

# LEARNING OUTCOMES FOR THE ENGLISH LANGUAGE

## Std. : 11-12 - ENGLISH (F.L./S.L.)

### HIGHER SECONDARY STAGE

#### Introduction

Language is not only a means of communication, it is also a medium through which most of our knowledge is acquired. It is a system that, to a great extent, structures the reality around us. Language acquisition involves processes of scientific enquiry such as observation of data, classification and categorization, hypothesis formation and its verification. It should be possible to use the languages available in the classroom not only for the enhancement of above cognitive abilities but also for increasing language proficiency and sensitivity. Such exercises prove particularly useful in the conscious use of language rules in formal situations.

Learners are expected to possess such competencies which enable them to face the world in the true sense-both academic and work place world. Language proficiency and competencies are vital in nurturing and shaping the learner to negotiate, function, develop attitudes, social skills, critical and liberal thinking and values in the academic, work place and society as a whole.

Language learning is essentially a process of acquiring language skills across the curriculum enabling the learners to achieve academic success and holistic personality development. The relevant learner centric academic inputs take learners beyond the boundaries of textbook for exploration of ideas, thoughts, and beliefs in a larger arena of people and life.

Secondary stage is crucial for there is transition from general school education often years to stream based courses leading to another transition to higher education or work place. The progression in this process leads to understanding abstract thoughts and unfamiliar contexts at the secondary stage. It leads to construction of knowledge across the curriculum.

The most crucial aspect is the implementation of pedagogies meant for quality learning and balanced assessment. Hence at the secondary stage there is need to have more flexibility and resourcefulness than teaching to test. Educators are expected to blend the discipline content with engaging learning environment.

Promising practices may be followed to narrow the achievement gaps among the learners. It is expected to develop a range of skills subsumed under Basic Interpersonal Communication Skills (BICS) and Cognitively Advanced Language Proficiency (CALP) by the end of class XII.

Attributes of learners at the end of class XII would present them as an adult with knowledge, competencies, skills, and attitudes for a good citizenry who could pursue his / her academic interest and acquire higher order skills with specializations of varied nature. Language learning at the senior secondary stage should ensure registered based language requirement of higher education. The competencies should focus on register based language proficiency viz. science registers, social science registers, language for technology and so on. This could be achieved through the inputs of materials (texts and others), teachers' language, the classroom interactions and assessment. Learning outcomes delineated here include the above aspects to pave way for learning of the language for varied purposes.

Learning Outcomes at the end of the secondary stage- an Overview

- Learning outcomes are concise, and clearly articulated recommendations for the academic and overall achievements of the learners.
- These are the part of the process of learning which are based on the learner centric approaches.
- There is no linear progression suggested for the learners.
- Learners can have flexibility in assessment/ examination. This will lead to giving space to learners to follow their pace of learning without being labelled as slow, weak etc.

- Educators can modify activities, tasks etc. as per the learning outcomes.
- The processes highlight art integrated learning and inclusive approach for learning.
- Equal opportunities are given to all students to develop the communication skills. Conscious effort has been made to shift from memorization to the development of language competencies along with the competencies to function as an informed youth to work towards the societal upliftment and grow as a productive individual. Value inculcation is integrated in pedagogical processes and in LOs.
- Different pedagogical processes are suggested for development of these competencies. These ensure integrated and seamless learning.
- These competencies can be observed and assessed. The real life application of understanding can be assessed as evidenced by the students' performance of authentic tasks and participation in group project.

The framework of Learning Outcomes is focused on the holistic development of young learners who are at the threshold of entering the world of higher education, employment, professional courses etc. Some of them may move to different parts of the world for the purpose of education or other reasons.

### **Curricular Expectations**

After class XII students will leave the protected atmosphere of school and go into the world of independence as well as responsibility. So the two years of senior secondary stage is a preparatory stage to face life and take decision. The pedagogical processes suggested and learning outcomes stated work towards this. Learning Outcomes and pedagogical processes make an effort to groom the students to be independent learners. The teachers can adopt, adapt or modify the suggestive pedagogical processes according to the needs, contexts and resources available.

