Zero Draft

Single National Curriculum

ENGLISH

Grade VI – VIII, 2020

ONE NATION, ONE CURRICULUM

NATIONAL CURRICULUM COUNCIL,

MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING, ISLAMABAD

GOVERNMENT OF PAKISTAN

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Chapter 01: Introduction

1.1   Vision for the Review of the English Curriculum

Language is a medium of communication used to convey feelings, express opinions, gain knowledge and maximize potential to promote inquiry. Strong literacy skills of listening, speaking, reading and writing are essential in developing responsible and self-motivated learners. English is both a subject in its own right and the medium for teaching for other disciplines as well; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

English Language learning is an important skill when it comes to education at all levels, personality development, global communication, and making better professional choices. It is important to teach language learners to communicate their ideas effectively both orally and in writing. Reading, in particular, helps broaden students' horizons, by exposing them to a wide range of cultural, emotional, intellectual, and social realities, which can act as a foundation for building a more tolerant and multicultural society.

According to the National Policy Education Policy Framework (MoFE&PT, 2018) a review and revision of curriculum framework across the country was done. This included revising common national teaching and learning standards along with identifying common standards applicable across provinces and school systems. It was also agreed that Pakistan will have a multi lingual policy, with the English to be taught as a second language. Keeping this in mind, the National Curriculum for English Language 2006 was reviewed in multiple phases, to national and international requirements. In 2019, a review was conducted for the Primary (I-V) grades in line with the national vision for the elaboration of a Single National Curriculum (SNC) for all streams of education in the country.

As a result of these rigorous rounds of review, two major areas were identified for improvement: pedagogical practices and assessment procedures. Teachers are required to focus on enhancing language skills (listening, speaking, reading, and writing) in an integrated manner, and be equipped with the requisite skills for utilizing the textbooks and relevant resources to the fullest. The assessment procedures previously lacked a focus on the above-mentioned skills; therefore, the desired objectives laid out in the curriculum were further reviewed to bridge this gap.

In the Curriculum for English Language 2006, an entire competency (Competency 5) had been devoted to the development of 'appropriate ethical and social development', which envisaged that "all students will develop ethical and social values relevant to the multicultural and civilized society". As part of the current review, the competency has been further augmented.
The curriculum emphasizes innovative student-centered activities to be planned, to inculcate the above-mentioned values in the learners within the different social contexts of different parts of Pakistan.

Themes and sub-themes that promote values of peace and social cohesion are embedded in the English Curriculum. These cover ideological attributes and religious values of patience, tolerance,

making friends, sharing, respect for self and others. It also highlights respect for Pakistani and international norms, equity among groups and nations, learning to live together in an extended society across the cultures and conflict resolution. 'Education for Sustainable Development (ESD)' and 'Global Citizenship Education (GCE)' are the two key concepts explicitly built into the curriculum to be eventually included in textbooks. The rationale is to empower learners of all ages to become proactive contributors to a fair, peaceful, tolerant, inclusive and sustainable world. In compliance with the United Nation's Sustainable Development Goals, especially SDG 4.7[1], certain values were highlighted in the curriculum under themes and sub-themes for different classes including global citizenship, sustainable development, gender equality, diversity of cultures, languages and religions, countering terrorism , risk reduction awareness about traffic education, health hazards of tobacco and other drugs, avoiding social evils (plagiarism, falsification, aggression, deception, greed, violent protests, etc.) and propagating sports and adventure. Moreover, the suggestions shared by Traffic Police Islamabad, Rahnuma-family Planning Association of Pakistan (FPAP), Ministry of Narcotics Control and Federal Investigation Agency (FIA) were incorporated in the curriculum for grade VI-VIII as well.

The revised English curriculum 2020 propagates a holistic approach for language development to equip the students with the skills they need for effective communication in social and academic contexts at the national and international levels. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, language functions and skills. During the review the following amendments were made:

- The sequence of the four English language skills has been revised in order to follow the natural acquisition of language and to enhance the oral communication skills of the learners. Therefore, oral communication comes first in the progression of SLOs.
- Sample assessment rubric/criteria for listening, speaking, reading and writing were developed and included as the suggested methods of assessment for all four skills. For the first time, the assessment of these skills was made a part of the National Curriculum. This was introduced in the textbooks but is yet to be introduced in the assessment system.
- Peer Assessment is also suggested to enable the learners to become independent critical thinkers.
- A rubric on editing and notebook checking was added to guide and facilitate the teachers.
- Some contemporary, interactive and collaborative pedagogical strategies were also included to cater to the demands of all the educational stakeholders in Pakistan, for example, circle of voices, front load vocabulary and elicitation, etc.
- Assessment of the affective and psychomotor domain was added, as the development of these learning domains is pertinent for language acquisition.
- Comprehensive guidelines for textbook/content writers were added including a six-point criterion for maintaining quality standards.
- Some English teaching and learning web-based resources were included.

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[1] *1By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*

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1.2. Statement of Philosophy

In the context of Pakistani students, learning the English language is rarely a subconscious process, for a vast majority. Learners have few opportunities to absorb the English language from their environment to acquire a natural flair for appropriate linguistic structure, i.e. vocabulary and style in varied contexts of use, both in academic and social settings. There is room for improvement in the learning environment and academic setting. Learners have to be provided with formal opportunities to learn the language in an instructional setting through the implementation of a well-thought-out and organized curriculum. The current curriculum aims to serve as a guide for teachers, learners, textbook developers, assessors and anyone else interested in benefitting from it.

It is recognized that the instructional settings vary greatly in Pakistan in terms of teachers' and students' background, their proficiency in English, opportunities for exposure, use of English at home and in the community outside the school and classroom. Similarly, the resources available for teaching and learning of English also vary to a great extent. However, it is expected that the competencies and standards defined in this curriculum will provide a roadmap for the provision of both human and financial resources in schools for quality teaching and learning of English for all children in Pakistan.

The curriculum is designed to promote high standards of literacy and competency in the English language. It is designed to equip learners with the language skills they need to excel in any field, not only for the purpose of achieving further education, but also for future employability and becoming productive members of society. The curriculum promotes equal opportunities for all and helps students to understand the world in which they live and the interdependence of individuals, groups and communities, including awareness of economic and environmental issues.

The content and process of learning are structured and integrated to realize the standards for key competencies through spiral progression with a major focus on the development of language skills. Functional, literary and everyday texts[2] provide a context for the teaching of the micro-skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure the integration of the above-mentioned language skills. Students learn to acquire knowledge and ideas through listening and reading and to effectively communicate their ideas through speaking and writing.

To rectify the relatively narrow focus on building learners' listening and speaking skills in the previous curriculum, the Single National Curriculum 2020, for English emphasizes the development of these skills through interactive teaching and learning practices in the classroom. In order to practice these oral communication skills, interactive and collaborative activities have been suggested for incorporation in textbooks. This will expose learners to the English language as it is spoken around them in media and offices, etc. Use of CDs, online resources, radio and sound-enabled multimedia can be employed for practicing intensive and extensive listening for wider language exposure and enhancement. These skills would be tested through test items embedded in the examination and assessment system.

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[2] *Everyday text refers to magazine cuttings, realia, pictures with captions, text messages, blurbs, comics etc.*

The curriculum places emphasis on the understanding and use of the English language in different academic and social contexts. Such an approach acknowledges the importance of knowledge about the language system and emphasizes its use so that students' ability to communicate in real-life situations is enhanced and made effective for various purposes.
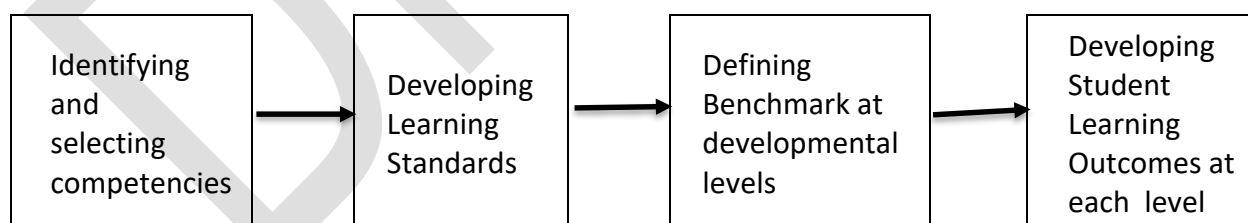
1.3. Process of Curriculum Development

In the light of the collective experiences of national curriculum developers and teachers for the English language, there was a need to prioritize the development of the following competencies in learners:

• Oral Communication Skills (listening and speaking)
• Reading and Critical Thinking Skills
• Formal and Lexical Aspects of Language
• Writing Skills
• Appropriate Ethical and Social Development

For developing the existing curriculum, firstly the language needs of grade VI to VIII students were considered. With these needs as the starting point, competencies and standards for learning were developed. In the next stage, benchmarks were identified based on competencies and standards for learning defined earlier. Finally, students' learning outcomes (SLOs) were developed grade-wise for different stages of schooling. A learner will only be able to meet the SLOs specified for his/her level if the skill is first introduced, explained and then reinforced through practical activities. To achieve this, it is essential that all the major skills identified be taught in spiral progression. Such activities are to be incorporated at each grade and cater to progressive cognitive development from the level of intellectual skills of simple knowledge and comprehension to higher-order skills of analysis, synthesis and evaluation. This will nurture the ability of reasoning, problem-solving, critical thinking and creativity.

Figure1.   Curriculum Development Process

| Identifying and selecting competencies	→	Developing Learning Standards	→	Defining Benchmark at developmental levels	→	Developing Student Learning Outcomes at each level

1.4. Organization of the Curriculum Framework

In terms of the curriculum, education from grades I-XII forms an integral whole. However, for a description of the performance, five developmental levels have been identified. The framework has been formulated, keeping in mind the ultimate requirement of Grade XII students' academic, job-related, social and individual language needs. It is very important that curriculum content is relevant to the age and the intellectual level of learner:

Development Levels

Grades	
I-II	At this level, the young learners are helped to get a solid start in developing readiness for subsequent work and learning in the relevant and focused area of knowledge, skills and understanding. This would steer them towards becoming autonomous learners. The activities at this level are mostly lexical with structural activities playing a formulaic role.
III-V	At this level, the learners are introduced to the various forms and functions of language, equipping them with relevant skills for handling knowledge appropriate for their age. The learners acquire initial content knowledge and develop the skills and understanding to build a foundation for later studies. They also acquire a logical and critical approach to deal with varying ideas and abstractions for which the content material has to be well structured.
VI-VIII	At this level, a lot of grounding is done and practice given especially in the basic language work so that a strong, adequate language foundation is built. Attention is focused on thorough and effective teaching rather than in trying to cover a wide range of areas. This is an important transitional phase; building from primary, and moving towards secondary education.
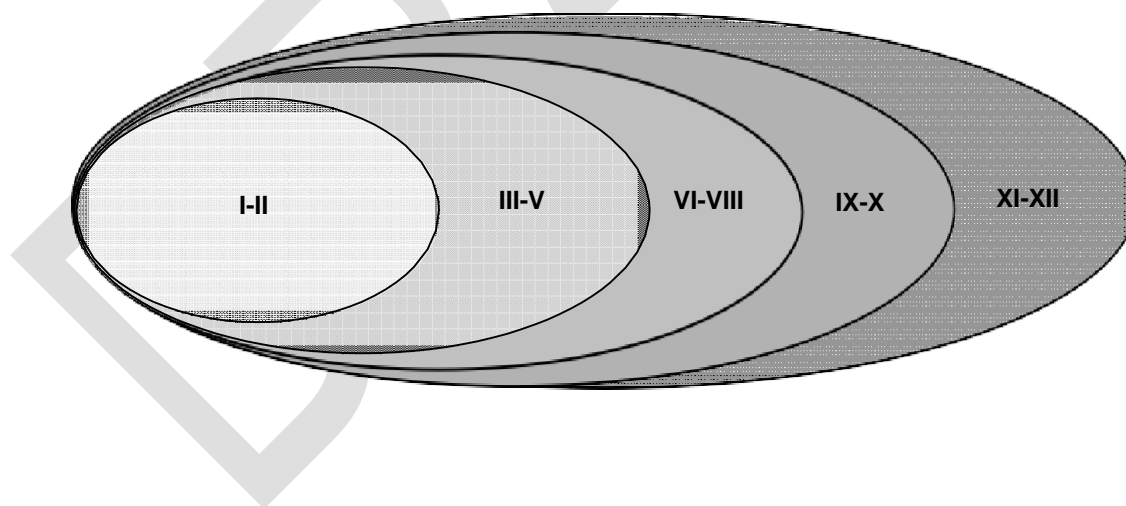
Chapter2: Competencies, Standards, Benchmarks and Student Learning Outcomes

2.1 Competency

A competency is defined as a key learning area that involves applied skills and knowledge enabling learners to successfully perform in educational, professional and other contexts of life.

2.2 Standards

The standards define the competency by specifying broadly, the knowledge, skills and attitudes to be acquired by students in a particular key learning area during these secondary years of schooling.

2.3 Benchmarks

The benchmarks further elaborate the expectations about what learners know under each standard, indicating what the students will accomplish at each of the developmental levels in order to meet the standards. These provide at a glance the continuum of the English language learning e.g. benchmarks for grade VII define what the students will be able to do by the end of grade VII.
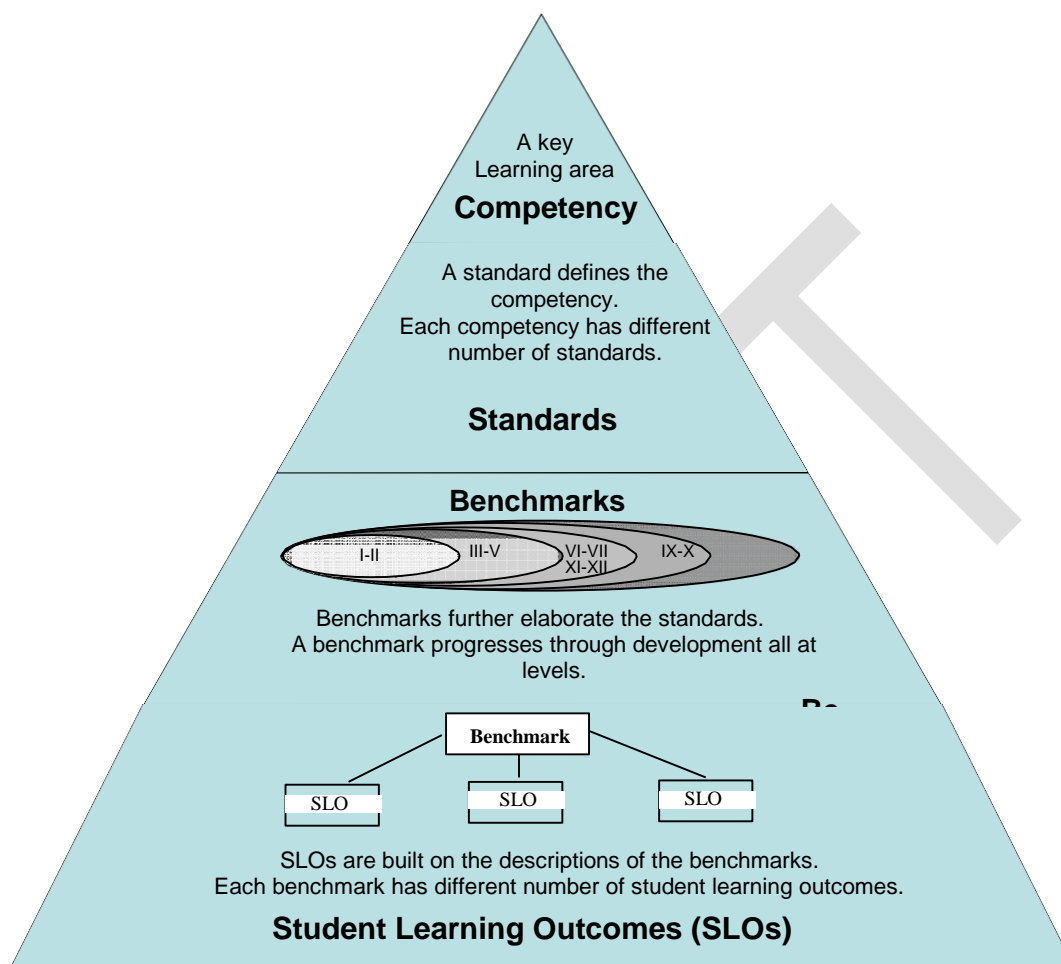
2.4 Student Learning Outcomes (SLOs)

SLOs are built upon the descriptions of the benchmarks and describe (in key points) what students will accomplish at the end of each unit. Most SLOs progress and develop across grades. Each skill is revisited, revised and reinforced. It is important to remember that SLOs within a competency or across competencies overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another e.g. writing skills are reinforced through reading and comprehension and vice versa.

Cumulative SLOs for a particular grade specify what the students will be able to do at the end of the academic year. Each outcome is realistic, observable, achievable and measurable. Some of the SLOs might not be tested in the summative assessment due to unavoidable constraints, but considering their importance these have been incorporated and are to be tested during formative assessments in the classroom throughout the academic year.

The SLOs of the key learning areas in English language, contribute significantly to lifelong learning. The aim is to help students achieve these outcomes through extended engagement with text and language, and by developing a variety of literacy practices over the years of secondary schooling. To attain a spiral build-up, all the elements in each standard are introduced, focused, revised and reinforced.

2.5 Summary of Competencies and Standards

A key
Learning area
Competency

A standard defines the competency.
Each competency has different number of standards.

Standards

Benchmarks

I-II   III-V   VI-VII XI-XII   IX-X

Benchmarks further elaborate the standards.
A benchmark progresses through development all at levels.

Benchmark

SLO   SLO   SLO

SLOs are built on the descriptions of the benchmarks.
Each benchmark has different number of student learning outcomes.

Student Learning Outcomes (SLOs)

In this document, competencies, standards, and benchmarks are coded for easy use.

