REPUBLIC OF TUNISIA
*****
MINISTRY OF EDUCATION AND TRAINING
****
CURRICULA AND TRAINING DEPARTMENT

ENGLISH PROGRAMME FOR THE SIXTH YEAR IN BASIC EDUCATION

September 2006

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THE STATUS OF ENGLISH AS A SUBJECT MATTER
AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF
THE CROSS CURRICULAR COMPETENCIES[1]

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means to collect information, process data and use communication technology, be it at the individual or cooperative modes through efficient working procedures.

The diagram below shows how the targeted competencies interrelate.

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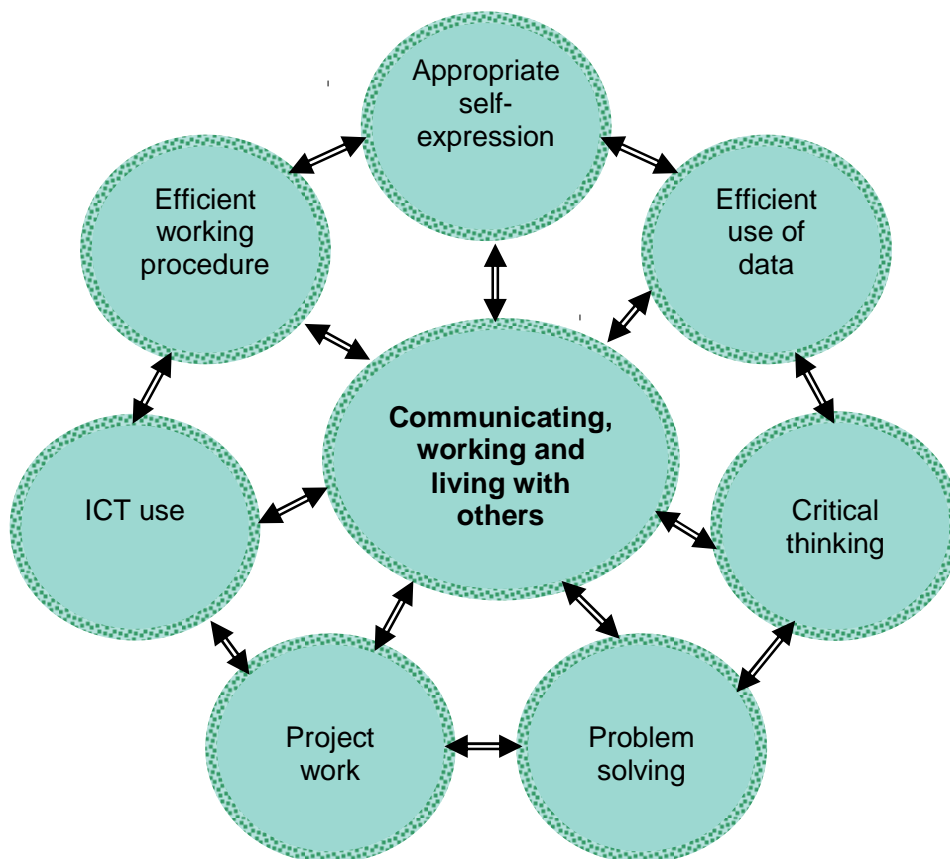
[1] See the translation in Appendix A
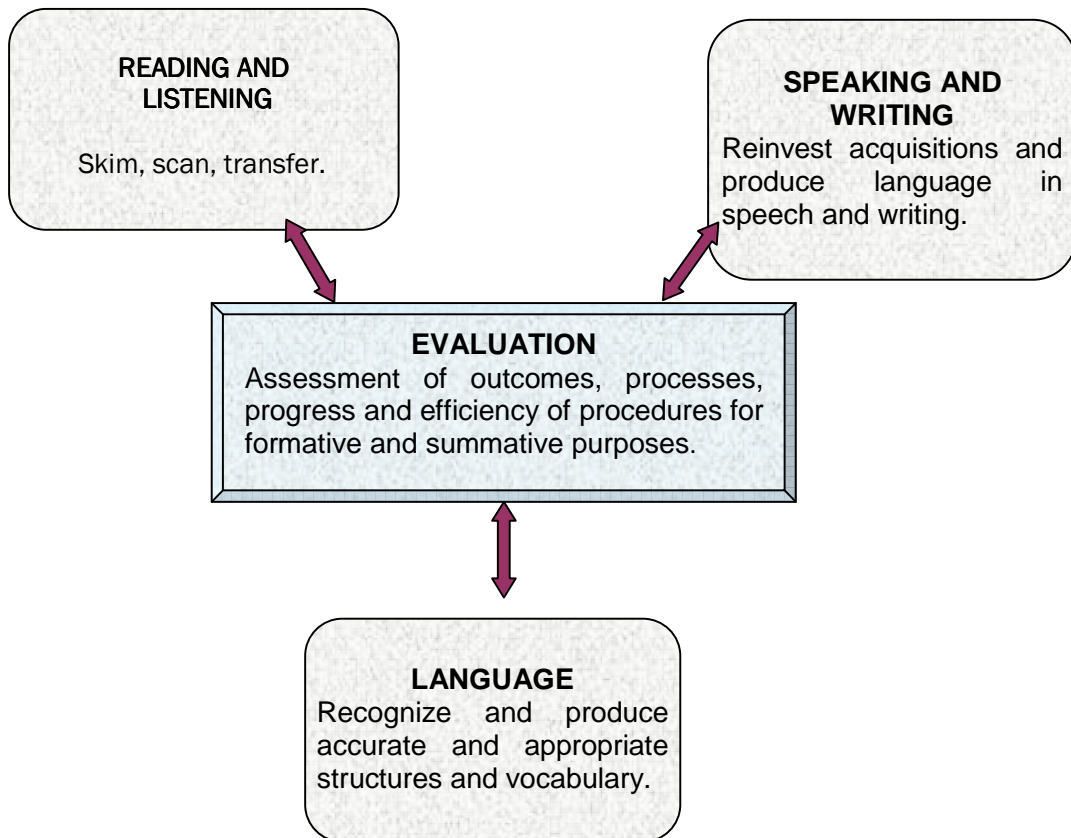
PRINCIPLES, ASSUMPTIONS AND METHODOLOGY[2]

