

**7TH INVENTION OF JACOB NETTIKKADAN
“LANGUAGE TEACHING TECHNOLOGY”**

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LANGUAGE TEACHING TECHNOLOGY ©

INVENTOR : JACOB NETTIKKATT / NETTIKKADAN (JN)

Inventor's Phone No. : 91-9846008621.

E-mail ID : mail@jacobnettikkadan.com / .org

Website : www.jacobnettikkadan.com / .org

INTRODUCTION

The greatest shame humanity has to suffer today is in language teaching and its outcome. The pain-emitting shame comes out from the naked truth that **vast majority of learners of new languages**, other than mother tongue, **have no guarantee that they can speak and write that language within a reasonable length of study.** The reason for this, as has been detected by a natural philologist Mr. Jacob Nettikkadan, living in Kochi, Kerala of India, is that **“The required technology for this is not known to and/or used by the language teachers”**. This situation has been prevailing in the last 20 centuries throughout the world, with no exception at all. So, whether we like it or not, all the authorities of the United Nations Organization and all the rulers of all countries in the world, particularly those who are looking after the Educational Research wing or all those who feel proud to be “Educated people” have to bear the blame for this utter backwardness or unbearable shortage of mankind.

SOLUTION FOR THE GLOBAL PROBLEM

The happiest and the most encouraging news for humanity is that the same Jacob Nettikkadan, referred to above, who has completed his 55 years of private research in this field by now, **has invented the precious technology to erase the referred shame from humanity and to lift up the pride of every human being in the world.** To achieve this, he has used a philosophic slogan **“Communication Skill in languages is the life of education”** and also **“Think directly in English and dive into its fluency”**. Jacob Nettikkadan has made seven brand new inventions in the language and philology areas out of his 55 years of private research, without any sort of assistance, especially financial, from any outside agency including Universities, Research Institutes and Government departments, particularly Educational or Human

Resource Development Ministries. The essential details of the first six inventions of Jacob Nettikkadan (hereafter abbreviated as “JN”) is available under the sub-heading of “TEN ITEMS OF JACOB NETTIKKADAN’S CONTRIBUTIONS” in his website www.jacobnettikkadan.com / .org or www.xavierinstitute.com / .org . The most important portion is contained under item No.1, 2, 3 and 4, of the ten items. Balance portion is mentioned in the below given write up, to avoid repetition of data.

OBJECTIVE : TO ENSURE VISIBLE RESULT IN ‘LANGUAGE STUDY’ QUICKLY

It is the ‘High Tech Approach’ in any field that changes the world and makes human progress most economic, easy, comfortable and productive. At present it is a general phenomenon that people learn languages other than mother tongue for a long time, but most usually the learners fail to acquire **“language handling skill”**, making the study meaningless and useless for their future progress. In other words, it becomes an absolute wastage of time, money, efforts and hope for the learner, affecting negatively other areas of human activities where use of language is unavoidable. In schools and colleges, students do not get disappointed even if they cannot talk or write the foreign languages which they learn; they become satisfied and happy with the marks, promotions or with the certificates/degrees.

But the happy news is that Jacob Nettikkadan, a natural philologist, living in Kochi, Kerala, India, who has done 55 years’ private research at home, has developed a new concept called **“Language Teaching Technology”** or **“Nettikkadan Methodology For Teaching Languages”**, which will guarantee: **“Every learner of every new language everywhere will speak and write the learned new language successfully within a much shorter time than presently taken by people”**. People in the last twenty centuries could not even dream of this possibility. In the case of the English language, **the inventor has made it possible to acquire ‘language handling skills’ devoting only 5% (five percent) time, money, efforts etc.** than taken by others. Apart from ensuring the said objective, the learners will have scholarly or in depth knowledge and greater command of the learned language for practical purposes, opening the door for greater progress in other areas of human activities. The **“Language Teaching Technology”** or the **“Nettikkadan Methodology For Teaching Languages”** is to be implemented in three stages as outlined below :

1. Devising the METHODOLOGY and Preparation of the STUDYMATERIALS :

a). METHODOLOGY : This is a crucial item for the success of the system. If this is not properly and ideally developed, we cannot expect good results from the whole technology. The main objective of the Methodology is **to acquaint the learner with all types of expressions or sentences in the new language to be studied**. This facility may not be available now even to the top scholars and experts in existing languages. Jacob Nettikkadan (JN) *has added over 5,700 new items in the English language to make this statehood available in English*, through his English Text Book ‘Easy Way To Learn English’ in four volumes. Next important item to take care of, is ‘starting the list of

types of sentences (or expressions) from the simplest and most widely used sentence first'. **This covers the child's level of the language.** Gradually, other sentences should be laid in the order of gradual progression of sentences in everyday use and moving into harder areas, step by step. The most complicated areas should be left to be handled at the final stage. A summary or description of the '**Nettikkadan Methodology For Teaching Languages**' is available against item No.4 under the sub-heading "Ten Items Of Jacob Nettikkadan's Contributions" in his website www.jacobnettikkadan.com/ .org OR www.xavierinstitute.com / .org .

b) STUDY MATERIALS : This is the most important item of all. If the study materials in other languages are not prepared in the required style, the chance of the teaching system failing will be the maximum. For the English Language, JN has prepared the Study Materials, spending eight long years. The style followed by JN in his four volume English Text Book "**Easy Way To Learn English**" can be used as a specimen for making study materials in other languages. But necessary modifications have to be done in the new language on the basis of the structural and content difference in it, to meet the objective.

