The importance of language in the life of man cannot be overlooked. We cannot imagine a society without language. It is an important means of communication, the basis of human progress. Speech or language is the distinguishing characteristics of man as such and is one of the chief attributes which differentiate him from animal species. We cannot even think of a life without a language. Language enables man to express his feelings, ideas, wishes and so on. It is a tool through which knowledge is acquired and preserved. Thus, without language civilization could hardly have begun and certainly could never have attained its higher forms. At the outset, let us examine some of the important definitions of language:

“Language is the amber in which a thousand precious thoughts have been safely embedded and preserved. It has arrested ten thousand lightning flashes of genius, which unless thus fixed and arrested, might have been as bright, but would have also been as quickly passing and perishing as the lightning” J.N. Tondon.¹

“Language is the archives of history and if we must say it, a sort of tomb of the muses. For though the origin of most of our words is forgotten, each word was at first a stroke of genius, and obtained currency, because for the moment it symbolized the world to the first speaker and to the hearer.” Emerson.²

According to O.W. Holmes:

“Every language is a temple in which the soul of those who speak, it is enshrined.”³

“Language is the expression of human personality in words, whether written or spoken. It is the universal medium alike for conveying the common facts and feelings of everyday life
and the philosophers’ searching’s after truth, and all that lies between. It is the normal, natural and enduring method of expressing the human mind which is the nearest to universal.” C.L. Wren.

2.1 Importance of English Language:

English has enjoyed and still enjoys a unique place in the major languages of the world. It is through English that we have shared the wisdom of the west and the west has known/learnt our intellectual and spiritual heritage. Indians too cannot neglect its study.

“English is said to be the world’s most important language having communicative and educative values. It is mother tongue of more than 320 million people and another 200 million use it as their second language.”

English is used in the world not out of any imposition but because of the realization that it has certain advantages. It is also used world wide because the world’s knowledge is enshrined in English.

English is the associate official language of India which has over 1000 million (over billion) people. Many nations ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages. The islands of the Philippines continue to use English as an important tool for education, administration and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa.

Some nations which were ruled by the French continued to teach French as their most preferred second language, but now English is gaining ground even in these countries. In the former Soviet Union, Russian was the dominant language. Since the break of the Soviet Union, the Central Asian Republics are rapidly introducing English in
their school system as a second or foreign language. In Russia itself, English is gaining ground as the most popular second language. In Japan too English is the most favoured second or foreign language.

Outside Europe, English is the predominant language of international commerce. Although the United Nations and its various agencies have more than one language for transaction, more often than not, English comes to be chosen as the preferred language of communication between the participating member – nations. All this has happened within the last one hundred years. The ascendancy of English as the most preferred language began 200 years ago with the colonization of North America, Asia and Africa by Britain. The industrial revolution in Britain, its ever expanding maritime power, development of material wealth, progress in scientific research and consequent power, have helped English to spread. It had also spread because Britain was a great empire. In the 16th century English was spoken mostly in England, Southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present, one in seven in this world speaks English either as a native language or as a second language. English was well established as the dominant language in North America in the 17th century, but its rapid growth was in the 19th century.

Latin was the main medium of education in Western Europe throughout the Middle ages. French was the language of diplomacy for four centuries, from the 17th to 20th. And yet, at present there is not a single language which can be compared to the position occupied by English as the international language, although more people in the
world speak Chinese rather than English as their native language. Spanish may claim a large number of native speakers, but neither Spanish, nor French, nor Russian, nor Chinese can even come close to the level and variety of uses to which English is put in the world.

In the Indian subcontinent English became the dominant language of communication among the educated classes after Lord Macaulay’s famous Minutes of February 2, 1835.6

2.1.1 English an International Language:

English is an international language, spoken in many countries both as a native, a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. English is the first language in U.K., U.S.A., Canada and Australia. It is estimated that 300 million people speak English as a second language and an additional 100 million people use it fluently as a foreign language. As a rough estimate, 1000 million or one billion people around the world have some knowledge of English either as a native language, as a second language or as a foreign language.

English is an official language of the United Nations and many other international organizations including, the International Olympic Committee. English is the language most often studied as a foreign language in the European Union (by 89% of school children) followed by French (32%), German (18%) and Spanish (8%), among non-English speaking countries, a large percentage of the population claimed to be able to converse in English. In the Netherlands (87%), Sweden (85%), Denmark (83%), Luxembourg (66%), Finland (60%),
Slovenia (56%), Austria (53%), Belgium (52%) and Germany (51%). Norway and Iceland also have a large majority of competent English speakers. ⁰⁷

English is also the most commonly used language in the sciences. In 1997 the science citation index reported that 95% of its articles were written in English, even though only half of them came from the English speaking countries. Books, magazines and newspapers written in English are available in many countries around the world.

2.1.2 English as a Window on The World:

English is the key which has opened the gates of Western Sciences and arts for Indians. By learning English they not only got glimpse of Western Science and Arts, but some of them also acquired mastery over them.

The credit of developing the Indian languages goes to English. By reading books in English Indian writers have developed their own language and literature. The development of Indian novel, short stories, dramas and literary criticism is entirely due to the impact of English on Indian languages.

English became the lingua franca of the whole country. Prior to English no Indian language could claim this position, at different places different regional languages dominated. There was great need of one common language, this helped English to become an important language in India and also helped it to acquire a prominent place in the educational set up of our country.

“English is our major window on the world,” this means English gives us glimpses of the various developments taking place in the world. English provides us “distilled essence of modern knowledge in all fields of human activity.” ⁸
The observations of The Radha Krishnan University Education Commission, in this regard are pertinent:

“It (English) is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we would give up English, we would cut ourselves off from the living stream of ever growing knowledge, unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools, which will admit them, either to university or to vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors.”

Jawaharlal Nehru had rightly remarked:

All regional languages must be developed and promoted. But that does not mean that English should be discarded. To do that will amount to closing a window on the world of technology. Foreign languages serves as window on it and to suppose that translations could take their place was a mistake. It was no use getting into an intellectual prison after achieving political independence.”

“To give up English would mean cutting ourselves off from the rest of the world and destroying the many links which have already been forged.” Shri. K.M. Munshi.

2.1.3 English as a Library Language:

English is a rich store house of knowledge. There is hardly anything important in the world that has not been translated into English.