### **Learners at the end of the senior secondary stage, classes XII are expected to :**

- acquire the ability to listen and understand, and should be able to employ non-verbal clues to make connections and draw inferences.
- 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.
- employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of audience.
- to understand and use a variety of registers associated with domains such as music, sports, films, gardening, construction work, etc.
- use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.
- use language creatively and imaginatively in text transaction and performance of activities.
- develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.
- refine their literary sensibility and enrich their aesthetic life through different literary genres.
- become sensitive to the inherent variability that characterizes language and notice that languages keep changing all the time.
- appreciate similarities and differences across languages in a multilingual classroom and society domains
- notice that different languages and language varieties are associated with different Secondary Stage-Class XI

## Std. 11 : English (FL)s

| Suggested Pedagogical Process   |   | Learning Outcomes  |
|---|---|--|
| <p><b>The Learner-</b></p> <ul style="list-style-type: none"> <li>• listens to speeches, lectures, radio talks etc., reflects; to communicate through speech and writing.</li> <li>• reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.</li> <li>• writes, collects and appreciates narratives, short poems based on fantasy, imagination, shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.</li> <li>• speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary</li> <li>• uses and understands appropriate punctuation marks, grammatical items, modulation of voice in LSRW, proof reads and edits prose and poetry.</li> <li>• speaks using every day familiar expressions and phrases like greetings, expressions, gentle body language for initiating talk etc.</li> <li>• writes creatively emphasizing the main idea; researching about author, and context etc.</li> <li>• prepares schedules and organizes classroom activities/school events (Yoga Day, debate, cultural events etc.) with the consensus of peers and teachers.</li> <li>• develops questions and answers making use of study skills e.g. note making, summarising etc.</li> <li>• identifies and uses appropriate; safe, authentic online resources; browses and takes note of online resources, reads books, watches films etc. for understanding historical and scientific facts.</li> <li>• expresses opinion and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement</li> </ul> | <p>E1101</p> <p>E1102</p> <p>E1103</p> <p>E1104</p> <p>E1105</p> <p>E1106</p> <p>E1107</p> <p>E1108</p> <p>E1109</p> <p>E1110</p> <p>E1111</p> <p>E1112</p> <p>E1113</p> <p>E1114</p> <p>E1115</p> <p>E1116</p> | <p><b>The learners may be provided opportunities individually or in groups and encouraged to</b></p> <p>read textual materials with interest and comprehension; by skimming and scanning of texts and using other sub skills of reading.</p> <p>explore multimedia resources, QR codes (provided in textbooks) related to texts to supplement their reading/understanding.</p> <p>suggest / recommend additional readings of their choice.</p> <p>speak to peers, teachers about planning and organising events.</p> <p>listen patiently to prepare the gist of audio and video materials, films etc.</p> <p>write answers, solutions, descriptive passages, with logic.</p> <p>write by following the process e.g making notes, drafts, review and revision and finalisation.</p> <p>watch relevant contemporary and classical movies, science-fiction with captions in English, and other languages.</p> <p>translate talks, stories, passages into English and vice versa for enhancing creativity, comprehension, familiarity with languages.</p> <p>read specific texts from books, newspaper etc. to build up scientific temperament, spirit of enquiry and to overcome biases.</p> <p>read with appreciation literary terms- metaphor, simile, personification, antithesis etc.</p> <p>take review of his/her learning in the light of objectives of the curriculum.</p> <p>make use of language skills (LSRW) across other subject areas.</p> <p>collect and read literary writing in English and other languages.</p> <p>visit library for collecting and consulting relevant books/material.</p> <p>listen to news broadcast from different national and international channels.</p> |