C	Competency
C1 …C5	Subsequent number of competencies
S	Standard
S1 …S3	Subsequent number of standards in each competency
BM	Benchmark
BM1 …BM4	Subsequent number of benchmarks at each development level
Example of coding C1S2BM3	Competency 1, Standard 2, Benchmark 3

2.6 Competencies in English language

The curriculum defines five competencies and a total of eight standards for key learning areas of English language. The fifth competency specifies what needs to be done to impart social, ethical and emotional development in the students through the texts and lessons they are taught in class. This competency is embedded in the other four competencies through the selection of appropriate texts and activities.

Competencies and their standards:
Competency 1: Oral Communication Skills   Standard 1, 2
Competency 2: Reading and Critical Thinking Skills   Standards 1, 2
Competency 3: Formal and Lexical Aspects of Language   Standards 1, 2
Competency 4: Writing Skills   Standard 1
Competency 5: Appropriate Ethical and Social Development   Standard 1

The order in which the **standards** are listed does not indicate the relative importance of the standards. All are equally important.

2.7 Rationale for Competencies and Standards

2.7.1 Competency 1: Oral Communication Skills – Standards 1, 2 (C1, S1, S2)

Standard 1 Pronunciation: Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Standard 2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Rationale:

Oral communication is a two-way process based on listening and speaking skills; its purpose is to acquire information or knowledge, or to express a point of view, an idea, an emotion or a belief. Therefore, it is essential to use appropriate language expressions to orally communicate with others. The expression, i.e. the form of language that is used, is determined by the level of formality of a situation, the type of message to be communicated, as well as the relationship of the addresser and addressee. It is essential that the students are taught the correct conventions of expression for English language in different settings so that they use language appropriately, according to the occasion and audience. It is important to help learners differentiate between the rules of communication of written and spoken English.

2.7.2 Competency 2: Reading and Critical Thinking Skills – Standards 1, 2, (C2, S1, S2)

Standard 1: Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Standard 2: Students read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those depicted in literature.

Rationale:

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be improved through strategies suitable for the purpose of the reading and type of text being read. The aim should be to use the text to teach reading, and not reading to teach text. Written texts that deal with common human experiences, contemporary information and various social, economic, environmental or other issues are proposed as the context for the learning processes, skills and strategies, but the approach of the curriculum goes beyond reading. The reading component serves as a springboard for the development of integrated language skills, and for enhancing cognitive and affective domains enabling the students to think critically and creatively. They should be able to do problem solving, participate in collaborative learning and to show empathy. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts.

Texts should be chosen carefully, ensuring that themes highlighted by competency 5-appropriate ethical and social development – are covered across the board in English language textbooks. For example, *themes of cultural diversity, sustainable development, human rights, gender equality and global citizenship* should feature in textbooks recurrently. All reading material in the textbook should require learners to work at the level slightly above their respective ability, only then will they be stimulated enough to stretch themselves cognitively.
Additionally, the reading texts should comprise a variety of text types, e.g. interpersonal and transactional, descriptive, narrative, expository and argumentative, with literary texts also included.

2.7.3 Competency 3: Formal and Lexical Aspects of Language – Standards 1, 2 (C3, S1, S2)

Standard 1, Vocabulary: Students use extended vocabulary for effective communication.

Standard 2, Grammar and structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.

Rationale:

Formal aspects of a language i.e. lexis and grammar are the tools for oral and written communication. These tools would be ineffective if they are not supported by sufficient vocabulary to aid expression. Grammatical exercises combined with vocabulary development are

of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, and cohesive and coherent written composition are integral parts of a whole, hence, equally important.

2.7.4 Competency 4: Writing Skills – Standards 1 (C4, S1)

Standard 1: Students produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Rationale:

Writing is a complex communicative activity; at the time a student is searching for vocabulary to express a thought, his/her mind might races ahead to another idea and the new insight may contradict the original idea. Students should be taught to take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well-written text, it is essential, therefore, that students view writing as a process and are taught to approach their writing deliberately in three stages. In the first stage, a topic/text is chosen, narrowed down, ideas generated, gathered and then organized using pre writing strategies (i.e. mind maps, brain storming, graphic organizers and listing etc.). In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are organized and clarified. The final draft is edited for errors and omissions to improve its style.

2.7.5 Competency 5: Appropriate Ethical and Social Development (C5, S1)

Standard 1: Students develop ethical and social attributes and values relevant to a multicultural and civilized society.

Rational:

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. The students should be familiarized with the topics of sustainable lifestyle choices, safety and security, peace and tolerance, environmental awareness and inter-connectedness if they are to become responsible and productive members of the society. The content taught to the students must be carefully selected to cover all these topics effectively, building upon what has been taught year after year as learners' progress to higher grades. The United Nations introduced Sustainable Development Goals (SDGs) in 2015 and its SDG target 4.7[3]particularly stresses the importance of instilling values and attributes in children that will help them become self-aware, tolerant, mindful, thinking beings who can be productive global citizens.

The content should provide a realistic and diverse learning exposure, and serve as an important mode for developing a personal worldview. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; inculcate ethical and social attributes and values (tolerance, sustainable living and social cohesion) that are

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4By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable Lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.[3]

mandatory for individuals to acquire in order to thrive in a multicultural and tolerant society. This competency focuses on:

1. Recognizing and practicing values and attributes, such as an awareness of the environment, a willingness to make sustainable lifestyle choices, being tolerant with a view towards social cohesion and appreciation of diversity, taking steps towards greater inter-connectedness with the world, understanding of personal safety and security, and an inclination towards collaboration, teamwork and peace.

2. Developing and portraying through actions, a sense of importance of individual worth; simultaneously, valuing diversity and equality among people. To meet this standard, a wide range of methods can be employed, some of which include teaching from a variety of texts that address these topics, telling stories, sharing fact-sheets and case scenarios, role play and enactment of various themes, assembly presentations and school level activities. These can help students develop valuable life skills, morals and values that will enable them to thrive as individuals in the society.

3. Understanding and evaluating contemporary issues related to social, emotional, economic and scientific development in order to participate in the global society as conscious and thinking individuals.

2.8 Competencies, Standards and Benchmarks

Competency 1	Oral Communication Skills (C1)
Standard 1 Pronunciation	Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. (C1, S2)
BM1	Pronounce words correctly, identify and apply **stress** shift and intonation patterns for communicating different meanings.

Competency 1	Oral Communication Skills (C1)
Standard 2	Students use appropriate social and academic conventions of spoken discussion for effective oral communication with individuals and in groups, in both informal and formal settings. (C1, S1)
BM1	Use appropriate linguistic expressions to communicate various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.
BM2	Use dialogues, **panel discussions,** talks on particular topics to communicate information/ideas and demonstrate the social and academic conventions/ dynamics.

Competency 2	Reading and Critical Thinking Skills (C2)
Standard 1	Students search for, discover, understand and engage in a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment. (C2, S1)

BM1	Analyze patterns of text organization, and function of various devices used in a paragraph.
BM2	Extend conceptual understanding of processes, procedures, events and issues, applying reading comprehension and thinking strategies.
BM3	Interpret information from a **visual cue** or a **graphic organizer** to give directions, describe positions, simple processes and procedures and cause and effect relationships.
BM4	Gather, analyze, and use information for a variety of purposes using various aids.

Competency 2	Reading and Thinking Skills (C2)
Standard 2	Students read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature. (C2, S2)
BM1	Analyze short stories, literary excerpts and poems; identify with and interpret characters' emotional response, motives and actions.

Competency 3	Formal and Lexical Aspects of Language (C3)
Standard1 Vocabulary	Students use extended vocabulary for effective communication. (C3, S1)
BM1	Build vocabulary through **word roots**, **contextual clues**, dictionary, thesaurus, and the environment; use words, phrases and idioms in **context** and with correct spellings.

Competency 3	Formal and Lexical Aspects of Language (C3)
Standard 2 Grammar & Structure	Students understand punctuation, syntax, grammatical functions, rules and application for developing the accuracy in their spoken and written communication. (C3, S2)
BM1	Recognize **grammatical functions** of parts of speech, selected concepts of tense, aspect, limited **transitional devices** and **modal verbs**, and use them in their speech and writing
BM2	Recognize and use punctuation including use of semicolons, dash, parenthesis, and quotation marks.
BM3	Identify sentence types and structure, recognize and apply the concept and functions of **voice** and **narration** in reading and writing.

Competency 4	Writing Skills (C4)
Standard 1	Students produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process. (C4, S1)
BM1	Analyze written **discourse** to use in their own compositions, techniques for effective paragraph organization and development such as a clear **topic sentence** and **supporting details**.
BM2	Analyze descriptive, **expository** and **narrative** texts as pre writing activities to develop written texts for different purposes and **audiences**.

BM3	Write a variety of interpersonal and transactional texts e.g. informal and formal letters, simple forms, dialogues (**speech bubbles**, **cartoon strips**, **role play**) using vocabulary, **tone**, **style** of expression appropriate to the communicative purpose and **context**.
BM4	Plan and draft their own writing; revise and edit for paragraph unity, clear central **topic sentence**, relevant and adequate **supporting details**, effective **style**, appropriate **transitional devices**, punctuation and vocabulary.

Competency 5	Appropriate Ethical and Social Development (C5)
Standard 1	Students develop ethical and social attributes and values relevant in a multicultural and civilized society. (C5, S1)

Guidelines
Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.
Students need to be fostered with a sense of peace and social cohesion

Chapter 3: Student Learning Outcomes: Grades VI, VII & VIII

1.1. Students Learning Outcomes (SLOs):

Competency 1: Oral Communication Skills

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce words correctly, identify and apply stress shift and intonation patterns for communicating different meanings.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Recognize and articulate English sounds given in the pronunciation key in the dictionary.	➢ Recognize and articulate English sounds given in the pronunciation key in the dictionary.	➢ Recognize and articulate English sounds given in the pronunciation key in the dictionary.
➢ Identify and pronounce common **problem consonants** using **minimal pairs** /v/, /w/, /ya	➢ Identify and pronounce common **problem consonants** using **minimal pairs** /v/, /w/, /ya/, /th	➢ Identify and pronounce common **problem consonants** using **minimal pairs** /v/, /w/, /ya/, /th/, /l/, /r/,etc.
➢ Identify and correctly pronounce **Diphthongs** and **triphthongs** in words.	➢ Identify and correctly pronounce **Diphthongs** and **triphthongs** in words.	➢ Identify and correctly pronounce **Diphthongs** and **triphthongs** in words.
➢ Differentiate between **long and short vowel** sounds and recognizes how vowel length can change the meaning.	➢ Differentiate between **long and short vowel** sounds and recognize how vowel length can change the meaning.	➢ Differentiate between **long and short vowel** sounds and recognize how vowel length can change the meaning.

➢ Identify and pronounce **consonant clusters** with developing accuracy in initial, middle and final positions.	➢ Identify, pronounce and practice **consonant clusters** with developing accuracy in initial, middle and final positions.	➢ Identify, pronounce and practice **consonant clusters** with developing accuracy in initial, middle and final positions.
➢ Recognize and pronounce silent letters in words.	➢ Recognize, pronounce and practice silent letters in words.	➢ Recognize, pronounce and practice silent letters in words.
➢ Recognize **syllable** division of words in **oral** and written text. ➢ Demarcate words into **syllables** with the help of a dictionary.	➢ Recognize **syllable** division of words in **Oral** and written text. ➢ Demarcate words into **syllables** with the help of a dictionary.	➢ Recognize **syllable** division of words in **Oral** and written text. ➢ Demarcate words into **syllables** with the help of a dictionary.

➢ Comprehend and use the word stress rules for change in meaning in parts of speech	➢ Comprehend and use the word **stress** rules For stress shift (words) and emphasis (sentences)	➢ Comprehend and use the word stress rules For stress shift (words) and emphasis (sentences)
➢ Use an advanced dictionary to pronounce and represent primary and secondary stress in words	➢ Use an advanced dictionary to pronounce and represent primary and secondary stress in words	➢ Use an advanced dictionary to pronounce and represent primary and secondary stress in words
➢ Pronounce weak form of personal pronouns, modal verbs and their negatives.	➢ Pronounce weak form of personal pronouns, modal verbs, their negatives and prepositions.	➢ Pronounce weak and stronger form of personal pronouns, modal verbs, their negatives, prepositions, articles and conjunctions.
➢ Recognize and use varying intonation patterns to show attitude. (Statements with Fall and Rise)	➢ Recognize and use varying intonation patterns to show attitude and emotions. (Questions with Fall/Rise)	➢ Recognize and use varying intonation patterns to show attitude and emotions. (Statements and Questions)
➢ Articulate complex tongue twisters.	➢ Articulate complex tongue twisters.	➢ Articulate complex tongue twisters.

Competency 1: Oral Communication Skills

Standard 2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use appropriate linguistic expressions to communicate various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Use various functions to • ask and answer simple questions of personal relevance • ask questions for information • engage in conversation. • express reasons for likes and dislikes. • seek and respond to permission. • request and respond to requests. • show willingness and unwillingness to do something. • give and follow directions/instructions. • express ability/ inability to do something. • express personal needs.	➢ Use various functions to • ask and answer questions of personal interest and general everyday aspects • ask questions for information • express surprise. • express pleasure and displeasure. • express anger and impatience. • express disappointment. • give reasons for expressing ability/inability to do something. • express personal needs. • Give suggestions	➢ Use various functions to • ask and respond to questions of personal interest and general everyday aspects. • ask questions for information • ask and express opinions, emotions • express needs and requirements by giving reasons. • express dissatisfaction, disapproval, and disagreement politely. • agree/ disagree partially • make plans. • express personal needs. • Give suggestions

Benchmark II: Use dialogues, panel discussions, talks on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Use conventions and dynamics of group discussion and interaction to: • offer and respond to greetings, compliments, invitations, introductions and farewells • follow directions to form groups. • take turns • lead and follow • engage in conversation • get personal needs met • use polite expressions to seek attention • agree/ disagree politely • show and accept apology • ask and restate directions • express regret • relate their response • take into account different viewpoints	➢ Use conventions and dynamics of group discussion and interaction to: • offer and respond to greetings, compliments, invitations, introductions and farewells. • show gratitude apologize, express anger or impatience. • ask and restate directions and instructions. • take turns. • take into account different viewpoints. • share and extend their ideas in the light of discussion. • give reasons for opinions and actions. • identify a problem and propose a solution. • join in a group response at the appropriate time • summarize the main points of discussion for the benefit of the whole group.	➢ Use conventions and dynamics of group discussion and interaction to: • offer and respond to greetings, compliments, invitations, introductions and farewells. • demonstrate an understanding of ways to show gratitude, apologize, and express anger or impatience. • ask, restate and simplify directions and instructions. • present and explain one's point of View clearly. • support or modify one's opinions with reasons. • acknowledge others' contributions. • agree and disagree politely at appropriate times. • share ideas. • clarify ideas. • modify a statement made by a peer. • identify problem, propose a solution. • summarize the main points of discussion for the benefit of the whole group. • join in a group response at the appropriate time. • use polite forms to negotiate and reach consensus.

➢ Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to: • make polite introductions. • Request to repeat the message • check understanding of message. • take and leave a message. • make and respond to inquiries. • make and respond to requests. ➢ Recognize and demonstrate appropriate expressions and etiquettes for a video call	➢ Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to: • make polite introductions. • Request to repeat the message • check understanding of message. • take and leave a message. • infer and draw conclusions about meaning, intention and feeling communicated by the speaker. • recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, disappointment. • make and respond to inquiries. • make and respond to requests. ➢ Recognize and demonstrate appropriate expressions and etiquettes for a video call	➢ Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to: • make polite introductions. • request to repeat the message • check understanding of message • take and leave a message. • infer and draw conclusions about meaning, intention and feeling communicated by the speaker. • recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, disappointment. • make and respond to inquiries • make and respond to requests. ➢ Recognize and demonstrate appropriate expressions and etiquettes for a video call

Competency 2: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Analyze patterns of text organization, and function of various devices used in a paragraph.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Read and analyze paragraphs as a larger meaningful unit of expression to: • identify that the main idea in a paragraph is carried in a sentence, called a **topic sentence**. • recognize that other sentences in the paragraph support the **topic sentence**. ➢ Analyze a text to: • recognize each paragraph as a separate meaningful unit of expression with its own **topic sentence** and **supporting details**.	➢ Analyze a paragraph to: • identify a **topic sentence** • identify sentences carrying **Supporting details**. ➢ Recognize that text comprises a group of paragraphs that develop a single theme or idea.(Brief Note) ➢ Analyze a larger text to: • recognize each paragraph as a separate meaningful unit of expression with its own **topic Sentence** and **supporting details**.	➢ Analyze a paragraph to: • identify a **topic sentence**. • identify sentences carrying **supporting details**. ➢ Recognize that text comprises of a group of paragraphs that develop a single theme or idea through essay writing. (detailed to be added in teacher's foot notes)

➢ Analyze features of an effective topic sentence such as: • specific words • vivid verbs • Modifiers with simple examples ➢ Analyze simple paragraphs to identify sentences that support the main idea through: • Definition • Example • Evidence	➢ Analyze features of an effective topic sentence such as: • specific words • vivid verbs • Modifiers (short reference) ➢ Analyze larger paragraphs with abstract concepts to identify sentences that support the main idea through: • illustration • evidence • cause and effect	➢ Analyze features of an effective topic sentence such as: •specific words •vivid verbs • Modifiers with teachers foot notes ➢ Analyze paragraphs with abstract concepts to identify sentences that support the main idea through: • evidence • cause and effect • comparison and contrast
➢ Recognize the functions of: • pronoun – antecedent relationships . • transitional devices used for coherence and cohesion within and beyond a paragraph through addition and exception (First, next and then)	➢ Recognize the functions of: • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion within a Text through Sequence (subsequently, finally, formerly, meanwhile) and comparison i.e. similarity and contrast (similarly, on the other hand, however, also, besides)	➢ Recognize the functions of: • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at Discourse level through consequence (consequently, therefore, henceforth, meanwhile) and emphasis (significantly, for this reason, specifically, notably)
➢ Arrange paragraph details in a chronological order.	➢ Recognize chronological and spatial order of arranging paragraph details.	➢ Analyze the order of arranging paragraphs: • Chronological or spatial. • Most important to least important and vice versa.

