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USING FOLKTALES OF THE BUGUN TRIBE AS PRIMARY SCHOOL TEXTBOOK LESSONS
FOR TEACHING ENGLISH TO THE CLASS-V STUDENTS OF THE SAME TRIBE

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ABSTRACT

The Bugun Tribe of Arunachal Pradesh has a rich treasure of folk literature. Students coming from the tribe and learning English as a language subject have been found to be facing problems when their Textbook Lessons do not bear much correspondence to their tribal contexts. In this paper a textbook lesson has been prepared for the Class-V students with folktales from their tribe. It has been seen that such a lesson proves helpful in ensuring their English language skills development.

Keywords: Folktales, Bugun Tribe, Textbook, English Language Teaching

Introduction

Students coming from different tribes in Arunachal Pradesh are required to learn the English language as a school subject. Their textbook lessons in use at the primary school level do not reflect their tribal contexts and thus lead to problems for development of language skills. Students, however, find the use of vocabulary and English language grammar involving and easy when folktales of the tribes translated into English have been used as potential textbook lessons. In this context, a folktale from the Bugun tribe of the West Kameng district of Arunachal Pradesh has been developed in the format of a textbook lesson in this paper following the criteria prescribed by Jack Richards and in the model in place as per the textbook prescribed by the National Council of Educational Research and Training (NCERT).

Arunachal Pradesh¹ known as the land of the rising sun and also as the land of dawn-lit mountains is a hill state with rich natural beauty and a wide variety of orchids. Hornbill is the state bird and mithun (*Bos frontalis*) is the state animal. The people of this state are courteous and hospitable and this makes the state an important tourist destination in the North East India. The state was previously known as NEFA and on 20th of February 1987 Arunachal Pradesh gained the status of a full-fledged state. Itanagar is the capital of the state of Arunachal Pradesh. Home to 26 major tribes, there are many subtribes inhabiting this state. Every tribe has its own Mother language. Most of these languages have no script. Recent efforts by the elite societies in some tribes have earned success in developing scripts for their respective languages. In order to tide over the problem of communication, the state has taken a practical view of having English as the official language of the state. The medium of education at all levels is also English.

The district of West Kameng² with its headquarters in Bomdila has six tribes – namely, alphabetically, Aka, Bugun, Monpa, Sajolang(Miji), Sartang and Sherdukpen. Each of these tribes has their individual mother language rich with their unique folktales and folksongs. Primary school students coming from these tribes find English as a

language teaching subject difficult as they find unknown contexts in the textbook lessons in their Marigold textbooks. The NCERT-guided textbooks are very scientific as language teaching-learning tools as they result out of the research and practice in the field of language education and also as they toe the government policies on ensuring the reach of education to all sections of the society while specially being concerned about the traditionally disadvantaged people. There is, however, under NCERT considerations enough scope for appropriate customisation with accommodation of locally important content matter to make language learning effective for students coming from different social and cultural contexts.

The BUGUN people³: The Bugun tribe is considered traditionally to have been settled in the West Kameng district concentrated mostly in the Singchung area, Wango village, Tenga valley, New Kaspi and Bichhom etc. The tribe is rich in tradition and customs, and some very good knowledgeable elders are available who can narrate their folktales. There is a visible keenness among the elders about the necessity for their folktales to be made available in translated form for use in the Primary school classes for development of the English language skills in the students coming from their tribe. They like that the tribe's folk wisdom as contained in the folktales of the tribe can be preserved by helping children read and understand them in formal classroom teaching conditions. They feel the children would stand better connected to their surroundings and would better face the future need to protect, preserve and promote the culture of the Bugun tribe.

The NCERT⁴ expectations regarding English teaching: As far as English teaching is concerned as a subject in language education at the Primary school level, the NCERT expectations are very clear. Dutta et al(2012) at the Elementary level expect the skill based subject of English language to have the objective of teaching English to develop all the four fundamental skills among them i.e.-LSRW (Listening, Speaking, Reading and Writing).Familiarizing the child with the spoken language is necessary by exposing them to the language in meaningful, interesting and real life situations through the mother tongue, signs, visuals, pictures, sketches, gestures, letters, words, single word questions and answers. Slowly, the students should be enabled to read and write, besides listening and speaking. (https://ncert.nic.in/del/pdf/English_Primary_level.pdf)

The National Curriculum framework level (NCF⁵ 2005) has provided the goals for second language curriculum are twofold:(a) Attainment of a basic proficiency such as is required in natural language learning; and (b) The development of language in to an instrument for abstract thought.

