about five years pre-S.L.C., a policy which is followed in the majority of schools, especially the government schools in Delhi even today. They foresaw the shrinking of the importance of English as its role was reduced from being the medium of instruction to just a subject-language. The Commission also anticipated the pedagogic problems that would arise from the reduced importance of English and suggested concrete steps to effectively tackle this problem. On the other hand, English could not be abandoned altogether in favour of one of the Indian languages, therefore, new strategies had to be evolved to teach the language efficiently in its altered function, that of providing students with a tool which would make access to materials and information possible, especially to that literature which is not available in other Indian languages. They state that, "English has to be taught hereafter principally as a 'language of comprehension' rather than as a literary language so as to develop in the students/it a faculty for comprehending writings in
studying
the English language, more especially those relating to the subject matter of their specialized fields of study".

Even thirty years after the Commission clearly
enunciated the problems of teaching English, it is a matter
of disappointment that no real progress can be discerned in
the direction of improving teaching methods and materials.
An examination of the syllabus of high school students reveals
that the emphasis remains text-book oriented, the only progress
being that the texts are more contemporary than the obscure
sixteenth and nineteenth century writers who used to be
recommended earlier for literary study. Another difference
from the earlier literature oriented syllabuses is that there
is an awareness of language learning in the attempt to define
the goals of the English to be studied in terms of structures
and vocabulary. The introduction to the texts for the class
nine and ten students states that it is aimed at a vocabulary
of two thousand words and two hundred structural items.[11]
The major drawback, however, is that these items are not
spelled out and, therefore, it is difficult to gauge the basis
on which they have been chosen and to guess what they are.
Have they been chosen on the basis of frequency counts,and
if they have, which frequency counts have been used, and
have all the lessons been chosen for their exposition of
the vocabulary and structural items? The exercises have
obviously been designed with the aim of making the students
assimilate certain structures through them, but as they are
based solely on the text, there seems little room for mani-
pulation and originality on the part of the student, rather

they are bound to become repetitive and monotonous and hence
will serve little purpose.

The foreword to the English Reader, for class ten
called Steps to English-5 (1982) specifically states that the
text along with the workbook has been designed to inculcate
the various communication skills. It declares that,

> The acquisition of communication skills
> has become significant in the social and
> educational milieu of today. The course
> in English for the secondary school is
> primarily designed to impart these skills.
> This textbook provides a variegated source
> of contexts which would motivate the
> learner to use English for the purposes of
> communication... The different types
> of instructional materials aim at making
> the teaching and learning of English an
> interesting and exciting experience.[12]

And, in the note 'To the Teacher', the main objectives for
both class nine and ten are seen as:

1. To develop in the learner communi-
   cation skills which would enable him
   to handle language effectively as a
   vehicle for sharing with others his
   thoughts, feelings and experiences.

2. To promote the skill of reading a
   text intelligently and imaginatively.

3. To teach important areas of grammar:
   (a) the non-finites
   (b) sentence connectors
   (c) the past perfect tense in time clauses
   (d) modals--should, could, must, may, might.

   (For class nine they are)

   (a) the passive
   (b) reported speech
   (c) introduction to clauses
   (d) different types of clauses

4.  To enrich the learner's vocabulary--
    both active and passive. [13]

Although the awareness of imparting communication
skills reveals a need-based framework--the introduction does
not elaborate on these items and neither is it made clear
as to how the purely grammar items are related to the teaching
of communication skills. An examination of the exercises
reveals that the approach is the traditional one since
what is exemplified in the exercises is the conventional
order of presentation, practice and production. The exercises
are of two types: comprehension and vocabulary. The aim of
the comprehension exercises is to "highlight the main points
of the text with a view to deepen students' understanding
of the lesson". But the manner in which the questions are
framed leaves absolutely no room for creativity in manipula-
ting the structures on the part of the student. The compre-
hension questions are the age-old ones where the answers
expected can be lifted straight out of the text and,therefore,
do not prove that the student has actually understood the
passage. This combination of simplified literary texts
with stereotyped exercises can neither result in language
learning nor in language use.

This was evident from the test which was conducted
for thirty girl students of class ten of a Government Girls
High School. A passage was chosen for a comprehension test,

The subject, the Kumbh Mela, was felt to be of topical
interest, as the event had taken place just a month earlier
and one hoped that the students would be familiar with
the legends and circumstances of the mela through the coverage
it had received in the media.  An attempt was made in the
way in which the questions were framed, both the comprehension
and vocabulary questions to make students evaluate and infer
rather than merely quote sentences out of the passage.
Besides this, they were asked to write an essay and a letter
of application and a cloze passage was also given to test their
usage of articles, prepositions and tenses.

What a tabulation of the errors revealed is that
even after five years of studying English (these students
are introduced to English at the class six level), they were
unable to interpret even the title of the essay which was
"My Life in Ten Years. Time".  All of them without an exception
interpreted it in lexical terms rather than syntactically
and hence wrote about their lives when they were ten years
old.  They obviously understood it to mean 'My life when
I was ten years old'.  Of the thirty seven students whose
work was evaluated, ten students omitted the essay completely
and six attempted it only partially.  Of the ones who completed
it, only the work of two students was relatively error-free;
the work of the rest could be faulted on grounds of incoherent
sentences, incomplete sentences, poor spellings and violation
of every possible grammar rule in the usage of articles,

prepositions, subject-verb agreement, tenses, verb forms, and number. The answer on writing a suitable reply to an advertisement for a job involving the format of letter writing and talking about the individuals bio-data was not attempted at all, perhaps the students were not familiar with the letter writing format. The dialogue to be written of an interview with Sunil Gavaskar got only a slightly better response with ten students answering it. The analysis of errors reveals the same pattern as that of the essay. What is surprising is that with such a familiar topic and one that ought to be universally popular, the stock questions put to the cricketer are - Do you like cricket? Do you like being captain? and Do you like travelling to many countries? - and the answers to all of them are, Yes, I like it very much. It is easier to believe that the vocabulary and ability with the language is so limited that they are unable to talk about Gavaskar's stupendous achievements rather than that they actually lack knowledge of these well known facts.

It is for students after this level of learning that the Remedial English course has been drawn up at the under-graduate level of Delhi University. The syllabus states that the course is meant for those students who studied English neither at the class ten nor at the class twelve level; so, presumably it is meant for those students

who have opted for the study of another language in lieu of English after passing the English examination of class eight and for those students who opt for another subject in lieu of English after the class ten examination. It is envisaged as a two-year course with an average of four hours and a half of classes per week. The scheme of examination consists of paragraph writing, letter/application writing, translation, comprehension, vocabulary and grammar which will test students' knowledge of articles, number, tense, subject-verb agreement and prepositions. The course makes only a simple sentence statement of its objective that it is a remedial language-based course but apart from that, the emphasis remains the conventional one, i.e., it is the examination at the end of the second year which remains the main focus of the course. The students are expected to pass the examination but as the marks will not be included as a part of their aggregate marks, the incentive of wanting to perform well in the examination is absent to motivate the student. In spite of the statement of the aims of the course, what is missing is some kind of analysis of the needs of the students and a projection of a relevant syllabus in terms of what skills would be most useful and appropriate. The syllabus gives either a very broad based guideline, for example, paragraph writing will be based on simple, everyday topics and situations or else adheres to the traditional categories of translation, comprehension, grammar, vocabulary.

From policy makers to syllabus planners and language teachers, all agree that remedial teaching has a vital significance because of the gap that exists between the need to learn the language and the existing methods of acquiring it. Tulsi Ram makes the observation that ever since the grammar-translation method has largely been out of our schools, the vacuum has not been filled.[14] Inadequate learning has thus been ascribed to either not following the right methodology or more often to just poor teaching. Students, as has been seen from their performance, have a genuine need to learn the language, they already have some exposure to the language but have failed to arrive at an expected level of communicative competence. The solution, as correctly analysed by Das and David in their series called A Remedial Course in English for Colleges (1981) certainly does not lie in intensive lessons in grammar. They see remediation as extensive re-teaching rather than spot repair.[15] The emphasis in the course, they state, will be on reading through a sustained, controlled and progressive exposure to the language being taught but they do not embody in the books anything other than the teaching of grammar per se. The courses, apart from the fact that they are graded, do not offer anything radically different from the kind of exercises that the students would have already been exposed to at school; pattern practice, drills, fill in the blanks.

Before arriving at any conclusions as to what changes will constitute effective remedial English teaching, it will be of definite interest to examine the developments that have taken place in the lasty forty years in the sphere of English Language Teaching, particularly the newer methods and approaches which have found such popular support among language teachers in all parts of the world. We can study these developments vis-a-vis their implications for the teaching of English in India and more specifically for remedial English teaching.

FOOTNOTES

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11.   S.K. Ram et al, English Reader: Steps to English-4
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ELT AND REMEDIAL TEACHING

THE reason we need to consider the various approaches to
ELT is to arrive at a suitable approach which will be effective
as well as interesting for the students. The traditional
approach to teaching languages,as is well known now, was
the grammar-translation one. This approach, according to
Krashen and Terrell (1983), had its origins in the middle
ages when Latin grammar was studied extensively in the
monastries of Europe. This, however, would not have been
the manner in which Latin was learned/as it was still very
much a language of daily use. It is probably through day-to-
day communication that the language was acquired. But as
the study of Latin grammar was highly regarded, it would
have been considered as a useful tool for the study of
languages other than Latin. Since the study of other lang-
uages took the form of translations from Latin into the
vernaculars, a knowledge of grammar was considered an essential
requirement for the purpose of translation. The view of
language learning was seen "...as equatable with learning
to translate from one language to another".[1]

This method was very successful for the study of
classical languages; "Classical studies were then intended
and made to produce an excellent mental discipline, a fortitude
of spirit and a broad humane understanding of life. They
succeeded triumphantly for the times in their objective."[2]

For the study of modern European languages, this method
was used by learning the various rules of grammar and applying
them to the translation of passages from the mother tongue
into the target language and vice-versa. How it worked in
the actual study of a language is vividly described by
Bahlsen (1905). He called it a "...barren waste of insipid
sentence translation, committing words to memory, translating
sentences, drilling irregular verbs, later memorizing,
repeating and applying grammatical rules with their exceptions..'
and in the nine year curriculum, practice and production in
the form of French reading and free composition was delayed
till practically the end of the course.

The grammar-based approach has several drawbacks
although one has to admit that it was not without its successes.
It has to be conceded that many students did learn and master-
ed the language and managed to achieve a degree of fluency
in it, but if one were to examine these successes closely,
it would be found that the students' achievement was, in spite
of this system, not because of it and could be attributed
to other factors. Perhaps some of the teachers had unconscious-
ly adopted 'direct' practices or else some of the students
had been exposed to communicative situations. The grammar-
based approach, however, with its focus on the purely formal
aspects of the language stresses linguistic items and does
not take into consideration other aspects like semantics

and pragmatics which are coming to be recognized as the more important aspects of language. Hence it presents a limited approach to language learning. It cannot be assumed that teaching the rules of grammar will automatically result in an ability to handle the language fluently; it has certainly not worked this way in practice; very often the student can cite all the grammar rules but is unable to produce even a single error-free sentence.

Another difficulty with this approach is deciding how much grammar to teach. Does one teach the entire grammar—that would be an impossible and unrealistic aim. On the one hand, it would be an impossible task because of its magnitude and, on the other hand, what would the necessity be of teaching items most of which would never be needed by the student except from the point of view of the students' gaining a knowledge of the theoretical basis of language. As grammar based approaches see language as a system, and language acquisition as consisting of mastery of that system, the grammar is context free. "The unit is the isolated sentence and the assumption is that the essential problem for the learner is to master linguistic form and only second-arily the social meaning and use of such forms."[4] The other area of conflict is between the grammatical presentation of items where forms, which are governed by similar rules, are grouped together but in their pedagogic presentation they would need to be demonstrated in combination with other forms.

For example, questions should not be taught in isolation from statements as in daily communication they are invariably used together. Syllabuses based on this approach did not result in efficient learning and in fact led to disinterest in language learning and frustration rather than success.

In the early twentieth century itself, however, approaches to the teaching of English had begun to change. In 1921, Harold Palmer published <u>Principles of Language Study</u>. Palmer's statements on the study of language are prophetic and become familiar in the rationale of the audiolingual and behaviourist approaches twenty years later. Palmer defined language learning as "a habit forming process", a position which is later strongly advocated and put into practice by the structuralists. He spoke in favour of repetitive drills and felt that learning grammar rules, their knowledge had no compatibility with competence in the language. His contention is that it is totally unnecessary and superfluous to explain the rules of the language, to expatiate on why such and such a form is used and why a certain sentence is constructed in a certain way, the only purpose such explanations serve is to satisfy the curiosity of the student, but "they do not help us to form new habits, they do not develop automatism. Those who have learnt to use the foreign language and who do it successfully have long since forgotten the why and the wherefore; they can no longer quote to you the theory

which was supposed to have procured them their command of the language".[5]

Ideas similar to those voiced by Palmer are found underlying the Army Specialized Programme of the forties which grew out of the situation created by the Second World War. This programme was worked out by the American descriptive linguists to produce fluent speakers in the lesser known languages of some areas of South-East Asia and the Pacific islands. The army urgently required men who could be trained quickly to attain fluency so that they could be posted overseas. For the first time, linguists were associated with designing, organizing and producing materials for language classes. But it was not merely the scientific basis of these courses which contributed to their achievements, other factors also added significantly to their success. The size of the classes was small, the number of students usually was under ten and they had plenty of scope to be involved in communicative activities. The classes too were designed in such a manner that there was a tremendous amount of input in the target language and ample occasions to use it in direct personal-contact with a native speaker. Krashen and Terrell give a brief outline of the major features of the course as consisting "typically of two sessions--one in which situation based dialogues were practiced and memorized, followed by oral drills consisting of sentences illustrating

the major syntactic patterns and form classes of the language.
These drill sessions were conducted either by a linguist
familiar with the language or by a native speaker trained by
a linguist. These dialogue-drill sessions were then followed
by conversation sessions with a native speaker; these were
usually constructed around real life situations, of those
of the dialogs".[6]   They go on to comment that in "...retro-
spect, it was probably due to these intensive communicative
sessions that these courses were so successful. This is
somewhat ironic, since these communication sessions were not
to be included in the Audio-Lingual method which would be
derived, for the most part, from the techniques used in
the 'drill' sessions".[7]

Audiolingualism, the new teaching methodology
which emphasized the teaching of oral skills derived both
from the Army language course and from structural theories
which were based on the findings of the behavioural psycho-
logists. The premise of the behaviourists is that knowledge
acquisition takes place through a process of conditioning.
The learner is taken through a sequence of stimulus-response
circumstances which bring him nearer to the projected aim
that of building up speech habits. Learning occurs as the
relationship between the stimulus and its related response
is built up. When the response wished for to the particular
stimulus is elicited from the learner, it is assumed that

the learner has realized the relationship. Learning, there-
fore, consists of automatically responding to a number of
different signals. How did the behaviourist theory work
in the classroom situation of language learning and teaching?
Since the behaviourists see language as "conditioned verbal
behaviour consisting of a complex collection of stimulus
response bonds" teaching strategies consisted of deluging
the student with practice material of the sentence patterns
in the form of drills so that the student would acquire the
correct responses. Instead of learning the rules of grammar
of the language, the emphasis shifted to practice and hence
it was not thought necessary to know or to understand the
rules of grammar of the language they were studying. What
was aimed at was the acquisition of the grammatical and
phonological system as a habit through constant and reiterated
practice of the language patterns so that language use
would become an automatic and mechanical response. The
"...classroom activities were to consist of (1) new material,
both lexical and grammatical, presented in the form of
dialogs which were to represent pieces of real communication,
(2) a series of pattern drills in which the structures and
vocabulary introduced in the dialog would be manipulated
until the structures became unconscious habits for the
student, and (3) a recombination response material in which
the student tried to apply the newly acquired structures in
semi-free conversations..."[8] That is, they followed the

sequence of presentation, illustration/practice, production.

