

Curriculum Review of Compulsory English- II for Grade XII

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Abstract

This review has been carried out in relation to the Compulsory English – II course prescribed for Class XII as a Core English under HSEB. The course is an integrated general English course. To state the general description of the curriculum referred to the class XII as a core course and to point out the strengths and weaknesses of the curriculum to be improved are two major objective of this review.

The curriculum is an introductory and integrated course for the upper-intermediate students, those things which are mixed and included here are needed to be a good and an efficient curriculum. It has tried its best to connect the SLC, Class XI and diploma levels by supplying enough grammar and literature. It is full of interesting and beneficial topics for the teen-agers that are the positive aspects. In spite of those strengths, there is lack of division of sections or parts, marks allotment, instructional strategies, detail evolutionary schemes and period distribution per sections which makes this curriculum much traditional and less scientific.

Introduction to the study

The plus two (+2) level course is designed to bridge the school and university levels. Compulsory English-II of Class XII is for a continuation of Class XI English building on to the language skills and communicative competence introduced in the previous year.

This study has been carried out in accordance to the Compulsory English – II (English-51) course prescribed for Class XII as a Core English under HSEB. The course is an integrated general English course which treats English as a continuation of Class XI English.

Objectives of the study

- a. To state the general description of the curriculum referred to the class XII as a core course.
- b. To point out the strengths and the things of the curriculum to be improved.
- c. To give some recommendations for the further improvement and betterment of the course.

Need of the study

Suitability of course contents, teaching approaches methods and techniques, and evaluation procedures with analyzing the level of students are fundamentals to achieve the objectives, goals, and aims of curriculum, course of study and nation respectively. Therefore, we can say that frequent analysis of curriculum helps to add the important and recent things and remove the irrelevant and old. On the other hand, this study report will equally be helpful for not only the students, teachers, syllabus designers, and other many related personnel but also those educators, who are engaged in Teacher Professional Development Programme (TPD) course as participants, facilitator and course designers.

Introduction of the course

Compulsory English-II (ENG-51) is an integrated general English course which treats

English as a continuation of Class XI English. This course content of this paper is divided into two interrelated components. 1. Core English and 2. Extensive Reading and Writing

The first component of this course is core English. The texts in this component primarily aim at teaching various language skills in an integrated manner. The emphasis is given on providing tools for using language for communicative purposes, and for receiving as well as imparting information effectively All the targeted subject matters of this section is included by 'Meaning into Words-Upper Intermediate: Student's Book and Work Book' by Adrian Doff, Christopher Jones and Keith Mitchell; CUP..

The second section is 'Extensive Reading and Writing'. The prescribed materials for this component expose students to various interesting and informative topics of global interests and common human concern. These various interests of the section are taken into consideration by 'The Heritage of Words' (a collection of poetry, prose and drama) Kathmandu, 1998.

Nature of the course

The course entitled Compulsory English – II is a continuation of Class XI English which builds on to the language skills and communicative competence introduced in the previous year. It comprises altogether two components i.e. 1. Core English and 2, Extensive Reading and Writing. The Core English deals with various language skills in an integrated manner and the later deals with more examples of language in context and more fruitful readings.

The Core English is much functional, notional and grammatical whereas the Extensive Reading and Writing is decorated with contextual, pleasure and fruitful reading materials. This course helps the students to widen their concepts of structural concept of grammar as well as some initial flavour of English literature.

Analysis of general objectives

The general objectives of this course looks like a dynamic course. It shows that this course has made an effort to provide English education for both academic and communicative purposes. This course has tried its best not only to provide practical knowledge on functional and grammatical areas but also to build the capacity of analyzing relationship between structure and meaning. The last general objective suggests teaching structures in context rather than in isolation.

Analysis of specific objectives

The specific objectives of this curriculum are clear, short and attainable within the prescribed period. The number of the specific objectives is equal to the general ones but the specific objectives are not presented according to the sequence of general objectives.

Analysis of units of the Core English

The core course has 15 units and each of which is based on a major functional or notional areas of English. Each unit includes presentation materials which introduce key language items and intensive controlled practice. Each unit has communicative practice and writing activities. A language summary which lists the main points covered in the unit is another strong aspect if this component.

After each unit there is an activities page. These activities pages give an opportunity to combine and extend the language learned in earlier units. If there were placement of tenses (whatever presented in the course) at the same place i.e. nearby placement it would be even

better than that of the present.

