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Framework for English Language Standards and Performance Indicators for K-12 Learners in the Hashemite Kingdom of Jordan

National Center for Curriculum Development
2024

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قرّرت وزارة التربية والتعليم اعتماد هذا الإطار في المملكة الأردنية الهاشمية، بناء على قرار المجلس الأعلى للمركز الوطني لتطوير المناهج في جلسته رقم (2) تاريخ 2024/3/18، وقرار مجلس التربية والتعليم رقم (2024/23) تاريخ 2024/6/26.

وقام بمراجعة الإطار الخاص لمبحث اللغة الإنجليزية ومعاييرها ومؤشرات أدائها (للصفوف العاشر والحادي عشر والثاني عشر) (المقر من مجلس التربية) لجنة برئاسة وعضوية كلًا من:

الأستاذ الدكتور أحمد يعقوب المجدوبة/ رئيسًا	
د. منال فاهد أبورمان	أ.د. نايل درويش الشرعة

قرّرت وزارة التربية والتعليم اعتماد هذا الإطار في المملكة الأردنية الهاشمية، بناءً على قرار المجلس الأعلى للمركز الوطني لتطوير المناهج في جلسته رقم (2020/7) تاريخ 2020/12/1، وقرار مجلس التربية والتعليم رقم (2020/181) تاريخ 2020/12/17.

وقام بمراجعة الإطار الخاص لمبحث اللغة الإنجليزية ومعاييرها ونتاجات تعلمها ومؤشرات أدائها (مرحلة رياض الأطفال حتى الثاني عشر) (في نسخته الأولى 2020) لجنة برئاسة وعضوية كلًا من:

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قام بإعداد الإطار الخاص لمبحث اللغة الإنجليزية ومعاييرها ونتاجات تعلمها ومؤشرات أدائها (مرحلة رياض الأطفال حتى الثاني عشر) لجنة برئاسة وعضوية كلًا من:

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Introduction

In today's world, over 50% of the world's population can speak two or more languages, with over 1.5 billion people learning a foreign language, mainly English. Indeed, English is the language of international communication, media and internet. As members of this international community, our students need to be able to effectively communicate and engage with others using English in order to gain more personal and professional opportunities.

Planning English language acquisition strategies to meet the needs of the 21st century has become a necessity in today's competitive world. It is, therefore, of utmost importance that the teaching and learning of English be given due attention in Jordan in order to empower both students and society as a whole to compete in an ever-changing globalized milieu.

The English language curriculum in Jordan's public schools should provide learners with the opportunity to develop insights into the intricacies, processes and nuances of the language, fostering a wholistic understanding of the underlying cultural concepts woven into the language. This approach is crucial for students to recognize that there are diverse ways of living, viewing and behaving in the world. Moreover, learning to communicate through another language is also fundamental to affirming students own cultural and linguistic identity.

To achieve these objectives, the present *Framework for English language standards and performance indicators for K-12 learners in Jordan* (2024) has been designed to enable the curriculum to effectively and flexibly respond to how language practices are changing, both conceptually and practically. Consequently, teaching methods and approaches were reexamined and made more attune to all the changes that are taking place in theories of language learning/acquisition. Ultimately, the framework is expected to provide the context within which a wide variety of teaching and learning strategies and styles can be employed and integrated.

Vision
To empower students with an English language curriculum to become proactive, competent communicators and self-motivated learners with creative multi-literacies and reflective skills

Mission
To promote a holistic framework for English language curriculum that contributes to creating knowledgeable, well-rounded, and life-long learners capable of effective communication, critical thinking, creativity, problem-solving, civic engagement and productivity in an exponentially changing world

Developing the Framework

In developing the framework, authors have undertaken the following steps:

1. Examined a wide range of documents and programs to identify the best practices overall, while maintaining authenticity and the national identity of Jordan.

2. Analyzed the existing framework used in Jordan, 'The General Guidelines and General and Specific Outcomes for the English Language Curriculum for the Basic and Secondary Stages', to identify potential gaps.

3. Divided the work into five domains/skills (listening, speaking, reading, writing, viewing and presenting, as shown in the graph below), each of which involved a number of standards and was assigned a number of age- and content-appropriate learning outcomes and performance indicators.

4. Considered 21st century skills and cross-subject integration, especially with Arabic and the arts through cross- cutting topics.

5. Selected six main and two consolidation theme-based modules for each grade, for a total of four for each semester.

6. Divided the educational stages in Jordan as follows: Kindergarten (K1-K2), Primary Stage (Grades 1-10) and Secondary Stage (Grades 11-12).

Purpose

The framework of the English language curriculum is designed to chart a comprehensive learning trajectory. It gives teachers both practical and conceptual tools, enabling them to actively engage learners in every aspect of their basic, primary and secondary educational journey and beyond. Rooted in a thorough examination of the foundational principles and practices of English language learning, this framework ensures learners critically explore key skill-related and pedagogical concerns. Consequently, it encourages the building of a proactive, creative and invested learning community, where students are empowered with effective communication skills, demonstrating fluency in the English language in vibrant, multi-faceted contexts. The framework safeguards the inclusivity of a range of learning abilities and respects the cultural values of Jordan.

Core Values

- Patriotism
- Principled learners
- Reflectiveness
- Empathy
- Curiosity
- Open-mindedness
- Active engagement
- Balanced thinking
- Thoughtfulness

Developing English Language Standards and Performance Indicators

Standards and performance indicators for school English were prepared for kindergarten through Grade 12 in a pyramid, with the subject at its apex and performance indicators at its base.
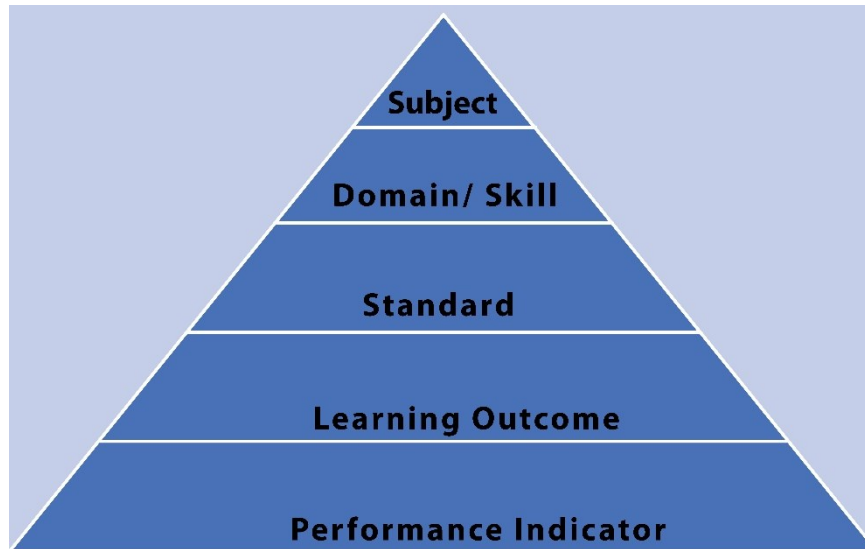
Subject: English language.

Domains/Skills: Five language skills to be taught, namely listening, speaking, reading, writing, viewing and presenting.

Standards: The most general goals within each domain, as determined for each grade.

Learning Outcomes: Integrated description of the concepts, skills, thinking styles and generalizations targeted in the curriculum of each grade.

Performance Indicators: Statements, derived from standards, describing the concrete actions learners are expected to perform because of schooling.

Command Terms and Their Definitions

To describe the framework's standards, learning outcomes and performance indicators, teachers and students alike need to share a unified understanding of the command terms used throughout the document which have been derived from Bloom's taxonomy.

It is worth noting that while higher-order thinking command terms are more prevalent in higher grade levels, simpler cognitive skills from the base of the pyramid still apply in these stages, provided that the chosen teaching material aligns with an appropriate complexity level and vice versa. Teachers should accurately use these command terms into their daily teaching practices, and students are expected to demonstrate a solid understanding, proper application and accurate responses to these commands during assessments.

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Teachers and students are advised to benefit from the following glossary of command terms adapted from 'The Middle Years Programme Language' (2010):

Command Term	Definition in the English Language Context
Analyze	Interpret written, spoken and visual texts and offer insight into the purpose and effect of their different elements.
Argue	Debate an issue or idea to persuade someone else.
Comment	Give opinion or judgment on the topic.
Compare	Identify and explain the similarities between items with referencing and evidence.
Contrast	Identify and explain the differences between items with references and evidence.
Deduce	Reach an understanding of an idea or meaning, which was not explicitly stated.
Define	Give the meaning of a word or phrase.
Demonstrate	Use evidence and examples to prove or clarify something.
Describe	Give a detailed account of an image, situation, feeling, event or process.
Determine	State the only possible answer.
Discuss	Offer a balanced response that includes a variety of arguments using evidence and explanations to support views.
Evaluate	Make judgments about ideas, stylistic choices or tasks and their effect on the audience.
Examine	Critically consider an idea, text, argument or concept to reach a deeper understanding of implicit and explicit elements.
Explain	Give reasons, causes or evidence.
Identify	State briefly or select from a list of possible answers.
Infer	Hear, view or read beyond what has been literally or explicitly stated.
Interpret	Use understanding to make informed conclusions about texts, images or information.
Justify	Provide valid reasons to support an answer.
Predict	Make a guess about an upcoming action or event.
Recall	Remember from prior learning or experiences.
Reflect	Consider and think in-depth.
Recognize	Identify the features of words, images, thoughts or items.
State	Give specific information or a brief answer.
Summarize	provide a short account or pivotal points extracted from a text

Theme-Based Instruction

In formulating this framework, a theme-based approach to teaching English language learning was adopted. Existing research acknowledges theme- or topic-based instruction as an alternative to what would otherwise be a traditional language class, organizing lessons around a central theme or topic (e.g., Brinton, Snow and Wesche, 1989; Brown, 2001). This approach caters to students' diverse interests by focusing on content while still adhering to instructional needs. The distinction between theme-based and traditional language instruction can be unclear since many existing reading and writing courses, for instance, are theme-based in that they offer students substantial opportunities to grapple with topics of relevance and interest. Therefore, instead of dichotomizing, it is important to put principles of affective learning—*automaticity*, *meaningful learning*, *intrinsic motivation* and *communicative competence*—underlying theme- and content- based instruction into action to get students excited and interested in a topic, issue, idea or problem.

Numerous English as a Foreign Language (EFL) textbooks offer theme-based courses with challenging topics that engage students' curiosity and increase their motivation as they grapple with a series of real-life issues ranging from simple to complex while improving their language skills. Hockman and Lew (1991) suggest some possible theme-based activities:

Utilize environmental statistics and facts for classroom reading, writing, discussion, and debate: It is easy for students to collect information on environmental crises, research on environmental issues and pointers on what can be done to forestall a global disaster. It is easier still to find things to do with such material. Beginners, for instance, can use imperatives (e.g., *Don't buy aerosol spray cans!*), practice verb tenses (e.g., *The ozone layer is vanishing.*), develop a new lexicon, and work with simple conversations or dialogues. Intermediate to advanced students can scan selected reading passages for specific information, do compare- and-contrast exercises, look for biases in statistics, use statistics in an argument, learn the discourse features of persuasive writing, write personal opinion essays, discuss issues and engage in formal debates.

Assign research and writing projects: Students should be directed, and encouraged, to use multiple helpful resources to get information for their projects, such as libraries, bookstores, newspapers, television and the Internet. They should also be encouraged to work in pairs or groups, yet each assigned a different part.

Have students create their own public awareness material: Whether beginning, intermediate or advanced, students can get experience using language through practical projects that raise awareness about a local or global issue, such as creating leaflets, posters, bulletin boards, newsletter articles or even booklets. If time and equipment permit, some exciting projects can be undertaken, including the use of a video camera for creating documentaries, creating a dramatic performance, conducting interviews or producing news reports.

Organize field trips: Field trips to interesting places, such as recycling centers, factories, wildlife preserves and parks can be an engaging and fun way to build language skills. Such trips could involve a pre-trip module of reading, researching and finding facts as well as a post- trip module of summary and conclusions.

Proposed Themes for the English KG-12 Textbooks

1. *Society*

- **Personal Information:** name, address, age, gender, physical description, telephone number, family, friends, hobbies, likes, dislikes, preferences, occupation, character, daily routine, social environment, inter-personal relations.
- **Immediate Environment:** home, school, class, neighborhood, city, village, camp, sports center.
- **Family:** family type, family ties, relatives & relationships.
- **Work:** workplace, relations with colleagues, safety regulations, job mobility and stability, work ethics, loyalty, unemployment labor unions, workers' rights.
- **Civil Society:** equality, gender equality, justice, civil rights and duties, human rights, children's rights, peace education, democracy, freedom, tolerance, political systems, political parties, elections, pluralism, government types, branches of government, monarchy.
- **Society & Societal Problems:** unemployment, drug abuse, child abuse, violence, addiction, smoking, chemical dependency, injustice, poverty, crime, migration, early marriage, racism.

2. *Culture*

- **Jordan:** geography, flora and fauna, history, economy, natural resources, social classes, culture, population, lifestyles, refugees, aspirations, future.
- **Cultural Heritage:** language, values, norms (folkways and mores), symbols, national and human heritage, customs, holidays, historical landmarks, figures and heroes, songs, rhymes, proverbs, target culture, music, literature, art forms, national foods, national events, celebrations, ceremonies, beliefs.
- **Food-related Topics:** eating customs and manners, using recipes, preparing and planning meals, serving meals, eating out, special meals, traditional foods, kitchen utensils and appliances, weights and measures, healthy eating habits.

3. *Science and Technology:* computers, e-mails, Internet, social media, satellites, robots, telecommunications, multimedia, scientific research and exploration, space exploration, genetic engineering, great scientists, explorers and inventors, cyber ethics.

4. *Environment*

- **Environment & Ecology:** sharing the planet, pollution (air, water, seas, oceans, noise), recycling, water treatment, environmental degradation, deforestation, reforestation, land reclamation, desalination, ozone layer, greenhouse effect, drug abuse, natural disasters, invasive species, endangered species, nature reserves, national parks, waste (industrial and household), marine life, loss of biodiversity and environmental ethics.
- **Weather & Seasons:** climate, climate change, global warming, weather conditions, the cycle of nature, seasonal weather, natural disasters (hurricanes, tornadoes), acid rain.
- **Population:** population explosion, overcrowding (over-population), food distribution, starvation, food resources, poverty, crime, socioeconomic status.

5. *Welfare*

- **Nutrition:** healthy foods, diet, good and bad eating habits, overconsumption, malnutrition, child nutrition requirements, food and energy, food pyramid.
- **Health:** personal hygiene, diseases and ailments, epidemics, medical care, insurance, emergency services, first aid and bioethics.
- **Human Body:** body systems, organs, parts, how to take care of your body.

6. *Entertainment*

- **Recreation:** clubs, sports, summer camps, hobbies, interests, leisure time activities, theatre.
- **Games & Sports:** playing games, watching games, rules, competition, the Olympic Games, competing, winning and losing, sportsmanship.
- **Travel:** means of transportation, traffic signs and regulations, road safety, travel documents, entering and leaving a country, hotel, camping site, luggage, tourist attractions and sites, accommodation, holidays, and eco-tourism
- **Arts:** music, theatre, literature, painting, cinema, acting, museums, performing arts, playing musical instruments, circus.
- **Shopping Services:** shopping centers, foodstuff, clothing, household articles, prices, weights and measurements, post, telephone, bank, police, garage, gas station, hospital, repairs.

7. *National Identity and World Affinities*

- **Experiences:** personal stories of significant life events, memoirs, historical events, generational changes
- **Human Ingenuity:** technical advancements, sustainable development
- **National Identity & World Citizenry**
- **Social/Civic Engagement and Citizenship/Corporate Social Responsibility:** community service, social and environmental issues, volunteerism

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Text Types

Following are the text types learners are expected to listen, read, write and reflect upon as well as the visual texts they are supposed to view and present.

- Analytical essays
- Argumentative essays
- Articles (newspaper and magazine)
- Audibles
- Blog entries
- Ballads
- Brochures
- Cartoons and comics
- Charts
- Diagrams
- Dialogues
- Diaries/journal entries
- Emails
- Expository essays
- Flags
- Images

- Haiku and Tanka
- Informative essays
- Interview in an articles
- Invitation letters
- Letters asking for/giving advice
- Letters of complaint
- Letters of inquiry
- Letters (giving news)
- Limericks
- Maps
- Logos
- News reports
- Novellas/Novels
- Picture books
- Posters
- Hypertexts

- Opinion columns
- Opinion essays
- Poems
- Personal statements
- Proposals
- Review (book, film, event)
- Set of instructions/ guidelines
- Signs
- Short stories
- Sonnets
- Speeches
- Videos
- Graphic organizers
- Graphs
- Illustrations

Alignment with the *Common European Framework Reference for Languages* (CEFR)

This framework links student English language levels to the Common European Framework Reference (CEFR). It prepares students to reach specific CEFR levels by the successful completion of certain grades. The figure[1] below shows the intended CEFR levels that students should meet by the end of specific grades:

End of Grade	CEFR Level
3	A1
6	A2
10	B1
12	B2/C1

It is also important to employ CEFR levels to benchmark teachers' competencies. The figure[2] below presents suggested proficiency levels for English language teachers by grade:

Grades	Student Language Level	Suggested Level of English Language Teachers
1-3	A1	B1
4-6	A2	B2
7-10	B1	C1
11-12	B2	C2

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[1] USAID. (2022). A Comprehensive English Language Study of Policy and Practice in Public Schools in Jordan (Unpublished).
[2] Ibid.

Scope & Sequence Matrix

Scope and Sequence Matrix (KG1-Grade 2)[3]

Domain	KG 1	KG 2	Grade 1	Grade 2
Listening	▪ Understanding and responding to greetings and simple commands ▪ Understanding and responding to number and alphabet rhymes with mime and movement ▪ Identifying simple words using the oral etiquette of saying sorry, please, affirming and negating a matter	▪ Recognizing basic classroom instructions ▪ Understanding basic words and cardinal numbers (1-10) ▪ Listening to and reciting simple nursery rhymes ▪ Associating basic words with their pictures ▪ Responding with gestures to simple yes/no and wh-questions ▪ Responding to short basic greetings and polite interactions	▪ Listening and responding to the expression of feelings ▪ Identifying simple words ▪ Recognizing basic intonation patterns ▪ Responding to basic greetings and polite interactions ▪ Segmenting simple spoken sentences into words ▪ Listening to others with care ▪ Demonstrating understanding of familiar words or phrases ▪ Following 2-3 steps in order	▪ Following simple short instructions of a teacher, peers or a recording in activities and games ▪ Recognizing short emergency warnings and commands (e.g., Stop! Wait!) ▪ Simulating role-playing activities where students learn how to interact politely and with empathy ▪ Using pictures, illustrations, and visual aids to understand unfamiliar words while listening ▪ Drawing, selecting, or writing simple words as responses to questions in presented oral material ▪ Responding to simple yes/no and wh-questions ▪ Recognizing basic intonation patterns

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[3]The division is merely for organization purposes and does not reflect the different stages outlined in the introduction.

