

CURRICULUM GUIDE – LANGUAGE ARTS

Features of the Curriculum

The curriculum is designed to be:

- **Responsive:** developed in response to national goals and student needs, by teams of teachers, education officers and specialists (Jamaican and international consultants).
 - **Broad and balanced:** centred around five core subjects (Language Arts; Mathematics; Resource and Technology; Science; Social Studies) plus Career Education, Guidance, Spanish, Drama, Art, Music and Religious Education. (The Curriculum Framework is shown below)
-

LANGUAGE ACROSS THE CURRICULUM

Language is central to the whole curriculum process. Oral and written language are both essential to the thinking process which must take place in all areas of the curriculum.

John Carrol (1974), states that: *“The various forms of pictorial expressions are almost always accompanied by language and require language to make them intelligible”*. Piaget (1971), has written that: *“Language is but one among ... the many aspects of the semiotic functions even though it is, in most instances, the most important one”*. According to Fillion (1991): *“Language across the curriculum stresses concern for how people learn to use language, how they use language to achieve understanding and appreciation of their experiences (including the curriculum content introduced in schools) and how language use influences cognitive development.”* Broadening the concept somewhat, the writer argues that: *“Language across the curriculum is primarily concerned with pupils’ ability to use reading, writing and talk for an increasing range of personal, social and educational purposes.”* Even highly abstract processes in Mathematics and psychomotor activities use the medium not only in describing the techniques and processes but also in evoking responses. The student who is articulate in oral and written language, who can use words to manipulate ideas, to shape thoughts and to understand key concepts, has an indispensable tool for all school learning because the ability to communicate through language is a necessary skill in all subject areas. But what

do we mean by language across the curriculum? It certainly does not mean that each subject teacher must take responsibility for teaching sentence structure, grammar and composition skills in the subject areas. Rather, language across the curriculum is “verbalization as the fulfilment of understanding within each subject area”. (Thaiss, 1984). This involves such factors as:

Students (in all subject areas)

- Using writing to order and classify thoughts
- Learning the language appropriate to the subject
- Using the increasing precision the vocabulary of their subject;

Teachers (in all subject areas)

- Modelling the language of their subject
 - Attending to the conventions of written language
 - Becoming sensitive to the role and varieties of language learning
-

The following learning skills which are traditionally regarded as the purview of the language teacher are shared by all subjects in the curriculum.

- | | |
|---------------------------|--|
| 1. Locating information | - using encyclopedias and reference books and gathering facts from field trips and interviews. |
| 2. Organising information | - outlining and categorising |
| 3. Acquiring information | - using strategies such as skimming through reading and scanning and understanding the importance of pre-reading strategies. |
| 4. Acquiring information | - setting purpose for listening and through listening and observing. |
| 5. Communicating orally | - speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process. |
| 6. Interpreting | - constructing simple graphs, tables charts, graphs, tables, charts and other pictorial |

- pictures material cartoons including cartoons.
7. Evaluating and applying - applying problem-solving and information critical thinking skills.

Each subject area has its special needs although there are many held in common across the curriculum. The subject teacher needs to be aware of this and should provide learning situations which will foster the development and use of appropriate language.

PHILOSOPHY OF THE LANGUAGE ARTS

GRADES 7-9

The students in grades 7-9 are young adolescents with their own unique language needs. They are at a critical stage in their lives when they are reflecting on career choices, their growing sexuality and relationships with the opposite sex, on their own identity and their future place in society. They are searching for the meaning of life and are exploring in order to make the right choices for the middle adolescent years. They need to articulate their confusions and find answers to all the “whys” that are at the back of their minds and which might be causing them to tune out the teacher.

They need language, therefore, to cover all ranges of human activities and interaction

- to express feelings and opinions;
- to think and talk about issues that affect their daily lives;
- to learn;
- to talk to their friends and family and their teachers and the wider society;
- to read their textbooks;
- to gossip about others;
- to air their grouses;
- to tell jokes and stories;
- to show emotion;

- to tease and make fun of each other;
- to ask questions;
- to analyse issues and situations;
- to solve problems and more, and
- to respond aesthetically.

Language is an integral part of their daily lives in and out of school. The Language programme must develop their skills and provide them with the strategies that will help them to become competent users of the Language.