Analysis of Extensive reading and writing

This component includes 5 poems, 6 essays, 6 stories and one play (drama) written by well-known authors. The intention of this section is to provide the students extensive reading and writing for academic and communicative reading and writings with a fruitful reading and information. The intended intention of the course is exactly met by the above mentioned contents by listing the different varieties in deferent genres i.e. under poems, stories, essays and play.

The book prescribed for this section is 'The Heritage of Words-, Lohani, Adhikari, & Subedi, Kathmandu, 1998' which is the collection of above mentioned varieties of literature. If the book included any elaborations of pedagogical instructions for the teachers, it would be easier to maintain uniformity and quality in content delivery in schools.

Assessment technique mentioned in the curriculum

Written examination of 100% full marks is prescribed for the course. The curriculum has mentioned the types of test items that can be used to assess students' achievement in their studies. The curriculum has also mentioned the intention of the questions in this way, " Questions will be set to test students;' knowledge of the content of the textbooks as well as their ability to use the linguistic tools and skills outside the prescribed textbooks."

General characteristics of the curriculum

The course of Compulsory English-II comprises two components which has got these features in general:

1. Sections or parts are distributed in good hierarchy i.e. Component I – 60% marks and Component II -40% marks. And his curriculum has further given the break-down of the skill-wise weight-age i.e. 40% on reading and writing each and 20% on grammar and language use.
2. Contents of the course have been organized chronologically in logical order.
3. 'Simple to complex' theory has been adopted for formulating the course.
4. Relevant points and information are motioned in the curriculum.
5. As it is a continuation of Class XI English, it builds on to the language skills and communicative competence introduced in the previous year.
6. Since it is an integrated curriculum, it has the proper combination of all the skills.
7. The curriculum has clearly stated both general and specific objectives in clear-cut language.
8. Evaluation scheme with component wise break-down of full marks is given under a heading 'Evaluation Scheme'. It has also mentioned the types of test items that are used to assess students' achievement in their studies.
9. Time allotment as the total period is also provided as an ease for students and teachers.
10. Grammatical chapters are also connected with Class XI.
11. Listening, reading and writing skills are focused much in compared with speaking one.
12. The stories and style of presentation are matched to the teen-aged students.

Strengths of the course

This course is designed as an integrative way. Strengths of the curriculum can be stated as

follows:

1. It has included two components which include enough contents, relevant points and information as efficiency of it.
2. Contents of the course are organized chronologically in logical order.
3. Simple to complex theory has been adopted as the better formulation of the course.
4. Inclusion of literature is adopted as fruitful and academic reading for the students.
5. Connection of the course of Class XII as a continuation of Class XI is one of the best aspects of it.
6. Duration determinism in a total period is positive point.
7. Mentioning of prescribed and reference books is its important feature.
8. Interesting stories and love affairs are suited to the teenagers.

Weaknesses of the course

This course has mentioned enough contents, relevant point and information. However, some limitations have also been realized as follows:

1. It lacks instructional techniques of the course.
2. Speaking skill has completely been ignored among the four skills.
3. Clear component-wise break-down of total time allotment or periods have not been given.
4. Fully paper-pencil based annual examination system is not good.
5. Evaluation scheme is not found clearly mentioned.
6. Practical aspects have not been found anywhere.
7. Role of the Work book 'Meaning into Words' is not mentioned distinctly in the curriculum.

Recommendations

1. It would be better to mention three sections or parts as three books represent.
2. Not only listening, reading, and writing but speaking skill should also be focused equally for effective oral presentation skill.
3. If there were time or period allotment section-wise, it would be much beneficial for the students to plan for extensive reading.
4. It would be better to mention marks distribution section-wise.
5. Instructional techniques should clearly be included for teachers.
6. Assessment techniques and evaluation schemes should be mentioned in the curriculum to facilitate the learners for positive wash-back effect.
7. List of the references and prescribed books can be increased for the extensive reading for pleasure.
8. It would be much better if practical checking and self-evaluation sections were added at end of the lessons.
9. The whole curriculum should be revised by adding instructional techniques with appropriate periods and marks distributions.

Conclusion

As this curriculum is an introductory and integrated course for the upper-intermediate students, those things which are mixed and included here are needed to be a good and an efficient curriculum. It has tried its best to connect the SLC, Class XI and diploma levels by supplying enough grammar and literature. It is full of interesting and beneficial topics

for the teen-agers that are the positive aspects. However, there is found some weaknesses of this curriculum as mentioned earlier.

There is not provided any division of sections or parts, marks allotment, instructional strategies, detail evaluation schemes and period distribution per sections which makes this curriculum much traditional and less scientific.

The curriculum as an integrated course is good, no doubt, but would be the best and modern one if the points highlighted under recommended section would be addressed.

References

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