| Suggested Pedagogical Process  |  | Learning Outcomes   |
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| <ul style="list-style-type: none"> <li>• identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry, expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions</li> <li>• develops write ups with clarity, using appropriate vocabulary, relevant thoughts and presents with title and subtitles and debates on issues fluently and convincingly using authentic social, scientific evidences.</li> <li>• write notices, advertisements, brief guidelines in case of natural calamities, accidents etc.</li> <li>• writes paragraph, summary, letter with concern, about social issues e.g. on marginalized people, environment, by using appropriate vocabulary.</li> <li>• visits library for consulting books, collecting notes etc.</li> <li>• writes e mail/ letters formal, informal and business letters with a sense of audience and purpose.</li> <li>• writes paragraphs on factual description with logic and coherence.</li> <li>• develops questions for quiz, survey , scripts for drama.</li> <li>• composes songs, poems using English and other familiar languages on nature, sowing and harvesting seasons patriotism etc.</li> <li>• writes descriptive passages on literature appreciating linguistic and literary features.</li> <li>• solves grammar exercises with/ without context.</li> <li>• develops projects based on language and literature and interdisciplinary themes using skills of collecting, organizing, analyzing and report writing.</li> </ul> | E1117  | read and think critically about issues related to environment and disaster management, gender, peace etc.   |
|  | E1118  | develop patience, respect, and create space for social, economic, ethnic, linguistic diversity in terms of activities, assignments, projects etc.   |
|  | E1119  | read about arts and aesthetics and share in the form of write ups, posters etc.   |
|  | E1120  | collect information about statesmen, and literary figures for debates, speech etc.  |
|  | E1121  | read and identify the characteristics of an autobiographical account, science fiction, biography and other genres of writing.   |
|  | E1122  | use tools/ platforms of ICT following guidelines meant for safety; make use of ICT as an assistive device, avoid spending long hours affecting mental and physical health; browse authentic and relevant sites. |
|  | E1123  | listen to authentic sources such as news bulletins, movies, music and songs for understanding the usage and developing comprehensible pronunciation.  |
|  | E1124  | use dictionary, thesaurus, newspapers etc to build vocabulary and grammar.  |
|  | E1125  | solve grammatical exercises based on tense, types of sentences, punctuation, conjunctions, prepositions etc.  |
|  | E1126  | converse with elderly in the family and neighbourhood on general issues of social and political importance.   |
|  | E1127  | read literature from different parts of the world and draw conclusions on ideas, style and relevance  |
|  | E1128  | undertake interdisciplinary projects using inquiry skills   |
|  | E1129  | read genre of literature -science fiction, fiction, drama, stories, poems, cartoons, haiku etc. with understanding  |
| E1130  | decode abstract thoughts pertaining to science, social science, language and literature.   |   |
| E1131  | read expository, narrative, descriptive and argumentative accounts of writing.             |   |
| E1132  | develop interest and appreciation of the past; history ,mythology etc by reading, writing. |   |

| Suggested Pedagogical Process  |  | Learning Outcomes   |
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| <ul style="list-style-type: none"> <li>• reviews and revises assignments/ tasks for peer and self assessment.</li> <li>• forms self help groups with the support of teachers and peers for learners/ peers with special needs to facilitate their learning, physical activities and their participation in cultural programmes.</li> <li>• prepares manifesto for school elections and contests collaboratively with peers and teachers.</li> <li>• develops posters, notices and organises talk against bullying, ragging, cruelty towards animals, cybercrimes, awareness about health of the elders, functioning of banks, post office etc specifically during pandemics, and disasters etc.</li> <li>• develops and organizes short plays on issues like girl's education, health, peace, justice, etc.</li> </ul> | E1133  | recite poems, sing songs in rhythm for pleasure, and to understand the use of language.   |
|  | E1134  | empathise with learners with special needs  |
|  | E1135  | develop supportive and caring attitude towards elderly; speak with clarity and examples to the parents, elders and community for creating awareness about health, and bank, post office etc related literacy. |
|  | E1136  | develop rubrics, and self-assessment criteria to review and revise tasks and assignments.   |
|  | E1137  | frame objectives for tasks, activities, projects etc.   |
|  | E1138  | develop parameters / points for assessment of tasks, activities, skills- LSRW.  |
|  | E1139  | Familiarise and learn sign language.  |
|  | E1140  | understand rules and usage of grammatical items in isolation  |
|  | E1141  | develop scripts for street play, drama etc. based on stories, themes, myths etc.  |
|  | E1142  | read short and long poems depicting empathy, humour, satire, mythology etc.   |
|  | E1143  | read stories about success, dreams, aspirations, struggle, etc., of people  |
|  | E1144  | take up activities, tasks, projects involving all irrespective of class, caste gender etc for developing interpersonal relations.   |
|  | E1145  | Learn/practice and share experiences of doing Yoga and other physical activities.   |
|  | E1146  | read news, stories to elderly at home   |
|  | E1147  | neighbourhood; writes and narrates anecdotes with appreciation about typical traits, physical features of characters in family or known people, friends, etc.   |
| E1148  | share with parents/ elders/ community members about school, classroom activities/issues.   |   |
| E1149  | read in detail about pandemic in past and present to share information related to medicine, economics and commerce, and experiences of people. |   |
| E1150  | promote conservation of natural resources through projects, assisting and collaborating with NGOs etc.   |   |
| E1151  | Relate literature and language of the languages learnt/familiar.   |   |

