Introduction

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule governed symbol systems, language is a social and uniquely human way of representing, exploring, and communicating meaning. Language is an essential tool for forming interpersonal relationship, understanding social situations, extending experiences, and reflecting on thought and action. Language is the principal instrument of thought and the primary basis of all communication.

Philosophy

The program of English language will emphasize the importance of experiencing language in context. Learners’ background knowledge, skills and attitudes will be used as means of developing communicating abilities. As the learners develop communication skills, they also increase their linguistic accuracy and develop language learning strategies.

In the English language program learners will acquire various kinds of knowledge, skills and attitudes about:

1. interpreting, expressing and negotiating meaning (communication).
2. Sounds, written symbols, vocabulary, structure and discourse (language).
4. Patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).

Acquiring the language incorporates communication skills such as listening, speaking, reading, writing, viewing and showing. Learners develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialise, to acquire and provide information, to express feelings and opinions.
## Aims
Following the long-term aims of the English Language Curriculum, in order to develop communication skills and increase their cultural understanding, in grade eleven learners should:

- Promote positive attitude and appreciation of the value of language among learner;
- Foster, and maintain learners’ interest and motivation in communication.
- Provide opportunity for learners to gain some self-confidence in language.
- Gain pleasure and fulfilment from language activities in the classroom.

## The Scope of Grade Seven English Language Curriculum

### COMMUNICATION
Enable learners to develop their language skills and gain some confidence for communication.

### Listening

<table>
<thead>
<tr>
<th>Specific objectives</th>
<th>Suggested language activities</th>
<th>Attainment targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be able to:</td>
<td>Role play; Group work; Listening; Fill in charts</td>
<td>Learners can: Understand and try to give directions; Follow instructions; Respond short, simple questions;</td>
</tr>
</tbody>
</table>
- Understand basic spoken English;
- Understand basic structure expressions and vocabulary.
- Listen carefully and show their understanding of what they see and hear;

### Speaking

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<tbody>
<tr>
<td>Learners should be able to:</td>
<td>Role play; Dialogues; Matching activities; Discussion. Fill in charts</td>
<td>Learners can: Use short oral expressions for greetings, leave-takings; Use short oral expressions for common classroom instruction;</td>
</tr>
</tbody>
</table>
- Speak English for basic communication;
- Try to perform simple oral presentation (e.g. role play, dialogue);
- Express wishes, ideas, and feelings; |
### Reading

**General objective:** Learners should be given the opportunity to read simple texts for different purposes

**Specific objectives:**

<table>
<thead>
<tr>
<th>Learners should be able to:</th>
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<tbody>
<tr>
<td>· Read simple texts related to familiar topics;</td>
</tr>
<tr>
<td>· Read for specific purposes when background knowledge and vocabulary are familiar;</td>
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<tr>
<td>· Understand the description of events, feelings and wishes;</td>
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<tr>
<td>· Use reading materials for enjoyment.</td>
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</tbody>
</table>

**Suggested language activities**

- Reading rhymes,
- Short stories, fairy tales;

### Writing

**General objective:** Learners should be given the opportunity to write simple short texts

**Specific objectives:**

<table>
<thead>
<tr>
<th>Learners should be able to:</th>
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<tbody>
<tr>
<td>· Use simple sentence structures to express wishes, ideas, and feelings;</td>
</tr>
<tr>
<td>· Exchange written information with their teacher</td>
</tr>
</tbody>
</table>

**Suggested language activities**

- Matching activities(match pictures to words;
- Jigsaw sentences;

**Attainment targets**

**Learners can:**

- Identify the main ideas of a simple passages with familiar vocabulary and supporting visual cues;
- Comment what they read;
- Copy blackboard notes and texts showing some degree of accuracy;
- Write short, informal notes or
and peers;
- Exchange information using time, date, and location.

- Dictation;
- Filling in forms;
- Listen to the cassette messages about themselves, friends, family and school activities;
- Write a story in their own words about characters, what they like/dislike, etc.

### UNDERSTANDING AND USING ENGLISH
Increase learners’ awareness and develop their cognitive and meta-cognitive skills.

#### Specific Objectives

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<tr>
<td>- Begin to obtain the rules of pronunciation</td>
<td>- Spelling exercises; - Rhymes and songs; - Scrabble words; - Alphabet games.</td>
<td><strong>Learners can:</strong></td>
</tr>
<tr>
<td>- Spell familiar words correctly;</td>
<td></td>
<td></td>
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<tr>
<td>- Understand and use vocabulary items to express ideas and thoughts</td>
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<tr>
<td>- Use knowledge of word order and the structure of language;</td>
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<td></td>
</tr>
<tr>
<td>- Demonstrate some knowledge of word classes;</td>
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<tr>
<td>- Develop understanding of formal/informal English;</td>
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</tbody>
</table>

#### Learners can:
- Pronounce the most frequently used words correctly;
- Use punctuation marks correctly in their writing;
- Recognise frequently used classroom vocabulary;
- Begin to speak with grade-appropriate sentence structure;
- Be able to use and express present, past and future actions and events.

