

CHAPTER 8

A TASK-BASED SYLLABUS FOR ENGLISH IN SOUTH AFRICAN PRIMARY SCHOOLS

8.1 INTRODUCTION

The South African school system is divided into four phases, namely the Junior Primary Phase, the Senior Primary Phase, the Junior Secondary Phase and the Senior Secondary Phase. Syllabuses for each of the phases are usually provided. An outline of a core ESL syllabus for the primary phases in South Africa (based on the framework in Chapter 7) is proposed in this chapter. The syllabus consists of the following components:

- a situation analysis;
- the aims of the syllabus (described in terms of dimension targets);
- the objectives of the course (specified in terms of skill outcomes);
- content and teaching-learning opportunities (plus methodological guidelines), and
- guidelines for assessment.

An example of the implementation of this core syllabus in Grade 6 is provided. The implementation occurs on the scheme of work level, according to which planning for a year (structured into cycles, modules and units) can be done.

An example is also provided of a lesson in which the various syllabus components have been integrated for a Grade 6 class. This provides guidelines for day-to-day teaching.

8.2 SITUATION ANALYSIS

Although a generic profile of the primary school pupil is provided in this section, more detailed profiles of pupils are provided for the different grades (cf. 8.8.1).

The primary school child in South Africa comes from widely differing backgrounds. Some pupils come from privileged backgrounds and enter the primary school with some knowledge of English. Other pupils come from deprived backgrounds and come into contact with English for the first time at school. Pupils who attend schools that use English as medium of instruction need assistance in establishing ways of thinking, reporting information, investigating etc., concepts and vocabulary that they require to learn other subjects in English. Many pupils have little exposure to English outside the classroom. They need sufficient exposure in the classroom, as well as extended exposure through, e.g. homework, assignments or projects. They prefer hands-on activities, and tasks that involve their senses. They enjoy group and pair work. They initially enjoy themes and topics with which they are familiar, and as they grow older they enjoy exploring themes and topics that are not related to their immediate surroundings. They are best supported by structured and well-planned classroom practices.

The primary school pupil needs to be engaged in a variety of tasks in which he has to apply knowledge and language to fulfil a variety of purposes in different contexts. He needs to use knowledge and language resources across a range of themes and topics towards targets that express the essence of what he should learn to do at a certain stage.

8.3 THE AIMS OF THE COURSE

The aims of the course are described in terms of dimension targets that indicate the purposes for which pupils use English. These are based on those of the Target Oriented Curriculum (cf. 5.7).

The pupil should use English to:

- acquire, develop and apply knowledge (knowledge dimension),
- think and communicate thoughts and feelings (interpersonal dimension); and
- respond and give expression to experience (experience dimension).

These targets are interrelated and are not taught in isolation. Each dimension target is sub-divided into detailed targets for the Junior Primary Phase and the Senior Primary Phase. These dimension targets and detailed targets indicate what knowledge, skills and abilities pupils should demonstrate at the end of a phase. Dimension targets and detailed targets for the Senior Primary Phase are provided in Table 12. Similar targets may be developed for the Junior Primary Phase.

<i>Knowledge Dimension Targets</i>	<i>Interpersonal Dimension Targets</i>	<i>Experience Dimension Targets</i>
<ul style="list-style-type: none"> - To develop an ever improving capability to use English to - to provide or find out, - to explore, express and apply ideas - to solve problems 	<p><i>To develop an ever improving capability to use English</i></p> <ul style="list-style-type: none"> - to establish and maintain relationships - to exchange ideas and information - to get things done 	<ul style="list-style-type: none"> - To develop an ever improving capability to use English to - respond and give expression to real and imaginary experience
<p>DETAILED TARGETS FOR THE SENIOR PRIMARY PHASE:</p>	<p>DETAILED TARGETS FOR THE SENIOR PRIMARY PHASE:</p>	<p>DETAILED TARGETS FOR THE SENIOR PRIMARY PHASE:</p>
<ul style="list-style-type: none"> - to provide or find out, organise and present information on familiar topics - to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying, comparing, explaining, predicting, drawing conclusions; and to follow instructions - to identify ideas in simple spoken and written texts, form opinions and express them - to recognise and solve simple problems in given situations, and describe the solutions - to see the need to clarify own written expression and then make changes with support from the teacher and classmates - to understand some aspects of how the English Language works, including how grammatical features contribute to meaning and how simple texts are organised; and apply this understanding to one's learning and use of the language 	<ul style="list-style-type: none"> - to establish and maintain relationships and routines in school and other familiar situations - to converse about feelings, interests, preferences, ideas, experiences and plans - to exchange messages such as simple letters, make telephone calls and send postcards and invitations - to participate with others in making choices and decisions for carrying out events - to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role-play 	<ul style="list-style-type: none"> - to develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs and presenting short simple plays - to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: <ul style="list-style-type: none"> * making predictions * making inferences * making evaluative comments - describe one's feelings towards characters and the events - relating to one's experiences - imagining oneself to be a character in the story and describe one's feelings and reactions - participating in dramatic activities to give expression to imaginative ideas through oral, written and performative means such as: <ul style="list-style-type: none"> * constructing with appropriate support simple stories that show some understanding of 'setting' and events * providing simple oral and written descriptions of a situation, object or character * creating simple rhymes and poems with support from the teacher - to give expression to one's experience through activities such as providing simple oral and written accounts of events and one's reactions to them

TABLE 12: Dimension targets and detailed targets for the Senior Primary Phase

8.4 OBJECTIVES FOR THE PRIMARY PHASES

The objectives for the primary phase are described in terms of language skill outcomes, i.e. listening, speaking, reading and

writing. The skill outcomes are not treated as separate components in the syllabus. They are means of achieving dimension targets. As they are an integral part of task specification, they are described fully in 8.5.8. Examples of such skill outcomes are provided for the Senior Primary Phase. Similar skill outcomes may be developed for the Junior Primary Phase.

8.5 CONTENT AND TEACHING-LEARNING OPPORTUNITIES

Tasks are used for the content of the syllabus. As argued in the previous chapters of this study, the main purpose of tasks is to ensure meaningful learning (cf. 2.3.2). Language learning tasks are defined as purposeful, interactive activities, described with the use of verbs that reflect a process (physical or mental) during which fluency and accuracy skills are developed, and produce measurable learning outcomes within a specific context (cf. 2.3.3.1). Based on the generative model suggested in the previous chapter, tasks consist of the following:

- themes and topics,
- vocabulary,
- resources (text-types and media),
- language forms and communicative functions,
- skills,
- learning strategies, and
- affective factors to be developed in each grade.

There are two general types of tasks, namely real-life tasks (e.g. asking the way, asking what an article costs, etc.) and pedagogic tasks (e.g. classifying objects into classes, etc.). These task types cannot be separated rigidly. Real-life tasks prepare pupils for language use outside the classroom, and are usually stated by using verbs like asking, informing, identifying, reporting, describing, comparing, illustrating, agreeing, etc. Pedagogic task-types prepare pupils for language use inside the classroom, and may be stated using verbs like calculating, distinguishing, applying, demonstrating, identifying, classifying, evaluating,

researching, analysing etc.

8.5.1 Criteria for task selection

Tasks should be selected according to the following criteria:

- tasks should present a cognitive challenge, i.e. problem-solving, reasoning-gap and opinion-gap tasks are preferable to tasks that require little cognitive effort;
- tasks should facilitate units of knowledge, rather than isolated particles of knowledge, e.g. discovering the principle of a law is better than memorising the law;
- tasks should relate to the cognitive, social and affective maturity of learners;
- tasks should be relevant and interesting to specific groups of learners;
- tasks should require pupils to interact with others or media, and
- tasks should require reflection.

8.5.2 Criteria for the grading of tasks

Criteria for grading tasks include both factors that relate to the task and factors that relate to the learner.

