

## **SCIENCE IN LANGUAGE LEARNING :**

Mr. Jacob Nettikkatt, of Nettikkadan family, a distinguished world-level philologist and our Founder Director, is the first person known to have used 'Science' in teaching languages, through his invention "A Scientific Methodology For Teaching Foreign Languages". He invented and used that Methodology for the first time in 1978 to teach English easily, interestingly and fast, through his book "Is English So Easy?". The Methodology, which presently contains more than 5700 small and big discoveries and inventions, was registered universally in 1982. He will use the Methodology to teach other languages gradually.

Mr. Nettikkatt is also known as the "*Father of Practical Philology*", after he developed a new branch of Science under the name "Practical Philology" or "Practical Language Science". Universities are conducting courses on "Philology" subject all over the world. But they do not contain Science as developed by Mr. Nettikkadan. To avoid a clash of name and consequent confusion, Mr. Nettikkadan has given a new name for his product. Practical Philology contains a scientific kit of tools, tips and secrets as well as rules and regulations for learning a new language easily, fast and with immense interest to produce quick results, as can be seen in his book "Easiest English & Personality Development", (a bi-lingual book) published in 1998.

We can judge whether something is scientific or not, only if we know 'what Science is'. Mr. Jacob Nettikkadan defines Science as "any knowledge or application of it which helps increase speed, accuracy and/or easiness, or brings about a new product, utility, idea, information, facility, efficiency, order, desired results and/or economy in any field".

The Scientific Methodology Mr. Nettikkadan has invented, facilitates high speed, mathematical accuracy, great easiness, remarkable efficiency and order in teaching a new language to entitle it to be considered "scientific" and is totally different from the prevailing system of teaching a language.

Further inventions of Mr. Jacob Nettikkadan such as "Anatomy of Language" or "Map of Language", "Linguistic Yardstick" etc. have attracted extra-ordinary comments from the top brass in educational field, as given below:

1. "I am sure that The Anatomy of Language - by Mr. Jacob Nettikkatt, will ignite the flame of a linguistic revolution the world over. This will take mankind into a new phase of linguistic world."

- Dr. Udaya Kumar Chakraborty, M.A., PhD., Sr. Lecturer, Jadavapur University.

2. "The methodology adopted in 'The Anatomy of Language' by Jacob Nettikkatt, using the secret of 'language science', really makes the language learning easy and fast. While I share with Mr. Nettikkatt his idea of the minimum requirement of a scientific language which matches the modern age, I have no hesitation to recommend the booklet to all lovers of English Language."

- Prof. Ashoke Mustafi, Presidency College, Calcutta University.

3. "The Anatomy of Language - by Jacob Nettikkatt, is a milestone from which will begin a highway to enter new horizons of linguistic and educational research and achievements in the days to come".

- Dr. (Miss) Santi Chatterjee, M.A., PhD.

4. "If the authorities in appropriate positions can understand and resolve to take advantage of the works of Mr. Jacob Nettikkatt, the educational and linguistic world will be richer instantly".- Mr. Roy Varghese, President, Xavier Institute of Management, Calcutta and Managing Director, Safrroys Machinery pvt. Ltd. - Manufacturers of capsule making machines.

### **THE PHILOSOPHY OF THE NEW METHODOLOGY**

Mr. Nettikkadan's philosophy behind his new Scientific Methodology for teaching languages can be described as :

' A native language and a foreign language (any language other than the mother tongue) should not be taught in school in the same way. For teaching mother tongue in school, it is enough to start with teaching alphabet, then teaching how to read and write words, after which students can be made to read books.

When children read books in mother tongue at school, they can understand what they read (both text and other books), because they have already got the basic knowledge of the language at home. That reading will also help the children to improve their standard in mother tongue. It is not at all essential to teach such children how to make different types of sentences in mother tongue at school, because they have already learnt to make primary sentences at home. By listening to teachers and by conversing with classmates, people at home and others in the society, the children learn to make more types of sentences in mother tongue. By reading books, newspapers, journals etc. and by listening to teachers and others, they can learn to make sentences of higher standard in mother tongue.

