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THE IMPLEMENTATION OF THE COMMUNICATIVE SYLLABUS FOR ENGLISH
AT STANDARD 5, 6 AND 7 LEVELS

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Dissertation
submitted in partial fulfilment
of the requirements for the
degree of

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in
LINGUISTICS AND LITERARY SCIENCE
in the
FACULTY OF EDUCATION
at the
RAND AFRIKAANS UNIVERSITY

Supervisor : Dr N Roets
October 1992
DECLARATION

I, NOMXOLISI LEONORA MATHE, declare that THE IMPLEMENTATION OF THE COMMUNICATIVE SYLLABUS AT STANDARD 5, 6 AND 7 LEVELS is my own work and that all sources used or quoted have been indicated and acknowledged by means of complete references.

N L MATHE
This work is dedicated to my Mom and Dad, Marjorie and Lewis Zimu, for their sacrifices and faith in me.
ACKNOWLEDGEMENTS

My sincere thanks and appreciation for help, guidance, assistance and encouragement go to all that helped me complete this task especially the following:

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SUMMARY

Failure by Black students to realise the primary aim of the English Second Language syllabus namely Communicative Competence, has become one of the main concerns of educationists in Southern Africa. This is not surprising since inability to use the second language has been identified by a Human Sciences Research Council committee working on Language and Language Instruction (1981) as one of the biggest handicaps of Black students in Secondary Schools. The revision of the English Second Language syllabi in 1985\1986 (Kilfoil and Van der Walt:1990) could perhaps be seen as one of the attempts towards the solution of the problem. Questions have been asked as to whether the problem is being solved, and there has been conflicting responses about the success or the failure of the syllabus to solve the problem. It would appear though that the evaluation of the implementation of the revised syllabus before evaluating its success as a solution to the problem, is a logical step to consider.

According to Widdowson (1983) in Finochiaro and Brumfit (eds) (1983) the general assumption is that the reason for the state of affairs is that "secondary school teachers do
not do their job properly; they do not follow the approach to English teaching which is taught to them in training colleges, and in in-service courses and which is embodied in the prescribed textbook" (Brumfit and Johnson, 1979:17). As a result, when the high school students who have received about eleven years of formal English instruction reach their final year in the high school, they are still found to be deficient and lacking in the effective use of language for communication.

The English Second Language syllabi implemented in 1985\1986 adopted a flexible outline consistent with learner-centred methodology as embodied in the communicative approach (Kilfoil and Van der Walt, 1989). As evidenced in the amount of research and materials on the approach, a lot of work has been done towards perfecting the teaching of English to speakers of other languages. Ron White (1988) suggests the renewal and the decision to design and implement a new language syllabus are aspects of innovation. He goes further and points out that problems surrounding the introduction of a new syllabus are seldom the content - but educational and managerial. This is one of the reasons this paper focuses on implementation.
This paper aims to investigate and evaluate the implementation of communicative syllabus at standard five, six and seven levels in Black schools. Subsequently, possibilities for better and more effective implementation will be explored and recommendations made.
OPSOMMING

Die onvermoë deur swart studente om die primêre doel met die Engels Tweede Taal sillabus, naamlik, kommunikatiewe bekwaamheid, te verwesenlik, het groot bekommernis onder die Suid-Afrikaanse opvoedkundiges veroorsaak. Dit is geen verrassing nie want die onvermoë om tweede taal te gebruik is ook deur die RGN se kommit tee van Taal en Taalonderrig as een van die swart hoërskoolleerlinge se grootste probleem, geïdentifiseer.

Die 1985\1986 hersiening van die Engels Tweedertaal - sillabus (Kilfoil en Van der Walt:1990) kan beskou word as 'n poging om die probleem op te los. Of die probleem daardeur opgelos kan word, is nog 'n raaisel en daar is botsende sienings oor die doeltreffendheid van so 'n poging. Dit lyk of die evaluering van die uitvoering van die hersiene sillabus voor die evaluering van die doeltreffendheid daarvan as oplossing van die probleem, 'n logiese stap is wat in ag geneem moet word.

Volgens Widdowson, (1983), in Finochiaro and Brumfit is die algemene veronderstelling dat sekondêreskoolonderwysers nie hulle werk deeglik doen nie; hulle werk nie volgens die kommunikatiewe benadering wat op kollege en by
indiensopleidingskursusse geleer is en wat in die voorgeskreve boek bevat word (Brumfit en Johnson, 1979:17). As gevolg hiervan kan hoërskoolleerlinge, na elf jaar van formele taalonderrig, nog nie die taal doeltreffend gebruik nie.

Die Engels Tweedetaalsillabus in 1985/1986 opgestel toon kenmerke van ooreenstemming met die leerder-gesentreerde metodologie soos dit in die kommunikatiewe benadering uiteengesit word (Kilfoil en Van der Walt, 1989). Navorsing oor diele benadering en sy beskikbare materiaal bewys dat daar nog meer gedoen moet word om T2-onderrig te verbeter. Ron White (1988) stel voor dat die hersiening van die sillabus en die besluit om 'n nuwe sillabus te ontwerp en uit te voer aspekte is van vernuwing. Hy wys verder daarop dat probleme oor die ingebruikneming van 'n nuwe sillabus nie altyd die inhoud is nie maar opvoedkundig en bestuursmatig is. Dit is een van die redes hoekom hierdie verslag die klem op implementering lê.

Hierdie verslag wil die uitvoering van die kommunikatiewe sillabus op die Standerd 5, 6 en 7 vlak in swart skole ondersoek en evalueer. Die moontlikheid van beter en doeltreffende uitvoering daarvan sal daarna ondersoek word en aanbevelings sal gemaak word.
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CHAPTER ONE

THE IMPLEMENTATION OF THE COMMUNICATIVE SYLLABUS FOR ENGLISH
AT STANDARD 5, 6 AND 7 LEVELS

1. INTRODUCTION

Failure by Black learners to realise the primary aim of the English Second Language Syllabus, namely, "communicative competence for personal, social, educational and occupational purposes," has become one of the main concerns of educationists and enthusiasts in Southern Africa. This concern has resulted in the mushrooming of various educational projects all over the country. Inability to use the Second Language which also happens to be the medium for learning in Black schools, has been identified by an HSRC work committee that worked on Languages and Language Instruction (1981), as one of the biggest handicaps of Black students in secondary schools.

The revision of the English syllabi in 1985\1986 (Kilfoil & van der Walt, 1989) could perhaps be seen as one of the attempts to address the
problem. Thus far, there is no indication that the problem has been solved. In July 1990, the editor of the Eltic Reporter (1990:2) wrote, "something seems to have gone terribly wrong: in a country in which large numbers of children do not attend school, we are not managing to achieve acceptable levels of literacy for those who do."

The general trend, when a syllabus or a program does not yield the desired outcome, is to dismiss it as a failure, even before investigating how and the extent to which the program was implemented. Williams (1976) as quoted by Patton (1991:27) points out that "the lack of concern for implementation is currently the crucial impediment to improving ... programs, policy analysis and experimentation ..." Patton (1991) further points out that, unless a program is operating according to design, there may be little reason to expect it to yield the desired outcome. He goes even further to say, where outcomes are evaluated without knowledge of implementation, decision makers could be said to be using a "black box" approach commonly used for determining the cause of a plane crash - since they have no knowledge about what produced the outcomes.
1.2 STATEMENT OF THE PROBLEM

It is common knowledge that tertiary institutions especially those that have just opened their doors to students from Department of Education and Training and Homeland Schools have been compelled to establish language and academic support programs. Their target group is Black students from Black schools. Although students who enter tertiary institutions have had eleven years of formal English instruction, they still need assistance towards improving their language competency.

About the students of the Technikon Northern Transvaal, Grobler (1991:2) writes "our students are at a disadvantage compared to White students because the medium of instruction is English ..." She goes further to say, "although Black matriculants have had twelve years of English study at school as well as eight years of study through English, they still have "tremendous gaps in their knowledge of English and their ability to use it effectively" (Grobler, 1991:2).
The English syllabi implemented in 1985/1986 adopted a flexible outline consistent with learner centred methodology as embodied in the communicative approach (Kilfoil, & van der Walt, 1989). According to Ron Whiter (1988) the renewal and decision to design and implement a new language syllabus are aspects of innovation and therefore, problems surrounding the introduction of a new syllabus are seldom the content but educational and managerial.

As Hawes (1979:27) says, "there could be several other reasons largely responsible for the weakness in implementation. Some of these could be the following:

- the syllabus may represent only experiences and values of only a section of the population group; e.g. middle urban culture.

- it may be heavily overloaded and exceptionally ambitious.

- it may make unrealistic demands on teachers.

- it may be too rigid in tone and approach
it may reveal lack of concern for poorer educational contexts.

In a nutshell Hawes (1979:27) admits, "the implementation of curriculum changes is quite complicated". Considering the amount of work done and research carried out on the approach, one is tempted to think that the problem could be with the implementation and not with the content of the syllabus.

1.3 THE AIM OF THE STUDY

This paper aims to investigate and evaluate the implementation of the communicative syllabus at standard five, six and seven levels in Black schools. Subsequently possibilities for better and more effective implementation will be explored. Recommendations for better and more effective implementation will be made.

1.4 METHOD OF INVESTIGATION

In pursuing this study the researcher will study literature on syllabus design and implementation, communicative competence and the communicative
approach. Two sets of questionnaires, one for English teachers and one for standard 10 pupils will be compiled. The questionnaires will attempt to establish whether the communicative syllabus is being implemented at all, and if so, how far.

1.5 THE PROGRAMME OF STUDY

As the first chapter outlined the problem and gave the aim and the method of study, the second chapter will be an indepth overview of literature on communicative competence, the communicative approach and communicative syllabus design, implementation and management.

Chapter Three is a detailed analysis of the syllabus and of the situation in which the syllabus is supposed to be implemented.

Chapter Four is concerned with the study of the implementation of the syllabus and the summary of the findings.

Chapter Five concludes and summarizes the study and makes recommendations for more effective and better implementation of the syllabus.
CHAPTER TWO

2. THE COMMUNICATIVE APPROACH

2.1 INTRODUCTION

The use of English as medium of instruction in Black education has made English language teaching and learning an important issue in the curriculum. The need for the development of Blacks as more competent users of English is evidenced in the plethora of courses and programmes aimed at improving English usage in inset, tertiary institutions and in the workplace. Research by linguists and psycholinguists provides the much needed theory for the success of the task. These two fields offered new insights into the nature of language and that, of course, resulted in "a methodology that exploited the principles of their (psycholinguists and linguists) research for more immediate and practical purposes in the classroom" (Povey in Young, 1987:53). As usual, the new theories triggered change in education. Coincidentally, this was also the time when
advanced research on language acquisition occurred and as a result, English Second Language became a very important aspect of language learning.

Interaction between current theories of linguistics and applied linguistics made a great impact on the teaching of English as a second language.

As Hoppe (1990:65) says, learning can end in the acquisition of native-like fluency or in a stumbling repertoire of sentences that are soon forgotten. The difference, she maintains, often lies in how learners learn the language and how teachers go about teaching.

The amazing ease with which children acquire language has encouraged the replication of natural language learning in a school situation hence the change is the communicative language teaching approach. Underlying such a move are challenges from theorists like Krashen (1982) who argued that, if children have their own capacity to learn language as evidenced in learning their first language; then it might be productive to explore how best it can be tapped and cease to impose an
In this chapter, literature dealing with language learning and the development of various approaches and methods will be explored. Understanding second language acquisition and tracing origins of the communicative approach as well as their implications for the classroom will be the main concern. The aim will be to assess the implementation of the communicative syllabus.

2.2 THEORY IN LANGUAGE TEACHING AND LEARNING

In Richards and Rodgers (1986) view, there are three theoretical views of language and language proficiency which implicitly or explicitly inform the current approaches and methods in language teaching. These are the structural, the functional and the interactional views.

The structural view, the most traditional of the three, regards language as a system of structurally related elements for coding meaning. The second, namely the functional view, regards
language as a vehicle for expression of functional meaning. The third, that is, the interactional view sees language as a means towards realising interpersonal relations and as a tool of maintenance of social relation (Richards and Rodgers, 1986:17).

Coupled with language theory in influencing language learning and teaching is the theory of language learning itself. This has to do with psycholinguistic and cognitive processes involved in language learning as well as with conditions necessary in order for successful and effective learning to take place.

Although it is apparently logical to conclude that a particular language theory may serve as a basis of a particular method, it is not necessarily so. It is also possible for a method to service primarily from a language learning theory. Terrel's Natural Approach is one good example of a method that derived primarily from a language learning theory rather than from a particular language view. In other words a language theory or a language learning theory does not dictate procedure. It is an instruction system design
that links theory with practice (Richards and Rodgers, 1986). This it does through analysing the objectives of a method; selecting and organizing the content, learning and activities, determining teacher and learner roles and selecting materials.

A BRIEF OVERVIEW OF LANGUAGE TEACHING

Harsh (1988) maintains, the history of language teaching is stormy and filled with strife. Prior to this century says Celce-Murcia (1991), language teaching methodology vacillated between two major approaches, one focusing on language use and the other on analysing language.

Richards and Rodgers (1986) suggest that changes in language teaching methods throughout history have always reflected recognition of changes in learners' needs as well as changes in the theories of languages and language learning.

When Latin was replaced by vernacular languages as a normal vehicle for communication, Latin grammar became a subject taught merely for the development of intellectual abilities. As the need for
teaching foreign languages arose the method used for teaching Latin grammar was used for teaching second and foreign languages. This method was Grammar Translation. The method viewed language learning as consisting of memorizing rules and facts in order to understand and manipulate morphology and syntax of a foreign language. According to Richards and Rodgers (1986) the method does not seem to have been based on any theory at all.

The learners' needs changed drastically in the mid-nineteenth century. There was a great need for oral proficiency and that brought about rejection of the Grammar Translation method. New approaches emerged and these began from observing a child learning the first language. However, ideas developed by specialists like Marcel, Prendergast and Gouin came at a time when there was not sufficient organizational structure in the language teaching profession and their ideas could therefore not develop into an educational movement (Richards and Rodgers, 1986).
Towards the end of the century, teachers and linguists laid a foundation for more widespread pedagogical reforms, an effort that came to be known as the reform movement in language teaching. This resulted in the evolution of principles that provided theoretical foundations for a principled approach to language teaching based on Gouins attempt to build a methodology around observation of a child learning a language, a new method called the Natural Method and later known as the Direct Method developed (Richards and Rodgers, 1986).

As a reaction to the impracticality of this method there emerged what came to be known as the Reading Approach. It was not long before technological and scientific advancement brought about the need for a radical change and rethink of foreign language teaching (Celce-Murcia, 1991).

Rivers (1988) believes that the 1920's and 1930's saw psychologists committed to a non introspective study of human behaviour. Learning theorists of this era, she maintains, also found themselves focused on habits and their acquisition. Language behaviour was also regarded as being the same in
kind as other forms of behaviour. The result was the Audio-lingual method, a method that assumed second language learning to be a mechanical process of habit formation, and therefore, second language habits are formed by giving the right response rather than by mistake. The method also emphasises active oral use of language - classwork taking a form of mimicry, memorization of dialogue material backed up by intensive drilling or patterns practice to induce students to manipulate to the point of automatic response. The implication was that, once the knowledge of the grammatical system is established, learners will learn with ease how to apply the rules and then produce situationally appropriate utterances of their own (Hoppe, 1991).

