

ENGLISH LANGUAGE

1. INTRODUCTION :

Language, the chief function of which is communication, is the most distinctive trait of human society. The very acquisition of knowledge depends on language. Language is a marker of our identity and is closely associated with power in society. We can hardly do without language in any walk of life.

The knowledge of English is especially very important in the age of globalization we are living in. The richness of this language and the existing stock of wide knowledge in English make it immensely useful. It is a window on the world and an access to the growing store of knowledge in science, technology and humanities.

We have to acknowledge, whether we like it or not, that English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc and is, therefore, a passport to social mobility, higher education and better job opportunities.

The mushroom growth of so called 'English medium' or public schools in every nook and corner of the state and the people's preference to such schools is a testimony to the growing importance and need of English which has to be addressed in the curriculum / syllabus of the state. The very principle of equality entails that English should not remain associated only with the rich, elite or the upper middle class. Even a rural child of the underprivileged has an equal right to gain a sufficiently good level of proficiency in it so that he should not suffer discrimination for lack of it.

With the changes in the aims and objectives of education, redesigning curricular framework and thereof revision of syllabus becomes a compulsion. This compulsion is the positive strength of a live education system. Unfortunately, this has not been the case with these education system in Bihar. The last revision took place about 13 years ago and hardly any significant attempt was made in the these years to update the syllabus according to the needs and requirements of the learners or the society.

Even the last revision that took place 13 years ago lacked in a very essential element, i.e., socio-economic, cultural, political context or what can be termed as 'Bihari input'. It was exclusively based on the recommendations of the NEP 1986.

The neglect of 'Bihari input' in the syllabus has very unhappy consequences. The learners failed to find any substantial link between the life around them and what was being taught in the classroom. Rote learning thus got hold over understanding.

The guidelines of NCF 2005 framed in the light of the well known report "Learning without Burden" has shifted the focus from the teachers to the learners, confining the former to the role of facilitator only. The NCF 2005 recognises learners as the constructor of knowledge and sees multilingualism as a strength in the classroom. It prescribes five guiding principles. These include / imply :

- Connecting knowledge to life outside the school.
- Ensuring that learning be shifted away from rote methods.
- Enriching the curriculum to provide for over all development of the child rather than remain textbook centric, and
- Making examinations more flexible and integrated with classroom life.
- Nurturing identify of the learners within democratic policy.

The change in attitude to teaching and learning necessitates the revision of the State Curriculum Framework and thereof the syllabus of English language. It is high time we recognised the importance of creating socio-cultural contexts that would encourage children to participate actively in understanding and create appropriate communicative practices. The Bihari inputs and the appropriate use of mother-tongue in the classroom will accelerate the pace of learning and thus can help the learners overcome their fer of English. It's time we removed the notion that English is difficult to learn.

The present syllabus owes much to the NCF 2005 and the NCERT syllabus developed in the light of NCF 2005. The attempt has been to accommodate the NCERT syllabus as far as practicable in the context of Bihar. This has entailed, to some extent, the omission, modification and even shifting of many of the learning objectives, learning strategies and learning outcomes to another class.

It is important to state that, unlike the NCERT syllabus which is only stage wise, the proposed state syllabus is developed both stage-wise and class-wise.

Special emphasis has been laid on oral drilling and building vocabulary of the learners at the primary stage. It appears necessary as the children in the state are mostly of rural background and they lack the

exposure to English language or English vocabulary at the initial stage. The children who follow the NCERT syllabus are mostly from urban background and hence they have exposure to English or at least they pick up a fairly large number of English words even before they come to schools. Hence, the NCERT syllabus for Class I and II can expect their children to develop ability to 'enact small plays / skits' and 'talk' about themselves members of the family and the people in their surroundings' but this will be too ambitious an objective for the children with rural background and with little or no exposure to English language and its vocabulary.

Methods and techniques of teaching have been dealt with in details for classes I-II. However, for the rest of the classes this has been done stage-wise rather than class-wise. Attempts have also been made to correlate learning outcomes with the learning objectives at every stage. The NCERT syllabus has been of great help in this connection.

