

English Language Teaching Objective and Learning Outcome at Elementary Stage

Learning Outcomes at Elementary Stage

English language teacher will adopt integrated language teaching approach. We will focus on developing different language skills (Listening, Speaking, Reading, and Writing) and integrated grammar. The National Curriculum Framework (NCF 2005) provides the framework for developing curriculum and syllabus, textbooks and teaching practices within the school education programmes in India. English teacher should focus on developing LSRW skills in the classroom. They should focus on developing different language skills and teach integrated English Grammar for developing language accuracy and fluency among students.

Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on the holistic development of the students. (National Curriculum Framework- 2005) Students should learn following things in an academic year. Primary level is crucial stage for learning. Student learns language very fast in this stage. Teacher should cover all necessary skills for the holistic development of a child. Our objective of teaching English as Second Language will be fulfilled only when Indian students of any corner of country should at least know basic LSRW skills and fundamental grammatical topics according to age group. NCF 2005 discussed the objective of teaching English, "English does not stand alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision." (NCF,2005)

From Class 1st to 6th –English Language Teaching Objective as well as Learning outcome during an academic session

1. Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.
2. Develop interpersonal communication skills.
3. Attains basic proficiency like. Developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
4. Able to interpret/understand instructions and polite forms of expression & respond meaningfully both orally & in writing.
5. Develops reference skills both printed & electronic mode.
6. Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
7. Able to express an awareness of social and environmental issues.
8. Ability to read & interpret critically the texts in different contexts-both verbal (including Braille) & pictorial mode.

Class	Reading	Listening	Speaking	Writing	Integrated Grammar
1	Can read words, sentence Can collect information from reading text Identify simple characters etc Note:- Prepare them to practice 20-30 words unseen passage/paragraphs	Listening teachers simple instruction, Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English / /signs.	Respond orally in home language/English/sign language/non-verbal Expressions. Say 2-5 sentences describing familiar objects and places such as family photographs, shops, parks etc	Write 2-5 simple sentences about stories/poems/my family	Basic Object Identification Basic Preposition Basic Adjectives Use of Vowel and Consonant Use of pronoun (this, that, these, those, his, her etc) Use of (is am are, was, were etc) Basic Sentence pattern
2	Can read words, sentence Can collect information from reading text Identify simple characters , events etc Note:- Prepare them to practice 20-40 words unseen passage/paragraphs	Listening teachers simple instruction, Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs	Expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English	Write 2-5 simple sentences about stories/poems/my family Compose or write simple sentences/meaningful sentences	Basic Object Identification Basic Preposition Basic Adjectives Use of Vowel and Consonant Use of pronoun (this, that, these, those, his, her etc) Basic Sentence pattern Can use simple adjectives related to size, shape, color, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.
3	Can read aloud short texts/ scripts on the walls, with pronunciation and pause Can collect information from reading text Identify simple characters , events etc Note:- Prepare them to practice 30-50	Listening teachers simple instruction, Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs	Expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English Can interpret picture in a simple language	Write 5-6 simple sentences about stories/poems/my family etc Write a small formal letter i.e. application to principal Can use meaningful short sentences in English	Formation of meaningful sentence • nouns, pronouns, adjectives, adverbs • is, am, are, has, have • tense forms (simple present and present continuous, simple past and past continuous) • expressing future (will and be going to) • articles • this, that, these, those (as

	words unseen passage/paragraphs				determiners and empty subjects) <ul style="list-style-type: none"> • question words • an, or, but • punctuation marks (full stop, comma, question mark and inverted commas) • possessive adjectives • prepositions
4	Can read independently and silently Can collect information from reading text Identify simple characters , events etc Note:- Prepare them to practice 50-60 words unseen passage/paragraphs	Listen teachers instructions and respond accordingly	Responds to simple instructions, announcements in English made in class/school Can ask questions in the classroom and reply to questions asked by teachers	Can understand different forms of writing skills (story writing/essay writing , formal/informal letter) Message writing, Notice Writing, dialogue)	Learn grammar in a contextual and integrated manner and frame Grammatically correct sentences. <ul style="list-style-type: none"> • nouns, pronouns, adjectives, adverbs • is, am, are, has, have • tense forms (simple present and present continuous, simple past and past continuous) • expressing future (will and be going to) • articles • this, that, these, those (as determiners and empty subjects) • question words • an, or, but • punctuation marks (full stop, comma, question mark and inverted commas) • possessive adjectives • prepositions
5	Read independently and silently Read text properly with intonation,	Listen teachers instructions and respond accordingly	Can prepare speech for morning assembly, group discussions, debates	Able to write (formal/informal letter), Message writing, Notice writing,	Learn grammar in a contextual and integrated manner and frame meaningful grammatical