- The learner is at **the core** of the learning process. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.
- Language is seen as a means of communication rather than a set of decontextualized grammatical structures, word lists and isolated language skills.
- Language is seen as a system that has lexis, grammar as well as linguistic structures and patterns. Knowledge of grammar and how it functions contribute to effective language use.
- The teaching learning process should foster **learner independence** to enable the learner to use English effectively both in its spoken and written forms.
- Language learning is seen as incidental but the teacher should create conditions conducive to learning.

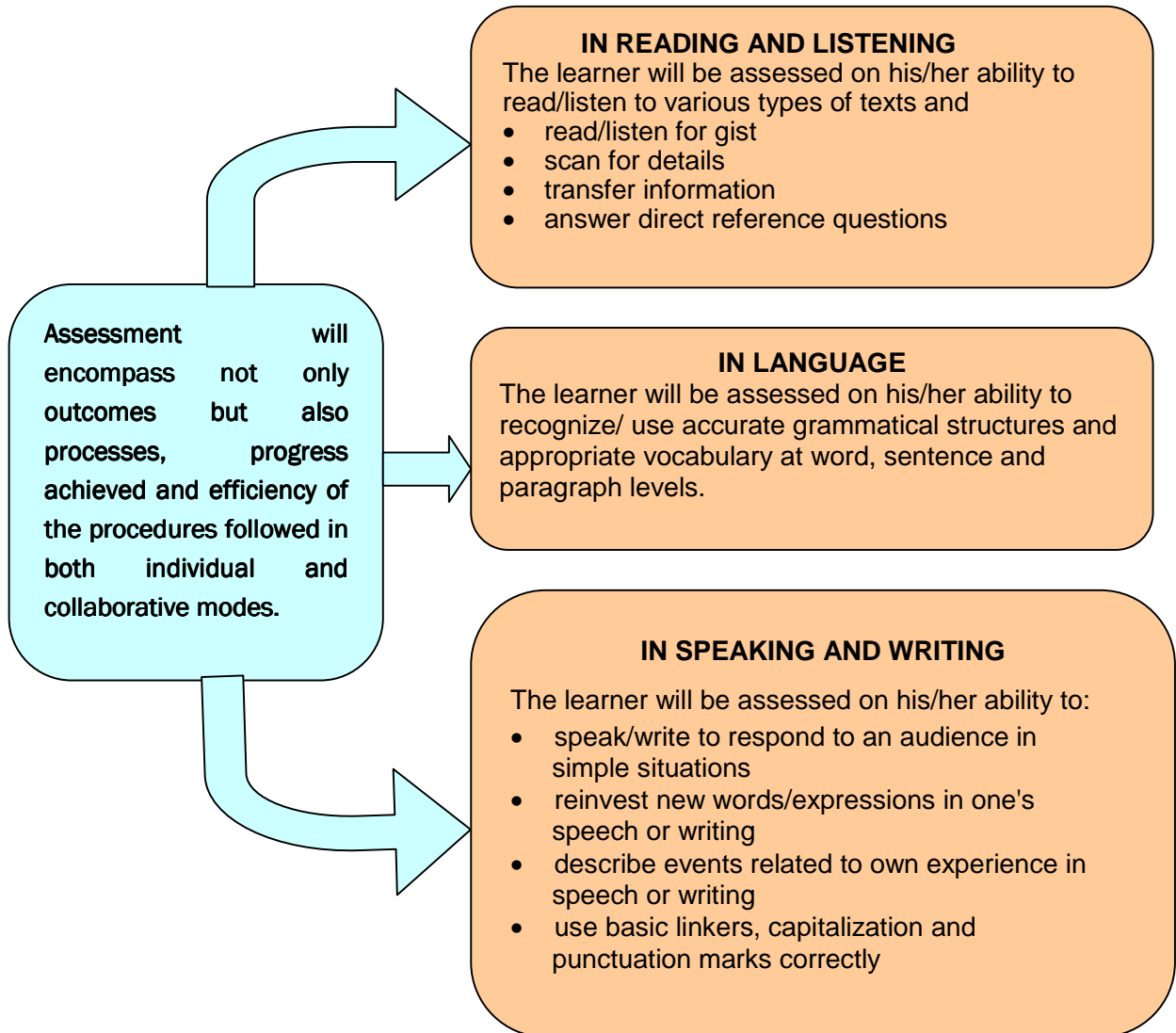**What follows from these considerations is that:**

- **The learner** becomes an active user of English in the contexts and activities proposed in each lesson rather than a passive recipient of input provided by the teacher.
- **The learner**'s participation and interaction are important in learning the language and fostering self-confidence and social relationships among learners.
- **The teacher** acts as a professional, creative manager of classroom activities and of student learning.
- **Lessons** serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.
- **The topics and activities** interest the learners, challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.
- Lexis, grammatical structures and functions are taught and **recycled** at increasing levels of difficulty through the variation of activities and contexts.
- **Assessment**
  - Learner assessment follows naturally from the teaching/learning activities done in class. It is both formative and summative.
  - Formative assessment is an ongoing process. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.
  - Learner assessment is part of the learning process.
  - Summative assessment is intended to be an indicator of learners' achievement. It is carried out at the end of a period of study.

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[2] See the translation in Appendix B

READING AND LISTENING

Skim, scan, transfer.

SPEAKING AND WRITING
Reinvest acquisitions and produce language in speech and writing.

EVALUATION
Assessment of outcomes, processes, progress and efficiency of procedures for formative and summative purposes.

LANGUAGE
Recognize and produce accurate and appropriate structures and vocabulary.

ASSESSMENT

Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN READING AND LISTENING

The learner will be assessed on his/her ability to read/listen to various types of texts and
- read/listen for gist
- scan for details
- transfer information
- answer direct reference questions

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/ use accurate grammatical structures and appropriate vocabulary at word, sentence and paragraph levels.

IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:
- speak/write to respond to an audience in simple situations
- reinvest new words/expressions in one's speech or writing
- describe events related to own experience in speech or writing
- use basic linkers, capitalization and punctuation marks correctly

CONSTRUCTING MEANING IN READING AND LISTENING

1. Identify letters of the alphabet
2. Discriminate among the different sounds of English through minimal pairs, echoing, repetition…
3. Decode sound script correspondence
4. Distinguish word boundaries
5. Recognize the stress patterns of words and common expressions
6. Read aloud and match sound, symbol and meaning
7. Listen to and repeat key words and phrases
8. Understand the teacher's instructions
9. Retain chunks of language for short periods of time (e.g., to answer a question, perform a task)
10. Recognize acquired vocabulary at sight in reading
11. Recognize basic grammatical word classes (e.g., noun, adjective)
12. Recognize simple, typical word order patterns
13. Understand explicitly stated information
14. Understand word relations within the sentence
15. Recognize basic syntactic patterns and devices (e.g., negative, present progressive
16. Recognize elementary cohesive devices in spoken discourse
17. Recognize contracted forms
18. Recognize basic discourse markers (e.g., first, but, so, for example)
19. Read / identify figures indicating time, date, price, number, quantity and telephone numbers
20. Draw on acquired vocabulary and structures to comprehend texts
21. Relate illustrations, graphic presentations to the linear text while reading
22. Identify the number and gender of interlocutors
23. Identify relationships between interlocutors
24. Listen to / read a text and present the information in a different form (e.g., drawing, table, diagram)
25. Identify logical relationships in a text (e.g., sequence, cause/effect, class/example)
26. Scan a text for specific information

SPEAKING AND WRITING SKILLS AND STRATEGIES

1. Reproduce the basic sounds of English
2. Practice pronunciation at word and sentence level
3. Spell out words
4. Write letters of the alphabet from spelling, in upper and lower case
5. Write legibly and accurately (handwriting and spelling)
6. Write words from dictation
7. Write lists, notes and messages
8. Write in order to recycle words, expressions, structures already covered in class
9. Fill in forms
10. Use basic punctuation appropriately (capital letters, period, comma, question mark).
11. Say / write figures indicating time, date, price, number, quantity and telephone numbers
12. Repeat chunks of language for pronunciation accuracy
13. Recite songs, rhymes, short poems in chorus/individually
14. Respond to teacher's instructions
15. Respond to messages in writing
16. Take part in short conversations on familiar topics
17. Ask about/produce oral/written descriptions from prompts (people, objects, places)
18. Use a model to produce a parallel dialogue or paragraph
19. Produce a limited range of sentences in relation with the communicative functions
20. Use basic linkers (and, but, so)
21. Reinvest acquired language in one's writing
22. Work in pairs or small groups and share information in order to perform an oral / written task or solve a problem

INPUT AND OUTPUT MATERIALS

INPUT MATERIALS

Input materials should be as varied and as stimulating as possible and take into account the cognitive and linguistic abilities of the learners. They can be oral or written materials of the following types:

- **Linear texts:**

Diaries, letters, speech bubbles, announcements, conversations, dialogues, picture dictionaries, e-mails, diaries, cartoon strips, captions, rhymes, messages,postcards,SMS messages.

Non-linear texts:

Brochures, maps, plans, cartoons, recipes, menus, charts, shopping lists, tickets, timetables, traffic signs, notices, word snakes, TV programmes, radio programmes, photo albums, crossword puzzles...

- **Visual materials:**

Illustrations, pictures, postcards, cartoons, ...

- **Electronic media:**

Audio cassettes, CD roms, DVDs, software, Internet sites, online information...
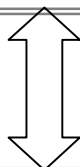
EXPECTED ORAL OUTPUT

Simple statements, dialogue exchanges, telephone exchanges, role play, descriptions, rhymes, songs, instructions and directions
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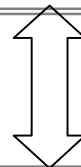
EXPECTED WRITTEN OUTPUT

Short descriptions, messages, e-mails, notes, notices, lists, diary entries, simple rhymes, instructions and directions

TOPICS

The family
The house / furniture
The classroom
The body / appearance
Colours
Numbers
Days of the week
Clothes
Location
Daily routines
The town
The weather
Animals
Time
Money / shopping
Food and drink
Hobbies (music, sport...)