- tasks that are less challenging are selected before those that are more difficult;
- a task that has a predictable outcome (e.g. a yes/no answer) is easier than a task that has an unpredictable outcome (e.g. asking about opinions or preferences);
- static situations (e.g. describing a picture) are easier to describe than dynamic situations (e.g. telling someone about a favourite movie);
- if pupils have never had experience of a task (e.g. demonstrating how to fix a bicycle puncture) they will find the task more difficult than those who have had such experience;

- tasks that specify sociocultural information (e.g. discussing a soccer match) are easier than tasks that are not socio-culturally specific (e.g. discussing ice-hockey);
- the more support given by media, peers, teachers and context, the easier a task;
- tasks that require extensive linguistic processing (e.g. explaining a solution) are more difficult than tasks that require little linguistic processing (e.g. yes/no answers);
- the higher the level of cognitive demand (e.g. analysing, evaluating, researching), the more difficult the task;
- other characteristics that relate to the task include:
 - * the more participants involved, the more difficult the task;
 - * the more steps and motor skills involved, the more difficult the task;
 - * the longer it takes to complete the task, the more difficult the task;
 - * the higher the stakes are, the more difficult pupils may find the task, as they may become more anxious, and
 - * if pupils have little control over the process and procedure of task completion, they may find the task more difficult.

The following learner characteristics also influence the grading of tasks:

- the more confident pupils are, the easier a task;
- the more motivated pupils are, the easier a task;
- the quicker pupils learn, the easier a task;
- the more proficient pupils are, the easier a task, and
- the more cultural knowledge and awareness pupils possess, the easier a task.

8.5.3 Themes and related topics

The design of a teaching-learning task usually commences with the

selection of themes and topics.

Many differences may exist between rural and urban learners, and teachers will select themes and topics relevant to their own particular situations. The exemplar themes and topics suggested below for the Senior Primary Phase are considered to be relevant to the needs and interests of these pupils. These themes and topics are also suggested in order to prevent unnecessary repetition. If a theme is repeated, its treatment should be adapted to suit the pupils' level of development. Similar themes and topics can be developed for the Junior Primary Phase.

Grade 4: Health (Going to the doctor/dentist), My diary (Using my afternoons); Entertainment (Going to the circus); Special days (Planning for Christmas); Sport (Playing soccer); My Family (Introducing myself); My School (Getting to know my school); Shopping (Buying groceries); Plants (Finding flowers); Safety (Learning traffic rules); Animals (Caring for my pet); Environment (Cleaning our street).

Grade 5: Leisure (Finding a hobby); Money (Handling my own money); Books (Hunting for books I like); Friends (Finding some friends); Shapes (Drawing my own pictures); Travel (Going to visit family); My Family (Showing our family photos); Plants (Growing plants I can eat); Animals (Exploring the sea); Safety (Making our home safe); Adventure (Escaping from pirates).

Grade 6: Relationships (Coping with sibling rivalry), South Africa (Travelling through our country), Mysteries (Researching strange creatures), Food and Drink (Planning a menu for my birthday), Change (Organising Olympics 2004 in Cape Town), Natural elements (Getting energy, light and heat from fire); Money (Exploring entrepreneurship).

These themes and topics are suitable for schools that teach English as a subject only, as well as schools that use English as

a medium of instruction. Themes and topics related to general learning (like study skills) or subjects (like Mathematics, Social Studies and Science) are included in a calculated manner to teach specific ways of thinking, reporting information, investigating etc., concepts and vocabulary that pupils require to learn other subjects. For example, such themes and topics are Health (Social Science), My diary (study skills), Plants (Science), Shapes (Mathematics), Natural Elements (Science), etc.

8.5.4 Vocabulary

Tasks provide an authentic context for vocabulary presentation. Vocabulary items are derived from themes and topics, and words and phrases which occur in the resources (text(s) and media) used are taught.

Pupils who attend schools that use English as medium of instruction need to develop cognitive academic language proficiency (CALP) as well as basic interpersonal communication skills (BICS). The skill and subject areas for which specific concepts and vocabulary are necessary in order to develop CALP and BICS are reading, writing, Mathematics, Social Studies, Science and study skills. An example of concepts and vocabulary necessary for the Senior Primary Phase is provided in Table 13. Pupils entering the Senior Primary Phase have had tuition in English for four years, and have reached a threshold level of proficiency which enables them to separate social communication from advanced academic literacy. The concepts and vocabulary they need for certain skill and subject areas during this phase may be identified through consultation with teachers from other subject areas.

A similar scheme may be developed for the Junior Primary Phase.

<i>Description of performance</i>	<i>Threshold level of proficiency (the pupil can separate social communication from advanced academic literacy)</i>
<i>Reading</i>	<i>Read numbers 100-1 000 000 Prefixes ex-, pre- Suffixes -ly, -ful, -ment, -tion, - -sion, cian Signal words</i>
<i>Writing</i>	<i>Mechanics, commas, apostrophe, quotations</i>
<i>Mathematics</i>	<i>Story problems</i>
<i>Social studies</i>	<i>Recycle vocabulary of previous years (e.g. civilisation, land forms, poles)</i>
<i>Science</i>	<i>energy light, heat electricity solid, liquid, gas</i>
<i>Study skills</i>	<i>Cause and effect (if...then) maps, scales and grids</i>

Table 13: Specific concepts and vocabulary for the Senior Primary Phase of English MOI schools as suggested by Stribling and Thurstone (1993:30).

8.5.5 Resources

It is important that pupils be exposed to English as much as possible. As pointed out in this study, many pupils do not have much exposure to English outside the classroom. A variety of resources should, therefore, be used in the classroom. In addition, exposure can be extended through activities such as group projects, homework, and assignments.

Resources can be divided into two groups, namely text-types and media. Text-types include everything a pupil reads. The greater part of pupils' exposure to English is likely to be exposure to written language. Reading demonstrates the ways in which language functions as communication in various contexts. It is, therefore, a useful way of extending pupils' exposure to English. Literary texts are particularly suitable in this regard. They provide stimulating and interesting materials which most pupils enjoy.

They provide a useful vehicle for the teaching of language skills and illustrate grammar usage (cf. 4.4.4). They may also contribute to pupils' general education. Literary texts should be selected with the interests of the pupils in mind. Specific texts may also be prescribed by provincial education authorities.

Suitable text-types for the Senior Primary Phase would be:

- advertisements
- captions
- cartoons
- conversations
- charts
- diagrams
- diaries
- forms
- instructions
- jokes
- labels
- letters
- lists
- maps and legends
- messages
- notices
- plays or dramatic episodes
- poems
- novels
- posters
- recipes
- rhymes
- riddles
- short stories
- signs
- songs
- stories
- tables
- telephone calls
- television schedules
- weather reports.

Media include all other resources that the pupil sees, touches, or listens to. Suitable media would be:

- pictures
- videos
- films
- tapes
- compact discs
- realia (i.e. real objects, e.g. vegetables, fruit, seeds)

etc.)

A similar specification can be drawn up for the Junior Primary Phase.

8.5.6 Language forms and communicative functions

Language is used to convey meaning. The syllabus is, therefore, meaning-focused. However, a list of language forms may be included in the syllabus. It may be used as an *a posteriori* checklist, which indicates the forms that have been taught, and it prevents the neglect of some forms or an over-emphasis on others.

Language forms are selected from the context and resources used to teach themes and topics. If the opportunity presents itself to teach language forms, word attack skills, spelling or other aspects of language, the teacher should make pupils aware of the rules that are at work. This consciousness-raising focuses pupils on language form. This procedure is in line with recent research findings (cf. 2.2.6). If language forms are not developed, pupils may pidginise and fossilise to the extent that they are not understood by other speakers of English.

The checklist specifies a structural item and its uses. The following examples, based on the Target Oriented Curriculum (cf. 5.7) serve as indications of what a checklist for the Senior Primary Phase may look like. A similar checklist can be developed for the Junior Primary Phase.

Adjectives*Use adjectives to*

- describe people, animals, events, things and conditions

Examples

The weather is hot.
This is a square peg that cannot fit into a round hole.
There is a rose bush in the park.
It is a hot and humid summer.
The salt crystals that form are colourful.

- compare

This circle is smaller than that one.
If I study more often, then my grades will improve.
This is the most difficult of all the sums.
Our shoes are different, but our shirts are the same.