Attention has also been paid to integrate contemporary issues with the core-components, prescribed in the National Education Policy and academically accommodate them in the light of the local needs and specialities. This aims at improving the state syllabus knowledge-wise and objective-wise.

The proposed syllabus also recognises the availability of actual time for the classes as an important component of syllabus designing. This has an important bearing on the selection of content material quantitatively so that the syllabus does not exert any unnecessary pressure on the learners.

The learning of grammar has been visualised as the process of discovery of English usages. Hence, more emphasis has been given on the learning of the functions of the words than on their grammatical terminology. It is hoped that this will enable the learners use structures and vocabulary appropriately in different contexts and social situations both orally and in writing.

A very significant feature of the proposed syllabus is that the continuity of linkage has been maintained at each successive level of learning from class I to class XII. The emphasis has been to ensure the integrative communicative competence by the time the learner passes the +2 level. It is for this reason that the syllabus recommends measures to assess and evaluate the oral proficiency as well.

The proposed syllabus also recommends a curricular package on the pattern of NCERT. The package consists of a textbook, a workbook and 1-3 supplementary readers depending on the levels.

2. Linguistic, Social and Cultural Features of Bihar :

Bihar presents a complex picture in terms of socio-political and multilingual educational conditions. The urban population, here, is barely 10% of the total population. The remaining 90% have rural background. Agriculture continues to be the mainstay of the state's economy, though there is a note of emphasis on shifting to industries to enrich the existing economy with a view to getting rid of educational backwardness.

However, notwithstanding the illiteracy and socially underdeveloped condition of the people of Bihar, English is widely in demand as a subject of learning in schools. The mushroom growth of so-called English medium schools even in the remote corners of the state is a testimony of the growing demand for English which the state must address to.

Linguistically, Bihar is a rich composite of several local dialects / languages that serve as mother tongue in different regions. These dialects / languages include Bhojpuri, Maithili, Bajjika, Bengali, Magahi, Angika and Urdu besides Hindi which is the medium of instruction in the government schools. The linguistic regions of Bihar are like distinctive cultural regions. Bihar is very rich in the stories and verses that have no recorded version as yet, but they are living on the tongues of the people. Along with these stories and verses, the folk art forms are both culture preserving and culture transmitting. The cross currents of various cultures transmitted through various languages are very strong and together they make the rich cultural heritage of the state.

3. The status of English in India :

English in India is the most powerful medium of official proceedings and files. It serves as the link between languages in the multi-lingual context of the Indian society and the medium of instruction in the higher education and even in the primary and secondary education as far as public schools are concerned. The status of English as a medium of instruction can be understood from the fact that the English version of the NCERT books on any subjects are more in demand than their Hindi version or for that matter their editions in any other Indian languages.

English is the exclusive choice in the library related activities. The cataloguing and all other activities related to libraries are done in English. In other words, English is the medium of accessibility to libraries.

English enjoys a very respectable place in the business circle. Accountancy and auditing depend heavily on this language. In fact, it is the language of international relations, management, commerce, trade and

industry as well. Internet, that has become so popular today and has shrunk the entire universe into a small unit, uses English as its medium of operation. The operation of Internet, or for that matter computer, is very difficult without the knowledge of English.

Moreover, Indian novelists, critics, and intellectuals belonging to various fields are creating valuable literature in English. The English knowing sections of the Indian society not only have power and prestige but also have become the opinion makers at the socio-political and cultural levels. There is a great need to learn and teach English to our younger generations because apart from its various usage, English also function as an integrating force at the intellectual level.

4. The status of English in Bihar :

English had been the language of education and administration in Bihar during the British days. After Independence, even though it was made a non-compulsory subject at school level, English did not lose its importance. It continued to enjoy prestige and power at the social and administrative levels. However, a bias against English also prevailed among the average students especially with rural background that "English is a tough subject". The decision did help the students pass examinations without English but they felt handicapped when they went for higher or technical education.