To use the **Language Teaching Technology** in all important languages of the world, JN desires to enter into a tie-up with any University to start a Degree Course for training **Master Trainers** - who in turn will train **Best English Teachers** - to teach English to students and make them speak high level standard of English confidently and use the language in their professional life profitably. Another intention of this tie-up is to export quality English Teachers and others abroad and help the global level improvement of education. The reward for the First University which agrees to this proposal will be that "It will be the **TOP RANKING UNIVERSITY IN THE WORLD**" for that item, as the course is entirely based on JN's inventions and design of training.

JN also plans to start a Research Section to develop first the Study Materials for other leading languages and then take up teaching of such languages as per the **Language Teaching Technology** and within a very short time, money, efforts etc.

FUTURE RESEARCHERS' ROLE

For all these to happen, a great role has to be played by researchers in each language everywhere to collect, produce and compile the necessary data mentioned in item No.3 below. JN's thinking on the subject of research is : "The Government should spend public money for research in Universities and Research Centres to produce the required items for the people and the nation, especially for improving the educational activities and particularly for better teaching of languages. So, the Governmental authorities who are allotting money for research should demand the researchers to devote their time, knowledge, skills, experience and attention to collect, produce or compile those items about each language, as mentioned under Sl. No.3 below. Research should not be meant for decorating the researcher with University degrees. **If researchers are not willing to do research on needed items, public money should not be spent for**

their research. Government authorities should, as a pragmatic step, offer handsome **Cash Awards** for those people (especially the private researchers) who fulfil the requirement and invent the item. We should develop a culture in our country whereby the inventors are honoured and amply rewarded. **This will be a path-breaking step to throw away the primitive thinking in the research field, in vogue for the last 300 years, which has prevented progress in the educational field.**

In India, Government appointed researchers do not invent anything, though they think that **“Invention is their prerogative”**. So, they do not regard or evaluate other private researchers’ invention and try to make use of it. For example, JN’s first invention was made in 1978. This easy, simple, interesting and result-producing invention to teach English **within 5% of the time, money, efforts and hope than taken elsewhere**, has not been used in schools even after 37 years of its invention. Instead, when the Government Researchers NCERT prepared the lessons on Communicative English for Class X a few years ago, JN had to condemn it as **“driving the Class X students of CBSE into 18th century and making them hate the words ‘COMMUNICATIVE ENGLISH’**. But he found out an advantage out of it : “Those students who study NCERT’s Communicative English lessons, will not fall prey to many Indian Universities’ Duplicate Communicative English Degree course **for four years**, in which most of the students fail to communicate in English, because the course does not use the required technology invented and registered under Copyright Act universally by Jacob Nettikkadan. The NCERT or the Universities which conducted four year’s degree course on Communicative English (without using the required technology) did not try to learn what Jacob Nettikkadan did in his technology to make the learners speak that language. Those who joined the four years’ degree course with the hope of speaking fluent English became the victims. They lost their money, time, efforts and hope. Yet, they suffered the consequences silently. While requesting the Hon. CBSE Chairman to introduce his Original Communicative English Teaching system in all CBSE schools in India a few months back, and save students’ 95%time, JN wrote that he considers the work of NCERT on Communicative English **“as a rejected scrap (i.e. unsellable scrap)** for all practical purposes” but they are standing on the way of the Government using JN’s invention for schools in the country. We need powerful political authorities to jump over such hurdles or remove the stumbling block of our country’s progress.

Often high authorities like the President or the Prime Minister speak in public about the need to encourage useful researchers and inventors, but it ends as **‘waste talk’**, because it is not converted into **‘action-oriented reality’**, or supported by strong and genuine encouragement in kind or cash. So, there is very little progress in the country with regard to inventions. The few actual inventors in our country do not get any attention, appreciation, encouragement or support, especially financial. **That is why JN demands “True education” or “defined education” as the most essential need of our country, which alone will change the ugly mindset of our people and authorities, especially political authorities.**

MAGIC CHART THAT HELPS ‘CHILD LEVEL SPEAKING’

One item which is the most crucial to be prepared as Study Materials, under **Language**