- show quantities

There are many people outside the cinema.
May I have some water, please?
There are forty pupils in the class.

- show possession

Is this your book case?
This is my brother's watch.

- show position/order

She won for the third time.

The girl with the yellow dress is my sister.
Use adjective phrases to

- provide specific information

Verbs*Use verbs to*

- describe actions and conditions

I am friendly. (verb-to-be)
The library has many books. (verb-to-have)
He looks funny. (finite verb)
Mother asked me to open this box. (infinitive with 'to')
The policeman made him stand still. (infinitive without 'to')
The rich man owns several houses. (transitive verb)
He screamed. (intransitive verb)
He switched on the light. (phrasal verb)

use imperatives to

- give instructions and directions

Add milk and mix it with the sugar.
Turn left when you see the traffic lights.

- express prohibition

Don't play with fire

Use the simple present tense to express

- habitual actions

I always get up late on Saturdays.

- timeless and universal statements

Fish swim in water.

- current facts

Mr. Mothupi is our soccer coach this year.

- opinions

I think the mouse was brave. It saved the lion.

- interests and preferences

I prefer playing soccer to rugby.

- needs and wants

I need a new pen.
Jim wants to train with Dr. Khumalo.

- feelings and thoughts

Fred hates hot weather.
She thinks she is right.

- a real future possibility

If it rains, we won't go swimming. (1st conditional)

Date

A column in which the teacher may enter the date serves to indicate when certain forms are taught.

Similar checklists may be developed for other structural items, such as adverbs, conditional clauses, connectives, determiners, nouns, prepositions, pronouns, other tenses, and formulaic expressions. Paulston and Bruder (1976:47-54) provide a detailed sequence of structural patterns that may be used for this purpose. Communicative functions specify the intentions of speakers, and thus focus on the uses of language (cf. 2.4.3.2). A number of syllabus specification checklists for language functions are available, e.g. Wilkins (1976), Tongue and Gibbons (1982), Yalden (1987) and the Target Oriented Curriculum (1994). The following communicative functions may be included in the syllabus:

- greet the teacher and other adults and respond to greetings, bid farewell
- introduce themselves
- ask and tell the time, the day and the date
- describe the daily weather
- identify simple objects and describe their sizes, shapes and colours
- identify common animals and plants found in South Africa and describe them very simply
- give a simple description of themselves in terms of name, age, occupation, members of the family, possessions, personal characteristics, habits and abilities
- ask and describe what people are doing
- talk about past events
- talk about locations
- talk about prices and quantities
- ask a person's name and make other simple inquiries
- ask permission to do a few simple things
- express good wishes
- express and respond to thanks
- make and respond to an apology or excuse
- make simple requests
- state opinions and express feelings
- respond to and give simple instructions
- express inability to respond, ask for information and elucidation
- comprehend oral and written prohibitions
- recognise common signs in English used in South Africa
- refer to English names of important places in South Africa
- draw attention to people and things and describe them briefly
- express preferences, ideas and plans
- express basic needs and wants
- express concern and sympathy

- describe simple processes and situations
- ask and describe what people do regularly and when they do it
- give a simple account of things that have happened and things that people did in the past
- describe the manner and frequency with which people carry out actions and the purposes and results of these actions
- make simple comparisons of various kinds
- talk about future events, actions and processes
- make predictions and refer to unplanned future actions
- make simple suggestions
- make simple conditional statements
- give simple instructions, warnings and prohibitions
- ask for and give explanations
- ask someone to come to the phone and identify self
- offer one's services
- record simple changes in the world around them
- complete incomplete tasks.

8.5.7 Skill outcomes

Teaching and learning the language skills (listening, speaking, reading and writing) are means of achieving the dimension targets. Examples of skill outcomes for the Senior Primary Phase are provided below. These outcomes are based on those of the Target Oriented Curriculum (1994). Similar outcomes can be developed for the Junior Primary Phase.

At the end of the Senior Primary Phase pupils should be able to demonstrate the following learning outcomes:

8.5.7.1 Listening

- discriminate sounds, stress and intonation

- * *recognise the stress in words and connected speech, e.g. 'good' but good 'morning.*
- * *discriminate between words with different initial/final consonants blends e.g. smoke, snake, string, spring, mask, mast.*
- * *recognise the longer vowel sounds in words, e.g. master, plaster, care.*
- * *recognise differences in the use of intonation, e.g. to differentiate between questions and statements, approval and disapproval, understand commands, and respond appropriately.*

- listen for explicit and implicit meaning

- * *identify main ideas of a new topic*
- * *identify details that support a main idea*
- * *listen for specific information*
- * *use visual clues, context and knowledge of the world to work out meaning of an unknown word and a complete expression*

- * understand the connection between ideas by recognising linking words and phrases, e.g. because, therefore, but, also, at last
- * predict the likely development of a topic by recognising key words, and making use of context and knowledge of the world
- * understand speaker's intention, attitude and feelings through his/her choice and use of language, gestures and facial expression

8.5.7.2 Speaking

- convey meaning clearly and coherently

- * use appropriate intonation and stress, and vary the volume, tone of voice, and speed to convey intended meanings and feelings
- * use appropriate registers when speaking to familiar interlocutors, e.g. teachers and peers
- * apply syntactic rules, such as subject-verb agreement correctly, e.g. Peter plays football every Saturday.
- * connect ideas by using linking words or phrases, e.g. before, therefore, but, also, at last
- * use gestures and facial expression to convey meaning and intention
- * control participation in an interaction, e.g. by directing others in group activities, e.g. It's my turn...It's your turn now.

- use interaction skills and strategies

- * open an interaction by
 - greeting someone politely
 - introducing oneself
 - eliciting a response by asking questions or providing information on a topic, e.g. I've borrowed three very interesting books. Would you like to have a look?
- * maintain an interaction by
 - acknowledging, agreeing or disagreeing, replying, asking questions, adding, giving examples, explaining and using formulaic expressions where appropriate
 - taking one's turn at the right moment and recognising others' desire to speak
 - predicting the likely developments of conversation and responding accordingly
 - self-correcting or rephrasing questions and answers if they are not understood
 - verbalising inability to understand, asking for slower repetition of utterance and spelling, e.g. Could you please say that again slowly?
 - asking and responding to others' opinion, e.g. Do you like that film? What do you think?
- * close an interaction by
 - using appropriate formulaic expressions, e.g. See you tomorrow.
 - giving reasons, e.g. Sorry. I have to see my teacher.

8.5.7.3 Reading

- construct meaning from text

- * read written language in meaningful chunks
- * use knowledge of what words and letters look or sound like to work out the meaning of unknown words, e.g. recognising base words within other words
- * use visual clues, context and knowledge of the world to work out meaning of an unknown word or a complete expression
- * understand the connection between ideas by identifying linking words or phrases, e.g. because, therefore, however, also, at last
- * recognise recurrent patterns in language structure, e.g. word structure, word order, sentence structure, organisation of discourse and text-types
- * predict the likely developments of topic by recognising key words, and making use of context and knowledge of the world
- * recognise the presentation of ideas through the use of headings, paragraphing, spacing, italics, bold print and punctuation
- * recognise format and language features in narrative and non-narrative text
- * understand intention, attitude and feelings stated in a text by recognising features such as the choice and use of language
- * re-read to establish and confirm meaning

* use strategies to self-correct when necessary, e.g. by checking understanding against predictions, rereading, using context, reading further to clarify, asking for help.