But, foreign students (those who are not born to a language) do not get the advantage of learning to make primary sentences at home. So, at school, if they are taught the alphabet, then made to read and write words and finally made to read books, they will not understand the sentences in the book as the native children do. That study will not give them much benefit. For getting good results from learning a foreign language, they will need a totally different treatment in school. That new treatment is Mr. Nettikkadan's "Scientific Methodology For Teaching Foreign Languages".

It is in this context, Mr. Nettikkadan's discovery of total 1877 types of sentences in English and further segregations as shown in a chart hereafter, is most relevant and useful for teaching 'a foreign language as a foreign language'. Without understanding this discovery and acting on that basis, teachers in English cannot give students 'English speaking ability'.

2. The second aspect of the philosophy behind the new methodology, as Mr. Nettikkadan claims, is that there must basically be two types of Grammar books for every language : one, as is prevailing in English, which helps native students to correct and polish the language which they learnt at home. Such a Grammar book does not and need not teach 'rules to make each type of sentence in that language', because the children have already learnt how to speak (ie. how to make sentences as they want) in that language at home. They only need a Grammar book which helps them to correct and polish such sentences. Prevailing Grammar books are meant for that purpose.

But for the foreign students of the same language, a real grammar book is needed; the one as demanded by dictionary meaning of the word "grammar", which reads: "(Study or science of ) rules for forming words and combining them into sentences". So the dictionary demands that the real 'Grammar book' should contain rules to make different types of sentences in the language. World's first real 'grammar book' was "Is English So Easy?" authored by Mr. Jacob Nettikkatt and published in 1978, which was revised and improved as "Easiest English & Personality Development" in 1998, both bi-lingual for Malayalees (people of Kerala, in India) to learn English. The improved English version of that (now under publication) has been produced by Mr. Nettikkadan, which teaches different types of sentences in English, 1877 types in total now. But, his scientific approach has gone one step ahead : instead of teaching rules to make each type of sentence in English, which may be tedious for students to learn and memorize throughout their life, he has invented 1877 techniques or formulae (one technique or formula to teach one type of sentence) to master 1877 types of sentences. So, Mr. Nettikkadan's new English teaching book consists of 1877 discoveries (of the types of sentences) and 1877 inventions of techniques or formulae to make those sentences, and a 1877 usages for the Verb or 1877 members of the Verb family to cross the grand total number of 5700. What is astonishing is that "learning a technique or formula is as easy and interesting as chewing a chocolate". So, this new methodology will surely make a vibrating revolution the world over in teaching the global language English as well as all important languages of the world in a very simple, easy, interesting and most productive way - that too in a fantastically short time. People all over the world need not ear-mark a big portion of their life to learn languages; they can learn languages quickly and use them profitably throughout their life.; a great (economical and social) gain for humanity!

Other discoveries contained in Mr. Nettikkadan's new books to teach English, are :

(a) There are eight types of Verbs in English (as in most other languages). They are to be taught separately and not collectively, which learning gives flexibility and real command in expressions while communicating the language;

(b) Every sentence we use serves a purpose. There are 32 such purposes. When all the 1877 types of sentences are divided according to their purposes, we get 32 families of sentences. All the 32 families of sentences, together with a description of each purpose, are shown in a list, giving four type samples each in Mr. Nettikkadan's new book "Easy Way To Learn English" - in four volumes, individually named "Easiest English, Easier English, Easy English & Higher English & Correspondence". The books teach all the 1877 types of sentences in English, family-wise.

(c) Each type of sentence is formed out of each new formation or inflection of Verb; there are 1877 formations or members in the entire Verb family. Each new formation or inflection of Verb leads to a new type of sentence.

(d) Each category of Verb has maximum 15 Tenses; whenever we make any sentence in English, it belongs to one of those 15 Tenses only;

(e) Some sentences are distinguished only by adding a proper timing to them. The learner of English language has to deal with the timings of 1877 types of sentences to master the language. However, because of the use of the "Map of Language", the learner needs to learn only 19 types of timings, and he will be able to use all the 1877 timings without any difficulty. (Such timings are not taught in schools nor found in any Grammar book).

(f) All types of sentences in English are formulated out of 9 types of words (called "Parts of Speech") only. Few types of words have no family or additional formations/inflections. They are used in sentences always as found in dictionary (ie. Prepositions, Conjunctions, Interjections and Articles). Others have specified families or additional formations/ inflections, each of which has a new usage. This knowledge helps learning of the language easier and faster. The type of word which has the largest family is Verb; it has 1877 members or formations/usages in its family.