Benchmark II: Extend conceptual understanding of processes, procedures, events and issues, applying reading comprehension and thinking strategies.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➤ Use **pre-reading** strategies to • predict the content of a shorter text from topic/ picture, title / headings etc. by using prior knowledge, asking questions and **contextual clues**. ➤ **Skim** text to: • have a general idea of the text. • infer theme/ main idea. ➤ Apply **critical thinking** to interact with text, and use intensive reading strategies (**while-reading**) : • **Scan** to answer short questions. • Make simple **inferences** using **context** of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words From **context**. • Use **context** to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. • Scan to locate an opinion. • Distinguish fact from opinion. • Follow instructions in simple forms requiring personal	➤ Use **pre-reading** strategies to • predict the content of a different text from topic/ picture, title / headings, **key words** and **visuals** etc. by using prior knowledge, asking questions and **contextual clues**. ➤ **Skim** text to • have a general idea of the text. • infer theme/ main idea. ➤ Apply **critical thinking** to interact with text, and use intensive reading strategies (**while-reading**): • **Scan** to answer short questions. • Make simple **inferences** using **context** of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words From **context**. • Use **context** to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. • Scan to locate an opinion. • Distinguish fact from opinion. • Locate examples to support an opinion.	➤ Use **pre-reading** strategies to • predict the content of a larger more complicated text from topic/ picture, title / headings, **key words** and **visuals** etc. by using prior knowledge, asking questions and **contextual clues**. ➤ **Skim** text to • have a general idea of the text. • infer theme/ main idea. ➤ Apply **critical thinking** to interact with text, and use intensive reading strategies (**while-reading**) : • **Scan** to answer short questions. • Make simple **inferences** using **context** of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words From **context**. • Use **context** to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. • Scan to locate an opinion. • Distinguish fact from opinion. • Locate examples to support an opinion.

information. • Comprehend/interpret text by applying critical thinking. • Generate questions to understand text.	• Follow instructions in forms requiring information about school. • Comprehend/interpret text by applying critical thinking. Generate questions to understand text.	• Follow instructions in maps or user instruction manuals and simple forms requiring information about school. • Comprehend/interpret text by applying critical thinking. • Generate questions to understand text.
➢ Use summary skills to: • extract salient points and develop a mind map to summarize a text expository. • transfer the written text to a table, diagram, flow chart or cloze paragraph. ➢ Use critical thinking to respond to the text (post-reading) : • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem and propose various solutions.	➢ Use summary skills to: • extract salient points and develop a mind map to summarize a transactional text. • transfer the written text to a diagram flow chart or cloze paragraph. ➢ Use critical thinking to respond to the text (post-reading) : • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem and propose various solutions.	➢ Use summary skills to: • extract salient points and develop a mind map to summarize a text argumentative venu. • transfer the written text to a diagram flow chart or cloze paragraph. ➢ Use critical thinking to respond to the text (post-reading) : • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem or an issue and propose various solutions. • Evaluate material read. •

➢ Apply strategies to comprehend questions by marking **key words**, verbs and tenses in a variety of **question types**: •Literal/ textual/ factual •Tag Questions •Interpretive •**Inferential** •Evaluative	➢ Apply strategies to comprehend questions by marking **key words**, verbs and tenses in a variety of **question types**: •Literal/ textual/ factual •Tag Questions •Interpretive •**Inferential** •Evaluative •Personal response	➢ Apply strategies to comprehend questions by marking **key words**, verbs and tenses in a variety of **question types**: •Literal/ textual/ factual •Tag Questions •Interpretive •**Inferential** •Evaluative •Personal response •**Open ended**

Benchmark III: Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes and procedures and cause and effect relationships.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Interpret vocabulary and structures given in a **mind map** to write a short description of a person, place, object, and animal using basic connectors. ➢ Follow the direction and understand the position on a map or a picture, to give directions and explain position orally or in writing. ➢ Analyze information in a flow chart, article/brochure/advertisement or diagram to describe a process through **guided writing** tasks.	➢ Interpret ideas, vocabulary and structures given in a **mind map** to compare people, object, places, animals, using connectors of comparison and Venn diagram (graphic organizer) ➢ Analyze information in a variety of tables, flow charts, article/brochure/advertisement or diagrams to describe processes, cause and effect relationships through **guided writing** tasks.	➢ Interpret ideas, vocabulary and structures given in a **mind map** to compare events using connectors of sequence and comparison. ➢ Analyze information in a flow chart , article/, brochure/ advertisement or diagram to describe procedures and processes, make comparisons, show cause and effect relations in a brief guided written report.

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➢ Organize information using sequential pattern.	➢ Organize information using sequential pattern/classification	➢ Organize information using various organizational patterns: sequence, comparison, classification, cause and effect. ➢ Recognize and use appropriate conventions (**format**, **style**, expression) of a brief written report. (Format should be given in the text books).

Benchmark IV: Gather, analyze, and use information for a variety of purposes using various aids.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**

➢ Use dictionary / Thesaurus to
• Locate guide words.
• Locate entry word.
  o choose appropriate word definition.
  o identify pronunciation of a word with the help of pronunciation key.
  o identify syllable division.
  o identify part of speech of a word through abbreviation used.
  o identify correct spellings.
 	
• Locate synonyms/ antonyms
• identify phrases through key words.
• understand various abbreviations used in a dictionary.
	➢ Use dictionary / Thesaurus to
	• Locate guide words.
	• Locate entry word.
	  o choose appropriate word definition.
	  o identify pronunciation with the pronunciation key focusing on the consonant
	  o identify syllable division.
	  o identify part of speech of a word through abbreviation used.
	  o identify correct spellings.
	
	• Locate synonyms/ antonyms
	• identify phrases through key words.
	• understand various abbreviations used in a dictionary.
		➢ Use dictionary / Thesaurus to
		• Locate guide words.
		• Locate entry word.
		(*To be added in teacher foot notes.*)
		o choose appropriate word definition.
		o identify pronunciation with the pronunciation key focusing on the vowels and diphthongs.
		o identify syllable division, and stress pattern.
		o identify part of speech of a word through abbreviation used.
		o identify correct spellings.
		
		• Locate synonyms/ antonyms
		
		• identify phrases through key words.
		• understand various abbreviations used in a dictionary.

➢ Identify and utilize effective strategies e.g. making a mind map, brainstorming and listing for generating and developing ideas.	➢ Identify and utilize effective strategies e.g. writing an outline, making a mind map, brainstorming for generating and developing ideas. ➢	➢ Identify and utilize effective strategies e.g. note-taking / writing an outline, making a mind maps, brainstorming for generating and developing ideas.

➢ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to • comprehend texts. • identify and select relevant information in a book.	➢ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to • comprehend texts. • identify and select relevant information in a book.	➢ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to • comprehend texts. • identify and select relevant information in a book.

Competency 2: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories, literary excerpt and poems, identify with and interpret characters' emotional response, motives and actions.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Make predictions about story line/ content, characters, using **contextual clues** and prior knowledge. ➢ Recognize and describe story elements: characters, events, **setting**, **plot**, and theme. ➢ Read a story to • retell it sequentially. • summarize (through **gapped Summary** exercises). ➢ Recognize the author's purpose. ➢ Identify the speaker or **narrator** in a selected text. ➢ Describe characters orally and in writing. ➢ Express preferences about characters giving reasons. ➢ Recognize **genres** of literature e.g. fiction, poetry.	➢ Make predictions about story line/ content, characters, using **contextual clues** and prior knowledge. ➢ Recognize and describe story elements: characters, events, **setting**, **plot**, theme, and **tone**. ➢ Read a story to • retell it sequentially. • summarize (through **gapped Summary** exercises). ➢ Recognize the author's purpose. ➢ Identify the speaker or **narrator** in a selected text. ➢ Read a text to describe orally and in writing, character traits using evidence from the text. ➢ Express preferences about characters giving reasons.	➢ Make predictions about story line/ content, characters, using **contextual clues** and prior knowledge. ➢ Analyze story elements: characters, events, **setting**, **plot**, theme, **tone**. ➢ Read a story to • retell it sequentially. • summarize. ➢ Recognize the author's purpose. ➢ Identify the speaker or **narrator** in a Selected text. ➢ Read a text to analyze characters, their motives, actions and emotional responses. ➢ Present a character sketch orally and in writing. ➢ Give a personal response about the characters giving reasons to support the response.

	- Recognize **genres** of literature e.g. fiction, poetry, **legend**, **myth**. - Read a poem and give orally or in writing: - Main idea - Summary (through **gapped summary** exercises) - Personal response - Identify line and stanza. - Recognize literary techniques such as personification and **alliteration**.	Recognize **genres** of literature e.g. fiction, poetry, **legend**, **myth**.
- Read a poem and give orally or in writing: - Main idea - Mood - Identify line and stanza. - Identify rhyming words		- Read a poem and give orally or in writing: - Main idea - Theme and its development - Summary of the poem - Personal response with justification - Tone (Imagery) - Paraphrase - Recognize literary techniques such as personification and **alliteration**.
Understand how a writer/ poet uses language to • appeal to the senses through use of **figurative language** including **similes.**	- Understand how a writer/ poet uses language to - appeal to the senses through use of **figurative language** including **Similes and metaphors.**	- Analyze how a writer/ poet uses language to - appeal to the senses through use of **figurative language** including **metaphors**.(common symbols) - analogies - affect meaning through use of synonyms with different **connotations**.

Competency 3: Formal and Lexical Aspects of Language

Standard 1, Vocabulary: Students use extended vocabulary for effective communication.

Benchmark I: Build vocabulary through word roots, contextual clues, dictionary, thesaurus, and the environment; use words, phrases and idioms in context and with correct spellings.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➤ Build and use appropriate vocabulary and correct spelling for effective communication: • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a simple thesaurus to locate Synonyms and antonyms. • Examine and interpret **transitional devices** that show comparison, sequence, result, and conclusion. • Utilize comparison clues, synonyms to deduce the meaning of unfamiliar words. • Understand and utilize **similes and metaphor** given in the text. • Comprehend the role of **compound words** in vocabulary building, and Create **compound words**. • recognize and use simple binomial pairs	➤ Build and use appropriate vocabulary and correct spelling for effective communication: • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a simple thesaurus to locate synonyms and antonyms. • Examine and interpret **transitional devices** that show comparison, sequence, cause and effect. • Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words. • Understand and utilize **similes and metaphor, personification and imagery** given in the text. •Analyze analogies; complete analogies correctly.	➤ Build and use appropriate vocabulary and correct spelling for effective communication: • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a simple thesaurus to locate synonyms and antonyms. • Examine and interpret **transitional devices** that show comparison, sequence, result, conclusion, cause and effect, addition, reason. •Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words. • Understand and utilize **similes** and **Metaphors personification and imagery, hyperbole and euphemism given** in the text.

• Comprehend and use simple Idioms in the different texts.	• Understand and use correctly, **phrasal verbs** given in the text / glossary.
	   • Recognize and use antithetical pairs
	
	   • Comprehend and use Idioms in the different texts.
		• Analyze analogies; complete analogies correctly.
		   • Understand and use correctly, phrasal verbs given in the text / glossary.
		   • Recognize and use antithetical pairs
		   • Comprehend and use simple Idioms in the different texts

Competency 3: Formal and Lexical Aspects of Language

Standard 2, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs, and use them in their speech and writing.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
NOUNS ➢ Identify material and abstract nouns ➢ Recognize and demonstrate use of nouns that are written in plural form but are in fact singular e.g. *scissors*. ➢ Recognize and demonstrate use of words that have only plural form. ➢ Change the gender of nouns. ➢ use of possessive forms of animate and inanimate nouns.	**NOUN PHRASES AND CLAUSES** ➢ Change the number of some foreign words e.g. *basis-bases*. ➢ Change the gender of nouns. ➢ Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns. ➢ Identify Noun Phrases and Clauses	**NOUN PHRASES AND CLAUSES** ➢ Apply the rules of change of number of nouns learnt earlier. ➢ Recognize and demonstrate use of certain nouns whose plural form has two meanings in some cases e.g. arm-arms (limbs-weapons) ➢ Some nouns change their meaning in the plural form e.g. *air- atmosphere, airs-pride* ➢ Change the gender of nouns. ➢ Recognize, differentiate and demonstrate ➢ use of possessive forms of more animate and inanimate nouns. ➢ Identify and utilize Noun Phrases and clauses

PRONOUNS ➢ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns. ➢ Demonstrate use of interrogative pronounce. ➢ Use few **indefinite pronouns**. ➢ Demonstrate use of **pronoun-antecedent Agreement** recognizing their relationship.	**PRONOUNS** ➢ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns. ➢ Demonstrate extended use of interrogative pronounce ➢ Use some **indefinite pronouns**. ➢ Demonstrate use of **pronoun-antecedent agreement** recognizing their relationship.	**PRONOUNS** ➢ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive, reflexive and emphatic pronouns. ➢ Demonstrate extended use of interrogative pronounce ➢ Identify, and demonstrate function and use of **relative pronouns** *which, who* And *that*. ➢ Use more **indefinite pronouns**. ➢ Demonstrate use of **pronoun-antecedent agreement** recognizing their relationship.
ARTICLES ➢ Recall and apply rules for use of *a* and *a* in speech and writing. ➢ Demonstrate use of definite article, *the*, when noun is particularized.	**ARTICLES** ➢ Apply rules of *a, an*, and *the* wherever applicable in speech and writing.	**ARTICLES** ➢ Apply rules of *a, an***,** and *the* wherever applicable in speech and writing ➢ Omission of article
VERBS ➢ Demonstrate the use of be, have, do and need as main or helping verbs in sentences. ➢ Recognize and demonstrate function and use of linking verbs ➢ Recognize and demonstrate function and use of **modal verbs** *can/ cannot, may/may not* and *should/ should not* to express ability, inability, permission,	**VERBS** ➢ Illustrate the use of helping verbs in speech and writing. ➢ Illustrate use of linking verbs. ➢ Recognize and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.	**VERBS** ➢ Illustrate the use of helping verbs in speech and writing ➢ Illustrate use of linking verbs ➢ Illustrate use of transitive and intransitive verbs ➢ Convert and use present and past participles ➢ Recognize and demonstrate function and use of infinitives

prohibition, doubt, and obligation etc. in affirmative, negative and interrogative sentences ➢ Illustrate use of regular and irregular verbs in speech and writing ➢ Illustrate use of **transitive** and **intransitive verbs**	➢ Illustrate use of regular and irregular verbs in speech and writing. ➢ Illustrate use of transitive and intransitive verbs.	

ADJECTIVES	**ADJECTIVES**	**ADJECTIVES AND ADJECTIVE PHRASES**
➢ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➢ Change and use degrees of regular and irregular adjectives. ➢ Recognize and use **absolute adjectives**. ➢ Form adjectives from nouns	➢ Classify adjectives into different types. ➢ Change and use degrees of adjectives with reference to *than* and *the*. ➢ Recognize and use **absolute adjective**s. ➢ Locate the varying position of adjectives in sentences. ➢ Form adjectives from nouns and verbs	➢ Classify adjectives into different types. ➢ Change and use degrees of adjectives with reference to *than* and *the*. ➢ Recognize and use **absolute adjective**s. ➢ Locate the varying position of adjectives in sentences. ➢ Form adjectives from nouns and verbs. ➢ Identify and use adjective phrases.
ADVERBS ➢ Use adverbs of manner, time, place, frequency, degree and reason.	**ADVERBS AND ADVERBIALS** ➢ Classify and use different kinds of Adverbs that learnt earlier. ➢ Recognize varying positions of adverbs in sentences according to their kinds and importance.	**ADVERBS AND ADVERBIALS** ➢ Classify and use different kinds of adverbs that learnt earlier. ➢ Recognize varying positions of adverbs in sentences according to their kinds and importance. ➢ Identify and use degrees of comparison of adverbs. ➢ Use some adverbial phrases.

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PREPOSITIONS	PREPOSITIONS	PREPOSITIONS AND PREPOSITIONAL PHRASES
➢ Illustrate use of prepositions of position, time, movement and direction. ➢ Use **compound prepositions**.	➢ Illustrate use of prepositions of position, time, movement and direction. ➢ Illustrate use of **compound prepositions**.	➢ Illustrate use of prepositions of position, time, movement and direction. ➢ Illustrate use of **compound prepositions**. ➢ Illustrate use of *since* and *for*. ➢ Use some prepositional phrases.
CONJUNCTIONS Recognize and use conjunctions *and, or* and *but* to show addition, alternative and contrast within a sentence. Use because to express reason	**CONJUNCTIONS** Use words such as, first, second, next and then to show a sequence ➢ Recognize and use coordinating conjunctions to connect words, phrases, and clauses.(FANBOYS)[4]	**CONJUNCTIONS** ➢ Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s. ➢ Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also."
INTERJECTIONS ➢ Recognize and use interjections to express emotions or sudden bursts of feelings	**INTERJECTIONS** ➢ Recognize and use interjections to express emotions or sudden bursts of feelings	**INTERJECTIONS** ➢ Recognize and use interjections to express emotions or sudden bursts of feelings

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[4] Famous acronym stands for all seven coordinating conjunctions for, and, nor, but ,or, yet, so

WORD FUNCTIONS ➤ Recognize and Use one word as different parts of speech in a sentence i.e. Noun as verb, Noun as adjective etc.	**WORD FUNCTIONS** ➤ Recognize and Use one word as different parts of speech in a sentence i.e. adjective/ as adverb etc.	**WORD FUNCTIONS** ➤ Recognize and Use one word as different parts of speech in a sentence i.e. Noun as verb, Noun as adjective etc.
TRANSITIONAL DEVICES ➤ Use in speech and writing, **transitional devices** of addition, alternative, comparison, contrast and illustration.	**TRANSITIONAL DEVICES** ➤ Use in speech and writing, **transitional devices** of addition, alternative, **comparison**, contrast, illustrations, **Sequence** and conclusion.	**TRANSITIONAL DEVICES** ➤ Use in speech and writing, **transitional devices of addition, alternative, comparison, contrast, illustrations, means of, consequence, sequence, conclusion, cause, effect and extent.**

TENSES ➤ Recognize the form and various functions; and illustrate use of Simple(Past, Present, Future), Continuous(Past, Present, Future)	**TENSES** ➤ Recognize the form and various functions; and illustrate use of all forms of Perfect (past, present, future)	**TENSES** ➤ Illustrate use of tenses learnt earlier. Recognize the form of a various function and illustrate use of all forms of perfect continues tense

Benchmark II: Recognize and use punctuation including use of semicolons, dash, parenthesis and quotation marks to denote direct speech.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Recognize and rectify faulty punctuation in given passages and own work.	➢ Recognize and rectify faulty punctuation in given passages and own work.	➢ Recognize and rectify faulty punctuation in given passages and own work.
➢ Recognize and use comma: • for a series of items. • before a short quotation.	➢ Recognize and use comma: • for a series of items. • before a short quotation.	➢ Recognize and use comma to • separate an introductory phrase containing a verb from the main sentence.
➢ Recognize and use colon to • introduce a list of items.	➢ Recognize and use colon to • introduce a list of items. • introduce a long quotation.	➢ Recognize and use colon to • introduce a list of items. • introduce a long quotation.
➢ Recognize and use quotation marks to • enclose a direct quotation/dialogues	➢ Recognize and use quotation marks to • enclose a direct quotation/ /dialogues	➢ Recognize and use semicolon to • emphasize parts of a series of clearly defined units.
➢ Recognize and use hyphen to • join a single letter to another word.	➢ Recognize and use hyphen to • join words and to avoid ambiguity.	➢ Recognize and use quotation marks to • enclose a direct quotation/ /dialogues
	➢ Recognize and use dash as • a separator to indicate that a sentence has been broken off.	➢ Recognize and use hyphen to

➤ Recognize and use parenthesis (Round Brackets) to • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words.	➤ Recognize and use parenthesis (Round Brackets) to • enclose numbers or letters in enumerations in the text • express an amount in numbers previously expressed in words.	• indicate the division of a word at the end of a line. ➤ Recognize and use dash as • a separator to indicate that a sentence has been broken off. • an indicator of a new direction of thought. ➤ Recognize and use parenthesis (Round Brackets) to • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words. • mark off explanatory or supplementary material. ➤ Recognize and use omission marks or **ellipses** to signify the omission or deletion of letters or words in sentences.