### Making Connections
Enable learners to make connections within and between learning areas and use English for real-life

#### Specific objectives

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<tr>
<td>- Demonstrate and transfer skills and content of mother tongue to the first language;</td>
<td>- Group discussion; - Listening different materials; - Role play;</td>
<td><strong>Learners can:</strong></td>
</tr>
<tr>
<td>- Reinforce knowledge of other subjects through English.</td>
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<tr>
<td>- Begin to relate information about climate,</td>
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</table>

- Initiate and try to develop conversations (about sports, music, fashion, custom and life);
- Use words associated with specific occasions (greetings, celebrations) and
Demonstrate awareness of the importance of people, holidays, geography and history of the language and culture;

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<tr>
<td>Learners should be able to:</td>
<td>• Clothes;</td>
<td></td>
</tr>
<tr>
<td>• Begin to relate information about culture, manifestations and holidays;</td>
<td>• Holidays;</td>
<td>Learners can:</td>
</tr>
<tr>
<td>• Respect other cultures;</td>
<td>• Family relations;</td>
<td>• Express knowledge of music, art and sport from the target culture;</td>
</tr>
<tr>
<td>• Recognize cultural patterns and traditions of the target cultures in the target language;</td>
<td>• Exchange letters; Eating and drinking.</td>
<td>• Understand everyday brief messages and short personal notes.</td>
</tr>
<tr>
<td>• Recognise customs and manners of other people;</td>
<td></td>
<td>• Identify and compare patterns of behaviour in a variety of everyday settings;</td>
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<tr>
<td>• Identify the coinage of the target language culture.</td>
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Grade Seven Topical Content

1. Family
   - Family tree
   - Family relationships
   - Family roots

2. Parties
   - An invitation
   - Birthday party
   - Birthday present

3. Sports and hobbies
   - Favourite sport
   - Sports clothes and equipments
   - My hobby

4. At the farm
   - Favourite animals
   - To have or not to have a pet
   - At the zoo

5. Film and theatre
   - Sorts of films
   - Favourite actors
   - Going to the cinema

6. English is fun
   - Computer games
   - Fairy tales
   - Crosswords

Note to the teachers: In order to achieve the targeted aims and objectives of Grade seven Curriculum, and cover the topical content of Grade seven syllabus, teachers should select teaching materials from course-book(s) and other sources of pre-intermediate level. These materials should primarily be age-appropriate, which means that they should be dedicated to young teenagers.

On the other hand, teachers should use supplementary materials according to the time available and dedicated to the English language within the school curriculum, in order to suit their learners’ needs and to meet the attainment requirements.

Although it is estimated that within a school year, approximately 12 content areas should be covered, it is the teachers’ responsibility to plan the number of topical areas (units) and the composition of it, in accordance with the total amount of hours dedicated to English.
Methodology

The Communicative Approach and Task – Based Learning

The overall aim of the English Language Curriculum is to enable learners to communicate successfully. Successful communication means getting our message across to others effectively. The communicative approach to language learning aims at facilitating genuine interaction with others, regardless whether they live in the neighbourhood, in a distant place, or on another continent.

In language learning, the attention of the learners may be focused on particular segments, or on the language as a whole. In cases when we want to focus learners’ attention on particular segments, then a segment may be a grammatical structure (a tense), a language function (expressing gratitude), a vocabulary area (food and drinks), or a phonological feature (stress or particular sounds).

On the other hand, when attention is focused on the language as a whole, learners, through a wide range of language activities, use the language for practical and realistic purposes. In other words, they act as genuine users of the language. Participating actively in communicative language activities, they in fact play roles, simulate situations related to real life, and learn through personalisation. In the earlier stages of learning, learners should be allowed to use gestures, body language, facial expressions, mime, drawings and so on. When they learn by doing, they realise that language is a powerful means of communication and will use it as such.

Since communication basically means sending and receiving messages, learners should develop the four language skills, which are the core of communication. Development of receptive skills, that is of listening and reading skills, will enable learners to receive messages and, depending on tasks they are expected to fulfil, select essential information. However, since language skills do not occur in isolation, but are normally integrated for communicative purposes, after having received a message, learners should be able to make decisions, and respond appropriately. In a situation which involves language, their response is a communicative function, which is performed by one of the productive skills either by speaking or by writing.

The Learning - Centred Classroom

The objective of learning centred teaching is to make teachers aware of the importance of learner autonomy in the classroom. The teacher is required to do more preparation before the lesson, and less stand up teaching in the classroom. But it doesn’t mean that the teacher should sit back and relax. The teacher has a role, to support and help learners. The learners learn more actively and with enjoyment. The environment requires a learning centred approach that relies on participant’s share in the learning, and responsibility for furthering discussion. In all cases learners need clear guidelines and preparation for effective discussion participation.