The Kothari Education Commission (1966) is worth quoting at this point:
“While the goal is to adopt the regional languages as media of education, we should like to stress again that this does not involve elimination of English. Infact, English, as an important library language, would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a master’s degree unless he has acquired a reasonable proficiency in English (or in some other library language). The implications of this are two fold: all teachers in higher education should be essentially bilingual in the regional language and in English, and all students (and particularly postgraduates students) should be able to follow lectures and use reading materials in the regional language, as well as in English.

2.1.4 English as a Link Language:

   English has served and is serving as a link language in India. People in different states have different mother tongues; it is English only that serves as a link between one state and another.

   English also is the language of trade and industry. The official correspondence between the Union Government and non-Hindi speaking states is conducted only in English, it is also used as an official language. The language of administration of courts, of legislature, of inter-provincial communication, of commerce and for all international matters. Even now, in spite of the new policy of the government, it enjoys a coveted position and it is hoped, it will continue to enjoy this position for another decade or so. In the absence of any common medium of communication, it has served the purpose of the Lingua Franca in India and has been used (as is being used even now) as a medium of instruction in certain subjects at the high school and college level and as the medium of professional and technical education. Teacher training, medical, nursing, engineering education etc.
Emphasizing the role of English as a link language Jawaharlal Nehru once commented:

“If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.”

English was the language of our rulers. So we tried to learn English when British ruled India. The British believed in, and followed the policy of ‘Divide and Rule’ they wanted to create two classes of persons in India, English speaking and non-English speaking. Their aim was to have a control over the latter with the help of the former. During the British rule English was the language of the state. All official correspondence had to be done in English. All the administrative jobs and clerical posts were open only for those who had the knowledge of English. It had attraction and opportunities, so everyone wanted to learn the English language.

Although English is a foreign language yet its national importance is acknowledged. According to the constitution of India, English is the associate official language. It is through this language that Indians maintained and still maintain their social, political, commercial and friendly relations. As such English occupies a unique place in our national life.

2.2 **Historical Perspectives:**

2.2.1 **Status of English in India:**

The history of the English language in India can be traced back to the 31st of December, 1600, the day Queen Elizabeth I of England
granted a charter to “Governor and Company of Merchant of London trading with the East India, English education was in fact introduced in India in the middle of the 19th century. Three universities were established, one each at Calcutta, Bombay and Madras, in 1857. The Senate of the University of Calcutta adopted a resolution in 1861, that all examinations should be conducted in English, needless to say this compelled all schools to introduce English as a subject at a very early stage. Thus over a hundred years ago i.e. when the British introduced the modern system of English education in India, the study of English became an important part of the liberal and humanistic discipline.14

Regarding the adoption of English as a medium of instruction in higher education and its repercussions or secondary education, Wood Dispatch (1854) had expressed the view that English as well as the modern Indian languages should become the media for dissemination of European knowledge at the secondary stage. But as it happened, English became the sole medium at this stage and it dominated the entire curriculum.

Reviewing the progress of education in India (1901 – 1902) an official publication, summed up the situation as follows:

“The English secondary course aims at giving school education. The teaching of English is the prime object throughout the course and in the higher classes instruction in all the subjects is given through the medium of English.”15

The focus of our ELT Programme and the role of English in our educational system has been shifting over the years. In 1917, the Calcutta University Commission took note of the rapid decline in academic standards in all subjects, specially English and stressed the importance of the study of English as part of general education in India. The commission considered English indispensable to the higher
education in India at that time. According to the commission some of the causes of the deterioration in the quality of the teaching of English were lack of contact with teachers who spoke English as their mother tongue. The unsuitability of the lecture method and lack of systematic instructions in spoken English.

The commission recommended a progressive reduction in the use of English as a medium of instruction up to the Matriculation stage and its retention as the medium above that stage, the adoption of improved methods of teaching English, the introduction of more highly trained teachers and more drastic tests (for all) of a practical knowledge of English. Interestingly, the commission found that the students displayed a disquieting preference for literary studies. During the 30’s the regional languages were made the medium of instruction which resulted in an alarming deterioration in the standards of the teaching and learning of English. Meanwhile a national consciousness was aroused in the country and the attitude towards western civilization had been not only critical but even hostile at times. The Indian National Congress which was founded in 1855 raised the slogan “India for Indians” people started questioning the superiority of European culture. Education naturally formed an important part of all the national movements and politically minded people began questioning the nature of education in the context of national needs. Gokhale, Tilak, Gandhiji, Jawaharlal Nehru and most of the Indian leaders rose to the occasion to plead the cause of Indian languages in the educational system of India.

Commenting on Gandhiji’s views of the removal of the domination of English, particularly its use as a medium of instruction. Naik J.P. and Syed Noorullah comments:
“Here the most uncompromising opposition to English came from Mahatma Gandhi at this early period he put forward the view that Hindustani should be the national language of India and the English should not be a medium of instruction at any stage of education.”

Jain R.K. quotes, the following lines from Mahatma Gandhi on English as a medium of instruction:

“Our boys think that without English they cannot get government service. Girls are taught English as a passport for marriage. The canker has so eaten into the society that in many cases the only meaning of education is the knowledge of English. All these are for me signs of slavery and degradation.”

In 1921, the political scene began to take a national turn. Education passed into the hands of the elected representatives of the people. Education during this period, expanded considerably. One of the greatest achievements of this period of transition was large-scale adoption of modern Indian languages as the medium of instruction. But English was to be continued as the medium of instruction mainly because:

1) English was the sole medium of instruction at the university stage and the secondary stage was considered as an appendage to the university course.

2) The medium of examination of government competitive examination continued to be in English and a person with good command on English generally had greater chance of success in such exams.

3) To secure government jobs.

The progress of education during the period of provincial autonomy 1937 – 1947, lasting for about a decade in India is a grim story of stagnation, lack of enthusiasm and indifference on the part of
the government. English had come to occupy the place of a compulsory
second language in the curriculum.

The teaching of English in our Colleges and Universities received
a major set back after independence because of the prevailing
psychological attitude. The regionalisation of the medium of instruction
at the university level resulted in an inadequate exposure to the English
language. The examination system in use was largely unrealistic and the
text books rather out dated. All this led to a sharp decline; the people
concerned have taken note of the growing inadequacy of the teaching of
English in colleges.