Quality textbooks help develop students' ability to learn through reading. The amount and quality of the texts to be included therefore deserve greater attention. Other desirable features of a good textbook include interactivity, the ability to arouse the interest of students, and the capacity to actively engage and involve them in the learning process. In other words, good textbooks⁶ tell, involve and interact with students. (<https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html>)

Developing a textbook-worthy lesson with a Bugun folktale: A Bugun folktale - PHUIMO AND ABOMMA - has been developed here in this paper into a textbook-worthy lesson following the qualities of a good textbook as suggested by Professor Jack C. Richards⁷: Aims and objectives of the book ,Level of the book, Skills addressed, Topics covered, Situations it is intended for, Target learners, Time required, Components , Number and length of units, Organization of units (<https://www.brightclassroomideas.com/good-textbook-characteristics/>) . These considerations as applicable for selecting and preparing the lesson-units have been followed in working on the above folktale from the Bugun tribe. Besides, attention has been paid to addressing important issues related to motivation, interest, and voluntary participation in doing the text by the students themselves without feeling alienated in developing the said folktale. In the actual class-room the lesson as developed here proves helpful in ensuring development of language skills in English.

The present folktale-based lesson has been developed along the NCERT lines with concentration on Reading strategies, Writing strategies, Vocabulary, and Grammar and mechanics and also on the Listening Activity, and the Speaking Activity. Returning to the textbook lesson has been made a felt need for the students as an MCQ section has been added to make students develop interest to self-check the answers to the questions for

confirmation. Also, the students will gain greater insight into the ways in which grammatical items are used in the sentences.

Zimmerman and Hutchins (2003) observe on the nature of the important contribution that Reading strategies make that “Real reading has to do with thinking, learning, and expanding a reader’s knowledge and horizons. It has to do with building on past knowledge, mastering new information, and connecting with the minds of those you’ve never met.”⁸. Reading strategies cover the following: Main idea, Theme, the purpose of the folktale/story, Text structure, Story elements, and Visual elements.

Developing writing skills in the students is an important goal of language learning. Writing strategies play an important role in the same. (Kellogg 2008) holds that “Learning how to write a coherent, effective text is a difficult and protracted achievement of cognitive development that contrasts sharply with the acquisition of speech”⁹(p. 2). Writing strategies cover the following: Organising writing, Introductions and conclusions, Linking words, Developing and supporting arguments, and Descriptive details. Vocabulary development covers Prefixes and suffixes, Compound words, Synonyms and antonyms, and Dictionary Reference skills.

Grammatical knowledge in language learning has a very important place. When it is important to be correct grammatically, skills of composing, creating, and writing¹⁰ (Fillmore 1988) are refined with grammatical knowledge (p. 36). At the primary level, knowledge of grammar is to be seen mainly as a process of discovering uses and functions of items through exposure to spoken and written inputs¹¹. Following the NCERT expectations, the Grammar and mechanics part covers Sentences, fragments and run-ons, Nouns, Pronouns, Verb types, Subject-verb agreement, Verb tense, Articles, Adjectives and adverbs, Prepositions, Conjunctions, Contractions, Commas, Capitalisation, and Formatting¹². (<https://in.ixl.com/english/class-v#reading-strategies>)Further, Listening skills require students to answer the questions on 1. Dictation of words, 2. Dictation of phrases, and 3. Dictation of sentences under Listening Activity. Similarly, the development of Speaking skills is taken care of by Speaking Activity. Using Role-play involving characters in the story and with conversations as are available, students are encouraged to act out the roles of different characters and thus enjoy speaking English in those Role-plays. In the present folktale, say, they will be able to explain with Phuimo’s example why one should avoid the wicked people.

To hold interest in the present text-book lesson-unit and to confirm the answers in the MCQ section intended, students would find it useful to go back to the story and locate the conversations and the Speaker and the Addressee. This exercise would also make the students attend to the form of the texts extracted from different parts of the story. They will also come to learn the proper use of various punctuation marks. The Class-V level being an advanced level in the Primary school will go a long way to help them in producing writing with effective punctuation and good organisation of paragraphs in a long narrative. Once return to the text-book lesson-unit under felt necessity is done to locate the extracts, the students would also be able to gain greater command over the words and phrases and the grammatically correct sentence structures.