Teaching Technology in every language is a “**Magic Chart**”. When a trained teacher in **Nettikadan Methodology For Teaching Languages**, teaches this Magic Chart in English, the learner of the English Language gets the ability to initiate the speaking in the language at the child level (just like children in England start speaking ‘child level language’ at the age of two and half years or three years). From that level, it is easier to improve and progress into higher levels of speaking much faster. When the “Magic Chart” is prepared in other languages, care should be taken to ensure that it guarantees the ‘**child level communication**’ in the language concerned. The Magic Chart if made in other languages can be considered as successful, only if children or new language learners are able to communicate in the language concerned freely and confidently, by using the Magic Chart, along with some commonly used Verbs in different Tenses. For this, it has to be properly taught by a trained teacher in **Nettikadan Methodology For Teaching Languages**. Then only further gradual progression in communication skill will be ensured in that language. At every level and sphere, 100% accuracy, clarity, completeness and conviction should be ensured. A specimen of the Magic Chart in English, developed by JN is given below. By using this very chart (containing the Malayalam equivalents of each English word) JN was able to teach Child Level Malayalam (the official language of Kerala, India), to Dr. Chethana Krishnakumar, a Dentist from Karnataka State (who told him that “It is impossible to learn your language”), which became a news in Asianet T.V. on 4th October, 2002 at 1.00 p.m. JN has proposed to the Hon. HRD Minister Smriti Zubin Irani to announce a handsome award for the inventor of the MAGIC CHART in Hindi, so that non-Hindi speaking people can be made to start talking child level Hindi and also to arrange to make the study material for learning Hindi in JN style, to make all Indians speak Hindi fluently, which will be the right way to promote and spread Hindi as our national language, and stop spending money in other ways as done at present.

The Specimen of MAGIC CHART in English, (for learning Malayalam) :

N.B. The order of Malayalam sentence is “Actor (Subject) - Receiver (Object) and Action (Verb). So, when making sentences in Malayalam, change the style of sentence as mentioned above.

Actor (Subject)	Action (Verb)	Receiver of Action (Object)
Any Noun (s): boy = ആൺകുട്ടി Any Noun (pl): boys = ആൺകുട്ടികൾ	Saw കണ്ടു	boy = ആൺകുട്ടിയെ boys = ആൺകുട്ടികളെ
I = ഞാനർ We = ഞങ്ങൾ, നമ്മൾ	(Use similar Verbs in Simple Present, then in Simple Past, then in Simple Future and repeat each sentence loudly till you become fluent in Malayalam in each Tense then in three Tenses jointly. Also visualize the meaning of each person and action while reciting each sentence each time).	me = എന്നെ us = ഞങ്ങളെ, നമ്മളെ
Personal Pronouns You (s) = നീ, നിങ്ങൾ, താങ്കൾ You (pl) = നിങ്ങൾ He = അവൻ, അദ്ദേഹം She = അവൾ, അദ്ദേഹിനി It = അത് They = അവർ, അവ		you (s) = നിന്നെ, നിങ്ങളെ, താങ്കളെ you (pl) = നിങ്ങളെ him = അവനെ, അദ്ദേഹത്തെ her = അവളെ, അദ്ദേഹിനിക്കെ it = അതിനെ, അത് them = അവരെ, അവയെ
Q. Pron. Who (s) = ആർ Who (pl) = ആരെല്ലാം		whom (s) = ആരെ whom (pl) = ആരെല്ലാം
Other (s) prons. (pl) This = ഇത് These = ഇവ		this = ഇതിനെ these = ഇവയെ

2. Formulation of Teachers' Training Programme :

There is a critical need to equip teachers of every language with the ability to impart effective communication skills and very useful, scholarly knowledge about the language being taught, 100% accurately, clearly, completely and convincingly, to the students. This can be achieved by equipping teachers with the capacity to use the following six-winged formula very rigidly. Instead of this, for the last 300 years we have been looking for University degrees in the teachers and not for the qualities these six items prescribe and promise. So, mostly all the students got a mixture of **'ignorance, confusions, doubts, misunderstanding and some knowledge'** instead of 100% knowledge. So our country got in return **"high impression** from the teaching angle, but **very poor impression** from the speaking and writing angle of learners'.

Another pitiable outcome is that "We got scholars and experts in our country, based on University Degrees and not people who can be relied upon for competent evaluation or expression of acceptable opinions or conclusions. **For example, nobody realized the actual fact** : "Languages were being taught by highly qualified and competent teachers for long time in the past many centuries, but learners were not able to speak or write the learned language, making it a wastage of time, money, efforts and hope". In accordance with the instructions in JN's English Text Book **"Easy Way To Learn English"**, the teacher should teach one 'technique or formula' only at a time till the three types of sentences are taught. Then the new formula to teach the **"Joint Tense Practice"** of teaching and juggling the three types of sentences at a time should be taught to increase the speed of teaching **by 300%**. Again, when 18 types of sentences are taught, **the advanced technology of teaching and juggling 18 types of sentences at a time, under the name "Variety of Sentences"**, has to be adopted to increase the speed of teaching the language **by 1800%**. By teaching at this rate, the remaining portion of the language can be taught **spending only 5% of the total time now being spent**. Thus ,the time saved (95%) can be used for teaching other subjects like Personality Development, including imparting lessons on Mind, Leadership and Management traits and skills.

The six-winged formulae or techniques for teaching English scientifically, duly registered under universal copyright Act, to produce visible results in language teaching, prescribed by JN and contained in his English Text Book "Easy Way To Learn English" in four volumes, are :

A. Teaching how to make each type of expression or sentence in the language (total 1877 types in English) by using one each simple, easy and interesting technique/formula (which is as simple, easy and interesting as savouring a chocolate or which is as difficult as putting the buttons in the right holes of a newly stitched shirt). This alone, when supplied with the fluency techniques, will enable students to make their own sentences in the language, as required, to communicate in it easily and fluently with comfort, confidence and spontaneity.