Once again, a number of commissions and study groups stressed
the need for the rationalization of the English curricula, text books, and
examinations. The ‘Service’ nature of the teaching of English has been
largely realized and also the need for the diversification of courses to
suit the divergent requirements of different categories of students of
science, commerce and humanities and consequently for the suitable
changes in teaching techniques. Infact the teaching of English now aims
at developing the communication skills in the students. Radhakrishnan
Commission (1948) recommended:

“English should be studied in high schools and in the
universities in order that we might keep ourselves in touch
with the living stream of ever-growing knowledge.”

Kunzru Committee (1955) suggested that:

“The teaching of English literature should be related to the
study of Indian literatures so that, apart from its value for
linguistic purposes, it could be an effective means of
stimulating critical thinking and writing in the Indian
languages. The committee stressed the importance of the use
of special methods in English language teaching and the
study of linguistics as the essential prerequisites for
ensuring adequate proficiency in English at the university
stage.”

28
According to the recommendation of the official language commission (1956):

*English should be taught as “a language of comprehension rather than as a literary language so as to develop in the students learning a faculty of comprehending writing in the English language, more specially those relating to the subject matter of their specialised fields of study.”*

Our late Prime Minister Pandit Jawaharlal Nehru while addressing a meeting of the state education ministers, held at New Delhi on September 2, 1956 remarked that technical training should continue to be given in English. He further observed:

“It is patent to me that this man power for industrial scientific and cultural purposes cannot be trained in any Indian language in the foreseeable future. It is absolutely clear to me and it is not arguable matter that the scientific and technological training has to be given in English.”

Pattison (1962) takes note of the fact that though the All India Seminar on the Teaching of English in Secondary Schools held at Nagpur in 1957 had set up the objective that within a period of 6 years of the high school course the pupils should be enabled to attain a working knowledge of English. The University entrance and intermediate examinations demand the odd assortment of literary texts ranging from Shakespeare to Lamb’s essays and taking in Keats and Shelley and a few other major poets on the way.

There has been no agreement so far among the various authorities regarding the appropriate medium of instruction in the universities, this has a demoralizing effect on schools and colleges. The position in the school was that right up to the matriculation, the mother tongue or regional language was the common medium. In several states English was taught at a very late stage with the result that the students understanding of English was much too inadequate to follow lectures in
English in colleges. Because of this the standard of teaching in colleges and universities automatically declined.

Referring to the deteriorating situation then, the study group appointed by the Ministry of Education in 1965 stated:

“Meanwhile the standards of English are deteriorating very fast in our schools and colleges. There are hardly pupils in our regional medium schools who can write a correct sentence in English.”\(^2\)\(^2\)

A more difficult situation arose when students from the colleges could not get admission to the professional colleges as they stood low in the priority lists because their knowledge of English was not up to the mark.

The central advisory board of education in 1956 examined the complex problem of languages in relation to the needs of the country and the requirements as laid down by the constitution. It devised a formula known as the ‘Three – Language – Formula’ which was simplified and approved by the conference of the Chief Ministers held in 1961. The formula was the only sensible solution to our language problem. Pandit Jawaharlal Nehru while speaking at the central institute of English and Foreign Languages, Hyderabad on the language problem in India was full of praise for the three language formula. He remarked:

“It is possible to criticize it as it is possible to criticize any formula that you might evolve but it is a good formula keeping in view most of the aspects of this problem and helping to bring about in the political and cultural spheres that sense of unity, common knowledge and common understanding all over India, which is so essential.”\(^2\)\(^3\)

According to the formula a school student in the non-Hindi region was to learn, 1) The regional language, 2) Hindi and 3) English.

But in the Hindi region he was expected to study Hindi, English and one of the modern Indian languages.
The courses, those in use before 1950 have been labelled as traditional. The medium of instruction then was English and the syllabi was literature oriented. The courses in use between 1950 and 1975 were by and large structural or formal. English was a second language and there was a clear bent towards language in these courses as against literature in the traditional ones. English was studied now for general purposes and the methodology adopted was oral, situational and grammatical. The usage was not taught directly but through experience and practice. It is difficult to label the courses in use after 1975 because there are many categories of them but for want of a better term, they are named ‘new’ type courses. These are generally functional, communicational or notional. They have been prepared bearing in mind the fact, that English is now chiefly a ‘service’ subject and a library language. There is a greater concern now for the learner’s need, it is a case of shift of emphasis from the subject to the learner.

In 1965 the constitution had given lease of 15 years for the continuation of English as an official language. Pandit Jawaharlal Nehru had given a statement in the Lok Sabha on August 7, 1959:

“I don’t know how long I should have, I would have English as an associate language because I don’t wish the people of the non-Hindi areas to feel that certain doors of advances are closed to them. I would have it as an alternative language as long as people require it and the decision for that I would leave not to the Hindi knowing people but to the non-Hindi knowing people.”

Lal Bahadur Shastri added,

“These were the assurances given by Panditji and I wish to reiterate that we stand by them fully and solemnly. They will be honoured both in letter and in spirit without any qualification and reservation.”
The least authoritative statement on the subject of English was made by the education commission (1964 – 66). The commission made repeated references to English as a ‘Library Language.’

The Congress Working Committee on September 2, 1967 accepted the decision regarding language policy taken by the committee in June 1965. It was decided that:

1) Hindi would be the link language in India but the government would bring forward legislation in terms of Nehru’s assurance to continue the use of English as long as necessary.

2) Each state would be free to transact its administrative business in any language it desires.

3) The medium of education would be changed to the regional language at all stages. The UPSC examinations will be conducted in all languages listed in the 8th schedule of the constitution.

4) The implementation of the Three-Language formula would be tightened at the school stage and extended to the university.

2.3 Present Status:

English, the much loved and hated surrogate child of the British rule in India, has managed to remain in the centre-stage of controversy even after 60 years of the country’s independence. To an impartial observer, it seems that it can neither be thrown away nor can it be adopted completely.