The BUGUN folktale (for Class- V):

PHUIMO AND ABOMMA

Once there lived a husband and a wife named Phuipo and Phuimo. Phuimo had a beautiful and precious comb in her possession.

One day, they decided to embark on a journey to a distant village. While travelling, Phuipo asked his wife, “Dear wife, do you have your comb on you?”

She replied “Yes, my dear. I do.”

They walked on and on. Soon, they were tired. So they decided to rest. After a while, they started walking again. Phuipo asked his wife again, “Dear wife, are you carrying the comb with you?”

Phuimo checked her purse but it wasn’t there anymore. She cried, “Oh my dear husband, I think I dropped it while we were resting on our way.”

Phuipo replied, "That comb is very precious. We cannot afford to lose it. I will go back to our resting place and find it."

He spotted a very tall tree and instructed his wife, "You should climb up this tree and hide there. Do not speak or interact with anyone and wait for me quietly. I will be back as soon as I get the comb."

Now, this place was haunted by a girl ghost called Abomma. This ghost wanted to have the man for herself. So, she planned to kill the wife and get the man.

Abomma had been watching the couple closely. She saw that Phuimo was hidden in the tree while Phuipo had gone back to get the comb. She realized that this was her chance to kill the wife since her husband was away.

Abomma called out to the wife from below the tree, "Phuimo, where are you?"

Phuimo replied, "I am sitting on top of the tree."

"How did you get up there?" Abomma asked her.

"I used my string of wool to climb up", Phuimo said.

"Can you help me up too?" Abomma asked.

"Sure", Phuimo replied.

She dropped down a thread for Abomma but as she neared the tree, Phuimo cut the thread and Abomma fell down. This happened many times. Phuimo was aware that Abomma was a ghost so she played this trick on her.

However, Abomma was also very smart. She realized that Phuimo had no intention of letting her come up to the tree and was simply playing games with her. So, she used her hairpin used for making hair bun, to climb up the tree.

Once she reached the top, Abomma said to Phuimo, "Dear friend, let's look for lice in each other's hair. This way we can pass our time."

Phuimo replied, "No, my husband has asked me not to interact with anyone."

"It's no issue at all. I will look for lice in your hair", Abomma said.

Abomma picked some tiny fruits that made a bursting sound when cracked and pretended that they were lice in Phuimo's hair.

"Can you hear all the lice that I am killing? You should not care about what your husband says", she continued.

Just when Phuimo let her guard down, Abomma killed her and drank her blood. When the husband returned, Abomma disguised herself and pretended to be Phuimo.

"Phuimo!" Phuipo called out.

"Yes my husband", replied Abomma.

But Phuipo realized at once from her voice that this wasn't his wife. He understood that she had been killed and replaced by this ghost. So, he now started thinking what to do with her. He pretended that he hadn't realized the truth and they continued on their journey.

Soon, they reached a stream. The husband thought this was his chance to get rid of her. He crossed the stream and placed a thin arrow as a bridge for Abomma hoping that she would fall down and die. But, Abomma crossed it without any hesitation and continued to follow him.

As they walked on, they both got thirsty. Phuipo cut a bamboo shoot to use as a cup and started drinking water.

"Give me one bamboo too. I want to drink water as well."

Phuipo cut out both the ends of the bamboo shoot so it was hollow. He thought that this way she wouldn't be able to drink any water and die of thirst.

As Abomma was attempting to drink water and failing, a little bird flew by and chirped, "The bamboo is hollow from both ends. How can you drink any water like that? It is not possible."

Hearing the bird, Abomma was startled. She instead killed the bird and used it as a cork to block one end of the bamboo shoot and had her fill of water. Then, she started following the husband on his journey again.

They walked on and the husband attempted many times to oust the ghost and kill her but he continued to fail and the husband was now completely sure that this was a ghost and not his wife.

He made one last attempt and said to Abomma, "Eat this thorn. If you are my wife, you will not say 'Aya' but if you are not my wife then you will say 'Aya' when you eat it."

Abomma started eating the thorn and out came her voice, "Aya!"

Phuipo was furious, "You witch, you have killed my wife!"

In a fit of anger, he took out her heart. He built a big fire, threw the heart in it and said, "If she is my wife, then you will burst after I cross five streams and if you are a ghost then you will burst as soon as I turn back now."