B. Making the learners think in the language directly. Without this precious and totally new technique, invented by JN, learners will have to think in their mother tongue and translate into the new language, which causes mistakes, delay and distortions, besides disarming the learner of self-confidence.

C. Making the learners produce their own ideas quickly, using the technique invented by JN. Without learning to produce their own ideas directly in the learned language, they cannot communicate in that language effectively. Instead, they will have to learn by-heart what ideas other people produce.

D. Teaching Fluency Techniques, invented by JN, and getting 100% fluency at each level of making new sentences in the new language, before reaching overall fluency in the new language. Without acquiring the skills to produce new sentences in the new language quickly and spontaneously, visualizing the concerned pictures of objects and actions in the sentence, reciting them loudly as well as repeatedly and getting fluency at each level, they cannot achieve overall fluency in the new language.

E. Convincing the students about “What is being taught” and “Why they have to learn it”. This is an item most teachers fail to do. These two items together will enhance students’ **learning interest** to attend the class attentively and learn everything with great inner urge and high level concentration as well as get perfect knowledge, which they can use in their future life, free from confusion, doubt and misunderstanding, most convincingly. Otherwise, they will get knowledge without much conviction, only to pass the examinations and get promotions, but not to use them practically in future life. This is the most important of all the six techniques **and the actual trump card** to win the game of teaching, hands down.

F. Making the students do the required activities to stimulate their mental growth (food for their mind) **so that they get high Mind Power.** In other words, making their mind develop, strengthen and function efficiently and effectively. This makes them smart, active, energetic, enthusiastic and confident. Otherwise they become shy, timid, nervous, withdrawn, confused and filled with inferiority complex. JN applies the techniques given in his own book **“The Importance of Personality Development”** for this purpose, without which education will be incomplete for students. This book will enable students to understand the secrets of functions of mind and thereby enlarge the volume and power of their mind, to succeed in their life. **It is this high Mind Power that is going to help them to face problems, difficulties and hindrances in life, when no books or professors will be there to assist them.** They will have to use this Mind Power and solve their own problems, answer questions or fulfil ambitions and succeed in life. From this book, they will learn **‘What is Mind-power’; ‘How to develop it’;** what are the problems they will have to face if emotion exceeds its proportion; how to overcome from the consequences of excess emotion; **‘Who is a genius’? ‘What is to be done to become a genius’; ‘What is Common sense’ ?** etc. They will also learn what is “Rationality, logic and wisdom”, the

essentiality of these items in making our life meaningful and successful and the bad consequences of not owning these qualities in our life. They will also be taught the 33 good human qualities, with correct definitions and examples; what the benefits of possessing them are; and how to cultivate them in their own life. They will also be taught the 26 vices, with definitions and examples, so that they will wash these vices from their own personality and be lovable to all. Besides these, they will be taught **'how to possess the winning and excellent attitude'** and **'how to behave with others in the society lovably'**. They will also learn what leadership qualities and abilities are, as well as the requisites to become a good leader. They will also learn how to develop managerial aptitude, all of which will equip them simply to succeed in future life and be useful to the society and its well-being.

3. Research for collecting and compiling the Language data :

Researchers in Languages have to be given specific assignments to conduct research on the items listed after this paragraph, without which language teaching cannot be made fruitful for the learners of such languages. That is the prescription of Language Teaching Technology. Such data collected by researchers, should be added in the Study Materials for teaching those languages, as JN has done in English. Then teachers have to be given training to teach them to students, as JN is proposing to train the 'Best English Teachers' for teaching English. Then English and all other languages can be taught in the same style and other languages also will be spoken by their learners as the students of English speak English in **Nettikadan Methodology For Teaching Languages**. The earlier this is done, the better for the whole world.

DATA TO BE COLLECTED

- a. How many expressions or type of sentences are available in the concerned language? No type of expression or sentence should be left out of this list. (In English, JN has found out 1,877 types).
- b. How many usages are there for the word 'Verb' in that language? It is mandatory that the total number of sentences in the language and the total number of usages of Verb should be equal, because each expression or each sentence is **formed by using one new usage of Verb**.
- c. **Out of them**, how many are used to speak that language ordinarily, say minimum 75% of the speaking area. (in English, 15 categories).
- d. How many sentences are there maximum in the spoken area ? (in English, 752 types.)
- e. **Balance number** of sentences should be treated as exclusively used for writing only, and not for speaking: (in English, 1125 types). This is because, it will be difficult for the speaker to formulate and speak such sentences on the one side, and for the listener it will be harder to comprehend them easily and fast, on the other hand. If this area is used for speaking, sometimes the purpose of communication can be defeated.