Speaking	▪ Reciting the alphabet ▪ Reciting cardinal numbers ▪ Participating in rhymes and songs ▪ Pronouncing simple words, familiar objects in class and days of the week ▪ Responding to simple imperatives ▪ Engaging in guided simple social interactions	▪ Participating in rhymes and songs that reinforce basic values ▪ Distinguishing English sounds often confused (e.g., /b/ vs. /p/) ▪ Pronouncing simple words and cardinal numbers ▪ Using simple utterances with verb to be + adjective and verb to have ▪ Asking and answering simple yes/no questions (with only the use of intonation, if needed) ▪ Practicing forms of politeness	▪ Practicing forms of politeness ▪ Producing simple formulaic utterances ▪ Responding to yes/no and wh-questions ▪ Participating in guided short exchanges ▪ Producing simple sentences using subjective personal pronouns ▪ Using simple sentences to identify objects and people ▪ Answering questions about pictures or cards ▪ Recognizing intonational patterns for yes/no questions	▪ Producing formulaic exchanges ▪ Developing intonation patterns ▪ Expressing habits and facts using the simple present ▪ Expressing past events and habits using the simple past ▪ Expressing likes and dislikes in positive and negative sentences ▪ Responding to guided invitations and requests ▪ Producing intonation for yes/no questions

Reading				
	▪ Distinguishing pictures, words and small and capital letters ▪ Differentiating letters and sounds through games and activities ▪ Identifying letters: their names, sounds and shapes ▪ Recognizing one's name ▪ Identifying familiar sight words with correct pronunciation	▪ Establishing left-to-right, top-to-bottom direction of texts ▪ Identifying what end punctuation marks mean ▪ Using visual cues to better understand a simple text ▪ Answering simple questions on a short reading text ▪ Identifying, matching, and ordering familiar sight words with correct pronunciation ▪ Building a set of correlation between words and polite behavior	▪ Identifying sound-letter correspondence ▪ Adding or substituting individual sounds (phonemes) in simple, one- syllable words to produce new words ▪ Identifying and reading a range of simple familiar sight words with correct pronunciation ▪ Answering simple yes/ no and wh-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary ▪ Retelling simple texts with the help of the teacher speed and fluency in reading ▪ Using sight words to increase a child's space of reading ▪ Building a set of correlations between words and polite behavior	▪ Identifying elements of a story (setting, characters, plot) using wh-questions ▪ Identifying basic sentence punctuation ▪ Reading short simple or compound sentences with and, or, but ▪ Identifying the main idea in a text with the help of the teacher ▪ Reading orally with reasonable fluency and correct pronunciation ▪ Reading for joy

Writing	▪ Developing awareness of text direction ▪ Properly holding pencils and crayons ▪ Writing the letters of the English alphabet, both capital and small ▪ Writing one's name Differentiating the letters of one's name and the letters of the names of one's classmates	▪ Demonstrating awareness of text direction ▪ Properly holding pencils and crayons ▪ Printing letters of the English alphabet, both capital and small ▪ Writing one's name and one of the names of one's classmates	▪ Developing basic handwriting patterns ▪ Printing the English alphabet correctly and legibly ▪ Applying knowledge of simple spelling and punctuation ▪ Writing polite forms (e.g., please, thank you, welcome, etc.)	▪ Writing sentences of 4-6 words to describe an object or a place or a feeling of appreciation using pictures ▪ Distinguishing between complete and incomplete sentences ▪ Capitalizing all proper nouns, words at the beginning of sentences
Viewing and Presenting	▪ Identifying colors, shapes, symbols and images in visual texts ▪ Recognizing own name ▪ Viewing picture books to talk about what they see and how they feel about what they see ▪ Repeating/Echoing single word	▪ Realizing that colors, shapes, symbols and images in visual texts have meaning ▪ Noticing and understand signs and labels in school and familiar places ▪ Beginning to talk about his/her own feelings in response to visual presentations ▪ Using body language (pointing, gesturing, facial expressions) to communicate ideas ▪ Using one-word or two-word phrases in context ▪ Expressing what is in one's mind	▪ Recognizing familiar signs, labels and logos (pedestrian crossing, emergency exit) ▪ Examining illustrations in English picture books (with Arabic guidance, if needed) and discussing ideas ▪ Using body language in a variety of ways to visually communicate the understanding of ideas and feelings ▪ Understanding simple questions and responding with actions or words introduced in KG with forms of politeness and empathy ▪ Using forms of appreciation and compassion	▪ Realizing that shapes, symbols and colors have meaning ▪ Including shapes, symbols and colors in short oral presentations ▪ Describing illustrations in picture and simple reference books and stating main idea ▪ Using body language in a variety of ways (mime, role play) to visually communicate ideas and feelings ▪ Using appropriate learned terms and expressions to discuss visual texts ▪ Deducing the purpose of the visual text and relating it to his/her personal experience

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Scope and Sequence Matrix (Grades 3-6)

Domain	Grade 3	Grade 4	Grade 5	Grade 6
Listening	▪ Identifying people and objects based on oral descriptions ▪ Identifying rhyming words ▪ Following simple short instructions of a teacher, peers or a recording in activities and games ▪ Responding to short, simple questions before, during and after listening ▪ Demonstrating preferences after listening to an audio text ▪ Demonstrating appropriate listening behaviors ▪ Recognizing information while listening. ▪ Using prior knowledge to understand short familiar dialogue with familiar words ▪ Recognizing intonation for wh-questions	▪ Understanding and responding to questions in presented oral material ▪ Identifying two or more key ideas in an oral presentation or a conversation ▪ Using textbook illustrations and pictionaries to understand unfamiliar words ▪ Asking for clarification of ideas in oral texts ▪ Producing intonation for wh-questions	▪ Understanding the main idea and specific details in oral texts describing people, places and events ▪ Taking simple notes while listening ▪ Identifying one or more key ideas in an oral presentation or conversation ▪ Identifying the topic and setting of oral texts as well as participants and their roles ▪ Asking and answering questions to seek help, get information or clarify something ▪ Using non-language-based clues to guess meaning (e.g., gestures, situation, relationships, etc.) ▪ Developing critical listening behavior	▪ Deducing information for an oral or written task ▪ Distinguishing expressions of politeness, requests, invitations and obligation ▪ Responding to oral texts by generating simple questions or statements and making inferences ▪ Detecting the sequence of events in a story ▪ Participating in short simple dialogues of different functions ▪ Using clues to understand unfamiliar words when listening

Speaking				
	▪ Communicating ideas clearly ▪ Communicating with the correct use of pauses ▪ Connecting sentences using and, or, but ▪ Talking about events happening now using the present progressive ▪ Talking about sequence of events (first, second, then) ▪ Using adjectives to describe people and objects ▪ Participating in short guided dialogues to express advice, likes and dislikes tactfully ▪ Retelling a short story based on pictures or by using puppets	▪ Accurately pronouncing the third-person-singular- (e)s in simple present (/s/,/z/, /Iz/) and the past –ed (/d/, /t/, /Id/) ▪ Describing and comparing objects, people, incidents using comparative and superlative adjectives and adverbs ▪ Connecting sentences using or, so, because and when ▪ Expressing obligation, suggestion and permission ▪ Using the simple present, simple past present progressive and simple future (with going to and will) to answer simple question and partake in dialogues ▪ Performing short plays on the love of nature ▪ Responding to the comments of others through multiple exchanges	▪ Using the correct stress in two- and three- syllable words ▪ Speaking for up to two minutes (about an activity, a hobby, etc.) using different structures ▪ Taking turns in pair or group discussions ▪ Retelling stories and factual events using a variety of structures ▪ Partaking in long dialogues and exchanges ▪ Writing short speeches on how one can contribute positively to one's community ▪ Following rules for discussions (e.g., speaking one at a time about the topics under discussion)	▪ Developing stress and intonation patterns ▪ Turn-taking in dialogues on simple themes ▪ Using perfect tenses to ask and answer simple questions and partake in dialogues ▪ Using active and passive voice to describe events or experiments ▪ Describing objects, people and places using adjective clauses ▪ Narrating short stories ▪ Describing processes and experiences ▪ Expressing opinion ▪ Conducting table topics on various subjects of civic engagement and empathy ▪ Pronouncing the *schwa* sound used in unstressed syllables

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Reading				
Reading	▪ Reading short texts of at least five sentences in the past or present tense ▪ Locating main and key ideas in a reading text ▪ Identifying relationship between characters ▪ Understanding simple dialogues ▪ Retelling basic information in a reading text ▪ Reading short stories and limericks	▪ Using pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text ▪ Reading texts (up to half a page) ▪ Identifying and using various text features (e.g., title, headings) to locate key information in a text ▪ Reading and understanding short illustrated stories, provided that the images help him/her to guess a lot of the content	▪ Identifying and using prefixes, suffixes and visual clues to infer the meaning of new words ▪ Segmenting long texts into smaller sections and reading one section at a time ▪ Skimming and scanning a text for main ideas and key details, graphing them ▪ Distinguishing facts from opinions ▪ Expressing and justifying opinions on characters and events ▪ Reading and understanding short, simple stories and comic strips involving familiar, concrete situations written in a high-frequency everyday language	▪ Skimming and scanning a text for main ideas and key details ▪ Answering questions about explicit information in a text ▪ Describing how reasons support specific points in a text ▪ Identifying different parts of speech ▪ Determining the referent of a pronoun used in the text ▪ Reading very short simple fiction and non-fiction texts with confidence and enjoyment ▪ Reading simple scripts in groups

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Writing	▪ Using accurate spelling, capitalization and punctuation ▪ Organizing information in a sequence of actions ▪ Revising a short, simple written text with the teacher/ peers ▪ Writing a short memoir letter to a friend	▪ Independently writing short functional texts (messages, emails, lists, reminders) ▪ Adhering to spelling conventions by conducting frequently "Spelling Bees" ▪ Punctuating short texts devoid of punctuation marks ▪ Writing short texts that serve a purpose such as messages, emails, lists and reminders	▪ Independently writing short texts (letters, memos, reminders stories) using adequate spelling, punctuation, grammar and organization ▪ Using writing software to write simple texts (e.g., short stories with pictures) ▪ Using simple and compound sentences in journaling writing	▪ Using writing strategies of brainstorming, planning, drafting and editing ▪ Writing a paragraph on familiar topics ▪ Writing a simple descriptive or narrative text ▪ Recording ideas and reflections of reading texts

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Viewing and Presenting	▪ Viewing visual material while showing understanding through asking questions about genre ▪ Responding to a variety of visual texts ▪ Delivering a short oral presentation about an object or event of interest ▪ Using actions and body language to reinforce and add meaning to oral presentations ▪ Deducing the purpose of the visual text and relating it to his/her personal experience	▪ Realizing that visual information reflects and contributes to the understanding of the context ▪ Examining familiar and unfamiliar visual messages, discussing their effectiveness and making judgments ▪ Observing and discussing visual presentations and making suggestions about their purpose and aim ▪ Delivering short oral presentations ▪ Telling short stories	▪ Viewing visual information and showing understanding by asking relevant questions ▪ Responding to a variety of oral presentations ▪ Interpreting visual cues to analyze and make inferences about the intended message ▪ Discussing a newspaper report and telling how the words and pictures work together to convey a particular message and purpose ▪ Rehearsing and delivering (individually or collaboratively) a visual presentation on familiar topics ▪ Using body language to add meaning to oral presentation and to connect with audience ▪ Journalling regularly	▪ Viewing visual information and showing understanding by asking relevant questions and discussing possible meanings ▪ Identifying overt and implied messages in simple media texts ▪ Using appropriate terminology to describe visual texts (logos, font, foreground, background, impact) ▪ Responding to questions and discussing own feelings in response to a range of visual messages ▪ Presenting and developing ideas and opinions on a variety of topics orally or visually ▪ Debating emerging topics in the society ▪ Dealing with nerves and thinking more positively about public speaking

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Scope and Sequence Matrix (Grades 7-10)

Domain	Grade 7	Grade 8	Grade 9	Grade 10
Listening	▪ Distinguishing facts from opinions ▪ Using tone to help identify speakers' purpose or mood ▪ Using signal words to understand the sequence of and relationships between ideas ▪ Differentiating between a sound oral argument and an opinionated argument	▪ Analyzing and discussing main ideas and supporting details ▪ Responding to critical thinking questions before, during and after listening ▪ Understanding how changes in tonic stress relate to meaning ▪ Identifying basic rhetorical structures ▪ Understanding the moral lessons and values in multicultural stories	▪ Summarizing main points in announcements, information texts, narratives and short presentations ▪ Analyzing the purpose of information presented and evaluating the motives behind it ▪ Predicting content from context ▪ Identifying basic rhetorical structures and using them to help understand meaning ▪ Utilizing tools of content analysis ▪ Identifying purpose and mood of the speaker based on verbal and non-verbal cues	▪ Deducing motive and viewpoint, citing supporting evidence ▪ Distinguishing literal and figurative meanings ▪ Discussing objectivity of information and speaker ▪ Using signal words to understand the sequence of and relationships between ideas ▪ Providing constructive feedback on peers' oral presentations ▪ Learning how to benefit from peers' feedback

Speaking	▪ Using rising and falling intonation to show willingness, approval, disagreement ▪ Responding to speakers (asking and answering questions, commenting, giving suggestions) ▪ Expressing obligation, prohibition, requests and agreement ▪ Partaking in simple discussions ▪ Using learned expressions to interact in informal situations (telephone call) ▪ Drilling regularly on short speeches ▪ Using different emphases in sentence stress to shift meaning	▪ Shifting from teacher- guided exchanges to more independent interaction ▪ Interacting in formal (interview) ▪ Retelling events using reported speech ▪ Expressing opinion and point of view ▪ Summarizing main ideas ▪ Conducting table topics ▪ Summarizing main ideas of a variety of texts (read, heard, seen) ▪ Retelling events using reported speech ▪ Voicing an opinion or point of view in meaningful, connected sentences	▪ Uttering groups of words with rising and falling intonation ▪ Summarizing texts ▪ Expressing opinions and points of view ▪ Paraphrasing clearly and fluently what other students have said in class ▪ Discussing desires and plans ▪ Talking about events using the present perfect and the present perfect progressive ▪ Practicing debate in fun activities and games ▪ Using non-verbal clues (e.g., gestures, facial expressions and eye contact) to clarify one's ideas ▪ Debating regularly in a deliberative discussion as an innovative teaching strategy ▪ Using conversation management techniques, such as interrupting and 'turn-taking'	▪ Sustaining 5-to-7-minute conversations ▪ Maintaining meaningful dialogues of up-to-10 exchanges ▪ Making formal announcements ▪ Eliciting information from other students ▪ Narrating events and describing processes using different tenses and the passive voice ▪ Using different structures (warning, advice) for different purposes ▪ Presenting literary texts ▪ Providing constructive feedback that helps the speaker to clarify his/her point of view

Reading				
	• Previewing a text while making predictions about its content • Skimming and scanning for main ideas and details • Using metalinguistic knowledge to infer meanings of new phrases • Using knowledge of cohesive devices to aid comprehension • Drawing inferences by referring to explicit details in a text • Reading a range of stories, poems and books • Using self-assessment tools (e.g., rubric) to assess their comprehension	• Using contextual clues and metalinguistic knowledge to infer the meaning of words • Using discourse markers to process relationships • Using note-taking strategies to record key ideas and specific details • Summarizing the main ideas of a reading text • Explaining what the text says by quoting from it • Integrating information from two texts on a topic • Finding words that show the writer's view point • Using text-to self-connections to reflect on personal life experiences	• Analyzing unfamiliar words into their components to guess their meanings • Using note-taking strategies to record key ideas and specific details (e.g., the Cornell, boxing and mapping methods) • Providing a summary distinct from personal opinions or judgments • Identifying the author's point of view or purpose and explaining how it is conveyed • Using text-to-world connections to develop literacy skills and multi-cultural consciousness • Reading poems and literary texts representing a variety of genres, cultures and perspectives and exhibiting level-appropriate	• Anticipating the topic through looking at titles, subtitles and graphics • Identifying a central idea of a text and how it is conveyed • Connecting what is read with personal ideas and beliefs • Tracing and evaluating an argument and specific claims in a text, distinguishing those that are supported by evidence from the ones that are not • Analyzing and critically evaluating ideas in literary texts

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Writing				
Writing	▪ Using writing strategies (brainstorming, outlining drafting, revising, editing publishing) ▪ Using cohesive devices ▪ Writing a well-developed text, considering purpose and audience ▪ Using posing questions, problem-solving practice and scenarios to conduct small-scale investigation and projects ▪ Expressing themselves in writing different forms of different purposes (e.g., letters, emails)	▪ Using writing strategies (brainstorming, outlining drafting, revising, editing redrafting and publishing) ▪ Using free writing to create personal and reflective narratives, essays and other texts ▪ Composing a coherent text of 2-3 paragraphs ▪ Using conjunctions (coordinating, subordinating) in and between sentences ▪ Revising written texts for clarity, correctness and coherence	▪ Collecting information and ideas from print and electronic sources to write a coherent text ▪ Writing a coherent text 3-or-more connected paragraphs for a variety of purposes and audiences ▪ Applying knowledge of language conventions (spelling, punctuation, word choice, grammar) ▪ Reviewing written texts for clarity, correctness and coherence ▪ Using posing questions, problem-solving practices and scenarios to evaluate their writing	▪ Using writing strategies (brainstorming, outlining, drafting, revising, editing redrafting and publishing) ▪ Composing coherent essays of 3-4 paragraphs on different topics for different audiences ▪ Using appropriate organizational patterns ▪ Using criteria to evaluate their writings and source

Viewing and Presenting				
	▪ Viewing visual information and showing understanding by asking relevant questions and discussing intended meaning ▪ Using appropriate terminology to describe visual texts (logos, font, foreground, background, impact) ▪ Identifying and explaining overt and implied messages in simple media texts ▪ Discussing own feelings in response to visual messages ▪ Presenting and developing ideas and opinions on a variety of topics orally or visually ▪ Using body language to reinforce meaning in oral presentations	▪ Understanding visual information by asking relevant questions and discussing intended meaning ▪ Explaining overt and implied messages in simple media texts ▪ Justifying own feelings in response to visual messages ▪ Presenting and developing ideas and opinions on a variety of topics orally and/or visually ▪ Using appropriate body language and voice when presenting ▪ Using PowerPoint, Google Slides and Keynote to create presentation	▪ Deducing why some features of the visual text have been chosen for a particular purpose and audience ▪ Discussing personal experiences that connect with visual images ▪ Making inferences from explicit and implicit information ▪ Examining texts and illustrations identifying the relationship between visual and written information ▪ Responding to open-ended questions related to the visual texts ▪ Identifying stylistic choices behind the selection and composition of visual presentations ▪ Presenting ideas using visual aids such as student-made posters, mind maps or charts	▪ Analyzing visual information by asking relevant questions and discussing intended meaning ▪ Explaining why certain features of the visual text have been chosen for a particular purpose and audience ▪ Deducing how certain conventions (photos with text, news reports with images, excerpts of films, websites) were used to influence the viewer's attitude and opinions ▪ Making inferences from explicit and implicit information ▪ Deducing the relationship between visual and written information ▪ Responding to open-ended questions on visual texts with examples and justification ▪ Analyzing stylistic choices behind the selection and composition of visual presentations ▪ Presenting ideas using visual aids (posters, mind maps, charts)

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Scope and Sequence Matrix (Grades 11 and 12)

Domain	Grade 11	Grade 12
Listening	▪ Determining speakers' intentions with evidence from the text ▪ Summarizing main points ▪ Recognizing the use of literary devices ▪ Listening and responding to the ideas of others ▪ Identifying common organizational patterns ▪ Identifying culture-related concepts in audio-texts ▪ Responding to conversational openers/closures and polite expressions as used by native speakers (e.g., 'I have to get going….', 'I'd rather not…', 'How about going to…') ▪ Listening critically in order to make informed decisions or formulate opinions ▪ Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)	▪ Evaluating main ideas and supporting details ▪ Discussing the objectivity of information and speaker ▪ Predicting content of discourse types/genre that follow common patterns (e.g., doctor talking to patient, narratives, instructions) ▪ Stressing of multisyllabic words using learned rules to guess stress of new words ▪ Taking notes and summarizing main points ▪ Listening to poems and critiquing them ▪ Using social cues and visual imagery to help construct meaning and make inferences ▪ Recognizing the idiomatic expressions in familiar situations

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| Speaking | ▪ Talking about the future using the future perfect and the future perfect progressive
▪ Retelling events and personal experiences using all tenses
▪ Participating in social interactions using the appropriate degree of formality
▪ Using a variety of sentence patterns, new vocabulary and high-frequency idioms in spontaneous conversation
▪ Propelling conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives | ▪ Communicating using advanced language structures (subordinate clauses, passives, gerunds, infinitives, conjunctions)
▪ Expressing chronological development, comparison, contrast, cause and effect
▪ Speaking fluently and accurately using a variety of structures and without lapses and hesitations
▪ Speaking for up to 12 minutes
▪ Phrasing words into thought groups and pausing between the phrases
▪ Explaining concepts/ideas in an organized manner using examples or details
▪ Generating effective critical thinking into primary issues in a given topic in a debate
▪ Working with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed |

Reading	- Using syntactic clues to better understand a text - Revising predictions based on prior knowledge and evidence from a text and confirming them with teacher or classmates - Citing evidence to support analysis of what the text says explicitly as well as inferences drawn from the text - Determining two or more central ideas and analyzing their development over the course of a text - Determining the author's purpose or point of view and analyzing how he/she distinguishes his/her position from that of others - Determining the type of any sentence in the text - Applying skills of analysis and close reading to literary texts and speeches using rhetorical devices	- Following the SQRRR (SQ3R) reading strategy - Speeding up reading by skipping unknown words - Monitoring understanding by asking questions, thinking about and reflecting on the ideas and information in a text - Selecting an appropriate reading strategy to understand a text - Using semantic mapping or clustering - Identifying the author's purpose, tone and line of reasoning - Distinguishing between literal and implied meaning - Evaluating argument and reasoning - Identifying false statements and fallacious reasoning - Reading independently and proficiently and comprehending literary texts representing a variety of genres, cultures and perspectives and exhibiting level-appropriate

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| Writing | ▪ Writing essays on a range of text types
▪ Writing an academic essay
▪ Using prewriting strategies to generate ideas, develop voice and plan their writing
▪ Demonstrating persuasive techniques and methods to strengthen arguments
▪ Documenting references through in-text citation
▪ Applying research methods in academic writing
▪ Writing group projects on environmental issues using the problem-solving approach
▪ Examining modes of persuasion in a written piece
▪ Journaling any debatable social topic | ▪ Writing narrative, descriptive and persuasive essays on various topics
▪ Using paraphrasing and citation methods
▪ Citing in-text references
▪ Assessing their own writing for both organization and content using writing standards
▪ Writing real world topics using research methods
▪ Applying research methods in academic writing
▪ Writing group projects on environmental issues using the problem-solving approach
▪ Examining modes of persuasion in a written piece |

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Viewing and Presenting	▪ Analyzing visual texts and communicating understanding through oral, written and visual media ▪ Analyzing the relationship between visual and written information ▪ Responding to visual texts, while commenting on main ideas and relating them to personal experiences ▪ Responding to questions related to a variety of visual texts with examples and justification ▪ Presenting ideas or views using visual aids (student-made posters, mind maps, charts, PowerPoint presentations)	▪ Analyzing visual texts, communicating understanding through oral, written and visual media (advertisement, poster, newspaper report) ▪ Selecting examples (dominant images, use of color, texture, symbolism) to achieve a particular impact ▪ Examining how visual and written information work together to make meaning more explicit ▪ Analyzing the intended audience and purpose of a visual presentation ▪ Evaluating stylistic choices through analyzing the selection and composition of visual presentations ▪ Responding orally and in writing to visual texts ▪ Differentiating between PowerPoint, Google Slides and Keynote to create presentation and non-conventional tools like Visme, Haiku Deck, Pitcherific, Canva, Slide Camp, Microsoft Events, Powtoon, Video Scribe and Prezi

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Standards, Learning Outcomes and Performance Indicators by Grade

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Standards, Learning Outcomes and Performance Indicators by Grade (KG 1)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Interact with spoken English	▪ Respond to simple greetings (Hello, goodbye, how are you?) ▪ Respond to simple commands (sit down; stand up) ▪ Respond to number and alphabet rhymes with movement ▪ Recite nursery rhymes in English with teacher/peers
		▪ Demonstrate recognition of basic English words	▪ Identify basic words related to classroom objects, family, colors, shapes, food and animals ▪ Point to objects, colors or shapes named by the teacher
Speaking	▪ Develop speaking strategies	▪ Develop recognition of the English alphabet and simple words	▪ Identify the letters of the English alphabet by pronouncing them in simple guided contexts ▪ Recite rhymes and songs individually and in groups
	▪ Produce basic words and simple communicative utterances	▪ Produce single words and formulaic utterances	▪ Say single words that describe family, familiar class objects and days of the week with guidance ▪ Engage in simple guided social interactions (Hello! My name is Ahmad. I am five years old.) ▪ Recite cardinal numbers ▪ Use and respond to simple imperatives individually and in groups (Sit down! Stand up!)

| Reading | Read to understand written English in basic and simple guided contexts | Develop pre-reading strategies (holding a book correctly, distinguishing letters, words and spaces, guessing story from pictures) | Hold a book correctly
Distinguish pictures from print
Establish left-to-right, top-to-bottom direction of reading
Recognize spaces between words
Distinguish between spaces, letters and words
Use pictures and other visual cues to better understand simple written material
Remember songs, music and movement related to certain letters, sounds, syllables and words |
| | | Develop recognition of the letters of the English alphabet, their phonic counterpart(s) and their combinations in basic words | Identify the letters of the English alphabet by their names, sounds and shapes
Distinguish between small and capital letters
Learn alphabet rhymes and songs with visual aids and actions
Use letter-sound knowledge of single consonants (hard and soft sounds), consonant blends and digraphs.
Decode phonetically regular words (e.g., cat, go, black), independent of context
Identify simple familiar sight words with correct pronunciation and relate them to familiar objects from the environment. |

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	▪ Respond to written English in basic and simple guided contexts	▪ Develop familiarity with simple words	▪ Recognize one's own name ▪ Match simple words with pictures ▪ Match words that begin or end with the same letter or sound ▪ Distinguish reading-related vocabulary (book, page, line, word, title, next, turn over) ▪ Demonstrate understanding of words through participation in games (I Spy, Bingo)
Writing	▪ Write in basic and simple guided contexts	▪ Develop awareness of text direction ▪ Begin to write the alphabet	▪ Establish left-to-right, top-to-bottom direction of writing ▪ Develop a comfortable grip of pencils and crayons
			▪ Write letters of the English alphabet, both capital and small ▪ Participate in simple writing activities with teacher and peers (e.g., trace the letter or the shape) ▪ Write his/her name
Viewing and Presenting	▪ Recognize visual texts in basic and simple guided contexts and using music, songs and movement to aid comprehension ▪ Respond to visual English in basic and simple guided contexts	▪ Begin to recognize that visual language conveys meaning ▪ Begin to interpret and respond to visual texts	▪ Recognize own name identify colors, shapes, symbols and images in visual texts ▪ Look at books independently ▪ Begin to attend to visual information showing understanding through play, gestures and facial expressions ▪ View picture books and talk about what they see ▪ Repeat/Echo single words

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Standards, Learning Outcomes and Performance Indicators by Grade (KG 2)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Understand and interact with spoken English on a variety of simple basic topics	▪ Recognize and respond to simple greetings (Hello! Goodbye! How are you today?) ▪ Recognize basic classroom instructions (Open your book! Look at me!) ▪ Identify cardinal numbers (1-10) ▪ Listen to and recite simple nursery rhymes ▪ Respond with gestures to yes/no and wh- simple questions
		▪ Demonstrate recognition of simple English words	▪ Associate basic words with their pictures ▪ Listen to and identify simple words naming classroom objects, colors, shapes, animals, food, body parts and days of the week
Speaking	▪ Develop basic speaking strategies	▪ Develop recognition of the pronunciation of the different letters of the English alphabet and words	▪ Correctly pronounce the English sounds and morphologically simple words ▪ Distinguish often confused sounds (/b/ and /p/) with teacher guidance. ▪ Use single words, cardinal numbers and simple formulaic utterances. ▪ Recite rhymes and songs, individually and in groups, to enhance correct pronunciation
	▪ Produce basic words and simple communicative utterances	▪ Demonstrate the ability to produce single words and simple utterances	▪ Use utterances with to be + adjectives and to have with guidance (e.g., I have one brother. She is tall.) ▪ Ask and answer simple yes/ no questions with guidance using the vocabulary introduced

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Reading	▪ Comprehend written English in basic and simple guided contexts and using music, songs and movement to aid comprehension	▪ Develop pre-reading strategies (holding a book correctly, distinguishing letters, words and spaces, guessing a story from pictures)	▪ Establish left-to-right, top-to-bottom direction of reading ▪ Distinguish between spaces, letters and words ▪ Identify sound-letter correspondence ▪ Use pictures and other visual cues to better understand simple written material ▪ Answer simple questions on the reading text
		▪ Develop recognition of the letters of the English alphabet, their phonic counterpart(s) and their combinations in basic words	▪ Identify the letters of the English alphabet by their names, sounds and shapes ▪ Distinguish between small and capital letters ▪ Decode phonetically non-phonemic sounds (e.g., enough, tough) ▪ Learn alphabet rhymes and songs with visual aids and actions ▪ Identify simple familiar sight words with correct pronunciation and relate them to familiar objects from the environment ▪ Read minimal sets/word families (e.g., hat, rat, cat)

		▪ Respond to written English in basic and simple guided contexts	▪ Develop familiarity with simple words	▪ Recognize one's own name ▪ Match simple words with pictures ▪ Match words that begin or end with the same letter or sound ▪ Distinguish reading-related vocabulary (book, page, line, word, title, next, turn over) ▪ Demonstrate understanding of words through participation in games (I Spy, Bingo) ▪ Classify, match and order key words from simple, short texts
Writing	▪ Write in basic and simple guided contexts	▪ Develop awareness of text direction	▪ Properly hold pencils and crayons ▪ Demonstrate awareness of text direction ▪ Trace letters and numbers on the board or on a paper	
		▪ Begin to write the alphabet and simple words	▪ Write the letters of the alphabet, both capital and small ▪ Copy simple words ▪ Fill in missing letters to complete words	

Viewing and Presenting	▪ Recognize visual texts in basic and simple guided contexts and using music, songs and movement to aid comprehension	▪ Understand that the world around him/her is full of visual language that conveys meaning	▪ Realize that colors, shapes, symbols and images in visual texts have meaning ▪ Begin to notice and understand signs and labels in school and familiar places ▪ Observe visual cues that indicate context
	▪ Respond to visual English in basic and simple guided contexts	▪ Interpret visual texts spontaneously	▪ Begin to talk about his/her own feelings in response to visual presentations (by showing amusement, curiosity or surprise) ▪ Attend to visual information showing understanding through play, gestures and facial expressions ▪ Use body language to communicate ideas (pointing, gesturing, facial expressions) ▪ Use single words and two-word phrases in context

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 1)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Interact with spoken English on a variety of simple basic topics	▪ Recognize and respond to simple greetings (Hello! Goodbye! How are you today?) ▪ Listen and respond to expression of feelings (How are you feeling today?) ▪ Follow simple instructions in activities and games (write, draw, hands up, close your eyes) ▪ Listen to rhymes and songs ▪ Recognize and respond to simple yes/no and wh- questions about name, likes, dislikes, feelings and classroom objects ▪ Follow 2-3 step oral directions in order (e.g., open the window and sit down)
		▪ Demonstrate recognition of simple English words	▪ Identify familiar words in a stream of speech ▪ Segment simple utterances into words (I/ love/ school) using fingers ▪ Recognize basic intonation patterns
Speaking	▪ Develop speaking strategies by reproducing single-words and simple formulaic utterances	▪ Reproduce single-words and simple formulaic utterances	▪ Produce English words and short phrases ▪ Copy basic stress and intonation patterns ▪ Recite rhymes and songs, individually and in groups ▪ Use and respond to simple formulaic utterances (Hello! Goodbye! What is your name? How are you? How old are you?)

	Speak to communicate and interact using simple utterances	Demonstrate ability to communicate using simple statements in guided contexts	Use simple sentences with subjective personal pronouns (He is a boy. She is my sister.)
			Use cardinal numbers to describe age, quantity (I have two brothers. I am four years old)
			Use simple statements to identify objects, people, days of the week and position of objects or people
			Respond to simple question-and- response exchanges (Is it Saturday? Is this a boy? What is this?)
			Answer questions by looking at pictures or cards
			Use polite forms appropriately (e.g., Please, Thank you, and Excuse me)
			Ask and answer simple yes/no questions using proper intonation

Reading	▪ Read to comprehend written English in basic and simple guided contexts and using music, songs and movement to aid comprehension	▪ Develop pre-reading strategies	▪ Track English text direction correctly (left-to-right) ▪ Identify sound-letter correspondence ▪ Recognize spaces between words ▪ Use pictures and other visual cues to better understand simple written material ▪ Recognize long and short vowels in simple words
		▪ Demonstrate recognition of the letters of the English alphabet and their combinations in basic words	▪ Identify the letters of the English alphabet by their names, sounds and shapes ▪ Distinguish between small and capital letters ▪ Identify and read a range of simple familiar sight words with correct pronunciation ▪ Recognize a range of simple familiar words ▪ Distinguish reading-related vocabulary (page, line, title, next, turn over) ▪ Practice segmenting and blending of words through games and activities ▪ Practice reading aloud to develop reading speed ▪ Practice sight words to enhance fluency in reading

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	▪ Respond to written English in basic and simple guided contexts	▪ Demonstrate understanding of simple words/phrases in reading materials	▪ Read and respond to simple instructions written with familiar words (e.g., open, close, hold, raise, etc.) ▪ Answer simple yes/no and wh-questions about simple written material (texts and stories) with the help of picture clues and key vocabulary ▪ Classify, match and order classroom labels, captions and keywords from familiar reading materials ▪ Retell short texts with the help of the teacher and peers
Writing	▪ Write in basic and simple guided contexts	▪ Apply knowledge of writing to convey information	▪ Fill in missing words to complete sentences ▪ Print the English alphabet, using small and capital letters correctly ▪ Spell grade-appropriate words correctly ▪ Write simple sentences of 4-5 words with the help of the teacher and classmates ▪ Participate with classmates in composing simple sentences of 4-5 words

Viewing and Presenting	▪ Understand visual texts in basic and simple guided contexts and using music, songs and movement to aid comprehension	▪ Realize that the world around him/her is full of visual language that conveys meaning	▪ Recognize familiar signs, labels and logos (pedestrian walking sign, emergency exit sign) ▪ Begin to connect visual information with his/her own experiences to construct meaning (relating a picture book about children making friends in new situation to his/her own experience) ▪ Use drawings or other visual display when sharing information to clarify ideas, thoughts and feelings
	▪ Respond to visual English in basic and simple guided contexts	▪ Respond and use visual language in a more purposeful way	▪ Observe and discuss illustrations in picture books in English (with Arabic guidance, if needed) to explain ideas ▪ Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages (with the help of the teacher and use of Arabic, if necessary) ▪ Express his/her own feelings in response to visual messages in posters, cartoons or illustrations using the mother tongue, if necessary ▪ Use body language in a variety of ways to communicate and convey understanding of ideas and feelings visually ▪ Understand simple questions and respond with actions or vocabulary words introduced earlier

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 2)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Interact with spoken English in short, simple presentations, instructions, questions and guided conversations	▪ Follow simple instructions in activities and games ▪ Identify people and objects based on oral description (She wears a blue jacket.) ▪ Respond to simple questions before, during and after listening ▪ Listen to, join in and recite simple chants and songs
		▪ Comprehend simple spoken words, phrases and sentences	▪ Identify words in an utterance ▪ Draw, select or write simple words in response to questions on oral material ▪ Recognize basic stress and intonation patterns ▪ Segment words into syllables ▪ Use pictures, illustrations and visual aids to understand unfamiliar words ▪ Use words (e.g., Excuse/Pardon me) or body language (facial expressions) to demonstrate lack of understanding ▪ Practice social (communicative) skills such as nodding, smiling and giving feedback

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Speaking	▪ Develop speaking strategies by producing two-syllable words and simple formulaic utterances ▪ Speak to communicate and interact by producing short exchanges using different structures	▪ Pronounce words and expressions with correct stress and intonation ▪ Develop speaking strategies to communicate with basic accuracy	▪ Pronounce two-syllable words and expressions using the correct stress and intonation with teacher guidance ▪ Recite rhymes and songs, individually and in groups with correct stress and intonation ▪ Participate in exchanges following a model ▪ Express habits and facts in positive and negative statements using the simple present tense (I eat an apple every day. I do not eat fish.) ▪ Express past events in positive and negative statements using the simple past (I played football yesterday; I did not study.) ▪ Express likes and dislikes in positive and negative statements (I like football; I do not like swimming.) ▪ Express ability using can and cannot (can't) ▪ Politely respond to invitations or requests ▪ Partake in short formulaic exchanges using the vocabulary introduced (A: What is your name? B: My name is Ahmad? A: How old are you? B: I am six years old. A: How many brothers and sisters do you have? B: I have two sisters and one brother.)

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Reading	▪ Read to comprehend written materials in basic simple guided contexts ▪ Respond to written materials in basic simple guided contexts	▪ Develop reading strategies to understand simple authentic reading materials ▪ Demonstrate understanding of short simple everyday reading materials	▪ Identify and read sight words using prior lexical knowledge, phonic knowledge, context and sound-letter correspondences ▪ Identify elements of a short story (e.g., setting, characters, plot) using wh-questions ▪ Demonstrate use of decoding skills and context when reading new words in a text ▪ Use pictures and other visual clues to predict the meaning of simple words and phrases ▪ Distinguish print lines from sentences ▪ Identify basic sentence punctuation: capital letters, full stops and question marks ▪ Read short simple or compound sentences with, and, or, but ▪ Read phonetically regular words having the same letters with different sounds (e.g., hard and soft /c/ and /g/ as in city/cat and gem, gold) ▪ Decode simple messages in simple reading texts ▪ Refer to certain lines when relating content of a text ▪ Expand vocabulary to include new ones in reading texts ▪ Relate main idea in a simple text with the help of the teacher ▪ Break up longer words into syllables while reading

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		▪ Demonstrate understanding of short simple everyday reading materials by responding to written instructions	▪ Use newly acquired words in the right context ▪ Follow and respond to two-step written instructions ▪ Make connections between instructions and short simple written materials ▪ Answer simple questions about written materials ▪ Read texts aloud with expression at an appropriate and reasonable speed
Writing	▪ Recognize that writing can be structured in ways to express different purposes	▪ Narrate a story or describe an object or place using simple sentences of 4-6 words	▪ Spell simple words and phrases correctly ▪ Write basic phrases to describe objects and pictures ▪ Write simple sentences ▪ Use the stages of the writing process to develop, organize and present ideas in writing ▪ Write a one-paragraph story using simple sentences ▪ Write a description of a certain object or place using simple sentences ▪ Revise written task based on teacher's feedback
		▪ Revise written work with the assistance of the peers	▪ Learn to accept peer review and objectively discuss criticism ▪ Revise written task based on peer feedback

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Viewing and Presenting	▪ View visual materials in basic simple guided contexts	▪ Begin to identify a range of visual texts	▪ Realize that shapes, symbols and colors have meaning and begin to include them in short oral presentations ▪ Observe visual images and begin to appreciate that they have been created for particular purposes
	▪ Respond to visual materials in basic simple guided contexts	▪ Interpret and respond to a range of visual text prompts	▪ Deduce the purpose of visual texts relating it to his/her personal experiences ▪ Discuss his/her own feelings by showing empathy for the way others might feel ▪ Discuss the information being conveyed in illustrations in picture books and simple reference books use body language in a variety of ways such as mime and role play to visually communicate ideas and feelings ▪ Use new vocabulary acquired in reading texts and appropriate terms and expressions to discuss visual texts

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 3)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken ▪ English in basic and simple guided contexts	▪ Respond to spoken English in short presentations, instructions, questions and guided conversations	▪ Follow simple instructions in activities and games ▪ Identify people and objects based on oral descriptions ▪ Respond to simple questions before, during and after listening ▪ Draw, select or write simple words in response to questions in presented oral material ▪ Express opinions and preferences after listening to an audio text ▪ Join in simple chants and songs ▪ Locate needed information while listening
		▪ Develop strategies to understand simple ▪ Spoken words, phrases and short sentences	▪ Use teacher introduction to understand new words when listening (referencing to classroom and school objects) ▪ Use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding ▪ Ask for help (What does the word door mean?)