The various reasons why the audio-lingual approach did not achieve the kind of success it should have considering the fact that it had its genesis in both linguistic as well as psychological theories of the process of learning are analyzed by Krashen and Terrell. They feel that it was the total emphasis on oral skills that led to frustration since by banning the written word it took much longer to learn a language and mother tongue interference too could not be eradicated; as a result, habit formation was not as quick and efficient as projected; inductive learning, with structures, patterns and drills presented first and rules afterwards, didn't produce favourable results with all students; the major objection to this approach is that drills become mechanical and hence monotonous; since it sees language acquisition as a purely mechanical process and not a cognitive one: while practising drills there is no understanding either of the sense of the sentence or of the rules they embodied. And the last but not the least forceful argument against it is that the drills are not authentic and therefore not communicative. Some of Roger Bell's critical comments can be added to these, the chief among which is that the stimulus-response theory does not completely explain the language learning process as first language studies reveal that acquisition takes place through generalization of rules and hence, it is through analogy that

learning takes place.

The dissatisfaction with structural materials was reinforced by developments in psychology which shifted from behaviourist explanations of learning to a cognitive and mentalistic approach. In language teaching it manifested itself in "...a return to grammar explanation followed by various sorts of exercises to practice the rule in question... the emphasis was on the conscious understanding of the rule being practised".[9] In materials based on structuralist approaches one finds that although the requirement is for an understanding of the patterns as the student is working on them, they do not abandon the drill format of the structuralists and hence there is not much scope for the student to create or use language that he already knows.

The communicative methodologies based on a notional approach to language teaching move away from the teaching of grammar rules and structural patterns to the presentation of 'problem solving' situations where the student would be forced to communicate and in the process produce the appropriate response. It is felt that in using the language for a number of communicative functions like making enquiries, asking for directions, polite social conversation which the student is made to perform, the student will unconsciously absorb the rules. Krashen et al comment on the advantages of communicative approaches vis-a-vis cognitive methods in

these words:

> ...to acquire the ability to communicate
> in another language, one must use that
> language in a communicative situation.
> Communicative ability is usually acquired
> quite rapidly; grammatical accuracy on the
> other hand, increases only slowly and
> after much experience using the language.
> The mistake the innovators have made is
> to assume that a conscious understanding
> of grammar is a prerequisite to acquiring
> communicative competence. That an under-
> standing might be helpful in some situa-
> tions for some students is not in question--
> that it is a prerequisite for all students
> is patently false. Thus any grammar-based
> method which purports to develop communi-
> cative skills will fail with the majority
> of students. 10

What is apparent here is that cognitive methods are not

essentially different in approach from the earlier structuralist

approach. Whereas with functionalism is introduced a totally

new approach to the question of what language is and hence

to how it is learned and how it is to be taught.

Functionalism has been defined in the following

terms, "By 'functionalism' we mean a view of language as a

dynamic open system by means of which members of a community

exchange information. This is in contrast with the static,

closed-system view of language which has been, until recently,

the commonly accepted orientation since de Saussure (1915),

seeing language as a code made up of elements and their relation-

ships with each other."[11] Functionalism grew out of research

in psycholinguistics and sociolinguistics and newer theories

of descriptive linguistics which reveal an increasing

importance of semantics "and this led them (the descript-

ive linguists) to accept that part of the meaning of a

word or a sentence lies in the situation in which it is

used, i.e, that semantics overlaps to some degree with

pragmatics".[12]

Notional syllabuses are radically different from

earlier approaches because of their sociolinguistic base

and they have their roots in the functional approach.

Wilkins, one of the earliest and well known proponents of

this approach in Notional Syllabuses, spells out the criteria

which the syllabus planner must take into account in the

teaching of foreign languages. He states that as earlier

courses identified language learning with acquiring a

mastery of its grammatical system hence these courses

had a grammatical pedagogic organization. It is, therefore,

important to decide on "...what basis we will select the

language to which the learner will be exposed and which we

will expect him to acquire."[13] He sees all approaches

whether grammatical, structuralist or functional as belonging

to two conceptually distinct types of approach which he

calls synthetic and analytic. He elaborates on these

approaches in this manner: "A synthetic language teaching

strategy is one in which the different parts of language

are taught separately and step-by-step so that acquisition

is a process of gradual accumulation of the parts until

the whole structure of language has been built up".[14]

Learning proceeds in a linear fashion with simpler gra-

mmatical structures and lexical items taught first, also

the learner is at first exposed only to simplified examples

of language usage and the more complex and varied uses of

language are introduced only at a much later stage after

the learner is familiar with the simpler structures.

"In analytic approaches, there is no attempt at this

careful linguistic control of the learning environment...

much greater variety of linguistic structure is permitted

and the learner's  task is to approximate his own linguistic

behaviour/and more closely to the global language."[15]
more

He then proposes the notional syllabus as an embodiment

of this approach, "The advantage of the notional syllabus

is that it takes the communicative facts of language into

account fromthe beginning without losing sight of grammati-

cal and situational factors.  It is potentially superior

to the grammatical syllabus because it will produce a commu-

nicative competence and because its evident concern with

the use of language will sustain the motivation of the

learners."[16]

In the last two decades the emphasis in language

teaching has shifted more and more to the learner's acquiring

a communicative competence in the language rather than a

knowledge of its forms and structures. Debates and argu-
ments have spoken strongly in favour of fluency over
accuracy and use versus usage (Brumfit 1984; Widdowson
1983). Syllabus planners also have become much more
concerned about the needs and requirements of the learners
and feel that it is essential to take these factors into
account as well while drawing up a programme of language
teaching: "Are learners aiming for a general or a special-
ized language competence? Is the course extensive or
intensive? Is it a short or a long-term course? Is the
ultimate goal some limited proficiency in the language or
is it intended to proceed until native-like proficiency
is achieved? Will the language be required for use during
the period of learning or only at the terminal point? Are
the learners absolute beginners or is the course at least
partly remedial? Are the learners adults or children?
The answers to these and other questions will influence
the precise form that the syllabus takes and will change
the weighting of different criteria that might be used."[17]

Based on these considerations Wilkins produces
a list of categories which he calls semantico-grammatical
under various headings like Time, Quantity, Space, Motion,
Location, etc. to be considered the basis of a notional
syllabus. His reasoning that a focus on the semantic rather
than grammatical aspect of language will bring about

more effective learning is one which/reiterated by later

                                                                         is

writers and advocates of the communicative approach to

language teaching. None of these, however, reject out-

right the earlier grammatical approach. What they rather

suggest is that the best method would be a combination of

the various approaches depending upon the needs of the

students and their suitability to them. They all favour

an electic approach in teaching, using elements from the

different approaches to present a more stimulating and comp-

lete course. William Littlewood develops the implications

of adopting a communicative approach in these two funda-

mental postulates:

> 1. A communicative approach opens up
>    a wider perspective on language.
>    In particular it makes us consider
>    language not only in terms of its
>    structures (grammar and vocabulary),
>    but also in terms of the communica-
>    tive functions that it performs.
>    In other words, we begin to look
>    not only at language forms, but
>    also at what people do with these
>    forms when they want to communi-
>    cate with each other. For example...
>    the form 'why don't you close the
>    door?' might be used for a number
>    of communicative purposes such as
>    asking a question, making a sugges-
>    tion or issuing an order.
>
> We can, therefore, combine the newer
> functional view of language with
> the traditional structural view, in
> order to achieve a more complete
> communicative perspective. This
> enables us to give a fuller account
> of what students have to learn in
> order to use language as a means

of communication. It also suggests
an alternative basis for selecting
and organizing the language items
that we need to teach.

2. A communicative approach opens up
a wider perspective on language
learning. In particular, it makes
us more strongly aware that it is
not enough to teach learners how to
manipulate the structures of the
foreign language. They must also
develop strategies for relating
these structures to their communi-
cative functions in real situations
and real time.

We must therefore provide learners
with ample opportunities to use the
language themselves for communicative
purposes. We must also remember
that we are ultimately concerned
with developing the learners' ability
to take part in the process of.
communicating through language rather
than with their perfect mastery of
individual structures (though this
way still be a useful step towards
the broader goal). 18

Krashen and Terrell propose the Natural Approach
which has a definite relationship with the communicative _
approach but takes its basis from empirical findings in first
and second language acquisition and in psychological experi-
ments and theories of language acquisition. The principles
underlying this approach and which have been very successful
in first language acquisition are as follows:

(a)    The initial focus will be on understanding the
       language, as it is seen in babies that they are
       capable of understanding much more than they can
       produce in complete sentences;

(b)    production is elicited in gradual steps and
       therefore, no pressure is exerted on the students
       to make them speak before they have built up con-
       fidence in their ability to do so;

(c)    grammatical errors are ignored, at least to begin
       with as correction may block learning; the emphasis
       is on communication;

(d)    the syllabus is devised around communicative topics
       and not grammatical categories as the goal at the
       beginning comprehension and production levels is to
       generate communicative acquisition,and finally

(e)    the activities which are organized in the classroom
       must encourage an atmosphere which is free of anxiety
       and which can be brought about by a cordial relation-
       ship between the teacher and the students and among
       the students themselves through the selection of
       activities which are appropriate, relevant and
       stimulating.

What implications do all these developments
in language teaching methodology have for Indian students?
William Littlewood (1981) in his introduction quotes the
needs of the learner as described in the Council of Europe's
'Threshold Level' : "people who want to prepare themselves
in a general way, to be able to communicate socially on
straight forward everyday matters with people from other
countries who come their way, and to be able to get
around and lead a reasonably normal life when they visit
another country".[19] These goals are obviously an appro-
priate one only for a small minority of Indian students
and hence it would be unrealistic to adopt it as a goal
for all the students. With Government policy and the
educationists arguing in favour of continuing English
in its role for academic purposes as has already been
examined, a more authentic goal would be to chalk out those
spheres where English is necessary and accordingly concen-
trate on the skills that would be required.

What we have already examined is that the school
syllabus in spite of revealing its awareness that communi-
cative skills are called for has failed to inculcate these
skills in the students because the approach has remained
unchanged. The answer, therefore, lies in adopting a
notional-functional syllabus with the communicative
approach with its implication of stimulating, authentic
and interesting materials which will be effective in

remedial teaching.   To quote Wilkins:

> The remedial learner is characterized
> by the fact that his knowledge of the
> language is uneven and relatively un-
> predictable.  With a grammatical sylla-
> bus, the strategy adopted is to cover
> again the ground that was covered in
> the learner's previous courses and,
> when the gaps have been filled, to
> continue to higher levels with the
> same synthetic modes of teaching.  The
> disadvantages of this are that it
> involves a good deal of repetition,
> that is, in practice, unnecessary,
> that teaching the same kind of material
> by the same kinds of methods is hardly
> going to impress on the learner that
> he is making much progress in his
> learning and, finally, that the very
> fact that the learner is following
> a remedial course at all means that
> he did not learn satisfactorily from
> the kinds of teaching that he received
> previously and that therefore a different
> approach is needed.  What a notional
> and particularly a functional syllabus
> offers is the possibility of acquiring
> new and relevant types of language
> competence, while at the same time
> weaknesses in purely grammatical compe-
> tence can be dealt with as they arise. [20]

In advocating a communicative approach for
remedial English students, it is not the intention to
abandon the teaching of the purely formal aspects of
language although the weaknesses of concentrating only
on the grammatical and structural aspects of language
has been extensively probed.  In the Indian situation
what has been observed is that even when textual material
is used, the texts are seen only as a means to master

and drill the forms of the language. At the college
level, where literary texts are introduced, the focus
is on the critical study of style and other literary
aspects to enable the student to critically evaluate
the text that is being taught. However, neither of
these syllabuses succeeds in producing in the students
an ability to comprehend what they are reading or to
produce relatively error free and independent language
work. The result is that these syllabuses have fostered
a dependence on bazaar notes and cramming. It is to
formulate a syllabus that will rather encourage inde-
pendence and confidence that a shift in orientation to
a communicative approach is felt will be successful since
the functionally oriented language teacher attempts to
"...analyse, synthesize and teach dynamic discourse
rather than the decontextualized sentence". [21]

The advantages of adopting the communicative
method are considerable. Bell has clearly enunciated
these in the shift in the emphasis that has taken place:

> Meaning is now in the forefront of
> the syllabus designer's mind and
> learning a language is now seen as
> learning how to mean in a wide range
> of social settings. The emphasis
> on meaning has had the effect of
> concentrating attention on the needs
> of the learner and this, in turn, has
> given fresh impetus to the design
> of courses for specific, often job-
> related, purposes in contrast with
> the global orientation of earlier
> courses... In essence, a functional

> approach seeks to provide the
> learner not only with the linguistic
> knowledge which permits him to
> create and understand grammatical
> sentences--the <u>linguistic competence</u>
> of TG--but also the social knowledge
> and skill which permit him to pro-
> duce and comprehend socially appro-
> priate utterances, the <u>communicative</u>
> <u>competence</u> of sociolinguistics. [22]

The syllabus for remedial English students of Delhi

University is revolutionary in one sense that no texts

are prescribed but the emphasis on the examination

implies a pre-occupation with certain grammatical features

which are enumerated in the syllabus. The teachers,

however, have one definite advantage over text-based

courses that they would have the freedom to choose what-

ever materials or texts that would be appropriate for

the level of students in the class. They would also

have the liberty to design and produce their own materials.