It is high time we correct the 'mistake' and incorporated English in the State Syllabus as a compulsory subject. This will be an incentive to the learning of this language. Teaching of English in Bihar has also to keep in mind that *English for an average Bihar is L₃ ; Hindi or Urdu is L₂, and languages like Bhojpuri, Maithili, Bengali, Magahi, Angika and Bajjika etc are L₁.* This multilingualism is both strength and a hindrance. It helps the learning of English but it also brings some specific problem that regards as pronunciation of certain words and the uses of certain structures. Attempts have been made in the proposed syllabus to redress the hindrances and use multilingualism as a positive help.

5. Language and language learning objectives :

Language is used for a variety of purposes ranging from daily discourse to the acquisition of knowledge and power. Even the introspection that helps us define and refine our thoughts depends chiefly on language. How else can we clarify our thoughts if we do not learn to talk to ourselves ? In a nutshell, we need language for our qualitative existence.

The ever-expanding horizon of knowledge and the globalisation of society necessitated the need of a language that can be used as a link language globally. Needless to say that in the present context English is the only language that serves this purpose. English serves as a link language also in the multilingual Indian society. In other words, **English brings unity in diversity.**

Learning of language, here English, however, is different from learning subjects like History, Geography or Physics etc. Unlike the content subjects, skill – subjects like English deserve different treatment. Here, **the objective is not to impart information or knowledge but to develop effective communicative competence that again depends on the development of four skills namely listening, speaking, reading and writing.**

The learners must also be equipped with such politeness and powers of persuasion that they are able to negotiate all communicative situations with tolerance and dignity. The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned under the subhead "**The skills to be stressed upon and taught**".

6. English language learning problems :

The first and the foremost problem that comes in the way of English language learning is the preconceived bias that English is very difficult to learn and even more difficult is to secure pass-marks in it. This bias against English is very common even among the teachers for the simple reason that the majority of teachers themselves are not very competent to handle English language classes. This adversely affects the learning process.

To overcome the learner's 'fear' of English language it is important to produce textbooks that are contextually rich and provide incentive to the innate curiosity and creativity of the learners. Textbooks of English should be designed in such a way that they enhance children's awareness of their immediate surroundings. The use of the languages of the learners may turn out to be most productive for teaching English. Attempts should be made to **exploit multilingualism as a teaching strategy in the classroom.** Urdu, Hindi, Bhojpuri, Maithili, Magahi, Angika, Bajjika, Bengali etc. could be rich teaching resources.

This will help them arrive at linguistically significant generalizations and overcome their 'fear' of the language.

A practical solution to the teacher's unpreparedness to the task of teaching could be the **preparation of teacher's handbook or manual, spelling out methods and techniques to teach specific teaching items.** The appropriate notes for teachers in the textbook itself would also be of great practical value.

The learners with rural background are not very familiar with English words. Their vocabulary is very poor even at the Secondary and the Intermediate levels. Hence, special attention has to be given to build their vocabulary from the very beginning.

It is futile to teach isolated grammatical items to students as this isolated teaching does not generate interest among the learners; it rather appals them. Hence, attempts should be made to ensure that the knowledge of Grammar emerges from an active engagement in communicative practices : the examples of different structures should be given at each stage in a graded order in order to help them develop mechanism to digest and practise it.

7. Attitudes to be nurtured :

Language learning depends heavily on the attitudes and motivation of learners and teachers. To ensure the positive motivation and involvement of the learners in the teaching-learning processes, it is important that the teacher is positively inclined towards pupils of diverse linguistic, ethnic and socio-cultural backgrounds. It is high time the teachers appreciated the fact that **all languages represented in their multilingual classroom are equally scientific and should receive equal respect from the teacher and the taught. Besides, languages flourish in each other's company.** The global standing of English owes much to the extensive borrowings it has made from and the intensive interactions it has had with almost all the languages in the world.