The controversies on English abound because there are not many in the country who have well thought out views on the subject. In most cases, the statements for or against English are either an integral part of the political stratagem or more emotional outbursts of their
protagonists. Therefore, the controversy always hangs around the favourite ‘English Hatao’ slogan given every now and then by a politician who has exhausted all the other repertoire or by a Sabha who would like to be seen as fighting for Indian culture and values. However, a personal investigation into the education of the children of these politicians or the affairs of these Sabhas reveals quite another face.

Thus even now in the 1990’s, the question of doing away with English still continues to haunt the nation. There are many who are on the either extreme. Some want to totally do away with it, while the others would like to retain it. The truth undoubtedly lies, some where in the middle.

Undeniably, when English was introduced in our country in the early 19th century, the purpose was far from harmony with the ideals of the country today. Lord Macaulay introduced the teaching of English in India to produce what he called, “a class of people Indian in blood and colour, but English in opinion, in moral and in intellect.” Post independent India naturally witnessed a great deal of anger against English, it was seen as a tool of the foreign oppressor, it also expressed their hatred against the British rulers.

However, the role of English as a utility language not only in India but throughout the world has since then became an acknowledged fact. According to a report, 20,000 new teachers of English are needed in Poland alone. The collapse of Soviet Russia has created a huge demand for English in nearly all countries in the central and Eastern Europe, Vietnam and in some parts of South America and Africa. The eastern part of Germany is estimated to have nearly 17 million ‘new’
learners of English, almost the entire student population in that part of the country. In Japan English is today an “Optionally Compulsory” subject, being virtually the only language for all the 800 hours of foreign language slot in junior and senior secondary schools.

Former French, Portuguese and Spanish colonies like Argentina, Brazil, Venezuela, Vietnam, Ivory Coast, Gabon, Senegal, Sierra Leone, Mozambique, Mauritius etc. have now accepted the view that proficiency in English is important for success in international competition. The demand of English is also rising in Malaysia, Philippines in South East Asia, and in many countries of West Asia. The People’s Republic of China has resumed the teaching of English and it is selling there in any channel – radio, T.V., correspondence or conventional classroom. The open classes there, supported by the British Council, have millions of students. There is no doubt that English is at present Lingua Franca of our global village.

Within the country despite its great opposition, English was adopted by the constituent Assembly to continue as the ‘associate official language’ for 15 years from the date of the adoption of the constitution (that is 1950) after which Hindi was to take over. However, in 1963 on vehement opposition to Hindi from South India, the parliament enacted the official Languages Act providing to continue the use of English for an indefinite period. In this connection, the views of Pandit Jawaharlal Nehru are worth quoting, “English is likely to have an important place in the foreseeable future.”

There are many important functions which English continues to perform in India today according to the reports of various commissions appointed by the government to assess the role of English in India.
English continues to be the medium of instruction at many post-graduate institutions, all India Institutes and other professional and technical institutions of higher learning. It is expected that English will continue to perform these functions for a long time to come. It is therefore necessary to provide facilities for learning English to those students who may want to pursue their higher studies at these institutions. The role of English as a ‘Library Language’ cannot be undermined even where the medium of instruction is other than English.

At the individual level, English serves as the “Language of Opportunity.” Any individual seeking socio-economic development would find English an asset. English is essential for the purpose of translating the relevant texts from and into modern Indian languages.

English is required to exchange views on and gain from various international schools of thought, diverse cultures and world literature as well as to interpret Indian thought aboard. Hence English is found essential in India for its utility value and not necessarily for which the British had introduced it.

It is right and just that most of states of India should have adopted their regional languages as official state languages and also as media of instruction till the graduation level. Unfortunately the official language of the country is still not decided. As far as English is concerned it is indisputably the national and international language of our country.

Language tensions are normal in a world where over 6,000 languages coexist in 160 countries and it is all the more normal in a country like India where 880 million people use over 1,650 languages
and dialects (as mother language) including more than 200 classified languages and 15 constitutionally recognized languages of national importance English is not the cause of culture insecurity or ethnic prejudices in India. It is no longer the foreign oppressor’s language, nor is it the exclusive possession of the elite but, it has become the common property of millions of ordinary citizens. 

English will remain the language of the elitist minority who rule the country either directly or indirectly. It is by now firmly rooted in the imagination and higher thought and no executive fiat or parliamentary legislation will succeed in dislodging it from its pedestal.

In India, English language teaching is changing fast. The last decade has seen the coming in of a new approach called the Communicative Approach in a rather aggressive way. Several states have ushered in a change in their language curriculum, and to cope with the demands of the curriculum new course books are also designed. Maharashtra is one such progressive state, learners are using the new books.

Today in Maharashtra state also our understanding of learning has changed. We know that learning can result only through interaction. Learners need to be active participants, they need to interact with teachers and peers. This would lead to exchange of information and gaining of knowledge. The new approach envisages techniques to promote interaction and enables the learners to learn on their own. Infact all learning should become discovery process. This keeps the interest in learning.
2.4 Language Policy of the Government in India:

Pedagogically or from the point of view of language policy of the government of India, the terms ‘first language’ and ‘second language’ are aptly defined by Chaturvedi and Mohale, they stated that:

“The first language, broadly is the language introduced in the school as a subject from grade I to X and it is commonly used as a medium of instruction at the school level and as a medium of expression by learner in his social communication. It is usually the mother tongue or regional language of the child. The (SL) ‘Second Language’ is the language, which is introduced compulsorily either at the end of primary stage or in the beginning of the lower secondary stage after the attainment of sufficient proficiency in the FL first language by the learner.”  

The main objective of the ‘second language’ is to enable the speaker for wider participation in society and the nation, leading to secondary socialization. Hence, the second language is usually the official language of a state or the national language.

The teaching of English in India particularly at the +2 level holds a very important place in curriculum.

In India, until recently English was a ‘Second Language.’ It is now in the process of acquiring the status of a compulsory ‘Third Language.’ It is now, taught as ‘Third Language’ in Maharashtra.

According to Nurul Hasan,

“The union education ministry has made it clear, in two circular to state government and that passing the English Examination is not a ‘must’ for promotions from class X, although English would have to be a subject of compulsory study from class VI to X in all schools.”

Most of the states and union territories of India have adopted the new pattern of education i.e. Ten + Two + Three, which makes English acquire the status of L₃.
English being \( L_3 \) in the present context in India is no longer used as a language of instruction in a majority of schools in the country. Many Arts and Commerce subjects in the universities in non-metropolitan areas have adopted regional media. But English continues to be the language of instruction in the faculties of law, medicine, engineering, technology, agriculture and the like.