Hence they have the opportunity and freedom to devise

suitable, realistic and easily produced materials for their

classes. Many studies have shown that it is not at all

necessary to have expensive or elaborate or sophisticated

equipment to create interesting materials for the class-

room. With only a photocopier, a typewriter, the black-

board and easily available chart paper, magazine pictures,

articles, travel literature, time-tables, information

handouts, a wide range of activities can be quickly and

inexpensively worked out. In the lessons that follow

this chapter an attempt has been made to do precisely
this.

It has been found that most of the materials
based on a communicative approach are unsuitable for
Indian students from the point of view of the contexts
in which they occur as they are generally European,
British or American culture specific and hence alien to
the majority of students. The names of the people, the
names of the towns  and cities are all so remote from the
experience of an Indian student that it would not evoke
the emotional response that familiar names and places
can. The activities too which are embodied in most of the
functions described in these books are far removed from
the experience of most of the Indian students. Activities
dealing with social interaction usually include dating,
going to parties, cocktail parties, developing relationships
with persons of the opposite sex. In India where segre-
gation is still the norm and marriages are arranged by
parents, these roles are practically non-existent and so
will fail to generate any enthusiasm among the students.
Similarly, lessons planned around activities like travel
to the continent, celebrating festivals like Christmas
and thanksgiving,performing household chores like mowing
a lawn, babysitting for a neighbour are not likely to
arouse any interest. We, therefore, need to produce
materials rooted in the Indian context in order to motivate

the students by generating enthusiasm and interest
over appropriately contextualized materials. Before
doing this we have to answer certain questions about
the role of English in India today and what specific
skills would be needed by the students in order to
effectively perform these functions.

A detailed examination has already been made
of the domains and functions of English in India today.
To recapitulate it briefly, it is an inescapable fact
that English is a lingua franca of educated Indians
and social and geographical mobility both within India
and globally is possible only with a knowledge of English.
But for students at college it is impossible to predict
what they will need the language for since the teacher
does not know to what use they will put it to, or what
jobs they will have once they leave college. What one
can predict with a certain amount of confidence is that
as students at college they need a knowledge of English
to perform certain tasks in class and for them to perform
these efficiently and successfully certain skills will
have to be inculcated.

What all students and remedial English students
need in particular is an ability to understand their
classroom lectures and to be able to take notes in a
logical and comprehensible fashion of what the teacher

is saying. This would call for devising activities where the students' listening and comprehension skills would be heightened. The other sphere where they would need to increase their proficiency in English would be in their skill of reading. The majority of students have to read and comprehend reference books and texts in English in their other subjects as well. An increase in reading proficiency and comprehension skill would be of real help and would fulfil a genuine need and would if successful hopefully decrease the total dependence on the answers which are learnt by rote from guide books. Activities geared to promoting comprehension skills will, it is hoped, create in the student an ability to independently and confidently evaluate and analyze texts, to critically assess and sift information which will be useful and to relate it to ideas he already has a knowledge of.

There are then the other functions outside of the classroom where a knowledge of English will be useful for all students. These activities involve filling in application forms, writing letters either official applications, replies or personal and business letters; asking for and giving directions; facing an interview; making reservations, booking tickets; and to a certain extent for inter-personal communication. For remedial English students, this means that a wide range of abilities will have to be covered.

One would have to begin with very simple,matter-of-fact
statements, as they have not achieved fluency even in
the most basic aspects of language. However, depending
on the time factor, the goal will have to be on the
achievement of fluency rather than accuracy. Along with
will also have to be developed the ability to make sense
of entire texts with their complex sentence structures
and organization so that the students can cover the gap
of two years and attain the proficiency of their other
classmates.

The major uses for which the student can be
trained to use English in its prevailing importance in
the Indian context and the aims for which English should
be taught to the remedial English students can be seen
✓ as follows:

1.    Personal identification:

(i)    should be able to correctly supply all information
       regarding themselves necessary to fill various
       application forms. For example, to give their
       name, address, state their date and place of
       birth, give their age, sex, religion, nationality,
       occupation, marital status, give details about
       family members and should be able to get similar
       information from others.

(ii) should be able to talk about their physical
surroundings, where they live, where they work/
study, should be able to give directions and
make enquiries to locate where they are/what
they want.

2.   Obtaining and giving information:

   (i)   should be able to obtain information regarding
         travel, to book tickets, accommodation, make
         reservations for a meal at a hotel, book plane
         tickets, make enquiries regarding rail and
         flight timings.

   (ii) carry out transactions in a shop, bank, office.

The academic functions for which English is needed can be
seen as follows:

1.   Listening to classroom lectures:

   (i)   listening comprehension

   (ii) note-taking in a logical manner.

2.   Reading library reference books and subject text-
     materials:

   (i)   reading comprehension--the ability if not to
         understand every sentence at least to infer the
         major ideas expressed;

(ii)   the ability to perceive the links between
       the major theme and the relation to the other
       ideas embodied in the text;

(iii)  the ability to evaluate what they are reading--
       is it a straight forward description, exempli-
       fication, examples and how are these related
       to the main idea.

3.  Writing:

Students need to sharpen their writing abilities as
this is finally what is crucial for them; their ability
to tackle the examination questions, as also their
ability to answer classroom assignments, all these
depend on their ability to write logical and coherent
notes from classroom lectures and reference book
materials.   These are the skills which would need
to be inculcated:

(i)    should be able to express their ideas clearly;

(ii)   should be able to give logical arguments in
       support of their ideas;

(iii)  should be able to substantiate their ideas
       with cogent and acceptable reasons;

(iv)   should avoid repetition and verbosity;

(v)     should be made aware of the different styles

of writing, academic, formal, personal, etc.

In a syllabus envisaged in the communicative mould, learning the language is closely tied up with a strengthening of the reasoning ability of the student so that the motivation of the student is correspondingly increased since he can perceive that the usefulness of English need not be equated to learning just another subject but it can open up the opportunities to cope with his other subjects much more effectively and confidently.

The approach that a syllabus like this visualizes is that     the emphasis will be on communicative activities as it is believed that it is these activities which will generate the interest and enthusiasm necessary to stimulate the student into language learning rather than the traditional drill and pattern-practice activities. But it will also attempt to balance them with structural items although it has been found that experiments like Bangalore experiment of Dr N.S. Prabhu have been carried out by abandoning systematic teaching altogether whether communicative or otherwise.  Dr Prabhu's argument is that structure is best learned when attention is focused on meaning and he has devised a number of tasks in performing which the students learn the language.  Such an approach is no doubt based on psycholinguistic and nature of

communication arguments that in $L_1$ acquisition learning occurs because of concentrating on carrying out an activity rather than on the language being used to perform it.

Many communicatively oriented teachers use such an approach when they devise activities where the student is forced to use the "deep end strategy" where with the language that he possesses he is made to participate in communicative activities. Such a strategy also makes use of the sequence--production, presentation, practice as opposed to the traditional one of presentation, illustration/practice, production. An approach similar to this would probably not get the desired results for this age group and neither will purely drilling or repetition. A communicative approach will be effective for this age group if conscious learning in the form of structural practice is also worked into the functional component. In the materials to be presented,an attempt is going to be made to devise communicative activities in such a manner that the students readily understand the context in which they occur and hence eliciting their responses are easy. These activities will be parallel to those which activate the knowledge of structural items that they already possess so that the link between form and function can be seen and understood.

Apart from the pedagogical aspects of teaching
remedial students, one has to keep in mind certain psycho-
logical factors too which may act as a deterrent to lang-
uage acquisition and hence need to be avoided by the teacher.
Several recent studies have revealed that language learning
takes place rapidly in a stress free situation (Freebairn,
1984; Horwitz et al 1986). Hence it is important for the
teacher to maintain a positive approach and to focus his
attention approvingly on the learning that is taking place
rather than concentrating on correcting errors and mistakes
committed.

Before formulating the actual materials another
point that the teacher of English in countries where English
is not a first language has to be clear about is which model
does one adopt in the classroom. Obviously, it will not
be British English or American English as both these
native usages would sound strange and alien to Indian
ears. B.N. Patnaik (1984) categorizes the deviant forms
of language use under two sections--the ungrammatical
usages which should be corrected and discouraged without
an excessive amount of energy and time being spent on
them as these usages would be considered totally unaccept-
able by native speakers. Then there are the odd forms.
These are usages which are characteristically Indian

and would be intelligible to the majority of Indian
speakers but would not conform to native standards of
use. This is the dilemma of the teacher of English:
"The teacher of English in India is in a state of in-
decision on the issue of the variety of English which
should acquire the status of the educational model.
He is aware that the teaching of a foreign model like
British English is a virtually impossible proposition,
but he cannot opt for a home grown model like Indian
English because it is as yet undefined in a precise way
and also because it lacks prestige at the moment."[23]

The strategy suggested by B.N. Patnaik is to
ignore and gloss over those deviant forms which are
considered merely odd but not ungrammatical but the
student must be cautioned about those forms which are
inappropriate. For example, slang expressions should
be discouraged as English in India is used largely in
formal and semi-formal contexts where very conversational
and slang terms would be totally out of place. For
pan-Indian intelligibility which is the goal of ELT
in India, therefore, it is educated Indian English
which would answer the needs of the majority of students.
It is the phonological variations which will cause some
problems and cannot easily be ignored as they differ
from region to region and the speaker belonging to one
part of the country finds it difficult to be understood

in another and vice-versa.  In Delhi it would probably
be the non-Punjabi/Hindi speaking students whose phonology
may need specific attention so that they can be under-
stood by the rest of their classmates.

## FOOTNOTES

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3.  L. Bahlsen, The Teaching of Modern Languages trans. M. Blackmore Evans (Boston Massachusetts: Ginn, 1905), p.10.

4.  Roger T. Bell, An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching (London: Batsford Academic and Educational Ltd., 1981), p.53.

5.  Harold Palmer, Principles of Language Study (London: Oxford University Press, 1964), p.57.

6.  Krashen and Terrell, p.13.

7.  Ibid., p.13.

8.  Ibid., p.14.

9.  Ibid., p.16.

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11. Bell, p.112.

12. Ibid., p.112.

13. D.A. Wilkins, Notional Syllabuses (1976; rpt. Great Britain; Oxford University Press, 1979), p.1.

14. Ibid., p.2.

15. Ibid., p.2.

16. Ibid., p.19.

17. Ibid., p.57.

18. William T. Littlewood, Communicative Language Teaching: An Introduction (Great Britain: Cambridge University Press, 1981), p.viii-ix.

19. Ibid., p.vii.

20. Wilkins, p.75.

21. Bell, p.132.

22. Ibid., p.151.

23. B.N. Patnaik, "Language teaching and discourse", Language Forum, 10, no.1-4 (April 1984-March 1985), pp.158-159.

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SAMPLE LESSONS

## Introducing onself:

1.  Speaking and listening

    Work in pairs and obtain this information from your partner:

    What is his/her name?

    Where does s/he stay?

    How old is he/she?

    What languages doe s/he speak?

    Which region does s/he come from?

    What is her/his favourite pastime?

    Does she/he have any brothers and sisters?

    After a lapse of a few minutes, sufficient time for the students to collect this information, in turns they tell the rest of the class what they have discovered.

2.  Speaking, listening and writing

    They change partners and elicit responses by asking the appropriate questions to fill in this family tree.
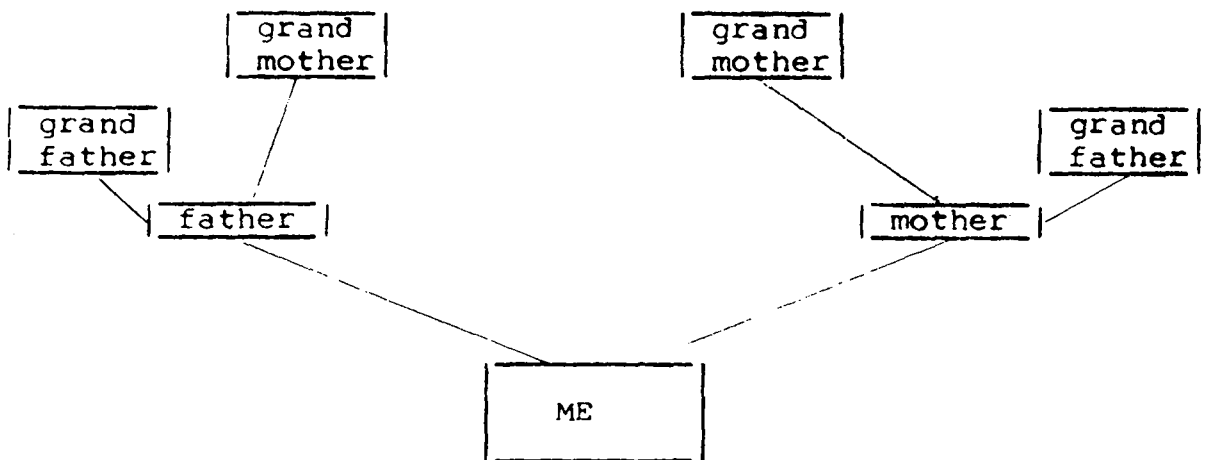
# QUESTIONNAIRE

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After completing the questionnaire, exchange sheets with
your partner and from the information you have, write a
profile of your partner

---

## YOUR VIEWS

1.  What are your feelings towards your college?

        Happy
        Indifferent
        Satisfied
        Dislike

2.  What do you like best about your college?

        Canteen
        Library
        Football field
        Common Room
        Classroom
        Friends

3.  How would you describe the teachers of the college?

        Regular
        Well prepared
        Helpful
        Intelligent
        Disinterested

4.  Do you think the classes are:

        Dull
        Informative
        Lively

5.  What can you do to improve the college?

        meet the Principal and discuss the problems
        with him.

        Don't attend classes.

Discuss the problems with the students'
union and go on a strike.

Any other suggestion.


## YOUR PROFILE


1. How old are you?

   Below eighteen
   Above twenty
   Between the two.


2. What kind of student are you?

   Punctual
   Studious
   Indifferent


3. How many hours a day do you spend in the library?

   None
   Less than one
   More than three.


4. How many classes do you attend everyday?

   More than four
   Less than three
   None


5. How do you rank yourself as a student?

   Good
   Poor
   Average.

# REAL ACTING IS ON TV
## – Aziz Qureshi

Interviews can make use of real
life materials or role play.
One student is asked to locate
a foreign student and question
him/her what s/he likes or
dislikes about India.  Another
student can question a teacher
about what s/he likes or dislikes
about the students in the college and then the interviews are presented
to the class.