Benchmark III: Identify sentence types and structure, recognize and apply the concept and functions of voice and narration in reading and writing.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
SENTENCE STRUCTURE ➢ Classify a sentence into subject + predicate ➢ Use simple **SVO** pattern sentences with direct and **indirect objects**.	**SENTENCE STRUCTURE** ➢ Use sentences with direct and **indirect objects**.	**SENTENCE STRUCTURE** ➢ Analyze and use sentences with direct And **indirect objects**. ➢ Identify and differentiate between a sentence, clause and a **phrase**. ➢ Identify and differentiate between **main** and **subordinate clause.**
TYPES OF SENTENCES ➢ Classify, use, and make declarative (Affirmative and negative), interrogative, exclamatory and imperative sentences. ➢ Classify, use, and make Compound sentences	**TYPES OF SENTENCES** ➢ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences. ➢ Classify, use, and make Compound sentences ➢ Identify and differentiate between simple and **compound sentences**.	**TYPES OF SENTENCES** ➢ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➢ Identify and differentiate between simple and **compound sentences**. ➢ Recognize and use complex sentences
➢ Use first conditional sentences.	➢ Use first and second conditional	➢ Use first and second conditional

	sentences.	sentences.
		➤ Recognize and use the variant form of first conditional to express automatic or habitual results.
➤ Identify Active and Passive voice in simple statements in Present, Past and Future tenses.	➤ Identify Active and Passive voice in all forms of Continuous and Perfect Tenses	➤ Identify active and passive voice in sentences in all types of tenses learnt earlier.
➤ Recognize and use passive voice to write simple sentences.	➤ Recognize and use passive **voice** to write sentences in which action is more Important than the doer of the action.	➤ Recognize and use passive voice for Various purposes i.e. notices and instructions.
➤ Identify function of direct and indirect speech in simple statements. ➤ Recognize the rules of, and change the **Narration** of simple statements.	➤ Identify function of direct and indirect speech in simple statements and questions. ➤ Recognize the rules of, and change the **Narration** of statements and requests/orders.	➤ Identify function of direct and indirect speech in all types of sentences. ➤ Recognize the rules of, and change the **Narration** of statements, requests/orders and questions.

Competency 4: Writing Skills

Standard 1: Students produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Develop focus to write a paragraph for a given purpose and **audience**.	➢ Develop focus to write a paragraph for a given purpose and **audience**.	➢ Develop focus to write a paragraph for a given purpose and **audience**.
➢ Use a variety of **pre-writing** strategies such as **brainstorming**, **mind mapping**, outlining etc.	➢ Use a variety of **pre-writing** strategies such as **brainstorming**, **mind mapping**, outlining etc.	➢ Use a variety of **pre-writing** strategies such as **brainstorming**, **mind mapping**, outlining and diagraming etc.
➢ Analyze various paragraphs to recognize that a paragraph comprises a group of sentences that develop a single idea ➢ Write a simple unified paragraph on a given topic: • Write a clear **topic sentence** using specific words, vivid verbs, **modifiers**, etc. • Add adequate supporting detail	➢ Write a simple unified paragraph on a given topic: • Write a clear **topic sentence** using specific words, vivid verbs, **modifiers** etc. • Add adequate supporting detail (example, illustration, definition, evidence, or cause and effect) to develop the main idea. • Use appropriate **pronoun-antecedent**	➢ Write a simple unified paragraph on a given topic: • Write a clear **topic sentence** using specific words, vivid verbs, **modifiers**, etc. • Add adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect) to develop the main idea. • Use appropriate **pronoun-antecedent**

(example, definition or evidence) to develop the main idea. • Use appropriate pronoun – antecedent relationship and **transitional devices** within a paragraph. • Use chronological/sequential order of arranging detail.	**relationship** and **transitional devices** within a paragraph. • Use chronological/sequential/spatial order of arranging detail.	**relationship** and **transitional devices** within a paragraph. • Use chronological/sequential/ spatial order of arranging detail. • By order of importance (most important to least important and vice versa, general to specific and vice-versa).
	➢ Write a composition of three or more paragraphs following conventions of essay writing: • Introductory paragraph • Body paragraphs • Concluding paragraphs ➢ Recognize that • Introductory paragraph carries the main idea of the essay. • Each one of the body paragraphs develops the main idea through **key ideas**. These **key ideas** are developed through **supporting details**. • The concluding paragraph contains a summary of the body paragraphs, and a general concluding statement. • Paragraphs are linked through various **transitional devices**.	➢ Write a composition of three or more paragraphs following conventions of essay writing: • Introductory paragraph • Body paragraphs • Concluding paragraphs ➢ Recognize that • Introductory paragraph carries the main idea of the essay. • each one of the body paragraphs develops the main idea through **key ideas**. These **key ideas** are developed through **supporting details**. • The concluding paragraph contains a summary of the body paragraphs, and a general concluding statement. • Paragraphs are linked through Various **transitional devices**.

Benchmark II: Analyze descriptive, expository and narrative texts to develop written texts for different purposes and audiences.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➤ Analyze written texts to use in their own writing, features of a simple **expository** composition showing a process or a procedure: • Sequential order of ideas. • Appropriate **sequence markers** e.g. *first, next, then* etc. ➤ Write a simple expository paragraph incorporating the above features.	➤ Analyze written texts to use in their own writing, features of a simple **expository** composition showing cause and effect of an event or an action: • Logical order of events or action. • Appropriate connectors of cause and effect. ➤ Write a simple expository paragraph incorporating the above features.	➤ Analyze written texts to use in their own writing, features of a simple **expository** composition showing cause and effect of an event or an action: • Logical order of events or action. • Appropriate connecters of cause and effect. ➤ Write a simple expository paragraph incorporating the above features. ➤ Analyze to use in their own writing, criteria for classification in a simple **Expository** composition.
➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places: **PERSONS** • Write Character sketches (Physical description and personality traits (habits, etc.) of a person, moving from general to specific.)	➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places: **PERSONS** • Write Character sketches (Detailed physical description of face, build, clothes etc. of a person; Personality traits e.g. habits, attitudes etc.)	➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places: **PERSONS** • Write Character sketches (Finer details of physical description of face, build, clothes etc. of a person; Personality traits e.g. habits, attitudes, values etc.)

OBJECTS AND PLACES	OBJECTS AND PLACES	OBJECTS AND PLACES
Physical description and characteristics of an object/ place, moving from general to specific. Correct verb form. • Appropriate adjectives and adverbs for vivid effect. • Details in appropriate order. ➢ Write a short paragraph of comparison between persons, objects or places: • Use appropriate **similes and metaphors** for comparison. • Use correct connectors of comparison.	• Sufficient general details and finer details of size, color, shape and texture. • Defining characteristics of an object/place • Correct verb form. • Appropriate adjectives and adverbs for vivid effect and imagery. • Details in appropriate order. ¾ Write two paragraphs of comparison between persons, objects or places: • Use appropriate **similes and metaphors** for comparison. • Use correct connectors of comparison.	• Sufficient general details and finer details of size, color, shape and texture. • Defining characteristics of an object/place. • Atmosphere of a place • Correct verb form. • Appropriate adjectives and adverbs for vivid effect and imagery. • Details in appropriate order. ➢ Write three paragraphs of comparison between persons, objects or places: • use appropriate similes **and metaphors** for comparison. • Use correct connectors of comparison.

	➤ Write a short **narrative** in the first person which describes events:
	• Use sequential order.
	• Use specific adjectives and adverbs
	• Use appropriate tense
	• Use appropriate transitional **devices**
	
	Use elements of story
	➤ Write a paragraph of **free writing** for **fluency**, creativity and pleasure.
	➤ Analyze questions to write effective and focused answers of required length by
	• marking **key words**
	• identifying verbs and tenses
	• recognizing **question types** such as
	   o Literal/ textual/ factual
	   o Tag Questions
	   o Interpretive
	   o Inferential
	   o Evaluative
	   o Personal response
	   o Open ended
	➤ Use summary skills to
	• write summary of poem
	• Write précis of the given text (lesson/ paragraph)
	
	➤ Use paraphrasing skills to paraphrase stanzas
		➤ Write a **narrative** in the first or third person which describes events / incidents:
		  Use sequential order.
		• Use specific adjectives and adverbs.
		• Use appropriate tense.
		• Use appropriate transitional devices.
		• Include quotations (actual words spoken) and thoughts and emotions of the participants in the incident.
		
		Use elements of story
		➤ Write a paragraph of **free writing** for **fluency**, creativity and pleasure.
		➤ Analyze questions to write effective and focused answers of required length by
		• marking **key words**
		• identifying verbs and tenses
		• recognizing **question types** such as
		   o Literal/ textual/ factual
		   o Tag Questions
		   o Interpretive
		   o Inferential
		   o Evaluative
		   o Personal response
		   o Open ended
		➤ Apply summary skills to familiar / unseen passages and poems to
		• write summary of poem
		• Write précis of the given text (lesson/ paragraph)

➤ Write a paragraph of **free writing** for **fluency**, creativity and pleasure.
➤ Analyze questions to write effective and focused answers of required length by
• marking **key words**
• identifying verbs and tenses
• recognizing **question types** such as
   o Literal/ textual/ factual
   o Tag Questions
   o Interpretive
   o **Inferential**
   o Evaluative
   o Personal response
➤ Comprehend and use summary skills to:
• write summary of poem
• Write précis of the given text (lesson/ paragraph)
➤ Use paraphrasing skills to paraphrase stanzas

		➢ Use paraphrasing skills to paraphrase stanzas: • Restate the message in simple prose. • Replace poetic words with simple ones.

Benchmark III: Write a variety of interpersonal and transactional texts e.g. informal and formal letters, simple forms, dialogues (speech bubbles, cartoon strips, role play) using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Write short letters to people in immediate social and academic environment: • Identify parts of a letter. • Follow conventions of informal letter with respect to **layout, salutations** etc. • Recognize and demonstrate use of appropriate vocabulary, **style** and **tone** in informal letters. • Write the address on the envelope clearly and in proper **format**. • Write short texts in **speech bubbles** and **cartoon strips** using vocabulary, **tone**, **style** of expression appropriate to the communicative purpose and **context.** ➢ Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)	➢ Write short informal letters to people in extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, **tone** and **style**. • Revise for: • Correct **format**, **layout**. • appropriate vocabulary, **style**, **tone**. ➢ Write letter of application to people within your environment (principal/ teacher) , Formal letter of Application ➢ Analyze and compare various informal dialogues to write short informal dialogues: • Identify characters and their relationships • Identify **context**. • Identify vocabulary, **tone** and **style** appropriate to **context** and relationship between addresser and addressee. • Recognize language forms depicting features of oral speech. ➢ Fill in correctly and legibly, simple forms requiring information (Form of library membership, school ID card form, etc.)	➢ Analyze and compare various informal and formal letters to note differences of conventions, vocabulary, **style** and **tone**. ➢ Write formal letters to people in immediate and extended social and academic environment for various purposes: • Follow conventions of formal letter with respect to **layout, salutations** etc. • Recognize and demonstrate use of appropriate vocabulary, **style** and **Tone** in formal letters. • Write the address on the envelope clearly and in proper **format**. ➢ Write letter of complaints ➢ Revise for: • correct **format**, **layout**. • appropriate vocabulary, **style**, **tone**. ➢ Analyze and compare various informal and formal dialogues to note differences of features, vocabulary, **style** and **tone**. ➢ Write and revise short formal dialogues. ➢ Fill in correctly and legibly, forms requiring various kinds of simple information. (School/college Admission form)

Benchmark IV: Plan and draft their own writing; revise and edit for paragraph unity, clear central topic sentence, relevant and adequate supporting details, effective style, appropriate transitional devices, punctuation and vocabulary.

Student Learning Outcomes		
Grade VI	**Grade VII**	**Grade VIII**
➢ Plan their own writing: • Identify **audience** and purpose • Develop focus for their own writing • Use a variety of Pre-writing strategies such as **Brainstorming,** mind mapping, outlining ➢ Draft and revise a paragraph to ensure that it • has main idea stated in the topic sentence • provides relevant, specific and substantial Supporting details for the main idea • Uses transition words that contribute to a sense of cohesiveness. • has clear, specific sentences that use exact names, , relevant verbs, **modifiers** and words that relate to senses. • has an effective introductory and closing sentence. • gives a title based on the main idea. ➢ Proof read and edit texts for errors of: • word order, verb form, articles etc. •**reference words**, connectives. •adverbs and adjectives. •punctuations and spelling.	➢ Plan their own writing: • Identify **audience** and purpose • Develop focus for their own writing • Use a variety of Pre-writing strategies such as **Brainstorming,** mind mapping, outlining ➢ Draft and revise a paragraph to ensure that it • has main idea stated in the topic sentence • has relevant, specific and substantial Supporting details for each paragraph. • has reference and transition words that contribute to a sense of cohesion and cohesiveness. • has varied sentence structure and length. •has an effective introduction and conclusion. ➢ Proof read and edit texts for errors of: •sentence structure. • subject / verb agreement. • noun / pronoun agreement. •**reference words**, connectives. •punctuation and spelling.	➢ Plan their own writing: • Identify **audience** and purpose • Develop focus for their own writing • Use a variety of Pre-writing strategies such as **Brainstorming ,**mind mapping, outlining ➢ Draft and revise a paragraph to ensure that it • has main idea stated in the topic sentence • has relevant, specific and substantial Supporting details for each paragraph. • has reference and transition words that contribute to a sense of cohesion and cohesiveness. • has varied sentence structure and length. • has an effective introduction and conclusion. ➢ Proof read and edit texts for errors of: •sentence structure. • subject / verb agreement. • noun / pronoun agreement. •**reference words**, connectives. •punctuation and spelling.

Competency 5: Appropriate Ethical and Social Development

Standard 1: Students develop ethical and social attributes and values relevant in a multi-cultural and civilized society.

Guidelines
Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures
Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and other religions.
Students need to be fostered with a sense of peace and social cohesion

- **Note:** This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Chapter 4: Text Types / Themes and Sub-Themes

Text Types

Texts are written to communicate information, ideas, feelings etc; therefore, they are shaped by the purpose of writing, the context of communication, and the reader. These elements are interdependent so that, for example, the form of writing in a particular text type is adapted to the writer's aim and the intended reader.

It is essential that the students are exposed to a variety of writing, its readership and variations in form and style of expression; only then will students acquire flexible strategies to understand various texts, and to display their understanding by producing well written texts for various purposes and audiences.

This section gives various text types; their examples, the range of purposes or intentions and the focus of writing of each text type.

Suggested themes and sub-themes are also listed to enable teachers and materials writers to build text content. Context should be so designed so as to build a wide range of reading experiences that have literary, informational, persuasive, analytical, and practical purposes.

Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/reflective texts (Literary texts)	To entertain, explore, imagine, enlighten, share experiences so as to get the reader involved in the story and characters.	Literary, creative and aesthetic appeal.	- Stories - Extracts from classical novels (Abridged form) - Poems (lyrics, ballads, sonnets) - Play scripts - Biographies - Anecdotes - Diary, journal entries - Fantasy, adventure, science, fiction
Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their mind about something.	- Brochures - Advertisement of consumer products - Letters to the editor conveying opinions - Editorials - Campaign literature - Magazine articles supporting a position

Expository(factual/ Informative texts)	To inform, explain and describe print and computer-based informative and reference texts.	Document, organize and convey information and ideas.	- News reports - Magazine articles - Memos - Menus, blurbs, memes - Indices, forms - Maps - Recipes - Minutes - Tables - Flowcharts - Diagrams - Fact sheets - Information leaflets - Prospectuses - Plans - Summaries - Records
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative views of ideas and issues	- Commentaries - Analytical articles - Essays and reports - Reviews
Texts used for Interpersonal/ Transactional Communication	To communicate a message for transactional or interpersonal purpose.	To communicate and share ideas, feelings and information	- Dialogues (informal/ formal) - Letters (informal/ formal) - Greeting cards - E mails - Notices - Talks - Interviews

			• Job advertisements
			• Resumes´

Themes and Sub-Themes:

The following themes along with their sub-themes are suggested for selection of topics and content of teaching material. These themes should primarily nurture ethical and social attitudes relevant to Pakistani context, and also create an awareness, tolerance and understanding of global audiences. The chosen material should demonstrate gender and cultural neutrality, and should not contain any hate material.