With the publication of Chomsky's "Syntactical structures" 1957, there began another revolution in the field of language teaching. Chomsky came up with an idea that language acquisition is guided by some innate organizational principle of language acquisition device which governs all human language and determines what possible form language may follow (Dulay, Burt and Krashen; 1975:6). More research and investigation into
childrens' behaviour as they learn the first language was undertaken. When psychologists found evidence of regularities, they were compelled to support Chomsky's thesis that the human brain plays an important role in guiding the way young children learn and internalise the language they hear. Theorists had come to realise how much the learner's contribution to language learning had been under-estimated. The new trend was towards the optimal use of the language acquisition device in the language teaching situation.

The Situational Approach which had developed in Europe as a reaction to the Reading Approach and its lack of emphasis on oral-aural skills was then rejected. So was Audio-lingualism in the United States. The Cognitive approach which was a reaction to the behaviouristic features of the preceding approaches, emerged. Next in the line was the Affective Humanistic Approach which was also a reaction to the lack of affective consideration by the previous approach. Further research on first language acquisition and the subsequent discovery of similarities with learning of a second language led to the development of the Comprehension-Based Approach. The latest of them
all is the Communicative Approach. This views language as a system of communication and therefore the goal of language teaching as communication (Celce-Murcia, 1991).

2.4

THE COMMUNICATIVE APPROACH

Johnson in Brumfit and Johnson (1979) sees much of the momentum of language teaching as a response to a problem of students who, though structurally competent, cannot communicate appropriately. The problem has led to a major shift of emphasis from an exclusively structural approach towards a sociological view of language. Consequently, the basic aims had to be reformulated to cater for "Hymes 'communicative' (rather than Chomskian, 'grammatical') competence" (Brumfit and Johnson, 1983:92).

Communicative Language Teaching promised to be the answer since one of its most characteristic features is that "it pays systematic attention to functional as well as structural aspects of language, combining these into a more communicative view" (Littlewood, 1986:01).
2.4.1 Communicative Competence

The basic aim of communicative language teaching is communicative competence. Richards and Rodgers (1986) confirm this as they write, "both American and British proponents now see it as an approach to (a) make communicative competence the goal of language teaching ..."

According to Hymes (Munby, 1978):

"a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

a) whether (and to what degree) something is formally possible;

b) whether (and to what degree) something is feasible in virtue of the means of implementation available;

c) whether (and to what degree) something is appropriate in relation to context in which it is used and evaluated;

d) whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Hymes in Brumfit and Johnson (eds) (1979) couples linguistic competence with linguistic performance. Linguistic competence, he alleges, is concerned with tacit knowledge of language structure; the
knowledge that is commonly not conscious or available for spontaneous report but necessarily implicit in what the speaker/listener can say. Such knowledge he points out, makes it possible for the speaker/listener to understand and produce an infinite number of sentences so that language can be spoken of as "creative", as energeia. The theme of linguistic performance which Hymes (1983) describes as concerned with the processes of encoding and decoding the actual line of language.

Hymes (Brumfit and Johnson, 1979) goes even further to explain the acquisition of competence for use can be stated in the same terms as the acquisition of competence for grammar because; within the developmental matrix in which knowledge of sentences is acquired, children also acquire ways in which sentences are used. In other words, the general theory of what is appropriate speaking in their community is acquired at the same time.

Hymes' theory of what knowing a language entails is much broader than Chomsky's which deals primarily with grammatical knowledge. Hymes' theory appears to embrace the four dimensions of communicative competence as identified in Canale
and Swain, (1980) and (Richards and Rodgers, 1986:71). These are grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

2.4.2 Communicative Syllabus Design

Much of the history of language teaching seems to have been concerned mainly with how to teach. The notion of what to teach came only in the seventies when scholars such as Allen, Candlin, Corder, Widdowson and Wilkinson experimented with new ideas in language curricula. The era was marked by the publication of Threshold Level syllabuses in English, French, etc., by the Committee of the Council for Cultural Co-operation of Europe. In this publication the curricula included goal objectives, procedure content, resources and evaluation, and the syllabus was viewed as the same as curriculum except for the element of curriculum evaluation above.

The Structural Syllabus as already mentioned has been criticised for ignoring the communicative use of language. Foreign language syllabus development has been largely influenced by
curriculum studies to focus attention on the communicative objectives of language learning in addition to the linguistic content (Hoppe, 1990).

The product should be a syllabus which from the communicative point of view, is appropriate as to what people want to do through language. A need analysis conducted by the designer determines the terminal behaviour of learners and must refer to variables such as students' identity, physical and psychological settings in which the language might be used, international roles the student is likely to experience and communication activities in which the student is likely to be involved (Munby, 1978). Wilkins's original notional syllabus was criticised as replacing a list of grammar items with another, that list of notions and functions, thus specifying products rather than communicative processes. Several proposals and models for a communicative syllabus have been made. Eight of these with references have been described by Yalden, (1983) and below is the list as it appears in Richards and Rodgers, (1986:74).
<table>
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<th>TYPE</th>
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<td>1. Structures plus functions</td>
<td>Wilkins (1976)</td>
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<td>2. Functional spiral around a structural core</td>
<td>Brumfit (1980)</td>
</tr>
<tr>
<td>5. Notional</td>
<td>Wilkins (1976)</td>
</tr>
<tr>
<td>6. Interactional</td>
<td>Widdowson (1979)</td>
</tr>
<tr>
<td>8. Learner generated</td>
<td>Candlin (1976),</td>
</tr>
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According to Munby (1978) to be able to design a model for a second language participant whose proficiency is specified for some purpose; there has to be a theoretical framework which can work as a guide for the designer. The framework Munby
proposes consist of three major constituents; the socio-cultural orientation, the socio-semantic basis of linguistic knowledge and the discourse level of operation.

When one establishes target levels, one has to bear in mind the speech community to be dealt with which may be of differential and relative competence.

Benson (1987) took a look at some of the ESL\EFL models with the aim of showing that each one of them is a product of the set of circumstances surrounding its development.

He wanted to argue that no model could be said to be ideal and universally applicable - a model can only be adapted to suit any given course in ESL.

When the idea of accountability took the education field by storm in the 1960's, ESL programmes were also affected. They tended to become more like training models found in industry - placing strong emphasis on behavioural and instructional
objectives. The inclination was to follow models such as the one by Dick and Carey, 1978 (see Figure 1) (Benson, 1987:4).

Figure 1: Systems approach model for designing instruction (Dick & Carey, 1978) in (Benson, 1987:4.)

This model is actually a training model. It is mainly driven by instructional goals and its power emanates from behavioural objectives and criterion referenced tests. A model like this is
unsympathetic, Benson (1987) says, to needs of language situations. The instructional goal of the model for instance is seen as definable and measurable and yet in language work it is extremely difficult to define goals accurately and to know when a student has achieved them.

Figure 2: ESL model (Candlin et al. 1978) in (Benson, 1987:4)

The model in figure 2 is different from the model in figure 1 because it centres on a feeling that knowledge of a language is cognitively different from the knowledge of history. For example, that
the author's theory of language is "Language as it is used and learned is best seen as a system of communication" is reflected in the change of content and methodology. Also this model recognises that practical issues may affect the design (Benson in Forum Anthology, Vol. iv; 1987:5).

Munby's model, (Figure 3) operates within a communication and a sociological framework and it

![Diagram](image)

**Figure 3:** Model for specifying communicative competence (Munby, 1978) in (Benson, 1987:5).
Benson (1987) believes it is possible to match the right design model to certain circumstances or to a certain approach to language learning. To do this, an ELT curriculum design has to be seen as falling upon a continuum that has training on one end and education on the other (see Figure 4).

Figure 4: Learner-centered approach to instruction via needs assessment and materials selection (Jenks, 1981) in (Benson, 1987:6).
Figure 5: Specifiable and non-specifiable aspects of language teaching (Benson, 1987:6).

"This is a graphic representation of the dichotomy expressed by Widdowson (1978) between training-type operations and education-type operations" (Benson in Forum Anthology iv, 1987:7). The time divides what may be specified from what is more difficult to specify. ESP courses for instance may fall on the training end entirely, whilst programs in which concepts of education are interwoven with language training may be on the education end. This implies that by notionally locating any ELT program on the training\education continuum, it is possible for the designer to see the nature of a design problem in front of him.
2.5 CONCLUSION

This chapter has been devoted to literature that investigates language and language learning theories, an overview of language teaching, the origins of the communicative approach and ELT syllabus of developments.

The aim of the overview is to establish trends the developments in language teaching have taken over the years. Although the main focus is the implementation of the communicative syllabus, developments in syllabus design cannot be ignored.

In the next chapter, thorough analysis of the syllabi, the implementation of which is being investigated will be undertaken to establish the model of the design and their place on the training\education continuum.
CHAPTER THREE

3. SITUATIONS AND SYLLABUS ANALYSIS

3.1 INTRODUCTION

Although the focus of this study is the secondary classes, it is important to know about the past learning experience of the study group. As Macdonald (1990) says; influences from indigenous culture, e.g. the submissive attitude towards authority, regarding the teacher as the source of knowledge and the acceptance of printed text without question contributes to a number of problems Black students encounter. Kilfoil and Van der Walt (1989:216) echo this idea when they write, "the teacher has to take into consideration what each pupil brings to the class in terms of knowledge, previous educational experience, attitude and motivation."

The standard five, six and seven syllabi implementation has been chosen for the study because that is where the communicative syllabus
begins. Pupils in Standard Ten in 1992 are the second group to have gone through the communicative syllabus in their secondary phase.

3.2 LANGUAGE LEARNING IN THE PRIMARY SCHOOL

It is common knowledge that, in general, conditions in Black schools are appalling. Although these influence learning to a large extent, they will not be cited in this study. This study will confine itself only to the teaching and learning of English in these schools.

Black children live in a society where their experiences of home and school differ mainly because the language of each differs and there is little or no interaction with Native English Speakers (Grobler, 1991). Furthermore, English in Black schools is taught by Blacks to whom English is a second language as well. Besides poor teacher qualifications, particularly in rural areas, language teachers also have language problems of their own which makes communicative language teaching a massive problem (Odendaal, 1986:76).
When Black children come to school, they have learnt to speak their mother tongue. This is the language they learn to read and write in their first year of schooling and it also becomes the medium of instruction up to the end of the lower primary school phase. English, their first official language is usually begun in the second year and taught as one of the subjects up to standard two. From the beginning of standard three where the higher primary phase begins English becomes a medium of instruction; a "policy technically known as 'delayed immersion' in the bilingual education literature" (Van Rooyen, 1990:1). This transition spells the beginning of major problems for learners and one of these problems is the disparity between the English competence of the child in standard three and the competence he requires to cope with English as medium of instruction. The Threshold Project conducted by the Human Sciences Research Council found that children are not well prepared for the transition from mother-tongue to English at the onset of the Higher Primary phase, that is standard three (Van Rooyen, 1990).
Teachers faced, amongst other things, with language problems of their own, find it impossible to complete the syllabus and the children carry the backlog with them up to standard 10 (Van Rooyen, 1990). To cope, teachers revert to what Macdonald (1990) calls 'survival teaching', so that, learning a second language which means a new way of viewing the world only takes place in formal and artificial situations in the classroom. The classrooms are teacher-dominated with emphasis on rote-learning.

The problem carries over from the higher primary phase, where, according to Young (1987) even though textbooks used are usually too difficult for pupils, teachers rely heavily on them. The Threshold Report (1990) maintains Black children are not taught to use English communicatively or to speak naturally. The most obvious proof for this is that they will always answer all questions put to them in full sentences even after they have passed Matric.
3.3 THE SYLLABUS

Kilfoil and Van der Walt (1989) define a syllabus very briefly as an outline of a course of study; so that an English syllabus for standard five would describe aims, content and organization of the work to be done in that standard during the course of the year.

In South Africa, there is one core syllabus which prescribes minimum requirements for each standard. As Kilfoil and Van der Walt (1989:217) write, a syllabus for a particular standard in a general course in English is part of a continuum from Sub-A to Standard 10. The syllabus content is graded along the lines of learnability, teachability, utility, frequency of use and linguistic complexity. Except for some additions, the secondary syllabus duplicates the content of junior classes.

As Kilfoil and Van der Walt (1989:218) say, the English syllabuses were revised in 1985\1986 and made more pragmatic, flexible and consistent with learner centred methodologies as embodied in the
communicative approach. Further reference to approach and method is made in the subject policy which stresses that;

"- the interest and value for pupils must be determined;

- activities must be content embedded and purposive

- the importance of fluency must be kept in mind;

- although the syllabus is divided into the four skills for convenience, teachers should be flexible;

- the syllabus describes a minimum level which should be enriched in practice" (Kilfoil and Van der Walt, 1989:221).

3.3.1 The Aims and Objectives of the Syllabus

Supporting the overriding aim of the English syllabus which is communicative competence for personal, social, educational and occupational purposes, are the following aims;
- to foster a desire to learn English, and to assist pupils to meet the challenge of living in a multilingual environment.

- to help pupils listen with accuracy and critical discrimination.

- to help pupils speak acceptable English clearly, fluently and with confidence.

- to guide pupils toward reading with increasing comprehension and enjoyment.

- to develop pupils' ability to write English appropriate to their purposes.

- to promote pupils' control of English through a knowledge of its structure and usage.

[Syllabus for English Standard Five : 1985]
[Syllabus for English Standard Six : 1985]
[Syllabus for English Standard Seven : 1985]

The syllabus under perspective clearly states -
... that pupils' needs and the strategies available to teachers may vary greatly from area to area, but in all cases the English programme must witness to the usefulness of the language, making pupils aware of its importance for their personal, social and intellectual development (English Syllabus, 1985:1).

Although the syllabus calls for communicative teaching, the above statement does imply the inevitability of ecleticism in the approach; and all of course with emphasis on the subsequent ability of the child to communicate.

3.3.2 Syllabus Content

According to the syllabus, despite the use of conventional terms like Aural, Oral, Reading and Writing in the syllabus, it is essential that these be regarded as interlocking components of an integrated approach to the teaching of English. The syllabus further states that, although it is concerned with developing pupils' communicative competence and therefore with all language study in general, "a formal programme of work on language structures and usage is neither required nor appropriate, but teachers should be alert to pupils' needs in regard to the idiomatic and
functional use of..." language as it is actually used in speech and writing (Syllabus, Standard 7, 1985:6).

3.4 CONCLUSION

As already stated the syllabus for a particular standard in a general course in English is part of a continuum from Sub A to Standard Ten. One example of the syllabus is provided in Appendix I. The three syllabi which are the focus of this study are basically the same except for very few additions under content. The next chapter will examine the implementation of the syllabi through analysing the response results from the questionnaires that were distributed to teachers of English and Standard Ten pupils in ten Black schools.
CHAPTER FOUR

4. IMPLEMENTING THE STANDARD FIVE, SIX AND SEVEN SYLLABUS

4.1 INTRODUCTION

Decisions about the curriculum at some stage cease to be ideas and become actions which affect people. It is unfortunate that in the plans of substitution of old methods for new, little attention is given to the viewpoint of teachers and learners who are always the most affected by the change (Ron White, 1988). Nicholas (1983) as cited by Ron White (1988) points out that one of the biggest difficulties associated with innovations is to change the teachers' attitude.