GRAMMAR

PARTS OF SPEECH	STRUCTURES
Articles	• A / an + singular noun • The + singular /plural noun • A / an vs the • Ø + noun
Demonstratives	• This, , these
Prepositions	• <u>of time:</u> in, at, on, before, after • <u>of location</u>: near, in, on, between, in front of, behind, under • <u>of movement</u>: out of, to, from
Question words	• what, when, who, where, how, how much, how old, how many
Pronouns	• There + be • Subject pronouns, object pronouns • Possessive pronouns
Numbers	• Ordinal / cardinal numbers • The genitive
Nouns	• Singular / plural nouns • Countable nouns / non-countable nouns • Irregular plurals
Adjectives	• be + adjective • adjective + noun
Verbs	• Auxiliaries: be, have, do • Modals: can
Tenses	• The Simple present tense • The present progressive tense • The imperative

COMMUNICATIVE FUNCTIONS AND EXPONENTS

FUNCTIONS	LINGUISTIC EXPONENTS
Greeting people	• Hello / good morning (afternoon/evening) • Hello / how are you? • (I'm fine, thank you). How are you?
introducing people	• This is ... • Hello • Nice / pleased to meet you
Taking leave	• Good-bye / bye-bye / good night
Asking for attention	• Excuse me...
Thanking	• Thank you (very much)
Identifying	• Demonstrative pronouns + BE + NP • Demonstrative adjectives + N + BE + NP • Personal pronouns + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Asking for information	• Yes/no questions • WH questions with *what, when, where, who* • Questions with *how old*, *how much*, *how many* • Tell me about + N.P
Opposing	• But
Expressing agreement	• OK. • That's right / yes • Affirmative short answers (it is, I am, I can)
Denying something	• No (adverb) • Negative sentences • Thank you / Yes, please • No, thank you
Offering to do something	• Can I help you? • OK • All right
Expressing Possibility	• NP + can + VP • NP + can/cannot + VP • Perhaps...
Giving permission	• You can + VP (answering a request)
Expressing pleasure, liking	• This is very nice • I like + noun (-group) / pronoun / V_{ing} + very much
Expressing satisfaction	• This is very good / nice • It's all right
Apologizing	• I am (very) sorry • It doesn't matter (at all)

| FUNCTIONS	LINGUISTIC EXPONENTS
Expressing approval	• Good! / Excellent! / That's fine!
Expressing appreciation	• (It's) very good • (It's) very nice • I am so / very sorry + that-clause • Please tell me about ...
Making suggestions	• Let's + VP • What about + V_{ing}
Requesting others to do something	• Please + VP
Instructing others to do something	• Imperative sentences

LE STATUT DE L'ANGLAIS ET SA CONTRIBUTION
AU DEVELOPPEMENT DES COMPETENCES TRANSVERSALES

Comme moyen de communication, l'Anglais forgera l'aptitude de l'apprenant à s'exprimer et à interagir avec ses pairs et autres interlocuteurs et lui donnera accès à la culture universelle à travers des contextes anglophones.

En tant que discipline, l'Anglais développera les habiletés analytiques et critiques de l'apprenant requises par le programme en l'amenant à puiser dans ses acquis pour comprendre et utiliser la langue aussi bien oralement que par écrit.

En tant que moyen de communication et discipline étudiée, l'Anglais sera un moyen de recueillir l'information, d'exploiter les données et d'utiliser les nouvelles technologies de communication indivi-duellement ou avec autrui en adoptant des méthodes de travail efficaces.