## Std. 12 : English (FL)

| Suggested Pedagogical Process  |  | Learning Outcomes  |
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| <p><b>The Learner-</b></p> <ul style="list-style-type: none"> <li>• reads silently with comprehension and to identify the complexity of ideas in an argumentative text ; and relates learning with personal, social experiences in writing and speech.</li> <li>• Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.</li> <li>• writes creatively using imagination, fantasy and myths, proverbs quotes etc., focuses on the features of genres of literature (fiction and nonfiction etc.)</li> <li>• writes and narrates, anecdotes, e.g. on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.</li> <li>• writes reports based on survey conducted e.g. on preparedness of the school for dealing with fire, earth quake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.</li> <li>• listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g. taking turn, listening to others without interrupting etc.</li> <li>• develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.</li> <li>• creates cartoons, brief accounts with humour, wit and satire. Shares and enjoys jokes with peers without hurting the sentiments of particular community, gender etc.</li> </ul> | <p>E1201</p> <p>E1202</p> <p>E1203</p> <p>E1204</p> <p>E1205</p> <p>E1206</p> <p>E1207</p> <p>E1208</p> <p>E1209</p> <p>E1210</p> <p>E1211</p> <p>E1212</p> <p>E1213</p> <p>E1214</p> <p>E1215</p> | <p><b>The learners may be provided opportunities individually or in groups and encouraged to</b></p> <p>understand the objective of reading literature and language items from the textbook.</p> <p>read silently long text and comprehend the meaning.</p> <p>memorise relevant details, rules of grammar, quotes, poem, content meaningfully with examples without using rote practices; drill, chanting etc.</p> <p>write and share the derived meaning from the text.</p> <p>speak with examples on issues presented in the text.</p> <p>explore different ways of expression e.g. photo presentations, use of ICT enabled tools etc.</p> <p>understand the process of self learning by engaging in activities/ task and self assessment.</p> <p>read world literature (fiction &amp; nonfiction) with understanding of the content and appreciate style of writing.</p> <p>identify literary terms in genres of literature e.g. pun, rhetoric, antithesis, hyperbole etc.</p> <p>appreciate poems for rhyme, blank verse, brevity, imagination, fantasy, realism etc.</p> <p>read different genres and themes of literature-minorities, gender, environment, peace, justice etc.</p> <p>relate texts from language and literature with other subject areas- social science, science etc.</p> <p>prepare brief biographical accounts of personalities, award winners in the field of social science, science, commerce etc.</p> <p>read and appreciate literature on peace, values etc.</p> <p>use ICT as an assistive device in meaningful way; searching authentic sites, and online platforms for interactions.</p> |

| Suggested Pedagogical Process   |  | Learning Outcomes   |
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| <ul style="list-style-type: none"> <li>• writes summaries with titles and subtitles on national, international news, editorials; political, economic and sports etc.</li> <li>• writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.</li> <li>• speaks/ reads text with phonological awareness for ensuring comprehensibility. ( e.g. in case of silent letters.)</li> <li>• solves grammar exercises with or without context following the definition and rule of the grammatical item.</li> <li>• converses using short phrases in c e.g. You seem... Looks like you've... had a good day.....You seem a bit tired What do you think?... How does that sound? ...That sounds great (Oh) never mind.</li> <li>• uses ICT for browsing information, reading and writing e.g. develops PPT for presentations, short films with audio on nature, natural resources, art &amp;craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.</li> <li>• frames questions for interviews with community members, school staff others on issues e.g. health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).</li> <li>• speaks on issues related to gender, transgender with logic, evidence and without any prejudice.</li> </ul> | E1216  | develop proficiency in language skills(LSRW) each in isolation.   |
|   | E1217  | understand rules of grammar and follow them in LSRW skills.   |
|   | E1218  | know about wild life and develop sensitivity towards birds, animals, insects etc.   |
|   | E1219  | collect poems on sowing and harvesting seasons in different languages.  |
|   | E1220  | read classical and contemporary literature in English and other Indian languages to understand and appreciate social, cultural and political aspects etc.         |
|   | E1221  | promote self directed learning by using study skills; note making, summarising etc.   |
|   | E1222  | understand different registers in speech and writing.   |
|   | E1223  | take up community based programmes on issues e.g. girl child  |
|   | E1224  | education, cleanliness, hygiene, peace, yoga, opening/ functioning of community library, toilets, playground and celebration of community specific occasions etc. |
|   | E1225  | hold discussions on adolescent issues in free and frank environment.  |
|   | E1226  | familiarise and learn language for the benefit of peers with hearing challenges and others to promote the ideas of inclusion.                                     |
|   | E1227  | involve/support peers in doing tasks, projects and assessment.  |
|   | E1228  | share personal issues e.g. being bullied, depressed, health & family issues etc. to develop interpersonal bonding among peers.                                    |
|   | E1229  | get membership of school and other libraries for reading books, magazines etc.  |
| E1230   | fill forms for membership -library, sports etc, and write applications for opening bank and post office accounts.                |   |
| E1231   | write formal emails to college/ university seeking information regarding admission, courses etc.                                 |   |
| E1232   | promote scientific attitude towards social, political problems by developing tools for conducting surveys, short researches etc. |   |