This chapter will discuss the implementation of the syllabus in the light of the overview of current research on second language learning and teaching in Chapter Two, analysis of the present situation and the interpretation of the syllabus in Chapter Three and an analysis of the results of the questionnaires.
4.2 DATA ANALYSIS

To establish the implementation of the syllabus, two questionnaires, one for the teachers of English and another for standard ten pupils were drawn up. Ten schools were randomly selected for the survey used. In the ten schools all teachers of English were expected to complete the questionnaires and at least any fifty standard ten pupils per school were expected to complete the questionnaires.

Of the sixty English teachers' questionnaires and five hundred pupils' questionnaires distributed to the schools, forty three teachers' questionnaires and four hundred and eighty eight pupils' questionnaires were returned. The summary of results obtained from the returned questionnaires (Appendix 1 and 2) are given in the table below.
### Teachers' Response

2. Average age of teacher 35 years

3. Average English teaching experience 6 years

4. Female 66%
   Male 34%

5. Highest Academic Qualification
   - Standard 10 11%
   - English I 23%
   - English II 28%
   - English III 08%
   - Other Standards 30%

6. Highest Professional Qualification
   - Primary Teachers' Diploma 0%
   - Secondary Teachers' Diploma 54%
   - Senior Secondary Teachers' Diploma 34%
   - (HED\HDE) Post Graduate Diploma 12%
7. Classes to which respondent have taught English

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>8</td>
<td>11%</td>
</tr>
<tr>
<td>9</td>
<td>34%</td>
</tr>
<tr>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

8. Average size of class

<table>
<thead>
<tr>
<th>Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 45</td>
<td>1%</td>
</tr>
<tr>
<td>45 - 55</td>
<td>7%</td>
</tr>
<tr>
<td>55 - 65</td>
<td>41%</td>
</tr>
<tr>
<td>65 &amp; over</td>
<td>51%</td>
</tr>
</tbody>
</table>

9. Average number of classes taught by respondent -

5 classes

10. 54 Teach English only

46 Teach English and other subjects
11. Primary aims of teaching English

- To teach pupils to communicate in everyday situations 35%

- To enable my pupils to cope with Education through English 18%

- To enable my pupils to study English at tertiary level 21%

- To enable my students to use English in a variety of occupations 26%

12. In possession of syllabus copies? Yes 18%

No 82%

13. Taught English before Yes 47%

No 53%
### 14. New syllabus formally introduced

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12%</td>
</tr>
<tr>
<td>No</td>
<td>88%</td>
</tr>
</tbody>
</table>

### 15. New syllabus introduction

- Through in-service: 02%
- At a workshop: 87%
- Other specify - no response: 11%

### 16. Length of normal class period

<table>
<thead>
<tr>
<th>Length</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>07%</td>
</tr>
<tr>
<td>35 minutes</td>
<td>87%</td>
</tr>
<tr>
<td>40 minutes</td>
<td>06%</td>
</tr>
<tr>
<td>60 minutes</td>
<td>0%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 17. Ideal length of period

<table>
<thead>
<tr>
<th>Length</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>01%</td>
</tr>
<tr>
<td>35 minutes</td>
<td>97%</td>
</tr>
<tr>
<td>40 minutes</td>
<td>02%</td>
</tr>
<tr>
<td>60 minutes</td>
<td>00%</td>
</tr>
</tbody>
</table>
18. Which is easy; teaching according to

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>New syllabus</td>
<td>41%</td>
</tr>
<tr>
<td>Old syllabus</td>
<td>22%</td>
</tr>
<tr>
<td>No response</td>
<td>17%</td>
</tr>
</tbody>
</table>

19. Need help in interpretation of new syllabus

<table>
<thead>
<tr>
<th>Help Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>03%</td>
</tr>
</tbody>
</table>

20. Influence in teaching style

<table>
<thead>
<tr>
<th>Influence Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>73%</td>
</tr>
<tr>
<td>Pupil enjoyment</td>
<td>14%</td>
</tr>
<tr>
<td>Ability to use English</td>
<td>13%</td>
</tr>
</tbody>
</table>

21. 1986 Syllabus influence in teaching style

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67%</td>
</tr>
<tr>
<td>No</td>
<td>22%</td>
</tr>
<tr>
<td>No Response</td>
<td>11%</td>
</tr>
</tbody>
</table>
22. What is to be changed in syllabus

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral work</td>
<td>00%</td>
</tr>
<tr>
<td>Grammar</td>
<td>00%</td>
</tr>
<tr>
<td>Essay and letters</td>
<td>34%</td>
</tr>
<tr>
<td>Literature</td>
<td>66%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>00%</td>
</tr>
</tbody>
</table>

23. Reasons for change

a) Syllabus demands cannot be met due to large classes.

b) Literature alien to pupils

c) Too much work to be done.

TABLE 1: Teachers' Response
4.2.2 Pupils' Response

2. English mark in last report

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 40%</td>
<td>00%</td>
</tr>
<tr>
<td>50 - 59%</td>
<td>21%</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>73%</td>
</tr>
<tr>
<td>70 - 100%</td>
<td>06%</td>
</tr>
</tbody>
</table>

3. To study English after Standard 10

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>

4. Rate for English classes

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very enjoyable</td>
<td>03%</td>
</tr>
<tr>
<td>Enjoyable</td>
<td>31%</td>
</tr>
<tr>
<td>Boring</td>
<td>66%</td>
</tr>
<tr>
<td>Worthless</td>
<td>00%</td>
</tr>
</tbody>
</table>

5. English lessons help other subjects

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64%</td>
</tr>
<tr>
<td>No</td>
<td>36%</td>
</tr>
</tbody>
</table>
6. Materials used in class

- Workbooks: 00%
- Worksheets: 00%
- Textbooks: 97%
- Other, what?: newspapers 03%

7. Teacher Talking Time

- 0 - 5 minutes: 06%
- 5 - 10 minutes: 20%
- 10 - 15 minutes: 69%
- 15 - 20 minutes: 05%

8. Student talking time

- Less than 10%: 03%
- Less than 20%: 51%
- Less than 30%: 40%
- More than 40%: 06%
9. Teacher-student interaction

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 05%</td>
<td>03%</td>
</tr>
<tr>
<td>Less than 10%</td>
<td>47%</td>
</tr>
<tr>
<td>Less than 20%</td>
<td>38%</td>
</tr>
<tr>
<td>Less than 30%</td>
<td>10%</td>
</tr>
<tr>
<td>More than 40%</td>
<td>03%</td>
</tr>
</tbody>
</table>

10. Time taken on skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>17%</td>
</tr>
<tr>
<td>Speaking</td>
<td>27%</td>
</tr>
<tr>
<td>Reading</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
</tr>
</tbody>
</table>

11. Teacher's teaching style

<table>
<thead>
<tr>
<th>Style</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs</td>
<td>11%</td>
</tr>
<tr>
<td>Groups</td>
<td>08%</td>
</tr>
<tr>
<td>Whole class</td>
<td>81%</td>
</tr>
</tbody>
</table>
12. Composition writing

Individually in class 13%
Individually at home 59%
In groups or pairs 21%
Groups with teacher assistance 07%

13. Type of written work

Essays 15%
Paragraphs 19%
Sentences from textbooks 57%
Other (specify) 09%
(Penpal letters and school magazine articles)

14. Authentic materials

Newspapers 07%
Magazines 00%
Journals 00%
Brochures 00%
Other (specify) 00%
15. Need for English in life

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social interaction</td>
<td>31%</td>
</tr>
<tr>
<td>Education</td>
<td>48%</td>
</tr>
<tr>
<td>Occupation</td>
<td>21%</td>
</tr>
<tr>
<td>Other</td>
<td>00%</td>
</tr>
</tbody>
</table>

**TABLE 2: Pupils' Response**
4.3 DISCUSSION OF THE RESULTS

The average age of the respondents is thirty five and the average teaching experience is nine years. The survey revealed that none of these teachers has learnt through the communicative approach in the high school and also, only a few of these teachers have had training to teach communicatively. Experience has taught the author that teacher trainees find it hard to teach communicatively and tend to teach the way they were taught, that is, traditionally despite the three years of college training. One can thus conclude that much groundwork still has to be done in retraining teachers in the communicative approach.

Of the respondents, eleven percent have done English up to standard ten. One would therefore assume that these are the teachers that have not been trained to teach English at all. This is because of the general belief people have that anybody who can speak English can teach English. However, more than half of the respondents have had training in the teaching of English. Of the twelve percent that has had other training, six
percent did not specify as requested by the questionnaire. One can therefore assume that if the other six percent has done some post-graduate diploma, the rest have had no training at all in the teaching of English.

The study reveals that teachers are faced with a problem of large classes. More than half of our respondents have an average size of their classes at above sixty five. This is echoed by Mareka (1992) in his report where he states that teachers encounter problems when trying to put into practice newly acquired methods mainly because of the large classes they have to teach. All teachers visited teach an average of five classes and this makes fair control of written work impossible. Forty six percent of the respondents also teach subjects other than English and that can possibly make these teachers work even more difficult? As has been indicated in the previous chapter, the syllabus backlog caused amongst other things by teachers' and pupils' language problems carries over from class to class up to matric (Macdonald, 1990).
Although previous studies have shown that teaching of English in Black schools takes place in largely artificial conditions, most of our respondents (thirty five percent) describe their primary aim of teaching English as "to teach (my) pupils to communicate in everyday situations." This, one may conclude, shows lack of understanding in the theory of language learning and language acquisition which forms the basis of communicative language teaching.

It is shocking to learn that eighty two percent of our respondents do not have a copy of the 1986 syllabus they should be implementing. Furthermore only twelve percent of the respondents have had the syllabus formerly introduced to them. What emerges from the survey is that most teachers either rely on their textbooks for their teaching or on old schemebooks of other teachers which is a common trend in Black schools.

The respondents indicate general satisfaction with the length of the thirty five minute period of English. Eighty seven percent are satisfied with the thirty five minutes period. The impression conveyed is that the majority of English classes
are teacher-dominated and there is little or no active participation by learners during the lesson. Despite the majority of the respondents (forty one percent) who find it easy to teach according to the new syllabus, ninety seven percent would welcome help in the interpretation of the new syllabus. The new syllabus implies a change in the approach and therefore in the attitude of teachers. This calls for a thorough retraining of most English teachers and from the lower levels too.

A large percentage of the respondents (seventy three percent) are influenced by examinations in their teaching and this does not correspond with the response to question eleven which the majority claimed "to teach pupils to communicate in everyday situations." Most respondents it appears are mostly preoccupied with examinations. A teacher preoccupied with examinations and having to cope with the syllabus backlog mentioned in the previous chapter is not likely to comply with the requirements of the communicative syllabus. Teachers cannot cope with marking because of large classes and sixty six percent of the respondents would like to see the literature prescribed more
relevant and less alien to their pupils. Syllabus requirements for writing cannot be met (Syllabus: p. 5); (4.13); (4.1.11) and (4.12).

The response of the teachers visited does not indicate proper implementation of the syllabus. Blame cannot be put to the conditions only. If teachers were thoroughly trained and properly prepared for the new syllabus, the implementation would be more effective.

4.3.1 Pupils' Response

The number of pupils who got between sixty and sixty nine percent (seventy three percent) for the latest examination mark and the general pass percentage in the final examinations shows some disparity. Another disparity is that sixty six percent of these pupils claim the English classes are boring, thirty one percent, enjoyable and only three percent, very enjoyable. At least none found the classes worthless. Also the majority of the respondents think the English lessons do help them improve their performance in other subjects. However, thirty six percent believe so and with
proper implementation of the syllabus which calls for cross-curricular language teaching, the situation would be better.

The pupils' responses show heavy reliance on textbooks by the teachers and almost a total lack of use of authentic materials in English classes. This is a pointer to a weakness in the implementation of the syllabus. Also the teacher's talking time of ten to fifteen minutes in a thirty-five minute period implies teacher-dominated classes. This corresponds with the teacher's complaints that:

- "students are not independent and/or are unwilling to do work on their own."

- "students expect the teacher to explain everything to them."

- "the teacher does all the talking".

(Eltic Outreach and Consultancy Workers:1990)

The syllabus calls for the integration of skills and, according to the respondents, the attention given to these skills does not actually balance.
Most teachers (eighty one percent) according to respondents teach in lock step and as Harmer (1985) says, during communicative activities the teacher as a controller is wholly inappropriate. Eleven percent use pair work and only eight percent use group work. Essays are written individually and without the teachers' assistance and most of that for the teacher as the audience. Again there is an indication of heavy reliance on the textbook and sentence exercises. Only nineteen percent of the respondents indicated some creative and authentic writing in this response to question thirteen (Appendix 2). The respondents confirmed the non use of authentic materials indicated by the teacher respondents. Only seven percent of the respondents make use of newspapers in English lessons. There is no use of any other authentic materials indicated. Although forty eight percent of the respondents and all other respondents expressed their need of English for education social interaction and occupation; the way it (English) is taught does not seem geared towards the learners' needs.
4.4 CONCLUSION

The survey attempted to establish the extent of the implementation of the communicative syllabus in Black schools. The questionnaires confined the respondents to the teaching of English and avoided probing into other factors that influence success in the teaching of English. That is why there has been no attempt to compare the results before and after the introduction of the new English syllabus. The next chapter will conclude the study and make some recommendations for better and effective implementation of the syllabus.
CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

Despite the considerable number of years of learning English, students from Black schools frequently remain deficient in the ability to use English. The need for support programmes for students entering white universities is evidence enough. Training programmes even in the commercial world are geared towards improving English as communication. The general assumption according to Widowson in Brumfit and Johnson (1979) is always that teachers do not do their job properly, and that if teachers would follow the approach taught to them at colleges and in-service courses the problem would disappear. Widowson suggests the root of the problem is with the approach itself and that one should not be dogmatic but instead, "one has continually to make compromises and to adjust ones approach to the requirement of students and the exigencies of the teaching situation (Brumfit and Johnson (eds); 1979:120)."
As Hawes (1979) says, there could be several reasons for poor implementation and one of these is, it may make unrealistic demands on teachers. The findings of the survey are that the majority of the teachers visited have been through some English course in a tertiary institution. However, the fact remains, English is a Second Language to them and many of them have language problems of their own. The system of education is also such that, to survive, teachers have to revert to what Macdonald calls survival teaching. Large classes, examination pressures and teachers' language problems make effective implementation of the syllabus impossible.

The syllabus may not be said to be over-loaded since the content is a repetition of what is contained in the syllabuses for junior classes. However, the possibility of being exceptionally ambitious cannot be excluded. How can teachers who do not even have a copy of the syllabus be expected to implement it effectively? Even teachers that have had pre-service training in the new syllabus do need to be orientated in how to begin to implement a new approach to pupils familiar only with traditional teaching. Learning
in Black schools is more of what Barnes (1979:106) calls, "passive acceptance of the beliefs of the people about us ..." There is generally little if any participation at all by learners in their own learning (Mareka, 1992). This makes the task of the English teacher even more difficult. Learners tend to resent demands for active participation made on them by language teachers; they prefer all other subjects where they only sit and listen passively if they do listen at all.

The study also revealed that the new syllabus was not properly introduced to the teachers and that shows, according to Hawes (1979) "lack of concern for poorer educational contexts."

The amount of research done shows that second language learning is a complex task. It demands thorough understanding of how language is learnt so that who ever carries out the task of teaching it is able to base all his actions on some theory.
5.2 RECOMMENDATIONS

There is a great need for changing the learning and teaching of all subjects from transmission to interpretation. The curriculum will then cease to be "what teachers plan in advance for their pupils to learn" and instead be enacted by pupils as well as teachers. If language, especially in content subjects is regarded mainly as communication system, learners tend to be relegated to a passive role as the recipients of socialization and yet, if language is considered as a means of learning, the learner is regarded as an active participant in the making of meaning (Barnes, 1979:31).