Maharashtra has adopted the scheme in which Marathi the regional language is now \( L_1 \), Hindi, the union language is, \( L_2 \) and English, the associate link language is \( L_3 \). This is the general pattern for most pupils studying in Marathi medium schools, which greatly outnumber Hindi and English medium schools. The terms \( L_1 \), \( L_2 \) and \( L_3 \) and foreign language are indicative of the range of uses to which language is put in the life of a speech community. A language chronologically learned as a second language does not necessarily become \( L_2 \) in this special sense if the purpose for which it is learned is restricted, nor does it become \( L_2 \) if at a later stage in education \( L_3 \) is dropped from the sequence. In Maharashtra, for instance three languages are taught at the secondary stage viz. standard V to X.

While at the higher secondary (now Junior College) stage only two languages are taught, English being the second language at the latter stage. This does not mean that in Maharashtra English is taught as \( L_3 \) at the secondary stage and as \( L_2 \) at the Junior College stage. At both these stages English is taught as \( L_3 \). The range of uses to which it is put in the life of the community by and large is now restricted.

Similarly in Hindi-medium schools in Maharashtra the pattern of study of languages is Hindi, English and Marathi. This does not imply that in these schools English is taught as \( L_2 \) or as a second language.
Under the new scheme of education English for most students is L₃. The implications of this change in the status of English is scarcely perceived by our course designers and curriculum framers. The revised syllabi for standards V to X in Maharashtra for instance is the same old syllabi for English L₂, only watered down to suit the supposed needs of the L₃ learner. The syllabus for English as L₃ cannot be designed mechanically by reducing the number of structures and vocabulary items prescribed for English as L₂. Maharashtra has done precisely this. Presumably other states and union territories might have done the same. The irony of circumstances is that in an L₂ situation we teach English as if it is L₁, now that English is L₃ we tend to teach it as L₂.

In India English by and large, is a compulsory language. This element of compulsion marks it off from other foreign languages which are taught optionally. It is still used freely in several walks of life. This again marks it off from other foreign languages. Experts are of the view that a subject like aesthetics, for instance, can very well be taught in Marathi, one of the regional languages. In this connection the remarks of the Education Commission seem pertinent:

“English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the centre and in many of the states. Even after the regional language become media in higher education, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university.”

Although English has a status of a compulsory third language today and may continue to have it for a fairly long time to come, the likelihood of its becoming a foreign language cannot be ruled out. Then it will cease to be L₃ and may rank as one of the important foreign languages.
2.5 Status of English in Maharashtra with Special Reference to +2 Stage:

Background:

Maharashtra has a long history of English language teaching and learning. Even during the height of the Nationalist Movement for Independence, the teaching of English language continued and was encouraged and supported by most of the nationalist leaders. Until the 1960’s the approach of English language teaching was classical, with an emphasis on Grammar and translation. The materials used were typical of the times; prose anthologies and Golden Treasuries, often compiled by the English for the English children. The methods of teaching in general were autocratic and paternalistic, and were dominated with:

“Procedures such as translation, and explication of written texts, the reading aloud and a good heal of explicit grammar in the form of sentence analysis and parsing.”

The last school examination then called the matriculation examination was controlled by universities until the 1950’s. The dominant influence of the study of English literature on English teaching can thus be traced to the university departments of English that were mainly responsible for emphasizing the study of classics such as Shakespearean plays, Romantic poetry and Victorian prose. This style of teaching and learning was probably appropriate at that time. Educationally, this was a model that had a world wide following. Socially, education in Maharashtra was not yet universally available.

Over a period of time, the state board of education was established and some university departments changed their focus of study on the undergraduate level, to need-based language courses in English. Nevertheless, the study of English literature continued to
dominate teachers’ perceptions of English language teaching in Maharashtra, as in the other states of India.

The first significant signs of change were noticed only during the 60’s, when a structural syllabus was adopted. The changing social scene forced all those concerned to accept the new approach. The explosion of opportunity which forms part of a modern democracy led to a focus on problems of English teaching and raised many other important problems in the system of education.

The study group (1971) appointed by the Ministry of Education Government of India, said in its report:

“We have, of late, witnessed a tremendous expansion in primary and secondary education. Many more children now enter school and receive instruction at various levels, and a very large percentage of them come from uneducated families. Their background does not provide them with any opportunities of using English outside the classroom.”

Against this background, the structuralist model became the officially endorsed approach to English language teaching in Maharashtra. Some of the features of the structuralist model in India were:

“The use of structurally and lexically graded syllabi situational presentation of all new teaching items, balanced attention to the four language skills, and a great deal of controlled practice using techniques such as the substitution table and choral repetition.”

The revised syllabi in Maharashtra consisted of grammatical items (called ‘teaching points’ not ‘learning points’) and vocabulary lists. Although the objectives were to develop the basic language skills, the reality was that English was taught as a sequence of items to be memorized and this was supported by the examinations. Success in these examinations depended primarily in being able to recall the items
and passages from the course books. As a consequence, students seemed to learn the structural items and the vocabulary, but could not extend that knowledge beyond the textbook frame. This model persisted for some thirty years.

2.6 Development of the New Curriculum:

A disillusionment with the Structuralist Model, which was implemented in Maharashtra offered little to the real needs of India in the nineties, this was at the root of recent curricular changes introduced in Maharashtra. Further it was felt necessary to bridge the widening gulf between the avowed approach and classroom practice. The aural-oral approach had not found its way into the ordinary classroom.

Further, although the structural syllabi was adopted in Maharashtra as in the rest of India, there was some ambiguity about the content and examination of language learning. The text books were modelled on a literary canon, reflecting the educational background of the writers and traditions of English teaching. Such text books comprised of “manufactured” or concotated texts and extracts from literature and had complex syntax and dense vocabulary. These materials reflected the ambitions of teachers rather than the realities of young language learners.