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Speaking	▪ Develop speaking strategies using correct intonation, stress and pauses	▪ Use speaking strategies to clearly communicate simple information	▪ Use stress and intonation patterns to clearly communicate ideas (stress content words; contract weak forms; express rising-falling intonation; stress the main verb in a sentence; stress the final word in a sentence) ▪ Use syllabification and sentence segmentation to communicate with correct pauses ▪ Use the correct stress, intonation and pauses to effectively ask, answer, advise, direct and express likes/ dislikes
	▪ Speak to communicate and interact by producing guided simple cohesive exchanges to retell stories and communicate different events	▪ Participate in exchanges with basic accuracy and intelligibility	▪ Connect ideas using and/but ▪ Discuss actions happening now ▪ Using the present progressive tense ▪ Talk about situations, people and things ▪ Clarify the sequence of events (first, then, afterwards) ▪ Talk about time ▪ Partake in exchanges to express the difference between habitual routines, past events and actions happening now ▪ Use adjectives that are in alignment with the themes selected (large, tall, short, fat, thin, intelligent, clever) ▪ Retell a short story

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Reading	▪ Read to understand written materials in basic simple guided contexts	▪ Use reading strategies to understand a variety of short simple texts ▪ Demonstrate understanding of various reading texts	▪ Use knowledge of punctuation marks to better understand a reading text ▪ Use pictures and other visual organizers to make predictions about the content ▪ Use phonic knowledge and word recognition to aid comprehension ▪ Use pictures and contextual clues to infer the meanings of new vocabulary items ▪ Independently read short texts of at least five sentences in the past or present tense ▪ Locate key facts or information in a reading text (e.g., names, places, events, etc.) ▪ Identify relationship between characters, if any, or the main idea in a text ▪ Understand the concept as well as content of simple dialogues
	▪ Respond to written materials in basic simple guided contexts	▪ Demonstrate understanding of short simple everyday reading materials by responding to written instructions	▪ Follow multi-step commands and requests in class, asking for clarification when needed ▪ Retell basic information in a reading text ▪ Deduce the meaning of certain vocabulary items relating them to context clues

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Writing	▪ Recognize that writing can be structured in ways to express different purposes	▪ Clarify opinion, narrate a story or describe an object or place using simple and compound sentences	▪ Write a short, simple memo to a friend ▪ Put a list of sentences in order to tell a story ▪ Write a letter to a friend using proper format ▪ Spell one-syllable words that have blends, contractions or words ending in -tion, -ing
		▪ Revise written work	▪ Objectively discuss criticism ▪ Revise a written test based on peer feedback
Viewing and Presenting	▪ View to understand visual materials in basic simple guided contexts ▪ Respond to visual materials in basic simple guided contexts	▪ Understand that visual texts may represent reality or fantasy ▪ Reflectively use visual texts to enrich his/her storytelling or presentations	▪ Start to demonstrate understanding of visual information by asking questions about genre ▪ Realize that texts and illustrations work together to convey information ▪ View different versions of the same story while realizing the effectiveness of different viewpoints (picture book version vs. film/movie version of a story) ▪ Listen to other responses while realizing that people react differently ▪ Discuss his/her own feelings in response to visual messages ▪ Deliver a short oral presentation about an object or event of interest ▪ Use actions and body language to reinforce and add meaning to oral presentations

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 4)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Interact with spoken English in short, simple presentations, instructions, questions and guided conversations ▪ Understand spoken words, phrases and simple sentences	▪ Follow instructions in activities and games ▪ Identify two or more key ideas in an oral presentation or conversation ▪ Respond to questions before, during and after listening ▪ Locate needed information while listening ▪ Respond to oral presentation, instructions or conversations using simple questions or statements ▪ Participate in a variety of short simple dialogues ▪ Express opinions after listening to a(n) (audio) text ▪ Detect sequence of events in a simple story ▪ Identify main ideas and specific details in descriptions of people, places, and past, present and future events ▪ Use textbook illustrations and pictionaries to ▪ Use new words when listening ▪ Use teacher introduction to understand new words when listening ▪ Ask and answer questions in order to seek help, get information or clarify something that is not understood in the oral texts under discussion ▪ Show engagement and care when listening to others

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| Speaking | ▪ Develop speaking strategies using correct intonation, stress and pauses
▪ Speak to effectively communicate and interact using a range of learned structures | ▪ Consolidate the ability to correctly pronounce vowels and final consonants
▪ Communicate a variety of simple ideas and participate in dialogues | ▪ Accurately pronounce the third-person-singular -(e)s in simple present (/s/, /z/, /Iz/) and the past –ed (/d/, /t/, /Id/)
▪ Accurately pronounce simple vowels and diphthongs
▪ Modify actions using adverbs
▪ Describe and compare objects, people and incidents using comparative and superlative forms
▪ Link sentences using conjunctions (or, so, because, when)
▪ Express the future using going to and will in positive and negative statements and questions
▪ Talk about needs and wants
▪ Convey obligation, permission and suggestions, with had to, may, should, shouldn't and would
▪ Use the simple present, simple past, present progressive and simple future to answer questions and/or produce statements in student dialogues |

Reading	▪ Read to understand a variety of factual recounts, and informational and literary texts	▪ Develop reading strategies to understand a variety of simple factual, informational and literary texts	▪ Use pictures and contextual clues to guess the meaning of unfamiliar words and to make predictions about the content of a reading text ▪ Ask and answer questions to help determine or clarify the meaning of words/phrases in context ▪ Use illustrations and key details in a text to determine its main idea(s) ▪ Independently read longer texts (up to two pages) ▪ Identify and use various text features (e.g., title, headings) to locate key facts or information in a text
		▪ Demonstrate understanding of simple factual recounts and informational and literary texts	▪ Read silently first to understand the main idea and then loudly to show their understanding of the text ▪ Recognize and name some basic types of reading materials (e.g., story, poem, postcard, letter) ▪ Identify the topic and main idea(s) of simple reading materials ▪ Identify main characters, settings and major events in a short simple narrative using key details ▪ Retell short pictorial stories read for pleasure

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	▪ Respond to a variety of factual recounts, and informational and literary texts	▪ Make connections between prior knowledge and experiences and simple factual recounts, and informational and literary texts	▪ Express opinions on characters, events and information in a reading text ▪ Discuss causes of certain events in a reading text ▪ Identify and discuss new ideas and vocabulary items in a text ▪ Identify the gist of the whole text regardless of any difficult words ▪ Discuss the text using clues and referring to certain sentences, phrases or words ▪ Identify words and phrases in a story that express feelings or emotions
Writing	▪ Compose short, simple texts of 4-6 sentences about people, places or events	▪ Write short, functional texts (messages, emails, lists, reminders)	▪ Write correct sentences ▪ Write a short, simple text in the past, present or future tense ▪ Appropriately punctuate short texts devoid of punctuation marks ▪ Write short texts that serve a purpose such as messages, emails, lists and reminders

Viewing and Presenting	- View to understand a variety of visual texts - Respond to a variety of visual texts	- Recognize that visual text resources can provide factual information and increase understanding - Use visual texts in a reflective way to enrich his/her presentations and to organize and present information	- Attend to visual information showing understanding through discussion, role play and illustrations - Realize that shapes, symbols and colors have meaning and include them in presentations - Realize that visual information reflects and contributes to the understanding of context - View a range of visual language formats (film/video, posters, drama) and discuss their effectiveness - Observe and discuss familiar and unfamiliar visual messages and make judgments about effectiveness - Discuss personal experiences that relate to visual images - Use actions and body language to reinforce and add meaning to oral presentations - Deliver short oral presentations to peers

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 5)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ interact with spoken English in short, simple presentations, instructions, questions and guided conversations	▪ Identify the main ideas and specific details in oral descriptions of people, places and events ▪ Respond to questions before, during and after listening ▪ Respond to oral presentations, instructions or conversations through questions or statements ▪ Extract information from an oral text to do a task ▪ Identify the topic of oral texts ▪ Identify the setting, participants and plot of a short oral story ▪ Begin to compare oral input (story vs. conversation) ▪ Begin to make inferences when listening
		▪ Understand spoken words, phrases and sentences	▪ Identify the number of syllables in a spoken word ▪ Use clues to understand new or unfamiliar words when listening (context, illustrations, visual elements) ▪ Ask and answer questions to seek help, get information or clarify something ▪ Show engagement and care when listening to others

Speaking	▪ Develop speaking strategies to communicate accurately and effectively	▪ Speak with clear pronunciation, intonation and stress	▪ Produce two and three syllable words with the correct stress ▪ Accurately pronounce simple vowels and diphthongs ▪ Practice English rhythm
	▪ Communicate and interact in dialogues and exchanges	▪ Develop speaking strategies to formulate longer dialogues and exchanges on a wider range of topics	▪ Take longer turns in pair and group work ▪ Maintain the conversation (keep it going) ▪ Speak intelligibly while making statements, asking questions, giving instructions and reporting events ▪ Speak with less preparation and guidance from the teacher and more improvisation ▪ Retell stories and factual events based on visual input using 4-7 connected sentences that use a variety of structures (simple present, simple past, present progressive, simple future, questions, negatives, permission, suggestions, invitations)
Reading	▪ Read to understand a variety of factual recounts and informational and literary texts	▪ Develop reading strategies to understand a variety of factual, informational and literary texts	▪ Identify and use prefixes and suffixes (un-, dis-, ir-, -ful, - ment, -tion) and visual clues to infer the meaning of new vocabulary items ▪ Identify a range of punctuation marks for expression and meaning ▪ Segment long texts into smaller sections and read one section at a time ▪ Use various text features (captions subheadings) to locate key facts or information in a text

| | | Demonstrate understanding of simple factual recounts and informational and literary texts | Skim and scan a text for main ideas and key details

Identify the topic, main ideas(s) and key facts in a reading text

Distinguish facts from opinions

Distinguish the (expository) type of the text (cause/effect, comparison, problem/solution, chronology)

Reinterpret information through creating an illustration (charts, diagrams, timelines) based on the information in the text

Identify the setting, participants and plot of a short story

Summarize fiction and non-fiction texts

Identify themes and moral lessons in Aesop's Fables |
| | Respond to a variety of factual recounts and informational and literary texts | Make connections between prior knowledge and experiences and simple factual recounts, and informational and literary texts | Determine key points in a text and whether or not they concur on it

Express opinions on characters and events, justifying them with information in a text

Explain how specific images or illustrations clarify and contribute to a text

Demonstrate understanding of message in stories, fables or lesson |

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Writing	▪ Recognize that writing can be structured in ways to express different purposes	▪ Compose 5-7-sentence texts using reading texts as models ▪ Recognize that writing can produce a variety of responses from readers	▪ Use correct sentence grammar, punctuation and capitalization ▪ Write texts using a range of sentence connectives ▪ Write a short, simple descriptive text of a person or place in Jordan ▪ Use simple and compound sentences to produce a variety of text types (letters, email, memos, reminders) ▪ Correct a written text with mistakes of spelling, punctuation and usage ▪ Revise a composition based on peer feedback
Viewing and Presenting	▪ View to understand a variety of visual texts ▪ Respond to a variety of visual texts	▪ Recognize that the use of visual text resources can provide information and influence the audience ▪ Use visual imagery to present factual information or to tell a story	▪ Start to demonstrate understanding of visual information by asking relevant questions ▪ Listen to other learners' responses, realizing that people react differently ▪ Discuss his/her own feelings in response to visual messages ▪ Reflect on why others may perceive the images differently ▪ Respond to a variety of oral presentations including stories, poems and rhymes with confidence ▪ Interpret visual cues in order to analyze and make inferences about the intention of the message ▪ Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters ▪ Design posters and charts, using shapes, colors, symbols, layout and fonts to achieve particular effects

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				▪ Demonstrate how the words and pictures work together to convey a particular message ▪ Rehearse and deliver individually or in collaboration a visual presentation on familiar course theme topics ▪ Rehearse and deliver in collaboration a visual presentation on familiar course theme topics ▪ Use body language to add meaning to oral presentation

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 6)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in basic and simple guided contexts	▪ Interact with spoken English in short, simple presentations, instructions, questions and guided conversations	▪ Identify key ideas and supporting details in an oral presentation or conversation ▪ Respond to questions before, during and after listening ▪ Take notes while listening ▪ Extract information to accomplish a physical, oral or written task ▪ Identify the topic, setting, participants and plot of oral stories ▪ Compare oral input (story vs. conversation) ▪ Make inferences when listening ▪ Participate in short simple dialogues
		▪ Understand spoken words, phrases and sentences	▪ Use clues to understand unfamiliar words when listening (context, illustrations, visual elements) ▪ Ask and answer questions in order to seek help, get information or clarify something

Speaking	▪ Partake in longer stretches of dialogues and exchanges ▪ Speak to communicate and interact about a wider range of ideas	▪ Fluently communicate with less hesitation and knowledge of stress and intonation in exchanges and dialogues ▪ Develop ability to interact using a variety of structures	▪ Practice stress and intonation patterns ▪ Talk with fewer instances of hesitation (rehearsing roles) ▪ Participate in dialogues on a variety of simple themes and take turns ▪ Act-out short interviews ▪ Use active and passive voice to talk about events and experiments ▪ Use personal pronouns to express opinions ▪ Use adjective clauses to produce complex sentences ▪ Describe unfinished actions using the present perfect ▪ Narrate a short story or a folktale or a fable using the appropriate tense ▪ Express opinion and show emotions using body language and facial expressions
Reading	▪ Read to understand a variety of factual recounts, and informational and literary texts	▪ Develop and use reading strategies to understand a variety of factual, informational and literary texts	▪ Preview a text and make predictions about its content ▪ Skim a text for general idea(s) ▪ Scan a text for specific details ▪ Use graphics and contextual clues to guess meanings of unfamiliar words or phrases ▪ Use fix-up strategies to assist in comprehension ▪ Perform a reader's theater to develop reading fluency

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		▪ Demonstrate understanding of factual recounts, and informational and literary texts	▪ Identify the topic, main idea(s) and key details of a reading text ▪ Answer questions about explicit information in a text ▪ Retell key details of a reading text ▪ Describe the connection between characters, events, ideas or pieces of information in a text ▪ Identify who is telling the story at various points in a text ▪ Choose your favorite comic strips and write a snippet of it
	▪ Respond to a variety of factual recounts, and informational and literary texts	▪ Integrate prior knowledge with new information in factual, informational and literary texts	▪ Use illustrations and details in a text to describe its key ideas ▪ Identify the reasons an author uses to support specific points in a text ▪ Relate background knowledge to text content ▪ Identify and differentiate between various types of texts ▪ Narrate a short story, folktale or fable ▪ Identify the rhyming scheme of poems ▪ Identify the setting, characters and main events in literary texts ▪ Summarize three short stories of level-appropriate

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		▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text	▪ Identify different parts of speech (grammatical categories, such as nouns, verbs, etc.) in certain sentences in the text ▪ Determine the referent of a pronoun used in the text ▪ Identify the word in a text whose meaning is given
Writing	▪ Compose a coherent text using simple, compound and complex sentences	▪ Demonstrate knowledge of writing strategies and paragraph components ▪ Write descriptive and narrative paragraphs for different audiences	▪ Use writing strategies of brainstorming, planning, drafting and editing ▪ Write a well-organized paragraph with introductory, development and concluding sentences ▪ Use various sentence structures (simple, compound, complex) ▪ Write short descriptive and narrative texts ▪ Write a paragraph on a familiar topic for a specific audience ▪ Apply knowledge of the conventions of English ▪ Edit a written text for errors of spelling, punctuation, use of vocabulary and grammar

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Viewing and Presenting	▪ View to understand a variety of visual texts ▪ Respond to a variety of visual texts	▪ Recognize that the use of a range of visual text resources ▪ Can provide information and influence the audience ▪ Use visual imagery to present factual information or support a position	▪ Demonstrate understanding of visual information by asking relevant questions and discussing possible meanings ▪ Identify overt and implied messages in simple media texts ▪ Find own examples to share understanding of visual texts ▪ Use appropriate terminology to describe visual texts (logos, font, foreground, background, impact) ▪ Discuss his/her own feelings in response to a range of visual messages ▪ Make connections to one of the course themes ▪ Respond to questions related to the visual text ▪ Use posters or PowerPoint to present ideas and opinions orally on a variety of topics

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 7)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Understand spoken English in a variety of simple authentic formats and contexts	▪ Interact with spoken English in a variety of simple authentic presentations, instructions, questions and conversations	▪ Identify key ideas and supporting details in an oral presentation or conversation with reasons and evidence a speaker provides to support particular points ▪ Respond to critical thinking questions before, during and after listening ▪ Identify the gist of short to medium-length passages, presentations and messages ▪ Identify type of text (persuasive, expository, informative) ▪ Answer a variety of questions, or perform an appropriate social act (expressing gratitude or agreement) in response to an oral text ▪ Distinguish facts from opinions ▪ Make a variety of simple inferences related to the setting, relationship between speakers or speaker's feelings and motivation ▪ Assess audio material (outstanding, interesting, lacking) ▪ Show appreciation of other's ideas through facial expressions, gestures and words ▪ Make suggestions for the improvement of his/her own and peers' presentations

		▪ Demonstrate recognition of word and sentence-level phonological features and use them to construct meaning	▪ Distinguish individual vowel and consonant sounds ▪ Distinguish long and short vowels and diphthongs ▪ Use intonation to help identify meaning(questions, declarations) ▪ Use tone to help identify speakers' mood (surprise, disappointment) or purpose (warning, advice) ▪ Identify how changes in tonic stress relate to meaning
		▪ Develop strategies of active listening to comprehend and interact in simple discussions and presentations	▪ Guess the meaning of unknown vocabulary words and phrases from context ▪ Use resources to help construct meaning (dictionaries, online search engines) ▪ Ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or enhance understanding of a topic or issue ▪ Identify signal words and use them to understand the sequence of and relationships between ideas (main idea/detail, cause/effect, contrast, chronological order, exemplification, fact/opinion, elaboration/paraphrase) ▪ Use social cues (body language, facial expressions), visual imagery and prior knowledge to help construct meaning and make inferences

Speaking	▪ Develop strategies to demonstrate awareness of other speakers	▪ Develop pronunciation efficiency	▪ Differentiate between voiced and unvoiced *th* ▪ Use rising and falling intonation to express willingness, approval, disagreement, etc. ▪ Pronounce three-element ▪ Consonant clusters in initial and final positions
		▪ Show awareness of other participants in exchanges, dialogues	▪ Recognize the main points made by other speakers and respond by asking questions, commenting or giving suggestions
	▪ Speak to communicate and interact in a variety of situations using a range of conversations and texts	▪ Develop the ability to partake in long exchanges	▪ Speak (7-10 sentences) to communicate an idea using correct cohesive devices ▪ Partake in dialogues with little or no help from the teacher ▪ Explain processes using appropriate connectives ▪ Partake in short discussions on simple themes ▪ Use formulaic expressions to express greetings, obligation, requests, prohibition, agreement or disagreement ▪ Explain their ideas, reflection and feelings clearly ▪ Use learned expressions to informally interact (telephone call) ▪ Articulate evidence-based and sound table-topic discussions

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Reading	▪ Read to understand a variety of factual recounts, and informational and literary texts	▪ Develop and use reading strategies to understand a variety of factual, informational and literary texts	▪ Preview a text and make predictions about its content ▪ Skim and scan a text for general ideas and specific details ▪ Use metalinguistic knowledge (prefixes, roots, suffixes) to infer meanings of new words or phrases ▪ Use prior knowledge and identify types of texts ▪ Use knowledge of cohesive devices to aid comprehension ▪ Identify the topic, main idea(s) and specific details of a reading text ▪ Draw inferences through referring to explicit details and examples in a reading text ▪ Identify the main idea of a text and explain how it is supported by key details ▪ Read and understand a variety of factual recounts and informational and literary texts along with supplemental materials ▪ Explain events, ideas or procedures in a text including what happened and why, based on specific information in a text ▪ Explain how text's illustrations contribute to what is conveyed in a story (e.g., setting, characters) ▪ Read and understand short classic stories and relate it to immediate lived realities narrate a short story, folktale or fable ▪ Identify the setting, characters and main events in literary texts ▪ Summarize short stories of level-appropriate

▪ Respond to a variety of factual recounts, and informational and literary texts	▪ Integrate prior knowledge with new information in factual, informational and literary texts ▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text	▪ Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second… in a sequence) ▪ Explain how specific images contribute to and clarify a text ▪ Use information gained from illustrations and words in a text to tell where, when, why and how key events occur (red) ▪ Explain how an author uses reasons and evidence to support particular points in a text ▪ Make predictions about what will happen next in a story and check your predictions ▪ Identify different parts of speech (grammatical categories, such as nouns, verbs, etc.) in certain sentences in the text ▪ Determine the referent of a pronoun used in the text ▪ Identify the word in a text whose meaning is given ▪ Find and discuss words in the text whose grammatical category or meaning has changed through affixation ▪ Close read a literary text