- f. Again, out of the sentences used for ordinary speaking, each should be arranged in a chronological order, starting from the simplest, gradually becoming more and more difficult.
- g. A magical die, called '**Magic Chart**' should be developed in the language to teach children to cover the elementary language and speak it at the **child level** fluently and confidently, (just like the one Jacob Nettikkadan has invented in English). This Magic Chart in English helps children to learn elementary English in an amazingly short period and start speaking English. Again this is to be used later on to practise every new type of sentence, using a new form of Verb (when taught) to make new levels of sentences. The Magic Chart is available on page 5 of this write up, at the end of Sl.No.1 above (just before Sl.No.2 begins). It is also available on page 54 of "Easiest English" - Volume - 1 or in the leaflet on teaching English, attached to the 'National Competition' in the website.)
- h. The gradual progression of expressions in the language has to be determined by teaching the 'Tense Chart'. When teaching "Tenses", it should not be assumed that students will understand the term "Tense" by itself. It has to be explained philosophically so that the students will understand the concept and functioning of Tenses in a language most convincingly.
- i. Experts, Scholars and researchers in the language together have to find out 'the maximum number of such Tense Forms required to express a Verb in total' (in English 15 Tense Forms, though only 12 have been taught in schools so far.)
- j. Researchers have also to find out 'How many varieties of Verbs are there in the language' (in English JN has discovered that there are eight categories of Verbs). Teachers have to teach the difference between each variety of Verb and what their total number of Tenses, their usages and meanings are. Here the most crucial teaching required is on two items about the use of each Tense Form :
 - (i) What are the total number of Tense Forms of each Verb in the language in each variety, and how to arrive at all these very quickly (electronically), because without this being done, the learner cannot achieve fluency in different expressions and the total language.
 - (ii) At what particular time or manner, each such Tense Form is to be used (through defined formulae). After imparting these two pieces of knowledge, teachers should ensure that students get the skill in these steps by repeat practising and loud recitation.
- k. In practice, it should be clear to the student that every category of sentence has to be learned with all types of Verbs in the language (in English, eight types). Then only each level of expression will be complete and the student will get the full extent and flexibility of expression as well as a total picture of the whole language.
- l. The Language Experts should also find out a route to trace each form of Verb from the first type of sentence to the last type to cover the entire journey of Verb in the language and make it comfortable to the learner. (To get an idea on this in English, read the heading "**Weaving of the English language**" in JN's website.)
- m. After teaching one technique to make one type of sentence, study material should be made available in which hundreds of similar sentences are available in the same level for practice by students, using the Fluency Technique invented by JN.

Besides this, stories, conversations, topic writings - all containing good philosophy and moral lessons for students to grow in good thinking and lovable attitude - to give greater fluency in the same level as taught in English by JN, (e.g. from page 80 to 94 for the first level of sentence, in Volume -1, 'Easiest English' book) should be made available. A small story on page 83 of Volume - 1, 'Easiest English', when followed and practised thoroughly by the learner exactly as instructed in the book, **the learner's self-confidence to handle the level of sentence will become double or four times within a few hours.**

If the materials for teaching each language (including mother tongue) are prepared in this style and if teachers are trained to teach the languages, using all the six techniques for teaching languages, mentioned above, the learners will get scholarly knowledge and high degree of command both to speak and write the language efficiently and effectively in a reasonably short time and that will help learn any other language much easier and faster.

A TOTALLY NEW CONCEPT IN LANGUAGE TEACHING

JN has found out another new secret of language science that '**there is a purpose behind every sentence in a language**'. There is no sentence without a purpose. **There are 32 such purposes in English.** All the 1,877 types of sentences in English can be divided into **32 families of sentences**, according to their purposes. Then the teaching should be based on **family, Tense and category of Verb** in a language. First of all, we have to know what is meant by "purpose behind every sentence". When one says: "I am hungry", the listener understands the purpose without it being told: "One needs food ". When somebody says: "I am not hungry", the purpose is different from what was told earlier. When somebody says: "Please give me some food", "Do not give me any food now" or "Can you give me some food?", the purpose is clear from the words of the sentence. But other purposes have to be understood more elaborately and philosophically.

The greatest advantage of understanding **the purpose of each sentence** while teaching a language according to its purpose is that 'when a person has to express an idea (either orally or in writing) through a sentence in English, first of all, they have to formulate the idea clearly in their mind. Then they have to select one out of 1,877 types of sentences (in English) to express it, but there is no particular basis to select the type of sentence. So confusion and lack of clarity may make it difficult for the person to make the right selection. After that they will have to select the vocabulary needed to express the idea. Again, they will have to put the words into proper order according to grammatical requirements of the language. Then they will have to identify the intonation needed to deliver the selected type of sentence and finally deliver it. But when selection of the type of sentence is not easily possible, the failure starts. Thus, lack of self-confidence in selection of the type of sentence leads to nervousness and ends up in total failure. This is how and why many students fail to tell a new sentence in a new language, when demanded from them on the spot.