The result was a hybrid; a structural syllabus taught in a grammar translation mode, and examinations tested whether the students had, by and large, managed to memorize the texts and grammar examples covered. In short, even with the adoption of structural syllabuses, the grammar translation approach continued to dominate both teaching and testing and the literary canon continued to be reflected in materials.
The 1990’s brought a new economic revolution in India. “Globalization.” The union government’s decision of making the Indian economy open to multi-national companies forced reconsideration of the needs of India in the 1990’s. Further, developments in general education all over the world led to the adoption of a new education policy in 1986, by the government of India recommending learner-centred education.

Against this background the Maharashtra State Board initiated a general review of the curriculum within which a review of English Language Teaching took place.

The problem was immense. Around one million students learned English as ‘Third Language’ L₃ in standard X alone. A further 400,000 attended English medium schools where the course of English was called English first language. Around 800,000 students proceeded to standards XI and XII where there was a common course of English, unifying all the learners irrespective of their background. More than 50,000 teachers were involved in the process throughout the state. The challenge therefore, was tremendous. How could the board introduce an innovation in language learning for this huge heterogeneous group of students that would be acceptable to and do equality to heterogeneous teaching force, without upsetting public opinion.

The board therefore, evolved a new model which was a blending of structural and communicative approaches. That is, the syllabus had the familiar structural base, but the materials and methodology would take a communicative/interactive form. The decision to be eclectic was taken mainly for two reasons. Firstly, the structural syllabuses were
firmly established in the educational system and offered security and continuity.

Tickoo, M.C. (1994) seems to offer support to this decision he observes:

“For its success in the state-level systems the alternative curriculum must build upon what exists and invest in strengthening the same in ways that are affordable and user friendly.”

Secondly, the Board felt it necessary to take firm steps towards slow change, and hence the communicative/interactive methodology. S.K. Verma (1994) while speaking about the indigenous models of teaching English comments:

“The main focus must shift from teaching as a uni-directional teacher-centered knowledge-oriented activity, involving sub-activities like problem-solving, group work, drawing inferences, making generalizations, participating in a variety of other activities with the help of $L_1$, $L_2$, $L_3$. The ultimate objective of all these activities should be to develop human resources - to enable teachers and learners to play their roles effectively, helping learners acquire not only context-restricted and syllabus bound, competence in handling English but to attain that level competence which will enable them to use it effectively according to the roles that they may have to play in a variety of situations.”

2.7 Changes Visualized in the Teaching of English at the +2 Stage in Maharashtra:

The Kothari Commission suggested that general education should take place in the first ten years. This period would cover the primary stage of seven or eight years. Classes of XI and XII should provide for specialized studies in different subjects. The higher secondary stage should be extended to cover a period of two years and to be located exclusively in schools.
The commission’s report was seriously considered at the National level and in 1968, The National Policy statement on education stated that,

“A radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economical and cultural development of the country for national integration and for realising the ideal of socialistic pattern of society.”

In 1970 the government of Maharashtra in its policy statement on education made it clear that it would follow the 10 + 2 + 3 pattern. It was on 7th February, 1975, government of Maharashtra declared its policy about the introduction of higher secondary courses by a government resolution. The government announced that:

“The Higher Secondary pattern consisting of standard XI and XII should be introduced from June, 1975 progressively, i.e. for standard XI in June, 1975 and for standard XII in June 1976.”

Stage I

The education system in Maharashtra can be visualized in various stages till the present development. In Maharashtra under the new scheme of education also known as the new pattern of education i.e. 10+2+3, language formula, English has virtually acquired the status of L3. The guidelines presented by NCERT and the local needs were always considered while restructuring the curriculum.

During the period of its conception that is, from 1975 to 1980, the students could offer English as a compulsory subject but from the two levels namely Higher and Lower Level. It was suggested in the scheme of subjects that students in standard XI and XII will have to offer two languages as compulsory subjects, one at the higher level and the other at the lower level or both at the higher level, selecting one
from each of the following two groups and any four optional subjects. English (Higher Level) or English (Lower Level).

The students who had offered English as the Higher Level up to standard X had to offer English as Higher Level language at the +2 stage and the students who had offered English as lower level had to offer it as a lower level at the +2 stage.

The objectives of teaching both these courses were distinctly framed. Separate text books for the Higher Level and the Lower level courses were prepared by the board and normally the traditional approach as suggested in the B.Ed. course was considered as a standard one. The evaluation procedure by and large was content and memory based with stress on the writing and reading skills.

Stage II

Later on in the year 1982 the scheme of subjects was changed. The syllabus stated, students in Junior College i.e. XI and XII will have to offer two languages (Uni-Level) as compulsory subjects selecting one from each of the following two groups and any four optional subjects. The comparative study of the syllabi of Higher Level and Lower Level and that uni-level reveal that almost all the objectives of the Higher Level course have found place in the uni-level pattern and comparatively quite a few new things have been added to the objectives of the lower level course. The course of uni-level pattern was supposed to be the combination of the Higher and Lower level courses.

The text book was prepared by the state board that has been revised fourth time so far.

During the second stage a separate fiction was introduced as a rapid reader along with the regular text book, in the later change one act
plays were introduced in the text itself as a rapid reading part. There was no specific methodology suggested for the classroom teaching and the traditional methodology, as put forward by the B.Ed. colleges was considered as standard. The testing pattern was also more of content, knowledge and memory based with less scope for testing skill or application.

**Stage III**

The whole curriculum was revised and restructured in the year 1995-96 and the syllabus, text books, methodology of teaching and the pattern of evaluation were changed considerably.

**2.8 Present Conditions:**

The present scene emerged as a result of reaction to the trodden path of the old approach.

**2.8.1 New Syllabus:**

The new syllabus of English has been prepared keeping in view the recommendations of The National Policy of Education 1986, The National Curriculum Framework for School Education 2000. The national curriculum frame work 2005 and the policy of the government of Maharashtra. Some of the other consideration have been the NCERT, Model Curriculum of English in other states of India.

The phenomenon of structurally competent but communicatively incompetent syllabus gave rise to evolve a syllabus which will focus its attention on the skill based approach towards learning of English. Listening, speaking, reading, writing and communication skills were given serious consideration. In other words the major thrust of the new curriculum is on the development of Communication Skills, along with the basic language skills of listening, speaking, reading and writing.
The skills such as narrating, describing, reporting, summarizing, note-making, note-taking have also been focused. More than the structures of the language, the application and the use is given due weightage. The syllabus for the first time has introduced the Functional Approach towards teaching of English. The course makes a conscious effort of helping the learner to sharpen his/her skills and provide opportunity to read and discuss a variety of literary texts.