Language Across the Curriculum

Whether children are learning geography or science, they need the resources of language to help them to cope with the demands of the curriculum. Reading, writing, listening and speaking are indispensable tools for the learning process as the students move across the curriculum. Each year the poor performance of students in various examinations reminds us of the importance of Language in all areas of the curriculum. In the National Assessment Programme, the results point to many weaknesses in the areas of Language Arts. In the area of Reading, the results show that at Grade 6 only 50-55% of the children are performing at the Grade 4 level of comprehension. By far the weakest area is in writing skills. The great majority of the children are underachieving in this vital area. In addition, problems that have been noted in the area of spelling point to the fact that children need to read more and to be taught strategies for spelling words in common usage and words they meet in their reading. In the content areas – Mathematics, Science and Social Studies – a review of the results referred to above, concludes that language has affected significantly the performance of the children as, in general, they are hampered by poor writing skills.

The Jamaican Language Situation

Our language situation makes its own unique demands on our language programme. Most children entering school can be seen as partially bilingual. They are usually fluent Creole speakers moving towards Standard English as the target language. The situation was recognised in the primary curriculum, where teachers were encouraged to accept the child's home language and help them to move gradually towards Standard English. In grades 7-9 there has to be some continuity in approach if we are to continue to build the students' self-concept while facilitating the learning process. We should recognise that:

1. For some students conceptualization, thinking and talking may be best done in Jamaican Creole. The resources of both languages must, therefore, be utilised in the learning process.

2. The emphasis is on communication; students must become aware of the importance of an audience in determining their choice of language, vocabulary and register.

Some students have attained some measure of academic proficiency in Standard English which enabled them to pass the Common Entrance Examinations (CEE), but the majority are underachieving in the skills required for reading and writing and learning as they move across the curriculum. Teachers of grades 7-9 complain that most students lack the basic composing skills and the ability to read fiction and non-fiction materials at varying levels.

The opportunities provided in the language classes are just not enough to develop proficiency in all the skills of Standard English which students need for academic growth in the content areas. They need all the possible support they can get from the content areas to practise the skills of Standard English; to develop the vocabulary required for academic work; to provide background information that will fire their imagination and creativity, and provide content for their speaking, reading and writing tasks. They need opportunities to work together and explore ideas; opportunities to receive and process language; to develop critical thinking skills through listening, reading and writing and to apply them in meaningful and realistic contexts in and out of the classroom. These are only possible when there is integration of the Language Arts with all areas of the curriculum. Children entering grades 7-9 are at varying stages of language development. This multilevel situation presents a challenge to the teacher, the school and the whole system. We are challenged to help all students to develop their language skills at a rate commensurate with their level of entry. The implications for methodology are obvious and the teacher is being challenged to redefine his/her role as teacher not only in terms of teaching but being a facilitator/manager of learning.

Language as Process

Language learning is a process that is inseparable from the process of thinking itself. It is concerned with processes that are vital to all areas of the curriculum – learning and thinking processes such as planning, designing, experimenting, communicating, hypothesizing, writing, synthesizing, conceptualising and reconstructing. These are all learned by the students as they go through the process of interacting with materials, with other persons, with data and so on. Language learning is also interactive in the sense that the learner is processing information at several levels simultaneously. In thinking, the learner moves back and forth between recall, analysis, synthesis and evaluation. In writing, the learner does not always follow the stages of pre-writing, writing and post-writing, as we sometimes neatly segment the writing process. Traditionally we have taught sentences and paragraphs before composing, but for many children this linear process does not exist, as some learn more efficiently when they can express all their ideas in one flow and then reorganise it into paragraphs and sentences. Reading is now clearly established as a process of meaning-making, as the learner interacts with texts. The fact that language learning is an interactive, non-linear process, has implications for the sequencing of material, methodologies and approaches for teaching Language.

The Place of Grammar

Our main aim in the Language Programme is to enable students to acquire communicative competence in Standard English so that they will:

- Read with comprehension appropriate to their stage of development.
- Listen with understanding to statements and ideas expressed by others.
- Express their ideas orally with clarity and confidence.
- Write competently, using appropriate forms of the language.

Students are motivated to learn language when they appreciate these goals as worthwhile and necessary for their own success in school and later. If they perceive that a knowledge of grammar can help them to achieve these goals more efficiently they will be more motivated to learn and apply its rules. They need to understand that grammar is merely a system of rules about language and to be aware that all languages have rules, including our own Creole.

Grammar is basically learnt in two ways:

- Experimentally, that is, in the context of realistic communicative situations and
- cognitively, that is: learnt formally as skills and knowledge through deliberate teaching.