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Writing	▪ Compose coherent texts for different purposes and audiences using simple, compound and complex sentences	▪ Demonstrate knowledge of writing strategies and paragraph components	▪ Practice the writing strategies of brainstorming, outlining, drafting, revising, editing and publishing ▪ Practice writing different types of texts (descriptive, narrative) ▪ Practice using linking words (coordinating, subordinating, correlative and adverbial conjunctions) in and between sentences within a paragraph
		▪ Write and assess descriptive and narrative paragraphs for different audiences	▪ Use cohesive devices ▪ Apply knowledge of the writing conventions of English ▪ Write a well-developed text, considering purpose and audience ▪ Revise written texts for clarity, correctness and coherence ▪ Revise and edit written texts for irregularities and errors of writing ▪ Edit peer-written texts for the conventions of English writing, organization, clarity and coherence ▪ Write diaries and personal journals

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Viewing and Presenting	▪ View to understand a variety of visual texts	▪ Understand that the use of a range of visual text resources can provide information and influence the audience	▪ Demonstrate understanding of visual information by asking relevant questions and discussing intended meaning ▪ Describe the influence of visual presentations on a particular audience ▪ Describe visual images of various types by illustrating intentions
	▪ Respond to a variety of visual texts	▪ Use visual imagery to present factual information and select information he/she considers reliable	▪ Use appropriate terminology to describe visual texts (logos, font, foreground, background, impact) ▪ Identify and explain overt and implied messages in simple media texts ▪ Find own examples to share understanding of visual texts ▪ Discuss own feelings in response to visual messages ▪ Respond to questions related to visual texts ▪ Present and develop ideas and opinions on a variety of topics orally or visually with posters ▪ Use actions and body language to reinforce and add meaning to oral presentation

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 8)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in a variety of simple authentic formats and contexts	▪ Respond to spoken English in a variety of simple authentic presentations, instructions, questions and conversations	▪ Analyze the main ideas and supporting details ▪ Identify the gist of short to medium-length passages, presentations and messages ▪ Distinguish facts from opinions ▪ Analyze the purpose of presentation and evaluate motives behind it (social, commercial, political) ▪ Follow detailed instructions or directions, answer a variety of questions, or perform an appropriate social act (expressing gratitude or agreement) in response to an oral text ▪ Respond to critical thinking questions before, during and after listening ▪ Make a variety of simple inferences (setting, relationship between speakers, speaker's feelings or motivation) ▪ Assess audio material ▪ Make suggestions for the improvement of his/her own and peers' presentations

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			▪ Develop strategies of active listening to comprehend and interact in simple discussions and presentations	▪ Guess the meaning of unknown vocabulary words and phrases from context ▪ Use resources (dictionaries, online search engines) to help construct meaning ▪ Use word parts (suffixes, prefixes, roots) to help construct meaning ▪ Ask and answer questions about what a speaker says in order to demonstrate comprehension, collect additional information or enhance understanding of atopic or issue ▪ Begin to identify common organizational patterns (logical or chronological presentation of ideas, comparison and contrast) and rhetorical structures (main ideas tend to come at the beginning and end of passages; problems come before solutions) to help understand meaning ▪ Use prior knowledge and social cues (body language, facial expressions) and visual imagery to help construct meaning and make inferences ▪ Tell the intention of the speaker

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Speaking	▪ Develop speaking strategies to demonstrate knowledge of differences in the pronunciation of phonemes	▪ Demonstrate the knowledge of the differences in pronouncing common problematic phonemes	▪ Correctly show the difference between affricates and fricatives that are part of them(/ʃ/, /tʃ/, /z/, /d z /) ▪ Use proper intonation patterns, vowel reductions, elision, contractions and changes in the shape of the morpheme ▪ Recognize and use features of word or sentence stress such as pitch (high or low), length (long or short), loudness (loud or soft) and quality (weak or strong)
	▪ Communicate and interact with a range of conversations and texts by cohesively and coherently summarizing main ideas and partaking in effective, accurate exchanges, dialogues and discussions	▪ Develop the ability to cohesively and coherently speak in formal settings	▪ Orally summarize main ideas of a variety of texts (read, heard, seen) ▪ Retell and describe events using reported speech ▪ Voice an opinion or point of view in meaningful, connected sentences ▪ Paraphrase what was said by other students in class ▪ Converse in a variety of social situations ▪ Partake in formal exchanges and dialogues using appropriate expressions ▪ Articulate evidence-based and sound table-topic discussions ▪ Present information, findings and supporting evidence conveying a clear and distinct perspective

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Reading	▪ Read to understand a variety of factual recounts and informational and literary texts	▪ Develop and use reading strategies to understand a variety of factual, informational and literary texts	▪ Use contextual clues and metalinguistic knowledge to infer meaning of new words and phrases ▪ Capitalize discourse markers to process relationship ▪ Use note-taking strategies to record key ideas and specific information in a text (T-chart)
		▪ Demonstrate understanding of factual recounts, and informational and literary texts	▪ Summarize the main ideas of a reading text ▪ Explain what the text says or conveys explicitly by quoting accurately from the text ▪ Determine two or more main ideas of a text and explain how they are supported by key details ▪ Explain the relationship between characters, events, ideas or concepts in a reading text ▪ Differentiate between various genres of poetry: ballad, limerick, lyrics and odes ▪ Identifying forms of figures of speech ▪ Summarize short stories ▪ Read for pleasure
	▪ Respond to a variety of factual recounts and informational and literary texts	▪ Integrate prior knowledge with new information in factual, informational, and literary texts	▪ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason(s) and evidence support which point(s) ▪ Integrate information from two texts on the same topic to write on or speak about it ▪ Use fix up reading comprehension strategies to improve their understanding ▪ Close read a literary text
		▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text	▪ Determine the referent of a pronoun used in the text ▪ Identify the word in a text whose meaning or opposite is given ▪ Find words in the text that show the writer's viewpoint ▪ Identify words and phrases in stories, poems or songs that relate to feelings or senses

Writing	▪ Compose coherent texts using simple and compound sentences	▪ Demonstrate knowledge of writing strategies and paragraph components	▪ Use different ways to capture ideas and plan for writing (e.g., concept maps, flow charts) ▪ Use reference materials and electronic resources (Internet) to locate specific information ▪ Use coordinating and subordinating conjunctions and transitional phrases ▪ Identify misspelled words and mistakes in grammar ▪ Reorder clauses in sentences using a variety of coordinating, subordinating, correlative and adverbial conjunctions
		▪ Write descriptive and narrative paragraphs for different audiences	▪ Use the writing strategies of brainstorming, outlining, drafting, revising, editing and redrafting ▪ Use coordinating, subordinating, correlative and adverbial conjunctions to link clauses, sentences and paragraphs ▪ Revise written texts for clarity, correctness and coherence ▪ Compose a coherent text of 2-3 paragraphs considering purpose and audience ▪ Write diaries and personal journals
Viewing and Presenting	▪ View to understand and begin to analyze a variety of visual texts	▪ Understand that the use of a range of visual text resources can provide information and influence the audience	▪ Demonstrate understanding of visual information by asking relevant questions and discussing intended meaning ▪ Realize that visual presentations have been created to reach out to a particular audience and influence it in some way, and discuss the effects used and how they might influence the audience ▪ Interpret posters and media images using high-tech tools in presentation

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 9)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	• Respond to spoken English in a variety of simple authentic formats and contexts	• Interact with spoken English in a variety of authentic presentations, instructions, questions and conversations	• Respond to critical thinking questions before, during and after listening • Analyze the main ideas and supporting details in an oral text and explain how they add to the topic • Summarize main points in announcements, information texts, narratives and short presentations • Distinguish literal and figurative meaning of words and phrases • Distinguish facts from opinions and make inferences
		• Demonstrate recognition of phonological features and use them to construct meaning	• Identify stressed and unstressed syllables • Use intonation to help identify meaning • Use tone to help identify speakers' purpose (warnings, advice) or mood (surprise, disappointment) • Orally sum up key points of table topic discussions
		• Use strategies of active listening to comprehend discussions and presentations	• Guess the meaning of unknown vocabulary words and phrases from context • Use resources (e.g., dictionaries, online search engines) to help construct meaning • Use word parts (suffixes, prefixes and roots) to help construct meaning • Predict content from context (previewing listening questions)

			▪ Identify signal words and use them to understand the sequence of and relationship between ideas (main idea vs. detail, cause-effect, contrast, chronological order, exemplification, fact vs. opinion, elaboration or paraphrase)
Speaking	▪ Develop the ability to produce connected speech with reasonable accuracy and fluency ▪ Speak to communicate and interact about a variety of events and situations at length to discuss opinions and retell stories Summarize ideas and express processes	▪ Develop pronunciation skills with specific emphasis on intonation and stress ▪ Develop the ability to cohesively and coherently speak on a variety of academic topics	▪ Pronounce connected speech taking into consideration sentence stress and rising and falling intonation ▪ Say words that change meaning and pronunciation with different stress ▪ Talk about events in the present, past and future using a variety of tenses ▪ Discuss desires and plans using the first and second conditionals with if, unless, could and might ▪ Talk about events using the present perfect and the present perfect progressive ▪ Speak at length to express opinions, give explanations, recount events and stories, describe pictures, processes and plans and summarize main ideas in texts ▪ Debate regularly in a deliberative discussion as an innovative teaching strategy

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Reading	▪ Read to understand a variety of factual recounts, and informational and literary texts	▪ Develop and use reading strategies to understand a variety of factual, informational and literary texts ▪ Demonstrate understanding of factual recounts and informational and literary texts	▪ Pronounce difficult words from phonetic transcription ▪ Analyze unfamiliar words into their components (root, suffix, prefix) to guess their meanings ▪ Discuss, with a classmate, the meaning of an unfamiliar word and seek confirmation from teacher ▪ Capitalize on discourse markers (temporal, additive, causal) that tie ideas together within and among sentences ▪ Use note-taking strategies to record key ideas and specific details in abridged literary classics ▪ Identify figures of speech in literary texts ▪ Summarize literary texts of classics ▪ Assess their reading comprehension using different reading strategies such as monitoring their understanding while reading ▪ Identify a central idea of a text and how it is conveyed through particular details ▪ Provide a summary of a text distinct from personal opinions or judgments ▪ Determine the meaning of words and phrases as they are used in a reading text ▪ Identify the author's point of view or purpose and explain how it is conveyed accurately document what they quote from the text ▪ Use strategies that connect writing to the reading of literary and information texts as an enhancement of reading comprehension ▪ Identify, analyze and interpret themes, ideas and information in different texts

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Writing	▪ Compose coherent texts using simple, compound and complex sentences	▪ Demonstrate knowledge of writing strategies and paragraph components using different resources ▪ Report on information taken from different print and online sources	▪ Use reference materials found in school ▪ Use the Internet for locating specific information and taking notes for writing ▪ Practice writing different paragraphs (narrative, descriptive, persuasive) ▪ Revise written texts with a peer to enhance precision, clarity and correctness ▪ Edit the final draft for conventions of standard English ▪ Collect information and ideas from print and electronic sources ▪ Compose a coherent essay of three or more paragraphs based on the information collected ▪ Summarize, quote, rephrase or paraphrase other people's ideas and words ▪ Conduct small-scale investigations and inquiry-based projects
Viewing and Presenting	▪ View, understand and analyze a variety of visual texts ▪ Respond critically to or interact with a variety of visual texts	▪ Recognize that the use of a range of visual text ▪ Use resources to provide information and influence the audience ▪ Use visual imagery to present factual ▪ Information and select information he/she considers reliable and effective	▪ Demonstrate understanding of visual information by asking relevant questions and discussing intended meaning ▪ Realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way ▪ Describe posters and media images and how they may affect people ▪ Explain why some of the features of the visual text have been chosen for a particular purpose and audience ▪ Discuss personal experiences that connect with visual images

			▪ Make inferences from the text and give examples to support these inferences
			▪ Make connections to more than one of the course themes
			▪ Examine text and illustrations identifying the relationship between visual and written information
			▪ Develop ideas and opinions on a variety of topics and orally present them
			▪ Respond to questions related to the visual texts with examples and justification
			▪ Identify stylistic choices describing the selection and composition of visual presentations
			▪ Present ideas using visual aids such as student-made posters, mind maps or charts
			▪ Use appropriate body language when presenting clearly project voice when speaking, using intonation and pauses
			▪ Give a high-tech and visually well-rounded presentation

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Standards, Learning Outcomes and Performance Indicators by Grade (Grade 10)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in a variety of authentic formats and contexts	▪ Interact with spoken English in a variety of authentic presentations, instructions, questions and conversations	▪ Identify main ideas and supporting details ▪ Identify the purpose of a presentation by giving evidence ▪ Distinguish literal and figurative meaning of words and phrases ▪ Respond to conversations where speakers are making offers, requests, or suggestions, expressing likes, dislikes, preferences, giving advice or directions, making assumptions, giving opinions, agreeing and disagreeing ▪ Respond to critical thinking questions before, during and after listening citing evidence ▪ Make inferences citing evidence ▪ Provide precise explanation of meanings of poems and comment on their stylistic features ▪ Provide constructive feedback (accuracy, clarity, completeness) on peers' oral presentations

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			▪ Develop strategies of active listening to comprehend and interact in discussions and presentations	▪ Guess the meaning of unknown words and phrases from context ▪ Use resources (e.g., dictionaries, online search engines) to help construct meaning ▪ Use morphology (suffixes, prefixes, roots) to help construct meaning ▪ Predict content from context (previewing listening questions, looking at titles) ▪ Ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or deepen understanding of a topic or issue ▪ Demonstrate understanding of how rhetorical devices help understand meaning in a text ▪ Identify signal words and use them to understand the sequence of and relationships between ideas (main idea vs. detail, cause/effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase) ▪ Identify common organizational patterns (logical or chronological division of ideas, comparison and contrast) and rhetorical structures to understand meaning

Speaking	▪ Develop speaking strategies to confidently express ideas, opinions and perspectives for different purposes ▪ Speak to communicate and interact in a range of conversations, clearly express views and persuasively build on others' ideas	▪ Communicate clearly at length ▪ Demonstrate ability to speak accurately, fluently and effectively	▪ Stop and restart utterances that are not clear and pause to rephrase ▪ Maintain conversations of up to five minutes ▪ Interact in meaningful communicative dialogues of up to 10 exchanges ▪ Stay on the topic and maintain relevance ▪ Respond to questions from other speakers ▪ Narrate events using the past simple and the past perfect ▪ Describe events and processes using the passive voice ▪ Caution, give advice and recommend using a variety of expressions (You should, I suggest, I do not think you should). ▪ Explain themes of literary texts discussed in class ▪ Participate actively in classroom discussions and debates about topics of personal or academic interest ▪ Formally relate future events to an unknown audience
Reading	▪ Read to understand a variety of factual recounts, and informational and literary texts ▪ Respond to or interact with a variety of factual recounts, and informational and literary texts	▪ Develop and use a battery of reading strategies to understand a variety of authentic information and literary texts ▪ Demonstrate understanding of a variety of authentic information and literary texts	▪ Anticipate the topic by looking at the title, subtitles and graphics ▪ Skim and scan a text for general ideas, organization and specific details ▪ Make use of contextual clues to infer meanings of unfamiliar words, phrases or idiomatic expressions ▪ Use note-taking strategies to record key ideas and specific details in abridged literary classics ▪ Summarize literary texts from a variety of genres (stories, poems, essays, etc.) ▪ Distinguish the meaning of commonly confused words (e.g., effect vs. affect)

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▪ Read to understand a variety of factual recounts, and informational and literary texts ▪ Respond to or interact with a variety of factual recounts, and informational and literary texts	▪ Integrate prior knowledge with new information in factual, informational and literary texts ▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text	▪ Identify a central idea of a literary text and how it is conveyed through particular details ▪ Provide a summary of a text representing faithfully the ideas embodied in it ▪ Determine the meaning of words and phrases as they are used in a reading text ▪ Identify the author's point of view or purpose and explain how it is conveyed ▪ Connect prior knowledge to new experiences during reading ▪ Trace specific claims in an argument, distinguishing components that are supported by evidence from the ones that are not ▪ Demonstrate understanding of how particular elements of a story (e.g., setting, characters, plot) contribute to meaning ▪ Determine the referent of a pronoun used in the text ▪ Identify the word in a text whose meaning, or opposite is given ▪ Find words in the text that show the writer's viewpoint ▪ Extract information from a variety of texts

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| Writing | ▪ Use prewriting strategies to generate ideas, develop voice and plan writing

▪ Compose coherent texts using simple, compound and complex sentences | ▪ Use brainstorming techniques to generate and clarify ideas

▪ Demonstrate knowledge of writing strategies and essay components | ▪ Make a list to develop ideas for writing on a focused topic

▪ Use a Venn diagram to illustrate how two things are different and alike

▪ Practice brainstorming, outlining, drafting, revising and editing

▪ Practice introducing and concluding an essay

▪ Write narrative and descriptive essays on various topics

▪ Revise essays with a peer to enhance precision, clarity and correctness

▪ Carry out small-scale inquiry-based projects

▪ Write short argumentative essays using basic modes of persuasion |
| Viewing and Presenting | ▪ View to understand and analyze a variety of visual texts

▪ Respond to a variety of visual texts critically and present information clearly | ▪ Understand that the use of a range of visual text resources can provide information and influence the audience

▪ Use visual imagery to present factual information and select information considered reliable and effective | ▪ Demonstrate understanding of visual information by asking relevant questions and discussing intended meaning

▪ Demonstrate awareness that visual presentations have been created to reach out to particular audiences and influence them in some ways

▪ Use a variety of strategies to predict content and meaning in visual media

▪ Describe visual images of different types of visual texts like posters and advertisements, and show how they affect the audience |

			▪ Explain how the conventions used (photos with text, news reports with images, excerpts of films, websites) influence the viewers' attitudes and opinions
			▪ Find own examples to share understanding
			▪ Make inferences and draw conclusions about the material viewed
			▪ Make connections to more than one of the course themes
			▪ Examine texts and illustrations identifying the relationship between visual and written information
			▪ Present and develop ideas and opinions on a variety of topics orally
			▪ Respond to questions related to the visual texts with examples and justification
			▪ Identify the effects of style and language choice in visual presentations
			▪ Present ideas using visual aids such as student-made posters, mind maps or charts
			▪ Use appropriate body language when presenting
			▪ Project voice clearly when presenting, using intonation and pauses

Standards, Learning Outcomes and Performance Indicators by Grade (Grade 11)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in a variety of academic and authentic contexts	▪ Interact with spoken English in a variety of academic and authentic contexts to understand and evaluate the merit of information ▪ Develop listening strategies to comprehend spoken English and interact in academic and authentic contexts	▪ Distinguish the main ideas from supporting details ▪ Demonstrate understanding of directions, presentations and performances in some vocationally-relevant authentic contexts ▪ Determine speaker's intentions citing evidence ▪ Summarize main points in extended announcements, information texts, narratives and short presentations ▪ Analyze the main ideas and supporting details ▪ Recognize the implications of figurative language ▪ Discuss responses with peers in both small and large groups to exchange ideas and positions ▪ Demonstrate recognition of the use of literary devices such as irony, paradox and satire in a presentation ▪ Engage actively in conversations in which speakers are making offers, requests, or suggestions, expressing likes, dislikes and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing ▪ Anticipate counter arguments while engaged in a conversation ▪ Respond to critical thinking questions before, during and after listening citing evidence ▪ Make a variety of accurate inferences citing evidence