As soon as the husband turned his back to the fire, the heart burst. Confirmed that she was indeed a ghost, the man continued on his journey.

Many months passed. He had settled in one area and survived on hunting animals from the forest. One day, as he was hunting, he reached the spot where he had burnt the heart of the ghost, he saw that a small gourd plant had grown in its place. When tried to pull out one of its leaves, it started to bleed. He left the plant as it was and went back. A few months later, he returned and saw that there was a gourd starting to grow on it. Again, a few months later, he came to the spot and found that there were two full-grown gourds. He picked the gourds and brought them home.

The next day, as usual he went for hunting but when he returned, to his surprise, he found that his house had been cleaned, his laundry done and his food cooked. He wondered what had happened but couldn't figure out. This happened again and again whenever he was out of home for hunting. He decided to catch the person who was doing this. He reasoned that perhaps it was his dogs that alerted the person of their return.

One day, as usual, he went for hunting. But when he returned, he kept his dogs tied in some distance from home and walked home alone stealthily. What he saw at his home amazed him. Two beautiful girls were working around the house. While one cleaned the house, the other caught flies and small insects to prepare food for the man. He rushed upto them and asked, "So, you are the ones doing all my household chores for me!"

However, the girls did not reply and escaped to the two gourds and disappeared there. Phuipo realized that they were reincarnate of his wife, Phuimo's blood that had been drunk by the ghost and shed when killed by Phuipo and the ghost's heart that had burst. Phuipo accepted both of them as his wives and they lived to continue the generation of Bugun.

I. Reading strategies

Main idea: One should always avoid the wicked people. Phuimo helped Abomma , but wicked Abomma killed simple Phuimo to get her husband Phuipo.

Theme: One should always avoid the wicked people. Phuimo was killed by wicked Abomma.

The purpose of the Story/folktale: The folktale/lesson teaches the lesson that 'Cheating and wickedness are always to be punished. Help should be remembered with gratefulness.' Phuimo helped Abomma , but wicked Abomma killed simple Phuimo .

Story elements: The story has various characters like Phuipo ,Phuimo and ghost Abomma . Their conversations and activities make the body of this folktale/story.

Visual elements: The interesting folktale teaches a good lesson – One should always avoid the wicked people. Phuimo was killed by wicked Abomma. (The students are able to imagine all the scenes of action as they are all easy for them to understand.)

Exercise:

- 1.What is the theme of this story?
- 2.What is the purpose of telling/reading this story?
- 3.List all the characters of the story in the order of their importance.
- 4.List the actions of the story in the order of their occurrence.

Comprehension Questions (CQ):

[To the Teacher: Only in case of necessity, students while answering questions may be redirected to the source of the question passage related. As some may ask for confirmation or correction of their thought on the questions, they may be led to these passages to show them that they are correct. Alternately, if their answer has to be corrected on the basis of the references available in the passage concerned, the same may be pointed out to them.]

Directions to Students: (If only there is a need, read the text/lesson .For being sure of the answer, you may also refer to the related paragraphs .) Answer the following questions:

- CQ.1. Where did Phuipo and Phuimo decide to go ?
- CQ.2. What did Phuipo ask his wife to check if it was there with her ?
- CQ.3. When did Phuimo find that the comb was lost?
- CQ.4. Where did Phuipo go to get the precious comb ?
- CQ.5.Why did Abomma kill Phuimo?
- CQ.6. How did Phuipo know that Phuimo was killed?
- CQ.7. What did the bird tell Abomma?
- CQ.8. How many wives did Phuipo get at last ?

II. Writing strategies

[To the Teacher: (By closely doing this exercise, students would be trained in arranging and ordering events in a logical way. Development of creativity would be possible in this way. In working out the right order, students would also get scope for development of critical/logical thinking skills.)]

Exercise:

Directions to the Students: Follow the way the story has passed from the introduction to the conclusion.

1. Put back the following in the right order:
 - a) Abomma killed Phuimo .
 - b) Phuipo went back to their resting place to search for the lost comb.
 - c) Phuimo lost the precious comb on the way .
 - d) Phuipo and Phuimo decided to go on a journey .
 - e) Abomma was a ghost and she wanted to have Phuipo for herself.
2. Reproduce the Introduction section.
3. Reproduce the ending section.

