

GOVERNMENT DEGREE COLLEGE SHADNAGAR

DEPARTMENT OF ENGLISH



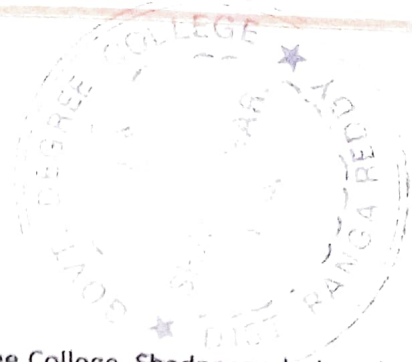
A PROJECT WORK ON

BULLOCKS BEHIND THE CART

(WHY WRITING SKILL FIRST WHY NOT LISTENING SKILL)



DECLARATION



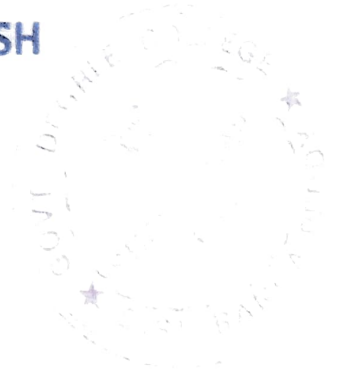
We the following students studying B.COM,B.Z.S I year at Govt Degree College ,Shadnagar during the academic year 2021-22 here by declared that is our original project work On **BU LLOCKS BEHIND THE CART (WHY WRITING SKILL FIRST WHY NOT LISTENING SKILL)** Under the guidance of G.BHANU PRAKASH.

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CERTIFICATE




This is to certify that

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Have successfully completed their project work on BU LLOCKS BEHIND THE CART
(WHY WRITING SKILL FIRST WHY NOT LISTENING SKILL)


Signature of Supervisor


Signature of Principal
Principal
GOVT. DEGREE COLLEGE
SHADNAGAR
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CHAPTER-1

TITLE

BULLOCKS BEHIND THE CART

(why writing skill first why not listening skill)

INTRODUCTION:

The expression cart before the horse is an idiom or proverb. It suggests that something is done contrary to a conventional or culturally expected order or relationship. A cart is vehicle which is ordinarily pulled by a horse, so to put cart before the horse is analogy for doing things in the wrong order.

WHAT IS LANGUAGE ?

Language is an innate quality of every human being .English as an international language is in much demand all over the the world.

HOW TO LEARN A LANGUAGE ?

Language learning is complex process; language learning needs four skills – Reading, Writing ,Listening and Speaking –which are in turn linked to thousands of separate ,yet linked facts such as- Grammar rules, Vocabulary words , Pronunciation rules etc. **figuring out how to work on each of these aspects individually and as whole is the crux of language learning.**

The title of the project is an idiom. In our country, unfortunately the introduction of English language learning path took the other seat rather than the actual and natural process. The priority of it is that there is a mismatch rather disorder in the introduction of CALP instead of BICS.

CHAPTER-2

STATEMENT OF THE PROBLEM

HYPOTHESIS

STATEMENT OF THE PROBLEM

HYPOTHESIS

Being able to make ourselves more confident, and using courage to speak in English is still a hard effort. In order to have this assurance and confidence, individuals need to make sure that they learn English as a language and not a subject.

According to Dr. Jim Cummins, who is a professor at the Ontario Institute for Studies in Education of the University of Toronto where he works for development of the English language. His research on study of English language confirms the fact that there is a common underlying language proficiency in all individuals. He defines two types of language use:

1. Basic Interpersonal Language Skills (BICS)
2. Cognitive Academic Language Proficiency (CALP)

Unfortunately, in the Indian school system, except for a small minority of students, exposure to CALP happens way before than BICS. The reason for this might be that in learning of English language, BICS is not introduced in the beginning, whereas CALP is introduced in the very beginning.

For instance, learning English begins with literacy training. Take away the play-school or kindergarten in our country and the first thing that the child is taught how to pick a pencil and write the English alphabet, way before the perceptual development is complete and recognition of shapes has been achieved. This is followed by teaching word recognition through spelling out the letters beginning with words like, C-A-T and R-A-T. This is how CALP is introduced first.

English, as it is spoken is not heard by the students in the classrooms. Reading text aloud is their only source of hearing English. Loud reading is indeed practiced to a certain extent and in that too, fluency mostly doesn't exist. BICS would help in developing the listening and responding skills of the students.

HYPOTHESIS :

Linguistically , Language is endowed with four skills known as SRLW's. Of these Listening and Reading are Receptive skills; Speaking and Writing are called productive skills.