- locate information and ideas

* skim a text to obtain a general impression and the main idea

* identifying details that support a main idea

* scan a text to locate specific information using prompts, e.g. by looking at headings, by relying on repeated words

8.5.7.4 Writing

- develop writing process

* gather and share information, ideas and language by

· using strategies such as brainstorming, listing, questioning, and interviewing

* plan and organise information and ideas by

· specifying purpose, audience and content for a written task

· deciding on the priority and sequence of content

* develop written texts by

· presenting main and supporting ideas

· writing paragraphs which present logical sequence of ideas

· using appropriate linking words or phrases, e.g. before, therefore, but, also, at last to connect ideas

· reconstructing information and ideas from print and other media, e.g. reading a passage about different animals and their habits, and filling in a classification grid

· expressing own ideas and feelings

· using basic narrative structure that comprises setting, characters, events and dialogue when writing about real and imaginary experience

· using appropriate format, conventions and language features when writing non-narrative texts, e.g. a description, a simple report

· using paragraphs and conventional punctuation to frame ideas

· write a first draft

* revise and edit drafts by

· sharing work with teachers and classmates and responding positively to their suggestions on ideas and use of language

· using available sources to improve or enhance writing, e.g. using a dictionary, glossary to extend and check vocabulary for writing

· using a range of revision techniques to improve the content of a piece of writing such as combining or embedding ideas, rearranging the order of ideas, adding/deleting details, substituting words or phrases with more appropriate ones

· re-reading the draft and correcting spelling, punctuation and grammar

* write out a piece of work by

· presenting writing using appropriate layout and visual support including illustrations, tables, charts where necessary

8.5.8 Learning strategies

The teaching of learning strategies should form an integral part of the teaching cycle. Pupils, assisted by their teacher, should consider how they go about a task and why they succeed or don't succeed. This reflection can take place during the pre-task, task as well as the post-task phase.

The teaching of learning strategies may also assist pupils in flexing and broadening their available resources.

The following language learning strategies can be taught:

- reflection (e.g. thinking about the mistakes they have made);
- sequencing (e.g. placing events in a specific order);
- mapping (e.g. brainstorming and refining ideas for a paragraph);
- referencing (e.g. using a variety of sources to gain information);
- study skills (e.g. summarising, skimming, scanning);
- library skills (e.g. using the index, computer catalogues etc. to find information);
- managing study (e.g. prioritising tasks and study), and
- group study skills (e.g. exchanging information for group projects).

Examples of learning strategy outcomes for the Senior Primary Phase are provided below. Similar outcomes may be developed for the Junior Primary Phase.

The most comprehensive statement of language learning strategy outcomes is that of the Target Oriented Curriculum (1994). It is recommended that a similar checklist be used in the proposed syllabus.

Language learning strategy outcomes for Senior Primary pupils may be to:

- develop thinking skills

- * *generate new ideas and meanings by using an idea or object as a springboard for new ideas or ways of thinking, e.g. using a familiar object (e.g. peg) for an unfamiliar purpose (e.g. sealing an open sachet)*
- * *find out, organise and classify information on familiar topics*
- * *recognise and solve simple problems*
- * *develop simple and valid rules as a basis for action*
- * *compare and connect ideas to find similarities and differences*
- * *review and revise ideas in the light of new information or evidence*
- * *make inferences from given information*
- * *identify values, attitudes and beliefs expressed in texts*

- develop reference skills

- * *organise words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning*
- * *categorise the materials of different topics/themes into different files for easy access*

- * use an English dictionary to check meaning or spelling
- * use simplified encyclopedias for finding out required information
- * use dictionaries for purposes such as locating places, services, addresses
- develop library skills
 - * use library classification systems to find specific reading materials
 - * use the different parts of a publication to obtain information required, e.g. book cover, title, table of contents, the blurb
- develop study skills
 - * classify or reclassify information and ideas into meaningful groups either mentally or in writing and make references to them from time to time
 - * review new materials, e.g. notes, at intervals
 - * skim and scan through texts or listen to locate relevant information and ideas
 - * extract relevant information and record them by e.g. making simple notes for reference
 - * focus on important information in reading materials through a variety of emphasis techniques such as underlining, starring, colour coding
- plan, manage and evaluate own learning
 - * prepare for an upcoming task by practising the language elements and functions necessary for the task
 - * plan a timetable for study, and test and examination revision
 - * seek out or create opportunities to learn English and use in natural, realistic settings such as selecting materials of interest and increasing challenge to read for pleasure, joining an international penpal club, watching quality English TV programmes or listening to radio programmes
 - * evaluate own progress in learning English through means such as reviewing samples of own work over time and noting the improvement in areas such as accuracy, organisation of ideas and social appropriateness
- develop self-motivation
 - * push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties
 - * make positive statements to oneself as an encouragement before and when engaging in a learning task
 - * discover and express own feelings, attitudes and motivations concerning English learning in general and specific language tasks through means such as discussing with others including the teacher, sharing own English learning experience with others
- work with others
 - * ask questions to clarify information and seek correction
 - * offer help to others in English learning situations when appropriate
 - * appreciate the use of English by others
 - * work cooperatively with others and treat others' suggestions positively to complete a task

Van der Walt and Dreyer (1995:314-316) provide examples of how strategies may be taught. Cognitive strategies can be taught through practising, receiving and sending messages, and creating structure for input and output; compensation strategies can be taught through guessing intelligently and overcoming limitations in speaking and writing; metacognitive strategies can be taught through arranging, planning and evaluating learning, and social strategies can be taught through tasks that require learning with

others.

Models of mind mapping, brainstorming and sequencing can be provided and pupils can practice reference skills through skimming, scanning or dictionary skills.

8.5.9 Affective factors

Affective factors such as anxiety, taking risks, motivation, self-confidence and tolerance of one's own and others' errors influence all stages of learning. If, for example, pupils do not experience learning (including themes and topics) as relevant to them, they will not be motivated to learn. If errors are not treated as opportunities for learning, pupils may feel that they are subject to ridicule and will be less willing to take risks. The learning products should likewise provide them with a feeling of success and empowerment that will lead to greater motivation and a willingness to take responsibility for their own learning.

Assessment plays an important part in the creation of low anxiety. If pupils always get low marks, these are sure to demotivate them and they should, therefore, be encouraged to succeed at learning. The teacher is the most important affective stabiliser and an empathetic attitude towards the learners' efforts contributes most to their progress.

8.6 GUIDELINES FOR TEACHING

Teaching techniques that may assist teachers in bringing about learning are:

- pupils should have opportunities to communicate, inquire, conceptualise, solve problems and reason. These may be best achieved by ensuring that learning tasks are purposeful and interactive. Tasks should involve a process of learning that produces a measurable outcome;

- group and pair work promote opportunities for interaction and the negotiation of meaning;
- tasks should be relevant to the pupils' experience, context and interests;
- tasks should make it possible for pupils to use language and knowledge in an integrated manner. Although the target dimensions (cf. 8.2) have been divided into knowledge, interpersonal and experience dimensions, and skills outcomes (cf. 8.4) into listening, speaking, reading and writing, they should all be integrated to form a holistic task depending on the nature of the task;
- learning should be experiential rather than instructional, since pupils learn best through being actively involved. Tasks need to be comprehensible to pupils, and yet they need to present some degree of challenge;
- in an effective task, pupils are allowed time for processing information, formulating questions and responses, and making connections. They also need to observe, discover, experiment, practise, discuss and share;
- teachers should take on the responsibility of selecting suitable tasks for their students. They can collect resource materials and build up a bank of tasks with collaborative efforts in the school over time. The effectivity of tasks should be regularly assessed;
- single word or single sentence answers should be avoided as task outcomes. Teachers should note that the products of learning are described in terms of dimension targets and skill outcomes in the syllabus;
- task-based teaching and learning can be divided into three stages, namely pre-task, task and post-task. During the pre-task phase the teacher confirms that the pupils have the necessary existing knowledge to add new knowledge. This can be done by asking questions about the themes, presenting a stimulus (such as a song, advertisement, argument) to motivate the pupils to express their opinions. New concepts and vocabulary are introduced that the pupils may need during the task and these are reinforced through, for example, flash cards

or work sheets. Procedures and processes required during task execution (e.g. group work, library skills etc.) are explained. The task phase usually involves the pupils in interactive activities (with peers or resource materials) and leave the teacher free to move around, assist, control, steer, direct, motivate, etc. During this phase the teacher may raise pupils' consciousness of formal aspects of language (such as grammar). Activities range from group and pair work to whole-class activities such as drilling (through song, rapping or exercises) and individual work (such as completing an exercise or reading silently). The type of activity determines the kind of interaction involved. The post-task phase may involve reflection (especially metacognitive strategies) and whole-class activity such as listening to the best ideas, marking exercises, revisiting a rule that most pupils seem to have difficulty with, discussing feelings and the learning experience.