There is a need for an intense in-service training of teaching of English as well as that of teacher-trainers who also do not teach communicatively and yet they expect their product to teach communicatively. Experience has taught that teachers will always teach the way they were taught. An effort should be made to train and retrain teacher trainers. Post graduate courses like the honours degree in Applied Linguistics, diplomas in language teaching offered by several local universities and overseas universities
should be a prerequisite for offering a teacher-trainer the job. There is need for a years' course similar to those of physical education, guidance, library science offered in colleges of education to teachers already holding a three year diploma and with a teaching experience of about three years.

* Colleges of Education and Universities should prepare teachers for poor conditions in schools. These should also have a system of supporting their product in the field.

* Societies and organisations concerned with language teaching need to investigate possibilities of a study similar to that done in Britain which resulted in the document called "Language for life."

Their insight into how learning in general takes place, makes them capable of bringing about considerable changes into how learning and teaching is viewed by educators.

* A need for at least providing teachers with a copy of the syllabus cannot be over-emphasised.
* Language learning and use by learners should be a concern of all in the school. Content subject teachers need in-service training in using English as medium of instruction. Principals and Heads of Institutions need to be enlightened about the demands of the new syllabus so that they can provide the necessary support.

* Workshops on materials development and the use of authentic materials have to be organised on an on-going basis.

* Workshops on interpretation of the syllabuses and its effective implementation need to be conducted.

* Teachers should be encouraged to work as a team in schools, wards, circuits and regions.
6. **BIBLIOGRAPHY**


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DEPARTMENT OF EDUCATION AND TRAINING

SUBJECT POLICY FOR ENGLISH

SECOND LANGUAGE HIGHER GRADE

STANDARDS 6–10
1. AIMS

1.1 The aims of English teaching as reflected in the Syllabuses and Work Programmes of the Department are

(a) to increase the pupils' proficiency and confidence in the four language skills - listening, speaking, reading and writing;

(b) to develop an educated appreciation of English literature; and

(c) to ensure that the pupil's English proficiency is adequate for English to serve as the medium of instruction in other subjects.

1.2 The context within which these aims must be understood is that of English as a second language in a situation where the pupil is exposed to three times as much English in his other subjects as he is in the English class itself. It is therefore essential that the English teacher and the teachers using English as the medium of instruction cooperate with each other in the common aim of improving English proficiency.

1.3 On completion of his Primary schooling, a pupil will have been taught English for six years and will have used English as a medium of instruction for three years. The standard six teacher is therefore entitled to presume a level of proficiency adequate for the demands of the Junior Secondary Syllabus for English and for subjects which use English as the medium of instruction. Where this presumption is unjustified the English teacher must enlist the support of the other subject teachers to accelerate the learning of English to the point where the pupils can cope with the demands on their English proficiency.

1.4 The kind of cross-curriculum co-operation between teachers of English and other subject teachers that is recommended is

(a) for the teacher of "content" subjects to use language learning activities such as small-group discussion of experiments, problems, worksheets and textbook extracts, and
(b) for the English teacher to base activities on passage: from pupils' textbooks for other subjects, e.g. basing language questions on a passage taken from the History textbook.

1.5 Continuity and emphasis

The four language skills should all receive attention throughout the Secondary school, but with the emphasis changing from receptive skills - listening and reading - to productive skills - talking and writing - both across the five years of Secondary education and within each separate year.

The starting point for each year's work should be the proficiency of the particular pupils concerned, and not assumptions based on the prescribed proficiency for the previous standard. Each year's work should therefore begin with diagnostic tests and should proceed with the aim of remediating, consolidating and extending learning that has previously taken place.

2. THE SYLLABUS - INTERPRETATION AND APPROACH

2.1 Co-ordination of work. The following instruction in the Syllabus for standards six and seven is echoed in the other Syllabuses and is to be applied at all levels: "Although the conventional headings (Oral Work, Reading and Comprehension, Language Study, Written Work) have been used in the Syllabus, it is essential that they be regarded as interlocking components of an integrated approach to the teaching of living English." An example of an integrated approach is as follows: choose a passage from the Geography textbook; set comprehension questions on it; build a language lesson based on the passage; finally, an oral lesson arising out of the ideas contained in the passage, might follow.

2.2 Scheme of Work

At the beginning of each year each teacher must produce a detailed scheme of work structured according to the 16 two-week units specified in the Work Programme for the different standards.

The teacher's scheme of work will be more detailed than the Work Programme in respect of

(a) literature study, where the selected books should be named and the planned rate of progress should be specified in terms of acts and scenes or chapters, poems or stories, as applicable; and

(b) specific themes or topics to be used for oral work, essay topics, comprehension passages and other tasks or activities.

2.3 Record of Work
The date column on the scheme of work can serve as a general record of work. In addition, the teacher should complete the table of columns in the Work Programme to record work done on the various language components listed there.

2.4 Daily Preparation

OO/ET 42(g) covering two weeks' lessons should be prepared in advance for each of the 16 units of the Work Programme. Lesson notes should include references to: revision or control of previous work; introduction, presentation and content of new work; teaching aids, handouts, textbook exercises, classroom activities and homework.

3. WORK REQUIREMENTS:

3.1 Oral Work

Three quarters of all class time in the Junior Secondary Phase should be directed towards increasing proficiency in the spoken language, i.e. the listening and speaking skills. Oral work should receive adequate attention in the Senior Secondary Phase.

Attention should be given to increasing the pupils' confidence and fluency, expanding their vocabulary and their use of colloquial forms, and improving their pronunciation, including intonation, stress, rhythm and phrasing.

The use of a variety of models of spoken English - through radio, tape-recordings, records, films and television - is essential, especially where the teacher did not learn English as mother tongue.

Oral testing in English should be done cumulatively during the year in a way which uses little teaching time and avoids boring the class. The teacher could assess a pupil's conversational ability during the last ten minutes of a lesson which ends with the other pupils doing written work. Reading aloud and more formal talks can be assessed on a "Reader-Speaker" system, where each lesson is preceded by a two minute reading and a three minute talk presented to the class. (See Addendum A)

The oral examination that is prescribed in standards 8 and 10 should be conducted after normal school hours. Refer to the relevant Syllabuses for the mark allocation.

3.2 Literature Study

3.2.1 Setworks. Books prescribed by the Department are to be studied.
3.2.2 Supplementary Reading. Each pupil should read at least six library books or class readers each year, in addition to magazines, periodicals and newspapers.

3.3 Written Work

The amount of written work should not be limited to what the teacher can mark in detail. Written work should generally be done at home although it may be begun in class. (See Addendum B)

In Standards six and seven at least 10 minutes of written homework should be set after each period, in Standard eight at least 15 minutes' worth and in Standards nine and ten at least 20 minutes' worth.

While some flexibility is acceptable, the following is a guide to what should be done in a typical two-week unit:

- several language exercises
- a paragraph or a comprehension exercise
- an essay or a letter
- a literature assignment.

4. TEACHING METHODOLOGY

4.1 General theory

4.1.1 The teaching of English must be functional. The emphasis should be on the use of the language in its spoken as well as in its written form. The teacher's concern should be with the day-to-day use of the language i.e. language relevant to everyday communication; he should not adopt an academic approach or emphasize grammatical rules. The former, rather than the latter, should be the criterion of all lesson planning.

4.1.2 Teachers should be constantly concerned to centre 75% of the lesson around oral work in the Junior Secondary Phase. All lesson planning should be speech-orientated.

4.1.3 The Integrated Approach (see 5.1.11) should form an important part in the planning of lessons.

4.1.4 Teachers should attempt to keep abreast of the latest Second Language teaching methodology (see 5.2 and 5.3).

4.2 Teaching Oral Skills
4.2.1 Ear-training is obviously of paramount importance; frequent use should be made of listening comprehension (this method should include material which is either read to the class or recorded on a cassette player). Material chosen for listening comprehension should be relevant to the lives of the pupils. The teacher should expose the pupils to a variety of accents and situations so as to broaden the experience of the pupils. Pupils should also be exposed to material which is informative, such as news bulletins and announcements.

4.2.2 Speaking: drills and exercises must be meaningful and of interest to pupils. The following are some suggestions for class oral work: interviews, explanations; telephone conversations; eye-witness accounts; planning; story-telling; apologies; play reading; questions and answers; describing relationships; imaginary situations; free conversations; verbal précis; empathic listening; chorus work; carrying out instructions; commentaries; listening to and acting out playlets; informal discussions; memorizing and interpreting news broadcasts; recording on tape a class radio programme; panel discussions on a film, a sporting event, a set of slides, etc; interpreting the lyrics of songs; sales talks; formal meetings; poetry reading; debates; language games, and class plays.

4.2.3 "Reader-Speaker". This technique should be used by every Secondary School English teacher at the beginning of each period. See Addendum A.

4.2.4 Qualities of a good oral presentation: choice of topic; economy; relevance of topic and language used; well-constructed and appropriate language; good audience contact (rapport); lexical items should be restricted; length of oral presentation should be appropriate to situation; the idiom and register should be appropriate to topic and audience; ultimately, the question should be: was the speech interesting? Did it arouse interest and response in the audience?

4.2.5 Advice should be given to pupils regarding the item in 4.2.4 and on such matters as structure of oral presentation; the use of humour, gestures, body language, eye-contact, stress, intonation and the importance of a relaxed presentation which establishes contact with the audience.

4.3 Teaching Literature
4.3.1 General aims of teaching literature: to develop reading skills, to develop the language ability of the child through contact with well-written English, to improve the level of their communication through discussion and comment, to foster a taste for good literature, and, finally, it should develop a comprehensive world view and a tolerant outlook on life.

4.3.2 Teachers must be careful not to mislead pupils with unrealistic test results. Literature tests should always be modelled on the format of the final Matriculation Examination so as to accustom pupils to answering Matriculation-type questions.

4.3.3 Pupils should be compelled to start literature essays in class; this will enable the teacher to ensure that pupils do a rough draft. Pupils must be trained to arrange facts (25 at Standard 10 level) into logical sequence. They must be given frequent practice in completing a literature question within a given period of time (see Matriculation Examination paper). Pupils should be acquainted with mark allocation systems and examination instructions.

4.3.4 Study-Aids are readily available to pupils; caution should, however, be exercised in their use. Not all are of reliable quality and many a pupil has fallen into the pitfall of memorizing passages from a Study-Aid; this practice is discouraged and is highly detrimental to the pupil in the final examination.

4.3.5 The pupils should be taught that the Present Tense (usually the Simple Present, rather than the Continuous Present) and the Present Tense Sequence (including the Present Perfect Tense with have and has) are the correct tenses to use in a discussion of a literary passage.

4.3.6 Teaching Drama. Teachers should exploit the pleasure which children usually experience in play-acting. Pupils should be given the opportunity to dramatize sections of the set plays; they should also be encouraged and stimulated to imagine the stage action while they are reading a play (stage directions and footnotes will obviously assist here). See 4.3.7 for further hints.

4.3.7 Teaching Shakespeare. Before a Shakespearean play is taught, pupils must be familiarized with the background to the play. Notes in any reputable edition of the play, a film of the play (available from the National Film Library) or a recording of the play all contribute to an understanding of the historical and cultural context of the play. A brief summary of events and characters should equip pupils with an overview before they read the play.
4.9.2 Language study should be closely correlated with the oral work and reading done in class. It must also be borne in mind that the language items mentioned below are not to be treated in isolation, but must be regarded as interlocking components of the whole. What follows is merely an indication of the components, and the teacher is expected constantly to relate them one to another. Sequence of tenses and conjunctions may, for example, be taught together, and so may Reported Speech and auxiliaries, or tense, conjunctions and concord.

4.9.3 With the object of developing the pupil’s command of spoken and written English, attention must be given to the revision and consolidation of the following basic language structures mentioned in the Standard 6 syllabus:

4.9.3.1 Statements (affirmative and negative) and interrogative forms of the following tenses: present and past continuous; present, past and future indefinite; present and past perfect.

Add the following: the future perfect tense; affirmative and negative commands in various tenses; emphatic forms (e.g. He did (did not) go to town. Of course he did (did not) go to town.)

4.9.3.2 Auxiliaries, including: able to, is/are to, like to, mean to, hope to, etc., and get and get with the infinitive. Question tags as indicated in the Standard 6 syllabus.

And: become, had better, is/was supposed to, appear to, seem to, allow to.

4.9.3.3 Concord (agreement of subject and predicate).

4.9.3.4 Conjunctions, including: than, how much, how many, how far, how soon, etc.

Add: as (=because), as (=when), or, or else, as soon as.

4.9.3.5 Pronouns, including the use of relative pronouns: introduce use of a relative pronoun with a preposition, e.g. To whom did you give it? The man from whom I received a letter has died.

4.9.3.6 Adverbs and adverbial phrases: Introduce sentence completion and construction, using adverbial clauses of manner, place and time.

4.9.3.7 Adjectives and adjectival phrases: Introduce sentence completion and construction, using adjectival clauses.

4.9.3.8 Preposition and prepositional phrases.

4.9.3.9 Passive structure in sentences such as:

This work ought to be finished by five o’clock.
We might be beaten by our opponents.
It is said that old age brings wisdom.
Add the question form of the passive voice, e.g.
Was this play written by Shakespeare?

4.9.3.10 Sequence of tenses.

4.9.3.11 Direct and indirect speech: statements and questions, in the present and past indefinite and continuous tenses, without limitation as to person.

4.9.3.12 Continued attention should be given to the following structures:

Auxiliaries with the past participle
-ing structures: Introduce the past participle structure, e.g.

Having finished his work, he went to bed.
Words and structures such as some, any, much, many, the more ... the more; either... neither; too, very; anybody, somebody, nobody.
4.9.3.13 Attention must be given to noun patterns: noun + infinitive (e.g. He was the first guest to arrive. They had a lot to do); noun phrase in apposition (e.g. Smith, the owner of the shop, called the police); noun phrase as subject (e.g. Where to find the money is the problem) and as object of sentence (e.g. He didn't tell me what to do).

4.9.4 Continued enrichment of the pupil's vocabulary:

4.9.4.1 Word-building: introduce compound words, e.g. hailstorm, footpath.

4.9.4.2 Synonyms and antonyms: words having more than one meaning; words of the same sound but different in spelling and meaning; words which are commonly confused.

4.9.4.3 Abbreviations as they occur in reading and in the study of other school subjects.

NB: The material for the whole of this section should be based upon oral work and reading. Words and phrases should invariably be used in sentences.

4.9.5 Regular remedial work is essential.

4.9.5.1 Common errors, including those which arise from direct translation from other languages.

4.9.5.2 Particular attention should be paid to the correct use of a and the, and to the circumstances in which these articles are not used.

4.9.5.3 Regular practice should be given in the correct use of the pronoun in the following type of sentence: This is George's ruler; put it on the table. These books are mine: put them in the cupboard.

4.9.5.4 Weaknesses in spelling, punctuation and language as revealed by the pupils in their oral and written work.

4.9.6 In order to consolidate the essential skills in the use of English, exercises should be set to provide oral and written practice in all the aspects of language study.