2.8.2 Material:

The material developed in the form of course books for standard XI and XII is predominantly learner-centered, it has been primarily based on the Communicative Approach. The new course book has a topical or thematic design. The eight units represent these themes. Each unit consists of about three to four lessons/texts. The reading texts of Std. XII have been selected mainly from contemporary writings of Indian as well as British/American writers. The texts also represent a variety of literary and non-literary (informative) writing. Along with literary write-ups such as poems, stories, essays etc. non-literary write-ups such as news reports, speeches, letters etc. have been selected. An effort has been made to select interesting as well as ‘useful’ and ‘relevant’ texts, considering the present and future needs of the learner.

Language education cannot focus only on the development of language skills, it has to nurture basic values, considering the age group of the learners, their background, their interest, needs and such other aspects. The theme or topics have been chosen accordingly. Beginning with the theme of ‘self’ the course book goes on to deal with themes such as ‘family’, ‘society’, ‘city’, ‘state’, ‘nation’ and ‘the world.’ The themes have been chosen and arranged in such a way that they will help
in widening the horizon of the student and enlarging the students vision and understanding of ‘self’ and ‘the world.’

The texts included under ‘Globalization’ will make the learner aware of the various issues involved. The student at the higher secondary level is about 16-17 years old. It is an important and delicate stage in his/her life. The stage of adolescence in which both physically and mentally the student is undergoing a change. It is at this stage of transition that the student needs, on the one hand, to build some ‘confidence’ to face the challenges of life, and on the other hand, to understand the need of becoming humble/modest in relation to the world and universe.

The themes selected for this course book also have thematic unity, as they come in some kind of a progression. An effort has been made to integrate these themes with one another. It is hoped that the course book will help in sensitizing the student to the various issues related to the themes and will make a thematic impact on the student.

The themes/ topics have been dealt with in such a way that they will stimulate students to communicate, interact with one another. As a result of this, it is hoped, the major objective of teaching/ learning English will be achieved. That is, the student will learn to make effective use of English. It is through the interaction between the students and students, between the teachers and the students, and between students and the course book, that the student is likely to develop some confidence in the use of English.

It is believed that students learn better if they are given an opportunity to participate in what goes on in the classroom. The students are allowed and encouraged to get involved in the classroom
activities and tasks. It is believed that it is through such interaction that learners pick up the language.

The glossary followed by suitable self-learning exercises give vent to the learning of the basics of a language. The material mainly stress on the life oriented and learner centered approach. There has been shift from teacher centered text-book to learner centered. The course books, claims to offer opportunities for remediation, consolidation and extension of the language already learned.

However the material provided through the text is considered to be just as a model or specimen and the innovative teachers are expected to use and develop a parallel material of their choice to consolidate the skills.

2.8.3 Methodology:

The teaching methodology for the first time stressed on the learner centred approach in teaching. The learners have been provided ample opportunities for the participative learning. The skills should be developed through pair/group work. It will encourage every student to be active in class. Each of them will have to think and reason out the answer. This will ensure increased participation. ‘Two heads are better than one.’ The teachers have to ensure maximum student participation in learning all the skills like listening, reading, writing and communication.

The role of the teacher has changed in the present situation. Teachers are facilitators, planners, administrators, diagnostician, advisers, friends and provider of knowledge. Teacher’s job is to motivate and help the learner in the process. The teacher has to remain in the background, it is the learner who should be in the foreground. The teacher is no longer, the only wise and knowledgeable person in the
classroom. He no longer treats students as empty bottles to be filled with bits of knowledge and wisdom. He can be authoritative but not authoritarian. The center of modern classroom is the learner and not the teacher.

The new curriculum of English in Maharashtra does not recommend the whole some adoption of a particular methodology, though it does indicate a gradual move towards learner centred education, while being aware of the constraints. It has been demonstrated in text-book how pair and group work, techniques will ultimately benefit learners and how teachers’ previous knowledge and experience can be deployed in dealing with the new curriculum. Further course books, manuals and examination formats have been designed in such a way that they will facilitate the gradual change in methodology for both teachers and learners.

2.8.4 Evaluation:

The drastic change in the evaluation pattern at this stage is in commensuration with the changes that have taken place in the syllabus, materials and methodology. The major shift in the testing pattern of English for standard XI, XII is from memory or content knowledge to testing of skills. Unlike old pattern of the question paper the revised pattern does not encourage memory of students. There is no scope for testing of the given content; instead, the testing of language is done by setting questions on the various sub skills of the language.

The format aims at testing reading capacity of students and their level of understanding by setting questions on simple factual, inference type questions, evaluation questions, global understanding, personal response type, theme, dramatic technique, discourse makers. It also tests the aesthetic attitude of the students, vocabulary, grammatical
awareness and even writing skills. There is vast difference in the evaluation system as compared to the old pattern. They also focus attention on linguistic, literary devices, such as implied meanings, rhyme/rhythm, metaphor, irony, imagery etc.

Language is a skill subject not a content subject. The focus therefore is not so much on the ‘what’ of learning but on the ‘how’ of learning. The process of learning is of greater importance than the product. The main features of the change are as follows:

- Testing ‘skills’ rather than ‘content.’ The test is performance oriented rather than memory-based

- Focus on testing reading and writing skills along with contextualized use of vocabulary and grammar.

- Appearance of seen and unseen extracts on the examination paper, making it unnecessary for students to memorize the texts, enabling them to concentrate their efforts on the development of reading skills.

- Extensive use of ‘unseen extracts’ for assessing student’s attainment of reading skills, going beyond the textbook frame.

- Designing varied types of questions from simple factual to personal response and interpretation between the average and above average students.

- Test items on ‘writing skills’ have a wider coverage than in the past and are more relevant to real language use.

In short the new examination tries to achieve a balance between the traditionally respected and used test items and communicatively relevant and required items.
The course of English at this level focuses on the development of communication skills, along with the development of the language skills. The Board has therefore, proposed to organize an oral exam in order to test, the development of the skills of listening and speaking. The written examination will continue to examine the skills formally examined in the new framework. The framework is ‘comprehensive.’