It is best learnt experimentally, but that is not easy in our context, where our children are not exposed to enough actual real-life situations for the practice of Standard English. Some can be created through role-plays, field trips, the subject areas, through literature, and listening to competent speakers of the language. These provide a more communicative approach particularly in the earlier stages where students are not ready for a detailed analysis of the language.

In the absence of adequate real-life experiences for practice of the Standard Language, we have to aim for a balance between the two approaches. But they must learn grammatically correct English if they are to internalise the rules and apply them automatically in language situations.

The Child

- background of skills, competencies, experiences, abilities / disabilities
- learning skills

- motivation to achieve

Children enter grade 7 with varying levels of skills and competencies in language. This is usually a result of their own varied backgrounds, home environment, their previous learning experiences in primary school and their own abilities and interests. Many might be fluent conversationalists, but lack the skills necessary for academic work. Some may even have specific learning disabilities that have not been identified. Some have lost their self-confidence through previous failures and some may have lost their interest in learning language because of teaching methodologies that were not child-centred and activities that seemed to have no relevance to their lives.

But despite these apparent deficiencies, they have many strengths, for example, their rich cultural tradition, that make them receptive to language learning. Their previous cultural experiences at home and in the wider community should form the starting point for any effective language programme. Above all, any linguistic deficiency in Standard English should not be seen as a sign of intellectual deficiency. Instead we need to explore ways in which they learn language best (See Basic Principles of Language Learning – p. 31).

The School

Provision of:

- Materials and resources
- Language policy
- Monitoring procedures
- A language programme adapted to the needs of the school.

The school creates the environment for language learning, not only by providing the materials and resources that teachers and students need, but by establishing a philosophy of language which guides teachers in their practice. Administrators working together with teachers create a milieu in which language is seen as the key to most of the operations within the school. It is the school that establishes the policy of infusing language skills into all subjects in the curriculum and establishes procedures for monitoring student progress, starting with basic literacy.

The Community

- Parental involvement in school
- Provision of resources

- A language environment

Parents and the community are resources that are indispensable to children's progress in language. Schools draw on these resources to establish relevance in the curriculum, thereby making learning more realistic and meaningful to the students. A variety of activities ranging from parent talks to newspaper-in-education are just some ways in which children can see the inter-relatedness of language and the community. A community that is conscious of language and its role in development and which uses language to solve problems is helping to create an environment that is supportive of language learning.

Philosophy of the Subject Matter

Perceptions of:

- Language as a tool for communication and learning vs language as a set of rules
- Language as a whole vs Language as the sum of its parts.

Perceptions of what language is, its roles and functions, influence the teaching/learning process. If we see language merely as a set of rules, it is likely that our methodology will reflect this. If we see it mainly as a tool for thinking, learning and socialising, then our approaches will reflect this. If we observe that, in real-life situations, speaking, listening, thinking and sentence construction are integrated activities and that though we may be able to read without being able to write, it is almost impossible to write without being able to read, then it is not difficult to accept the concept of integration. We need to present language as a whole, not just the sum of its parts.

LIST OF LANGUAGE OBJECTIVES FOR GRADES 7-9

The objectives listed here are categorized under various sub-heads to ensure coverage of a range of Language Skills. There are some general objectives that incorporate several skills, and specific objectives, some of which are discrete enough to require specific focus. They span the linguistic, the cognitive and affective areas. It is not intended that they should be taught in discrete compartments but every attempt should be made to integrate the skills as much as possible for more effective learning.

General Objectives

1. To develop competence through acquisition of literacy skills.

2. To be sensitive to the value of language as a tool for expression, communication, learning and thinking.
 3. To be sensitive to audience, context and purpose for speaking, reading, writing and listening.
 4. To recognise the need to access and organise information from a variety of sources.
 5. To acquire and use SJE structures correctly in speech and writing.
 6. To demonstrate sensitivity to language differences in the class and the wider society.
 7. To bring to their writing of different types of texts some understanding of the structure and function of each.
 8. To increase their active and passive vocabulary.
 9. To become conscious of the language styles of various disciplines and to function within them.
 10. To employ a wide range of language use – from personal to technical in the content area.
 11. To appreciate and use stylistic devices such as : irony, mood, simile, metaphor, symbols.
 12. Through reading to respond with awareness to different types of literature.
-

Specific Objectives

Listening

1. To listen sensitively and critically to the ideas of others.
2. To listen for comprehension and appreciation at varying levels through:
 - recall of facts
 - interpretation

- application
 - analysis
 - evaluation
3. To listen with an increasing span of concentration to others, and comment on what has been said
 4. To listen and respond to materials read aloud, expressing opinion on what has been heard
 5. To listen for specific language purposes in order to improve competence in the Standard Language
 6. To know and practise strategies for good listening.
 7. To recognise obstacles to good listening.
 8. To demonstrate a grasp of sequence, cause and effect, reasoning, clarity of argument, appreciation of relevance and irrelevance.
 9. To develop the habit of listening in order to improve communication and human relationships.
 10. To develop sensitivity to the dangers of poor listening habits.