D. EVALUATION

The communicative aims of the syllabus imply positive marking and a concern with what is successfully communicated. The pupils who actively engage with a subject and are adventurous in their use of language are likely to learn more than those who play safe; yet they are also likely to make more mistakes. They should be given full credit for what they have achieved, taking into account both the sophistication and vigour of their work, and the extent to which their errors impede communication or distract the reader.

1. Year mark

1.1 Oral mark

This will include the following

<table>
<thead>
<tr>
<th>Task</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading aloud</td>
<td>10</td>
</tr>
<tr>
<td>Comprehension of passages read</td>
<td>10</td>
</tr>
<tr>
<td>Speech on a set topic</td>
<td>10</td>
</tr>
<tr>
<td>Informal conversation of everyday topics</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

NB: The marks must be accumulated throughout the year. Schools must NOT hold special examinations in oral work at any time during the year.
5.1.6.2 Expository writing, also known as discursive writing, includes discussion and logical argument.

5.1.6.3 Narrative writing: Story-telling.

5.1.7 Cross-curriculum work: see 1.4 of Subject Policy. Cross-curriculum work unifies the curriculum and provides useful assistance to teachers.

5.1.8 Daily preparation: see Page 3 of Subject Policy.

5.1.9 Evaluation: any form of assessment of a pupil's ability, i.e. the assessment of aural, oral or written work. Such assessment includes class tests and examinations.

5.1.10 Expressive writing: any piece of creative writing which has been written with imagination.

5.1.11 Integrated approach: this approach is a move away from the fragmented approach of English teaching whereby the teacher attempts to import written and oral skills, using a method in which each aspect of language teaching is treated separately and independently. By using the integrated approach however, the teacher relates lessons thematically; the teacher integrates various facets of English teaching. For example, a comprehension passage based on Romeo and Juliet might be followed by a discussion on family feuds. This in turn might provide material for a language lesson based on the given passage. The final lesson might entail a piece of creative writing on the topic "Family Feuds".

5.1.12 Language and oral games: any games which make language learning enjoyable.

5.1.13 Listening - Speaking - Reading - Writing: These are the four vital elements of language learning. (see 5.1.1 above)

5.1.14 Method: a sound educational procedure for importing knowledge.

5.1.15 Mother-tongue interference: grammatical structures and tenses used in the vernacular which creep into the English used by pupils.

5.1.16 Reader-Speaker: a method of daily oral assessment which introduces all English lessons. See Addendum A.

5.1.17 Remedial teaching: See Common Errors above (5.1.2) and Remedial Work in the Work Programme.

5.1.18 Scheme of Work: see Page 2 of Subject Policy.
5.1.19 Substitution tables: these drills are used to reinforce language structures. Consult any modern second language book for examples of this important technique.

5.1.20 Supplementary reading: books which should be read in addition to prescribed books: see the Syllabus for further details.

5.1.21 Syllabus: body of work set for each Standard.

5.1.22 Themes: some teachers prefer to work according to a theme. For example, a teacher might choose the theme of “violence.” Pupils would read material relating to the theme, which might be followed by discussion and debates, and a creative writing exercise involving poetry or prose. Finally a language exercise might be set on a passage dealing with the theme.

5.1.23 Transactional writing: this type of writing is different in style to Expressive writing; transactional writing is factual and aims at non-emotive communication.

5.1.24 Transformation drills: language drills which alter one language form into another e.g. singular to plural, positive to negative.

5.1.25 Work Programme: models, drawn up by the Department of Education and Training, to assist teachers in the Department to plan their year’s work. They are based on the Department of Education and Training Syllabuses and provide guidance on planning and interpretation.

5.1.26 Year mark: a mark which accumulates during the course of the year. It should include all oral marks and the marks allocated to written work, as well as the marks given in class tests and examinations. This mark is combined with the final examination mark to form the final English result.

5.2 It is important that teachers join and maintain contact with professional bodies such as teachers’ organizations and English teaching groups. These bodies keep teachers in touch with the latest teaching theories and with innovative methodology.

5.3 Teachers should subscribe to English language journals so as to keep abreast of developments in English teaching. Useful and inexpensive journals are available in this country, one of which is specifically aimed at Black Second Language learners.

6. TESTING AND EVALUATION
6.1 Oral evaluation. Oral marks should be collected throughout the course of the year, preferably by using the Reader-Speaker method (see Addendum A). The Standard 8, 9 and 10 Syllabuses stipulate the format of the Oral Examination. Marks used for the Oral Examination should be collected during the course of the year.

6.2 Written evaluation.

6.2.1 Language exercises should be set regularly, at least once a week. Teachers must check that homework has been done (a mere initialing of books will suffice); pupils can then either correct their own work or correct each other's work by exchanging books with classmates.

6.2.2 Literature tests, should be set regularly; at least one test per month should be given. These tests must be carefully marked.

6.2.3 One piece of writing must be set each week to develop and improve the writing skills of pupils. These should be closely marked every third week; the remaining two pieces of writing should be scanned and initialled. The three-week cycle of close and scan-marking might be represented in the following diagrammatic form:

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<table>
<thead>
<tr>
<th>CLASS</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A</td>
<td>Close Marking</td>
<td>Scan</td>
<td>Scan</td>
</tr>
<tr>
<td>8B</td>
<td>Scan</td>
<td>Close Marking</td>
<td>Scan</td>
</tr>
<tr>
<td>8C</td>
<td>Scan</td>
<td>Scan</td>
<td>Close Marking</td>
</tr>
</tbody>
</table>
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This marking cycle enables the teacher to check one set of books in each class every third week, while pupils themselves are engaged in writing exercises every week. The pupils thus gain the satisfaction of knowing that all their work is at least seen.

6.3 The format of final examinations at each level can be found in the relevant Syllabuses.

7. REMEDIAL WORK

7.1 Common Errors: teachers must record those errors which pupils most frequently make, and a list of such errors should be used in general remedial work.
Such errors could form the basis of subsequent oral and language periods. (see relevant section in Syllabus).

7.2 Pupils must be encouraged to discover the correct grammatical forms and structures for themselves. Errors should be corrected under the teacher's guidance.

8. GUIDELINES FOR THE SUPERVISION OF THE SUBJECT

8.1 Teacher documentation. Teachers must have in their possession the following:

8.1.1 Departmental Subject Policy.
8.1.2 School Subject Policy.
8.1.3 An English Syllabus for each Standard taught.
8.1.4 An English Work Programme/Scheme of Work for each Standard taught.
8.1.5 Daily Preparation.
8.1.6 Teaching notes: summaries, notes worksheets, Study-Aids etc.
8.1.7 Tests and Examinations: copies of Internal and External papers together with the Memoranda, should be kept for reference purposes.
8.1.8 Mark lists.

8.2 Pupils' work.

8.2.1 It is recommended that Secondary School pupils each use two 48 page exercise books: one for language exercises and one for other written work. Standard 8, 9 and 10 pupils should have an extra 48 page exercise book for literature work. A 48 page exercise book for tests is optional.

8.2.2 Teachers must insist on neatness. Pupils must use headings, date their work and rule off sections completed. Corrections should follow work which has been marked (see 7.2 above).

8.2.3 Teachers must explain their correcting code to their pupils at the beginning of the year. Every teacher should compile a chart explaining his correcting code, and be consistent in its application.
8.2.4 Pupils' work should be marked regularly (see 6.2 above). Teachers should initial and date all work seen and marked.

8.3 Classroom visits and lesson evaluation.

8.3.1 Any classroom visits or lesson evaluation undertaken by Principals or Inspectors should be conducted discreetly; the dignity or authority of the teacher should not be jeopardized. Comments pertaining to a teacher or a lesson must be made in private and in an encouraging and constructive manner.

8.3.2 Teachers should be assessed in terms of the aims and guidelines set out in the Subject Policy.

8.3.3 Teacher evaluation should use the following criteria:

8.3.3.1 Spoken English should constitute at least 75% of the lesson in the Junior Secondary Phase.

8.3.3.2 Pupils should be responsive and active. The teacher should avoid the old-fashioned "chalk and talk" method.

8.3.3.3 The teacher's approach and lesson-content should be meaningful and relevant, so as to maintain the interest of the class.

8.3.3.4 His teaching should aim at improving communication skills, both oral and written.
SYLLABUS
FOR
ENGLISH (SECOND LANGUAGE)
STANDARD 5

A. PERSPECTIVES AND AIMS

1. Perspectives

This syllabus is concerned with English as a means of communication in our multi-lingual society. Pupils whose mother tongue is not English may fall into one or more of the following groups:

- those for whom English is a second language, because it is used frequently in their social environment
- those for whom English is virtually a foreign language because they have very little contact with it in their daily life
- those for whom English is a medium of instruction.

It is obvious, then, that pupils' needs and the strategies available to teachers may vary greatly from area to area; but in all cases the English programme must witness to the usefulness of the language, making pupils aware of its importance for their personal, social and intellectual development.

Language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing, and sometimes of deliberate investigation of the structure of the language. This syllabus is detailed under various heads, but it should be read as encouraging an appropriately integrated and interactive approach to language teaching.

2. Aims

As the over-riding aim of this syllabus is communicative competence for personal, social, educational and occupational purposes, it aims:

2.1 to foster a desire to learn English, and to assist pupils to meet the challenge of living in a multilingual environment
2.2 to help pupils listen with accuracy and critical discrimination
2.3 to help pupils speak acceptable English clearly, fluently and with confidence
2.4 to guide pupils towards reading with increasing comprehension and enjoyment
2.5 to develop pupils' ability to write English appropriate to their purposes
2.6 to promote pupils' control of English through a knowledge of its structure and usage.

B. POLICY AND OBJECTIVES

1. Teachers must create a climate within which pupils can use English with interest, purpose, and enjoyment.

However language is used, it should be seen in relation to context: i.e. to purpose, audience, and circumstance.

Teachers should use the opportunities which come their way to foster their pupils' awareness of the many kinds of language and ways of using them, even though these may not be specified in the syllabus. Furthermore, they should encourage them to experiment across the range, correcting them only when their choice or use of language is inappropriate.
2. Co-ordination of work

Although the conventional headings (Oral, Aural, Reading and Writing) have been used in this syllabus, it is essential that they be regarded as interlocking components of an integrated approach to the teaching of living English.

This approach to the teaching of a second language is emphasised at various points in this syllabus: Vocabulary expansion is based in part on the reading done by the pupils; recitation is used to improve pronunciation and intonation; intensive reading provides the groundwork for oral and written work; language study and enrichment of the pupil’s vocabulary; language study is to be correlated with oral work and reading, and so on.

3. Allocation of periods

In order to make the best of the time available it is suggested that the weekly English periods be allocated according to the following basic pattern:

Aural work (including listening comprehension and speech training) | 1
Reading (prose and poetry) | 1
Oral | 1
Written exercises | 1
General oral and written work (a) Conversation | 2
(b) Oral and preparation for written work | 1
(c) Written work | 1

Note: This basic pattern has been outlined in order to indicate the relative weighting of the main section of the syllabus, but teachers should be flexible in their approach and are free to adjust the allocation to meet the particular needs of their pupils.

C. EXPOSITION OF SYLLABUS CONTENT

1. Aural (the listening skill)

Pupils must be exposed to a variety of listening activities which should include at least the following:

1.1 Minimal pairs practice: discriminating between words which sound similar in fluent spoken English, for example, still, steal; much, march; course, cause, coarse; pin, pen; lead, lid.

1.2 Following instructions and commands so as to carry them out.

1.3 Recognising the way in which the voice is used (stress, intonation, etc) to express subtleties in meaning, for example, What....! What! What? and the different variations of meaning through switches in emphasis:
   - I know the place.
   - I know the place.
   - I know the place.
   - I know the place.

1.4 Recognising how speakers, or people reading aloud, are
   - introducing or developing an idea
   - emphasizing a point
   - illustrating a point
   - changing a line of thought
   - drawing a conclusion.

A paragraph or other passage of limited length is to be used as base for developing these skills.

1.5 Listening to oral presentations (e.g. lessons, talks, newscasts, interviews) so as to be able to distinguish main ideas, arguments and facts, and so as to take notes.

Passages of limited length are to be used to develop these skills. Recorded texts by a range of speakers (including both first and second language speakers) are indispensable.
1.6 Following the argument in conversations, small group discussions and debates, so as to be able to participate in them.

1.7 Recognising different social situations (formal and informal) and relationships (peer group; older-younger persons; polite/rude tone towards subordinates) suggested by different choices of words, idiom and register.

2. Oral (the speaking skill)

Oral and aural work must be closely interlinked. Accordingly, oral work should include exercises arising from aural activities.

Pupils must be exposed to a variety of speaking activities which should include at least the following:

2.1 Speaking English at an appropriate level of fluency, articulating and pronouncing words in an acceptable manner. For this reason continued attention should be given to the systematic drill of sounds which present difficulty, for instance, hill, heel, heal; watch, wash; cot, caught. Continued attention should also be given to clear enunciation and the avoidance of slovenly and indistinct speech.

2.2 Reading a text aloud, with appropriate use of pause, stress and phrasing to convey meaning. Continued attention should be given to stress-patterns, rhythm and word grouping in spoken sentences.

2.3 Speaking English in ways appropriate to circumstance and situation, especially by apt organisation and choice of words, idiom, register and intonation. Pupils should receive ample guidance and practice in the following:

2.3.1 Basic social interaction with people to whom they relate in various ways (seniors, peers, older people):
- initiating, conducting and closing a conversation
- greeting and responding to greetings
- introducing and responding to being introduced
- responding to a compliment
- apologising
- reacting to a request for information asking for help, information, directions

2.4 Presenting short talks clearly and coherently.

2.5 Retelling short, straightforward stories read or told by the teacher.

2.6 Dramatising incidents encountered in the pupil's reading or during the study of other subjects should also be attempted.

2.7 Guided and impromptu dramatisation of simple stories, dialogues, everyday situations and common experiences (for example, giving directions to travellers; making requests to persons in authority; reporting an accident or a burglary to the police).

2.8 Demonstrating how to do things (how to play an indoor game, how to bake a cake, etc) or of how things work (a thermometer, a primus stove, etc). During these activities the pupil must always explain carefully what he is showing to the class or what he is doing.

2.9 Mimicking, to develop an appreciation of the function of body language in spoken English.

2.10 Appreciating the function of tone and attitude in spoken English.

N.B. The aim of conversational work must always be to stimulate discussion and to encourage pupils to speak. Group discussions (i.e. simultaneous discussions of the same topic by a number of small groups) should frequently be arranged with this in mind. Use should be made of language games, while extensive use should be made of group activities.

2.11 Eliminating common errors in expression (for example, It was my first time to visit him) through guided practice of correct idiom.
The importance of reading needs to be reaffirmed. Unless pupils have both a desire to read (reading for enjoyment and information) and the ability to do so (reading skills) they will not be able to cope adequately in the classroom, nor will they later be able to use to the full the many opportunities for career advancement in a literate society.

The minimum requirements of the reading programme are as follows:

3.1 Reading of a class reader from an approved graded series, with particular attention to pronunciation, phrasing and fluency, and also to extension of vocabulary and comprehension. While reading aloud will still be done regularly, silent reading must now receive considerable emphasis.

3.2 Reading aloud should be intelligent and pleasing, with good articulation, acceptable pronunciation and some attempt at variety of tone. This cannot be achieved without careful preparation, including:

3.2.1 explanation of new words and expressions;
3.2.2 silent reading and study of the passage to be read aloud.