In role play the students play a game where the class knows the
identity of the student but he has to find out who he is by asking
questions like:

Am I a sportsman?
Am I an Indian? etc.
The class answers only Yes/No.

# these are a few of my favourite things!

| | |
|---|---|
| I fear— | God |
| I love— | My love |
| I hate— | people who hate me. |
| I prefer to forget— | nothing |
| I'm jealous of— | those who touch my love (boyfriend) |
| My greatest joy— | when I be with him |
| My sorrow— | (loneliness) when my love is not with me. |
| My idea of beauty— | Simplicity |
| My most unforgettable moment— | when he said 'I love you'. |
| My biggest enemy— | they better watch out! |
| My motto— | be faithful, honest and proving |
| My weakness— | Some one I love |
| My ambition— | a happy and successful life. |
| My favourite outfit— | churidar. |
| My favourite superstition— | how do you say superstition can be favourite. |
| My special ability— | I am very sensitive. |
| My most embasrrassing moment— | when he asked me 'Do you love me'? |
| My favourite love story— | My own love story |
| The man I would love to marry— | The man I love |
| The nicest compliment I've received— | when a six year old boy praised my eyes. |
| An honest confession— | I'll confess later. |
| My birthday— | 30th July. |

With lots of love Mandakini

Mandakini talks about her favourite things.  What are yours?

The class could then collaborate on a poem. Sentences are elicited from the students on topics like:

> Smells I like.....
> Sounds I hate.....
> Good students are.....

These are put on the blackboard to be later edited, improved and written again for the college magazine.

Some examples of similar list poems can be put on the wall chart.

A recording is played of the song--"These are a few of my favourite things" from The Sound of Music. The students listen to it, try to catch phrases and just enjoy the music. It can be played in between other lessons so that they get to know the entire song.

# All it takes is a little craft

WITH a few scraps and a little imagination, you can fashion these craft ideas into simple objects of art. They will make ideal gifts. **Greeting cards with a touch of galety**

MATERIALS:

White or pale yellow paper for the cards, bits of paper in different colours and textures,for decoration, an adhesive (Fevicol). The papers are available in any shop that sells art materials.

METHOD:

From the white and yellow paper, cut out cards in the required sizes. From the paper intended for decoration cut out different, geometrical shapes—squares, rectangles, triangles, circles, thin strips and forms of birds. First try out the composition by loosely arranging these shapes on the card, forming birds, houses or whatever else your fancy summons up. Then stick them in place. Allow to dry completely.

Write the messages with felt pens. For a variation, you can also stick on pressed flowers.
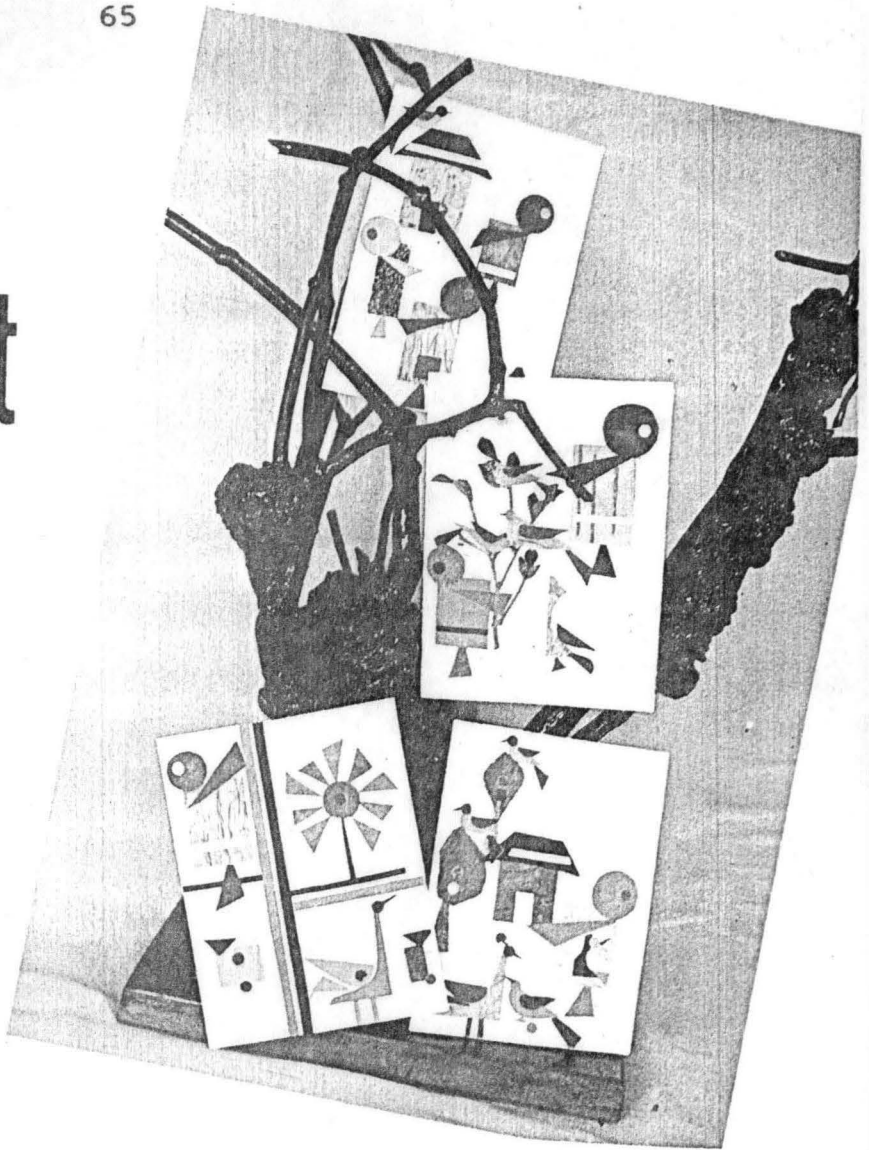
Using do-it-yourself articles.

The students read the article to familiarize themselves with the format. Then using similar terms they write a description of something they can make themselves.

Similarly, they can write the recipe of their favourite dish using the same guideline. They are asked to write about it in such a manner that it will make everyone's mouth water and want to eat it.

Distribute horoscope predictions clipped from magazines to the students in class. Ask them to move around the classroom find a student who belongs to the star sign of the description he is holding and by asking questions should find out if the person fits the description. If not, he should make a note of the differences. The students now come back to their seats and individually give the new profile.

## AQUARIUS
### (January 21—February 19)
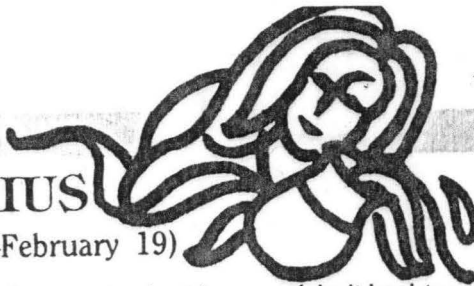
YOU daughters of Uranus stand out in a crowd, be it by virtue of sheer dynamism or because of your extraordinarily placid countenance. This sounds like a paradox, but there are basically two types of Aquarians.

The first type is lively, energetic, optimistic, restless and constantly on the go. The worst punishment for her is sitting still.

The second type is infinitely patient, shy, introspective, sensitive, perceptive, letting others take the limelight when she, herself, is happy with only getting the work done.

But all of you are persevering, generous, compromising and original. You have not much respect for authority or tradition.

Similarly, horoscopes can be used to talk about past events. Do the predictions fit in with events that occurred last week for instance? The students move around the classroom, ask questions, check the answers and then report either in writing or orally.

PISCES (Feb 20 to Mar 20) An idea for getting on will come to you out of the blue. Don't let the grass grow under your feet this week, get to work at once. Affairs of the heart are starred for success. Lucky colour brown; lucky number 3.

AQUARIUS (Jan 21 to Feb 19) Your personality is magnetic for the early part of the week. Whatever you suggest you'll find most people will want to please you. Enjoy yourself to the full, but don't overtire yourself. Lucky colour green; lucky number 7.

They can be used to predict the future as well.  Students can go around the classroom and question their classmates about what they are likely to do the following week and accordingly work out their horoscopes.
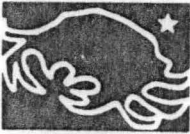
**ARIES (March 23-April 20)** : Home
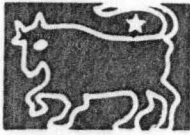
**TAURUS (April 21-May 21)** : All your

**GEMINI (May 22-June 21)** : The first half of the

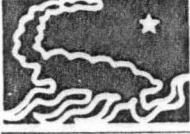**CANCER (June 22-July 23)**: You may
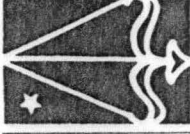
**LEO (July 24-August 23)** : Your

**VIRGO (August 24-September 23)** : You may be able to

**LIBRA (September 24-October 23)** : If i

**SCORPIO (October 24-November 22)** : Your problems

**SAGITTARIUS (November 23-December 22)** : In the

**CAPRICORN (December 23-(January 20)** : Postpone

**AQUARIUS (January 21-February 19)** : Your housing

**PISCES (February 20-March 22)** : Your business partner

This exercise can be done orally or the students can be
asked to write their answers.  They are given the questions
beforehand so that their attention is concentrated on the
details asked for/the passage is read out.



My name is Pankaj Kapoor.
I am thirty five years old.
I'm neither fat nor thin, you
could say I'm of medium build.
I'm quite tall by Indian standards
as my height is five feet ten
inches.  I studied acting at the
National School of Drama for three
years.  I would have done well
on the stage but Bombay films
make me better known.  I am doing
very well in the movies and especially
on television.  I have become popular in the role of Karamchand.
Karamchand is always shown chewing carrots.  So I'm offered
carrots wherever I go.

The following questions could be asked:

How tall is Pankaj Kapoor?
How long did he study acting?
Which role is he famous for?
What do people think is his favourite food?

Listening comprehension through detecting mistakes in the passage read out.

Distribute copies of the picture to the students and let them listen to the sentences about the picture.

Next supply them with the text so that looking at the picture they can make the appropriate changes.



It is evening.

The clock shows six o'clock.

They are eating their lunch which is chappati and dal.

The lady is reading the newspaper.

She is smiling.

There is a vase of flowers on the table.
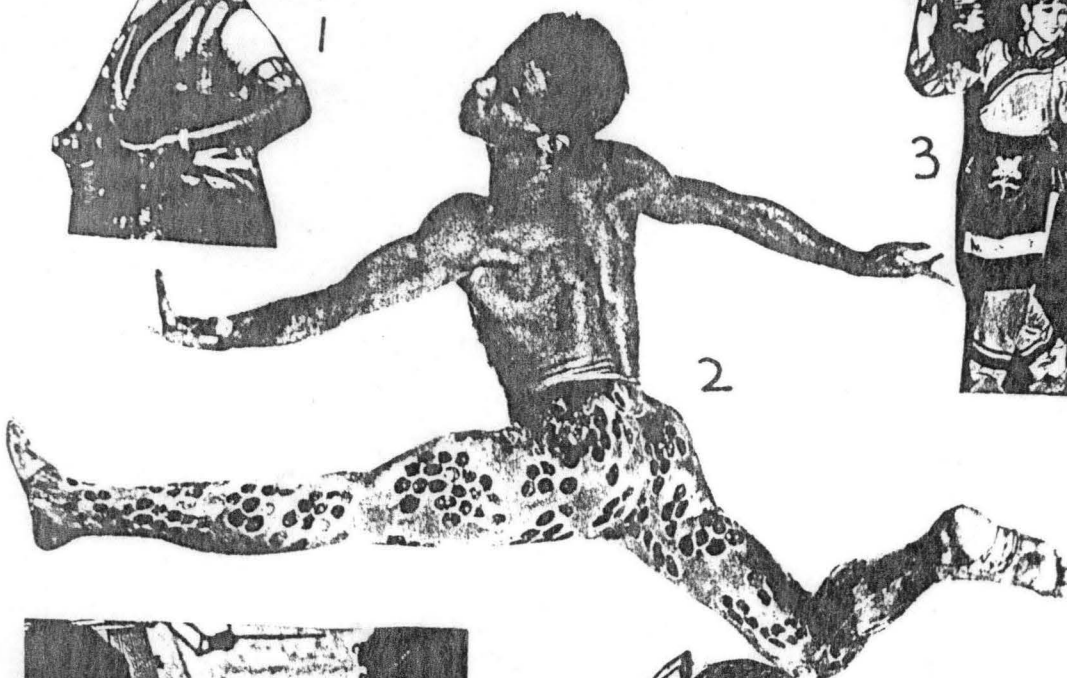
There are some fruits in a bowl.

They are mangoes.

The man's eyes are closed because he is sleeping.

He has returned from the office.
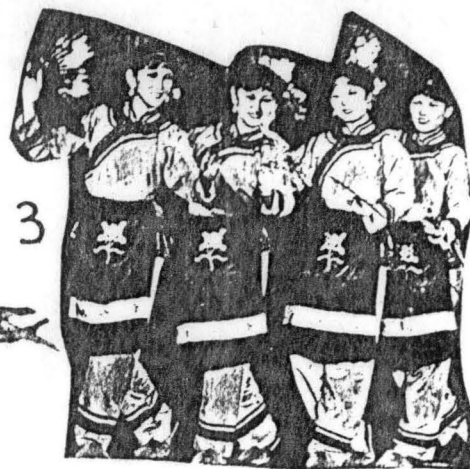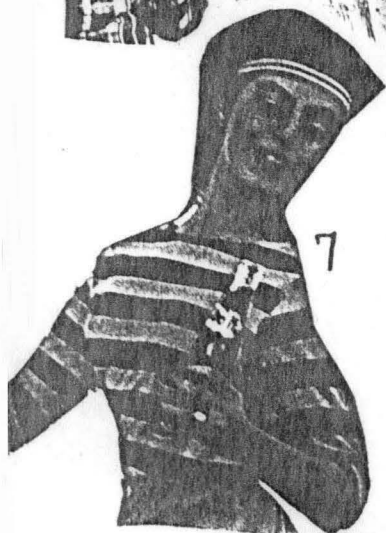
For aural comprehension to practise listening discrimination.

The teacher calls out the sentences in random order.

> They are drinking.
>
> She is dancing.
>
> He is writing., etc.

The students write down the appropriate numbers.

To practise the present continuous tense, the students are asked to write appropriate sentences for the pictures. They are asked to describe the actions that are depicted to give them practise in subject-verb agreement. They should be able to frame sentences in the S/he is..... and They are.... pattern.