The use of multilingual classroom as a resource can also help in reducing the anxiety levels of learners. It can also help in raising their awareness levels of self-respect, self discipline, respect and care for others, interdependence and cooperation. Last but not the least is the basic attitude to teach and learn so that both the teachers and the learners can grow together. That will also help in promoting admiration for all cultures and all languages. Such an attitude will certainly have an impact on the personality of the teachers and the learners so that they can grow together to make all expressions in language not only cultured but also humane.

8. Content and Material :

The proposed syllabus emphasises on the integration of the ten core-components identified in the National Policy of Education. Since all contemporary concerns and issues cannot be included in the syllabus of a single class, attempts should be made to select and grade these contents and materials keeping in view the age and level of the learners. Some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development need to be suitably incorporated in the course content. There is also a felt-need of incorporating the issues emanating from them. They are detailed hereunder :

- * Self, family, home, friends and pets.
- * Neighbourhood and community at large.
- * The nation-diversity (socio-cultural, religious and ethnic as well as linguistics), heritage (myths, legends / folk tales).
- * The world : India's neighbours and other countries (their cultures, literature and customs)
- * Adventure and imagination.
- * Sports
- * Issues relating adolescence.
- * Science and Technology
- * Peace and Harmony
- * Travel and Tourism
- * Mass media : Print Media, Electronic Media
- * Art and Culture : Local heritage, Folk-literature, Folk-arts, Local History.
- * Health and reproductive health.

The syllabus also emphasises the use of appropriate language for different purposes and functions: for example, greetings, classroom situations, home situation, street scene, bazaar, marketing, shopping, business, sports, games etc. which can be expressed through simple dialogues. All structures, patterns, immediate

contexts, situations and vocabulary to be used for them need to be selected and graded in view of the age group, level, simplicity and frequency. They should be established through examples and reinforced through drill, practice as well as repetitions. **Care has to be taken not to mention any structure or grammatical item in particular while teaching the young learners so that the learning of grammar and students may be incidental.**

9. Continuity for linkage at different levels :

Continuity for linkage at different levels reflects the vision of the teaching plan. It gives a definite direction to teaching learning process in the light of the objectives laid down in the curriculum framework. Continuity helps the learners achieve basic linguistic proficiency without exerting any extra pressure on them. Their progression is guided and purposive. Needless to say that the lack of continuity proves very taxing on the learners who find themselves groping in want of a graded and guided progression.

It would be in the interest of the learners if the syllabi from class I to Class-XII are prepared with the continuity for linkage from one stage to another.

10. The skills to be stressed upon and taught :

Listening, Speaking, Reading and Writing are interrelated. One skill cannot be developed without developing the other. One cannot read correctly unless one knows how to speak well. **Speech is the language.** So, pronunciation should be given priority. It can be taught by a teacher by pronouncing word correctly. Some sounds of English don't exist in Hindi or regional languages or mother tongues. Those areas of weaknesses and difficulties have to be kept in mind by the teacher while encouraging classroom interactions and participation.

The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. Such a development of linguistic proficiency depends heavily on fostering certain skills as mentioned below :

- * The learner should acquire the ability to listen and understand, and should be able to employ non-verbal clues (signs, gestures etc) to make connections and draw inferences.
- * The learner should develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
- * The learners should be able to employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- * The learner should be able to identify a topic, organise and structure thoughts, and write with a sense of purpose and an awareness of audience.
- * The learner should be able to understand and use a variety of 'Registers' associated with domains such as music, sports, films, gardening, construction work, etc.
- * The learner should be able to use a dictionary and other materials available to the library and elsewhere, access and collect information through making and taking down notes, etc.
- * The learner should be able to use language creatively and imaginatively in text transaction and performance of activities.
- * The learner should be able to develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- * The learner should be able to refine his literary sensibility and enrich his aesthetic life through different literary genres.
- * The learner should be able to appreciate similarities and differences across languages in a multilingual classroom and society.
- * It is important for the learner to notice that different languages and language varieties are associated with different domains and communicative encounters.
- * The learner should become sensitive to the inherent variability that characterises language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her own speech and the speech of her, say, grandparents.