- teachers should provide support throughout the activity;
- teachers may use techniques like the following to familiarise pupils with the necessary language input and prepare them for the tasks:
 - controlled dialogues;
 - guided writing, and
 - matching and labelling objects and pictures;
- all opportunities for interaction between teacher and pupils, and among pupils themselves should be used;
- natural and authentic use of language during tasks should be encouraged;
- teachers should make extensive use of group and pair work during tasks;
- the process approach to writing (cf. Geyser, 1996) should be implemented as soon as possible and may include the following steps:
 - creating, selecting and organising ideas
 - drafting
 - discussing with friends and classmates
 - receiving comments from teacher

- developing the piece of writing with illustrations (pictures, tables, etc.)
- revising presentation, content and language
- editing and proofreading (i.e. checking grammar, spelling, punctuation and handwriting) so that the piece of writing is suitable for presentation to other people
- expanding the piece of writing with illustrations (pictures, tables, etc.) for presentation to other people;
- differentiation may be accommodated through different assignments for homework, worksheets, projects, etc. or vary the input, and amount and style of support provided for pupils;
- in developing a sense of responsibility for learning in pupils, the tracking and controlling of behaviour needs to be emphasised. Learners should be involved in making choices regarding their learning, e.g. which role to take in a role-play or which texts to read from a range provided;
- the teacher's role (cf. 2.5.2) is one of:
 - a planner and manager of learning;
 - a provider of direction, guidance and resources;
 - a model of speech and language-related behaviour;
 - a helper in carrying out tasks;
 - a companion in the exploration of knowledge and in the enjoyment of achievement;
 - an assessor of and recorder of pupils' progress in order to give suitable feedback to pupils and to provide for further development.

8.7 ASSESSMENT

In keeping with government policy, two kinds of assessment are recommended, namely formative assessment (during the learning process) and summative assessment (normally at the end of term or year).

Tasks should be assessed holistically. Sub-tasks or atomised

pieces of the task should not be assessed.

8.7.1 Formative assessment

Formative assessment means regular assessment. It is undertaken primarily to monitor progress and identify strengths and weaknesses in order to inform and plan future teacher and learning, i.e. for diagnostic purposes. This assessment should be done by the learners themselves as soon as they are able to do so. This practice is suggested because it may lower pupils' affective filters and lessen test anxiety. Pupils should keep their own records that show how they progress. If a learner feels confident that he can complete a task successfully, he volunteers for assessment by his peers. The teacher should regularly create opportunities for peer assessment to take place. If the group feels that the learner can complete the task(s) successfully, he asks the teacher to assess his performance and allocate a mark.

8.7.2 Summative assessment

Summative assessment is end-of-stage assessment. It provides a comprehensive profile of pupils' achievement during the period of learning. It assists teachers in checking whether the major aspects of the dimension targets and the learning outcomes have been covered and achieved.

Two aspects may be assessed in task execution (Clark, Scarino & Brownell, 1994:59-61):

- content (to what extent does the task fulfil its purpose, i.e. dimension targets) and
- performance (the skills and strategies demonstrated to complete the task).

The criteria for content and performance should be taken into account for a mark. There is only one criterion for content, namely whether the task fulfils its purpose, e.g. the pupils can

namely whether the task fulfils its purpose, e.g. the pupils can find out, organise and present information on familiar topics. Performance criteria may include comprehension of information, intelligibility of response, quality of language (degree of accuracy, fluency and range of expressions), sociocultural appropriateness, sociocultural knowledge, use of communication strategies, level of support required and knowledge of the subject matter of the task. Examples of assessment criteria for the Senior Primary Phase are provided below. Both content and performance criteria have been accommodated in the grid. Similar criteria may be developed for the Junior Primary Phase.

Assessment criteria for the Senior Primary Phase may be described in two broad expected bands of performance. These bands describe the skill outcomes (i.e. listening, speaking, reading and writing) for the target dimensions (i.e. the knowledge, interpersonal and experience dimensions). The target dimensions (cf. 8.3) and skills outcomes (cf. 8.5.8) are identical to those described for the course (i.e. the assessment is criterion-referenced).

Table 14 provides an example of assessment of performance in the knowledge dimension. Similar bands may be used for the interpersonal and experience dimensions. Pupil performance may be assessed according to the descriptors 'poor', 'satisfactory' and 'good' within the band to determine a mark.

KNOWLEDGE DIMENSION

TARGET DESCRIPTION	SKILL DESCRIPTORS			
	LISTENING	SPEAKING	READING	WRITING
<p>Leamers are able to find out, organise and present given information on familiar topics; to interpret and use given information and ideas; to express opinions based on these; and to solve straightforward problems and describe the solutions</p>	<ul style="list-style-type: none"> distinguishing between different types of utterances working out the meaning of unknown words while listening through the use of contextual clues understanding the effect and meaning of the use of simple connectives (<u>and</u>, <u>but</u>, <u>if</u> and <u>because</u>) identifying the main ideas in texts spoken or read aloud following and acting upon simple sequences and instructions 	<ul style="list-style-type: none"> expressing ideas and opinions on a given topic participating in exchanges of personal information with others giving a simple but clear sequence of instructions (for directions) requesting clarification of something that has not been understood 	<ul style="list-style-type: none"> using a range of strategies to establish meaning from written texts acquiring factual information from a range of texts selected by the teacher interpreting and using information presented in a variety of ways including tables and diagrams locating information such as finding appropriate books in a library and sections in a book 	<ul style="list-style-type: none"> employing an increasing vocabulary of correctly spelled commonly occurring words which are commonly used using strategies such as brainstorming for gathering information and planning developing an initial draft and revising it to achieve greater clarity varying sentence and verb forms appropriately to produce statements, pose questions and give instructions
<p>Leamers are able to find out, organise and present information on both familiar and less familiar topics; to interpret and use information and ideas; to express opinions; and to solve problems and describe the solutions</p>	<ul style="list-style-type: none"> listening with understanding to others in structured discussions and conversations on familiar topics to gather information and ideas listening to spoken texts to gain information and ideas discerning specific information needed while listening to texts spoken or read aloud 	<ul style="list-style-type: none"> participating in a short discussion meaningfully making a short verbal report on an event or a topic rephrasing or correcting what they have just said, if it has not been understood expressing in a logical and clear manner 	<ul style="list-style-type: none"> understanding common structures in words that alter meaning (e.g. prefixes and suffixes) acquiring, selecting and reordering information from a range of texts adapting strategies for reading to differing purposes (e.g. skimming or scanning) using a range of resources for locating information such as dictionaries and other reference sources 	<ul style="list-style-type: none"> producing independently short texts that show an understanding of different forms such as recount, report and description, using the appropriate linguistic means using writing (in the forms of notes or jotting) to assemble ideas and information prior to producing a draft text responding positively to comments on their draft writing by making appropriate revisions employing a wider range of connectives to express sequence (<u>next</u>, <u>then</u>, <u>finally</u>) and comparison/contrast (<u>but</u>), using punctuation accurately

Table 14: Bands of performance for the Senior Primary Phase (adapted from the Target Oriented Curriculum, 1994)

8.8 AN INTEGRATED PRESENTATION OF THE SYLLABUS

The different components of the syllabus need to be integrated for lesson planning and presentation. This is done for one year, i.e. it is on the level of a scheme of work. The scheme of work consists of 12-14 cycles that cover the school year. Each cycle lasts roughly 2-3 weeks and consists of three units. Each unit lasts roughly 1 week and consists of 4-5 lessons.

The following example indicates how the different aspects of the syllabus may be integrated for implementation in a Grade 6 class. The approach illustrated may be used for every grade in the primary school.