Content relevant to the recommended themes should be used to teach various language skills. There is no direct relation between a thematic topic and a particular skill. Any topic can be utilized for teaching any number of skills, and at a higher grade should incorporate wider content areas and higher vocabulary range justifying the spiral approach of the curriculum.

Some of the listed themes lend themselves better to teaching basic transactional skills by providing an immediate communicative purpose and are, therefore, more suitable for conversational and functional texts. Several themes can also be combined in one unit e.g. Nature and Environmental Education can be dealt with through range of text types and activities on Environmental Pollution in one unit.
An indicative list of themes is given on the following pages.

Note: This list is not exhaustive. Textbook writers can select from the given themes and/or add related sub- themes to suit the developmental level of the students.

S. No	Themes	Sub-Themes –VI	Sub- Themes- VII	Sub-Themes- VIII
1.	**Ethics and values (Universally desired personality traits)**	• Patience/ tolerance • Showing moral courage Respecting others • Empathy	• Patience/Tolerance • Trustworthiness • Respect for rule and law • Fairness	• Patience • Tolerance • Respect for rule and law • Fairness

	(Values, Established ideals of life, objects, customs, ways of acting that members of a society regard as desirable)	• Trustworthiness • Fairness	• Integrity • Selflessness • Moral courage • Empathy	• Integrity • Selflessness • Moral courage • Empathy
2.	**Peaceful Co-existence/ Peace education**	• Friendship and co-operation • Awareness of challenges faced by differently abled people	• Diversity and acceptance of diversity (of opinions, likes and dislikes) • Willingness to learn about others' way of life, experiences and view points • Resolving conflicts and dialogues	• Diversity and acceptance of diversity (of opinions, likes and dislikes) • Willingness to learn about others' way of life, experiences and view points
3.	**Self, people and places**	• Knowing people of different religions, ethnicity, languages and nationalities • Places of historical, cultural and geographical importance and interest in Pakistan and other countries.	• Knowing people of different religions, ethnicity, languages and nationalities • Places of historical, cultural and geographical importance and interest in Pakistan and other countries	• Knowing children from other nations • Respecting other religions, cultures, ethnicities and other countries. • Showing the ability to adjust in different places and cultures
4.	**Patriotism/ National Pride**	• Understanding and exhibiting national Pride (Language, Dress, Culture, food, arts & crafts)	• Understanding national Pride (Language, Dress, Culture, food arts & crafts)	• Understanding national Pride (Language, Dress, Culture, food, arts & crafts)
5.	**Nature**	• Natural beauty and	• Natural beauty and	• Natural beauty and

		geographical diversity of Pakistan (Famous tourist spots)	geographical diversity of Pakistan and Asia (Famous tourist spots)	geographical diversity of Pakistan and world (Famous tourist spots)
6.	**Gender equality and Equity**	• Gender balance roles in domestic setup	• Gender balance access to basic needs (Education, health and employment) • Role of woman in development of society (female entrepreneurs, Women in sports, IT, and science etc.)	• Role of woman in development of society (female entrepreneurs, Women in sports, Women in IT, politics, social work and science)
7.	**Festivals and cultural events**	• Cultural festival of Pakistan and around the world	• Festivals and global cultural events around the world	• Festivals and global cultural events around the world
8.	**Role models Male/female (Past and Present.)** **Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen, personalities from Islamic history Awardeees of Nishan e Haider, Pakistani armed forces and civilian personalities)**	• Local, National and International Role models depicting noble cause, national cause. • Incidents from the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen showing his patience and tolerance • Awardees of Nishan –e- Haider • Contemporaries heroes/ role models (Dr. Ruth, Arfa Karim, Abdul Sattaar Edhi, Dr. Amjad Saqib of	• Local, National and International Role models depicting noble cause, national cause. • Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen (Prophet Muhammad (saw)'s head of family) • Awardees of Nishan –e- Haider • Contemporaries heroes/ role models (Dr. Ruth, Maryam Mukhtar, Arfa Karim, Abdul Sattaar Edhi,	• Local, National and International Role models depicting noble cause, national cause. • Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen as Teacher/ Educationist • Awardees of Nishan –e-Haider • Contemporaries heroes/ role models (Dr. Ruth, Arfa Karim, Abdul Dr. Ruth, ARfa karim , Abdul Sattaar Edhi, Dr. Amjad Saqib of

		Akhawuat, Dr. Abdul Baari of Indus Hospital)	Dr. Amjad Saqib of Akhawuat, Dr. Abdul Baari of Indus Hospital)	Akhawuat, Dr. Abdul Baari of Indus Hospital, Lt. Gen. Nigar Johar)
9.	**Environmental education**	- Knowledge of immediate environment and biomes - Keeping the resorts clean, Avoid chalking on trees and rocks - Importance of the use of biodegradable products - Conservation of natural resources (water, gas, etc.) - Importance of plants and trees	- Solid waste management (disposal and recycling) - Keeping the resorts clean, Avoid chalking on trees and rocks - Making sustainable lifestyle choice - Introduction to climate change	- Effects of man's action on environment Biomes (Global warming and greenhouse effect) - Conservation of resources (water, forest, energy, mountains rocks, etc.) - Keeping the resorts clean, Avoid chalking on trees and rocks
10.	**Population education**	General Impact of population growth on natural resources and environment	General Impact of population growth on natural resources on a global level.	General Impact of population growth on health and nutrition on a national level.
11.	**Travel and Transport**	- Considering the principle of "Safety First" - Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff)	- Considering the principle of "Safety First" - Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff)	- Considering the principle of "Safety First" - Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff) - Cockpit Drill (Doors, Seats

			• Cockpit Drill (Doors, Seats Adjustments, Seat belts, etc.)	Adjustments, Seat belts, etc.)
12.	**Science and Technology**	• Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet • Being mindful of cyber security measures.	• Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet • Being mindful of cyber security measures.	• Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet • Being mindful of cyber security measure • Being digitally SMART
13.	**Education and Employment (careers/ occupations)**	• Awareness of emerging professions • Awareness of study skills for better learning outcomes	• Awareness of emerging professions • Awareness of study skills for better learning outcomes	• Exploring educational opportunities • Career Counseling
14.	**Dignity of labour**	• Showing respect to different professions and occupations	• Appreciating value of labor among all professions and occupations	• Appreciating value of labor among all professions and occupations
15.	**Media**	• Media as a source of instant knowledge • Distinguish between fake and real information on different media	• Media as a source of instant knowledge • Awareness of media bound propaganda • Social media ethics (avoid sharing personal information, respect	• Media as a source of instant knowledge • Awareness of media bound propaganda • Social media ethics (avoid sharing personal information, respect privacy of others, being

			privacy of others, being polite while commenting) • Differentiate between good and bad information.	polite while commenting) • Differentiate between good and bad information.
16.	**Crisis awareness & management, and risk reduction**	• Basic knowledge of first aid • Awareness of crisis, accidents natural calamities and pandemics • Measures to be taken before, during and after any natural hazard. • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.	• Basic knowledge of first aid • Awareness of crisis, accidents natural calamities and pandemics • Measures to be taken before, during and after any natural hazard. • Basic knowledge of First Aid • Safety at school/ playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.	• Basic knowledge of first aid • Awareness of crisis, accidents natural calamities and pandemics • Basic knowledge of First Aid • Basic school safety plans inclusive of measures to be taken during any emergency situations • Safety at school/Playground /streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
17.	**Participatory**	• Understanding individual	• Understanding individual	• Understanding individual

| | Citizenship | responsibility as a citizen, in different situation
• Understanding Mandatory Traffic Signs and Signals
• Understanding warning / regulatory Traffic Signs and Signals
• Respecting community resources
• Practicing cleanliness for self and surroundings
• Civic responsibilities (Making queues, Avoid spitting, Avoid Public urination/open defecations | responsibility as a citizen, in different situation
• Civic responsibilities (Making queues, Avoid spitting, Avoid Public urination/open defecations)
• Respecting community resources
• Traffic education
• Obeying rules and regulations (observing speed Limit)
• Being a responsible and helpful citizen
• Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.)
• Respecting Human rights | responsibility as a citizen, in different situation.
• Respecting Human rights
• Understand the real notion of democratic processes in personal and social context.
• Importance of National Constitution with respect to Human rights etc. (No one is above the law etc.)
• Give way (rules to give way to ambulance, Police Cars and fellow commuters, observing speed Limit)
• Civic responsibilities (Making queues, Avoid spitting, Avoid Public urination/open defecations)
• Rules for overtaking
• Using public facilities
• Traffic education
• Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.) |
| 18. | Health, Safety, Drug | • Understanding | • Visiting a doctor | • Knowing harmful |

education	physical well-being • Visiting a doctor • Knowledge about harmful drugs • Reporting to authorities • Awareness of concept of abuse and ways to handle it • Confiding in family members • Learning to say "no" to an inappropriate touch/situation (Stranger Danger) • Healthy eating habits (No junk food, No skipping meals, • Knowledge about house hold chemicals and careless use of medicines • Calling emergency helplines	• Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.) • Negative and harmful effects of drug abuse • Awareness of concept of abuse and ways to handle it • Confiding in family members • Learning to say "no" to an inappropriate touch/ situation(Stranger Danger) • Gathering support from teachers and parents • Awareness campaign about Health and hygiene. • Reporting to authorities • Healthy eating habits (No junk food, No	medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.) • Concept of addiction • Courage to say NO to peer pressure. • Reporting to authorities • Awareness of concept of abuse and ways to handle it • Confiding in family members • Importance of Self esteem • Learning to say "no" to an inappropriate touch/ situation(Stranger Danger) • Health hazards of smoking. • Awareness campaign about Health and hygiene. • Healthy eating habits (No junk food, No skipping meals, • Knowledge about house hold chemicals and careless use of medicines • Calling emergency helplines

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			- skipping meals, - Knowledge about house hold chemicals and careless use of medicines - Calling emergency helplines	
19.	**Personality Development**	- Concept of Self esteem - Polishing Communication and inter personal skills - Handling emotions effectively	- Importance of Self esteem - Polishing Communication and inter personal skills - Handling emotions effectively	- Importance of Self esteem - Polishing Communication and inter personal skills - Developing decision making and problem solving skills - Handling emotions effectively and coping with stress
20.	**Avoiding Social Evils**	- Say no to corruption - Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)	- Bullying (in social setup) - Say no to corruption - Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender) - Child labor - Hoarding	- Bullying (in social setup) - shunning bribery - Say no to corruption - Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender) - Child labor - Hoarding
21.	**Sports**	Outdoor games (Cycling,	Outdoor games (Cycling,	Outdoor games (Cycling,

		hiking and trekking,) ● Sportsman spirit (team spirit and team work)	hiking and trekking) ● Sportsman spirit team spirit and team work)	hiking and trekking) ● Sportsman spirit team spirit and team work)
22.	**Adventure**	● Climbing walls/ mountaineering /hiking/ skiing ● Difference between Thrill seeking and adventure ● Avoiding wreck less thrill seeking (over speeding, riding without license , dangerous pranking)	● Climbing walls/ mountaineering /hiking/ skiing/ ● Difference between Thrill seeking and adventure ● Avoiding negative thrill seeking (over speeding, riding without license , dangerous pranking)	● Climbing walls/ mountaineering /hiking/ skiing ● Difference between Thrill seeking and adventure ● Avoiding negative thrill seeking (over speeding, riding without license , dangerous pranking)

Chapter 05: Classroom Methodology

5.1   Introduction

English is considered as the most esteemed second language on socio economic and political grounds. Moreover it is perceived as an indispensable tool to survive in the global community (Rahman, 1999; Paik, 2008). In our national context, English is taught as second language as per National Educational Policy. Keeping in view the contemporary teaching needs and trends, an eclectic approach is suggested for teaching English as L2, combining the structural and communicative approach with the audio with the lingual methods. This would support the teacher as well as student to have a class room environment where they can practice communicating in English language.

5.2   Essential of Classroom Methodology

Some essentials related to the general classroom methodology regarding English language teaching are given below. These essentials would not only be beneficial to the teachers, but also the textbook writers while devising material.

- Language learning will be effective if teachers utilize less lecturing and talk time will be reduced in the class and puts the learner in a communicative and interactive situation where they are provided with a purpose to speak, read, write or listen. Thereby, switching from a teacher-centered classroom to a student-centered classroom.

- Keeping in line with the best practices of integrated language teaching, the focus on oral/aural skills will be extended to reading and writing at middle level (VI to VIII). Integrated language teaching emphasizes on language skills with gradual increase in complexity at each level.

- Activities should be so devised and conducted that students have an opportunity for individual work, as well as, pair work and group work.

- Peer corrections can be encouraged in large classes. The teacher can facilitate the entire process.

- Mistakes and errors are to be taken as a learning opportunity. Teacher should not be critical, and should facilitate students to communicate and learn through activities and tasks that are enjoyable and intellectually stimulating. Teachers are encouraged to use latest available technology in the classrooms to enhance learning skills.

- Teachers should prepare lesson plans keeping in mind the core SLOs of the unit along with the relevant activities and strategies to be used.

5.3   Teaching of Language Skills

It should be understood that the language skills of listening, speaking, reading and writing can be taught separately or integrated according to need and purpose. Although taught through their sub skills, these skills are holistic acts that having, developing, effective and advanced stages. All forms of communication serve as vehicle of language learning, as well as means for exploring ideas about life and human nature.

5.3.1 Communication Skills (listening and speaking):

It is important to develop, students' oral skills of listening and speaking throughout schooling. Teaching oral presentations from early years of schooling whether a simple 'show and tell", a recital, 'Thought of the Day', a story, a speech or a report, all are excellent ways to develop listening and speaking skills, sharing personal experiences/thoughts/feelings and emotions

- **Verbal:** Verbal communication should focus on appropriate and effective use of language, and development of ideas and their organization for a specific audience, setting, and occasion.
- **Non-verbal**: Nonverbal communication refers to gestures, facial expressions, tone of voice, eye contact (or lack thereof), body language, posture, and other ways people can communicate without using language.

5.3.2 Reading Skill:

Reading is the first visual process that needs to be connected to an oral and aural experience. Reading instructions must take into consideration the general academic development needs of students, as well as, their individual abilities. Focus on conventions, comprehension, interpretation and context is integral. Textual aids such as blurbs footnotes, graphs, figures, table of contents, indexes, appendices, preface etc. aid comprehension.

Reading is done in different ways for different purposes e.g. we read an instructional manual, a humorous magazine, a course text/diagram/tables/graphs, etc. in different ways (skimming, scanning, etc.).

- ➢ **Silent Reading:** Silent reading improves students' comprehension because it helps them concentrate on the content rather than accent/pronunciation. It allows the reader to read

without voicing the words or to sub vocalize .It gives the reader an opportunity to build and extend their imagination to visualize the content.

- ➢ **Reading aloud:** Reading for pronunciation development, stress and intonation is different from reading for comprehension, which is an individual/silent activity. The teacher must model reading aloud and provide class time for students to engage in reading for an audience.

- ➢ **Guided Reading**: A teacher must explicitly model reading and help students through guided reading instruction and independent reading time. Open-ended activities and questions during guided reading encourage diverse responses, and critical and creative thinking. Meaningful and supportive intervention, which makes students feel that they are being helped through their problems in reading, is important

- ➢ **Reading for Pleasure**: It is the teacher's responsibility to encourage students to experience the joy and satisfaction of fiction (literature), and devise ways to extend students' interest in it; e.g. visiting libraries frequently, reading online, reading newspapers, etc. This will also help develop higher-order skills of prediction, evaluation, judgment etc. The natural setting or a book will provide the native use of forms and vocabulary which help develop language skills.

- ➢ **Reading for Comprehension**: Teachers and material writers can structure the reading comprehension lessons using different kinds of questions related to literal comprehension, reorganization, inferential comprehension, analysis, evaluative comprehension, appreciation, comparison and contrast.

5.3.3 Writing Skill:

The ultimate aim of teaching writing through school years should be to make students fully independent writers. Students acquire writing abilities mainly through practice and frequent writing. Writing is a complex process interwoven with thinking as it allows writers to explore thoughts and ideas, and make them visible and concrete. It is important for the teacher to realize that it is not only the final product that is important in teaching writing but also the process in which learners and teachers collaborate for the benefit, advantage and encouragement of the learners.

- ➢ **Creative Writing:** The focus should be on developing students' ability to write/produce original pieces of writing employing different techniques and models. It is

important to understand the models, but they are not blueprints for close imitation. They only provide the structure and model on which the student organizes his own content.

> **Editing and proofreading:** Students should be gradually introduced to the practice of editing and proofreading their own work. Initially, this should be done in collaboration with teachers; as a next stage, pairs of children might help each other.

5.4   Indicating Errors

It is certain that learners make mistakes in the process of learning. Error analysis is an important part of language teaching which helps learners as well as teachers. Learners get to see the feedback on the errors they make and learn to amend as they proceed. Similarly, teachers understand the new ways of teaching by giving feedback on the errors made by the learners. Indicating errors provide new insights and techniques to the language teachers in sorting out the problems related to language learning.

According to the behaviorist learning theory of language, language learning is a habit formation and the errors in second and foreign language learning are due to the hindrance of the rules and habits that are formed in first language learning. These learned and formed habits of the first language resist and interfere in the process of forming the habits of the second and foreign language. Thus, the errors of the learners are the result of the interference of the first language according to the behaviorist theory (Corder, 1967)

5.4.1 Ways of Correction:
There are several ways of correction that can be employed in the classroom.

> **Self-correction:**

After the student recognizes what is incorrect in his/her response, s/he should be able to correct him/herself. Self-correction is the best technique because the student will remember it better.