4. Write a summary of the folktale.
5. Choose parts of the story where there is any conversation. Reproduce the same parts.
6. List the conversations in their order of appearing in the lesson/story.
7. Compare the characters of Phuimo and Abomma.
8. Write **TRUE** or **FALSE** against the following statements:
 - a) Phuipo was Phuimo's wife.
 - b) Phuimo checked her purse and cried, "Oh my dear husband, here is my beautiful comb."
 - c) Phuipo replied, "That comb is very precious. We can afford to lose it."
 - d) Phuipo asked his wife to rest under the tree and wait for him .
 - e) Abomma called out to Phuimo to help her when Phuipo had gone to get the comb .

9. Draw the following: Imagine the scene of the action as described in the story and do the drawing/sketch/colouring to express that.(To the Teacher: This understand , think and draw kind of activity will help in the students' growth of creativity in a big way. Students' comprehension of the matter would be individualised and the ability to creatively express written and heard content into the medium of art and drawing would be developed in them.)

- a) Phuimo had a beautiful and precious comb in her possession.
- b) Phuimo checked her purse but it wasn't there anymore. She cried, "Oh my dear husband, I think I dropped it while we were resting on our way."
- c) Abomma called out to the wife from below the tree, "Phuimo, where are you?"
- d) Phuimo replied, "I am sitting on top of the tree."
- e) Just when Phuimo let her guard down, Abomma killed her and drank her blood.
- f) As they walked on, they both got thirsty. Phuipo cut a bamboo shoot to use as a cup and started drinking water.

"Give me one bamboo too. I want to drink water as well."

Phuipo cut out both the ends of the bamboo shoot so it was hollow. He thought that this way she wouldn't be able to drink any water and die of thirst.

As Abomma was attempting to drink water and failing, a little bird flew by and chirped, "The bamboo is hollow from both ends. How can you drink any water like that? It is not possible."

Hearing the bird, Abomma was startled. She instead killed the bird and used it as a cork to block one end of the bamboo shoot and had her fill of water. Then, she started following the husband on his journey again.

(This question(e) from "As they walked on --- following the husband on his journey again." is a long description and students can imagine the events and actions taking place . They may discuss the situation among themselves in pairs or groups as their teacher assigns them to draw a picture to present what is happening here.)

III. Vocabulary

Directions to the Students: Work on the following examples as your teacher explains them:

Exercise:

- 1.a) Prefixes(Note how different Prefixes can be added to make new words): possession – dispossession , quiet -unquiet , embark – disembark ,
- b) Suffixes(Note how different suffixes have been added to the words given): beautiful , precious , distant, quietly , closely , thirsty , respective – irrespective
2. a) Find Synonyms: respectively. Precious , possession, embark , startled. Haunted, cork
- b) Find Antonyms: started , asked, with , dropped, hollow, able, top

4. Reference skills - Find the meaning of the following words in the dictionary: beautiful , precious , distant, quietly , closely, again, journey , startled. Chirped, haunted

IV. Grammar and mechanics

[To the Teacher: Let students answer all the questions in this section with words and sentences mostly expressing the same thing from the lesson. This way of answering is useful in that students will be able to gain a confirmed grip over sentence-syntax and words in use.]

Directions to Students: Read the sentences carefully and take note of the explanations given. Answer the following questions:

Exercise:

1. Read the following sentences and give five similar sentences under each type:

Simple sentence:

- a) Phuimo had a beautiful and precious comb in her possession.
- b) One day, they decided to embark on a journey to a distant village.
- c) Do you have your comb on you ?

Compound sentence [Learn how sentence parts – **clauses** – are joined by words (co-ordinating conjunctions) shown in bold font]:

- a) Phuimo checked her purse, **but** it wasn't there anymore.
- b) I will go back to our resting place **and** find it.
- c) You should climb up this tree **and** hide there.
- d) Do not speak or interact with anyone **and** wait for me quietly.
- e) She planned to kill the wife **and** get the man.

Complex sentence [Learn how sentence parts – **clauses** – are joined by words (subordinating conjunctions) shown in bold font]:

- a) I think I dropped it **while** we were resting on our way.
- b) She saw **that** Phuimo was hidden in the tree **while** Phuipo had gone back to get the comb.
- c) She realized **that** this was her chance to kill the wife since her husband was away.
- d) I will be back **as soon as** I get the comb.