8.8.1 A generic profile of Grade 6 learners

Although individual differences may occur, Grade 6 learners have some generic characteristics. Most eleven to fourteen-year olds go through a transitional phase. They start making more responsible decisions, take more responsibility for their learning, and take more risks to expand their language skills. Sixth graders are media consumers, as they are capable of utilising printed, broadcast and electronic media (e.g. computers). They are capable of abstract thoughts, critical and creative thinking skills. They are emotionally volatile and strive for academic self-confidence and positive self-esteem in a learning environment that is emotionally safe.

They begin to understand why certain strategies and processes succeed, as they begin to show insight into their own learning styles and strategies. They find the information they need for a specific task and organise it in different forms.

The classroom provides assorted reading material: youth magazines (e.g. *In Touch*), multicultural pieces from traditional and contemporary recognised authors, and peer writings. Pupils choose reading materials of quality. They record interpretations and critiques in response journals or through oral interpretations.

Sixth graders enjoy reading adventures, mysteries, suspense and humour. Boys especially, enjoy comic strips. Suggested titles include: *The BFG* by Roald Dahl and other books by Dahl, *The Famous Five* and *Secret Seven* series by Enid Blyton. They also enjoy the *Asterix* series by Goscinny.

8.8.2 An example of planning for one cycle

A cycle is a teaching period that may last ± 2 weeks. During this period one theme is used. A unit is a period of time that focuses on the target dimensions. As there are three dimensions (knowledge, interpersonal and experience), a cycle may consist of 3 units. There need not be one unit per dimension, though. Dimensions can be integrated or the teacher may want to concentrate on one or two dimensions only. A unit may last for ± 4 lessons.

The dimension targets, the learning outcomes and the language forms that are provided in the syllabus are systematically included in the planning. The target dimensions and skill outcomes that have been taught may be marked with a date, in order to establish a checklist of what has been done. This prevents over-use or the neglect of certain aspects.

Block work is suggested, i.e. the teacher should complete the lessons or units (e.g. the poem or passage) before new content is introduced. This is preferable to the allocation of fixed periods to certain components, e.g. poetry on Mondays.

TARGET GROUP : GRADE 6

CYCLE: Theme: Money

Topic: Exploring entrepreneurship in our town

UNIT: 1

DIMENSION: KNOWLEDGE

OUTCOMES: Provide/find out information, organise and present information on familiar topics

TASK DESCRIPTION: 1. Pre-task Phase - Theme is introduced through free conversation in groups e.g. Pupils tell one another if they have (EDUCATIONAL) do chores, how they think they can earn extra pocket money.

2. Task Phase - Pupils are engaged in holistic tasks.

3. Post-task Phase - Pupils are engaged in consciousness-raising and focusing exercises to practise new words, structures, functions and skills. These exercises may include games like word pools, guessing games, crosswords, Hangman, dialogues etc. apply newly acquired vocabulary, structures, functions and skills in a variety of exercises (individually and in groups) through, for example, worksheets. They reflect on learning and share creative ideas.

LESSON OBJECTIVES

RESOURCES	VOCABULARY	LANGUAGE ITEMS AND COMMUNICATIVE FUNCTIONS	SKILLS	STRATEGIES	AFFECTIVE FACTORS
TEXT-TYPES passage: YOUNG PEOPLE ON THE MOVE: TOP TEENS advertisements newspapers hobby kits (e.g. art set) recipes etc. MEDIA pictures photos realia e.g. baking ingre-dients, paint brushes etc.	Vocabulary of financial nature e.g. 'sales', 'money-spinners' 'arts', 'crafts', 'chores', 'services' 'profit', 'loss' etc.	Language items: Use present indefinite tense to indicate general/frequent events: e.g. 'Services always generate money' Use adverbs to describe verbs: e.g. 'She draws beautifully' Functions: expressing opinions wishes desires formulating plans	LISTENING - discriminate sound e.g. longer vowel sounds - listen for explicit and implicit meaning e.g. main ideas SPEAKING - convey meaning clearly and coherently e.g. use appropriate registers if speaking to familiar interlocutors - use interaction skills and strategies e.g. initiate discourse READING - construct meaning from texts e.g. read written language in meaningful chunks - locate information and ideas e.g. skimming WRITING - gather and share information by using strategies like brainstorming	- develop thinking skills e.g. generate new ideas by using existing ideas as springboard for new ideas - develop reference skills e.g. organise words alphabetically as resource for spelling - Develop library skills e.g. use library classification system to find information - develop study skills e.g. review new notes - plan, manage and evaluate own learning e.g. prepare for an upcoming task by practising the language elements	- develop self-motivation e.g. encourage oneself - work with others e.g. ask questions for clarification - enjoyment of reading - respect for other cultures of the English speaking world - awareness of English as an international language of communication - increasing confidence in the use of English - greater willingness to risk in language - less failure anxiety

Assessment: The pupil can provide or find, organise and present out information on familiar topics. Le can listen for main ideas, convey meaning clearly and coherently, construct meaning from texts through skimming and scanning and gather and share ideas through, e.g. brainstorming in writing.

TARGET GROUP : GRADE 6**CYCLE:** Theme: Money

Topic: Exploring entrepreneurship in our town

UNIT: 2**DIMENSION:** INTERPERSONAL**OUTCOMES:** Establish or maintain relationships, exchange ideas and information, get things done

TASK DESCRIPTION: 1. Pre-task Phase - Topic is introduced through free conversation in groups e.g. Pupils tell one another what they think works best for generating money, e.g. services like gardening; household chores; preparing selling food servicing cars, computers or machines; managing a peace-garden and selling the vegetables etc. They consult magazines and flyers to identify market needs.

2. Task Phase - Pupils are engaged in holistic tasks.

3. Post-task Phase - Pupils are engaged in consciousness-raising and focusing exercises to practise new words, structures, functions and skills. These exercises may include discourse exercises like dialogues, role plays, drama in the classroom, information-gap activities, problem-solving activities ETC. They apply newly acquired vocabulary, structures, functions and skills in a variety of exercises (individually and in groups) through, for example, worksheets. They reflect on learning and share creative ideas.

LESSON OBJECTIVES

RESOURCES	VOCABULARY	LANGUAGE ITEMS AND COMMUNICATIVE FUNCTIONS	SKILLS	STRATEGIES	AFFECTIVE FACTORS
TEXT-TYPES passages advertisements newspapers Yellow Pages flyers jingles rhymes etc. MEDIA pictures photos video clips on peace-garden winner, small businesses etc. Various hobbies, crafts, passtimes	- verbs regarding the application for or advertising of jobs/chores e.g. 'apply' - vocabulary of advertising (e.g. emotive language)	Language items: Use the present indefinite tense to advertise services: e.g. 'Your troubles are over!' Use future indefinite tense to indicate intention e.g. 'I will tend your garden while you are away' Use adjectives to describe nouns e.g. 'My home-baked biscuits are delicious!'	LISTENING - recognise differences in intonation e.g. differentiate between order and statement - listen for explicit and implicit meaning e.g. details SPEAKING - convey meaning clearly and coherently e.g. apply syntactic rule e.g. subject-verb agreement correctly - use interaction skills and strategies e.g. maintain interaction etc. READING - construct meaning from texts e.g. use word attack skills to find the meaning of new words - locate information and ideas e.g. scanning WRITING - develop writing process e.g. plan and organise information	- Develop thinking skills e.g. find out, organise, and classify information on familiar topics - develop reference skills e.g. categorise information under topics/themes in systems for easy access - Develop library skills e.g. use different publication parts for finding information like titles, contents etc. - develop study skills e.g. re/classify information and ideas into meaningful groups - plan, manage and evaluate own learning e.g. plan a timetable for study, revision and examinations	- enjoyment of reading - respect for other cultures of the English speaking world - awareness of English as an international language of communication - increasing confidence in the use of English - greater willingness to risk in language - less failure anxiety - work with others e.g. offer help - develop self-motivation e.g. push oneself to take risks in an English learning situation

Assessment: The pupil can establish and maintain relationships, exchange ideas and informations and get things done. He can listen for implict and explict meaning (e.g. details), use interaction skills, e.g. maintain interaction, construct meaning from texts, e.g. apply word attack skills and develop his writing process.