11. The role of a teacher : What to be taught and how ?

The role of a teacher is to reduce his indispensability to the minimum and motivate self-learning by provoking students into putting questions, discussing, role playing and concretisation of abstract ideas through a real life situation and audio-visual aids. Hearing takes place effectively if two or more senses are simultaneously employed; one hears, sees, understands and internalises through inference, judgement, drawing

conclusion, and making comparison and contrast.

What is to be taught is the language used in daily life-like situation. It is not divorced from life. One way to ensure this is to select themes/sub-themes in conformity with the learner's immediate environment – physical, social and cultural. These should lead to an understanding and practice of the values enshrined in the constitution of India, including the Fundamental Rights and Duties.

Language learning is best facilitated in input-rich communicative environments. Inputs include textbooks, learner-chosen texts, class libraries, parallel books and materials in more than one language, media-support (learner magazines / news papers column, radio/audio cassettes), and authentic materials. The importance of textbooks remains indubitable. However, in addition to textual materials, various other inputs such as cards, charts, advertisements, texts produced by children, brochures, pamphlets, radio, T.V. News, etc. should also be brought into the language classroom.

English spelling is not always based on its sounds; it is not spoken as it is written. But Hindi is spoken as it is written. So, English sounds have to be taught repeatedly.

The structure of 'Question' is more difficult than that of a 'Statement'. Articles 'a', 'an', 'the' are more difficult than other determiners – 'my', 'your', 'his', 'one'. So first begin with such determiners and then come to Articles 'a', 'an' and 'the' – First 'a', then 'an', and then 'the'. A teacher must keep in mind what structure and pattern of English has no equivalence in the students' mother tongues. Such structures should be taught through repeated exposure. **Exposure should be given through drill and practice.**

12. Stages of learning :

To ensure proper progression of learning, four stages of learning have been envisaged. These stages are : Primary, Upper-Primary, Secondary and Intermediate or +2. The syllabus has been developed both stage-wise and class-wise. The objectives and learning outcomes are given stage-wise but teaching units with specific objectives have been given class-wise.

13. Curricular package :

It is recommended that the curricular package for each class except for the primary stage (classes- I-V) will consist of a textbook, a workbook and a supplementary reader. The textbook should contain 6-8 comprehensive units (lessons, exercises and activities) and 4-6 poems of varying lengths depending on the class. The workbook will have the same number of corresponding worksheets as the number of the comprehensive units of the textbook. The supplementary reader will have about 6-12 pieces meant essentially for self-study promoting reading for information and pleasure.

The learning materials require to be developed keeping in view the different classes so that the learning is '**without any burden on the learners**' of the concerned classes. In other words, the quality content and the number of lessons should not appear taxing on them.

The Textbook and the Supplementary Reader will contain Bihar specific issues and topics in abundance. About 50% of the space will be given to the works of other languages used widely in Bihar. The standard translation will be preferred for this purpose.

The recommended weightage in terms of marks is 40% for the textbook, 40% for language work including oral testing and 20% for the supplementary reader.

14. Time available :

The ideal number of periods for one class is 180. However, due to various compulsions, the number of periods available in the schools and colleges of the state for actual teaching is not more than 150 periods though the number of working days may be over 220 days. The size of the curricular package should be such as can be conveniently covered in the given time.

15. Evaluation :

Evaluation will be an ongoing and continuous process. Ongoing evaluation becomes meaningful only when teachers and learners, both, are ready to take responsibility for their own progress not paying much attention to external benchmarks (real or imaginary, immediate or ultimate). This entails deeper understanding on the part of the teachers to be able to perceive and appreciate subtle changes in children's language learning and proficiency. This also entails a deep understanding on the part of the learners process because learning process is individual and self-regulatory.

Evaluation depends heavily on **how** and **how much**. Experiences tell that learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way towards the next step in learning.

Evaluations gain in meaningfulness when the children are clear about the immediate role played by

current evaluation methods within the learning process. Continuous evaluation has to facilitate and guide teaching by determining the learner's current stage of development or attainment, in order to identify her *"zone of proximal development"*.