This proposed project propounds that the greater exposure to Listening skill in the language will enhance the orientation of Speaking skill or communicative skills of a given Language say ,English.

CHAPTER-3

AIMS AND OBJECTIVES

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1. To overcome the looming gap between the English textbooks and socio-cultural backgrounds of the students.
2. To activate the usage of English language in the classrooms.
3. To enhance the proficiency in English through BICS (basic interpersonal communicative skills).
4. Exposure of students to the sociolinguistic feature.
5. Enabling of BICS in public places – E.g. to exchange greetings, obtaining some kind of information from a source, and for general purposes.
6. To function effectively at the work place.
7. To deal with official operations, both orally and written.

FLUENCY AS CRUX OF SPOKEN ENGLISH

The general tendency in the globalised world today, is to ignore the peculiarities of pronunciation and focus on the content of communication. For ideas to be exchanged, free-flow of speech is required. In case of English it is holding true and this exactly what Indian education system is missing currently.

Jennifer Jenkins describes English as an International Language EIL or Lingua Franca. Since English is being used as an international language of communication where which the native speakers are accommodating to the extent, that the language is mutually intelligible to the speakers.

In colonized countries like India, during modern days , communicative language teaching approach is very much cherished. C.L.T. principles emphasizes on fluency, rather than accuracy. With the increased need for oral proficiency, Engineering colleges are equipped with language laboratories where phonetics is taught and practiced. However, often, little attention is paid to fluency development This is exactly why our education system falls back in the development of English as a language.

C.L.T is based on the view that errors are stage in the language development and will eventually drop off with exposure to the right forms in natural speech.

According to Jim Cummins, there is a common underlying language proficiency in all individuals. He defines two types of languages.

- 1) BASIC INTERPERSONAL LANGUAGE SKILLS (BICS)
- 2) CONGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)

EDUCATION SYSTEM:

Unfortunately, in the Indian school system, except for a small minority of students, exposure to CALP happens even before BICS has been acquired. One of the reasons, I guess is that in learning of English (L₂) BICS is not introduced in the beginning where CALP is very much used in the beginning.

For instance, English learning in India begins with literacy training. Take any play-school or kinder garden in our country and the first thing that the child is made to pick up a pencil and write the English alphabet even before perceptual development is complete and recognition of shapes has been achieved. This is followed by teaching word recognition through spelling out the letters, beginning with words like C-A-T and R-A-T that is CALP is introduced first.

English, as it is spoken is not heard by students in classrooms all that they hear is the text read aloud by the teacher. Loud reading is practiced to a certain extent by the students but even that is not done fluently. Of this fact, BICS development is hampered to speak natural language.

The reversal, in exposure to the English language learning is seen in practice in our country, i.e BICS is not given priority instead of it CALP is introduced first. This fact is hampering the aspect of learning English in natural way. The CLT approach as such concentrates not on the errors in usage of English language but focuses attention on the aspect of spoken English.

Dell Hymes suggests communicative competence as element of learning overall underlying knowledge and ability for language use. He says that language is not merely linguistic competence but also sociolinguistic competence, that is, not only grammatical accuracy but also socio-cultural appropriacy.

Sociolinguistic competence is nothing but ability to understand and use of the social rules of linguistic interaction for a given society.

Many of Indian political leaders during the Independence moment challenged the rulers through their oratory and writing in the language of the ruling class.

If one listens to the recorded speeches of Pandit Jawarlal Nehru or Gandhi or C. Raj Gopal chary or read their works one will observe how the force of thought directed their fluency.

FINDINGS

CHAPTER-5

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

What we have seen in this course is that English language have always been a diverse entity.

It has changed dramatically over the centuries since it first arrived on the shores of Britain from the north of the Europe, and these changes hint at the fact that the English language has evolved and is way different now than it had been once.

After the independence, our country opted the usage of the English language and has continued this practice to the present day. As English is accepted internationally, it is most favorable for the people to learn English to deal with normal everyday tasks.

Our education system falls short in providing proper development of the English language to the students. To do so, more focus should be put on the linguistic development of the student rather than the literacy focus. Only then the students will be able to speak English fluently.

The introduction of BICS should be given before the development of CALP. This will ensure the students to be well aware about the pronunciation of the words and letters accurately and not just the structural aspects of the English language.

It may take a while but if certain changes are made both by the educational units and the students, we might achieve our goal of fluency in English and not just the writing and reading.

SUGGESTIONS

1. Sense in English