2.9 Oral Test in English:

The Maharashtra state board has taken up an important decision of introducing an oral test for the classes IX and XI with effect from June 2006 and for standard X and XII from June 2007.

It has been observed that in spite of learning English for 6 to 8 years, most of the students do not acquire the ability to speak English with confidence. As a result of this, students face problems at the level of higher education, at interviews, at competitive examinations and also at place of work.

It is hoped that the oral test will motivate students to work hard for acquiring the skills of listening and speaking. The oral test will also give an opportunity to teachers to give proportionate weightage to all the four skills of language.

The present practice of the written examination takes care of the skills of reading and writing. That is, through the current examination system we can test the skills of reading and writing. Language, however is an integrated skill that is, it consists of all the four skills, listening, speaking, reading and writing. Since the current exams tests only the two of these skills, it is imperative that the oral test needs to be introduced. The inclusion of the oral test in the system of education will help in achieving the objectives of English language course at this level.
and will ensure validity and reliability of the examination system. It will also create awareness of the importance of the skills of listening and speaking in language teaching and learning.

This shows that English is fast becoming an important language of communication in the Indian context.

2.10 The General Objectives of Teaching, Learning English at Higher Secondary Level:

Meaning:

The objective is a statement or a form of category which suggests any kind of change. The objectives have the following characteristics:

1. It provides the direction to the activity which is designed for achieving the ultimate goal.
2. It helps for the planned change.
3. It provides the basis for organizing activities, “The educational objectives imply the changes that we try to produce in the child.”

The educational objectives are generally in the form of statement. These are broad and philosophical in nature. The teaching objectives are specific and psychological in nature. The teaching strategies and tactics are selected on the basis of teaching learning objectives.

B.S. Bloom: believes that education is a tri-polar process,  

1. Educational Objectives

2. Learning Experience

3. Change in Behaviour
The learning experiences are provided by teaching activities to achieve educational objectives, and change of behaviour is evaluated in terms of educational objectives. Thus educational objectives are the basis for teaching activities and evaluation techniques. The teaching objectives are achieved in terms of change of behaviour of learners. These are specific, direct and practical in nature. So these are most useful for teachers. B.S. Bloom has classified the learning objectives in three categories,

1. Cognitive Objectives,
2. Affective Objectives and

Any approach to the teaching of a language whether second or third must take into account, the needs of the learner and the circumstances in which the language is taught. Since needs and circumstances differ not only from country to country but also from time to time and in India from state to state. Education being a state subject the objectives of teaching must reflect this change.

Wilga M. Rivers comments:

“With the passing of time new situations arise for a nation and its people and these establish priorities of objectives for the foreign language teachers, who must be continually aware of such changes if his teaching is to be appropriate to the generation of students before him.”

Unless the objectives are defined clearly the teaching, learning process cannot become meaningful and effective. The absence of proper objectives, proper methods and approach cannot be adopted. Testing and evaluation would be meaningless in the absence of precise objectives. Hence objective, methods, materials and evaluation are interdependent. We cannot think of one without the other.
When we study the English Language Teaching situation in India, we find that the teaching of English has suffered because we have failed to define our objectives clearly particularly at the college and post graduate levels. At school level upto H.S.C. the objectives are stated clearly in terms of linguistic structure and vocabulary items to achieve language skills. At the college and post graduate level it is difficult to discover what the objectives of teaching are?

According to the new pattern of education the main aim of teaching English is to help students to acquire practical command of English so that it may be useful to them in everyday life. Practical command of English means they should learn the language for the purpose of utility. This means that English should be taught as a language not as literature.

Thomson and Watt very correctly observes:

“To aim at literature is to miss the way to language. To aim at language is to pave the way to literature.”

The syllabus of English for standard XI and XII should be a natural continuation of the courses from standard I to X. At the end of the higher secondary course, the pupil should have attained such a command of the language skills as will meet his normal needs of adult life. Such as reading with speed and comprehension, listening with comprehension, speaking and writing with correct expression.

2.11 General Objectives for Higher Secondary Stage:

1. To develop language skills to a fair degree of proficiency.
2. To develop listening comprehension.
3. To develop oral skills to enable them to answer question and narrate incidents and experiences to take part in discussions and to express ideas and feelings.
4. To acquire communication skills in English useful in real life situations (home, school, bank, office, railway station).

5. To develop reading skills appropriate for understanding literary text in its various aspects like structure, significance and development of thought.

6. To acquire skills of reading aloud with proper articulation and intonation.

7. To acquire the ability to make notes or prepare reports of various classroom activities.

8. To develop the skills of writing letters, essays, dialogue, composition and news items.

9. To enrich vocabulary.

10. To use English with appropriate grammatical forms.

11. To encourage to compose poems.

12. To develop the ability for grasping the theme of poem or English passage.

13. To encourage the students to write the meaning or theme of poem or passage in their own words.

14. To develop reference skills and inculcate self-study habits.

15. To use dictionaries, encyclopedias.

16. To get acquainted with the important works of great writers and poets.

17. To develop the ability of evaluation and analysis of language components.

18. To develop the ability of understanding other subjects.

19. To enjoy and appreciate language and its literature.

20. To acquire knowledge of basic structure of language (Grammar and Idioms) and develop the ability of word building.
21. To cultivate broad human and cultural outlook.
22. To use English not only as a library language but also as a means of life long education.

2.12 Objectives of Conducting Oral Tests:

To test whether the student is able to:

1. Listen with understanding words, phrases, short sentences etc.
2. Listen and write words, phrases and sentences correctly.
3. Pronounce words, phrases and sentences in an acceptable way and use correct stress and intonation patterns.
4. Read loudly an unseen text fluently with appropriate pauses and speed, showing an understanding of the text.
5. Narrate/ describe fluently, correctly and confidently.
6. Converse on topics of general interest using appropriate vocabulary.
7. Distinguish contrastive sounds and identify correct accent.
8. Answer short questions based on listening to text.
9. Participate in group discussion on a given topic.
10. Report events and give an extempore speech.
11. English use independently and confidently.
12. Speak in English in a variety of contexts addressing different topics/ subjects.
References


31. Yardi, V.V.: Ibid. p-23.
33. Ibid: p-12 to 14.