For this, the teacher of English is expected to keep individual records of the learners and note down periodically the progress made by individual learners. He/she should also note down the problematic areas of each learner. This will help him plan remedial teaching.

In ultimate analysis, the purpose of evaluation should be an exercise towards 'the discovery of a learner' so that his / her creativity and originality can find an exposure for his / her much needed recognition and appreciation. **Such a 'learner' should appear as 'face in the crowd' instead of being a face lost in the crowd.** This, however, does not, in any sense, mean ignoring the average.

TESTING SPEAKING

The natural progress in speech, whether it is mother tongue or the second language, is from a one word, mostly nouns, stage to the production of multi-word sentences with verbs, auxiliaries, determiners, adjectives and prepositions, via a two-word stage.

It has been observed that children from rigidly taught classrooms remain inarticulate, or produce single words, mostly nouns, in response to the pictures shown to elicit responses. To observe their progress from this stage to longer utterances should be the task of the continuous evaluation. The teachers can do well by entering the progress of the individual child either in his diary or separate portfolio for each child. At later stages, speaking can be analysed into sub skills for testing.

TESTING READING

Cards can be arranged according to the graded levels of difficulty for monitoring progress. Teachers can do well by first assessing some sub-skills as follows :

- (a) **Reading aloud** : The pace of reading and the level of accuracy increase with the increase in the learner's proficiency. The gradual progress has to be observed.
- (b) **Scanning a text** : (a list, a telephone directory, advertisement etc.) for information.
- (c) **Reading for given information** : (factual comprehension)
- (d) **Reading for inference**
- (e) **Extended reading.**

TESTING : WRITING AND LISTENING

The testing of writing and listening can similarly be broken up into sub-skills. This sort of testing can be complemented by integrated language test (beginning with the cloze test, for example)

A sub-skill approach may help the teacher find out that particular students have particular strengths. For example, extroverted, articulate speakers may not be very interested in or good at an introverted, private activity like reading. The teacher can identify areas of strength as well as areas where help is needed.

SUMMATIVE EVALUATION

Summative evaluation will do well by moving away from being achievement-oriented as is the case today and become proficiency-oriented. Attempts have to be made not to test the mastery of studied passages, but rather to use the language appropriately in new contexts, in :

- Reading age-appropriate materials.
- Listening to and understand age-appropriate material.
- Conversing on age-appropriate topics.
- Writing on age-appropriate topics.
- Control over receptive vocabulary.
- Control over expressive vocabulary.

THE OVERALL PATTERN OF EVALUATION

Besides summative evaluation at the end of the session or class, which would carry 40% weightage of marks, there could be two term/formal evaluations carrying 30% weightage; these should form the part of ongoing continuous assessment. Each evaluation should comprise both oral and written test. At level 1, 70% weightage should be given to oral test. The other components of ongoing continuous evaluation would be the assignments – both home assignments and class assignments and the ongoing continuous evaluation, made in

every class or at the end of every unit : both these could be given 20% weightage each. Thus the break-up of marks (except for level 1) could be as follows :

Sl. No.	Evaluation	Marks	Written	Spoken
1.	Continuous Assessment	60	31	29
(a)	1 st Term evaluation :	15	08	07
(b)	2 nd Term evaluation :	15	08	07
(c)	Ongoing class / unit evaluation :	20	10	10
(d)	Assignments :	10	05	05
2.	Final Term evaluation :	40	20	20
Total		100	51	49

Background :

For a large number of students, the higher secondary stage is a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage is a preparation for entry into the world of work. Hence, the course will cater to both groups by promoting the language skills required for academic study as well as language skills required for the workplace. Since the learners are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, the primary concern at the +2 level is to promote the higher – order language skills both written and spoken in an integrated manner.