The real outcome of using Mr. Nettikkadan's Scientific Methodology is that the learner becomes a scholar in English language, apart from getting high degree of communication skill, because he gets a mental picture of English language as if pasted on a board. It is very doubtful whether PhDs. in languages ever get such mental pictures of languages they learn, no matter which University and where they get the PhD. Degree from. The techniques/formulae to make each type of sentence and techniques to think in English and to get fluency in this methodology help expansion of mind of the learner in an unimaginable manner and to an unbelievable extent, so as to make him a genius in life.

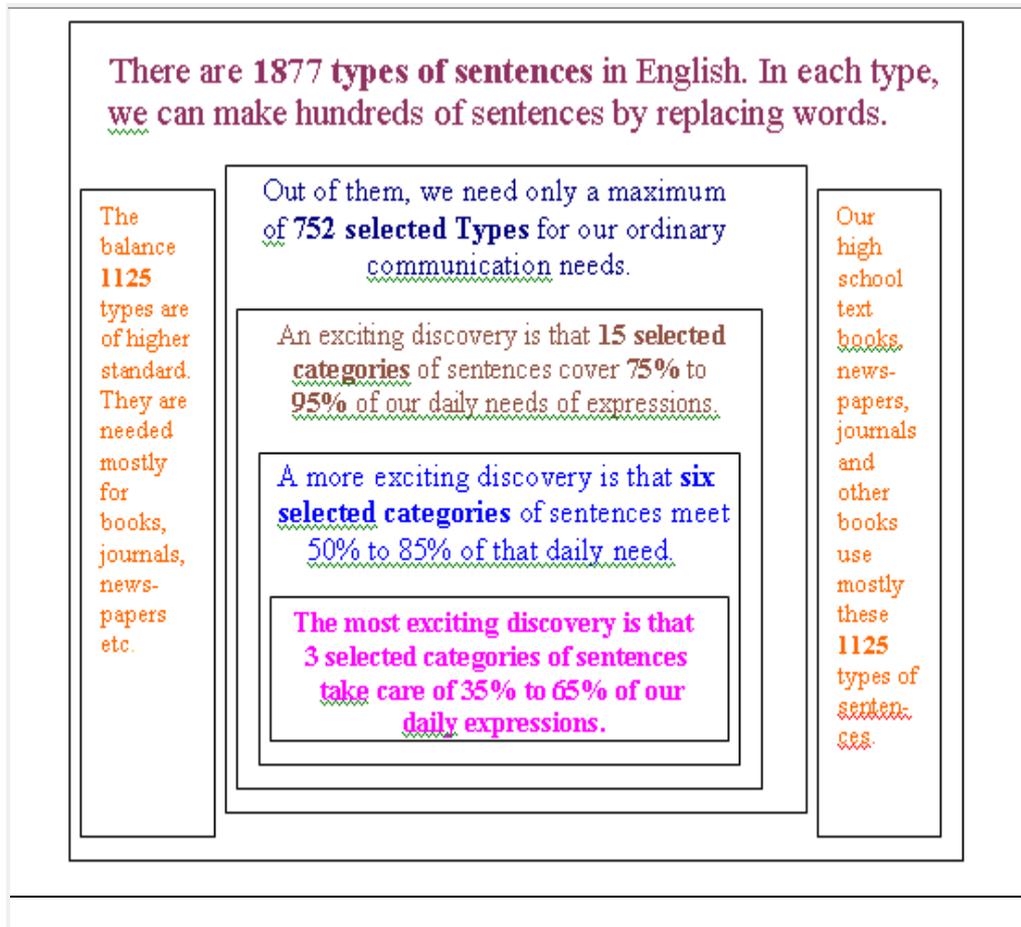
#### **TEACHING METHOD :**

While teaching English, Mr. Nettikkadan follows prescriptions of his 'Practical Philology'. One of such prescriptions is that 'in a foreign language only one type of sentence should be taught at a time'. The advantage is that even the poorest pupil can make some profit from the teaching process in classes. Otherwise he may gain nothing.