Speaking

1. To use language appropriate to situations.
2. To develop conversational skills.
3. To narrate events in sequence.
4. To speak clearly and concisely with awareness of audience.
5. To give and to request information.
6. To give and receive instructions and carry them out accurately.
7. To use language to entertain.
8. To express their own and others' ideas, attitudes and feelings with confidence and skill.

9. To articulate their own needs and concerns.
10. To use language to explore ideas and build concepts.
11. To use language to persuade others.
12. To use language to negotiate meaning with others.
13. To use language to build sound interpersonal relationships.
14. To reflect on and evaluate their use of spoken language and to reformulate ideas to help the listener.
15. To be aware that language can both create and minimize conflict.
16. To understand the effect of body language on oral conversation.

Reading

1. To develop literacy skills through intensive oral reading.
2. To acquire and use the following reading skills as necessary
 - identification of sound – symbol relationships
 - word recognition
 - word meaning
 - recall comprehension
 - synthesizing
 - analysing
3. To develop vocabulary skills.
4. To understand and use common idiomatic expressions.
5. To demonstrate increasing use of inference – draw conclusions, make predictions, identify cause/effect relationships.
6. To read a range of material with increasing independence demonstrating fluency, accuracy and understanding.
7. To distinguish between fact and opinion.

8. To vary reading technique and rate for purpose and content.
9. To demonstrate awareness of pre-reading, reading and post-reading strategies as aids to improving reading competence and comprehension.
10. To interpret pictorial materials: Graphs, charts, tables, etc., from materials at grade level.
11. To distinguish between fiction and non-fiction.
12. To distinguish among various forms of literature.
13. To read literature for enjoyment and with appreciation for the inter-relatedness of the elements of plot, character setting, theme and style.
14. To show signs of developing interest in reading for various purposes – personal, interpersonal and academic.

Writing

- 1. To use language to explore ideas and build concepts.**
2. To write with increasing competence in a variety of forms such as poems, stories, journals, essays.
3. To use transactional forms effectively, e.g. letters, reports, receipts.
4. To demonstrate awareness of writing as a process.
5. To write with increasing competence in Standard English using appropriate structures and mechanics.
6. To write with an expanding vocabulary on a range of subjects.
7. To develop sensitivity to and interest in using figurative language.
8. To create visual representations to express their own meanings.
9. To develop the writing habit.
10. To experience the joy of creativity through production of creative pieces.
11. To develop and demonstrate the ability to write for particular purposes : inform, comment, evaluate, persuade.

Grammar

1. To write correctly using the basic structures and mechanics of Standard English
2. To learn the rules and strategies for spelling new words and words used regularly
3. To understand the effect of structure and mechanics on meaning
4. To know the basic differences between the forms of Creole and Standard English
5. To demonstrate an understanding of the difference between the oral and written modes
6. To develop an appreciation for the rules governing any language.

Thinking and Problem Solving

1. To formulate clear ideas.
2. To give, receive and follow accurately, precise instructions when pursuing a task.
3. To analyse the content and message of presentations and make evaluative comments on them.
4. To evaluate ideas of self and others.
5. To understand that people's points-of-view influence their statements and actions.
6. To respond critically to visual and aural stimuli (telephone, television, radio).
7. To demonstrate a grasp of the basic elements of clear thinking.
8. To recognise and apply techniques of problem solving.
9. To recognise and avoid obstacles to clear thinking
10. To recognise techniques of persuasion.
11. To transfer and integrate experiences across the curriculum.
12. To recognise and use strategies for creative thinking.
13. To develop the habit of using language to solve problems.
14. To foster the habit of thought before action

Research Skills

1. To understand the functions of the parts of a book and use them effectively.
2. To devise a clear set of questions that will enable them to select and use appropriate information sources and reference books from the class and school library.
3. To know how to use effectively the school library, the internet and other sources of information within the community.
4. To investigate a topic using a variety of sources.
5. To conduct interviews with classmates and members of the community on various subjects.
6. To formulate and administer simple questionnaires.
7. To distinguish between main ideas and supporting details.
8. To analyse the content and message of visual presentations and make evaluative comments on them.
9. To judge the relevance of material for specific topics.
10. To summarize information.
11. To synthesize information from different sources.
12. To present findings in a format appropriate to the subject.
13. To acknowledge sources of information using appropriate format.
14. To develop an attitude of exploration in order to discover truth.