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			☐ Analyze poems, reflecting precise understanding of their stylistic and thematic features
			☐ Guess the meaning of unknown words and phrases from context
			☐ Use resources (e.g., print, electronic and online dictionaries, online search engines) to help construct meaning
			☐ Use morphology and phonology (suffixes, prefixes, roots, word stress and sentence stress) to help construct meaning
			☐ Use tone to help identify speakers' purpose (warnings, advice, excuse, complaints, blame, contrition) or mood (disappointment, surprise, regret)
			☐ Identify how changes in tonic or phrasal stress relate to meaning
			☐ Predict content on the basis of context
			☐ Ask and answer questions about what a speaker says in order to clarify comprehension, collect additional information or deepen understanding of a topic or issue
			☐ Identify signal words and use them to understand the sequence of and relationships between ideas (main ideas, detail, cause/effect, contrast, time order, exemplification, fact vs. opinion, elaboration, paraphrase)
			☐ Identify common organizational patterns (logical or chronological division of ideas, comparison and contrast) and rhetorical structures and use them to help understand meaning
			☐ Recognize redundancies to help identify main ideas or important points
			☐ Use social cues (body language, facial expressions), visual imagery and prior knowledge to help construct meaning and make inferences
			☐ Identify cultural influences in audio-texts and performances

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| Speaking | ▪ Engage actively in conversations and group discussions in variety of academic, authentic contexts | ▪ Develop the ability to speak cohesively and coherently with fluency and accuracy
▪ Develop speaking strategies to communicate at length | ▪ Interact comfortably in pair and group discussions
▪ Talk about future actions using the future perfect and future perfect progressive
▪ Retell and compare events, situations, narratives and personal experiences in the past using different tenses
▪ Role-play a workplace situation in an area of career interest
▪ Simulate a workplace and use communicative language compatible with the jargon of the workplace
▪ Participate actively in debates and deliberative discussions as part of an innovative teaching strategy
▪ Speak accurately, using a series of about 12-15 clear, connected, simple and complex utterances with accurate and appropriate use of grammar, vocabulary and pronunciation
▪ Link ideas within utterances and organize them at the discursive level
▪ Negotiate meaning and sustain conversations
▪ Speak elaborately with detail providing relevant examples
▪ Give a short speech (2-3 minutes) on a topic of general interest |

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Reading	▪ Read to understand a variety of factual recounts and informational and literary texts	▪ Develop and use a battery of reading strategies to understand a variety of authentic information and literary texts ▪ Demonstrate understanding of a variety of authentic information and literary texts	▪ Make use of contextual clues and metalinguistic knowledge to infer meanings of unfamiliar words, phrases or idiomatic expressions ▪ Make use of syntactic clues to better understand a text ▪ Revise predictions based on prior knowledge and evidence from a text ▪ Use note-taking strategies to record key ideas and specific details (e.g., the Cornell, boxing and mapping methods) ▪ Confirm predictions with a teacher or classmate ▪ Use both bottom-up and top-down strategies to understand a text ▪ Report on a topic with facts and details, drawing from several sources of information ▪ Read a variety of vocationally relevant materials to build technical vocabulary and the jargon in an area of specialization ▪ Apply critical-reading skills when reading literary texts ▪ Cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ▪ Determine two or more central ideas and analyze their development over the course of a text ▪ Use note-taking strategies to record key ideas and specific details in abridged literary classics ▪ Differentiate between literary texts of classics ▪ Write and present a summary of literary texts of level appropriate ▪ Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole text and to the development of the ideas

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▪ Respond to or interact with a variety of factual recounts, and informational and literary texts	▪ Integrate prior knowledge with new information presented in reading texts ▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text	▪ Determine the author's purpose or point of view and analyze how he/she distinguishes his/her position from that of others ▪ Compare and contrast the structures of different texts ▪ Trace so as to evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims ▪ Integrate information presented in different media or formats as well as in words to develop a coherent ▪ Understanding of a particular text ▪ Determine the type of any sentence in the text (simple, compound, complex and compound-complex) ▪ Determine the referent of a pronoun used in the text ▪ Identify the word in a text whose meaning, or opposite is given ▪ Find words in the text that show the writer's viewpoint ▪ Determine the best place to insert a given sentence into the text

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Writing	▪ Use pre-writing strategies to generate ideas, develop voice and plan writing	▪ Use brainstorming techniques to generate and clarify ideas	• Cluster ideas to explore the relationships between ideas ▪ Use "The journalists' questions" strategy, (i.e., Who? What? Where? When? Why? and How?) to invent and organize ideas
	▪ Compose coherent texts using simple, compound, complex and compound-complex sentences	▪ Write essays for different audiences	▪ Write persuasive essays ▪ Write reflective and literary texts ▪ Write analytical essays ▪ Use resources to support argument ▪ Document references through in-text citation ▪ Practice conducting a study in pairs or groups ▪ Write an essay about the merits of a certain profession ▪ Conduct small-scale investigations and inquiry-based projects ▪ Practice and develop research skills; for example, the ability to evaluate, use and cite sources ▪ Change nonlinear information into a short essay (250 words)

Viewing and Presenting	▪ View to understand and analyze critically a variety visual texts ▪ Interact with a variety of visual texts critically and present information effectively	▪ Think critically about the use of a range of visual text resources to communicate with and influence the audience ▪ Use visual imagery to present information and select information considered reliable and effective	▪ Demonstrate awareness of the role of the media in informing, persuading, entertaining or transmitting culture. ▪ Analyze a range of visual texts, communicating understanding through oral, written and visual media ▪ Demonstrate how visual presentations reach out to a particular audience and influence the audience in certain ways ▪ Make connections to more than one of the course themes ▪ Evaluate stylistic choices analyzing the selection and composition of visual presentations ▪ Examine texts and illustrations analyzing the relationship between visual and written information. ▪ Analyze the intended audience and purpose of a visual presentation ▪ Respond orally and in writing to visual texts, commenting on the main ideas and the issues presented, making connections with personal experiences ▪ Do a presentation on a job-related issue ▪ Orally present and develop ideas and opinions on a variety of topics ▪ Respond to questions related to a variety of visual texts with examples and justification ▪ Present ideas or views using visual aids such as student-made posters, mind maps, charts or PowerPoint presentations ▪ Use appropriate body language when presenting ▪ Project voice clearly when presenting, using intonation and pauses ▪ Give a high-tech and visually well-rounded presentations

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Standards, Learning Outcomes and Performance Indicators by Grade (Grade 12)

Domain	Standard	Learning Outcomes (To be able to…)	Performance Indicators (To be able to…)
Listening	▪ Respond to spoken English in a variety of academic and authentic contexts	▪ Interact with spoken English in a variety of authentic and academic contexts	▪ Evaluate the main ideas and supporting details presented in diverse media and formats to judge how the ideas appropriately clarify the topic, text or issue under study ▪ Summarize main points in extended announcements, information texts, narratives and short presentations ▪ Take precise notes based on exposure to a variety of texts on special topics ▪ Identify the effect of using personification, irony, metaphor and simile in a text ▪ Demonstrate awareness of allusions in a literary text and their importance to overall meaning ▪ Engage in a range of functions in conversations in which speakers are making offers, requests or suggestions, expressing likes, dislikes and preferences, giving advice or directions, making assumptions, checking information with question tags, giving opinions, agreeing and disagreeing ▪ Anticipate the speaker's responses and questions while engaged in a conversation. ▪ Respond persuasively to critical thinking questions before, during and after listening ▪ Make a variety of persuasive inferences citing evidence ▪ Assess audio materials citing evidence ▪ Demonstrate understanding of the purpose of an advertisement related to an area of a vocational study

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			▪ Develop advanced listening strategies to comprehend spoken English and interact in academic and authentic contexts	▪ Use resources (print, electronic and online dictionaries, online search engines) to help construct meaning ▪ Use morphology and phonology (suffixes, prefixes, roots, word stress and sentence stress) to help construct meaning ▪ Ask and answer questions about what a speaker says in order to check comprehension, collect additional information or enhance understanding ▪ Identify rhetorical structures and use them to help understand meaning ▪ Identify signal words and use them to understand the sequence of and relationships between ideas ▪ Identify common organizational patterns (logical or chronological division of ideas, compare and contrast) to help understand meaning ▪ Recognize redundancies, social cues and prior knowledge to help construct meaning and make inferences ▪ Identify cultural influences in audio-texts and performance ▪ Use tone to help identify speakers' purpose (warnings, advice, excuses, complaints, blame, contrition) or mood (disappointment, surprise, regret) ▪ Show understanding of texts spoken by nonnative speakers of English (e.g., Indians, Africans, etc.)

Speaking	▪ Actively engage in deliberative conversations and group discussions in a variety of academic, authentic contexts	▪ Develop the ability to speak cohesively and coherently with fluency and accuracy	▪ Communicate using advanced language structures (subordinate clauses, appropriate conjunctions, active and passive voice, gerunds, infinitives) ▪ Discuss job expectations for different career positions ▪ Speak using a wide range of conjunctions to express chronological development, comparison, contrast, cause and effect ▪ Speak fluently and accurately for up to 12 minutes without lapses and hesitations using a variety of structures and expressions ▪ Build on consensus-building discussions that are grounded on techniques, tactics of inclusion and issue-relatedness ▪ Debate regularly in a deliberative discussion as an innovative teaching strategy ▪ Give a 5-minute speech on an issue of local or international concern ▪ Explain how two or more literary texts compare and contrast

| Reading | ▪ Read to understand a variety of factual recounts and informational and literary texts | ▪ Develop and use a battery of reading strategies to understand a variety of authentic information and literary texts
▪ Demonstrate understanding of a variety of authentic information and literary texts | ▪ Follow the SQRRR (SQ3R) reading strategy (survey, question, read, recite and review) when approaching a text
▪ Identify the distinctive features of both 'versed' and free verse poetry
▪ Employ descriptions that use concrete sensory details to present and support impressions of people, places, things or experiences
▪ Infer tone and mood in a poem
▪ Pinpoint figures of speech in a poem and explain their significance
▪ Demonstrate familiarity with the various types of poetry (lyric, sonnet, ballad, ode, haiku, tanka, etc.)
▪ Pause and ask questions
▪ Speed up the reading rate by skipping unknown words
▪ Monitor understanding by asking questions, thinking about and reflecting on the ideas and information in a text
▪ Use semantic mapping or clustering
▪ Demonstrate creativity in identifying the author's purpose and tone
▪ Discuss persuasively the author's line of reasoning
▪ Paraphrase accurately main ideas in a text
▪ Engage actively in a discussion that indicates appropriate processing of information
▪ Distinguish between literal and implied meaning analyze the development of a central idea over the course of the text, including how it emerges and is shaped and refined by specific details
▪ Evaluate the argument in a text in terms of validity, relevance and evidence |

| Reading | ▪ Respond to or interact with a variety of factual recounts and informational and literary texts | ▪ Integrate prior knowledge with new information presented in reading texts
▪ Demonstrate command of the conventions of grammar and usage as well as vocabulary when reading a text | ▪ Determine an author's point of view or purpose in a text and critique how he/she uses rhetoric to advance it
▪ Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient
▪ Identify and critique false statements and fallacious reasoning
▪ Link specific points in texts to context
▪ Judge the acceptability of sentences put in a list which includes both grammatical and ungrammatical ones, and correct the faulty items on the basis of feedback from the teacher or any other reliable source
▪ Identify the type of any sentence in the text (simple, compound, complex and compound-complex)
▪ Determine the referent of a pronoun used in the text
▪ Identify the word in a text whose meaning or opposite is given.
▪ Find words and phrases in the text that show the writer's view point
▪ Determine the best place to insert a given sentence into the text
▪ Close read a literary text |

Writing	▪ Use pre-writing strategies to generate ideas, develop voice and plan writing ▪ Write academic essays using resources and proper citation ▪ Produce academic essays and experiment with creative literary writing	▪ Use brainstorming techniques to generate and clarify ideas ▪ Differentiate between opinion essays and academic ones ▪ Demonstrate knowledge and application of academic essay components and experiment with creative writing	▪ Use free writing with periods of reflection and analysis (a write-reflect-write-reflect pattern activity), to produce a line of thinking and writing that might form the basis of a more considered exploration ▪ Use "The journalists' questions" strategy, (i.e. Who? What? Where? When? Why? and How?) to invent and organize ideas ▪ List the main features of an opinion essay ▪ Write opinion essays on assigned topics ▪ Write a well-structured CV that presents personal information ▪ List the main features of academic essays ▪ Write narrative, descriptive, argumentative and persuasive essays on various topics ▪ Use resources in academic writing ▪ Use in-text citations, quotations and references in writing ▪ Demonstrate competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure and a style of language that serves the purpose and audience ▪ Type an academic essay with a title page, headings, footnotes, reference list following clear research methods ▪ Conduct small-scale investigations and inquiry-based projects ▪ Use research methods in writing an extended essay on an assigned topic ▪ Change linear information into nonlinear format and vice versa ▪ List the components (elements) of a literary work (poem, short story, etc.) ▪ Write a creative text resembling a specific literary genre (a thought, contemplative essay, poem, short story,

			dramatic dialogue, etc.)
Viewing and Presenting	▪ View to understand and critique a variety of visual texts and to creatively mimic the written style of some texts	▪ Think creatively about the use of a range of visual text resources used to communicate and influence the audience	▪ View and critique a range of visual texts (advertising, posters, newspaper reports), communicating understanding through oral, written and visual media ▪ Demonstrate awareness that visual presentations reach out to a particular audience and influence the audience in creative ways ▪ Make connections to the course themes ▪ Select examples to explain how they achieve a particular impact (dominant images, use of color, texture, symbolism, analogy and correlation) ▪ Examine and analyze texts and illustrations: analyzing how visual and written information work together to reinforce each other and make meaning more explicit ▪ Demonstrate awareness that cultural influences affect the way one responds to visual effects and explain how this affects one's interpretation (the use of particular colors or symbols) ▪ Analyze the intended audience and purpose of a visual presentation ▪ Examine texts and illustrations analyzing the relationship between visual and written information ▪ Interpret the ways in which visual effects are used to establish context by commenting on the image in relation to an Anglophone culture ▪ Evaluate stylistic choices analyzing the selection and composition of visual presentations

	Interact with a variety of visual texts critically, and presenting ideas effectively and creatively	Effectively use visual imagery to present information and select information considered reliable and effective	Respond orally and in writing to visual texts, commenting on the main ideas, the issues presented and making connections with personal experiences Present and develop ideas and opinions on a variety of topics orally Respond to questions related to the visual texts with examples and justification Present ideas or views using visual aids such as student-made posters, mind maps, charts or PowerPoint presentations Give a high-tech and visually well-rounded presentation Use appropriate body language when presenting Project voice clearly when presenting, using intonation and pauses Role-play a proposed conflict and its resolution in a workplace situation in an area of vocational interest

Principles of Language Learning and Teaching

In the past few decades, a complex storehouse of information emerged on foreign language acquisition and teaching. Researching how to best teach a foreign language, educators advised teachers to focus on what they know, what they have learned, what they can ascertain about language acquisition/learning and ignore the many mysteries surrounding the success of the endeavor. They established some principles of language teaching and learning in which many teacher choices and practices are grounded and claimed that, by internalizing connections between practice (choices a teacher makes in the classroom) and theory (principles derived from research), teaching is likely to be enlightened. Below is a detailed explanation of the twelve principles of foreign language learning divided into three main categories: cognitive, affective and linguistic.

I. **Cognitive Principles** mainly relate to mental and intellectual functions.

a. Fluency

One of the key aspects of language production is fluency. *The Oxford Advanced Learner's Dictionary* defines fluency as: "the quality of being able to speak or write a language, especially a foreign language, easily and well" (n.d).

Authors such as Shahini, Shahamirian (2017), Albino (2017), Ellis (2005), Nation and Newton (2009) have focused on fluency in their work and suggested some pedagogical principles and propositions concerning fluency activities. These include the following:

1. Provide and organize large amounts of comprehensible input through listening and reading. This involves extensive reading, listening to various types of materials and giving talks to their class.

2. Boost learning through comprehensible input by adding a deliberate element. Students might be asked to reflect on new items or concepts they encounter while reading or listening.

3. Support and encourage learners to produce spoken and written output in a variety of appropriate genres.

4. Provide opportunities for cooperative interaction, by involving students in pair work and group work activities.

5. Help learners deliberately learn language items and patterns including sounds, spelling, vocabulary, multi-word units, grammar and discourse. This can be achieved by teacher-led

intensive reading, providing students with feedback concerning their writing, deliberate teaching of vocabulary items.

6. Train students in strategies that contribute to language learning, such as teaching them guessing skills and how to use a dictionary.

7. Provide fluency development activities in each of the five language skills of listening, speaking, reading and writing as well as viewing and presenting. Providing students with speeded reading activities for practice, listening to stories and ten-minute writing practice.

8. Provide a roughly equal balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development.

9. Use analysis, monitoring and assessment to help address learners' language and communication needs. Focus on high frequency items, use simplified material and provide students with plenty of input at the same level.

10. Use analysis, monitoring and assessment to help address learners' language and communication needs.

Maurice (1983) developed the 4/3/2 technique for oral fluency development. This technique involves the work of students in pairs. The student should be prepared to talk about a topic to three students. First, he/she talks about a topic to student A for four minutes, then to student B for three minutes and finally for two minutes to student C. This technique was used by several researchers, and it proved its effectiveness in improving language learners' oral fluency. Language teachers should give due attention to fluency as it is one of the major components of automaticity.

b. Meaningful Learning

Closely related to automaticity, are cognitive theories of learning, which convincingly argue the strength of meaningful learning as opposed to rote learning (Ausubel, 1963). Meaningful learning subsumes new information into existing structures and memory systems and the resulting associative links create stronger retention. Rote learning or taking in isolated bits and pieces of information that are not connected with one's existing cognitive structures, has little chance of creating long-term retention. Children are good meaningful acquirers of language because they associate sounds, words, structures and discursive elements with that which is relevant and important in their daily quest for knowledge and survival.

The language classroom has not always been the best place for meaningful learning. Under the Audiolingual Method, rote learning occupied many class hours as students were drilled and drilled in an attempt to overlearn language forms. Meaningful learning advocates some aural-oral drilling since some phonological elements, e.g., phonemes, rhythm, stress and intonation, can indeed be taught effectively through pattern repetition.

Language teachers should capitalize on the power of meaningful learning by appealing to students' interests, and academic and career goals; they should also attempt to anchor new topics or concepts in students' knowledge and background to associate them with things they already know. Teachers should also avoid the pitfalls of rote learning, i.e., excessive grammar explanation, abstract principles and theories and drilling and/or memorization as well as activities that do not have clear purposes or contribute to accomplishing the goals of the lesson, unit or course.

c. Classroom Interaction and Negotiation of Meaning

The interactional hypothesis (Long, 1982) suggests that comprehensible input is important for language learning development and that it increases when EFL learners negotiate meaning. It also suggests that face-to-face interaction improves language proficiency. The feedback that the language learners receive from the teacher/interlocutor promotes language learning and development. Jazadi and Widari (2017) conclude that classroom activities, or precisely classroom interaction is really a collaborative endeavor, whereby both teachers and the learners at any stage play equal roles as interactants; that is, not only the learners who need modified input to be able to comprehend some message, but also the teacher.

During the communication process, language learners and language users may encounter difficulties, which may cause miscommunication and ultimately communication breakdown or failure. Therefore,

speakers resort to some communicative strategies, which previous research has shown that it leads to successful communication and language proficiency development (Dornyei, 1995). They may use strategies, such as paraphrasing, slowing down speech, repetition, repair, clarification request, confirmation check, comprehension check and guessing. Such interactional strategies are very helpful in making the received input comprehensible, which leads to language acquisition. Yet, Ellis (1991) proposes a modified version of input hypothesis, which states: 1) Comprehensible input facilitates L2 acquisition but is neither necessary nor sufficient; 2) Modifications to input, especially those which are taking place in the process of negotiating a communication problem make acquisition possible providing that the learners comprehend the input and notice new features in it and compare what is noticed with their own output; 3) Interaction that requires learners to modify their initial output facilitates the process of integration (p. 36).

d. Learner Autonomy

Holec (1981) defines learner autonomy as the "ability to take charge of one's own learning," taking into consideration that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way" (1981, p. 3). He also points out that "to be responsible for your own learning means to have the responsibility for all the decisions concerning all aspects of this learning" (Ibid). This indicates that autonomous learners are responsible for setting goals, selecting materials, deciding on learning materials, activities and strategies, monitoring and managing classroom interaction, monitoring progress and assessing learning outcomes. Thus, autonomous learners are reflective, intrinsically motivated, risk-takers, proactive, critical, analytical and good guessers.