3.3 Silent reading should be both:

3.3.1 controlled: from the class (or supplementary) reader, followed by questions verbal or written and class discussion, with the emphasis on comprehension of the passage read; and
3.3.2 free: from supplementary readers, library books and suitable children's magazines, with little or no subsequent testing by the teacher. This material should be carefully sorted into three grades, to provide broadly for the different levels of reading ability in the class.

3.4 In the reading programme provision should be made for each of the following:

3.4.1 Intensive reading, the aim of which is to gain full value from the study of a suitable passage of limited length. The teacher takes his class through the passage in some detail and then uses the material for vocabulary expansion and language study, and for oral and written work.

3.4.2 Reading for information: use should be made of supplementary material related to other subjects in the curriculum.

3.4.3 Reading for pleasure: material that is chosen should be interesting and suitable, and should be graded for different levels of reading ability. Poetry must be included.

3.4.4 Simple instruction in the use of a junior school dictionary. In particular pupils should be given regular drill in finding words in such a dictionary, e.g. by arranging words alphabetically.

3.4.5 Reading to pupils (listening comprehension) should also receive attention.

1.6 Pupils should be able to comprehend and enjoy a variety of texts. They should also be able to respond to the features which show that a writer is:

- introducing or developing an idea
- emphasizing a point
- illustrating a point
- changing a line of thought
- drawing a conclusion
3.7 Pupils should be able to extend their individual interests by reading a variety of texts of their own choice.

4. Writing

Written exercises should be based on work covered in oral and aural exercises and in reading periods.

4.1 Written work required

Adequate written work is essential, and the following requirements must be complied with:

4.1.1 Language exercises must be done regularly every week.

4.1.2 A paragraph, a short narrative/description or a comprehension exercise every week.

4.1.3 A letter every fortnight.

4.2 The sentence

4.2.1 joining, extension and construction of sentences;

4.2.2 completion of sentences; supplying missing words, phrases and clauses;

4.2.3 continued use of substitution tables to construct a series of sentences of the same pattern.

4.3 Paragraphs and short passages

4.3.1 further work on arrangement of sentences in logical order to train pupils in the construction of a paragraph;

4.3.2 further practice in writing paragraphs;

4.3.3 guided composition, including oral and written practice in the use of specific sentence patterns and structures;

4.3.4 the writing of short narratives and descriptions of at most 120 words. These should be very carefully prepared for both content and vocabulary, and kept within the range of interest and ability of the pupils, so that mistakes are reduced to a minimum. The topics should be simple, straightforward and concerned with stories, events and everyday things, places and people.

4.4 letters: simple informal letters, and the introduction of very straightforward, simple formal (business) letters, with emphasis on both form and content. Attention must be given to correct punctuation.

4.5 Diaries, telegrams and simple notices.

4.6 Comprehension exercises should now be introduced.

4.7 Spelling: this must be taught orally and visually, in context wherever possible, and tested in dictated sentences or passages, previously prepared. Care must be taken that the pupil knows the meanings of the words that he is taught to spell. These words should form part of the working vocabulary of the pupil at this stage.

4.8 Punctuation:

Continued attention must be given to punctuation so that pupils are able to punctuate skilfully and consistently in order to clarify meaning. Pupils should know how and for what purpose to use

- the full stop
- the comma
- quotation marks
The teaching of punctuation should be related to reading and language study lessons.

N.B.

Pupils must be taught how to plan, draft, revise and polish their work.

4.9

Language structures and usage.

Language exercises must be done regularly every week.

4.9.1

This syllabus is concerned with developing pupils' communicative competence. Accordingly, all parts of it involve the study of language. A formal programme of work on language structures and usage is neither required nor appropriate; but teachers should be alert to individual pupils' needs in regard to the idiomatic and functional use of:

- Parts of speech/Word classes
- Tense and Aspect
- Mood
- Voice (Active and Passive)
- Words
- Word Order
- Forms of negation
- Forms of emphasis
- Interrogative forms
- Parts of a sentence
- Punctuation

and to knowledge of word-formation and spelling. Detailed attention should only be given to such items in class when a careful analysis of the class's performance has revealed the need for it. It any case it should not occupy the focus of the lesson for longer than is necessary.

4.9.2

Language must be studied as it is actually used in speech and writing; the teacher should not talk about English, but should teach his pupils to use English.

4.9.3

Language study should be closely correlated with the oral work and reading.

4.9.4

With the object of developing the pupil's command of spoken and written English, attention must be given to the revision and consolidation of the basic language structures learnt in previous classes:

4.9.4.1

The negative and interrogative forms of the following tenses: present and past continuous; present, past and future indefinite; present and past perfect.

Note: The form going to/not going to must be included as a future indefinite sentence structure (e.g. I am (I'm) going to write a letter tomorrow; I am (I'm) not going to help you).

4.9.4.2

Auxiliaries: can, may, might, must, should and would, ought to, need not (needn't) have to, want to, let (let's).

4.9.4.3

Concord (agreement of subject and predicate): and, as well as, everybody, anybody, somebody, each, every, one, either...or, neither...nor.

4.9.4.4

Conjunctions: before, after, because, since, while, until, so, then, why, if, whether, though, (although), unless, so that.

4.9.4.5

Relative pronouns: who, which, that, whom and whose.

4.9.4.6

Personal and possessive pronouns (to be revised together with other structures).

4.9.4.7

Possessive adjectives (to be revised together with other structures).

4.9.4.8

4.9.4.9 Adverbs and adverbial phrases of manner, place and time to be used in structures such as:

He walked home slowly (very slowly)
He walked home (to his house).
He walked home yesterday (the day before yesterday).

Note: Some attention should be given to the structure involving the normal sequence of manner, place and time (e.g. The choir sang very well (manner) in the hall (place) last night (time)).

4.9.4.10 Adjectives and adjectival phrases, to be used in structures involving comparison and predicative use, e.g.

The apricots were riper than the peaches. The rotten fruit was lying on the ground.

4.9.4.11 Prepositions and prepositional phrases, to be revised together with other structures.

4.9.4.12 The passive voice in sentences such as:

The board is cleaned (by the boy) every day.
This book was written by Shakespeare.
The work will/must/can be finished in two hours.
The board need not (needn't) be cleaned (by the boy) every day.

Note: The question form of the passive voice is not required at this stage.

4.9.4.13 Sequence of tenses: consistency in the use of tenses must be taught, as illustrated in the following sentences:

When I get up in the morning I wash my face.
When I got up yesterday I washed my face.

4.9.4.14 Direct and indirect speech: statements only, in the present and past indefinite and continuous tenses, using only the first and third persons, and avoiding the use of adverbs which have to be changed, for example:

"It is raining."
He says (that) it is raining.
He said (that) it was raining.

"We are hungry."
They say (that) they are hungry.
They said (that) they were hungry.

The use of the one... the other, some... others, few, little, many, much, a lot of, etc.

4.9.5 The enrichment of the pupil's vocabulary is an important aspect of the work, but the learning of lists of unrelated words and expressions will not serve this purpose.

4.9.5.1 Word building, e.g. sweet, sweetness, sweeten, sweetly.

4.9.5.2 Further exercises in gender and number.

4.9.5.3 Nouns: common, collective, proper and abstract; agreement of the collective noun as subject with its verb.

4.9.5.4 Opposites; words of similar meaning; words having more than one meaning (e.g. bark, lie, bear); words of the same sound but different in spelling and meaning (e.g. weather, whether; need, knead; peel, peal).

4.9.5.5 Common abbreviations, for example a.m., p.m., i.e., e.g., Co., m., mm., km., l., ml., ft., ks., c., km/h.

Note: The words given as examples throughout this section are intended merely for the guidance of the teacher. The actual material taught in class should be based upon words occurring in oral work and reading, and should invariably be used in sentences relevant to a situation.
4.9.6 Regular remedial work is essential:

4.9.6.1 Common errors, including those due to mother tongue interference.

4.9.6.2 Weaknesses in spelling, punctuation and language as revealed by the pupils in their oral and written work.

D. EVALUATION

The communicative aims of the syllabus imply positive marking and a concern with what is successfully communicated. The pupils who actively engage with a subject and are adventurous in their use of language are likely to learn more than those who play safe; yet they are also likely to make more mistakes. They should be given full credit for what they have achieved, taking into account both the sophistication and vigour of their work, and the extent to which their errors impede communication or distract the reader.

1. Year mark

1.1 Oral mark

This will include the following:

- Reading aloud
- Speaking on a set topic
- Informal conversation on everyday topics

Total: 30 marks

N.B. The marks must be accumulated throughout the year. Schools must NOT hold special examinations in oral work at any time during the year.

1.2 At least six 30 minute tests must be set throughout the year. These tests should cover as wide a range of topics of the syllabus as possible.

Total: 20 marks

2. Written examination

One paper (1 1/2 hours)

- One passage of narrative or descriptive writing, of not more than 100 words altogether. (A choice of six topics)
- A letter not exceeding 60 words. (A choice of three topics)
- Comprehension test on a passage of about 100 words. (Language questions must be included in the questions set)

Total: 30, 20, 50 marks

Note: Private candidates will be evaluated on a 1 1/2 hour written paper only.
SYLLABUS
FOR
ENGLISH SECOND LANGUAGE
STANDARD 6

A. PERSPECTIVES AND AIMS

1. Perspectives

This syllabus is concerned with English as a means of communication in our multi-lingual society. Pupils whose mother-tongue is not English may fall into one or more of the following groups:

- those for whom English is a second language, because it is used frequently in their social environment.
- those for whom English is virtually a foreign language because they have very little contact with it in their daily life.
- those for whom English is a medium of instruction.

It is obvious, then, that pupils' needs and the strategies available to teachers may vary greatly from area to area; but in all cases the English programme must witness to the usefulness of the language, making pupils aware of its importance for their personal, social and intellectual development.

Language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing, and sometimes of deliberate investigation of the structure of the language. This syllabus is detailed under various heads, but it should be read as encouraging an appropriately integrated and interactive approach to language teaching.

2. Aims

As the over-riding aim of this syllabus is communicative competence for personal, social, educational and occupational purposes, it aims:

2.1 to foster a desire to learn English, and to assist pupils to meet the challenge of living in a multilingual environment

2.2 to help pupils listen with accuracy and critical discrimination

2.3 to help pupils speak acceptable English clearly, fluently and with confidence

2.4 to guide pupils towards reading with increasing comprehension and enjoyment

2.5 to develop pupils' ability to write English appropriate to their purposes

2.6 to promote pupils' control of English through a knowledge of its structure and usage.

B. POLICY AND OBJECTIVES

1. Teachers must create a climate within which pupils can use English with interest, purpose, and enjoyment.

However language is used, it should be seen in relation to context: i.e. to purpose, audience, and circumstances.

Teachers should use the opportunities which come their way to foster their pupils' awareness of the many kinds of language and ways of using them, even though these may not be specified in the syllabus. Furthermore, they should encourage them to experiment across the range, correcting them only when their choice or use of language is inappropriate.
It is only for convenience that the objectives which follow are listed under aural, oral, reading and writing. Teachers are encouraged to design activities in which they work towards realising several objectives, perhaps from different sections, at the same time.

2. Remedial Work

Persistent errors, arising in many cases from ignorance of English idiom, will be encountered in all classes. Special attention should be given to such errors. The teacher should make a note of all the mistakes which occur frequently in the oral and written work of his class, and should devise special exercises to correct them.

Remedial measures will achieve little or nothing, however, unless the language to which the pupil listens is acceptable and idiomatically correct, and it must therefore be the constant endeavour of the teacher whose mother-tongue is not English to improve his command of this language.

3. Adaptation of material

Although the syllabus has been drawn up to give as much guidance as possible, the teacher should remember that the pupils do not all grow up in the same environment. The work must therefore be constantly supplemented and modified by the teacher in order to adapt it to the pupils' needs. The examples given serve merely as an indication of what is intended. The syllabus lays down the minimum that should be accomplished, and bright pupils should not be held back and made to repeat old work if it is clear that they are capable of breaking new ground.

4. English across the curriculum

Where pupils have English as a medium of instruction, it is highly desirable that schools should adopt an English across the curriculum policy. As one feature of this the English teacher should be invited to use material from other subjects in developing comprehension, note-taking and writing skills.

5. Co-ordination of work

Although the conventional headings (Aural, oral, reading, writing) have been used in this syllabus, it is essential that they be regarded as interlocking components of an integrated approach to the teaching of living English.

This approach to the teaching of a second language is emphasised at various points in the syllabus: vocabulary expansion is based in part on the reading done by the pupils; recitation is used to improve pronunciation and intonation; intensive reading provides the groundwork for oral and written work, language study and enrichment of the pupil's vocabulary; language study is to be correlated with oral work and reading, and so on.

6. Allocation of periods

In order to make the best use of the time available it is suggested that the weekly English periods be allocated according to the following basic pattern:

<table>
<thead>
<tr>
<th>Segment</th>
<th>Aural work (including listening comprehension and speech training)</th>
<th>Reading (prose and poetry) and comprehension</th>
<th>Language study</th>
<th>Oral</th>
<th>Written exercises</th>
<th>General oral and written work</th>
<th>Conversation</th>
<th>Oral preparation for written work</th>
<th>Written work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>1 or 2</td>
<td>1 or 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2 or 3</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

This basic pattern has been outlined in order to indicate the relative weighting of the main sections of the syllabus, but teachers should be flexible in their approach and are free to adjust the allocation to meet the particular needs of their pupils.
C. EXPOSITION OF SYLLABUS CONTENT

1. Aural (the listening skill)

Pupils must be exposed to a variety of listening activities which should include at least the following:

1.1 Minimal pairs practice: discriminating between words which sound similar in fluent spoken English, for example, still, steal; much, march; course, cause, coarse; pin, pen; lead, lid.

1.2 Following instructions and commands so as to carry them out.

1.3 Recognising the way in which the voice is used (stress, intonation, etc) to express subtleties in meaning, for example, What...! What? What? and the different variations of meaning through switches in emphasis:

   I know the place.
   I know the place.
   I know the place.
   I know the place.

1.4 Recognising how speakers, or people reading aloud, are

   - introducing or developing an idea
   - emphasising a point
   - illustrating a point
   - changing a line of thought
   - drawing a conclusion.
   - or other passage of limited length

   A paragraph or other passage of limited length is to be used as base for developing these skills.

1.5 Listening to oral presentations (e.g. lessons, talks, newscasts, interviews) so as to be able to distinguish main ideas, arguments and facts, and so to take notes. Passages of limited length are to be used to develop these skills. Recorded texts by a range of speakers (including both first and second language speakers) are indispensable.

1.6 Following the argument in conversations, small group discussions and debates, so as to be able to participate in them.

1.7 Recognising different social situations (formal and informal) and relationships (peer group; older-younger persons; polite/rude tone towards subordinates) suggested by different choices of words, idiom and register.

2. Oral (the speaking skill)

Oral and aural work must be closely interlinked. Accordingly, oral work should include exercises arising from aural activities.

Pupils must be exposed to a variety of speaking activities which should include at least the following:

2.1 Speaking English at an appropriate level of fluency, articulating and pronouncing words in an acceptable manner. For this reason continued attention should be given to the systematic drill of sounds which present difficulty, for instance, kill, keel; hill, heel, heal; watch, wash; cot, caught. Continued attention should also be given to clear enunciation and the avoidance of slovenly and indistinct speech.

2.2 Reading a text (drama, prose and poetry) aloud, with appropriate use of pause, stress and phrasing to convey meaning. Continued attention should be given to stress-patterns, rhythm, word-grouping in spoken sentences.