# With every puff, you inhale over a hundred poisonous chemicals.

Carbon monoxide. Nicotine. Nitric oxide. Nitrogen dioxide. Hydrogen cyanide. Arsenic. Tar. Just a few of the many toxins in cigarette smoke. They cause high blood pressure, hardening of arteries, heart attacks. And cancer.

Tar penetrates into your delicate air passages and lungs, eventually causing cancer. Some of the danger symptoms: persistent cough, blood-specked sputum, chest pains. That's the bad news.

Now the good news. Cancer is curable if detected early. That's why you must get checked for cancer once a year.

Visit any detection centre of the Indian Cancer Society. Or consult your own physician.

And, if you're a heavy smoker, try to give up — or at least cut down.

### NOW, CANCER INSURANCE!

*The Indian Cancer Society offers India's only insurance policy against all expenses of cancer diagnosis and treatment. For just a small sum, both you and your spouse get coverage upto Rs. 40,000. Call us for more details.*

*For appointments phone:*
Bombay 2021417, Delhi 617628. Calcutta 264764/ 267906, Madras 418591/412018.

## INDIAN CANCER SOCIETY
Early discovery, early recovery

na/ICS/1/86

Using advertisements.

Smoking: The harm it causes: list them in the form of a grid.

| Harmful sub-stances present in cigarette smoke | What diseases do they cause? | One knows one is affected if one has ... |
|---|---|---|
| | | |

Conduct a survey of the smoking habits of the students of your college. The students should frame the questionnaire themselves but they can be guided to include elements like:

At what age did you begin?

Who introduced you to smoking?

How much do you smoke per day?

What brand...

How much do you spend...

Do you smoke anything else...

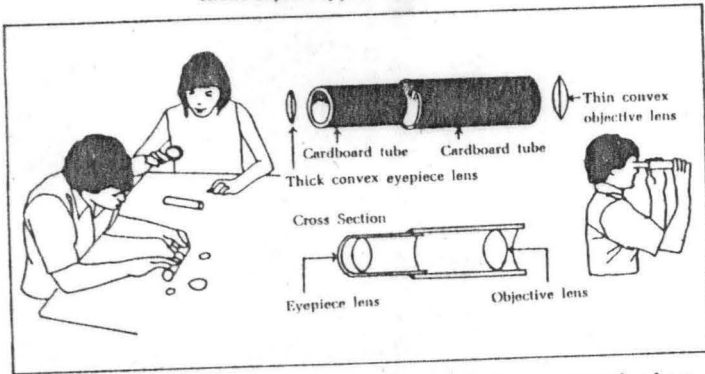What was the reason for beginning:

(i)   to be one of the crowd
(ii)  to appear sophisticated
(iii) any other.

If it is a group activity rather than an individual one, then they can formulate certain conclusions and share them with the rest of the class.

Making use of Diagrams.

## HOW TO MAKE A SIMPLE TELESCOPE

You can make a simple two-lens refracting telescope from two magnifying glasses and two cardboard tubes. The telescope, like that of an astronomer, will make objects appear upside down.

Thin convex objective lens

Cardboard tube    Cardboard tube

Thick convex eyepiece lens

Cross Section

Eyepiece lens    Objective lens

SKETCHES COPIED BY MADAN PATIL

For the body of the telescope, use mailing tubes or make your own tubes from cardboard. One tube must fit snugly into the other. Attach a lens to the open end of each tube with tape or glue. Look through the telescope and slide the tubes in or out until the object you are viewing comes into focus.
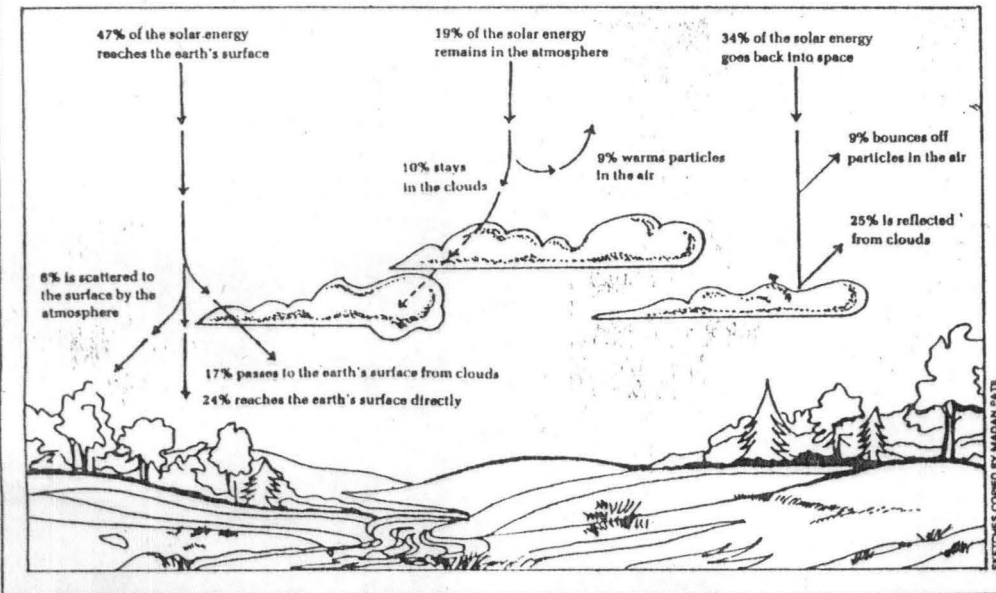
I.  Divide the class into groups of three.

One person has the diagram. Another person has the text. And the third person has nothing.

The person with the drawing describes it for the third individual to draw. He then checks his description with the text, looks at the newly made drawing and checks the inconsistencies with the text.

II.  The students are asked to study the text and then write a description based on it of what happens to the solar energy radiated from the sun:

## HOW THE ATMOSPHERE AFFECTS THE AMOUNT OF SOLAR ENERGY REACHING THE EARTH

All the solar energy that strikes the upper atmosphere does not reach the earth's surface. Clouds and particles in the air reflect some energy, and the air itself absorbs some. This diagram shows what percentage of the sun's energy entering the upper atmosphere reaches the earth's surface.

47% of the solar energy reaches the earth's surface

19% of the solar energy remains in the atmosphere

34% of the solar energy goes back into space

10% stays in the clouds

9% warms particles in the air

9% bounces off particles in the air

25% is reflected from clouds

6% is scattered to the surface by the atmosphere

17% passes to the earth's surface from clouds
24% reaches the earth's surface directly

SKETCHES COPIED BY MADAN PATIL

74
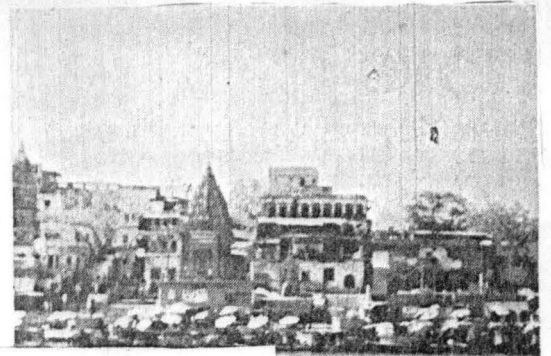
# Time stands still here in silent tribute to the glory of a by-gone era.
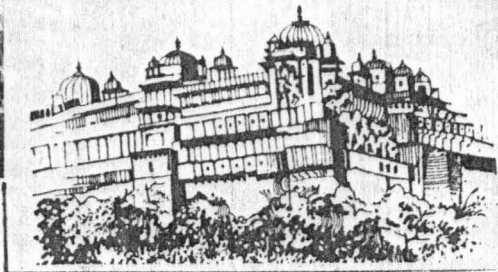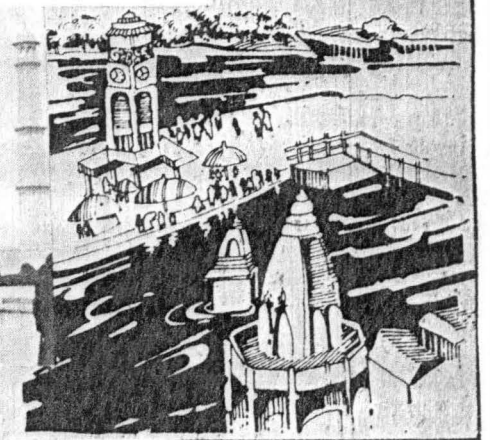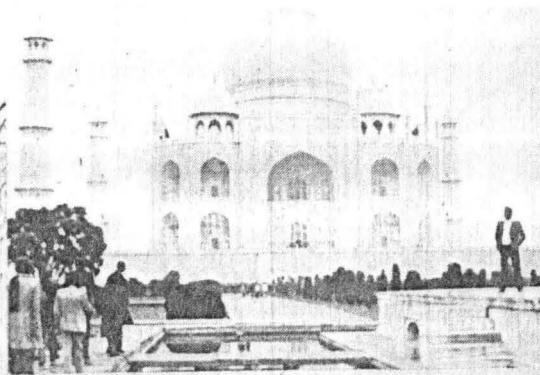
Jumbled sentences to be put in the correct order:

The four major cities of Uttar Pradesh have an old world charm.

1.  Some places to visit are the Great Imambara and the Turkish Gate.

2.  For millions of foreign and Indian tourists, the city is a must in their travel plans.

3.  It is a city which has both historical and religious import-ance.

4.  It is also known for the exquisite courtesy of its people.

5.  The third is Allahabad which is situated at the meeting point of the Ganga, Yamuna and invisible Saraswati.

6.  It has magnificent Mughal architecture.

7.      It was the capital city of the Kosalas.

8.      The ancestral home of the Nehrus Anand Bhavan is in this city.

9.      It is a city of gardens, parks and palaces and is famous for its chikan-work embroidery.

10.     First there is Agra which was the capital of the Mughals.

11.     The city is associated with Rama, the king of Kosala.

12.     Akbar gave it its modern name after building a fort there.

13.     Finally, there is Ayodhya, which is also on a river, the river Ghagra or Saryu.

14.     Second is Lucknow situated on the banks of the Gomti.

15.     The original ancient name of this city was Prayag and this city goes back to the Aryan era.

16.     One example of which is the Taj Mahal, a tomb of sheer beauty built of marble.

The four major cities of Uttar Pradesh have an old world charm.

A.      1.

        2.

        3.

        4.

B.      ..... etc.

Simple machines that X-ray hand-baggage
are no longer adequate to meet the growing threat of
terrorism in the air. With terrorist methods
becoming increasingly sophisticated and deadly, the
U.S. Government has accelerated research
efforts to develop technology for detecting bombs
and weapons before they can get onto aircraft.

Super secure
Airport



ELECTRIFIED BARBED-WIRE FENCE

BLOW-OUT PANELS

CARGO HOLD

ARMED GUARDS

COMPUTER AND VIDEO MONITORS

FLOODLIGHTS AND SURVEILLANCE CAMERAS

MOBILE X-RAY BAGGAGE SCANNER

WAITING AREA

VIDEO CAMERAS

METAL DETECTOR

CARRY-ON-BAGGAGE X-RAY SCANNER

EXPLOSIVES SNIFFER

CHECK-IN-BAGGAGE X-RAY SCANNER

BULK-BAGGAGE X-RAY SCANNER

ROBOT BAGGAGE HANDLER

CONVEYOR BELT

REINFORCED BOMB CONTAINER

Work in pairs.

Look carefully at the diagram and say what obstacles would a terrorist face.

1.   Which are the physical barriers to entry?

2.   Which are the remote surveillance equipment?

   (a)
   (b)
   (c)

3.   Luggage will be inspected for weapons by

   (a)
   (b)
   (c)

4.   Passengers and hand baggage will be checked by

   (a)
   (b)

5.   Is the passenger waiting area

   (a)   before the security check point?
   (b)   after the security check point?

6.   The mobile X-ray scanner is meant to screen

   (a)   airport employees
   (b)   food supplies
   (c)   suspicious luggage.

7.   The blowout panels are there

   (a)   to allow the force of a blast to escape.
   (b)   to be an emergency exit for passengers.
   (c)   as a storage tank for fuel.

This exercise could then lead to an open discussion on terrorism, the reasons that give rise to it and how it can be fought?

Project work:

The class is divided into three/four groups and they are asked to study and make a report to the class on terrorism in:

(1)   Northern Ireland

(2)   West Asia

(3)   Punjab

(4)   Ceylon.
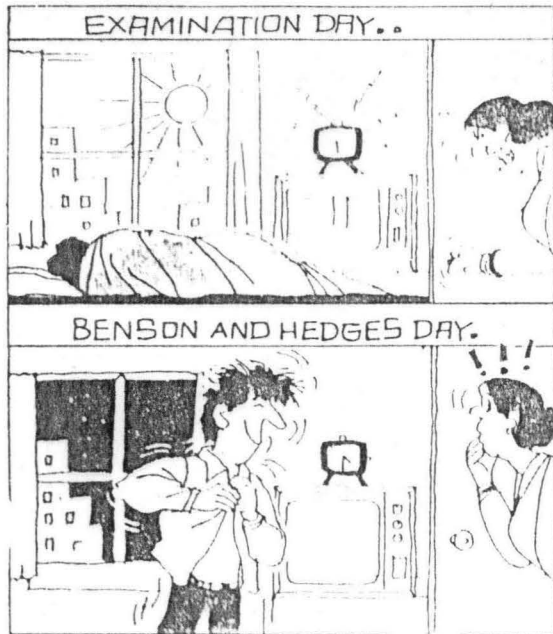
Using contrasts.

The students are divided into groups of two. Each of them is given only one half of the picture. Working in pairs but without showing their partners their half of the picture they talk or write about their pictures comparing and contrasting the elements in each.

Rainfall
JUNE 1 to July 23, 1986.

**THE MONSOON**

# Mixed Fare

FOR OFFICIALS of the Indian Meteorological Department (IMD) poring through the scores of telex messages and telegrams received from its 550 weather observatories and 1,200 rain-gauges dotted throughout the country the monsoon was heartening. By mid-monsoon, two-thirds of India had received normal rain ( while wheat, maize and paddy crops in Orissa, east Madhya Pradesh and Punjab had exceeded expectations.

But the worrying news was that rainfall in Kerala, Tamil Nadu, Bihar, Rajasthan and the north-eastern states was deficient. Officials hope that when the monsoon ends in September, the position would improve. Dr R.P. Sarkar, IMD director-general, said: "So far in most parts of the country the rainfall has been good."