| Suggested Pedagogical Process   |   | Learning Outcomes  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies writes with logic, evidence etc. about Indian knowledge, traditions, and practices.</li> <li>• reads autobiographies and biographies of literary figures, statesmen and other personalities and make diary entries.</li> <li>• reads and understands literature depicting, natural calamities, pandemics etc. in terms of medical, geographical contexts, terminology etc.; speaks on scientific facts, economic issues in simple words using examples from everyday life.</li> <li>• actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.</li> <li>• writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.</li> <li>• peer reviews assignments, reports etc. with developed parameters and without any bias.</li> <li>• makes journal entries for self-assessment.</li> <li>• practices yoga, listens to spiritual music for pleasure and mental health and shares experiences in speech and writing.</li> <li>• shares with peers(who are in need) resources e.g. books, pen drives, stationery, ICT device etc. with humility.</li> <li>• collaborates with peers for organising programmes for elderly, disadvantaged, girl child etc.</li> <li>• visits library for reading, preparing notes, references writing book reviews, etc.; forms book clubs taking guidance from teachers, seniors etc.</li> <li>• prepares manifesto for school and class election, uses fair means and environment friendly ways during the election.</li> </ul> | E1233   | self direct and assess his/her studies for developing critical thinking, understanding and improving academic performance.                       |
|   | E1234   | read newspapers for familiarising and learning use of grammar, viewpoints and drawing conclusions- summary, paragraph writing etc.               |
|   | E1235   | watch animated films, cartoons, documentaries for drawing inferences.  |
|   | E1236   | develop guidelines for starting book club, plant nursery in school etc.  |
|   | E1237   | conduct and note down steps for experiments with local specific materials.   |
|   | E1238   | read updated authentic material on healthy eating, lifestyle etc.  |
|   | E1239   | dramatise plays to feel the emotions of characters(positive, negative, ambivalent) in class, school assembly etc.                                |
|   | E1240   | read with comprehension and appreciate graphic novels, illustrated books.  |
|   | E1241   | read published diaries of famous personalities, common people etc.   |
|   | E1242   | follow award ceremonies for film, literature, science etc.   |
|   | E1243   | participate in group activities e.g. tour, visits, community service etc., develop and follow rules, regulations prescribed for such activities. |
|   | E1244   | understand registers of language for communication of ideas, thoughts, queries etc.  |
|   | E1245   | develop projects, magazine etc. using interdisciplinary knowledge and information.   |
|   | E1246   | maintain journal/ diary for reflection.  |
| E1247   | understand diversity in various forms e.g. social, religious, political etc. and use it as resource for enhancing world view. |  |
| E1248   | develop material for creating awareness about acts, information etc. pertaining to the area of education.                     |  |
| E1249   | participate in sessions on career counseling and guidance etc.  |  |



| <b>Suggested Pedagogical Process</b> |       | <b>Learning Outcomes</b>   |
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|                                      | E1250 | visit social institutions e.g. old age home, orphanage etc. and write experiences.   |
|                                      | E1251 | learn art craft and music related activities and write and speak with peers, teachers, parents about them.                       |
|                                      | E1252 | participates in class and school elections.  |
|                                      | E1253 | develop sense of hygiene and sanitation in school by developing placards for school garden, toilets, playground, classrooms etc. |
|                                      | E1254 | plan and work following the ideas of inclusion.  |