2.3 Speaking English in ways appropriate to circumstance and situation, especially by apt organization and choice of words, idiom, register and intonation. Pupils should receive ample practice in the following:
2.3.1 Basic social interaction with people to whom they relate in various ways (seniors, peers, older people, subordinates):
- initiating, conducting and closing a conversation
- greeting and responding to greetings
- introducing and responding to being introduced
- responding to a compliment
- apologising
- reacting to a request for information
- asking for help, information, directions

2.3.2 Participating in elementary discussion with peers:
- arguing a point clearly
- arranging thoughts while speaking

2.4 Presenting short talks clearly and coherently

2.5 Retelling short, straightforward stories read or told by the teacher.

2.6 Dramatising incidents encountered in the pupil’s reading or during the study of other subjects should also be attempted.

2.7 Guided and impromptu dramatisation of simple stories, dialogues, everyday situations and common experiences (for example, giving directions to travellers; making requests to persons in authority; reporting an accident or a burglary to the police).

2.8 Demonstrating how to do things (how to play an indoor game, how to bake a cake, etc) or of how things work (a thermometer, a primus stove, etc). During these activities the pupil must always explain carefully what he is showing to the class or what he is doing.

2.9 Miming, to develop an appreciation of the function of body language in spoken English.

2.10 Appreciating the function of tone and attitude in spoken English.

2.11 Eliminating common errors in expression (for example, It was my first time to visit him) through guided practice of correct idiom.

3. Reading

The importance of reading needs to be reaffirmed. Unless pupils have both a desire to read (reading for enjoyment and information) and the ability to do so (reading skills) they will not be able to cope adequately in the classroom, nor will they later be able to use to the full the many opportunities for career advancement in a literate society.

The minimum requirements of the reading programme are as follows:

3.1 Reading of two books prescribed by the Department, with particular attention to comprehension and extension of vocabulary. Silent reading must receive considerable emphasis, although reading aloud should not be neglected.

3.2 Silent reading should be both

3.2.1 controlled: from the class (or supplementary) readers, followed by questions preferably in writing and class discussion, with the emphasis on speed and on comprehension of the passage read; and

3.2.2 free: from supplementary readers, library books and suitable magazines, with little or no subsequent testing by the teacher. Provision should be made for the different levels of reading ability in the class.
3.3 In the reading programme provision should be made for each of the following:

3.3.1 Intensive reading, the aim of which is to gain full value from the study of a suitable passage of limited length. The teacher takes his class through the passage in some detail and then uses the material for vocabulary expansion and language study, and for oral and written work.

3.3.2 Reading for information: use should be made of supplementary material related to other subjects in the curriculum.

3.3.3 Reading for pleasure: silent reading of at least two other books. The books that are chosen should be interesting and suitable, and should be graded for different levels of reading ability. Poetry must be included.

3.3.4 Continued instruction in the use of a suitable school dictionary.

3.3.4 Listening comprehension based on passages read to the pupils by the teacher.

3.4 Pupils should be able to comprehend and enjoy a variety of texts.

3.4.1 They should be able to see the function of
- contents page
- index
- chapter and paragraph headings
- indentation, italics and bold print
- footnotes

3.4.2 to respond to the features which show that a writer is
- introducing or developing an idea
- emphasising a point
- illustrating a point
- changing a line of thought
- drawing a conclusion

3.4.3 to skim a text to get the gist of it
3.4.4 to scan a text to extract information on a particular topic
3.4.5 to distinguish between fact and opinion and factual and emotive language
3.4.6 to follow and extend their individual interests by reading a variety of texts of their own choice.

4. Writing

Oral and aural work and reading should form the basis for writing. Work dealt with in language study, reading, aural and oral work should be followed by regular written exercises.

4.1 The sentence:

4.1.1 joining, extension and construction of sentences
4.1.2 completion of sentences: supplying missing words, phrases and clauses
4.1.3 continued use of substitution tables to construct a series of sentences of the same pattern.

4.2 Paragraphs and short passages.

4.2.1 Further work on arrangement of sentences in logical order to train pupils in the construction of a paragraph.

4.2.2 Further practice in writing paragraphs: pupils should be able to express themselves in a more formally ordered way as required in a given context for a specific purpose and audience, with due attention to:

- choice of word and idiom
- variation in sentence length and structure
interpretation of the topic to give direction to the writing early on
- basic methods of developing the argument (topic sentence and paragraphing, transitional words and phrases)
- methods of drawing the writing to a close.

4.2.3 The writing of short, simple accounts, instructions (integrated wherever possible with language work), and entries in diaries.

4.2.4 Guided composition, including oral and written practice in the use of specific sentence patterns, structures, idiom and vocabulary. The writing of short narratives and descriptions of at most 150 words. These should be very carefully prepared for both content and vocabulary, and kept within the range of interest and ability of the pupils, so that mistakes are reduced to a minimum. The topics should be simple, straightforward and concerned with stories, events and everyday things, places and people.

4.3 Letters

Simple informal letters and straightforward formal (business) letters, with emphasis on both form and content. Attention must be given to correct punctuation and lay-out. Formal letters should be limited to orders, enquiries for information and application for employment.

4.4 Diaries, telegrams and notices.

4.5 Comprehension.

The teaching and testing of comprehension should be based on sentences and passages of varying length (200 words maximum).

4.6 Spelling.

This must be taught orally and visually, in context wherever possible, and tested in dictated sentences or passages, previously prepared. Care must be taken that the pupil knows the meanings of the words that he is taught to spell. These words should form part of the working vocabulary of the pupil at this stage.

4.7 Punctuation.

Continued attention must be given to punctuation so that pupils are able to punctuate skillfully and consistently in order to clarify meaning. Pupils should know how and for what purpose to use:

- the full stop
- the comma
- quotation marks
- the exclamation mark
- the question mark
- the apostrophe
- brackets.

The teaching of punctuation should be related to reading and language study lessons.

N.B. Pupils must be taught to plan, draft, revise and polish their work.

4.8 Language structures and usage.

4.8.1 Language must be studied as it is actually used in speech and writing: the teacher should not talk about English, but should teach his pupils to use English.

Language study should be closely correlated with the aural and oral work and reading. It must also be borne in mind that the language items mentioned below are not to be treated in isolation, but must be regarded as interlocking components of the whole. What follows is merely an indication of the components, and the teacher is expected constantly to relate them to one another. Sequence of tenses and conjunctions may, for example, be taught together, and so may reported speech and auxiliaries, or tense, conjunctions and concord.
4.8.2 With the object of developing the pupil's command of spoken and written English, attention must be given to the revision and consolidation of the following basic language structures:

4.8.2.1 Statements (affirmative and negative) and interrogative forms of the following tenses: present and past continuous; present, past and future simple; present and past perfect.

4.8.2.2 Auxiliaries, including can (permission), can (ability), may (possibility), may (permission), need not (needn't), let (let's); and auxiliaries with infinitives, including have to, want to, able to, is/are to, like to, mean to, hope to, expect to, intend to, plan to, and get and got with the infinitive (meaning "must"), e.g.
  You have got to do it.
  Introduce also simple question tags, e.g.
  You can do it, can't you?
  You can't come, can you?
  (The correct use of isn't must be emphasised, e.g.
  It's cold today, isn't it?)

4.8.2.3 Concord (agreement of subject and predicate).

4.8.2.4 Conjunctions, including whether, though (although), unless, so that, than, and the following conjunction structures: how much, how many, how far, how soon, etc.

4.8.2.5 Relative pronouns.

4.8.2.6 Personal and possessive pronouns (to be revised together with other structures).

4.8.2.7 Possessive adjectives (to be revised together with other structures).

4.8.2.8 Interrogative pronouns who? what? whose? (to be used with question-answer forms).

4.8.2.9 Adverbs and adverbial phrases of manner, place, and time, to be used in structures.

4.8.2.10 Adjectives and adjectival phrases, to be used in structures involving comparison and predicative use.

4.8.2.11 Prepositions and prepositional phrases, to be taught and revised together with other structures.

4.8.3. Continued attention should be given to the following structures:

4.8.3.1 The passive voice, including the following uses:
  The match is going to be played this afternoon
  The door may be left open
  The door should be closed

4.8.3.2 Sequence of tenses, with emphasis on consistent use of various forms of the verb in terms of time, e.g.
  It is midnight. The mist is coming down, and the air has grown colder.
  It was midnight. The mist was coming down, and the air had grown colder.

4.8.3.3 Direct and indirect speech: statements only, in the present and past simple and continuous tenses, using only the first and third persons.

4.8.3.4 Practice should be given in the use of the following auxiliaries together with the tenses indicated above: can, may, must, ought to, able to, need to, have/has to, want to, going to, e.g.
  "I can do it now".
  He said (that) he could do it then.
  "We are going to play football tomorrow."
  They say (that) they are going to play football tomorrow.
  They said (that) they were going to play football the next day.
  He said (that) they were going to play football the next day.
  "They must report for duty this afternoon."
4.8.4. The following new work must be taught:

4.8.4.1 Auxiliaries with the past participle: should/should not (shouldn't) have.

- In structures, e.g.
  I like swimming
  Smoking is a bad habit
  The winning choir received a prize
  The picture was boring
  Smiling sweetly, she accepted the flowers
  He was late in paying his taxes.

4.8.4.2 Adjectives and adjectival phrases, including some, any, much, many.

Use of the more...too the more; too, very; anything, something, nothing; anybody, somebody, nobody; anywhere, somewhere, nowhere; any, some, none; either, neither; ever, never; e.g.

Have you heard anything about this?
No, nothing.

Is either of those boys your brother?
No, neither of them is.

4.8.5 Continued enrichment of the pupil's vocabulary:

4.8.5.1 Word-building: introduction of common prefixes and suffixes.

4.8.5.2 Synonyms and antonyms; words having more than one meaning; words of the same sound but different in spelling and meaning.

4.8.5.3 Word for phrase and phrase for word.

4.8.5.4 Abbreviations as they occur in reading and in the study of other school subjects.

4.8.6. Word order: especially the position of the adverb in the sentence; change of normal word order for emphasis.

4.8.7 Regular remedial work is essential:

4.8.7.1 Common errors, including those which arise from direct translation from other languages.

4.8.7.2 Particular attention should be paid to the correct use of a and the, and to the circumstances in which these articles are not used.

4.8.7.3 Weaknesses in spelling, punctuation and language as revealed by the pupils in their oral and written work.

4.8.8 In order to consolidate the essential skills in the use of English, exercises should be set to provide oral and written practice in all the aspects of language study.

D. EVALUATION

The communicative aims of the syllabus imply positive marking and a concern with what is successfully communicated. The pupils who actively engage with a subject and are adventurous in their use of language are likely to learn more than those who play safe; yet they are also likely to make more mistakes. They should be given full credit for what they have achieved, taking into account both the sophistication and vigour of their work, and the extent to which their errors impede communication or distract the reader.

1. Year mark

1.1 Oral mark

This will include the following

| Reading aloud                        | 10 |
| Comprehension of passages read      | 10 |
| Speech on a set topic               | 10 |
| Informal conversation on everyday topics | 20 |
| **Total**                           | 50 |
The marks must be accumulated throughout the year. Schools must NOT hold special examinations in oral work at any time during the year.

1.2 At least eight 30 minute tests must be set throughout the year. These tests should cover as wide a range of topics of the syllabus as possible.

Total year mark 100

2. Written examination

One two-and-a-half hour paper:

Narrative or descriptive piece of writing of not less than 120 words on ONE of six subjects or an informal or formal letter (not less than 80 words) 50
Comprehension (unseen passage) 40
Language (questions based on the passage for comprehension) 30
General language questions 20
Literature questions based on the two prescribed books 60

GRAND TOTAL: 300
A. PERSPECTIVES AND AIDS

1. Perspectives

This syllabus is concerned with English as a means of communication in our multi-lingual society. Pupils whose mother-tongue is not English may fall into one or more of the following groups:

- those for whom English is a second language, because it is used frequently in their social environment
- those for whom English is virtually a foreign language because they have very little contact with it in their daily life
- those for whom English is a medium of instruction.

It is obvious, then, that pupils' needs and the strategies available to teachers may vary greatly from area to area; but in all cases the English programme must witness to the usefulness of the language, making pupils aware of its importance for their personal, social and intellectual development.

Language learning is a complex process, usually involving the interplay of listening, speaking, reading and writing, and sometimes of deliberate investigation of the structure of the language. This syllabus is detailed under various heads, but it should be read as encouraging an appropriately integrated and interactive approach to language teaching.

2. Aims

As the over-riding aim of this syllabus is communicative competence for personal, social, educational and occupational purposes, it aims:

2.1 to foster a desire to learn English, and to assist pupils to meet the challenge of living in a multilingual environment
2.2 to help pupils listen with accuracy and critical discrimination
2.3 to help pupils speak acceptable English clearly, fluently and with confidence
2.4 to guide pupils towards reading with increasing comprehension and enjoyment
2.5 to develop pupils' ability to write English appropriate to their purposes
2.6 to promote pupils' control of English through a knowledge of its structure and usage.

B. POLICY AND OBJECTIVES

1. Teachers must create a climate within which pupils can use English with interest, purpose, and enjoyment.

However language is used, it should be seen in relation to context: i.e. to purpose, audience, and circumstance.
Teachers should use the opportunities which come their way to foster their pupils' awareness of the many kinds of language and ways of using them, even though these may not be specified in the syllabus. Furthermore, they should encourage them to experiment across the range, correcting them only when their choice or use of language is inappropriate.

It is only for convenience that the objectives which follow are listed under aural, oral, reading and writing. Teachers are encouraged to design activities in which they work towards realising several objectives, perhaps from different sections, at the same time.

2. **English across the curriculum**

Where pupils have English as a medium of instruction, it is highly desirable that schools should adopt an English across the curriculum policy. As one feature of this the English teacher should be invited to use material from other subjects in developing comprehension, note-taking and writing skills.

3. **Remedial work**

Persistent errors, arising in many cases from ignorance of English idiom, will be encountered in all classes. Special attention should be given to such errors. The teacher should make a note of all the mistakes which occur frequently in the oral and written work of his class, and should devise special exercises to correct them.

Remedial measures will achieve little or nothing, however, unless the language to which the pupil listens is acceptable and idiomatically correct, and it must therefore be the constant endeavour of the teacher whose mother-tongue is not English to improve his command of this language.

4. **Adaptation of material**

Although the syllabus has been drawn up to give as much guidance as possible, the teacher should remember that the pupils do not all grow up in the same environment. The work must therefore be constantly supplemented and modified by the teacher in order to adapt it to the pupils' needs. The examples given serve merely as an indication of what is intended. The syllabus lays down the minimum that should be accomplished, and bright pupils should not be held back and made to repeat old work if it is clear that they are capable of breaking new ground.

5. **Allocation of periods**

In order to make the best use of the time available it is suggested that the weekly English periods be allocated according to the following pattern:

- Aural work (including listening comprehension and speech training) 1
- Reading (prose and poetry) and comprehension 1 or 2
- Language study
  - Oral 1
  - Written exercises 1
- General oral and written work
  - Conversation
  - Oral preparation for written work
  - Written work 2 or 3

This basic pattern has been outlined in order to indicate the relative weighting of the main sections of the syllabus, but teachers should be flexible in their approach and are free to adjust the allocation to meet the particular needs of their pupils.

