

Open Basic Education – Curriculum

Subject – English

Level 'A', B and C

National Curriculum Framework (NCF) 2005 hopes that every child would be able to acquire basic English Language proficiency.

- NCF 2005 sets two-fold goal for a second language learner :
 1. Attainment of basic language proficiency; and
 2. Development of language with an instrument for abstract thought and knowledge through literacy.
- English, as NCF experts, needs to find its place along with our Indian languages in different states.
- NCF strongly advocates an integrated approach to teaching of different skills of language i.e., listening, speaking, reading and writing.

So does the draft curriculum of 'A', 'B' and 'C' levels for the adult learner. It stresses on aquosities of the four language skills in functional way through situational exposure.
- The draft curriculum takes care of real life activities and situations to learn English in functional way.
- It will be able to come to the expectations of NCF 2005.
- The draft curriculum has kept the age level of the learner in mind while analysing the level of skill-based approach as the target group in NIOS is the adult who has very little exposure to English, unlike the child in regular primary schools.
- The adult learner doesn't have sufficient exposure to listening and speaking of English and hence the level of acquisition of language skills has been kept at that level.

It is not very ambitious curriculum. However, following suggestions are submitted :

1. To develop listening skill, audio cassettes or CDs may be provided along with the study material for standardised exposure and encounter local barriers.
 2. A bridge course should be prepared to facilitate self learning.
 3. Teachers involved in contact programmes should be oriented to teach the students of distance education system.
- * Specific objectives of each language skill (LSRW) have been drafted as per the minimum level of learning of the second language in the existing circumstances and limitation of the learner.

Detailed syllabus for each level (A, B or C) has been drafted so as to suggest the minimum level to be required.

These objectives will be achieved through the study material and allied activities.

The teacher is expected to be aware of the limitation of the learner and also lofty ideals of learning English by non-English speaking people.

Open Basic Education – Curriculum

Subject – English

(Level – A)

Minimum level of learning English for the adults with almost no familiarisation with English sounds, sentence patterns and even vocabulary used in real life situations need exposure to English sounds, sentence structures and vocabulary in informal as well as formal ways. All efforts need be made to explore the ways and means to equip the 'casual' learner to use the second language for effective communication in variety of situations whether at the place of his job to meet real demands on the job or continuing formal education at some later stage of life.

Primary need of an adult learner is to

- (i) develop competency to listen to what others say with understanding; catch sounds and understand the message in English;
- (ii) respond orally using relevant expressions, vocabulary and sentence structures with appropriate modulation of voice; give command and ask question to make enquiries;
- (iii) read the words and sentences with understanding of the facts and ideas contained in the given passage, news items printed in the newspapers, read the message conveyed through stories and posters; and
- (iv) be able to write small sentences in grammatically correct language with minimum flaws.

It is **not** expected that the learner at this age level acquires mastery over expression and vocabulary but it is hoped that the learner is equipped with skill of listening, speaking, reading and writing at initial level and able to use the language in different life-like situations with confidence.

Specific Objectives

Minimum Level of Learning (MLL) English

1. Listening

The learner should be able to

- 1.1. Listen with understanding to simple, familiar and popular rhymes, poems and tales (folk tales).
- 1.1.2. Listen descriptions, narrations with understanding.
- 1.2. Understand conversation/dialogues regarding life situations such as conversation between a doctor and a patient; father/mother and the child; a shopkeeper and a customer etc.
- 1.3. Understand oral request, instructions, (general as well as specific) commands and questions.
- 1.4. Carry out simple activities as directed.
- 1.5. Pick up standard pronunciations of words used in everyday life-like situations such as calender, table, Wednesday, cable park.
- 1.6. Understand riddles and word play.

Suggested Activities

- Use of Recorded listening material (cassettes, CDs) at the contact centres.
- Live situations : Listening to conversations, commands, requests, jokes, instructions, announcements.
- Repeated listening exposure to conversations between adults on familiar matters followed by certain questions on the listening input.

Life-like situations : Dialogues between a doctor and a patient; at the shop, enquiry counter, at the railway station/airport bus stop.

2. Speaking

2.1 The learner will be able to

2.1.1 Repeat/recite simple sentences, known words, rhymes, poems and songs with gestures and actions individually as well as in group.

2.1.2 Answer simple questions that require 'yes' or 'no' answers or very simple answers in full sentences such as :

What is your name?

Where do you live ?

When were you born? or what is your date of birth?

2.1.3 Seek and provide necessary information about familiar people, places or things.

2.2. Produce sounds such as vowels and even certain consonant sounds such as pz/y/z

2.3. Speak with correct and standard pronunciation discriminating /s/ j /v/b/dz/z/w/ and /z/3/ sounds.

(Names of objects, people, places)

2.4. Narrate short known stories/recite poems with proper voice modulation.

2.5. Describe simple objects/events/places (one's house, village, etc.) and people.

2.6. Ask complex questions and answer such questions.

2.7. Speak a few sentences about himself and also introduce others telling about some of their qualities (use describing words).

2.8. Talk about friends, family, neighbours.

3. Reading

3.1. The learner will be able to

3.1.1. Recognise letters of English alphabet in combination (words) and syntax.

3.1.2. Read words and arrange letters to form words, some known words, read from the board (on wall).

3.1.3. Correlate letters/words with/objects and read aloud – dog, kite, apple, etc.

3.1.4. Read simple sentences.

3.2.

3.2.1. Read aloud poems, sing songs, speak dialogues and narrate short and simple stories.

3.2.2. Read road signs, hoardings and simple sentences.

3.3.3. Read handwritings of other people.

3.3.4. Read simple stories, poems unaided.

4. Writing

4.1 The learner will be able to

4.1.1 Copy consonants, vowels and conjunct letters;

4.1.2 1. Write from dictation consonants, vowels and conjunct letters.

2. Take dictation of known words.

4.1.3 Write simple, familiar words and simple sentences and also write a few connected sentences to describe self and objects around.

4.1.4 Write letters/words in correct shapes, sequence and spacing of letters and words.

4.1.5 Take dictation of unknown words.

4.1.6 Write simple guided composition (briefly).

Grammar Level 'A'

Note : Grammar has to be taught in context NOT in Isolation.

1. **Naming words**
 - Common Noun
 - Object, people, animals, places and things used in everyday life
 - Proper Noun (specific names)
2. **Replacing words (Pronouns)**
 - He, she, they, I, we, you, it
3. Number and gender (singular, plural)
4. Action / Doing words (come, go, sleep, is, are, am, was, were)
5. **Describing words (people, things)**
 - Quality (good, beautiful)
 - Size (huge, small, big)
 - Shape (angular, round)
6. **Describing actions (Adverbs)**
with – ly
7. **Preposition**
 - place (at, in, under, beside)
 - time (to, from, at, on)
 - directions (to, from)
8. **Conjunction**
 - and
 - but
9. **Sentence construction (SVO)**
(concord) SVO
 - Simple Present, statements (is, am, are)
 - Imperatives only Present Tense