Le diagramme suivant montre la corrélation entre les compétences visées :
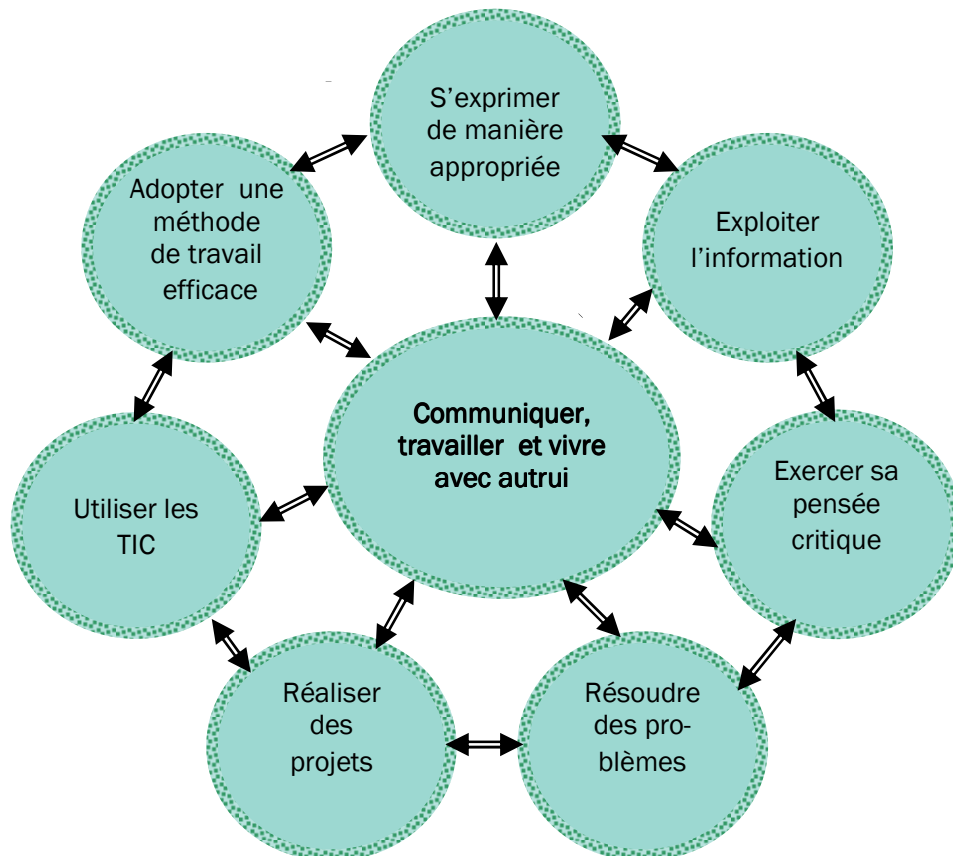
APPENDIX B

LES PRINCIPES ET LA METHODOLOGIE PRECONISES

- L'apprenant est au coeur du processus d'apprentissage. Il est perçu comme un être intelligent qui vient en classe avec une attitude vis-à-vis de la langue et de l'apprentissage.
- La langue est vue comme un moyen de communication plutôt qu'un ensemble de structures grammaticales et de listes de mots décontextualisés et des savoir faire isolés.
- La langue est perçue comme un système ayant un lexique, une grammaire ainsi que des structures linguistiques. Connaitre la grammaire et son fonctionnement contribue à une utilisation effective de la langue.
- Le processus enseignement–apprentissage vise l'autonomie de l'apprenant pour lui permettre d'utiliser la langue Anglaise efficacement aussi bien à l'oral qu'à l'écrit.
- L'apprentissage de la langue s'opère incidemment et il revient à l'enseignant de créer les conditions favorables l'apprentissage.

Les implications des principes cités plus haut sont :
- L'apprenant devient un utilisateur actif de l'anglais dans les contextes et activités proposés dans chaque leçon plutôt qu'un donataire passif de connaissances fournies par le professeur.
- La participation et l'interaction de l'apprenant sont essentielles à l'apprentissage de la langue et au développement de la confiance en soi et des relations sociales.
- En tant que professionnel créatif, l'enseignant gère les activités de classe et l'apprentissage de la langue.
- Les leçons servent non seulement à enseigner des éléments de langue mais aussi à développer chez l'apprenant de nouvelles stratégies et savoir faire et / ou l'aider à les transférer à partir de ou vers le Français et l'Arabe.
- Les thèmes et activités intéressent l'apprenant et sollicite son intelligence et ses aptitudes linguistiques et contribuent à son épanouissement cognitif et linguistique.
- Le lexique, fonctions et structures grammaticales sont enseignés et recyclés à des niveaux de difficulté croissants et ce en variant les activités et les contextes.

L'évaluation
- L'évaluation de l'apprenant suit naturellement les activités d'enseignement–apprentissage entreprises en classe. Elle est à la fois formative et sommative.
- L'évaluation formative est un processus continu. Il est destiné à aider les élèves dans leur développement en fournissant des informations sur ce qu'ils peuvent faire en tant qu'apprenants /utilisateurs de la langue anglaise en relation avec le programme et ses objectifs.
- L'évaluation du travail de l'apprenant fait partie du processus d'apprentissage.
- L'évaluation sommative sert d'indice du progrès de l'apprenant. Elle est entreprise à la fin d'une période d'étude déterminée.