100 0 100 300 500

Kilometres
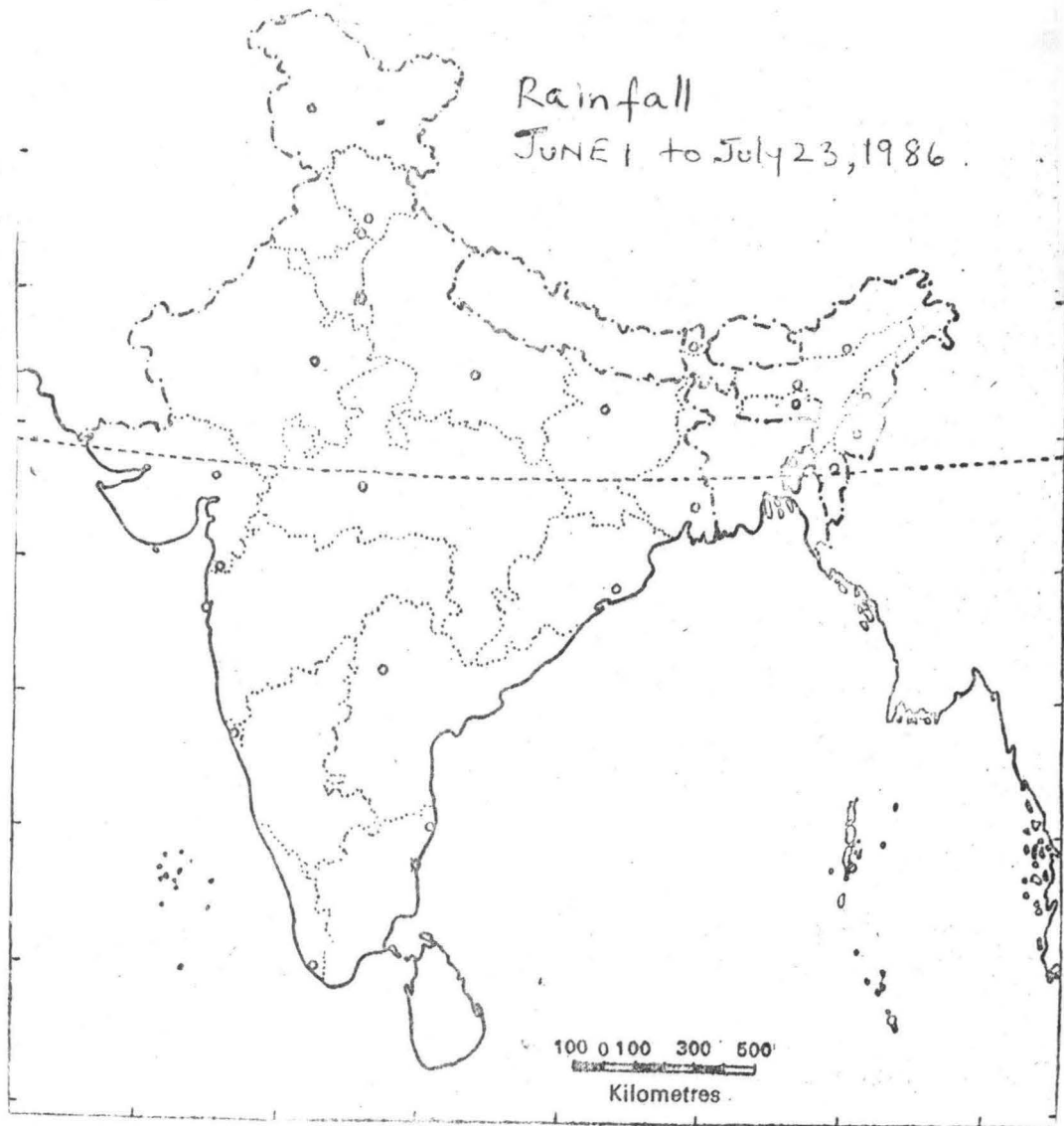
Filling in maps as a comprehension exercise.

Read the weather report and shade the appropriate areas to show which states received excess rainfall, which had normal rainfall and those where rainfall has been less than usual.

Shade the areas in the following manner and label the states:

for excess rainfall.

diagonal stripe for normal rainfall.

for deficient rainfall.

The weather can be used as a topic as well. Students can be asked to listen or read the weather forecast and then to suggest the appropriate clothing one should wear.

# Crocs

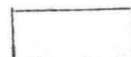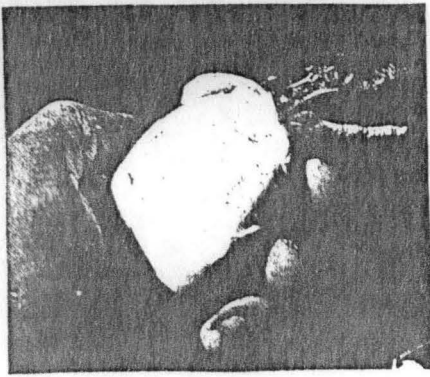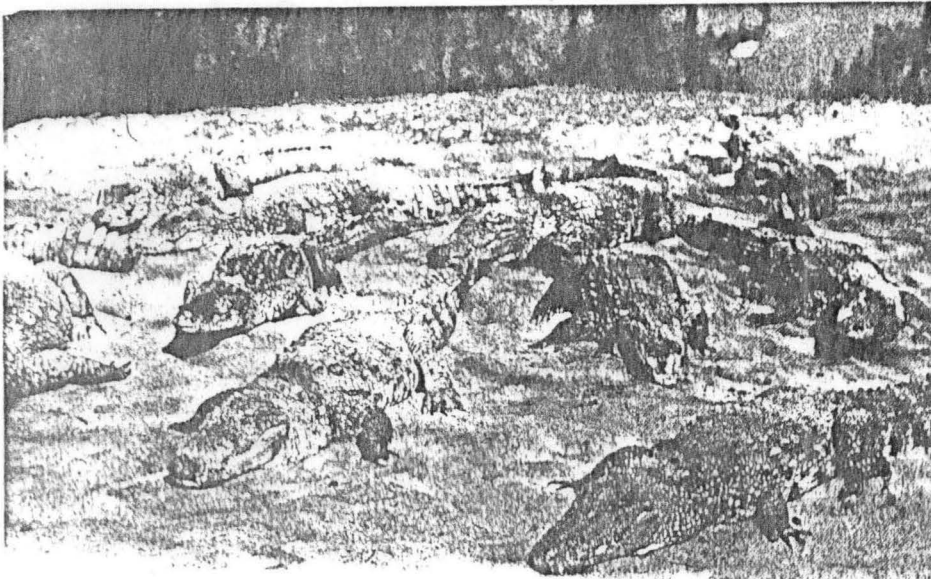Crocodiles, the nearest living relatives of the dinosaurs of the Mesozoic age of a 100 million years ago, are high on the endangered list. This sorry projection is primarily owing to the greed of a few who kill these helpless creatures for their skin which is in great demand,
a one-meter three-year-old croc fetches $100 in the international market; the figure is based on Papua New Guinea crocodile exports to France and Japan. In India, there is a market for more than just skins. Crocodile gall bladders are believed to yield aphrodisiacs, their fat is thought to be good for rheumatism and their meat, a cure for tuberculosis. It is not surprising then that only 2 percent of hatching crocs reach adulthood in this country.

A river with predators constitutes a healthy ecological system, playing the important role of scavengers in the wild. For instance, the gharial crocodiles feed on injured or diseased fish and eat a large number of predatory fish, which otherwise would eat the young of commercially viable species.

With the ban on crocodile killing since 1972, the sale of skins has plumetted. Under the Indian Wildlife Protection Act, a thorough and effective protection has been made possible for the crocodile. Schedule I of the Act, under which three Indian species are listed, prohibits killing, trapping, transporting, or being in the possession of a crocodile or its products without a special permit. Any violation of this law can attract a penalty of up to six months' imprisonment and a fine of Rs. 2,000.

All three varieties of Indian crocs are found in the Crocodile Bank in Madras—the mugger or marsh crocodile *(crocodylus palustris)*, the saltwater or estuarine crocodile *(crocodylus porosus)* and the gharial *(gavialis gangetious)*. The marsh crocodile is friendly by nature and not too fussy about its habitat. It can be found even 1,000 meters above the Himalayan foothills and it adapts itself to rivers, jungle ponds and even man-made reservoirs, if left undisturbed. The mugger is easiest to breed and rarely becomes a maneater. It grows to about six meters in length.

The gharial, with its distinctive features of a long thin snout, and popping eyes and nostrils, is the sole surviving member of the Gavialiadae, but is on the verge of extinction. It is found in fast-flowing rivers and coastal mangrove swamps of north India.

"India is in the forefront of conservation of nature, and not nearly enough is done, even though we have the resources and the manpower," says Whitaker. His Crocodile

Bank, about five kilometers from Madras, is the only one of its kind in the world. An important aspect at the Bank is the research that it does on reptiles in the form of surveys to pinpoint locations of the species, biological studies, documentation and dealing with such commercial aspects as how to breed them rapidly.

Materials from magazines can be used for comprehension exercises.

The students are asked to read the article on crocodiles and then to answer the following questions:

The questions can be true/false statements.

1.  Crocodiles lived a 100 million years ago.
2.  Only 2 per cent of the crocodiles born become adults.
3.  The food of the crocodiles is fish.
4.  The cost of one foot of crocodile skin is about $ 50.

The questions can be multiple choice ones:

1.  In India people buy crocodile meat because they believe it can cure

    (a)  rheumatism
    (b)  spondylitis
    (c)  tuberculosis
    (d)  hepatitis

2.  Crocodiles hatch from eggs and hence they are

    (a)  birds
    (b)  fish
    (c)  mammals
    (d)  reptiles.

The students can be asked to complete a grid using an encyclopedia to fill in any missing detail.

| Crocodile species: its popular name | The scientific name of the species | Habitat: where found | 2 distinctive qualities of each species |
|---|---|---|---|
|  |  |  | 1.<br><br>2. |

# Snakebite

The "Big Four" are venomous snakes of India—the saw-scaled viper, Russell's viper, the krait and the cobra. By learning where they live and how they behave, snakebite can often be prevented. Of the more than 50 venomous snakes in India, only the Big Four are of any threat to the average person. These four snakes are responsible for 90 percent of all snakebite deaths in this country. The other venomous snakes either are not toxic enough to be dangerous to man, or live in the sea or jungle where man rarely goes. The Big Four, however, live in cohabitation with man. They share his fields, his gardens or the scrub and rubble near his home. The snakes are clearly shown in the film for identification, with their patterns and coloring demonstrated and described. Snakes are most active at dusk, and are specially active in the rainy season. They are basically shy by nature, and bite people only when trapped or provoked. One should never attack a snake—it is a sure way to get bitten.

This film made on the subject teaches the correct way to deal with snakebite. It is extremely important to keep calm. Panic speeds up the effects of the venom. Instead of screaming and running about, as Gopal did, the positive example shows the man immediately tying a piece of cloth around his upper arm, just tight enough to insert two fingers under the band. Then, he calmly heads straight to the closest government hospital for antivenom serum and is cured. The message is that mantras do *not* cure snakebite, antivenom serum does. Those who have survived under the magical chants of the mantra are simply lucky; they did not get enough venom into their system to kill them. Although snakebite is often not fatal, all snakebites should be treated as medical emergencies, just in case a lethal dose of venom has been injected by the snake. Antivenom serum is stocked by all government hospitals, and should be administered intravenously by experienced medical personnel.
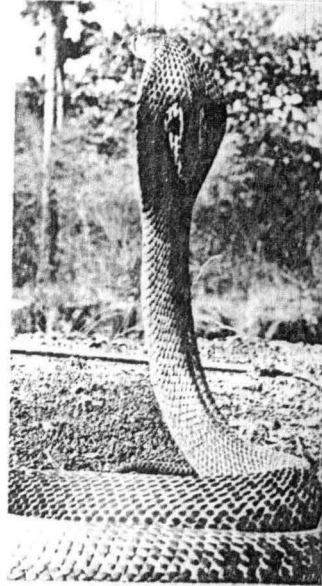
Articles from magazines can be very effectively used for getting to know the world in which we live.

The students read the passage and then answer the following questions.

Complete the chart referring to an encyclopedia to get further information on the Big Four.

|  | Snake species | Where does it live | Distinctive markings |
|---|---|---|---|
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |

Make a list of the do's and don'ts of snakebite.

| Do's | Don'ts |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

The students are then divided into four groups and asked to consult first aid books/encyclopedias and each group gathers information regarding the do's and don'ts of the following:

1. Burns
2. Accidents
3. Drowning
4. Poison

They present the material as a project in the form of charts with appropriate illustrations.
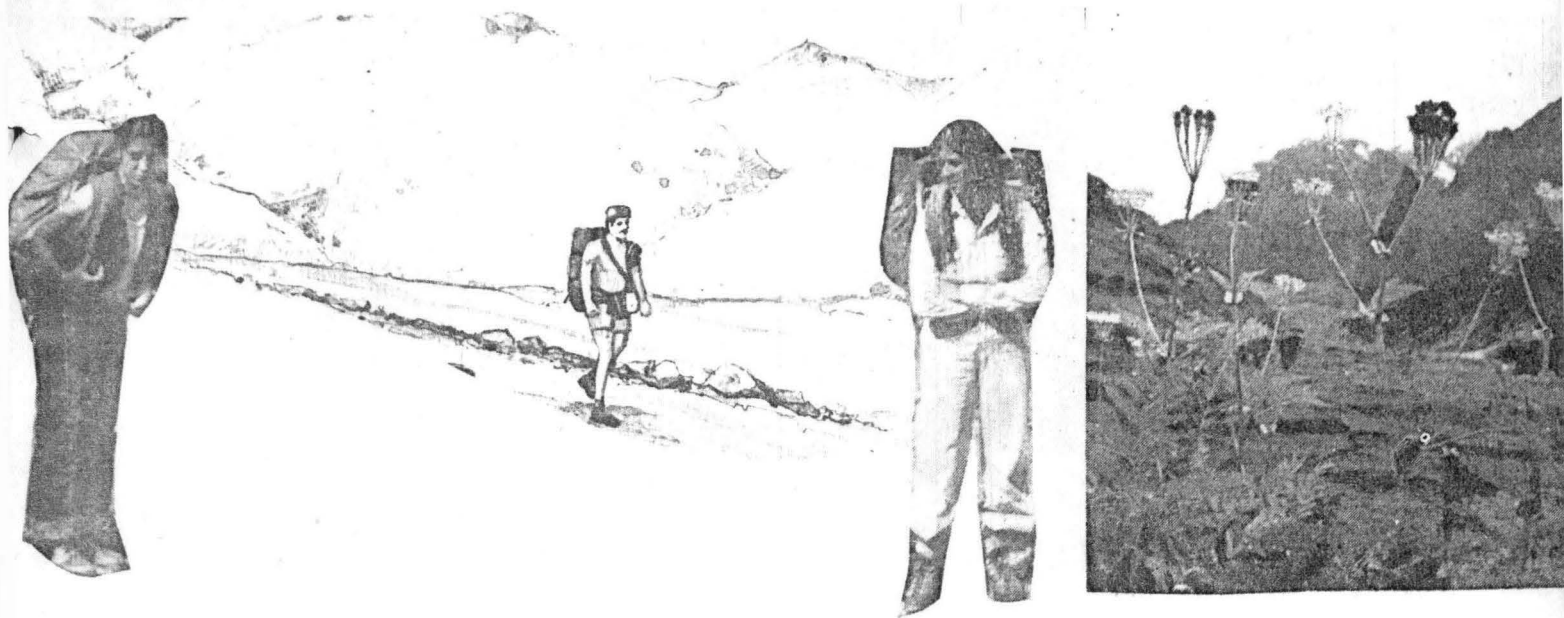
Guided composition: filling in gaps.