2. Read the following sentences and look at the verb underlined. Note that the verb in its singular form goes with a subject (Noun or Pronoun) in the singular number. A plural verb goes with a subject in the plural number:

- a) They **were** tired.
- b) It **wasn't** there anymore.
- c) We **were** resting on our way."
- d) That comb **is** very precious.
- e) This place **was** haunted by a girl ghost.

3. Read the following sentences in the same paragraph and say what/whom does **the pronoun underlined** refer to in each case? (To the teacher: It would be an interesting thing to find out that use of **the pronoun** in the following sentences. Students would find this an enjoyable activity and a discovery full of fun.)

a) Abomma called out to the wife from below the tree, "Phuimo, where are **you**?"

Phuimo replied, "I am sitting on top of the tree."

"How did **you** get up there?" Abomma asked **her**.

"I used **my** string of wool to climb up", Phuimo said.

"Can **you** help **me** up too?" Abomma asked.

4. Read the following sentences and learn the use of the present tense form of the verbs in the given examples:

a) "How did you **get** up there?" Abomma asked her. (did+get)

b) "I used my string of wool to **climb** up", Phuimo said. (to+climb)

c) "Can you **help** me up too?" Abomma asked. (can +help)

5. Read the following sentences and learn the use of the Direct speech (The speaker's words are quoted exactly and directly. Use of the punctuation marks is to be specially noted. Your teacher will tell you how the Direct speech can be changed into Indirect speech.) :

a) Phuipo asked his wife, "Dear wife, do you have your comb on you?"

b) "Yes, my dear. I do." she replied.

c) Phuipo asked his wife again, "Dear wife, are you carrying the comb with you?"

d) She cried, "Oh my dear husband, I think I dropped it while we were resting on our way."

e) Phuipo replied, "That comb is very precious. We cannot afford to lose it. I will go back to our resting place and find it."

6. Read the following sentences and learn the different types of sentences: (Note the punctuation marks in the sentences.):

Phuimo had a beautiful and precious comb in her possession. (Statement)

One day, they decided to embark on a journey to a distant village. (Statement)

They walked on and on. (Statement)

Soon, they were tired. (Statement)

So they decided to rest. (Statement)

After a while, they started walking again. (Statement)

I dropped it while we were resting on our way. (Statement)

You should climb up this tree and hide there. (Statement)

Do not speak or interact with anyone and wait for me quietly. (Statement)

I am sitting on top of the tree. (Statement)

Do you have your comb on you? (Interrogative sentence)

Are you carrying the comb with you? (Interrogative sentence)

Phuimo, where are you? (Interrogative sentence)

How did you get up there? (Interrogative sentence)

Can you help me up too? (Interrogative sentence)

V. Listening Activity

(To the Teacher: This exercise would let students attentively listen and get the English words, phrases and sentences when the teacher gives dictation. They would be able to pronounce the words as the teacher offers a model while dictating them. Also the sense of achievement and confidence would come as they score satisfactorily when the teacher corrects the submitted scripts. Also the teacher's explanation of why some of their answers are wrong would let them get the correct form of pronunciation and learn how words as pronounced are rendered in spelling the same. Doff (1998) has laid stress on developing listening skills¹² to achieve the goal of developing speaking skills.]

Directions to the Students - Listen carefully and write the words, phrases and sentences correctly:

1. Dictation of words: precious, possession, interact, realise
2. Dictation of phrases: After a while, as soon as, on and on, as well
3. Dictation of sentences:

They walked on and on.

After a while, they started walking again.

Dear wife, are you carrying the comb with you?

Phuimo checked her purse, but it wasn't there anymore.

I will go back to our resting place and find it.

You should climb up this tree and hide there.

Do not speak or interact with anyone and wait for me quietly.

I will be back as soon as I get the comb.

She saw that Phuimo was hiding in the tree while Phuipo had gone back to get the comb.

She realized that this was her chance to kill the wife since her husband was away.

VI. Speaking Activity

[To the Teacher: This exercise would let students enjoy speaking English in the interesting Role-plays. The teacher has to allot the roles of Phuipo, Phuimo and Abomma to different students and get them to perform in the class. Students who play the roles would be confident speaking English while using words with action and pauses. Others will enjoy seeing the role-plays and be inspired and interested to do the same in their turn. Mavlonova et. al. (2020) hold that ¹³Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and these are above all - certainly above the learning of mere facts.(p.260)]

Directions to Students: Play the roles as given to you. Enjoy speaking in English. Follow the direction of the teacher in how to deliver the short dialogues.