> **Peer correction:**

If the student cannot correct him/herself the teacher can encourage other students to supply correction. This technique is to be applied tactfully, so that the student who originally made the mistake will not feel humiliated. In the case of errors, it is useful if after peer correction the teacher goes back to the student who made the error and gets him/her to say it correctly. Edge (1990) mentions the following advantages of peer correction:

- It encourages cooperation, students get used to the idea that they can learn from each other
- Both learners (who made the error and who correct) are involved in listening to and thinking about the language
- The teacher gets a lot of important information about the learners' ability - if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may happen that whenever the teacher asks for peer correction from the whole class, it is always the same students who answer. In this case, the teacher has to make sure that other students are involved as well.

> **Teacher correction:**

If no one can correct, the teacher must realize that the point has not yet been learnt properly. In that case, the teacher can re-explain the problematic item of language, especially if the teacher sees that the majority of the class has the same problem. There might be more repetition and practice necessary. We must not forget that the main aim of correction is to facilitate the students to learn the new language item correctly. That is why it is important that after correction the teacher has to ask the student who originally made the error or mistake to give the correct response.

5.4.2 Editing Symbols for Checking:

Teachers should use a set of conventions to indicate errors. Textbook writers can give a standard checklist as an appendix.   A sample follows:

Figure 5.4.2: Editing Symbols for Checking

EDITING MARKS	
⌃	Insert a word, letter, or phrase
ℒ	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
⌃	Insert comma
⌄	Insert an apostrophe
⌄⌄	Insert quotation marks
#	Insert space
⌒	Close up space
∽	Transpose letters or words
¶	Start a new paragraph
(SP)	Check spelling
⌐	Move right
⌐	Move left

5.5   Essentials of Classroom management:

Classroom management includes teaching strategies and procedures that encourage a safe and conducive learning environment. Although every teacher will have a unique style of management to meet each grade's needs.

The following elements form the basis of classroom management practices.

5.5.1 Lesson Planning:

Teachers should first plan the number of hours they can spend on each unit and the core SLOs of a unit. As a second step, they should add materials that will enhance the objectives and fit into the given time e.g. If the teacher feels the textbook's reading passages lack relevant activities, he/she can develop other activities for vocabulary enhancement, discussion and comprehension questions and other reading activities that will develop the theme/main points of the reading and/or give the required language practice. The teacher should have an overview of what each week's lessons will look like;

- o based on the language skills, text material/topic
- o variety of activities and methodology to be used
- o teacher's supplemental materials
- o quizzes or tests to check student progress of the given SLOs.

5.5.2 "Instructional strategies"

A range of instructional strategies should be used to create learning environments and achieve learning objectives that cater to the differing interests, abilities and learning styles of students in order to make them independent and confident learners. Some student-centered activities are given below:

- **i)** <u>**Elicitation**</u>: It is a technique that teachers can use to get information about what students know or don't know. It creates a learner-centered environment and is very thought-provoking as students become active learners. It can be used for eliciting vocabulary, grammar, background information, rules, opinions, association, etc. The teacher properly plans input, a stimulus such as context, a headline, a photograph, or a situational dialogue to start the process of accessing the students' knowledge.
- **ii)** <u>**Discussion**</u>**:** A unique form of group interaction that helps students to develop their listening and speaking skills through exploring a diversity of views and investigating assumptions in the light of different perspectives. Discussion can be helpful in developing reading writing skills such as enhancing comprehension of complex ideas in reading texts and generating ideas for writing argumentative essays.
- **iii)** <u>**Fishbowl Activity:**</u> This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics. Almost any topic is suitable for a Fishbowl

discussion. It requires a circle of chairs ("the fishbowl") and enough room around the circle for the remaining students to observe what is happening. Like many structured conversations, Fishbowl discussions are most effective when students have had a few minutes to prepare ideas and questions in advance. Sometimes teachers have half the class sit in the fishbowl for ten to 15 minutes before announcing "Switch," at which point the listeners enter the fishbowl and the speakers become the audience. After the discussion, students can reflect on how they think the discussion went and what they learned from it. Students can also evaluate their performance as listeners and as participants. Students' reflections can be in writing or structured as a small- or large-group conversation.

iv) <u>**Role-Play:**</u> A teaching strategy in which students learn by acting and observing. It helps to develop language and social skills through problem solving and communication. Role-play can be used beneficially at the post-reading stage for elaborating ideas gained from reading texts and for the practice of dialogue writing.

v) <u>**LaSaCaWaC (Look- Say- Cover – Write- Check):**</u> It is a positive strategy for teaching spelling. It is a technique that helps students to acquire and extend their visual perception of words. It is recommended that teachers use this strategy regularly in their classrooms. The procedure starts with the teacher writing the word on a piece of paper. The student **looks** at the word as the teacher articulates it. Then the student **says** the word while still looking at it. Next, the paper is **covered** or turned face down. Subsequently, the student **writes** the word from memory. Finally, the student **checks** to see if the spelling is correct. If it is, it can be entered into the student's word book (a book maintained all year round of words the student can spell). If not, the error should be discussed and then the student repeats the process by looking at the word again and writing it down to check if the spellings are correct.

vi) <u>**Graphic Representation of Ideas and Concepts:**</u>
  a) <u>**Brain-Storming:**</u> A group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group; *also*: the mulling over of ideas by one or more individuals in an attempt to devise or find a solution to a problem.

  b) <u>***Concept map/cognitive mapping/mind maps:***</u> A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject. Concept maps begin with the main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics. It helps s students organize their understanding of specific vocabulary and concepts. It builds on students' prior knowledge about a topic and actively engages students in learning new vocabulary and content by activating their critical thinking skills.

vii) **Think-Pair-share:** This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop a conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. Before introducing the **Think-Pair-Share** strategy to the students, decide on your target for this lesson. You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key content concepts that your students have been studying. Describe the strategy and its purpose to your students, and provide guidelines for discussions that will take place. The teacher will model the procedure with a student (as a pair). The students will **think** individually about a topic or the answer to a question and then **pair** with a partner and discuss the topic or question. Finally, each student will **share** ideas with the rest of the class.

viii) **Jigsaw reading:** Jigsaw reading is used for research and peer teaching. In this activity, students are directed to read different sections of text assigned to them. When the reading has been completed the students meet for approximately twenty minutes with others who are assigned the same topic. They discuss the material, identify the most important learning points and return to their 'home groups' to instruct the others about the information in which they have become an 'expert'. Each student takes turns teaching what he or she has learnt to the other home group members.

ix) **Running Dictation:** Running dictation is a lively activity that practices the integration of the four skills of speaking, listening, and reading, writing while walking/running and remembering. Students collaborate to work in pairs or small groups. The aim is that one student in each pair or group will walk or run to read the passage and follow the instructions/ directions given by the teacher to either change the tense or add/replace words with synonym/ antonyms, add the missing punctuation, etc. They remember some of the passage and walk/run back to their partner. They quietly dictate to their partner what they remember, who writes it down. Later they swap roles. Over several turns, they will build the whole passage. This means they really have to run back and forth because students will only remember three or four words or sentences at a time. The winning pair/group is the team that finishes first– although the teacher needs to check for mistakes to ensure accuracy. Here peer checking can be done on the spot.

x) **K-W-L:** '*What I Know, What I want to know and what I have learnt'* is a summarizing strategy focusing on what students know (prior knowledge), what students want to know and what they learned (new knowledge).

xi) <u>**Plus-Minus-Intriguing:**</u> This strategy focuses on asking the students to share their opinions about the lesson they liked, the points they did not like and the questions that they still wanted to find answers to.

xii) <u>**Circle of Voices:**</u> 'Circle of voices' is an aid in the development of critical thinking and reflection skills. According to Harvey Daniels' definition: "Literature circles are small, temporary discussion groups who have chosen to read the same story, poem, article, or book...Each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the group with the notes needed to help perform that job". This strategy helps students socialize and develop the habit of actively listening to the contributions of their fellows. Students are divided into groups of 4-6 and assigned a selected reading text. Each student chooses a role and is given time to prepare his/her assigned to share within the group.

xiii) <u>**Gallery Walk:**</u> Gallery walk is a classroom-based active learning strategy where students are encouraged to build on their knowledge about a topic/content to promote higher-order thinking, interaction and cooperative learning. Groups of students are given assignments that they need to work on together and present their ideas on a sheet of chart paper. Once they have completed their poster, have them display it on the wall. One of their group members will stay with the poster and explain it. As the class rotates to look at all the posters, they post comments/questions using sticky notes. Students take turns standing by their posters so that each of them has the chance to visit the other groups' posters. Towards the end of the gallery walk all the comments and questions are addressed. This sets up a more interactive way of presenting as compared to presentations.

xiv) <u>**Front Load Vocabulary:**</u> Frontloading or pre-teaching vocabulary is a powerful before-reading instructional strategy to facilitate comprehension of a passage. The more students understand the terms used within a passage, the easier it is for them to understand the information they read or hear about the topic (Marzano & Pickering, 2005). Although this is a reading strategy used to aid English language learners, this strategy also helps students in all subjects. When teachers are using a text with lots of jargon or terms students have had no exposure to, they should frontload the vocabulary. There are various ways to frontload vocabulary e.g. when students get confused about the terms used to describe their location on the ship, the teacher can show them a picture map showing one of those signs that says, "you are here." Also on the sign, the ship is labeled with the nautical terms i.e. port, starboard, raft, and more. Seeing the sign can give clarity about which direction they are walking on the ship. In the classroom, in addition to pictures, you could also show a video clip (Barnes, 2019).

xv) **Write Around:** It is used for creative writing or story summarizing. The teacher provides a sentence starter to each group of students in the class both verbally and in writing, e.g. I left school in a hurry today because…. Ask each student to copy the sentence starter and finish the sentence on their own piece of paper. After they have written their answer each student passes their paper to the team member on their right. Next, the students read the paper they have received from their neighbors and add a new sentence to that page. Again, they pass the paper to their right. After a few go-rounds, a number of stories great stories or summaries emerge. Give students time to read their final versions, add a conclusion and / edit their favourite one to share with the class.

5.5.3 Strategies for integrated skills

a) **Flipped Classroom:** Teachers can engage with individual students, or groups of students, to engage them into enough practice until they develop the skill. Students get a chance to practice their learning of lesson content while teachers can easily assist the struggling students to catch the pace. Students who have mastered the material can move ahead with more complicated tasks and engage in work that extends their learning. Finally, flipped classrooms also have the unique characteristic of being able to educate parents alongside their children. Parents can watch video lectures, thereby connecting them more closely to their child's education (Bergmann & Sams, 2012).

The flipped classroom model is heavily dependent on technology; students must have access to a computer (or similar device) and the internet so they can watch videos at home. Ensuring access to technology is the responsibility of educators. Flipping a classroom creates the potential for active, engaged, student-centered learning, peer interactions, and personalized instruction. But none of these results automatically from moving direct instruction outside of the classroom. Teachers need to be committed to transforming their instruction and their use of classroom time.

b) **Inquiry/Investigation:** A process of framing questions, gathering information about language structure and use, analyzing texts and drawing conclusions about the author's purpose, etc. It encourages students to actively engage with the text and take responsibility for their learning.

c) **Project:** In project work, students develop all the four languages skills while learning to work independently. It also allows for the creativity and development of research skills.

d) **Presentations:** Oral presentations on a group and individual tasks and projects help shift the focus from a lecturing mode to the learners' active participation in a classroom activity. This also helps develop confidence and enhances listening and speaking skills

5.5.4 Supplementary Materials

Along with the prescribed textbooks and teachers' guides, teachers are encouraged to use the following:
   i. Encyclopedia, sourcebooks newspapers, journals, magazines, etc.
   ii. Advance dictionaries and thesaurus (Online as well)
   iii. Auditory materials such as radio broadcasts, tape recordings, and CD players.
   iv. Visual materials such as cue cards, cutouts, pictures, maps, charts, posters, overhead projectors, televisions, computers (audio-visual), etc.
   v. Supplementary Reading materials (abridged classics)
   vi. Environment, community and the outdoor.

vii.   Digital Resources (Educational websites)
- Immersive Reading tool(Microsoft Office tool to facilitate reading)
- Google Translate/Microsoft Translate(To facilitate bilingual understanding of various concepts)
- English Talking Dictionary (To facilitate better pronunciation)
- Lingro (online dictionary and language-based site)
- Vacaroo (sharing voice massages for speaking practice)
- Fotobabble (using pictures for discussion/ picture description)
- ESL Video (online quiz for listening comprehension)

Websites to teach English concepts

S. No	Website	Concepts
1.	http://www.primaryresources.co.uk/	Resources and teaching aids for a variety of topics.
2.	https://learnenglishteens.britishcouncil.org/	Skill based resource structured at various levels and
3.	www.eslvideo.com	Using videos for quizzes. Ready-made quizzes are available after viewing of the video.
4.	https://www.scholastic.com/teachers/lessons-and-ideas/	Teaching ideas for teachers.
5.	http://www.bbc.co.uk/education/highlights	Teaching of metaphors, similes, facts/opinions, compound words, etc.
6.	http://www.breakingnewsenglish.com/	For speed reading, enhancing reading fluency
7.	http://pbskids.org/	Language games and videos for Primary featuring resources such as writing contests, videos and APPS
8.	http://www.crickweb.co.uk/	Educational games and activities
9.	www.englishgrammar.org	Detailed lessons, videos and practice exercises on various topics for both teachers and students.
10.	www.readworks.com	Free content, curriculum and tools for teaching and learning driven by cognitive science research.
11	www.turtlediary.com	Simple learning games
12	www.education.com	For teachers-parents assistance , activities for children
13	www.teachervision.com	Activities and resources for teachers with limited free access.

Chapter 06:   Assessment

The focus of English language curriculum is on language acquisition and the purpose of assessment is to gauge the achievement of the learning goals. The traditional assessment methods are built on memorization and rote learning. Discouraging this practice will enable students to approach different texts independently and critically. Skills-based assessment using texts, materials and realia is, therefore, recommended for testing students' ability to use language in spoken and written communication.

6.1   Purpose of Assessment:

The primary purpose of all assessment, formative or summative, is improving the teaching-learning and assessment process by providing feedback to both teachers and students.
More specifically, assessment helps the teachers to;

- Check the knowledge that the students already have so that teachers know from where to start teaching.

- Find out students' strengths and weaknesses.

- Explore the cause of students' weaknesses and address them through improved teaching methodology and/or materials.

- Find out if feedback to students is helpful and effective.

- Compare the ability of students in one school with the ability of students of a similar grade in other schools.

6.2   Types of Assessment:

The following two forms of assessment are recommended:

6.2.1   Periodic/ Formative Assessment:

The basic objective of formative assessment is to check how learning is taking place. It is an ongoing process throughout the academic session, and is generally done through homework, quizzes, class tests, immediate feedback, exit tickets, KWL charts, mid-term examination, and group discussions. Periodic assessment tests encourage most students to do more revision work. It helps the teacher to assess students' performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. It allows teachers to adapt their teaching strategies in the light of performance shown by students. The teacher must provide feedback to the students on a regular basis. After every activity, a teacher must assess how well students have learnt the taught concept.

6.2.2 End- of- term /Summative Assessment:

The basic purpose of summative assessment is to know how much learning has taken place. It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of suitable candidates to a higher class/grade. Relying only on summative assessments is of little benefit; it helps neither the students, who have not been trained to take examinations, nor the teachers who remain unaware about success/failure of their methodology and the course content. The same variety of assessment tools should be used for both types of assessments.

6.3   Assessment System for the Present Curriculum

The assessment system for the present curriculum should include:

- A clear statement of specific purpose(s) for which the assessment is being carried out.

- A wide variety of assessment tools and techniques that measure students' ability to use language effectively for different purposes.

- Rubrics for assessing the four language skills and marking the summative assessments as per the given guidelines.

- Criteria to be used for evaluating performance against the SLOs for each grade/level.

- Procedures for interpretation and use of assessment results to evaluate the learning outcomes.

6.4   Methods of Assessment

Students' abilities and acquired skills can be tested through a range of assessment methods. The process of selecting the most appropriate method of assessment must consider the time, resources available, age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods.

6.4.1 Selected Response Items (Objective type):

In this type of questions, students select the answer from two or more given choices. The short response time allows more information to be assessed in limited time. Scoring is quick and objective, since teachers need to only check if the single correct or best answer was identified for each item. These include different assessment tools such as Multiple Choice Items, Binary Choice Items, Matching Items and Interpretive Exercises.

- a) **Multiple Choice Items:** The different types of multiple choice items are:

  - *Correct answer type:* It assesses knowledge and comprehension.

- *Best answer type:* This measures higher order thinking such as reasoning and critical analysis.
- *Multiple response type:* It assesses knowledge, comprehension and critical thinking. This is used in dealing with questions to which more than one clearly correct answer exists.
- *Incomplete statement:* This measures knowledge, skills and higher order thinking. The stem is an incomplete statement rather than a question.

If we analyze tests in which multiple choice items are used, we find that in most cases, the items test 'knowledge' only. Multiple choice items must test application or analysis along with knowledge and comprehension. However, it is recommended that only correct answer type and best answer type multiple choice items should be used.

b) Binary Choice Items: These items, such as marking statements as True or False can be used to assess knowledge, values and opinions depending on which binary choices are given. Guessing allows students 50% chance of being right. These need to be avoided at higher grades.

These effectively assess students' knowledge and associations/relationships of one or more concepts or linguistic items, and can assess a great amount of factual information within a single topic.

c) Interpretive Exercises: Interpretive exercises contain brief information or data, followed by a variety of questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables or pictures. Multiple questions about the same information allow higher cognitive skills and their application to be measured in greater depth. Interpretive exercises:

- can assess interpretation, analysis, application, critical thinking, and other reasoning skills separately from content knowledge of the subject.
- allow students to focus on applying and connecting knowledge.
- use information in formats that students encounter daily such as pictures, maps, charts, figures, tables and newspaper articles, which increase meaning and relevance of the exercise.
- help test the development of reading ability.