Learning Objectives :

The **general objectives** at this stage are :

- To develop greater confidence and proficiency in the use of language skills – Listening, Speaking, Reading and Writing – necessary for social and academic purposes.
- To develop ability to comprehend the standard books in English in his own special subjects.
- To participate in group-discussions/interviews, making short oral presentations on given topics.
- To listen to and comprehend live as well as recorded oral presentations on a variety of topics.
- To build communicative competence in various 'Registers' of English.
- To perceive the over-all meaning and organisation of the text (i.e., the relationship of the different 'chunks' in the text).
- To identify the central/main point and supporting details, etc.
- To promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- To translate texts from mother tongue(s) into English and vice versa.
- To develop ability and knowledge required in order to engage oneself in independent reflection and enquiry.
- To develop sense of Language through a variety of prose specimens providing good models of contemporary English.
- To develop the ability to comprehend and appreciate simple poems in English.

Language items :

The course would draw upon the language items suggested for classes IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar :

- The uses of different tense-forms for different kinds of narration (e.g. media commentaries, reports, programmes, etc.)

- The use of passive forms in scientific and innovative writings.
- Converting one kind of sentence / clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses.
- Modal auxiliaries – uses based on semantic considerations.

The study of formal (descriptive) grammar, at a very elementary level, will be introduced in class XI. The workbook for the course will contain suitable exercises on grammar as well as basic phonology. A conscious knowledge of some grammatical rules and sound patterns may be useful and interesting at this stage.

Learning Strategies :

The teaching at this stage would follow a multi-skill, learner-centred, activity-based approach, of which there can be many variations. To promote habits of self-learning and reduce dependence on teacher, silent reading of prescribed / selected texts for comprehension would be encouraged as the classroom activity along with other forms of language learning activities such as role play, dramatisation, group discussion, writing, etc. (although many such activities could be carried out without the preliminary use of textual materials). It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses, etc.) where necessary. Some pre-reading activity will generally be required, and the course book should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different interpretations. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be restored to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc) should be encouraged.

Learning outcomes :

At the end of this stage, learners will be able to :

- Understand and respond to lectures, speeches, etc.
- Do text-based writing (i.e., writing in responses to questions or tasks based on prescribed or unseen texts).
- Read and comprehend extended texts (prescribed and non-prescribed) in the following genres : fiction, science fiction, drama, poetry, biography, autobiography, travel, sports, literature etc.
- Write expository / argumentative essays of 250-300 words, explaining or developing a topic, arguing a case, etc.
- Write formal / informal letters and applications for different purposes.
- Write items related to the workplace (minutes, memoranda, notices, summaries, reports, filling up of forms, preparing CVs, e-mail messages, etc.)
- Taking / making notes from reference materials, recorded talks etc.
- Develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.
- Enjoy and appreciate different types of prose pieces and poems.

Required Teaching Competence :

- The teacher should be able to encourage students to interact actively with texts and with one another.
- The teacher should have the competence to show the learners that there could be various interpretations of a given text and encourage them to interpret texts in different ways.
- This entails that the teacher should have the competence to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learners.
- The teacher should also have fluency and accuracy in speaking and writing.
- The teacher should have the competence to devise and conduct various activities related to the text.
- The teacher should have a sound knowledge of the functional grammar, literature and phonological features of English.
- The teacher should be able to encourage critical and analytical thinking on the part of the learners.
- The teacher should have the competence to build meaningful environment to elicit responses from the learners.

- The teacher should have the ability to initiate learners to group activities and role play.
- The teacher should be good at role play, dramatisation, discussion, debate etc.
- The teacher should have the competence to handle audio-visual aids.
- The teacher should have the clarity of concepts regarding the process of writing.
- The teacher should have the competence to devise suitable language games and hold language activities for a long time.
- The teacher should have the competence to reduce his indispensability and encourage learners to become the facilitator of learning but at the same time he should also have the ability to plan and devise his teaching methods according to the need of the learners.