But alternatively, if the purpose is thought of, instead of selecting one from the total 1,877 types of sentences in English, **they can select one out of 32 families easier and faster.** To make a greater advantage in this aspect, **‘a very high level secret discovered by JN here is that for most of the people, only four families of sentences will be in use up to 90 or 95% time ordinarily.** In the remaining 28 families, only few are used more frequently say 3% to 5% time. Others are rarely used, say within 1% time’ or never used by people. **So, the selection out of one of the first four families through the assigned purpose, enables the speaker to select the type of sentence almost instantly in 90 to 95%cases.** The time needed for selecting other purposes, and the remaining processes can be made faster through experience. **This is the highest secret of our students speaking English within a very short time.**

THE PHILOSOPHY BEHIND THE “LANGUAGE TEACHING TECHNOLOGY”

The natural philologist Jacob Nettikkadan has thought of this technology because he found that other than mother tongue, whatever languages people learn according to the prescribed syllabus in educational institutions, generally majority of learners are not able to communicate in that language. **So, according to the inventor, language learning becomes meaningless and ineffective for practical purposes;** a wastage of time, money, efforts and hope for one’s life, **only due to lack of appropriate technology.** The present study of foreign or other languages in schools helps only to score marks and get promotions, which does not go hand in hand with the Definition of Education. JN has developed and expressed his Definition of Education in item **No.10-B** under the heading “Ten Items of Jacob Nettikkadan’s Contributions” in his websites **www.jacobnettikkadan.com / .org OR www.xavierinstitute.com / .org .** He cannot digest the fact that students spend time, money, efforts and hope for long years to learn a language and fail to handle it for practical purposes. They have to take pleasure and sing “halleluiah” to the teaching faculty, study material producers, syllabus makers and be proud of their teachers’ tall degrees, rich designations and the amount of pay and perquisites they derive from teaching profession (whether in the regular class or tuition centre). **True educationists and the sensible authorities who spend money in the name of education should be ashamed of this pitiable situation in most of the countries in the world.**

Another reason that prompted Mr. Nettikkadan to do this is his own finding from research and experience in life that “One of the strong reasons of most students failing to learn a new language and handle it properly is that **they do not get the fundamental knowledge and philosophy of language from the study of their mother tongue.** So, he declares: **“If mother tongue teaching everywhere is made on the same methodology as his English teaching technology, teachers in Nettikkadan Methodology For Teaching Languages can reduce their class time by half,** because at present they spend half of the time for teaching matters that could be taught by the mother tongue teachers, but which they do not teach”. So he insists that a competent, efficient and effective language teacher should know the above mentioned

things in the language they intent to teach (even if it is one's own mother tongue); otherwise the teachers prove to be a 'time pass', a liability or no good for practical purposes.

But, for these things to happen, research in Languages either in Universities or Research Institutes should be modernized, shunning the primitive idea 'to produce PhD degrees' without any invention or discovery which is needed by people of a country or humanity. The researchers must be instructed to find out and answer every missing point in the above list given under Sl. No.3. For that, persons who are capable and keen to take up the needed subject only should be allowed to do research at the cost of Government. When sensible, intelligent, wise and 'rationally and logically thinking people with open mind' are assigned to administer Universities and research institutions, all these things can be expected by the common people and the money spent on education, especially on research, will not be a wastage for the learners, their families, the community and the nation in general. Good thinkers and wise people in society, especially in the educational field, should develop a culture to honour the inventors indiscriminately, award them befittingly and publicly, according to the usefulness and quality of their invention, particularly if they are private researchers, because they will not have utilized public money for their research and achievements.

If the inventors want to teach their invented product to students in a University and if they do not possess the academic qualification prescribed for teaching in colleges and Universities in a country, **the very invention should be considered equal to the required "degree"; the greater the value of the invention, the more should be the value of the degree**, which Universities ordinarily may not be able to confer. The Inventor's actual academic qualification should not be a criterion to prevent them from the right to teach their invented product in Universities. They should be regarded as the most qualified people to teach their own invented product, so that students can get the same unadulterated directly from them. Yet there may be some different thinking that the inventor has to take the necessary degree to be qualified to teach in colleges and Universities. The practical difficulty in it, as the truly educated and wise people will realize, is that 'the inventor will have to first teach a high level degree holder what he has invented and then become his student to get the required University degree. If rationally and logically we define a "University Degree", we have to agree that **"A university degree should be considered a written certification of the degree holder possessing the required knowledge, skills and self-confidence earmarked for a purpose"**; then the conflict can be avoided totally.

It is our hope that if this new concept '**Language Teaching Technology**' and the corresponding research are introduced immediately, the entire humanity, not only the people of Kochi, Kerala or India, can expect to transform the world many times greater than in the last twenty centuries, because this will help to percolate the benefits of all other inventions made in the last 20 centuries into the common man's level; at present people's inability to use languages properly is a forbidding barrier for it. Lack of sufficient and useful research in the field of language or philology and useful inventions in the last 20 centuries, are the main reasons for the present draw back. Nobody

bothered about **'not having visible result from language teaching even for very long period'**. At present we should stand united to change that scenario.

We all should also aim at having the luxury of all human beings communicating to each other in a single language without the need for interpreters anywhere in the globe, by developing UNI LINGUA (which can be learned and practiced like a riddle – a befitting need of the electronic age (visit Item No.8 in JN's website).

INTRODUCTION OF TWO MORE INVENTIONS OF 'JN'

While teaching English according to the **Language Teaching Technology**, JN uses two more of his inventions (out of total seven numbers now), i.e. "The Anatomy of the English Language" or the **"MAP OF LANGUAGE"**, and "The Practical Philology or **"Practical Language Science"**. Both the items need some explanation regarding their need to teach a language, particularly foreign languages.