The 'Practical Philology' further stipulates how to teach each type of sentence in a foreign language, through the following four steps of teaching :

- (a) the technique ( or formula ) for making that type of sentence;
- (b) the correct time or occasion of its use;
- (c) the correct purpose;
- (d) the correct meaning.

The selection of sentences to be taught and their order of priority in this methodology is very crucial and it is directly linked with the phenomenal success in teaching. That selection is based on Mr. Nettikkadan's discoveries out of his personal research, shown below :



The chart given above has to be interpreted like this: “a child needs to use only three categories of sentences to converse with others. But, when it grows up, it will need six and later on 15 categories of sentences. Gradually only it will need remaining categories of sentences to handle the language efficiently”. Teaching a foreign language on the basis of such segregation and selection makes this new methodology unique and incomparable, especially when only one type of sentence is taught at a time.

What children learn in mother tongue in a year at home, an adult can pick up as a foreign language, in Mr. Nettikkadan's style, within a very short period, say 'few days'.

#### SCIENTIFIC TEACHING OF 'SENTENCE MAKING'

Without proper segregation of sentences in a language on a scientific footing as done by Mr. Nettikkadan, one type of sentence cannot be taught at a time. Teaching total number of sentences at a time, as in the prevailing style, without any segregation, will be conventional, ineffective, wastage of time, and even boring.

There must be an easy scheme to reach all types of sentences in a rational and logical way. That is achieved by dissecting a sentence philosophically and most convincingly into three basic columns initially under the captions “Actor”, “Action” and “Receiver of Action”. Learners have to be totally convinced about the purpose and method of division of sentence. Then they have to be taught how to fill in those columns, again rationally and logically. The first and third columns, which have less variance, have been converted into a die or mould, which has to be learnt primarily only once to have command and control of that area. At a later stage one more learning is needed to expand those columns, which

can be used throughout the learner's life. After that the whole concentration of learning the language can be devoted to the central column ie. the varying area, eg. "Verb".

The die or mould has been made by selecting 14 magical words each (Nouns and Pronouns) to be used in "Actor" and "Receiver of Action" columns. (These two columns duly filled in can be seen in "Uni Lingua" - another heading in this website). They have to be learnt only once, but can be used to make numerous sentences during the initial learning. The system prescribes that while 10 out of those 14 words are fixed, four words can be replaced by similar words hundreds of thousands of times according to the learner's need. Then, for making ordinary sentences in English, one has to learn to fill in mainly the "Action" (ie. Verb) column only.

Further learning and fulfilment of the mission (mastering English language) comes from the startling discovery that Verbs have 1877 formations or usages. With each one of such usages of Verb, we can fill in the "Action" column to get a new sentence. Learning to fill in each new formation of Verb gives us a further new sentence; learning all the usages of all the eight categories of Verbs and then converting them into 31 more families of sentences will drive us towards 1877 types of sentences.

In a dramatic way, the new Methodology can be described as 'constructing a new railway system and having a train journey with pleasure'. The 14 selected words in two columns are used as two rail-lines. (That is because, we can extend this list into hundreds of thousands of words - by replacing four of those words - techniques for this are taught in the methodology). General knowledge of the basket of Verbs is treated as a locomotive engine. There are 1877 railway stations altogether. In each station a new formation (inflection or use) of Verb is stored inside a compartment. Within a few hours' learning, we will be able to build up the rail-lines and keep the locomotive engine on the rail-lines to start our joyful journey. When we reach the first station we can attach the railway bogie which contains one formation of Verb ie. the secret or formula or technique for making one type of sentence. Then we can move towards the second station. On the way, we can practise to make similar sentences of our own and recite each of them loudly and repeatedly to get fluency, using different techniques. When we reach three stations, we can communicate in English language at baby level with sufficient comfort; when we reach further stations, we can express our ideas more elaborately; when we reach more and more stations, we can start using the language elegantly and with confidence. Further journey will strengthen our command in the language gradually and give us confidence to express our ideas freely without fear or hesitation. Techniques for being fluent in individual level of sentences, more advanced techniques for thinking in English as well as attaining fluency in topic talking and total command in the language are taught in the books.

Mr. Nettikkadan's former book and our earlier website showed the total number of sentences in English as 590, but now it has been enhanced to 1877. This increase is due to intensive research and observing more minute differences between sentences.