TARGET GROUP : GRADE 6**CYCLE:** Theme: Money

Topic: Exploring entrepreneurship in our town

UNIT: 3**DIMENSION:** EXPERIENCE**OUTCOMES:** To respond and give expression to real and imaginative experience**TASK DESCRIPTION:** 1. Pre-task Phase - Topic is introduced through free conversation in groups e.g. Pupils tell one another what they find least likeable in the selected activity of their choice, e.g. weeding the vegetable garden, doing the dishes, cleaning the cages of animals etc.

2. Task Phase - Pupils are engaged in holistic tasks.

3. Post-task Phase - Pupils engage in consciousness-raising and focusing exercises to practise new words, structures, functions and skills. These exercises may include discourse exercises like dialogues, role plays, drama in the classroom, information-gap activities, problem-solving activities ETC. They apply newly acquired vocabulary, structures, functions and skills in a variety of exercises (individually and in groups) through, for example, worksheets.

LESSON OBJECTIVES

RESOURCES	VOCABULARY	LANGUAGE ITEMS AND COMMUNICATIVE FUNCTIONS	SKILLS	STRATEGIES	AFFECTIVE FACTORS
TEXT-TYPES advertisements newspapers Yellow Pages flyers jingles rhymes poems etc. MEDIA pictures photos video clips etc.	- Verbs describing likes/dislikes e.g. 'hate', 'loathe', 'don't enjoy' etc - Adjectives of promotional nature e.g. 'revolutionary', 'inventive', 'superb', 'new' etc. - vocabulary of advertising (e.g. emotive language)	Language items: Use the present indefinite tense to advertise services: e.g. 'Your troubles are over!' Use future indefinite tense to indicate intention e.g. 'This appliance will save you time and money!' Use adjectives to describe nouns e.g. 'This new and custom-made device is a must!'	LISTENING - discriminate sounds, stress and intonation e.g. recognise the stress in words and connected speech e.g. /gud/, /g d m :nin/ - listen for explicit and implicit meaning e.g. specific information SPEAKING - convey meaning clearly and coherently e.g. connect words by linking words or phrases e.g. 'but' - use interaction skills and strategies e.g. close an interaction READING - construct meaning from texts e.g. use visual clues, context and knowledge to deduce the meaning of new words - locate information and ideas e.g. scanning WRITING - develop writing process	- Develop thinking skills e.g. recognise and solve simple problems - develop reference skills e.g. use an English dictionary to check meaning and spelling - Develop library skills e.g. use different publication parts for finding information like titles, contents etc. - develop study skills e.g. skim and scan through texts - plan, manage and evaluate own learning e.g. seek out and create opportunities to learn English	- develop self-motivation e.g. discover and express own feelings about learning English - work with others e.g. appreciate the use of English by others - enjoyment of reading - respect for other cultures of the English speaking world - awareness of English as an international language of communication - increasing confidence in the use of English - greater willingness to risk in language - less failure anxiety

Assessment: The pupil can give expression to real and imaginative experience. He can listen for implicit meaning and explicit meaning, e.g. specific information, convey meaning clearly and coherently, e.g. connect words by linking words and phrases, construct meaning from text by using clues, context and knowledge to deduce the meanings of new words and develop the writing process (e.g. editing drafts).

8.8.3 An example of integrated lesson units for sixth graders

The syllabus is now implemented in actual lessons. The following integrated lesson units are examples of how these may be taught. In the example that follows, the block indicates the purpose of the questions that follow.

CYCLE : Theme: Money

Topic: Exploring entrepreneurship

UNIT 1: Earning pocket money

The teacher wants the pupils to do the following:

Knowledge dimension:

To provide and find out information, to organise and present information on familiar topics.

Learning outcomes:

LISTENING

- discriminate sound e.g. longer vowel sounds
- listen for explicit and implicit meaning e.g. main ideas

SPEAKING

- convey meaning clearly and coherently
e.g. use appropriate registers if speaking to familiar interlocutors
- use interaction skills and strategies e.g. initiate discourse

READING

- construct meaning from texts e.g. read written language in meaningful chunks
- locate information and ideas e.g. skimming

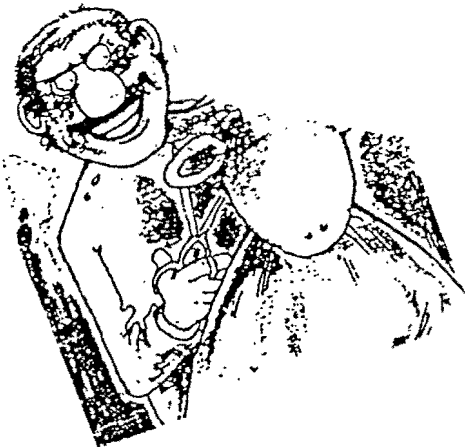
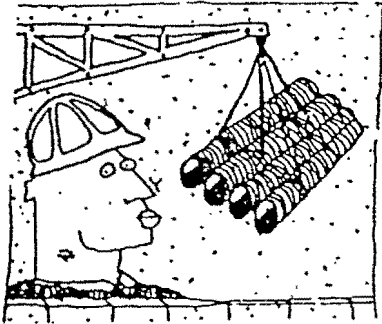
WRITING

- gather and share information by using strategies like brainstorming

The theme is introduced through free conversation and stimuli such as pictures/jingles that the teacher has taped and plays to them to stimulate their interest. In order to get the pupils to do the outcomes for speaking the following activities are presented by means of a worksheet, written on the board by the teacher or orally presented by the teacher.

WORK IN PAIRS AND COMPLETE THE FOLLOWING ACTIVITIES:

1. Look at the following pictures and say what job/occupation/profession you think the person has. Write down the word next to the picture. Say what you like most/least and why.



2. What is your favourite jingle? ♪ ♪ ♪ Sing it!

The following question is an example of a problem-solving activity.

3. Calculate and show how much money you need for a month.

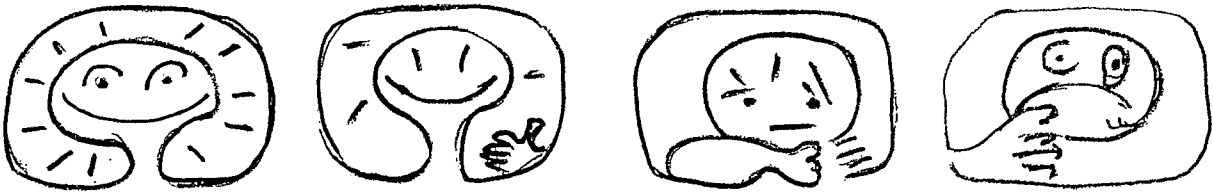
Consider whether you buy your own toiletries, clothes etc.

The following is an example of a learning strategy such as brainstorming.

4. How can you earn pocket money?

The speaking skills of discourse and register are addressed by question 5.

5. Pretend that your friend is your father. Ask him for money.
Mark the response you are likely to get.



The teacher asks the pupils their answers to the pictures and writes the correct words and spelling on the board/uses word cards to focus attention on the words. The reading passage is now introduced to present new vocabulary, structures, functions and skills. The passage is analysed to see what can be taught and the teacher focuses on those aspects. The reading skill is addressed by pair reading and questions on comprehension.

READ THROUGH THE FOLLOWING PASSAGE, TAKING TURNS TO READ IT TO EACH OTHER AND FOLLOW THE INSTRUCTIONS THAT FOLLOW.



Michelle Pujol: 'I am always ahead of the latest trends'

Tyne Tycoons wins R4 500

Durban entrepreneur Michelle Pujol's brilliantly painted waistcoats and takkies have attracted the attention of companies in Iran, the United States of America, Botswana and Singapore. Early in 1995, she was invited to advertise in an export magazine, *SA Product Digest*, and to her amazement, orders came rolling in from all over the world.

Her business was born a couple of years ago when a pair of shoes she painted for her nephew were greatly admired. Encouraged, she decided to paint waistcoats too and began selling them at flea markets.

Today her products are sold in children's boutiques, curio shops, art galleries and flea markets in Durban and Pretoria. She has extended her range to include men's ties and waistcoats for adults.