	<p>accent, pause etc properly Can collect information from the text and infer the textual meaning Note:- Prepare them to practice 60-80 words unseen passage/paragraphs</p>		<p>on selected topics Ask questions in the class and responds teachers in the classroom Can appreciate either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ narratives/ seen in videos, films etc</p>	<p>Dialogue Writing , Biographical sketch, Email , Paragraph Writing /Essay/article(50-100 words), Story writing Can write and express themselves in their own words</p>	<p>correct sentences</p> <ul style="list-style-type: none"> • nouns, pronouns, adjectives, adverbs • is, am, are, has, have • tense forms (simple present and present continuous, simple past and past continuous) • expressing future (will and be going to) • articles • this, that, these, those (as determiners and empty subjects) • question words • an, or, but • punctuation marks (full stop, comma, question mark and inverted commas) • possessive adjectives • prepositions <p>Use of passive voice (basic sentences) Use of connectors (and , but , and then, after) Use of Modal Verb (can , could, will would)</p>
6	<p>Read independently and silently Read text properly with intonation, accent, pause etc properly Can collect information from the text and infer</p>	<p>Listen teachers instructions and respond according</p>	<p>Can prepare speech for morning assembly, group discussions, debates on selected topics Can narrate simple experiences, describe objects and people, report events to peers</p>	<p>Able to write (formal/informal letter), Message writing, Notice writing, Dialogue Writing , Biographical Sketch, Email , Short Paragraph/Essay/article(70-100 words), Story writing</p>	<p>Learn grammar in a contextual and integrated manner and frame meaningful grammatical correct sentences Tense (all forms) Active Passive at beginner level Narration (Reported speech)</p>

<p>the textual meaning/beyond the text Note:- Prepare them to practice 100-150 words unseen passage/paragraphs</p>		<p>Can appreciate either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybook, / narratives/ seen in videos, films etc narrate simple experiences, describe objects and people, report events to peers</p>	<p>Can write and express themselves in their own words</p>	<p>at beginner level Use of Verb (Helping+Main Verb) Use of Modal Verb (can , could, will would) Comparative Degree Use Conjunctions/Connectors Punctuation marks (full stop, comma, question mark and inverted commas)</p>
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What should be words limits of different -----

Notice: Word limit: 50 words for body of the notice. Notice must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Message: Word limit: 50 words for body of the message. Message must be placed in a box. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Postcard: Word limit: 50 words for body of the letter. Format of postcard has to be printed in the question paper for candidates to copy while writing the answer. 1 mark will be deducted if the student fails to copy the proper layout. If the candidate exceeds the word limit by more than 5 words ½ mark will be deducted.

Composition based on a verbal stimulus such as an advertisement, notice, newspaper cutting, table, diary extract, notes, letter or other forms of correspondence. Word limit: (20-120 words. According to class). For letter: (30-100 words. According to class) only for body of the letter. **Composition based on a visual stimulus** such as a diagram, picture, graph, map, cartoon or flow chart. Word limit: (20-120 words. According to class).

Resources:-

UNICEF

The National Curriculum Framework (NCF 2005)

CCE Manual Class VI-VIII CBSE, New Delhi

Secondary School Curriculum-CBSE, New Delhi

CBSE Curriculum

English Language Syllabus of CBSE Affiliated Schools

Learning Outcomes at Elementary Stage (NCERT-Department of Elementary Education)