The trekkers are looking for a place to rest.

Rajiv:


Asha:      Yes, this is really lovely and near the river too.
           (Calls to Sheila, who is fat and can't walk fast)
           Be quick!

Sheila:


Rajiv:     Well, if you don't hurry, we will not be able to get
           to the camp before dark.

Asha:


Sheila:    Please wait for me.  I'd like a wash too.

Rajiv:


Asha:      Don't go too far.  There may be bears around.

Rajiv:


Sheila:    Of course, this is the season for them.  They come
           down to eat the maize which is getting ripe.

Asha:

Sheila:  The sun will really feel good.  It's a nice warm day.

Asha:

Rajiv:  A nice cup of tea is just what I need.

# Strange Encounter

Aided composition: Continue and complete the dialogue.

A young Indian is eating lunch in a London restaurant. A thirteen/fourteen years old, poorly dressed English girl comes up to him.

Girl:    Good afternoon, sir.

Man:    Good afternoon!

Girl:    Are you an Indian?

Man:    Yes.

Girl:    Excuse me, are you a vegetarian?

Man:    Why do you ask that?

Girl:    I have heard that most Indians are vegetarians.

Man:    I am not much of a vegetarian. How is it that you know anything about India?

Girl:    My elder brother is in India. He is a soldier.

Man:    Do you hear often from your brother?

Girl:    We have not had a letter from him for a long time. My mother is very worried. People tell her that India is full of tigers and...

Complete the story.

Jolly and Albion were friends from childhood. On no account would they remain apart from each other. Albion was an English greyhound, his ancestors hailing from England; hence his name. Jolly was an antelope from the wilds of Orissa. Albion was thoroughly carnivorous and Jolly a strict vegetarian.

Jolly fell ill and Albion stayed near her day and night--so much so that he had to be given...

Using contrasts.
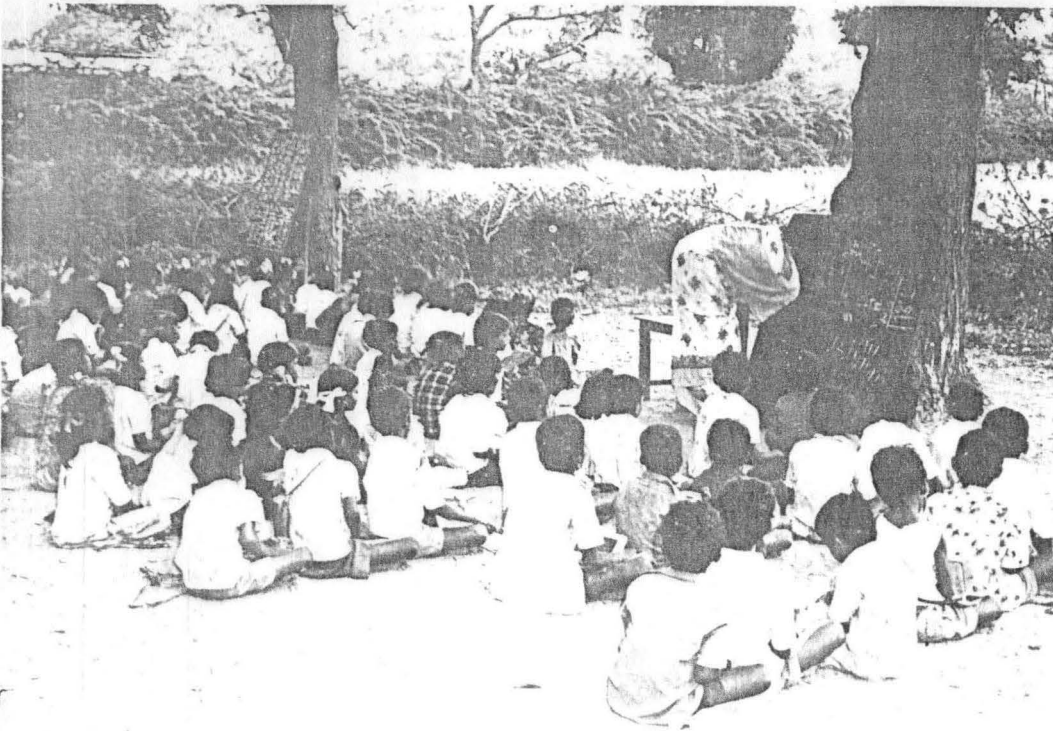
The students are asked to study the pictures and then write on the contrast between village life and city life.

The students can be asked to talk or write about their real life observations and experiences.

1. What do you see on your way to college everyday?

2. What is it like to be outdoors in the Delhi summer?

3. Making them see contrasts by physically taking them to these places: a lane in old Delhi and one in New Delhi.

**HELP!**

Problem solving activities can be based on the letters in the 'Help' column of magazines.

The students are presented these problems. They form groups and each group takes up a particular problem. They discuss the solution, pool in all their ideals, write out a reply and then present it to the rest of the class.

The students are also asked to write letters to the Help column from the other persons' point of view. In (i) it will be from the friend's point of view and in (ii) from the parents' point of view.

By using genuine problems as presented here, the situation is more realistic for the students than if they were presented with an imaginary problem. The chances are also that they will feel emotionally more involved in an authentic problem than one devised by the teacher or presented in a text book.

Q.: I am a 15 year old girl. I have trouble with my parents often. They think that I am useless and yell at me. They never encourage me in any field and I am deteriorating in every field. They also point out my mistakes in front of others. Due to this I am lacking self-confidence. Please help.

Q.: I am a 15 year old boy. I stick to friends and feel like continuing relationship with those who help me in times of need. I feel that the person who has helped me is like my real brother or sister. Suddenly when that person leaves me, I feel lonely and sad. Please help.

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# PACKAGE TOUR FARE STRUCTURE

| Price | Adults | Children | Students |
|---|---|---|---|
| 1. Delhi-Dehradun-Mussoorie-Rishikesh-Haridwar (4 days & 3 nights) | | | |
| Economy | Rs. 799 | Rs. 499 | Rs. 499 |
| 2. Delhi-Pantnagar-Nainital-Bhimbal-Ranikhet-Kausani (5 days & 4 nights) | | | |
| Economy | Rs. 999 | Rs. 499 | – |
| 3. Delhi-Pantnagar-Nainital-Bhimtal-Naukichital-Sattal (4 days & 3 nights) | | | |
| Economy | Rs. 799 | Rs. 499 | Rs. 400 |
| 4.1 Delhi-Bhuntar-Manikaran-Kulu-Manali (4 days & 3 nights) | | | |
| Economy | Rs.1399 | Rs. 799 | Rs. 899 |
| Deluxe | Rs.1899 | Rs. 999 | – |
| 4.2 Chandigarh-Bhuntar-Manikaran-Kulu-Manali (4 days & 3 nights) | | | |
| Economy | Rs. 899 | Rs. 599 | Rs. 699 |
| Deluxe | Rs.1455 | Rs. 799 | – |
| 5. Delhi-Chandigarh-Barog-Chail-Shimla (4 days & 3 nights) | | | |
| Economy | Rs.1049 | Rs. 599 | Rs. 599 |
| Deluxe | Rs.1555 | Rs. 799 | – |
| 6. Calcutta-Shillong-Cherrapunji (4 days & 3 nights) | | | |
| Economy | Rs.1299 | Rs. 699 | Rs. 849 |
| Deluxe | Rs.1699 | Rs. 888 | – |
| 7. Gauhati-Cherrapunji-Shillong (4 days & 3 nights) | | | |
| Economy | Rs. 495 | Rs. 259 | Rs. 399 |

## General Information

| | KULU | MANALI |
|---|---|---|
| Area | 2.6 sq km | 5.12 sq km |
| Population | 8,966 | 1,800 |
| Altitude | 1,219 metres | 1,826 metres |
| Climate | Summer : Max 30.8°C | Min 18°C |
| | Winter : Max 16.4°C | Min 5.2°C |
| | Rainfall : 97 cms | |
| Season | April to July and September to November | |
| Clothing | Summer : Light woollens | |
| | Winter : Heavy woollens | |
| Languages Spoken | Hindi, English and Punjabi | |

Letter writing/using travel literature.

AE, 1244,
Salt Lake City,
Calcutta.

19.6.1986

Dear Ramesh,

        Now that the holidays have begun we would love
to visit Delhi.  We would also like to make a trip to one
of the nearby hill stations.  Could you please do a couple
of jobs for us?  We would like you to book us on a package
tour from Delhi to a nearby hill station and let us know
how much it will cost.  Our budget is Rs.8000/-.  Let us
also know what clothes we should take.  Please make our
return railway reservations for 7th July.

        Your uncle Satish will also be coming with us.
Suraj, as you know, has just celebrated his eleventh
birthday so will still be eligible for a concessional
ticket.  As for Nimmi since she is not yet five, I don't
know what ticket she will require.

        Thanking you,

                                        Your aunt

                                        Madhu


Write a reply to this letter using the information given
in the package tour fare structure and the information
about Kulu, Manali.  Fill in the railway reservation form
with the relevant details.

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E                    CONCLUSIONS
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WORKING without a textbook, as can be evinced from the
materials that have been prepared, has definite advantages.
The primary one being that one has complete freedom
in planning and executing the lessons.  With a text book
the disadvantages are that however inappropriate the book
may be, the teacher feels bound to restrict himself/herself
to it since it has been set for study.  The students too
will not feel comfortable if the teacher decides to
abandon the text book and launch out on his/her own as
one has already seen in detail the hold of the examination
on the psyche of the students.  The other disadvantage
is that no text book can accommodate the diverse needs of
a single class as in no class is it possible to have stu-
dents who are homogeneous in their abilities.  And the
drawbacks of this can be envisaged where texts are presc-
ribed for the entire University.  These texts, in attempting
to strike a balance, take the middle path in language
teaching, with the result they are not challenging enough
for students whose aptitude in the language is well developed
or else totally incomprehensible to those students whose
competence in English is far short of what it should have
reached at the high school level.  The result will be
that both categories of students will be bored and frustrated
in class.

The innovative teacher, of course, can with using the given text as the basis formulate activities and materials which will answer the particular needs of his/ her students. Where the teacher will face hurdles will be in those lessons which do not lend themselves easily to adaptation. What the adoption of a communicative approach facilitates therefore is the formulating of a syllabus with the specific needs of the students as one of the criteria. With the requirements of the students clearly projected at the outset, the guidelines for producing materials are available to the teacher. And when the teacher has the option to create materials, the teacher also experiences the liberty to frame them according to the special wants of his students.

What has been attempted in the materials produced is the following:

(i)     To keep in mind the requirements of the students.

(ii)    To use easily accessible and easy-to-assemble materials.

(iii)   To make the lessons activity oriented.

To examine them individually:

(i)  Requirements:

Since the students for whom the materials have been devised are remedial English students, and thus they fall into the category of a special group of students,

it is not a difficult task to make a projection of their

requirements. A detailed analysis has already been made

in the first two chapters; so it will be redundant to

repeat it here. As we have seen from the test given to

the high school students, some data is available as to

their level of competence. An entrance test administered

at the time of admission to college will give an indication

of their entry behaviour and will be useful in establishing

their competence. Briefly, what one has tried to do in

the materials is the reinforcement of those patterns which

have been successfully attained and the learning afresh

of those which create problems of intelligibility and

comprehension. To do this it will not be efficacious to

isolate those components which are trouble-spots, rather

one has to adopt an integrated approach. All the elements

which have been listed as the requirements of the students

will be considered for study, but as the approach to tack-

ling them is going to be different, that is communicative,

it is hoped that teaching will not appear a mere repetition

of        structures and forms which have been studied earlier.

With remedial English students, knowledge of even element-

ary structures cannot be accepted as having been mastered,

the materials will have to begin right at the beginning.

An attempt has therefore been made to present them by

exercising the principle of gradation, i.e. simpler and

easier exercises are presented at first and then the student progresses so that more difficult and complex demands are made of him. The materials are there not in any random order but are organized in an order which will not be daunting. To begin with, the students are exposed largely to listening/comprehension, and answering either Yes/No, single word answers, answers in phrases before tackling sentences and complete texts.

(ii)    Materials:

Everyone is aware of the reality of the Indian classroom situation. Very few colleges provide sophisticated equipment like language laboratories, computers or videos. But sometimes even the basic necessity like a workable blackboard may be missing. So the emphasis in constructing the materials has been on the use of matter which is very easily accessible and which can be assembled without much expense or trouble. Charts and photocopied exercises can be made with no problem at all. The other lessons make use of matter from magazines and newspapers like articles on nature, conservation, pollution, current events, personalities, craft, festivals, travel, anecdotes, etc; visual materials related to all these subjects like cartoons, advertisements, photographs, graphs, tables, maps. One can also make use of the tremendous amount of information and material available in the form of travel

literature, time-tables--railway and airlines, handouts

of companies, all kinds of charts like calorie charts and

from books of information like encyclopedias and manuals.

(iii)  Activities:

As one of the tenets of the communicative approach

is the emphasis on the semantic aspect of language learning,

the activities are designed in such a manner that they are

stimulating and meaningful for the students. The stress is

therefore on activities like discovering and finding out

for themselves factual and relevant information, analysis

and inference. Studies, surveys and project work contri-

bute to make language learning meaningful since they

are activity centred. The student too is not so conscious

of the language s/he is using when s/he is concentrating

on performing a task. Therefore, activity oriented lessons

have been suggested because of their parallel to real

life situations and because of the interest that such tasks

will generate per se.

To activate the imagination and creativity of the

student, the language teacher himself has to value and

bring into the classroom both these qualities and for

which in the world in which we live in today there is

immense potential and awareness. With all these factors

coming into prominence the enthusiasim of the student can be effectively harnessed.