The shift of language instruction from teacher-centered to student-centered has given the learners the opportunity to be responsible for their own learning. Thus, roles in the educational setting have changed. The role of the teacher who adopts an autonomous pedagogy is a facilitator, a counselor and a resource (Benson and Voller, 1997). Several researchers suggested some methods in which the teacher can promote learner autonomy (e.g., Dickinson, 1994; Nunan, 1997). To facilitate this shift on a practical level, teachers should:
- Encourage the learner to be interdependent and to work collectively
- Ask students to keep a diary of their learning experiences
- Explain the teacher and learner roles
- Move the students' view of the teacher from interdependence to independence
- Give learners projects to work on outside the classroom
- Have the learners design their own learning materials
- Teach learners how to use the school resources
- Emphasize the importance of peer review and proofreading
- Encourage learners to use only English in class
- Focus on fluency more than accuracy
- Allow them to use reference books and dictionaries in the classroom

e. Intrinsic Motivation

Ryan and Deci, (2000) defined intrinsic motivation as "the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward" (p. 56). Simply stated, intrinsic motivation means that the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary.

If learners were intrinsically motivated to perform all classroom tasks, teachers might even become obsolete! Still, teachers can perform a great service to learners and to the overall learning process by first carefully considering their students' intrinsic motives and then designing classroom tasks that feed into those intrinsic drives. Classroom techniques have a much greater chance of success if they are self-rewarding in the perception of the learners who perform the task because it is fun, interesting, useful or challenging, and not because they anticipate some cognitive or affective rewards from the teacher.

f. Strategic Investment

A few decades ago, the center of language teaching was the 'delivery' of language to the students. Teaching methods, textbooks or even grammatical paradigms were cited as the primary factors in successful learning. In more recent years, language teachers have focused more intently on the role of the learner in the process. The 'methods' a learner employs to internalize, and perform in, the language are even more important than teaching methods. From the strategic investment perspective, successful mastery of a foreign language is to a large extent due to a learner's own personal "investment" of time, effort and attention to the language in the form of an individual battery of comprehension and production strategies.

Teachers should recognize and deal with the wide variety of styles and strategies that learners successfully bring to the learning process, pay attention to each learner in the classroom and use a variety of techniques to at least partially ensure they reach the maximum number of students, such as a mixture of group work and individual work, of auditory and visual techniques, and of easy and difficult exercises.

II. **Affective Principles** entail emotional involvement in the form of feelings about self, about relationships in a community of learners and the emotional ties between language and culture.

g. Language Ego

Learning a foreign language helps learners develop a new mode of thinking, feeling and acting. This second identity which is their new '*language ego*' can easily create within them a sense of fragility, defensiveness and inhibitions. Learners need to be treated with effective tender loving care because they suffer from a sense of silliness and humiliation when the lack of words or structure leaves them

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helpless in face-to-face communication. Fragility arises when the strategic arsenals of their native-language-based egos, normally well developed and resistant to attack, are suddenly, in the perception of the learner, obsolete.

Teachers should overtly display a supportive attitude; their choice of techniques and teaching sequences need be cognitively challenging but not overwhelming at an affective level. When sensitive to students' foreign language capabilities and their language egos, teachers can determine who to call on, ask to volunteer information, or place in which small group or pair, when to correct a speech error, how much to explain, how structured and planned an activity should be and how tough you to be with a student.

h. Self-Confidence and Esteem

Learning entails a belief that a person can accomplish a task; although linked to the sixth principle of language ego, the self-confidence and esteem principle goes a step further in emphasizing the importance of the learner's self-assessment, regardless of the degree of language-ego involvement. Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining a task.

Teachers should sequence techniques from easier to more difficult and give ample verbal and nonverbal assurances to students. They are called upon to sustain self-confidence where it already exists and build it where it does not.

i. Risk-Taking

Learners are encouraged to take calculated risks when using the foreign language, both receptively and productively. If learners recognize their own ego fragility and develop the firm belief that, yes, they can do it, they are ready to take necessary risks, try out their newly acquired language and use it for meaningful purposes, to ask question and to assert themselves. Once they believe in themselves, learners attempt to produce and interpret language that is a bit beyond their capabilities.

Teachers should create an atmosphere in the classroom that encourages learners to tryout language, to venture a response and not to wait for someone else to volunteer language. They should also provide reasonable challenges, neither too easy nor too difficult, and respond to students' risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language and explaining what calculated risk-taking means.

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j. Language-Culture Connection

Language and culture are intricately intertwined for successful language learning. This implies that language and culture are inseparable. Language teachers cannot teach language without culture. Thus, teachers should be aware of cultural differences and discuss them with their students emphasizing that no culture is 'better' than the other. Students should be aware of the significance of knowing various aspects of the English language culture, such as food, clothes, habits, attitudes, beliefs and values. This will help them avoid any cultural shock if they move to live, study or work in an English language speaking community.

III. Linguistic Principles center on language and how learners deal with complex linguistic systems.

j. Native Language Effect

A learner's native language (henceforth, NL) is an extremely significant factor in the acquisition of a new or target, language (henceforth, TL). The NL exercises an interfering effect on the TL. The majority of a learner's errors in producing the TL, especially in the beginning levels, stem from the learner's assumption that the TL operates like the NL. However, this is only part of the process, since the facilitating effects of the NL are certainly as powerful, though less observable.

Teachers regard learners' errors as important windows to their underlying system and provide appropriate feedback on them, for errors of NL interference may be repaired by acquainting the learner with the cause of the error. They should help students to understand that not everything about their NL system will cause errors and that thinking directly in the TL and steering away from translation usually help in minimizing interference errors.

1. Interlanguage

Adults learn language in gradual and systematic stages of acquisition of sounds, words, structures and discursive features, which also entail feedback. Although language consists of systematic and unsystematic linguistic forms and underlying rules, teachers need keep in mind that at least some of a learner's language may indeed be systematic. In other words, a good deal of what learners say or comprehend may be logically 'correct' even though its use is incorrect. A learner who says, "Does John can sing?" may believe it to be a correct grammatical utterance because of an internalized systematic rule that requires a pre-posed do auxiliary for English question formation.

Allowing learners to progress through such systematic stages of acquisition poses a delicate challenge to teachers. The collective experience of language teachers and research findings in foreign language acquisition (e.g., Doughty and Williams, 1998; Long, 1996, 1988; Long and Sato, 1983) indicate that classroom instruction plays a significant role in the speed and success with which learners proceed through interlanguage stages of development. This pinpoints the significance of the feedback that teachers provide to learners in the classroom. In many settings, especially in the English as a foreign language (henceforth, EFL) context where few opportunities arise outside the classroom to practice the language communicatively, the teacher is the only person with whom the students have real-life contact.

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Teachers should distinguish between a student's systematic interlanguage and other errors, exercise tolerance for interlanguage forms arising from students' logical developmental process, avoid making a student feel stupid because of an interlanguage error through kindly discussing its logic, try to get students to self-correct selected errors and provide ample affective feedback, both verbal and written, to encourage them to speak.

m. Communicative Competence

Communicative competence consists of some combination of organizational (grammatical and discourse), pragmatic (functional and sociolinguistic), and strategic competences and psychomotor skills (Bachman, 1990; Canale and Swain, 1980). Communicative goals are achieved through attention to "language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world" (Brown, 2001, p. 13). Teachers should remember that grammatical explanations, drills and exercises ore only part of the lesson, and no matter how enthusiastic they are for teaching the functional and sociolinguistic aspects of language, they should never forget that the psychomotor skills, e.g., pronunciation, are important for intonation alone conveys a great deal of pragmatic information. Teachers should also make sure students have opportunities to gain fluency in English without having to be constantly wary of little mistakes and keep their techniques as authentic as possible, using language students will actually encounter in the real world, thus preparing them to be independent learners and manipulators of language 'out there.'

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Standards for Foreign Language Learning (The Five Cs)
Table 1: The Five Cs[4]

GOAL AREAS	STANDARDS		
Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions.	**Interpretive Communication:** Learners understand, interpret and analyze what is heard, read or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.
Cultures Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.		**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain and reflection the relationship between the products and perspectives of the cultures studied.
Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own.		**Cultural Comparisons:** Learners use the language to investigate, explain and reflection the concept of culture through comparisons of the cultures studied and their own.
Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

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[4] American Council on the Teaching of Foreign Languages (ACTFL). (1996). World Readiness Standards for Learning Languages.

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Teaching Language Skills

In order to teach English, and any other second language, there should be certain methods and procedures that help teachers facilitate learning a foreign language. Below is a brief explanation of the possible methods of teaching listening, speaking, reading, writing, viewing and presenting, although it is imperative to reiterate that every classroom is a unique environment in which a teacher may decide to come up with his/her own methods that suit his/her students best.

Teaching Listening

To help learners meet the challenges of real-life listening situations, it is of utmost importance that a more comprehensive approach to teaching listening is adopted. Therefore, emphasis on how listening comprehension is achieved should be given the attention it deserves in teaching this skill. Brown (2001) discusses a number of principles that should act as a starting point in designing the techniques needed in teaching listening; these include the following:

1. Teach listening as part of a course that integrates all the language skills: Teachers have come to the realization that teaching listening independently of the other skills is not a rewarding activity; rather, if listening competence is to be achieved, it should be integrated and taught with the skills of speaking, reading and writing**.**

2. Use authentic material: Using authentic material and real-world tasks enables students to relate the classroom listening comprehension activities with long-term communicative goals. Students have to understand that listening is not an activity that is used during classes to fulfill a specific goal; rather, they have to learn that listening is implemented in diversified tasks and activities outside the confines of the classroom.

3. Consider students' responses: To assess and evaluate students' comprehension abilities via listening activities, it is pivotal that teachers design techniques that can reveal whether or not students' comprehension is correct and meets expectations.

4. Incorporating bottom-up and top-down listening techniques: Bottom-up and top-down listening techniques should be included in the strategies/techniques adopted in teaching listening. Teaching bottom-up techniques that focus on sounds, words, intonation and grammatical structures in combination with top-down techniques that activate background knowledge and the interpretation of texts allows students to process speech easily and more effectively (258-260).

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Intensive Listening Strategies

Teachers find it useful to divide a listening lesson into stages. These stages include the pre-listening tasks, the during-listening tasks and the post-listening tasks. These tasks play an important role in facilitating listening and help both teachers and students in practicing this skill.

The pre-listening tasks help teachers and students in a number of ways:
1. Students get the chance to prepare for what they are going to hear in classes.
2. Teachers find out what students already know about a topic.
3. Prepares students for the vocabulary and language structures prevalent in a text.
4. Helps in class discussion and interaction among students.

The during-listening tasks are activities that a learner carries out while listening to a passage/text in order to demonstrate his/her understanding of what was heard. These activities mainly focus on listening for deducing specific information, listening for the gist information and listening to identify the speaker's attitude or opinion.

The post-listening activities are designed to help students reflect on the listening experience. The most common post-listening activities include summarizing and discussions. In the former, students summarize the information they heard; this can be done in writing or orally. In the latter, students discuss the topic introduced in the listening activity individually and/or collectively.

Teaching Speaking

The skills of listening and speaking are interrelated, and hence complement one another. If successful communication is to be achieved, these two skills have to be taught together in the language classroom. According to Brown (2007), teachers can use a number of techniques and activities to teach speaking; these include:

1. **Emphasizing accuracy and fluency**: To achieve efficient communication, students must speak accurately and fluently. Students' speech has to match what speakers say when they use English, and they have to use the language without hesitation and pauses. These two techniques, if emphasized in classes, can help students produce intelligible utterances, exchanges, dialogues, etc.

2. **Providing in-class motivating techniques**: The speaking activities integrated in the classroom have to arouse students' interest in the topic that is being tackled. Students have to realize how the speaking activities dealt with in class are beneficial to them outside the confines of the classroom.

3. **Using authentic language in meaningful contexts**: To demonstrate to students how the speaking activities conducted in class can be used in real-life situations, authentic material has to be part-and-parcel of the speaking activities introduced in class. This technique will enable students to use the activities practiced in class in authentic contexts.

4. **Give appropriate feedback:** Recent studies consider feedback as a form of formative assessment, which focuses on changing learners' behavior and making them independent learners. Formative assessments, which can be oral or written, are used by teachers to engage learners to continuously reflect on how they can approach, orient, and evaluate learning, which leads to successful learning outcomes (Buczynski, 2009). Formative assessments serve as a scaffolding tool. The zone of proximal development (Vygotsky, 1978) and formative assessment are the same. Formative assessment is a dynamic process in which teachers or classmates help learners improve from what they already know to what they are able to do next, using their zone of proximal development (Shepard, 2005).

Formative feedback is also known as corrective feedback. Effective formative feedback should be able to provide information, which is used to correct learners' inappropriate learning strategies, errors and misconceptions (Mason and Bruning, 2001). Non-corrective feedback has emerged as an essential component of the process approach and has gained much popularity among English language teachers (Morra and Asis, 2009). In defining non-corrective feedback, Omari (2011) states that "the teacher should not correct students' written mistakes, but help students fix those mistakes on their own" (p. 1126). He also recommended the incorporation of non-corrective feedback in the teachers' writing classes. Researchers have different points of view concerning non-corrective feedback. For example, Hodes (1985) conducted a study to examine the impact of corrective and non-corrective feedback types on students. The results indicated no overall significance. The results showed that the girls who received the non-corrective feedback scored significantly lower than the boys of either group. However, the results of Omari's study showed that the type of feedback used had a statistically significant effect (α=.05) on the writing

achievement of the eighth-graders and on their attitudes towards writing in differences between the two groups were in favor of the non-corrective group.

5. **Take advantage of the link between listening and speaking:** Teachers should integrate the skills of listening and speaking since these two skills complement one another. To produce intelligible, communicative dialogues, exchanges etc., students have to comprehend what is being said, process it and produce a correct response.

6. **Give students the chance to interact and communicate**: Students have to be given the chance to ask questions, to give directions and to provide information. This technique allows students to learn that initiating conversations is associated with oral communication competence. Indeed, students have to realize that oral communication competence is not an exercise that is limited to question answering; rather, it concerns itself with a variety of exercises that extend beyond the ability to ask questions.

7. **Encourage the development of speaking strategies**: Students have to be taught how to develop their own personal strategies for accomplishing oral communication. It has been noted that students' linguistic aptitude and background knowledge vary; hence, it is useful that students create and develop the speaking strategies that they see most suitable to implement to improve their oral communication with accuracy and fluency (275-276).

Developing Speaking Activities

Communication in authentic contexts, whether it be to accomplish a task, obtain information or express an opinion, entails that participants clarify the meaning they want to convey to others. It is sometimes difficult to succeed in producing an effective oral communicative act because there is an information gap between the participants taking part in oral communication; this is the case because not all interlocutors share the same background information, which can act as a stumbling block to effective oral communication.

To overcome such an obstacle, classroom speaking activities can be introduced to develop communicative competence using a combination of *structure output activities* and *communicative output activities*.

Structured Output Activities

These activities involve filling in missing information; two kinds of activities are usually administered under structured output activities, namely information gap activities and jigsaw activities. The former activities involve pair work and focus on exercises, such as filling the gaps in a timetable or schedule and completing a picture. The latter entails more elaborate information gap activities that can be carried out with several partners. These activities are useful because they help students see how in- class speaking activities can be administered in real life settings.

Communicative Output Activities

Communicative output activities allow students to use all the language they know in situations that resemble real settings. These activities require students to work together to resolve a problem, complete a task or develop a plan. Role-plays and discussions are considered communicative output activities. In role plays and discussions, students encounter situations that they may eventually experience in real-life situations. If teachers want students to benefit from these activities, the following steps have to be taken into consideration:
- Preparing the students for the activity
- Keeping groups small
- Setting a goal
- Giving students time to prepare
- Doing topical follow-up
- Doing linguistical follow-up

Well-prepared communicative output activities can boost students' self-confidence and enhance motivation. Students are encouraged to experiment with language and use what they have learned to produce intelligible discourse without feeling embarrassed if they make mistakes while they express themselves.

Teaching Reading

There are three common approaches adopted in the teaching of reading: bottom-up, top-down and interactive/integrative. The proponents of the bottom-up approach claim that reading is initiated at the visual level, the morpheme level and the word level. This implies that understanding a text starts at the bottom levels of language and readers gradually work their way upward toward larger units, like phrases, sentences, paragraphs and chunks of discourse (Hedgcock and Ferris, 2009). The bottom-up processing of texts can be looked upon as a "mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, typically with little reference to background knowledge. In a strict bottom-up view, readers linearly process each word letter-by-letter, each sentence word-by-word, and each text sentence-by-sentence" (Grabe and Stoller, 2001, p. 32).). Emelogu (2019) suggested various strategies and types of reading according to the learners' level. For the lower primary level, he recommended sound/letter strategy and holistic strategy. While for upper primary and secondary levels, he recommended reading aloud, shared reading paired reading and guided silent reading (pp. 328-331).

The top-down approach is "reader-driven". This approach considers that reading is directed by the reader's goals and expectations (Grabe and Stoller, 2001). Goodman (1968) compares the top-down approach to a "psycholinguistic guessing game" whereby readers use their knowledge of grammar and lexemes to understand texts. Recent research conducted on teaching reading (Bernhardt, 2005; Dahl, 2000; Grabe and Stoller, 2001; Hudson, 2007) states that both bottom-up and top-down processing of texts, known as the "interactive/integrative views of reading" are needed in the teaching of reading; in other words, these two approaches are complementary and should be given equal weight in designing reading classes.

Principles for Designing Interactive Reading Techniques

According to Brown (2001), teachers should consider the following principles in designing interactive reading techniques:

- Use instruction in teaching reading
- Use a motivating technique
- Create an equilibrium between authenticity and readability in choosing texts
- Encourage the development of reading strategies
- Use bottom-up and top-down techniques
- Follow the SQ3R sequence
- Divide reading techniques into pre-reading, during reading and post-reading phases
- Incorporate evaluation in the teaching techniques used (313-316)

Stages of Intensive Reading Instruction

Like listening, teachers should take into consideration before, during and after reading activities when designing and teaching reading. Indeed, this approach to the teaching of reading considers that reading processing is like a "tapestry of interwoven threads" rather than "taxonomy of skills, strategies and activities" (Anderson, 1999; Hedgcock and Ferris, 2009; Hervela, 2004; Shrum and Glisan, 2005).

Before Reading

Pre-reading activities are not time-consuming, but the benefits accrued from their implementation in class are remarkable. These activities include:

1. **Getting ready to read:** In this activity, teachers should be aware of what students know about the text assigned for reading.
2. **Surveying the text:** This activity involves previewing or re-reviewing a text by looking at its length, sections, divisions, main ideas, pictures and graphs and vocabulary glossaries. In fact, research has shown that over-viewing a text prior to reading enhances text comprehension because students get the chance to make predictions and ask questions and are introduced to key vocabulary items (Field, 1997; Chen and Graves, 1995; Grabe and Stoller, 2001).

During Reading

The activities carried out during this stage include the following:

1. **First Reading:** This is a quick reading of the whole text to grasp the main idea and make initial predictions about the text content.
2. **Re-reading the text:** The students read the text intensively a second time to ensure comprehension and to teach and practice effective reading. During-reading activities are essential if the text is long, the vocabulary items are unfamiliar and the genre is challenging (Aebersold and Field, 1997). These activities help students learn and develop several basic reading strategies needed in academic contexts.
3. **Looking closely at language:** After reading a text for the gist, students look carefully at the language employed and study it carefully.

4. **Considering text structure:** Looking at text structure is an important strategy for enhancing reading comprehension.

Post Reading

After reading a text several times for the gist, for comprehending the content, language and structure, students get to the final reading stage; this stage involves evaluating what students have read. Summarizing, critical thinking and creating reading-writing connections are the three goals underlying the post reading activities.