The major aims, or set of aims will relate to the development of learning skills. Such aims may include the following:
• To provide learners with efficient learning strategies;
• To assist learners identify their own preferred ways of learning;
• To develop skills to negotiate the curriculum;
• To encourage learners to adopt realistic goals and a timetable to achieve these goals;
• To develop learners’ skills in self-evaluation.

The Use of the Mother Tongue in the Classroom

Contrary to the principles of the direct method and natural approach in language learning, which favour exclusive use of the target language, excluding the mother tongue completely from the classroom, most recent approaches today suggest that the use of the mother tongue at particular stages of foreign language learning may prove useful.

While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum. Instead of translating words and/or asking learners to translate, they should demonstrate, act, use simple drawings and/or pictures, explain, and give simple definitions. If teachers readily intervene with translation, as soon as learners are provided with an ‘equivalent’ word or expression, as soon as their curiosity is satisfied, they may lose interest in that particular item. In consequence, the English word or expression is easily forgotten and cannot be easily recalled. This method is easiest for teacher and learner, but may be the least memorable.

The Role of Grammar

If we see language as a building, the words as building blocks or bricks, and grammar as the architect’s plan, than we must admit that without a plan, even a million bricks do not make a building. Similarly, one may know a million English words, but if s/he does not know how to put them together, s/he cannot speak English (Sesnan, 1997).

In the light of this statement, the question is not whether to teach grammar or not, but how to teach it. We should consider which approach to adopt in teaching grammar, whether to teach form before meaning, or meaning before form, and what strategies and techniques to use in order to enable learners to put their knowledge of grammar into use and communicate effectively. It is the teacher’s responsibility to estimate which approach would yield best effects at a particular stage of learning, or with a particular class.

At this level of education, learners should be ready not only to notice the regularities in language, but also to make a conscious effort to work out the rules. They should be ready to deal with more complex sentences, including coordinated and subordinated clauses. Therefore, teachers should increase the learners’ awareness about their progress in learning, as well as to encourage them to work
independently and keep record of their own learning. Teachers should constantly bear in mind the fact that grammar is knowledge in the mind, and not rules in a book.

**Assessment and Evaluation**

There are many reasons for assessing learners. Some of them are:

- to compare learners with each other;
- to see if learners have reached a particular standard;
- to help the learners’ learning;
- to check if the teaching programme is successful.

Teaching means changing the learner. Teachers will always want to know how effective their teaching has been - that is, how much their pupils have changed. This change can be in the amount of English learners know, in the quality of the English they use, and in their ability to use English.

The general word for measuring the change is assessment. Naturally if we want to assess how much pupils have changed, we have to know exactly what they already know and what they can already do.

There are different types of assessment (or evaluation):

**Self assessment (self - evaluation)** relies on:

- The amount of effort spent in research;
- The amount of organization;
- The amount of effort spent on writing.

**Group assessment (group - evaluation)** can be done by:

- Evaluating individual learner progress within the group;
- Awarding group and individual marks.

This fosters cooperation among the learners, they promote higher achievement, greater motivation, and a more positive attitude towards the subject area and greater social skills.

**Individual assessment (evaluation)** is more readily accepted by learners, shows learners activity, his/her participation level in the group activity, willingness to respect the viewpoints of others.
Combination of group and individual assessment - the group component may foster the spirit of cooperation, and the individual component may permit the recognition of individual contributions.

The use of work samples, portfolios and projects. These folders or portfolios may be used to collect samples of a range of learners’ work over the course of a term or a year. All these may reflect the learners’ overall development and show learners’ progress.

If teachers want to find out how effective their teaching has been, or if they want to evaluate the learners’ progress the tests are used. Tests are conducted in class by the teacher. They measure the results of learners’ performance. Teaching and testing always go hand-in-hand. Questions are often asked to check if the learners have understood what has been said. Equally, they may be asked to find out whether a particular point needs to be taught. We instinctively know why we ask a question: whether it is to teach or to test something.

Evaluation is seen as wider than testing. Testing may be a successful tool in evaluation, but we also think there are other criteria for assessing someone’s performance. Evaluation is not limited to numbers or just giving learners marks. Instead of trying to count or measure learner’s ability to make useful contribution to the class, we can simply judge whether s/he makes a contribution or not, and sometimes we will have to justify, negotiate, and possibly modify our opinions. Evaluation looks for illumination: How did you learn that? Why did you learn that? This means that we are doing something with the learner, rather than to the learner. By asking these questions, we learn a lot of extra information, such as: What the learner thinks s/he is learning; what the learner thinks is easy / difficult; what the learner enjoys / hates doing in the class; where the teaching programme and the learner don’t meet; where the teaching programme need re-designing.

With evaluation we attempt to help the learner to learn, so it is not an assessment, in fact it is aid to learning. In other words, we can use assessment procedure to develop and improve, not only the learner, but also the teaching programme and even the school.

Note to the teachers: For further methodological guidelines concerning the topics discussed above as well as those related to how to teach language skills and vocabulary, how to manage the classroom, and similar topics, see A Comprehensive Handbook of ELT Methodology (A Handbook for English Language Teachers).