6.4.2   Constructed Response Items (CRI) (Semi-objective and Subjective type):

This requires students to create or produce their own answer in response to a question or task. It also allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking as well as their ability to use language in oral or written communication. However, such items are time-consuming to answer and score. Although they eliminate

guesswork but scoring is more subjective. In case of CRI's, clear criteria/rubrics are necessary to develop reliability.

a) Restricted Response Items (RRI) (Semi-objective): These require students to provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

- *Fill-in Items:* Fill-in items assess more knowledge and factual information in less time. These ask students to label diagrams or write a one word answer to a short question. These cannot check understanding of higher order thinking.
- *Short Answers:* Short-answer items are questions that call for students to write short answers (3-4 sentences at most). These assess knowledge, understanding and reasoning. It is important to decide what knowledge, ideas and skills are to be tested and then allocate marks accordingly. *Short answers* may test more than recognition and recall, and they demand a certain amount of coherence in the answer. They are more objectively scored than an essay and provide less opportunity for guess work.

b) Extended Response Items (ERI) (Subjective type): In ERI's, students are given maximum time to express their views, narrate their experiences and state their point of views logically and cohesively. These items are considered the best to judge writing skills and creativity. However, some rubrics/criteria must be developed to avoid subjectivity.

- *Essay-type questions:* These are extended response items that allow greater freedom in response. These are easier to construct than objective and semi-objective type questions provided appropriate command words are used. However, they require a lot of time and skill in marking. Clear criteria need to be developed to ensure consistency of marking by different assessors.
- *Performance tasks:* These require students to construct a more extensive response to a well-defined task, often involving deep understanding and/ or higher order thinking skills needed in real-world application. Performance tasks can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play. Another example is project work that can evaluate a range of skills such as research skills, analysis and synthesis of information, presentation skills etc.

6.5   Teacher observation

Teacher observation is a cyclic and diagnostic process which is used to give feedback on the students' performance and to help them improve. It can be the most powerful tool in the classroom if used effectively.

a) Informal teacher observation is so common that it is often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Non-

verbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback.

b) Formal observation is important in assessing both products and skills in performance tasks such as oral presentations and interviewing skills. Planned observation focuses on specific behavior(s). It can be done by the teacher as a spectator or as a participant. Observational tools include a listing of pre-selected behaviors/skills. After observing, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

6.6   Student Assessment

In order to make students independent and critical thinkers, they should be encouraged to assess their own learning on a regular basis. Student assessment is of two types:

a) Self-assessment: In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. As a part of their self-reporting, students may also be asked to answer questions through **exit tickets**[5] that reveal their attitudes and beliefs about themselves or other students and about their learning for that particular day. The teacher must start the next lesson by addressing the students' concerns that were raised in the exit ticket.

b) Peer Assessment: It nurtures collaboration between students when they provide constructive feedback to their peers. Initially, some guidance regarding the marking criteria is given to the students to make peer assessment effective and meaningful. Although, a very useful technique in large classes where the teacher cannot mark the work of each student, it still needs active teacher supervision.

6.7   Characteristics of a Good Testing Tool

A good test has the following characteristics:

a)   **Validity**: It tests what is supposed to be tested. The test items should be in accordance with the curriculum objectives to ensure content validity.

b)   **Reliability**: It is the extent to which a test or measuring procedure yields the same results on repeated trials. If the test is reliable, the students will get similar grades if they take the test on another occasion without any additional language training. Reliability can be

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[5] "**Exit tickets** are formative assessment tools that give teachers a way to assess how well students understand the material they are learning in class. This tool can be used daily or weekly, depending on the unit being taught. A good exit ticket can tell whether students have a superficial or in-depth understanding of the material." Edutopia, 2015

achieved through providing the assessors with clear and easy to use marking schemes, as well as, their training, wherever possible, in using these marking schemes.

c) **Objectivity:** Objectivity is an important characteristic of a good test. It affects both validity and reliability of test scores. Objectivity of a measuring instrument moans the degree to which different persons scoring the answer receipt arrives of at the same result. Gronlund and Linn (1995) states "Objectivity of a test refers to the degree to which equally competent scores obtain the same results. So a test is considered objective when it makes for the elimination of the scorer's personal opinion and bias judgment. In this context there are two aspects of objectivity which should be kept in mind while constructing a test."

d) **Practicality**: A good test is easy to administer. An effort should be made, particularly in large-scale testing, to ensure that testing conditions are uniform across a range of contexts in which the test is administered. Also, the testing conditions should be similar to the conditions under which standardization and norming has taken place during the test development stage.

Testing is closely related to teaching. A good test can have a beneficial backwash effect in terms of focusing the teaching curriculum objectives (SLOs).

6.8   Constructing and Marking a Test/Assessment

Constructing and marking a test or assessment is pivotal for the learning process, Tests and assessment should be designed well in advance. In the revision of the curriculum it was made sure that assessment of all the four language skills was incorporated. In compliance with the standard criteria, assessment rubric for writing, reading, speaking and listening skills are given in detail, which may be followed as they are. Teachers can also contextualize the same pattern.

6.8.1   Steps in Constructing and Marking a Test/Assessment:

The steps outlined below will help in writing better tests:
- Decide the purpose of the test.

- State the objectives of the test.

- Produce a 'grid' or a table of test specifications clearly identifying what is to be tested in relation to the syllabus objectives.

- Decide on type of questions to be used.

- Write the test items making sure that they are appropriate for what they are supposed to test (Validity).

- Devise a marking scheme/rubric, which is easy to understand and use.

- Do an item analysis to find out the validity and reliability of the test.

6.8.2 Marking Various Test Items

It is important to understand the nature of the various test items and the criteria by which they are marked. A marking scheme must be made and consulted while marking the scripts; otherwise, the results will be unreliable. It has often been noticed that assessors use their own criteria for marking exam papers at secondary and higher secondary level. While it is acknowledged that all assessors have wide experiences of teaching and assessment, training of assessors in large-scale testing is recommended to reduce subjectivity and ensure reliability of scoring students' scripts.

a) **Marking Selected Response Items (Objective type):** Objective items are either right or wrong, so there is no difficulty in marking them. Spelling, knowledge of grammar and sentence construction can all be tested using objective type items.

b) **Marking Constructed Response Items (Semi-objective, Subjective type items):** Constructed response item requires the student to supply a word, phrase, number, or symbol in response to a direct question. They can be written in incomplete sentence format or direct question format and are stricter than essay items in terms of limiting the form and scope of the response

c) **Marking brief constructed response items (semi-objective items):** Semi-objective items are easier to mark than the essay type as we can break the task up into two or three smaller portions and allocate marks for each section; thus marks are distributed according to the importance of a particular step.

d) **Marking constructed response items (essay type items):** The most difficult items to mark are essay type items as markers vary in their opinion over the marks a particular student deserves for his/her essay type answer. Essay type items may be used to test creativity, opinion or interest etc., in addition to other writing skills. These item types should not be used to test those objectives which can be tested more reliably by other means, e.g. marking spelling mistakes at the cost of ignoring creative use of language that has a variety of vocabulary.

6.8.3 Scoring Rubrics/ Checklists

Scoring rubrics/a checklist with criteria and points are given below. Carefully planned and focused marking schemes/rubrics guide essay markers, to reduce subjectivity and ensure accurate professional judgment. The rubric should preferably be shared with the students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.

i) MARKING CRITERIA FOR ASSESSING LISTENING SKILLS:

Keeping in mind the unavailability of language expert teachers, the following assessment criteria is designed on such a basic pattern that is easy for the teachers to understand and can be generalized according to their students and syllabus.

Responses can be taken as: **S= Strong,   A= Adequate,   W= Weak, N= No Response.**

- ### Sample Rubric for Assessment of Listening Skill[6]

	Area of concern 1 pts	Needs work 2 pts	Adequate 3 pts	Strong 4 pts
Attentiveness of listener	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was able to attend occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding	Student did not understand enough vocabulary or information to answer the questions.	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details	Student was unable to grasp specific details while listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.

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[6]Adapted from: https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572&

Accuracy of response	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information however a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with only a few errors.	The content was always accurate and related to the information given.

- ## Sample Listening Assessment (Grade VI)

Students will answer the questions given in the assessment sheet based on the paragraph read out. Sample passage will be according to the age of the student. Around 3 multiple choice and 2 brief descriptive questions could be given for assessment.

Name: _____   Subject: English (Listening Assessment)

Date: _____   Max Marks: 05

Section: _____   Time allowed: 20 mins.

Instructions for the students:

1. *Listen to the passage carefully while it is being read out to you. Do not fill the answer sheet while the passage is being read out to you.*
2. *Fill in the answer sheet carefully. Your answer will be marked as wrong on crossing, overwriting and using correctors.*

ii)   SAMPLE SPEAKING ASSESSMENT TASK (CLASS VI- VIII)

The following task can be taken as a sample to assess the speaking skills of students of class vi-viii:

- **Picture 1: Look at the picture carefully and answer the questions given below:**

Bedroom Fort

Q. What do you see in the picture?

Q. Have you ever made it in your bedroom? Share your experience.

Q. How would you decorate your bedroom fort?

- **Picture 2: Look at the series of pictures below and write a story about it using the transitional devices learnt earlier.[7]**
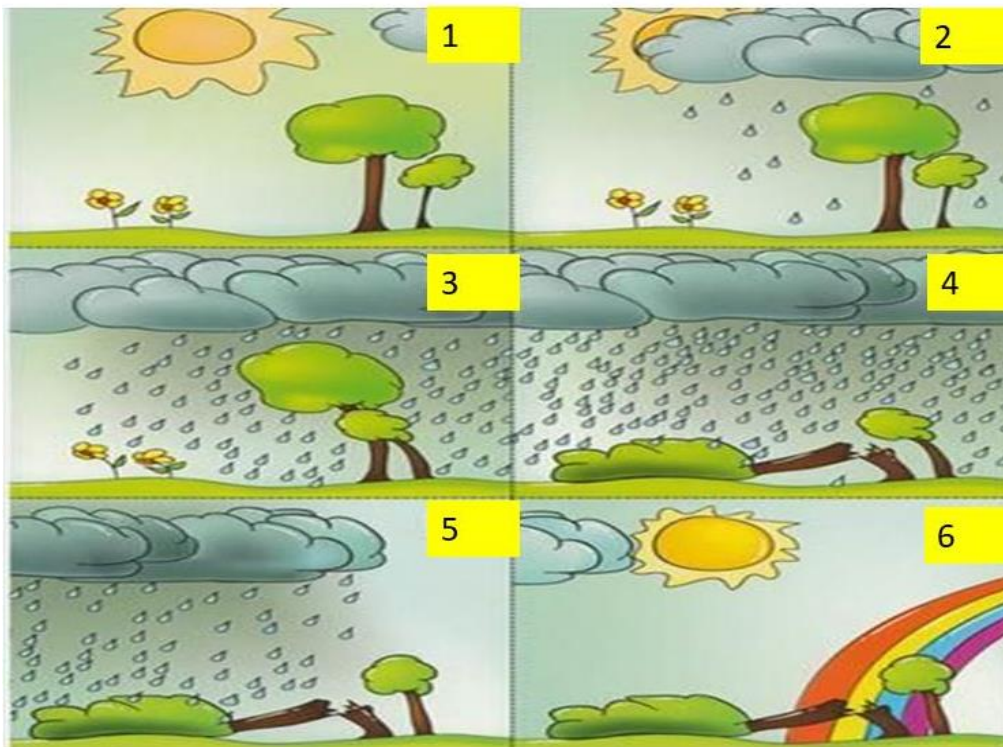
- ## Speaking Assessment guidelines for teachers

  Teacher must follow these directions:

a. Teachers should complete this task with individual students.
b. Each student must be given 2-3 minutes to think about his or her responses.
c. Teacher should assess them on the criteria listed below.
  - ➢ Speak confidently in different contexts.
  - ➢ Add relevant details while justifying own point of view
  - ➢ Use standard English

- **Criteria for speaking**

  Expression (tone, fluency, intonation)   /3

  Relevant details (quality of content)   /3

  Grammatically correct English   /4

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[7] *Teachers can use similar series of images to assess other literary skills.*

iii)   MARKING CRITERIA FOR ASSESSING READING SKILLS:

Reading assessment sheets are designed to assess the basic reading competency at secondary level in each grade respectively. It is suggested that the teachers keep the textbook or an exclusively designed assessment sheet for students to read from.

- **English Reading Assessment Sheet Class 6-8:**

Name	Recognition (3)			Fluency (3)			Comprehension (04)	Total Marks (10)
	Recognition of the title (of book/ lesson/ story) (01)	Recognition of sentence (starting and ending of a sentence) (01)	Recognition Of Paragraph (Start & end) (01)	Syllable recognition (01)	Pronunciation (01)	Proper stress and Intonation (01)	Paragraph Reading and Questioning (Oral)	

NOTE: How to score a rubric

To turn your rubric score into a letter grade, divide the points earned by the total points.

Suggested Point Scale: (9-10 = A,   7-8 = B,   5-6 = C,   3-4 = D,   1-2= E,   0 = F)

iv)   MARKING RUBRICS FOR WRITING SKILL:

- **Marking Rubric for Basic Writing**

S.no	Feature	Strong 4	Developing 3	Emerging 2	Beginning 1	Score
1	**Ideas**	● Establishes a clear focus ● Uses a wide variety of descriptive language ● Provides relevant information ● Communicate creative ideas	● Develops a focus ● Uses some descriptive language ● Uses Details support idea ● Communicates original ideas	● Attempts to focus ● Uses limited descriptive language ● Uses partially developed ideas	● Lacks focus and development ● Lacks descriptive language	
2	Organization and structure	● Establishes a strong beginning, middle and end ● Demonstrates an orderly flow of ideas within paragraphs	● Attempts an adequate introduction and ending ● Displays Evidence of logical sequencing within paragraphs	● Displays Some evidence of a beginning, middle and end ● Shows signs of attempting sequencing through paragraphs	● Shows Little or no organization of text ● Relies on single idea	
3	Expression	● Uses effective language ● Uses advanced vocabulary ● Uses a wide variety of sentences	● Tries to use effective language ● Uses appropriate vocabulary ● Attempts to use a	● Uses limited vocabulary ● Uses Limited variety of sentences	● Unable to use grade /level vocabulary ● Lacks sense of sentence variety	

				variety of sentences .		
4	Conventions	● Makes Few or no errors in grammar, spelling, capitalization, punctuation	● Makes Some errors in grammar, spelling, capitalization, punctuation	● Faces difficulty in grammar, spelling, capitalization, punctuation	● Shows Little or no evidence of correct grammar, spelling, capitalization or punctuation	
5	Legibility	● Follows Proper spacing in words ● Shows Proper letter formation	● Shows legibility with some spacing/ errors in letter formation errors	● Shows partial legibility due to improper spacing/ letter formation	● Shows illegibility due to spacing/ letter formation errors.	

- **Narrative Writing Rubric**

S.no	Criteria	4 Advanced	3 Proficient	2 Basic	1 Not There Yet	Score
1.	**Main Idea & Focus**	Skillfully combines story elements around main idea Focus on topic is profoundly clear	Combines story elements around main idea Focus on topic is clear	Story elements do not reveal a main idea Focus on topic is somewhat clear	There is no clear main idea Focus on topic is not clear	
2.	**Plot & Narrative Devices**	Characters, plot and setting are developed strongly Sensory details and narratives are skillfully evident	Characters, plot and setting are developed Sensory details and narratives are evident	Characters, plot and setting are minimally developed Attempts to use narratives and sensory details	Lacks development on characters, plot and setting Fails to use sensory details and narratives	

3.	Organization	Strong and engaging description Sequencing of details are effective and logical	Engaging description Adequate sequencing of details	Description needs some work Sequencing is limited	Description and sequencing needs major revision	
4.	**Sentence Fluency**	Sentence structure enhances meaning	Purposeful use of sentence structure	Sentence structure is limited	No sense of sentence structure	
5.	**Conventions**	A strong sense of writing conventions is apparent	Standard writing conventions is apparent	Grade level appropriate conventions	Limited use of appropriate conventions	

- **Criteria for marking Dialogue/Narrative Writing:**

For marking a piece of narrative or dialogue writing marks can be bifurcated as given below.

Description	Attained Marks	Obtained marks
Relevant details	/3	
Appropriate usage of tenses	/2	
Paragraphing in sequence	/1	
Range of vocabulary	/2	
Suitable ending	/1	
Spelling & neatness	/1	

- **Rubrics for Expository Writing**

S. No	Criteria	4 Displays Evidence Beyond	3 Consistent Evidence	2 Some Evidence	1 Little/No Evidence
1.	**Ideas**	● Informative with clear focus and supporting details	● Informative with clear focus	● Focus needs to be expanded and supporting details are needed	● Topic needs to be developed

2.	**Organization**	● Very well organized; easy to read	● Has a beginning, middle and end	● Little organization; needs transitions	● Organization is needed
3.	**Word Choice**	● Nouns and verbs make essay informative	● Use of nouns and verbs	● Needs specific nouns and verbs; too general	● Little to no use of specific nouns and verbs
4.	**Sentence Fluency**	● Sentences flow throughout piece	● Sentences mostly flow	● Sentences need to flow	● Sentences are difficult to read and do not flow
5.	**Conventions**	● Zero errors	● Few errors	● Several errors	● Many errors make it hard to read

- **Criteria for marking essay writing:**

Description	Attained marks	Obtained marks
Sentence structure	/2	
Content	/2	
Relevance	/1	
Spellings	/2	
Grammar	/2	
Paragraphing	/1	

v) ASSESSING AFFECTIVE TRAITS, ETHICAL AND SOCIAL VALUES:

These include attitudes, values, motivation, social relationships, classroom environment and concept of one's own academic ability. Positive, well developed, affective traits motivate students to learn effectively now and in the long run. In addition, they learn to analyze themselves and refine behaviours and dispositions.