1. Use Role-plays for parts of the story. Act out the role of different characters in conversation.

2. Do you think that the ghost is more intelligent than Phuipo's wife? If yes, tell where in the story there are examples to support your understanding.

VII. MCQ

[To the Teacher: Students are to answer the following questions. When one does not remember the story parts, students should be encouraged to feel free to consult the story as reproduced here. That way they will come to discover how the text/lesson can be usefully revisited to clarify any doubt as they decide on the suitable choices for the correct answer to the different questions. The extract below has been made readily available to save students from worries and stress about turning pages and skimming and scanning¹⁴ - reading a text quickly

in order to find specific information, e.g. figures or names (Scanning) and reading quickly to get a general idea of meaning (Skimming). The exercise here is preparatory and enabling in nature as the students' mastery of the content is here being tested to give them the confidence that they are able to read and comprehend chunks of information on a fast-paced basis. Wherever the students concerned fail, the text portion as relevant will have to be shown to them to confirm if a particular choice is correct in relation to any of the given questions. Also, with advanced students, the relevant passages for different questions can be presented with a loud reading. When the relevant information appears, attention of the students can be drawn to the same. The class as a whole will thus be made to benefit from such an exercise in a reading-cum-explanation format.)

Directions to Students: Answer the following questions. (Go to the question and match the dialogue with the passage given below. You will soon come to discover different characters saying the following dialogues.)

[The extract/Passage for Reading and reference as stated above: Once there lived a husband and wife named Phuipo and Phuimo respectively. Phuimo had a beautiful and precious comb in her possession.

One day, they decided to embark on a journey to a distant village. While traveling, Phuipo asked his wife, "Dear wife, do you have your comb on you."

"Yes, my dear. I do." She replied.

They walked on and on. Soon, they were tired. So they decided to rest. After a while, they started walking again. Phuipo asked his wife again, "Dear wife, are you carrying the comb with you?"

Phuimo checked her purse but it wasn't there anymore. She cried, "Oh my dear husband, I think I dropped it while we were resting on our way."

Phuipo replied, "That comb is very precious. We cannot afford to lose it. I will go back to our resting place and find it."

He spotted a very tall tree and instructed his wife, "You should climb up this tree and hide there. Do not speak or interact with anyone and wait for me quietly. I will be back as soon as I get the comb."

Now, this place was haunted by a girl ghost called Abomma. This ghost wanted to have the man for herself. So, she planned to kill the wife and get the man.

Abomma had been watching the couple closely. She saw that Phuimo was hidden in the tree while Phuipo had gone back to get the comb. She realized that this was her chance to kill the wife since her husband was away.

Abomma called out to the wife from below the tree, "Phuimo, where are you?"

Phuimo replied, "I am sitting on top of the tree."

"How did you get up there?" Abomma asked her.

"I used my string of wool to climb up", Phuimo said.

"Can you help me up too?" Abomma asked.

"Sure", Phuimo replied.]

1 "Dear wife, do you have your comb on you." – Who is the speaker?

- A. the wife
- B. the husband
- C. the ghost
- D. the lice

2 "Yes, my dear. I do." She replied. – Who is the speaker?

- A. the wife
- B. the husband
- C. the ghost
- D. the comb

3“Oh my dear husband, I think I dropped it while we were resting on our way.” – Who is the speaker?

- A. the wife
- B. the husband
- C. the ghost
- D. the comb

4. “You should climb up this tree and hide there. Do not speak or interact with anyone and wait for me quietly. I will be back as soon as I get the comb.” – Who is the speaker?

- A. the wife
- B. the husband
- C. the ghost
- D. the comb

5. “I used my string of wool to climb up”, Phuimo said. – Who is the speaker?

- A. the wife
- B. the husband
- C. the ghost
- D. the comb

Conclusion: A lesson like this based on the folktale from their tribe as above causing a sense of intimate familiarity of the surroundings and actions and events makes the Bugun tribe children at their Primary school Class-V level feel at home and makes them find the lesson enjoyable and highly engaging. The lesson goes to attract the attention of the students on a recurring basis while doing the exercises and this in a definite way leads to the proper development of their LSRW skills.

Note and References:

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