Suggestions for the selection of textual materials

- Contents and vocabulary should be related to life and other subjects like science, social sciences, environmental science etc.
- Attention should be paid to meet the linguistic needs of the child to use English in various social contexts.
- There should also be a meaningful correlation between the teaching of other languages and English.
- Representative pieces on the suggested topics should have sufficient Bihar inputs. Rajgir, Nalanda, Ashoka's Stoopas, Pawapuri, Bodhivriksha at Gaya are some of the topics which could be included.
- Genuine Bihari writers in English or good texts on Bihar should be included with priority in the textbook.
- Standard translation from different regional languages /mother-tongues should be given 50% space in the supplementary reader.
- Attempts should be made to integrate different skills on a given topic.
- The textbook should pinpoint the test to the given and suggest activities at the end of every lesson.
- The cultural context should be taken into consideration in which value education and the guidelines of preambles of Indian constitution should be suitably incorporated. Among other things, constitutional principles need to be included, especially the philosophy of the preamble and the values implied in the chapter on the fundamental rights and the fundamental duties.
- Folk tales / fables / legend / local history should adequately be included.
- Adequate emphasis should be laid on the actual use of language in a variety of ways.
- With a view to achieving the objectives laid down in the syllabus textbook and workbook are required to be made for enhancing the levels of learners' competence and performance in English in the light of the syllabus prescribed for the purpose.



अभिज्ञान



Syllabus : Class-XI

Sl. No.	Teaching Items	Method	Objective	Resources / Textual support
1.	Live / Recorded presentation on variety of topics.	Oral-written exercises	Develop Listening, Speaking and comprehension skills.	Audio records should be accompanied with the text prints to enable the teachers to read out of there is no audio aids.
2.	Group discussions on familiar topics / contemporary issues	Oral exercises	Developing Argumentative and Speaking skills.	Examples : Familiar topic : "Can literature help us win bread and butter ?" Contemporary issue : "Is death sentence violation of human rights ?"
3.	Preparing notes and writign summary of a given passage	Writing exercises	Identifying central / main point and supporting details etc. and perceiving overall meaning and organisation.	The texts should deal with socio-political and cultural issues along with the principles enshrined in the constitution.
4.	Comprehension of unseen factual / imaginative passages (Short and long question-answer items)	Reading with understanding and Writing exercises	Developing the skills of reasoning, drawing inferences.
5.	Reading of tales / short stories / short plays	Reading and Writing exercises	Reading with understanding and imbibing virtues.	Bihari writers, Indian writers, Commonwealth writers and native writers of English



Sl. No.	Teaching Items	Method	Objective	Remarks / Textual support
6.	Reading of informative pieces / essays	Reading with understanding and Writing exercises	Read with understanding and respond effectively in writing.	On Environment, Economics, Sports, Science, Health and Hygiene. Adolescence, Human values and Human rights, Cultural diversity and unity etc.
7.	Reading poems for enjoyment and understanding	Oral and Written exercises	Enjoying and understanding poems and imbibing human values and / or encountering truth.	World fame poets (both native and non native poets of English), Indian poets, Bihari Poets.
8.	Free Composition on familiar / contemporary issues	Writing exercises	Communicative skills in writing	Notices, memorandum, formal and informal letters, application etc.
9.	Various registers of English	Oral / written exercises	Build communicative competences in various registers of English.	Support with standard pieces of writing.
10.	Translation from mother tongue into English	Writing exercises	Ability to translate from mother tongue into English and vice versa.	Wide ranging topics covering different aspects of life including great personalities.
11.	Grammatical items and structures : (a) The use of different Tense forms for different kinds of narration	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills.	Sufficient examples followed by extensive exercises based on or related to text.





Sl. No.	Teaching Items	Method	Objective	Remarks / Textual support
	<p>(c.g. media commentaries, reports, programmes, etc.)</p> <p>(b) Reported speech in extended texts.</p> <p>(c) The use of Passive forms in scientific and innovative writing.</p> <p>(d) Converting one kind of sentence / clause into a different kind of structures as well as other items to exemplify stylistic variations in different discourses.</p> <p>(e) Modal auxiliaries – Uses based on semantic considerations.</p> <p>(f) Phrases and idioms</p> <p>(g) Analysis.</p>			