Michelle (18) thinks her strength lies in the originality of each garment and pair of shoes. 'No two designs are alike, even if they are done at the same moment,' she says. 'I also guarantee each article, but so far, I have had no returns, only swops for different sizes.'

Michelle says being an entrepreneur is the only way to go. 'The statistics of matriculants who cannot get jobs are scary.'

Home designs wins R1 000

The pluck of Sindiswa Nenga (18) from Umtata, shines through her business plan. 'Finances prevent me from furthering my studies after completing school, so I plan to support myself,' she wrote. Indeed, she is already doing so — using her grandmother's sewing machine to make curtains, pillow cases, duvet covers, fitted sheets, tissue box covers and so on. She also does flower arrangements. 'I am creative and I like people to have comfortable, beautiful homes, so anything I can do to make them that way will be my business.'

She sews during the day and at weekends, and her customers have been her previous school teachers, neighbours and a local hospital, 'where the staff admire me because of what I am trying to do,' says Sindiswa.

She makes to order and asks for cash payment. 'I do not like accounts, because people might dodge,' she says realistically. Her long-term dream is to open a factory, and if her determination is anything to go by, that may be a reality sooner rather than later.



Sindiswa Nenga sews and sells after school is out

The teacher may focus on the sound pattern(s) identified by her while moving around as the pupils are reading. Those sounds that are pronounced incorrectly (using a dictionary as a guide) are drilled. Sounds foreign to the pupils may be identified beforehand e.g. longer vowel sounds in **support** or the **th** sound that may be voiced or voiceless. The teacher may also use L1 models such as television presenters or tape recordings of L1 speakers. Metacognitive strategies like thinking about phonics are practised. Questions like the following may be included:

6. Say the following words to each other after listening to the teacher carefully.

The, through

What is the difference between the **th** sounds?

Comprehension questions are formulated to include referential, inferential and personal responses to the writing. Critical and creative thinking skills are promoted. These questions may be answered in speaking or writing. Questions like the following may be included:

7. What skill does Michelle have? What does Sindiswa do to earn money? (REFERENTIAL RESPONSE)
8. Select THREE characteristics from the list given below that the girls have in common.

courage	diligence
determination	laziness
anxiety	lack of vision

 (INFERENTIAL RESPONSE)
9. What would you suggest Sindiswa do to expand her business? (PERSONAL AND CREATIVE RESPONSE)

The teacher explicitly teaches aspects like the present indefinite tense by, for example, asking the pupils to say why there is a difference between
 'I **am always** ahead of the latest trends' and
 'Her business **was born** a couple of years ago'

Adjectives may be taught in a similar fashion e.g.
 Explain why there is difference between
 'Durban entrepreneur Michelle Pujol's **brilliantly** painted waistcoats...' and
 'This is a **brilliant** painting'.
 Pupils may be lead by clues such as
 'Look at the words that follow; what types of words follow'
 etc. until they understand that adjectives describe nouns and adverbs describe verbs.

By Grade 6 they will have learnt about the two different tenses already and this knowledge is reinforced. Focusing exercises are given to be completed within the context of the passages and the theme. Examples like the following may be given:

10. Underline the present indefinite structures. Explain to each other why the present indefinite is used.
11. Fill in the correct form of the word in brackets:
 Michelle 11.1. (make) waistcoats and 11.2. (paint) on takkies for money. Although she 11.3. (be) only 18, she 11.4. (have) her own business.

Vocabulary is introduced by word attack skills, inferencing and the like. The teacher should try to avoid explaining or asking the meanings of new words without providing clues. The following questions may serve as examples.

12. 'Can you find a word in line 1 of Passage B that means the same as **courage**'?

13. What, do you think, **ex-** means in words like '**extend, expand, expulse**'?

Use 'expand' in your own sentence.

Original writing is initially introduced through fun activities and slowly expanded to include longer pieces. They have already brainstormed and listed information in earlier activities. 'Fun' activities like word pools, recipes and short pieces of original writing can be included. They can engage in role play activities like interviewing each other about ideas for earning pocket money or entrepreneurial skills. The responses can be written down.

What's Emma's favourite hobby?

Emma Thompson has a very interesting hobby. Find out by crossing out in the wordsearch the words in the list. The remaining words will give you the answer.

- | | |
|-----------------------------------------|------------------------------------------|
| <input type="radio"/> dolphin | <input type="radio"/> set |
| <input type="radio"/> gorilla | <input type="radio"/> bar |
| <input checked="" type="radio"/> liquid | <input checked="" type="radio"/> career |
| <input checked="" type="radio"/> dog | <input checked="" type="radio"/> hearing |
| <input checked="" type="radio"/> sea | |

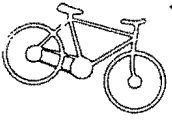
G D O L P H I N
O D L I Q U I D
R O W R I T E S
I G S P O E M E
L S E T B A R A
L C A R E E R S
A H E A R I N G

She _____

Using a map and a Tourists' Guide to a particular region in South Africa, draw up an itinerary for a week's holiday in which you will visit at least three different tourist attractions. Plan your route, overnight stops and the places you will visit.



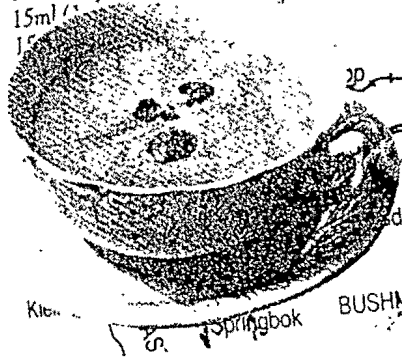
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450g (1lb) minced chicken
1 small onion, finely chopped
1 clove garlic, peeled and crushed
15ml oil



300ml (1/2 pint) chicken stock
300ml (1/2 pint) chicken stock
1/2 small cucumber, seeded and

Write out a recipe, or set of instructions, as clearly as you can. Give this information to your partner who has to follow your instructions for homework. The finished dish or article must be brought to school.

Literary texts are suitable for the teaching of metacognitive skills like inferencing. Literary texts are also suitable for language outcomes in the experience dimension. Outcomes as described in this dimension may be included for a poem. A poem such as the following may be used (incorporating writing skills):

Read through the following poem and follow the instructions that follow:

A VET'S VERDICT

I'm sorry said the doctor,
he must go.

The little boy turned,
seeking help,
first his mother,
then his father.
Tears welled up in his youthful eyes,
the joyful spark was drowned.

It came via a needle
quickly and quietly with no pain or suffering

but for a terrible aching
a burning hatred for time and age.

MICHAEL STENT
South African College School

14. What kind of doctor is mentioned?
15. Who, do you think, is **he** referred to in line 2?
16. Give ONE possible reason why the doctor says he must go (line 3).
17. What does the doctor mean?
18. From whom does the little boy seek help?
19. What does he want them to do?
20. Why can't they help him?
21. How does the little boy react?
22. Write down TWO sentences you will say if your pet has to be put down.

The teacher may assess now at the end of a unit whether the pupils have mastered the new content through tasks that they first assess themselves, then ask a friend to assess and finally bring to the teacher to assess. The outcome becomes the assessment task; now the pupil says 'I **can...**' Examples of such tasks may include the following:

23. I can say how I earn pocket money. (IMPART INFORMATION)
 I can say which activities/hobbies I like best. (EXPRESS OPINION)
 I can listen to a passage and say what is the main idea.
 I can explain my ideas for a money-spinner to my friend/father/teacher.

8.9 CONCLUSION

In this chapter, a task-based syllabus for the primary school was proposed. The syllabus contains:

- dimension targets (or aims)
- learning outcomes (or objectives)
- content and learning/teaching opportunities and
- assessment.

The syllabus adheres to generally accepted models of syllabus

design; both in terms of theoretical criteria (to be used by teachers who need little support) and examples (to be used by teachers who need more support). The needs of pupils in South Africa (both those who attend schools that have English as a subject only and English MOI schools) have been taken into consideration, as well as the needs of teachers who are under qualified and may need extensive support in syllabus implementation.