Teaching Extensive Reading

The aim of including extensive reading in the curriculum is for students' pleasure, development of reading fluency, writing proficiency and general reading habits. Extensive reading materials could be books, short stories and poems. Day and Bamford (1998) suggest some benefits of extensive reading programs. Students show improvement in reading and writing proficiency, oral skills and vocabulary, and an increase in motivation and positive affect. Teachers should work on having a classroom library, being a role model, providing students with the material of appropriate level so that it would not pose any difficulties, motivating them and raising their interest in the suggested extensive reading materials. Every month, each student can be given five minutes to summarize a book chapter, a story he/she read.

Teaching Writing

Writing is a critical skill for success in and after school. Teaching students how to write effectively enables them to reach their learning goals, communicate and be potentially ready for academic and career settings. Brown (2001) discusses a number of principles for designing writing techniques. These include:

1. **Incorporate practices of good writers:** Brown (2001) states that in designing writing techniques, the practices of efficient writers should be taken into consideration. Rivers (1975) and other scholars claim that knowledge of writing conventions helps students become good writers. Krashen (1984) argues that good writers plan, re-scan and revise their work.

2. **Balance process and product:** Writing involves a process and a product; both components should be given due attention in the teaching of writing. Focusing on the process and neglecting the product and vice versa can act as a stumbling block to effective writing.

3. **Consider cultural/literary backgrounds:** When teaching writing, teachers should take into consideration students' cultural backgrounds and the gap between their native culture and the culture of the foreign language. This is conducted in order to bridge the gap between the two cultures so that students produce acceptable written texts in the foreign language.

4. **Connect reading and writing:** Reading acts as a catalyst to good writing. This is the case because when students read, they gain insights about a variety of topics, and hence the acquired knowledge can be used in producing and correcting interesting writings.

5. **Provide authentic writing:** To produce authentic writings, students have to know the purpose of the writing task they are given and the audience they are addressing. The writing techniques employed to instruct an adult audience to behave in a particular way are unlike those used in informative texts whereby the audience is concerned with plain information.

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6. **Develop writing techniques in terms of prewriting, drafting and revising:** The techniques of prewriting, drafting and revising have to be given the attention they deserve because each technique serves a specific purpose. The prewriting stage aims at developing the generation of ideas; this can be achieved through the application of a number of strategies, such as scanning, skimming, conducting research, brainstorming and free writing.

The drafting and revising stages represent the core of the writing process. In a process-oriented approach to writing, drafting and revising are made up of a complex set of strategies. Some of the strategies grouped under drafting and revising include:

- Getting started
- Monitoring one's writing
- Peer-reviewing
- Using teacher's feedback
- Proofreading

7. **Use interactive teaching:** A process-oriented approach to writing is by default interactive. This is the case because this approach is learner-centered. It allows students to initiate activities and exchange ideas by working in pairs and groups.

8. **Respond to and correct students' writing:** When teachers correct students' first drafts, they act as 'guides, consultants and facilitators,' and consider the following aspects in relation to the written assignment submitted:

- Comment holistically on the work
- Comment on irrelevant information
- Comment on the introductory paragraph
- Question incorrect choice of vocabulary items and the awkward use of expressions and sentence structures

Afterwards, when students are provided with feedback about the subsequent and final draft of their writing, teachers become 'evaluators and judges.' To assume this role, teachers' responses include:

- Discuss minor grammatical and mechanical errors
- Comment on the clarity and strength of main ideas, supporting ideas, logic, argumentation and flow of ideas
- Further comment on the choice of words and expressions that are still unclear
- In research and academic papers, comment on documentation

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9. **Instruct students on the formal rhetorical conventions of writing**: Students have to come to the realization that different genres have their own properties and characteristics. Unless students are taught the rhetorical conventions of the different genres, the production of acceptable written material may be jeopardized (346-356).

Teaching Viewing and Presenting

Previous research showed that images were inserted in the English as a Foreign Language (EFL) textbooks were merely for decoration (Hill, 2013; Donaghy, 2016). In a highly dynamic 21st century, it has become imperative that students are given the opportunity to practice their receptive (viewing) and expressive (presenting/responding) skills in the language classroom. These two interrelated skills "allow for reciprocal growth in understanding".

In order to explore multimedia resources effectively, students should be exposed to a variety of visual texts in a myriad of contexts, for different purposes and audiences. By doing so, students will be able to make the connection between visual texts and themes, concepts, beliefs, feelings and ideas.

At lower grade levels, students will be asked to view images, videos and visual texts in order to recognize and describe objects, shapes and colors as well as to show understanding through short responses including one-to-two-worded answers, facial expressions, role play, conversations and guided discussions. Moreover, through use of multimedia resources, students will be able to observe and discuss illustration in picture books commenting on the information being conveyed using the appropriate terminology.

At higher-grade levels, a more analytical approach will be followed in which students view and critique the visual texts, producing responses that show an in-depth interpretation of the visual elements, relevant course themes, related personal experiences, reference to the Anglophone cultures and inferences of the possible implied messages.

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Overall, learning to view and evaluate visual data and the effect of the medium on the message will produce learners who are better prepared to make informed decisions and objective judgments. Also, by learning how to employ certain visual rhetoric techniques to influence the audience, they will be able to communicate their ideas effectively. Finally, it is a valuable life skill to learn how to respond to visual texts considering the overwhelming level of exposure enforced by the ever-increasing advancement of technology and media platforms.

Approaches to Teaching

Like all other teaching techniques, visual texts should be used in the learning process to enhance learning and teaching. Using visual texts engages students, motivates their interest in the subject matter and assists students' retention of knowledge. Through their interaction with a range of visual texts on different course themes, students become familiar with academic vocabulary, language structures and show understanding by asking relevant questions and responding to a variety of oral presentations including stories, poems and rhymes.

Students will be exposed to a variety of visual texts including but not limited to: images, picture books, advertisements, brochures, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Computer games and programs, websites and movies are optional.

Visual texts can be introduced by teachers before and after introducing the concept and this will allow students to develop their analytical skills and reinforce what they have learned. Prior to the responsive stage, learners will go through a number of preparatory activities in which they will explore the context of the text as well as the subject-specific vocabulary needed to understand as well as to respond orally and in writing. These activities can be completed individually or in pairs through worksheets and exercises as well as in groups through class discussion.

Teachers can prepare the material beforehand by printing out images that relate to the course themes, preparing comprehension questions that allow students interpret the visual composition as well as to identify the purpose, intended audience, message, stylistic choices and visual text type.

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Completing this stage prepares the students to examine the visual text more critically and to start interpreting implied messages through an analysis of the different elements, colors and symbols used. To respond, students will need to make connections between the visuals and the ideas and to make conclusions based on their understanding as well as their own experiences. They should be able to demonstrate an appropriate level of ability to:

- Describe the visual elements accurately
- Identify stylistic choices made
- Interpret significance of the visual elements
- Interpret the text used (whether in the caption or in the image itself)
- Support the inferred conclusions using justification and examples from the image as well as from the learners' personal experiences
- Demonstrate understanding of the context under which the image falls
- Relate the image to the course themes and use appropriate vocabulary and subject-specific terminology to discuss relevant themes
- Present views using topic sentences, evidence and explanations
- Use discourse markers in order to present views coherently
- Use visual media to present views
- Speak with the appropriate level of clarity and fluency
- Project voice and to use intonation and pauses appropriately

For example, for grade-3 students, a picture accompanied by a caption is one of the most familiar forms of visual texts that students are familiar with. Students individually or in groups visualize a photograph without a caption and try to write a caption to accompany the photograph. Then, they have to compare the captions among each other before the teacher reveals the real one.

However, for grade-5 students, the teacher might provide students with a newspaper article with a picture. Before reading the text, students will be asked to describe what they see in the picture and deduce what the article is most likely about.

Student responses follow the below structure:

Part 1: Viewing and Comprehension of Visual Text: This is where students describe the image and identify the purpose and audience through classroom discussion or short comprehension questions.

Part 2: Responding to Visual Text: Here, students respond to the visual text by interpreting the message conveyed through the image, connecting it to the caption as well as offer multiple interpretations drawing from their knowledge of the topic, theme and real-life experiences.

To respond, students can either offer a written response (an appropriate text type such as a speech, letter, opinion essay, etc.) or an oral presentation. In both cases, students should use language accurately, discuss the theme and caption as well as respond to questions from the teachers where appropriate. If the visual text is a movie clip, teachers are to pause the film and conduct intermittent discussions to ensure student engagement. Students should also be encouraged to take notes while viewing which will guide their responses later on.

Assessment

Assessment is an integral part of language instruction, which helps to provide evidence of students' language ability or what they know and can do. All assessment techniques should be aligned with the defined standards and help students demonstrate their learning which is essential to evaluate whether the educational standards and learning outcomes are being met.

Not only does assessment help teachers provide evidence on what they are teaching and students are learning, but it also helps to identify the strengths and weaknesses of individual students, adjust instruction to build on strengths and alleviate weaknesses, monitor the effectiveness of instruction, provide feedback to students and caregivers and make decisions about the advancement of students to the next level. Assessment should be based on an ongoing classroom process of observation, recording information, testing, scoring and interpreting results in order for students to get multiple assessment opportunities and options to demonstrate their understanding of the target standards and learning outcomes.

General Assessment Principles

Since assessment focuses on students' linguistic performance, it should be governed by the following principles (University of Sheffield, 2019):

1. **Assessment should be valid** to effectively measure students' attainment of the intended learning outcomes at the appropriate level.
2. **Assessment should be reliable and consistent** for the setting, marking, grading and moderation of assignments to produce stable and consistent results.
3. **Information about assessment should be explicit, accessible and transparent** since all assessment tasks and procedures should be clear, consistent and accurate and all relevant information available at any time to students, teachers, school administration and any external assessors or examiners.
4. **Assessment should be inclusive and equitable,** and its tasks and procedures of assessment based on academic standards with no disadvantage to any individual or group.
5. **Assessment is an integral part of curriculum design,** which relates directly to the curriculum aims and learning outcomes, to allow students the opportunity to develop range of generic skills and capabilities.

6. **The amount of assessed work should be manageable** through planning and scheduling to provide a reliable and valid student achievement profile without overloading staff or students.
7. **Formative and summative assessment should be included in the curriculum** to ensure that its purpose is adequately planned and addressed at the right time.
8. **Timely feedback that promotes learning and facilitates improvement** should be an integral part of the assessment process since students are entitled to receive clear feedback on their performance within an appropriate time frame to allow improvement of performance.
9. **Staff development policy and strategy should include assessment,** and all the staff involved in developing and conducting assessment should be well trained and competent enough to undertake their roles and responsibilities.

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10. **Assessment should be as much as possible authentic and contextualized,** reflect language use in meaningful, relevant contexts and replicate real-life experiences.

Authentic Assessment

Assessment applied throughout the course should be authentic. Authentic assessments can be contrasted with conventional test questions, which are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. The assessment that measures more complex and deep understanding is labelled as "authentic assessment." According to Newman et al. (1998), "Authentic assessment refers to the situational or contextual realism of the proposed tasks" (p. 20). They believe that an assignment is authentic if it:

- is realistic;
- requires judgment and innovation;
- asks the student to "do" the subject;
- replicates or simulates the contexts in which adults are "tested" in the workplace or in civic or personal life;
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task; and
- allows appropriate opportunities to rehearse, practice, consult resources and get feedback on and refine performances and products.

According to Swaffield (2011) and Wilson and Schwier (2012), the best classroom assessments are authentic and should be mirroring the real world. Newman et al (1998) also stated that a test is authentic if it assesses tasks that "have meaning or value beyond success at school" (p. 19). However, the question is how to implement authentic assessment in class. Fischer and King (1995) proposed a guide on the implementation of authentic assessment. The authors provided eight authentic characteristics that are found in real world classroom assessment. This assessment style has the following characteristics:

- Represents realistic tasks in a variety of contexts for achieving various purposes
- Ongoing and formative assessment
- Samples a wide range of cognitive strategies
- Designed for different developmental skills
- Individualized
- Provides for collaborative reflection between students and teachers
- Guides instruction
- Emphasizes what the students know and can do

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Assessment Domains

Derived from Bloom's taxonomy, which provides a powerful tool to assess learning outcomes and performance indicators, assessment has three major domains (Çelik and Türkan, 2014):

1. **The cognitive domain** deals with mental skills or how students acquire, process and utilize the knowledge they receive through the intellectual skills of knowledge, comprehension, application, analysis, synthesis and evaluation. This can be assessed through class discussions, organized class notes, tutorials, using charts and PowerPoint slides, real time examples, self-check quizzes, project- or problem-based learning and practice questions with answers and expert explanations.

2. **The affective domain**, related to growth in feelings, emotional areas or attitude, focuses on attitude, motivation, willingness to participate, valuing what is being learned and ultimately incorporating language skills into situations that resemble real life through the stages of receiving, responding, valuing, organizing and characterization. The affective domain can be assessed through students' participation in teaching-learning activities, quizzes on short videos and audio clips, classroom discussion on lesson values, quizzes at regular intervals, hosting guests, visiting related organizations and allowing students to raise questions, get feedback and hear encouraging messages from the instructor.

3. **The psychomotor domain** is related to manual or physical skills to achieve a desired level of force, smoothness, accuracy and rapidity, which can be assessed through live demonstrations, drawing diagrams and sketches, projects and organizing exhibitions.

Types of Assessments

Formal and informal assessment of learning should be an on-going process aligned with learning outcomes and performance indicators (Alderson, 2005). There are three types of assessment:

1. **Diagnostic,** in which assessment takes place prior to instruction in order to determine students' attitudes, skills or knowledge and therefore, their needs.

2. **Formative** to provide direction for improvement and/or adjustment to a program for individual students or for a whole class through observation, quizzes, homework, instructional questions and initial drafts.

3. **Summative** to provide information to be used in making judgments about a student's achievement at the end of instruction through tests, exams, portfolios, assignments, projects, performances and final drafts.

According to Ortega and Minchala (2017), there is a recent trend to shift away from testing procedures to authentic assessment, alternative assessment and formative assessment practices. Examples may include rubrics, term papers, journals, portfolios, peer, pair, self-assessment, presentations and interviews. All of these types of non-traditional assessment allow teachers in the classroom to observe, gather information, modify and adapt student's learning. This, in turn, helps teachers to take proper decisions regarding their students' progress.

Assessment must be based on the general objective containing basic competence and specific objectives containing some indicators. To this end, formative assessment refers to on-going assessments of student progress in order to meet the diverse students' needs – through differentiation and adaptation of teaching practices. Diagnostic assessment is used to identify student's readiness to acquire the knowledge and skills required by the EFL curriculum and how to personalize and tailor

individual learning plans. This interactive approach to assessment and adaptation of the teaching and learning process calls upon the instructor's pedagogical and subject knowledge, but also calls for a great deal of creativity and flexibility (Childs, 2014; ET, O.D.C. 2008).

In selecting diagnostic assessment tools, teachers need to consider whether a diagnostic assessment tool:

- Is related appropriately to the knowledge and skills identified in the curriculum expectations;
- Is designed to provide information that assists in identifying student needs and targeting improvements;
- Identifies strengths and gaps in students' knowledge and skills and provides sufficient evidence from which inferences about students' learning can be made;
- Is appropriate in content, design and mode of delivery; and
- Provides a range of targeted strategies that teachers can use to plan next steps in instruction

Student learning forms part of a balanced, comprehensive assessment system that provides detailed evidence of each student's development (Childs, 2014, p. 4). Aisyah (2018) states that a diagnostic test is used to investigate aspects of a language that a student needs to develop or that a course should include, in addition to uncovering each learner's specific strengths and weaknesses. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, although the primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a given period of instruction. According to ET O.D.C. (2008), diagnosing learning needs help instructors pitch learning to the right level and to help learners progressively improve their skills.

Barr, Blachowicz, Katz and Kaufman (2013, cited in Terwase and Oluwatoyin) outlined the principles of diagnosis as follows:

1. Diagnosis is a decision-making process. Teachers are constantly making decisions about individual or group of students in achieving learning objectives.
2. Diagnosis process considers the whole learner. This implies that teachers should examine multiple forms of data including past experiences, attitudes, learning styles, interest, strengths and weakness, reasons for referral, conducting interviews with parents, etc.
3. Diagnostic is thorough and balanced.
4. Diagnostic is a team effort: it is impossible to learn about the child without considering various perspectives, such as physically, psychologically, emotionally, socially and academically.
5. Determine the specific nature of learning difficulties: diagnosis of learning difficulties depends on the nature of the difficulty.
6. Determine the factors causing learning difficulties.
7. Diagnosis and remediation go hand in hand. The effectiveness of any teaching and learning process depends on teacher understanding the learners' level of mastery of the subject area.

The different forms of diagnostic assessment identified by Patti (2012, cited in Terwase and Oluwatoyin, pp. 4-5) are:

- Journal: A response journal is a student's personal record containing written, reflective, view, etc.
- Student Self-Assessments: is a process by which the student gathers information about

himself and reflects on his or her own learning
- Quiz/test
- Placement graphic organizer
- Conference/interview
- Poster
- Performance task
- Mind map
- Gap closing
- Student survey
- Anticipation guides
- Graffiti wall
- Word splash
- Parallel activity
- Formal assessment
- KWL (stands for what the students already know, want to know and ultimately learn)

There is a need to provide low-achieving students with more chances to reinforce basic knowledge of English so they can meet minimum academic standards. This can be achieved by remedial instruction in English language. Successful remedial instruction is a type of clinical teaching. It is a spiral process of assessment, instruction and reassessment. After the teacher diagnoses the student's learning difficulties, he/she takes the initiative in offering remedial instruction. An evaluation will be conducted during and after the implementation of remedial instruction to examine the actual effectiveness of the course. On the other hand, remedial instruction equips teachers with in-demand skills and addresses a very deep need within the education system.

It is worth mentioning that remedial instruction is challenging to many teachers. It may be costly in terms of time, effort and money. Therefore, seminars and workshops should be held by the Ministry of Education for teachers how to design, implement and evaluate remedial instruction so that it can achieve its purposes.

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Reflective Teaching Approach

To make sure that teachers use effective teaching strategies, they should consider reflecting on teaching as an important process of self-observation and self-evaluation. They can benefit from reflecting teaching in many ways; it can assist them in analyzing their performance, their actions and their thinking so they can overcome many problems when teaching students and thus improve their teaching practices. It is important that teachers would need training on how to use reflective teaching as part of teaching practices in the classroom.

Testing Language Skills

The possible formats for testing language skills vary as follows:

1. Listening subskills include listening for a gist and inference. Listening can be tested using students' response commands, description of a picture, listening to a narrative and putting pictures in order, retelling a story, narrating a story and discussing an audio or video segment. Some other alternative assessment tools, which elicit critical/creative/reflective thinking, should also be used (e.g., rating scales, rubrics, checklists, portfolios, open-ended questions).

2. Speaking includes some important skills, namely fluency, accuracy (grammar, pronunciation, stress, intonation and vocabulary use). In speaking, students can be asked to answer open-ended questions, describe a picture, invent a story about a picture or series of pictures, engage in structured conversation or role-play, present a narration or monologue and conduct a debate.

3. Reading has some subskills, such as skimming, scanning, making inferences, finding a reference, finding the main idea and telling the writer's opinion. These subskills should be tested by using a variety of forms, namely, multiple-choice and short-answer questions, cloze, gap filling, C-Tests, cloze elide and information transfer. Some other alternative assessment tools, which elicit critical/creative/reflective thinking, should also be used (e.g., rating scales, rubrics, checklists, portfolios, open-ended questions). Examples may include: Drawing a concept map to demonstrate understanding; re-writing the text from one's point of view; assessing information in light of one's own schema; and identifying the bias of the writer.

4. Writing includes some subskills: using correct word order, correct grammar, cohesive devices, writing conventions as well as writing purposefully and meaningfully. In writing, students can be tested on generating and organizing ideas, supporting ideas with examples or evidence, and composing in standard written English a response to an assigned topic. Students may write an email to their teacher, fill a form, write a descriptive or an argumentative paragraph or essay about a particular topic. This depends on the students' proficiency level or grade.

5. In viewing and presenting, students can be tested on using and constructing visuals and multimedia in a variety of situations for a range of purposes and audiences, presenting visual texts in the forms of paper, electronic or live observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers. They can also be tested on interpreting and presenting data using different media formats (advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics, and critically analyzing a range of visual texts.

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