- **Sample for Assessing Affective Domain (General Behavior)**

It is important to assess the affective domain. The following indicators may be helpful in this regard:

Name: _____   Class/Section: _____   Date: _____

A* Always   B* Often   C* Sometimes   D* Never   A = 4   B = 3   C = 2   D = 1

S. No	Indicators	A	B	C	D
1	He/she is attentive in the class				
2	He/she takes interest in the lesson				
3	He/she exhibits desired behavior				
4	He/she asks questions about the topics				
5	He/she shows respect to teachers and fellows				
6	He/she follows the rules and regulations of the class				
7	He/she asks his/her fellow students to follow the classroom rules				
8	He/she is punctual and regular				
9	He/she wears neat and tidy clothes				
10	He/she cooperates with his/her fellows				
11	He/she takes responsibility happily and willingly				
12	He/she fulfills his/her role appropriately				
13	He/she helps his/her fellows				
14	He/she gives suggestions to improve the classroom environment				
15	He/she is always keen to take lead in tasks assigned				
16	He/she is fully aware of conservation of natural resources and displays through his/her activities				
17	He/ she is not gender biased in his/her peer circle and immediate environment				
18	He/ she does not show any discrimination towards fellow students or people around him/her in behavior or action.				
19	He/ she is observed to be empathetic in attitude and behavior towards others especially differently abled people.				
20	He/she does not indulge in physical, emotional or verbal bullying				

vi) ASSESSING PSYCHOMOTOR DOMAIN:

Psychomotor includes physical movement, coordination and use of motor skills. It helps educators to assess if a student can understand verbal and non-verbal communication cues , can perform a skill while observing a demonstration, and acts upon a sequence of steps leading to the development of a new and comprehensive skit , drama, a TED talk and a video on his/ her own. Hence it works closely with affective domain I combining a series of skills e.g. to produce a video that involves music, drama, colour, sound etc.

- **Sample for Assessing psychomotor Domain (General Behavior)**

It is important to assess the psychomotor domain. The following indicators may be helpful in this regard:

Name:_____   Class/Section:_____   Date: _____

A* Always   B* Often   C* Sometimes   D* Never   A = 4   B = 3   C = 2   D = 1

S. No	Indicators	Always	Often	Sometimes	Never
1	He/ She can perceive the model pronunciation used by the teacher and is able to absorb and copy the same				
2	He/she shows the ability to follow instructions of teacher in English Language				
3	He/she has the ability to respond to the fellow students while communicating through a dialogue in English				
4	He / she shows visual and motor integration while copying material from different sources				
5	He/ she has the ability to execute a task in a sequential manner with expertise leading to comprehensive development of a new task (e.g. developing and participating in own stage direction, following steps to create something new etc.)				
6	He/she can perform a skill (role play) while and after observing a demonstration				

Chapter 07: Guidelines for Development of Textbooks and Teacher support Material

7.1 Purpose of the Guidelines

Textbooks remain one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts. It is therefore, important to improve both the quality of content and presentation to support the successful implementations of the present curriculum.

The main purpose of the guideline is to:

1. Provide sufficient knowledge of the basic steps involved in designing innovative learning materials
2. Help develop an insight into writing relevant and contextually appropriate textbooks and developing teachers' guides, keeping in mind the learning objectives and the assessment procedures specified in the present curriculum document

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different teaching materials.

7.2 Process of Textbook Development

Writing a good textbook requires an insight into the teaching/learning situation, the specific learning objectives at a particular development level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students.

Criteria, therefore, need to be set not only for the production of quality material design and development, but also for the textbook writers. The textbook writers must adhere to the following:

a) Be able to develop a variety of well structured, language skills- and theme based content that cater for a complete developmental level and not for a single grade

b) Have the requisite background, experience and expertise in English language teaching and materials writing; bio-data of the authors' background, experience, and expertise should be proved at the end of the textbook.

It is to be noted that textbook will not be the only resource used for assessment. In fact, a textbook will be a contributing resource to the acquisition of SLOs given in this document. For a language curriculum, most of the materials chosen should be contemporary and reflect specific themes. The reading texts as specified earlier, will comprise a variety of text types impersonal and transactional, expository descriptive and narrative with literary texts comprising 25% of the reading materials.

Although it is not desirable to have rigid rules of textbook development, it is necessary that the textbook writers develop a common framework for mapping curriculum to serve as a reference point. This may serve as a road map for progression and continuity.

This can be done through the stages described below:

7.2.1 Five Stages of textbook development

Textbook development involves at least five stages:

1. Planning

2. Content writing

3. Editing

4. Review

5. Piloting, testing and Revision Planning

1. Planning:

Planning is necessary for writing quality content. Therefore, maximum time should be spent on the planning stage. In the planning stage while making a plan for whole book:

- Read carefully the curriculum document to familiarize yourself with competencies and standards for developing the textbook on the English language skills for the elementary years (VI-VIII) of schooling.

- Consider the number of periods (class hours) in the academic year allocated to teaching English language.

- Plan detailed list and categories of contents e.g. SLOs, Topics, Themes, Oral Communication, Reading comprehension, vocabulary, etc.

- Select topics from the given themes / sub-themes in relation to the age level and interests of the students in order to attain the prescribed SLOs

- Ensure the embedding of Islamic history and tradition in the content through themes. (Tolerance and fairness can be taught through examples from the life of خاتم النبيين Prophet Muhammad ﷺ , gender equality and women entrepreneurship through the life of Hazrat Khadija (RA), perseverance and determination through the life of Tariq bin Ziyaad.)

- Select topics and material that reflects the National ideology of Pakistan as reflected in the Constitution of Pakistan.

- Include excerpts from works in English Language by internationally acclaimed Pakistani writers. The text can be simplified/ abridged and age appropriate.

Once the selection of content for the layout of the book is finalized, unit wise content planning will be considered according to following guidelines:

- Review SLOs and learning outcomes for each grade level within given developmental stages.

- Identify learning outcomes for each unit of the textbook.

- In order to develop a student centered approach , incorporate activity based learning instead of an over load of topics which augments the integration of targeted SLOs

- Decide on the Themes, skills, sub-skills, formal &lexical aspect of language, etc. to be included in each unit.

- Follow a balanced approach to inculcate language competencies in prescribed sequence within each unit.

2. Content writing:

In the content writing stage authors should:
- Select a range or **authentic/preferably content based reading text** in a variety of styles to match the age and grade level of the students. Give complete reference details for the selected excerpts and abridged forms of literary pieces.[8]

- Develop activities on selected skills, sub-skills, vocabulary, grammar, etc. Make sure the activities are in line with the SLOs for a particular grade. Also, provide sufficient

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[8] References of all kinds are to be added collectively at the end of the book

independent and integrated practice of activities listening, speaking, reading and writing skills

● Include sufficient periodic review exercises for formative assessment.

● Elaborate instructions to the teachers in "Teachers Notes" about the lesson /content. This will be a part of foot notes where related.

● Elaborate information (fun facts, prompts, etc.) to students in small boxes named "CALL OUTS" /"READ ME" within the lesson layout. This can be a short sentence or few bullet points.

● Decide on illustrations in accordance with the content to be used, and prepare an art brief with instructions for illustrator and designer keeping in mind the national culture, ethnic and gender discrimination/biases

3. Editing:

In the Editing stage, authors should ensure:

● Clarity of instructions, illustrations, captions etc.

● Uniformity of unit wise formatting   (across VI to VIII level).

● mechanics such as grammar and spelling

4.Textbook Review:

Following are the six categories for textbooks review criteria:[9]

I.   **Compliance with National Curriculum, goals and objectives**
  • All the Student Learning Outcomes (SLOs), themes and sub-themes are properly addressed through:
    ▪ appropriate text and/or illustrations and pictures
    ▪ end of chapter exercises consistent with assessment practices outlined in the curriculum

It is important to note that some SLOs may not be part of the text and may be addressed through classroom activities, questions, illustrations etc. mentioned in the textbook.

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[9]For further reference please visit

https://www.deccanherald.com/content/453523/what-makes-good-textbook.html

II. **Quality of Content, Language and Organization**

- Text is student-centered and meets the needs and interests of the students
- Content is accurate and up-to-date (in both text and illustrations)
- Content is free of grammatical and punctuation errors (text and illustrations)
- Language and content of the text is according to the age and grade level of learners
- Content is supported with **examples and applications** from **real life** that are interesting and relevant to students' lives

III. **Quality and Support for Instruction**

- Interactive questions/discussion points are given in the chapter text and end-of chapter exercises to facilitate teachers in engaging students
- A variety of activities are given to develop oral communication skills, effective reading skills, creative writing along with a functional knowledge of lexis and grammar.
- Extension activities are included to provide further practice and reinforcement of concepts and skills

IV. **Physical Presentation**
- There is nothing more off-putting to students and teachers alike than a cluttered page.
- Make sure there are an appropriate number of child-friendly and appealing visual elements (title cover, inside pages)
- Include a variety of visual elements such as pictures, tables, figures, maps, information boxes, mind maps and so on (according to the different learning needs of learners, age and grade level)
- Visual and graphical elements have pedagogical relevance and significance – include as appropriate

V. **Assessment: opportunities for checking learning**

- A variety of assessment strategies are included at the end of each chapter/unit
- Assessment strategies assess knowledge, skills and attitudes according to curriculum SLOs to promote better understanding, application of knowledge, and higher order thinking skills such as analysis, evaluation synthesis and creativity
- Use a variety of assessment strategies with a special focus on the development of communicative aspect of language

VI. **Compliance with culture and values**

- The content (text and illustrations) depicts inclusion of all and is free from religious, sectarian, ethnic, regional, cultural, sexual, occupational, and socio-economic biases – focus on inclusion on equality basis
- The content (text and illustrations) is free from gender bias and promotes positive images of girls and women
- Develop texts in a manner that promotes harmony and peaceful co-existence through respect for diversity and tolerance
- Content reflects democratic values, ethics and values of all segments of society and other societies
- Introduce and build upon universal values relating to humanity

5. Pilot testing and Revision:

In this stage,

- Give the TLM (Teaching Learning material, e.g. Textbooks, readers etc.) to teacher of selected schools for trial to be used in their classrooms.

- Feedback would be taken on the prescribed format based on the 6 categories/ guidelines for textbook writers mentioned earlier in textbook review criteria.

- Revise the materials according to feedback received from the teachers.

7.2.2 Process of Teachers' Guide Development

Teachers' guide serves to educate teachers and thus, could be seen as a means of helping the teacher to develop professionally. Therefore, teachers' guide aims at informing teachers on how to best use their respective textbook in facilitating student learning. For example, the teachers' guide should provide detailed explanation of key concepts/ ways to teach a particular topic along with examples/ activities that could be given to enhance learning.

Basic function of teachers' guide

Teachers' guide should be easy to understand and use. It must be based on accompanying textbook, knowledge, and strategies for teacher. The teachers' Guide/ training manual should focus on grouping the units according to correspondence with the textbook.

Teachers' guide should:

- Expand and develop teacher's repertoire of knowledge and skills.

- Help a teacher teach text, and extend activities by keeping contextual realities in view.

- Provide various teaching strategies and rationale for suggested teaching.

- Familiarize teacher with various assessment strategies.

- Help teacher in building a clear understanding of addressing the issues of gender biasness, ethnicity, discrimination, etc.

- Provide additional teaching-learning resources/ e-resources e.g. worksheets/ activities / quizzes that can be photocopied by teachers to use in their classroom.

Components of a teacher's guide

A teachers' guide should have the following components:

- Title

- Introduction

- Overview of SLOs

- Detailed instructions regarding methodology, learning activities, and assessment procedures

- Further reading materials.

Stages of Teachers' Guide Development

Planning

- Identify teaching strategies appropriate to the context of teaching and learning, according to the textbook, and rationale for each strategy needs to be given.

- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each unit.

- Identify what extended activities students could do with teachers help to develop target knowledge, skills and dispositions.

- Identify resource needed for teaching strategies and extension activities.

- Identify resources of information that teacher can use to develop their content and pedagogical knowledge and skills.

- Identify gaps in resources or strategies that will need to be developed or explained.

- Identify assessment strategies that require further explanation for effective use of the teachers.

- A page may be added at the beginning of each textbook titled "How to use this book", there should be a brief explanation of different activities that the textbook writer expects the teacher to conduct in the classroom (e.g. Look and Say).

- Each chapter may include the teaching time required to deliver that particular lesson.

- The newly added themes may be incorporated in an interesting way without adding more content to an already heavy syllabus.

- Different themes may be integrated in individual chapters rather than having separate chapters on each.

- The textbook writers may collaborate at various stages of writing so that they can avoid repetition of themes, vocabulary and language activities. Moreover, also ensure that progression in tasks is catered as per the grade level.

- It must be ensured that the vocabulary (used for formulaic expressions, anagrams, cognates, one/two/three syllabic words, homophones, compound words, homonyms, word families, similes etc.) used in each grade should have 30% of previously learned and 70% of new vocabulary.

- Textbook writers in collaboration with NCC should work with the teachers to give them an orientation on using textbooks effectively.

- Provide general notebook checking guidelines

Writing

- Address the teacher(s)

- In introduction, give general philosophy of the curriculum.

- Give the brief overview of structure of the textbook and various units; also include skill focus and main teaching points for each unit.

- State the SLOs for each unit.

- Write each unit sequence corresponding to textbook for ease of cross-referencing.

- Explain how to implement each instructional strategy, adding resources or source of information, as needed.

- Explain each assessment strategy (strengths, weaknesses, procedures for implementations) and give examples of questions, tests.

- Explain how and where teachers can develop low-cost or no-cost resources.

- Decide where illustrations are needed, and prepare a brief for the illustrator.

- Recommend additional reading materials for teachers.

Editing

- Ensure that the teacher's guide is error-free, clear and specific.

- Check that steps for each strategy / activity are easily understood.

Piloting and revision

- Ask teachers to use the guide for teaching the textbook.

- Revise according to feedback from teachers.

7.3   Checklist for textbook writers, teachers and reviewers

The following questions can help in reviewing the quality of textbooks:

- Is the textbook material related to the goals of the curriculum?
- Is a teachers' guide included?
- Layout
    a) Is it attractive, appealing and user friendly?
    b) Is it colorful and affordable?
    c) Does it have adequate page size, line spacing, font size, title and sub-titles?
    d) Does it contain a consistent format throughout in language, content and activities?
- Does it have:
    a) an introduction explaining how to use the textbook?
    b) a detailed content page?
    c) Glossary / vocabulary index / appendices?

- Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?

- Are there suggestions for?
    a) Further reading in the area?
    b) Websites for further information

- Content
    a) Is the content aligned with the curriculum (SLOs)?
    b) Is the content accurate, authentic and up to date?
    c) Is the content culturally and contextually relevant?
    d) Is the content relevant to the needs, age and level of understanding of students?
    e) Is the content suitable for the skills it is supposed to develop?
    f) Is the language readable, understandable, and easy to follow? Is it appropriate for the students who will use it?
    g) Does the content provide sufficient English language exposure and practice through.
        - Variety of text types / genres?
        - Variety of spoken and written language forms (both formal and informal)?

    h) Does it include current issues, problems, and happenings?
    i) Does the textbook present issue from different perspectives?
    j) Does it avoid biases (Religion, national origin, gender, occupation, class etc?)

- Methodology

    a) Do the activities exercise and encourage students to
        - think
        - develop their skills
        - be creative
    b) Are activities
        - suitable for the needs of the learner?
        - helpful in developing communicative aspect of language?
        - such that they ensure student participation in real life issues?

- Is a variety of assessment strategies suggested e.g. fill-in-the-blank, binary choice, multiple-choice, short answers (all levels), essay type answers, project work, dialogues, open-ended and divergent responses etc.?

- Do the texts, questions and suggested activities stimulate interest that would lead to further study?

- Review and revision
    a) Is there a built-in review system?

b) Is the review system sufficient to develop an awareness of what is learnt?

c) Are the review activities effective to recall and check previous learning?

d) Do the review exercises engage students to develop their creativity and engage them in higher order thinking?

e) Is the review system adequate to prepare students for terminal tests?

f) Are the samples for tests and exams given after a few units?

Chapter 08: Teacher Training

The teacher training programs should be need-based and focus on the National Curriculum. The workshops/training material should be tailored to facilitate teachers to teach the textbooks, keeping in view the strategies mentioned in the curriculum. It is important that both pre-service and in-service teacher training programs are designed to enhance the capabilities of the teachers. This will help in achieving the targets and making the curriculum a success. These trainings should aim at familiarizing the teacher with the new curriculum, and training them for its implementation inside the classroom in varied teaching and learning contexts. The overall objective of teacher training programs should be to develop critically aware, self-directed, reflective and analytical teachers who do not passively teach a text book, but are willing to adapt and supplement the existing material with their own teaching materials and classroom activities. The following areas must be kept in mind while designing teachers' training programs:

1. **Classroom Management and Teaching Strategies**
   - Comprehensive teacher education programs at the diploma and bachelor's level should also focus on introducing the teachers to the new curriculum and its underlying philosophy, principles, related methodology and assessment procedures. This requires that aspirant teachers on their part should also be willing to improve and go through the required attitudinal change.
   - Short in-service teacher training programs need to be conducted regularly with the aim of enabling teachers to understand and teach the new curriculum using prescribed textbooks and handling supplementary materials.
   - The teachers should be given refresher courses to train them on the lines of innovative strategies that are widely practiced around the world.
   - Teachers need to know that errors are likely to occur in foreign/second language learning; they can use the trainings mentioned above to improve the general linguistic environment in their school and classrooms.
   - Teachers should be given text book orientation sessions so that they can effectively teach these in the classrooms.

2. **Training in Subject Specific Competencies**
   - Majority of English language teachers in Pakistan have limited proficiency in English in general, and low proficiency in oral skills or in speaking English in particular. It is a well-known fact that students learn by listening to the teacher and interacting with him/her both inside and outside the classroom. Hence, teacher training programs should include training in both phonetics and phonology to improve the English language proficiency of the teachers.

- Teachers' Training should develop core English competencies comprising listening, speaking, reading, writing, grammar and vocabulary. Academic reading, writing and essential skills for communication in the 21st century should also be included.
- Teachers should be given basic IT training to keep pace with the emerging trends in language teaching especially for using web based resources, language tools and websites.

3. Monitoring, Observation and Evaluation

- There is a strong need of teacher specific training catering their individual needs. There should be a formal system of monitoring and observing the teachers' performances on a regular basis. This should include observation proformas/ checklists to be filled by head teachers, mentors and subject specialists.
- After a series of observation, the data should be evaluated through an approved model of evaluation for example, Gusky's Model of Teacher Evaluation. This will identify the weak areas of the staff and forms the basis of the design of future trainings.
- Teacher evaluation should also be based on students' feedback through survey forms, questionnaires and checklists. It can also help in designing need-specific teachers' training.

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