C. **EXPOSITION OF SYLLABUS CONTENT**

1. **Aural (the listening skill)**

Pupils must be exposed to a variety of listening activities which should include at least the following:
1.1 Minimal pair practice: discriminating between words which sound similar in fluent spoken English, for example, skill, skill; much, mark; course, cause; pin, pen; lead, lid.

1.2 Following instructions and commands so as to carry them out.

1.3 Recognising the way in which the voice is used (stress intensity, etc) to express subtleties in meaning, for example, what...? what! what? and the different variations of meaning through switches in emphasis:

- I know the place.
- I know the place.
- I know the place.
- I know the place.

1.4 Recognising how speakers, or people reading aloud, are

- introducing or developing an idea
- emphasising a point
- illustrating a point
- changing a line of thought
- drawing a conclusion.

A paragraph (or other passage of limited length) is to be used as base for developing these skills.

1.5 Listening to oral presentations (e.g. lessons, talks, newscasts, interviews) so as to be able to distinguish main ideas, arguments and facts, and so to take notes. Passages of limited length are to be used to develop these skills. Recorded texts by a range of speakers (including both first and second language speakers) are indispensable.

1.6 Following the argument in conversations, small group discussions and debates, so as to be able to participate in them.

1.7 Recognising different social situations (formal and informal) and relationships (peer group; older-younger persons; polite/rude tone towards subordinates) suggested by different choices of words, idiom and register.

2. Oral (the speaking skill)

Oral and aural work must be closely interlinked. Accordingly, oral work should include exercises arising from aural activities.

Pupils must be exposed to a variety of speaking activities which should include at least the following:

2.1 Speaking English at an appropriate level of fluency, articulating and pronouncing words in an acceptable manner. For this reason continued attention should be given to the systematic drill of sounds which present difficulty, for instance, sleep, slip; chip, cheap. Continued attention should also be given to clear enunciation and the avoidance of slovenly and indistinct speech.

2.2 Reading a text (drama, prose and poetry) aloud, with appropriate use of pause, stress and phrasing to convey meaning. Continued attention should be given to stress-patterns, rhythm, word-grouping in spoken sentences.

2.3 Speaking English in ways appropriate to circumstance and situation, especially by apt organisation and choice of words, idiom, register and intonation. Pupils should receive ample practice in the following:

2.3.1 Basic social interaction with people to whom they relate in various ways (seniors, peers, older people, subordinates):

- initiating, conducting and closing a conversation
- greeting and responding to greetings
2.3.2 Participating in discussions and debate:
- presenting or challenging a point of view
- disagreeing politely
- arguing a point clearly, arranging thoughts while speaking
- asking questions to resolve uncertainty or clarify an issue
- introducing and responding to being introduced
- responding to a compliment
- apologising
- offering condolences
- reacting to a request for information
- commenting casually on a film, event or incident
- giving instructions
- asking for help, information, directions

2.4 Presenting short talks clearly and coherently.

2.5 Retelling short, straightforward stories read or told by the teacher.

2.6 Dramatising incidents encountered in the pupil's reading or during the study of other subjects should also be attempted.

2.7 Guided and impromptu dramatisation of simple stories, dialogues, everyday situations and common experiences (for example, giving directions to travellers; making requests to person in authority; reporting an accident or a burglary to the police).

2.8 Demonstrating how to do things (how to play an indoor game, how to bake a cake, etc) or of how things work (a thermometer, a primus stove, etc). During these activities the pupil must always explain carefully what he is showing to the class or what he is doing.

2.9 Mimic, to develop an appreciation of the function of body language in spoken English.

2.10 Appreciating the function of tone and attitude in spoken English.

N.B. The aim of conversational work must always be to stimulate discussion and to encourage pupils to speak. Group discussion (i.e. simultaneous discussions of the same topic by a number of small groups) should frequently be arranged with this in mind.

Use should be made of language games, while extensive use should be made of group activities.

2.11 Eliminating common errors in expression (for example, it was my first time to visit him) through guided practice of correct idiom.

3. Reading

The importance of reading needs to be reaffirmed. Unless pupils have both a desire to read (reading for enjoyment and information) and the ability to do so (reading skills) they will not be able to cope adequately in the classroom, nor will they later be able to use to the full the many opportunities for career advancement in a literate society.

The reading programme for the Junior Secondary phase must be considered in relation to both the pupil's expanding outlook and the change of emphasis at this level from reading aloud to silent reading, and from the progressive development of mechanical reading ability to rapid comprehension. Accordingly the syllabuses provide for the use of graded supplementary readers, library books and magazines in addition to class readers or discovery of knowledge and the enrichment of leisure. The teacher must therefore ensure that a diversity of suitable material, including books and magazines relating to such subjects as General Science and Geography and History is available to each of the three reading ability groups (good, average, weak) in his class.
No attempt should be made to read the whole of each of the books prescribed for Standard 7 in class.

Suitable passages in these books will be used for various purposes (e.g., practice in reading aloud, controlled silent reading, intensive reading, comprehension teaching and testing, and language teaching). As a rule the pupil should be expected to study particular chapters as part of his homework, whilst the teacher's function is to initiate (mainly by means of judicious questioning) class discussion of significant episodes and the interplay of motives in the chapter under review.

Discussion of the prescribed books will not, however, suffice to prepare the pupil for his examination. Regular written work (assignments, tests, summaries, comprehension exercises, etc.) is essential.

3.1 Study of Prose and Poetry

3.1.1 From time to time the teacher should read to his pupils short stories and passages of suitable verse, chosen with due regard to the level of his class.

3.1.2 The memorization of prose and poetry is an enriching experience. Although it is not obligatory, pupils should be encouraged to memorize short extracts from prose and poetry. The words to be memorized should be chosen by the pupils from the poems, prose, or extracts introduced (explained, read to the class, discussed, etc) by the teacher.

Choral speaking (group verse speaking) should be introduced where the teacher has some knowledge of his technique.

3.2 Reading and comprehension

3.2.1 Three prescribed books: one prose work (a novel or a collection of short stories or extracts), a selection of poems and a play (or collection of plays).

3.2.2 Practice in reading must continue, with the main emphasis on silent reading.

Silent reading should be both

- controlled: from the setbook or supplementary readers, followed by questions and class discussion, with the emphasis on speed and on comprehension of the passage read; and

- free: from supplementary readers, library books and suitable magazines. Provision should be made for the different levels of reading ability in the class.

3.2.3 In the reading programme provision should be made for each of the following:

- Intensive reading, using a passage of limited length as a basis for vocabulary/expansion and language study, and for oral and written work.

- Reading for information: use should be made of supplementary material relating to other subjects in the curriculum.

- Reading for pleasure: silent reading of at least 300 pages. The books that are chosen should be interesting and suitable, and should be graded for different levels of reading ability.

- Listening comprehension.

3.3 Pupils should be able to comprehend and enjoy a variety of texts. They should be able:

3.3.1 to use an English dictionary to find the appropriate meaning of words encountered in their reading.
3.3.2 to see the function of:
- contents page
- index
- chapter and paragraph headings
- indentation, italics and bold print
- footnotes

3.3.3 to respond to the features which show that a writer is:
- introducing or developing an idea
- emphasising a point
- changing a line of thought
- drawing a conclusion

3.3.4 to distinguish
- main points from supporting argument
- statements from examples

3.3.5 to skim a text to get the gist of it

3.3.6 to scan a text to extract information on a particular topic

3.3.7 to distinguish between, and respond to, literal and figurative language, as it occurs in their normal reading

3.3.8 to recognise the differences in the demands made on them by the style and organisation of the texts they have to read (e.g. short stories, poems, advertisements, text books, cartoons, diagrams, application forms)

3.3.9 to follow and extend their individual interests by reading a variety of texts of their own choice.

4. Writing

Oral and aural work and reading should form the basis of writing.

Work dealt with in language study, reading, aural and oral work should be followed by regular written exercises.

4.1 The sentence

4.1.1 joining, extension and construction of sentences;
4.1.2 completion of sentences: supplying missing words, phrases and clauses;
4.1.3 continued use of substitution tables to construct a series of sentences of the same pattern.

4.2 Paragraphs and short passages

4.2.1 further work on arrangement of sentence in logical order to train pupils in the construction of a paragraph;
4.2.2 further practice in writing paragraphs;
4.2.3 the writing of short accounts, instructions, summaries, notices, telegrams and entries in diaries, integrated wherever possible with language work;
4.2.4 guided composition, including oral and written practice in the use of specific sentence patterns, structures, idiom and vocabulary;
4.2.5 the writing of short narratives and descriptions of at most 200 words.

NB: Oral preparation must precede the writing of any essay.

Topics should be carefully chosen to provide for a range of interests and abilities. Teachers should refrain from setting stereotyped, hackneyed topics, e.g. A journey by train, A picnic, A visit to the zoo.

By using suitable stimuli the teacher should encourage imaginative writing.

Due emphasis should be laid on clear and logical arrangement of facts as well as on style, including variation of sentence structure.

4.3 Letters: simple informal and formal letters, with emphasis on both form and content.

Formal letters should be limited to orders, enquiries for information, and applications for employment.

Semi-formal letters (e.g. a letter of thanks to an employer) should be introduced at this stage.

4.4 Practice in completing forms, e.g. application forms, forms for depositing and withdrawing money, forms for opening a savings account.

4.5 Comprehension

Comprehension exercises: the teaching and testing of comprehension should be based on sentences and passages of varying length (250 words maximum).

4.6 Spelling

This must be taught orally and visually in context wherever possible, and tested in dictated sentences or passages, previously prepared. Care must be taken that the pupil knows the meanings of the words that he is taught to spell. These words should form part of the working vocabulary of the pupil at this stage.

4.7 Punctuation

Continued attention must be given to punctuation so that pupils are able to punctuate skilfully and consistently in order to clarify meaning. Pupils should know how and for what purpose to use:

the full stop
the comma
the colon
the semi-colon
quotation marks
the exclamation mark
the question mark
the apostrophe
brackets.

The teaching of punctuation should be related to reading and language study lessons.

NB: Pupils must be taught how to plan, draft, revise and polish their work.

4.8 Regular assignments should be set on the prescribed books.

4.9 Language structures and usage

4.9.1 Language must be studied as it is actually used in speech and writing; the teacher should not talk about English, but should teach his pupils to use English.
4.9.2 Language study should be closely correlated with the oral work and reading done in class. It must also be borne in mind that the language items mentioned below are not to be treated in isolation, but must be regarded as interlocking components of the whole. What follows is merely an indication of the components, and the teacher is expected constantly to relate them one to another. Sequence of tenses and conjunctions may, for example, be taught together, and so may Reported Speech and auxiliaries, or tense, conjunctions and concord.

4.9.3 With the object of developing the pupil's command of spoken and written English, attention must be given to the revision and consolidation of the following basic language structures mentioned in the Standard 6 syllabus:

4.9.3.1 Statements (affirmative and negative) and interrogative forms of the following tenses: present and past continuous; present, past and future indefinite; present and past perfect.

Add the following: the future perfect tense; affirmative and negative commands in various tenses; emphatic forms (e.g. He did (did not) go to town. Of course he did (did not) go to town.)

4.9.3.2 Auxiliaries, including: able to, is/are to, like to, mean to, hope to, etc, and get and got with the infinitive. Question tags as indicated in the Standard 6 syllabus.

Add: become, had better, is/was supposed to, appear to, seem to, allow to.

4.9.3.3 Concord (agreement of subject and predicate).

4.9.3.4 Conjunctions, including: than, how much, how many, how far, how soon, etc.

Add: as (=because), as (=when), or, or else, as soon as.

4.9.3.5 Pronouns, including the use of relative pronouns: introduce use of a relative pronoun with a preposition, e.g. To whom did you give it? The man from whom I received a letter has died.

4.9.3.6 Adverbs and adverbial phrases: Introduce sentence completion and construction, using adverbial clauses of manner, place and time.

4.9.3.7 Adjectives and adjectival phrases: introduce sentence completion and construction, using adjectival clauses.

4.9.3.8 Preposition and prepositional phrases.

4.9.3.9 Passive structure in sentences such as:

This work ought to be finished by five o'clock.
We might be beaten by our opponents.
It is said that old age brings wisdom.
Add the question form of the passive voice, e.g.
Was this play written by Shakespeare?

4.9.3.10 Sequence of tenses.

4.9.3.11 Direct and indirect speech: statements and questions, in the present and past indefinite and continuous tenses, without limitation as to person.

4.9.3.12 Continued attention should be given to the following structures:

Auxiliaries with the past participle -ing structures: introduce the past participle structure, e.g.

Having finished his work, he went to bed.
Words and structures such as some, any, much, many, the more ... the more; either... neither; too, very; anybody, somebody, nobody.
4.9.3.13 Attention must be given to noun patterns: noun + infinitive (e.g. He was the first guest to arrive. They had a lot to do); noun phrase in apposition (e.g. Smith, the owner of the shop, called the police); noun phrase as subject (e.g. Where to find the money is the problem) and as object of sentence (e.g. He didn't tell me what to do).

4.9.4 Continued enrichment of the pupil’s vocabulary:

4.9.4.1 Word-building: introduce compound words, e.g. hailstorm, footpath.

4.9.4.2 Synonyms and antonyms: words having more than one meaning; words of the same sound but different in spelling and meaning; words which are commonly confused.

4.9.4.3 Word for phrase and phrase for word.

4.9.4.4 Abbreviations as they occur in reading and in the study of other school subjects.

NB: The material for the whole of this section should be based upon oral work and reading. Words and phrases should invariably be used in sentences.

4.9.5 Regular remedial work is essential.

4.9.5.1 Common errors, including those which arise from direct translation from other languages.

4.9.5.2 Particular attention should be paid to the correct use of a and the, and to the circumstances in which these articles are not used.

4.9.5.3 Regular practice should be given in the correct use of the pronoun in the following type of sentence: This is George's ruler; put it on the table. These books are mine: put them in the cupboard.

4.9.5.4 Weaknesses in spelling, punctuation and language as revealed by the pupils in their oral and written work.

4.9.6 In order to consolidate the essential skills in the use of English, exercises should be set to provide oral and written practice in all the aspects of language study.

D. EVALUATION

The communicative aims of the syllabus imply positive marking and a concern with what is successfully communicated. The pupils who actively engage with a subject and are adventurous in their use of language are likely to learn more than those who play safe; yet they are also likely to make more mistakes. They should be given full credit for what they have achieved, taking into account both the sophistication and vigour of their work, and the extent to which their errors impede communication or distract the reader.

1. Year mark

1.1 Oral mark

This will include the following

<table>
<thead>
<tr>
<th>Item</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Reading aloud</td>
<td>10</td>
</tr>
<tr>
<td>Comprehension of passages read</td>
<td>10</td>
</tr>
<tr>
<td>Speech on a set topic</td>
<td>10</td>
</tr>
<tr>
<td>Informal conversation of everyday topics</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

NB: The marks must be accumulated throughout the year. Schools must NOT hold special examinations in oral work at any time during the year.
1.2 At least eight 30 minute tests must be set throughout the year. These tests should cover as wide a range of topics of the syllabus as possible.

Total year mark 50

2.

Written examination

One two-and-a-half hour paper:

Narrative or descriptive piece of writing of not less than 120 words on ONE of six subjects or an informal or formal letter (not less than 80 words) 50

Comprehension (unseen passage) 40

Language (questions based on the passage for comprehension) 30

General language questions 20

Literature questions based on the three prescribed books 60

200

GRAND TOTAL 300