These materials have yet to be tested in the actual classroom situation. What is felt is that because the basis on which they have been worked out has been so clearly defined they stand a good chance of success if not of making the students fluent in English at least of sharpening their skills in the much needed areas of data analysis, summarizing, deducing and drawing the relationships between language and what it says; and of becoming aware of the relationships between language as a means of gaining an insight and knowledge about the world in which we live rather than solely as the stilted and dull subject to be studied and abandoned after the examination.

The lessons are obviously not exhaustive, they are an indication of the possibilities and opportunities available to the language teacher and point to the direction which language teaching can take. Depending on what will be suitable for their particular group of students, teachers can evolve a range of activities which will answer the requirements of their students. Finally, the advantage of opting for communicative based activities is their versality and flexibility. Activities and lessons

can be planned around the skills required to be practised.
If it is the listening, writing or reading  skill that
needs emphasis accordingly the activity can be devised
so that the focus is on that particular skill.  Each of the
particular skills can be further subdivided so that the
lessons provide practise in that aspect.  For instance,
lessons on the writing skill can include spelling practise;
compositions which themselves have various stages as they
can range from guided compositions based on visuals or
incomplete information to totally free compositions;
copying materials which can be just reproducing infor-
mation which is given in the text or can involve the use
of discrimination in a jumbled sentences exercise; in
the manipulation of certain set forms and patterns which
are done through the student using formulaic materials
for example a do-it-yourself description as a model to
write about something that they are good at making them-
selves.

The lessons can be otherwise grouped according
to topics; a range of activities can be planned around the
topic of personal identification alone; filling in forms
of various kinds, trying to match descriptions of people
against photographs, interviews, talking about oneself:
one's likes and dislikes, etc.  Travel, leisure, hobbies

could be another topic as will be topics related to science,
geography and history.

Activities form another category around which the
lessons can be planned. The activities would consist of
collecting information, analyzing, interpreting data,
making reports, conducting a study or working on a project
like producing a wall magazine or a college magazine.
And finally, one can utilize visual materials themselves
as the basis for preparing the lessons. They would then
be based on graphs, tables, time-tables, maps, advertise-
ments, cartoons, weather reports, realia like coins, stamps,
etc.

All evidence and reports on the language compe-
tence of the students lament that the present methods of
language teaching have not achieved any remarkable success.
It is felt that adopting a notional-functional approach
will be an effective answer since it argues for a student
centred stress and keeps the desires and interests of the
students in the foreground of its structure.

APPENDICES

## English Proficiency Test

Answer all the questions; you may answer them in any order you wish but number them clearly.


I.      Write an essay in not more than 400 words on one
        of the following:

        My life in ten years time
        An exhibition you have visited.


II.     Write a suitable reply to this situations vacant
        advertisement:

        ---

        MODERN T.V./VIDEO STUDIO REQUIRES
        RECEPTIONIST : YOUNG, GRADUATE LADIES TO DEAL
        WITH STUDIO BOOKINGS AND HANDLE VISITORS WITH
        APLOMB. FLUENT IN ENGLISH AND HINDI.

        APPLY WITH COMPLETE BIO-DATA STATING EXPERIENCE
        AND SALARY EXPECTED TO:

        POST BOX 3821
        ANDREWSGANJ
        NEW DELHI-110049.

        ---


III.    You are a reporter working for a popular sports
        magazine. You have been asked to interview Sunil
        Gavaskar. Write a dialogue of the questions you
        would ask and the imaginary replies you would get.


        Read the following passage carefully and answer
        the questions that follow:


### The Kumbh Legend


          According to the Puranas and the Mahabharata,
        the origins of the Kumbh Mela lie in the battle
        between the gods and the demons over acquiring
        ambrosia. The gods, vanquished by the demons in
        several battles, were asked by Vishnu to churn
        the Ocean of Milk to recover the pitcher of nectar
        and other priceless objects from it. The effort
        required more than what the gods had, so the demons'

assistance was sought for the venture on the
assurance that part of the nectar would be given
to them. Vishnu took on the guise of a tortoise
and swam to the bottom of the sea, so that the
Mandara tree which was the churning stick could
be put on his back. The Vasuki serpent was wound
around the mountain. Thus the ocean was churned,
throwing up 14 priceless jewels including Lakshmi,
the goddess of wealth. Last of all came Dhanvantri,
the physician to the gods, with the kumbh (pitcher)
of nectar.

The demons stole away the nectar until
Jayant, Indra's son, changed himself into a rook
managed to sieze the pitcher and flew away with
it. For 12 days (a heavenly day is equal to one year
on earth) the demons pursued Jayant who sought
refuge at Hardwar, Allahabad, Ujjain and Nasik--
that is why the Mela is celebrated at these places.
Adi Shankaracharya used the myth when he first thought
of the Kumbh Mela, though historical accounts indi-
cate that the emperor Harsh Vardhan was in the
practice of organising Melas as well. Shankara-
charya set up the Kumbh Mela as a means of propa-
gating Hinduism and by the 13th century, it became
a part of Hindu culture.

The famous American writer Mark Twain visited
the 1895 Kumbh Mela in Allahabad. In More Tramps
Abroad he writes, "These pilgrims had come from all
over India: some of them had been months on the way,
plodding patiently along in the heat and dust,
worn, poor, hungry, but supported and sustained
by unwavering faith and belief.

It is wonderful, the power of a faith like
that can make multitude upon multitudes of the
old and the weak and the young and the frail enter
without hesitation or complaint upon such incredible
journeys and endure the resultant miseries without
repining. It is done in love or in fear. I do not
know what it is. No matter what the impulse is,
the act born of it is beyond imagination, marvellous
to our kind of people, the cold whites.

"On a long curved split between the rivers,
towns of tents were visible, with a multitude of
fluttering flags and huge pilgrim crowds, bathing,
praying, and drinking the purifying waters. There
were 'faquirs'in plenty with their bodies dusted
over with ashes and their long hair caked with cow-
dung.

"There was a holy man who sat naked by the day and by the week on a cluster of iron spikes and did not seem to mind it. And another man who stood all day holding his withered arms motionless aloft and was said to have been doing it for years.

"All these performers have a cloth on the ground beside them for receipt of contributions and even the poorest of the poor give a trifle and hope that the sacrifice will be blessed to them. At last came a procession of naked holy people marching by and chanting and I wrenched myself away."

IV.    Guess the meaning of the following words from their contexts in this passage. Choose one of the three meanings given against each word and underline it.

(i)     acquiring:      making, possessing, drinking
(ii)    pursued:        chased, captured, caught
(iii)   vanquished:     helped, envied, defeated
(iv)    refuge:         death, shelter, help
(v)     propagating:    criticizing, spreading, putting an end, to.
(vi)    endure:         bear, find difficult, curse
(vii)   repining:       happiness, tiredness, complaining
(viii)  aloft:          up, down, sideways
(ix)    trif le:        a large amount, a small sum, nothing
(x)     wrenched:       wretched, amused, to pull oneself away.

V.     From the passage choose words which mean the same as these and write it against each word.

Example:  unwavering - motionless

(i)     legend
(ii)    multitude
(iii)   frail
(iv)    incredible
(v)     ambrosia

VI.    Answer the following questions on the passage using the hints given below each question.

(i)     The demons agreed to help the gods get back
        the pitcher of nectar on one condition, what
        was that?

        The gods promised to give........

(ii)    When the nectar was recovered what did the
        demons do?

        They........

(iii)   How did Jayant manage to get it back?

        He turned himself........

(iv)    Why is the Mela celebrated at Hardwar,
        Allahabad, Ujjain and Nasik?

        Jayant, when the demons were after him,
        took........

(v)     Who was responsible for establishing the
        Mela?

        It was........

(vi)    Why do crowds of people undertake this diffi -
        cult journey?

        They undertake the journey because........

(vii)   Did the fakir sitting on the spikes dislike
        doing it?

        The fakir did........

(viii)  Is the reason the pilgrims give money to the
        fakir because they are sorry and impressed by
        the fakirs?

        They give money because.......

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(ix)    The pilgrims came from _____
        India.

        (replace the words in the passage with your
        own words).


(x)     At last came a procession of naked holy
        men_____by and _____
        (replace the words in the passage with
        your own words).


VII.    Fill in the blanks with these words from the
        passage which have a different meaning in these
        sentences from what they have in the passage you
        have read.

        venture, wound, siezed, celebrated, cluster


(i)     The Vice-Chancellor said that he was _____
        of the students problems and would try
        and solve them soon.

(ii)    She was scared to _____ out by herself
        after dark as she was afraid of ghosts.

(iii)   The _____ cricket player from Pakistan
        is to marry the Indian film star today.

(iv)    After examining the accident victim, the
        doctor said that the _____ was not
        serious and the patient could get up and
        walk home.

(v)     They _____ around the sadhu to hear what
        message he had for them after travelling from
        Kanya Kumari to Kashmir.


VIII.   Fill in the blanks with the correct words which are
        given at the end of the passage.

        _____ boys were walking along a country
        _____in the moonlight. Some were quite
        young, _____ started school only a year or
        so _____, and the others were somewhat older.
        They _____on their their way to the night
        festival _____ a shrine in the nearby town,
        which _____about a mile away from their village.

_____ moon was high in the sky, and _____
boys' shadows on the ground were very _____.
The boys were amused. How big-headed and _____
their shadows were! They laughed. Some of _____
tried to change the shape of their _____
by running a few steps. On a _____ night
children are likely to imagine all _____ of
very strange and fantastic things. ____

(The, the them, were, was, of, having, before,
seven, sorts, road, short-legged, moonlight,
shadows, short)

## A sample of the errors committed

Spelling mistakes:

| | | |
|---|---|---|
| noty | - | naughty |
| know | - | now |
| unty | - | aunt |
| crould | - | cried |
| thime | - | time |
| aroplay | - | aeroplane |
| meet | - | meat |
| foran | - | foreign |
| cknt | - | cant |
| scat | - | skirt |
| bisicle | - | bicycle |
| comemiex | - | comics |
| itting | - | eating |
| fevrout | - | favourite |
| their | - | there |

Examples from the Interview question.

1.  reporter: what is your name
    S.G.    : My name is Sunil Gavaskar
    reporter: You very insted from kirket.
    S.G.    : Yes, I am insted from kirket.

2.  reporter: would you got prizes.
    S.G.    : Yes I have many prizes.
    reporter: when do you took barts in games.
    S.G.    : The cricket match then I go in Asian
              games also and then I came in the group
              of the cricket match and brizes
              that's all.

3.  reporter:  You are like criket?

    S.G.    :  I am very like criket match.

    reporter:  You make century which you good?

    S.G.    :  I make to century and very good.
               So I am very happy.

    reporter:  You had a children?

    S.G.    :  Yes I had a one child.


4.  reporter:  How you feel while playing the crikets.

    S.G.    :  I feel very good while playing I don't
               think that he is cheated me.

    repotter:  How you likes your friends.

    S.G.    :  I like very friends.


Examples from the Essays:

-   What I was ten years.  He was year noty.
    at is lik I have with so many frieng I am
    a ten yeare gril.

-   When I was ten years world.  He was year noty
    at this like I have with so money friends
    the play thougth that time I cant to know
    who are good people and bad people things.

-   It is dendful nurs.  The blue after ten year.
    I am poor.  They had no school.  No bus.
    No car no bicysicle.  But they have village.
    Children is dirty.  They have no garden,
    park in Delhi.  I am living in the hot.

-   My life in ten years time is very beautifull.
    In ten years time is my childrenhood.  Children-
    hood life is real life. its life in nothing
    sad time.

-   Then I 6 year I start my stuade.  Then I
    stuade of the firt class. The my techer love
    to me I monerat the class day my techer was
    icat she was Ap.

PHYSICAL EDUCATION

Syllabus for Under-graduate English Course (Excluding English Hons.)

Note :-  For general eligibility for admission to Under-
         graduate course, see the minimum requirements
         laid down by the University.  Eligibility require-
         ments indicated in respect of English courses
         listed below assume that students seeking admission
         to these courses fulfil the minimum requirements
         laid down by the University.

## Remedial English

(i)     Objective:-  This is a remedial language-based
        course.

(ii)    Eligibility:- Only for students who studied English
        neither at the Class X nor at a Class XII level.

        Students, including foreign students, in any other
        Under-graduate English course will take this as an
        additional course if advised to do so by the English
        Department of the College concerned.  In their case,
        there will be no final University examination.

(iii)   Duration:- For students who studied English neither
        at the Class  X nor at the Class XII level this
        course will be a two-year course, and the examination
        will be held at the end of the second year.

        For students who take this as an additional course,
        it will be of one year's duration.

(iv)    Students who have read English upto class X, but
        failed, may be allowed to offer English 'B' instead
        of Remedial English, at the discretion of the
        college concerned.

(v)     Scheme of Examination:-

        1.   Paragraph Writing                          20 Marks

             This exercise will be based on simple, every-
             day topics and situations.  At least four topics
             will be set, and students will be expected to
             write a paragraph of approximately 100 words
             on any one of them.

        2.   Letter/Application Writing                 20 Marks

             At least two simple exercises will be set,
             out of which students will be expected to
             attempt one.

        3.   Translation                                20 Marks

(a) This exercise will require rendering into
English ten simple sentences in Hindi.
At least 15 sentences will be set. (10 Marks)

(b) This exercise will require rendering into
Hindi ten simple sentences in English.
At least 15 sentences will be set. (10 Marks)

OR

For students who have not learnt Hindi, and for
any others who might prefer an alternative, a
question will be set as an alternative to the
translation question. This question will require
the expansion of a given outline into a story of
about 200 words.

4.  <u>Comprehension</u>                                    10 Marks

A simple unseen passage of about 200 words will
be set. Students will be expected to answer five
questions based on the passage to test their
comprehension.

5.  <u>Vocabulary</u>                                      10 Marks

This exercise will require students to use in
simple sentences of their own ten out of fifteen
given words.

6.  <u>Grammar</u>                                         20 Marks

The exercise will require students to correct ten
out of fifteen given sentences. The purpose will
be to test students' knowledge of articles, number,
tense subject-verb agreement and prepositions.

<u>General English Course for B.A. (pass) Students</u>

General English for B.A. (Pass) students will be
taught in two streams, (A) and (B). While (B) cimbines
language and literature, Stream (B) contains essentially
language based courses. Whereas eligibility conditions
have been laid down for each course, it is recognised
that some individual students eligible for Stream (B) may
benefit more from Stream (A), depending upon their aptitude,

such students may be permitted to take stream (A) on
the written permission of the Department of English in
the College concerned. The College Departments will
base their permission on a determination of academic
suitability, and may for this purpose administer a written/
oral test if necessary.

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