MAP OF LANGUAGE: The Map of Language is described as an English Building having 1877 rooms on 15 storeys. The rooms are numbered as in five star hotels, inking the room number with the floor number. One who understands and uses it properly, will be able to view the whole English language in a single glance, as if a picture pasted on a wall. Also this can be used to know what portion of English has been learnt by a person up to a particular date and how much is left over for study, with precision, as the total number of types of sentences to be learned is numbered at 1877.

The philosophy behind the Map Of Language is that "if learning of geography is made easier and more efficient both for the teacher and for the learner with the help of maps, why not make "maps" for every subject, if possible? This thought led Mr. Nettikkadan to create a Map of Language for English. He started his teaching career in Calcutta (now "Kolkata") in West Bengal, India, after resigning his position as Export Manager in a Private Company in 1984, to teach "Import & Export Management". For both the items, he created "maps" and the result was amazing.

THE PRACTICAL PHILOLOGY : The Practical Philology (Practical Language Science) is a kit of tools, fixtures, rules and regulations as well as a lot of mysteries of language science that help one to study foreign languages easily, interestingly and with high level productivity. It is spread over throughout the methodology and the book "Easy Way To Learn English" in four volumes. In Volume 1 "Easiest English" book, many foot-notes are given, especially in the initial pages. All of them are from the Practical Philology and they must be new, helpful and attractive information and guidance to learners. The name had to be made like this, because in Universities, a subject called "Philology" was existing, which did not contain "science" as is found in this new product. **Just to differentiate and to avoid a clash of name, and the consequent confusion, a new name "Practical Philology" was adopted for this purpose.**

REASONS FOR THE SLOW ACCEPTANCE OF THE INVENTION

The inventor is compelled to quote some passages from his letter to the Indian political authorities including the Hon. Prime Minister Mr. Narendra Modi (on 29-03-2015) and some titular heads like the Hon. President of India Mr. Pranab Mukherjee and the Governor of Kerala, **Justice P. Sathasivam**, which contains serious messages for the whole society as the possible reasons for the reluctance or slowness in accepting his inventions and implement it as quickly as possible for the benefit of the Indian population as well as the whole humanity.

Quote: “Greetings from Jacob Nettikkadan, the inventor of “LANGUAGE TEACHING TECHNOLOGY”, which can transform the whole mankind. However, there are two hindrances for implementing this revolutionary invention. They are :

1. About 30 years back, a genius College Professor from St. Xavier’s College, Calcutta told me “**The only mistake you have committed is that you were born at least 2000 years ahead.**” This was told to me by my friend Mr. Thomas Mackel, who is now in the USA, when he came to know details of my six inventions, all of which were made by me when I lived and worked in Calcutta for 34 years. So, for the ordinary people of the present era, the invention can be too advanced to be accepted and implemented.
2. The whole world got used to live without this new invention very leisurely and comfortably for the last 20 centuries. So, for the ordinary people, **the net difference of time gap is $2,000 + 2,000 = 4,000$ years.** Only very extraordinarily intelligent or genius people like you, **who has own, original and positive philosophy**, can accept it as an invention and evaluate it. **So, I place this very special gift of God for India, to honour it.**

During the last 20 centuries, the educational field did not function on any proper definition or philosophical principles and objectives. So, the people who came to receive education or who were meant to provide education, both sides were not guided by any predefined stipulations, about ‘**what to receive**’ or ‘**what to give**’. But last year, I drew up a **Definition for Education**, which was sent to you along with three proposals to make the youth of India speak fluent English confidently in a five year plan on 4th July, 2014. The said definition is available in an article which is placed under **Serial No.10-B**, under the sub-heading “**Ten Items of Jacob Nettikkadan’s Contributions**” in website **www.jacobnettikkadan.com / .org .**

For the last three centuries, India was guided by a substandard philosophy with regard to evaluation of education in people : “**Ask for their marks and degrees**”. There was no focus on whether they had proper knowledge, skills, competence, self-confidence, leadership qualities and abilities as well as managerial skills. People in general believed blindly : “**Getting University Degree is education**”. **To get University Degree easily**, the educational system simply encouraged the easy route of “learning by heart past

years' questions and *answers prepared by more competent people*". So, students became Graduates or Postgraduates even without knowing the correct meaning or purpose of the contents they wrote in the answer papers for their examinations. Out of these, think of those who became Graduates and Postgraduates to become teachers, because they could not get any other job. Secondly many schools offered teachers' job to people who were ready to pay the amount wanted by them, without looking into their correct knowledge, skills, know-how and self-confidence. Liberal conditions of service and ever increasing 'pension' became extra attraction. In short, there was no wisdom or vision in the society to think of bad consequences of all these. Thus many people became teachers who were able to give only ignorance, confusion, doubts and misunderstandings mixed with some knowledge to their students. This resulted in students losing interest in studies, developing an aversion to 'true and deep knowledge', *just like a person losing true appetite for food, when the stomach is filled with gas*. They found no pleasure or enjoyment in reading books as well, however good they may be. Thus the society as a whole lost the 'reading habit', in general, which is a source of refinement of mind and an additional education. In this way, there was unbearable degradation in the educational field in general while the political authorities were feeling proud, finding pleasure and satisfaction in the huge amount spent in the name of education, especially in the increase on teachers' salary and pension.

