

The Lower Primary Stage (Grades 1-4) General Goals

Younger learners should enjoy their first experience of a foreign language. One of the best ways of doing this is by adopting a teaching approach and learning materials which consider the special nature of this age group, and which allow them to experience success by doing things in English. This level should be based around songs, rhymes, stories, and activities carefully matched to the interests of young pupils. It should provide an ideal introduction to learning English.

1. Provide young learners with a basic knowledge of English that enables them to become successful learners in the later stages of learning.
2. Develop comprehension of basic declarative/factual knowledge in both oral and written texts.
3. Develop ability to comprehend and react to what is read and heard.
4. Create feelings of enjoyment and appreciation of segmental aspects of spoken language.
5. Develop phoneme-grapheme mapping skills.
6. Develop limited ability to use linguistic clues to gain comprehension of a text.
7. Develop basic ability to seek information in social interaction contexts.
8. Develop copying and writing skills in controlled and semi-controlled tasks.
9. Develop process and functional writing skills.
10. Develop awareness of and limited competence in basic print conventions.
11. Develop textbook awareness and left-to-right writing and reading orientation.
12. Develop a positive attitude toward the target language culture.
13. Develop confidence in using a foreign language.
14. Make the learning experience enjoyable and interesting, using songs, rhymes, stories, pictures, and a variety communicative activity.

The Guidelines

The Upper Primary Stage (Grades 5-10)

General Goals

1. Provide students with learning opportunities that enables them to comprehend, interpret and appreciate texts of different genres on a variety of topics.
2. Develop awareness and limited mastery of reading micro skills (e.g. skimming, scanning, guessing meaning from context, etc.)
3. Develop ability to comprehend information in interactional discourse (verbal exchanges) and relatively extended discourse.
4. Enhance comprehension and interpretation skills.
5. Develop skills in exchanging and conveying ideas (interactionally and transactionally).
6. Develop social interaction and communication skills (negotiation of meaning and conversation management).
7. Refine ability to use language in sociolinguistically appropriate ways.
8. Develop ability to produce guided/controlled written texts.
9. Develop awareness and appreciation of target language culture.
10. Develop high order thinking skills.
11. Develop basic academic skills and learning habits.
12. Develop ability to transfer knowledge to other similar or relevant contexts.
13. Develop information and library skills.
14. Develop test-taking skills.

The Secondary Stage (Grades 11–12)

General Goals

Expose students to learning experiences and opportunities enabling them to comprehend, interpret and appreciate written text of different genres on a variety of topics.

1. Refine use of reading micro skills.
2. Develop ability to comprehend information in extended and interactional and transactional discourse.
3. Develop awareness of stylistic techniques and variations in written and oral texts.
4. Develop ability to critically evaluate texts, ideas, and arguments.
5. Develop skills in exchanging and conveying ideas (transactionally and interactionally).
6. Develop social interaction and communication skills.
7. Refine ability to use language appropriately.
8. Develop ability to produce creative academic and functional writing.
9. Develop ability to read texts of different modes.
10. Develop understanding and appreciation of cultural attitudes and values, and ability to analyze cultural bases for judgement and evaluation.
11. Develop high order thinking skills and cognitive and metacognitive strategies (creative critical thinking, problem-solving, logical reasoning, decision-making, summarizing, note-taking, comprehension monitoring, etc.).
12. Sharpen academic skills and learning habits.
13. Enhance the ability to transfer knowledge to other, similar, and relevant contexts.
14. Develop test-taking skills.
15. Develop information searching, library and basic research skills.