But at last, it provoked a very harsh comment from one of the famous Supreme Court Advocates in India, Late N. A. Palkiwala who made a painful remark at the convocation of a University in Orissa about 30 years back : **"Now a days, Universities are bringing out *Mental Illiterates* and *Moral idiots*"**. According to my personal assessment, **the biggest problem our country faces today is from these "*Mental Illiterates*" and "*Moral Idiots*" ("MIMIs") occupying high positions by showing their marks and degrees, adorning great designations, power, authority and jurisdiction, but not knowing what to plan, why, when and how to implement them and achieve any tangible results through vigorous performance for the nation and its people.**

A curse is added to this condition: such MIMIs possess the vices "pride, arrogance, prejudice, jealousy, lack of positive philosophy etc." as virtues. Naturally they cannot appreciate, inspire, encourage and support truly competent achievers and make use of their inventions or discoveries or new ideas. **A visible example for this is my six major inventions, most useful and urgently needed by people everywhere.** The first of them was "A Scientific Methodology to teach Foreign Languages" invented in 1,978 (37 years back). **At that time the "English Literature Teaching Style" was followed in schools. The net result was that even the postgraduates could not speak elementary English and had to live in shame. When I started to teach English through the new style from 1984, such Graduates**

and Postgraduates started to speak fluent English within one month. Later, when I produced a new English Text Book in 1998, using this, I was able to reduce the period of study to 10 days. My websites give comments of PhDs and Postgraduates as well as foreigners, who acclaimed my style of teaching . One Arab learner attended my classes for 128 hours in 16 days @ eight hours per day. This new system of teaching was a combination of “Literature style of teaching English + over 5,700 new additions to it by me, derived through my small inventions and discoveries out of my private research, which has reached 55 years now”. The new system was considered “Communicative English Teaching System” by others.

The extraordinary merit of my new system has been “The learner is exposed to the entire English language” in the beginning of the course. Then the learner is taught “How to make each expression or sentence in English (total being 1,877) starting from the smallest type to the biggest or scholar’s level, one by one, by using a simple and most interesting technique or formula. Then for practice and getting fluency, hundreds of similar sample sentences are given at each level, supported by stories, conversations and topic writings, retaining the same level of language. A leaflet sent herewith, having the caption “Is Nettikkadan Methodology to learn English so easy ?!! will give more details of other excellence and high quality of the system. The greatest advantage is that the entire study of English takes just 5% of the total time, money, efforts etc. spent by students now, allowing them a saving of 95% + a great success. If this system was introduced in all schools of our country, soon after its invention in 1978, there would not have been a single H.S. or H.S.S. student in this country who cannot speak fluent English confidently and make use their scholarly knowledge for their future life. But pity, not even 1% of the whole population in India knows about this even today. The political leaders, more particularly the educationists and the MEDIA should not be proud of this heinous condition. One true reason for this is “the MIMIs in India, including in the MEDIA, considered my success as a reflection of failure for the British, whom they even now adore, not merely admire”. All my efforts to propagate my system of teaching English through Press Conferences failed ultimately to produce “news for readers”, though the Press Conferences witnessed very active and positive participation, including their asking many questions and taking note by participants during the Press Conferences. Readers were mercilessly denied this particular news.”

Unquote.

The complete letter written to the Hon. Prime Minister Mr. Narendra Modi dated 29-03-2015 along with a follow up letter dated 10th June, 2015, containing more serious messages for the society along with the full write up on the Language Teaching Methodology is available in JN’s websites (on Home page) www.jacobnettikkadan.com / .org OR www.xavierinstitute.com / .org for your

reading and spreading the message to your friends, relatives and fellow-countrymen, so that the country will wake up to the occasion and need of hour.

CONCLUSION

Political bosses and top bureaucrats of our country should consider it their bounden duty to implement this invention, and fulfil the wish of the inventor to train at least one batch of the MASTER TRAINERS TO TRAIN BEST ENGLISH TEACHERS when he is still alive and with enough energy to carry out the job, as humanity is behind time by 20 centuries to take advantage of this very valuable invention. All those who are truly educated should strongly follow up and pressurize the higher authorities to take full advantages of this for the benefit of humanity, as the problem is a global one.

Another greater advantage of this is that India will become the world leaders by this score. Missing this opportunity may make us regret in vain in future.

Details of the Inventor :

Jacob Nettikkatt (Nettikkadan),

Director of J.N. Best English Teachers,

Phone No. 91-9846008621;

Address: Flat No.502-B, City Palace (E.V. Homes), 65/1733, Azad Road, Kaloor, Kerala - 682017, INDIA.

E-mail: mail@jacobnettikkadan.com / .org

mail@xavierinstitute.com / .org

Website : www.jacobnettikkadan.com / .org

www.xavierinstitue.com / .org