Study Skills

1. To understand one's personal learning style and use appropriate strategies to study e.g. mnemonics, acronyms.
2. To learn and apply basic strategies: skimming, scanning, outlining.
3. To know the aids and strategies for effective study and revision.
4. To set management targets.

5. To develop concentration.
-

RATIONALE FOR DESIGN OF SCOPE AND SEQUENCE

The design of this Scope and Sequence reflects the present trend worldwide towards more communicative approaches to the teaching of language. The model used here is multi-dimensional. It emphasizes:

- The functions/purposes for which students in grades 7-9 will need language
- Language Experiences – emphasizing Language use in authentic contexts (Highlighted in Unit 3).
- Language Awareness – stressing awareness of their own language and culture and that of others
- Language Skills – highlighting the wide range of skills, linguistic and academic and social, they will need for curricular and extra-curricular activities and the strategies for developing these skills.

It will be apparent that some of the skills have been repeated because of the artificial divisions in which the functions / objectives have been organised. In our integrated curriculum, skills would not be repeated but simply reinforced. It is assumed that the skills detailed here will be developed not only in the hours allocated to Language on the timetable, but also through integration with all the subject areas. In sequencing, an attempt has been made to focus on the difficulty level of the materials as well as the needs of the students. However, the acceptance of language as process places limitations on the amount and type of sequencing that can be done. The key used in the Scope and Sequence is intended to be a guide only, as it is assumed that teachers know their students best and will be flexible in using it.

I	=	Introduce (even at the level of readiness)
D	=	Develop (systematically in depth)
M	=	Maintain (extend and re-teach where necessary)

Scope & Sequence

Listening

OBJECTIVES / FUNCTIONS	SKILLS	7	8	9	ATTITUDES
To recognise and practice strategies for listening	1. Establish a purpose for listening	I	D	D	Developing a disciplined approach to listening
	2. Activate prior knowledge of subject in preparation for listening	D	M	M	Sensitisation to dangers of poor listening habits
	3. Recognise and avoid obstacles to good listening	I	D	D	
	4. Focus attention	D	D	D	Appreciation of the role of listening in communication and human relationships
	5. Concentrate on what is being said	D	D	D	
	6. Listen for semantic and numerical cues	I	D	D	
	7. Use Context Clues as aid to meaning	I	D	D	
	8. Make notes or outlines of what is heard	I	D	D	
	9. Review what is being said	-	D	D	
	10. Understand the relationship between the pace of speech and pace of thought	I	D	D	
	11. Understand problems that can arise from	I	D	M	

	poor listening				
Listen for comprehension and appreciation at varying levels	1. Recognise and recall facts	D	M	M	Appreciation of the role of listening in providing feedback and encouragement
	2. Isolate main points	D	D	D	
	3. Listen for sequence, cause and effect, line of reasoning, relevance	I	D	D	
	4. Make predictions	I	D	D	
	5. Recognise statements of opinion vs fact	-	D	D	
	6. Recognise the use of emotionalism and its effects on sound argument	-	D	D	
	7. Analyse the effects of style on what is understood by the hearer	-	-	I	
To listen for specific language purpose in order to improve competence in Standard English	1. Listen for specific vocabulary	D	D	D	Appreciation of the role of listening in language development
	2. Pronunciation	D	D	D	
	3. Effective speech patterns e.g. pause, pace, tone	D	D	D	
	4. Clarity of thought and expression	-	-	-	
	5. Techniques	D	D	D	

	of questioning and negotiation of meaning				
	6. Storyline	D	D	D	
	7. Listen in order to assimilate patterns of written language	D	D	D	
4. To listen sensitively and critically to the ideas of others and to express opinions on what has been heard	1. Concentrate on what is being said	D	D	D	Sensitive and critical listening
	2. Empathise and focus on the development of points being put forward	I	D	D	
	3. Relate what has been heard to one's own ideas and feelings and background knowledge of the subject	I	D	D	
	4. Analyse what is said	I	D	D	
	5. Offer feedback and ask for clarification on what is being said	I	D	D	
	6. Review one's own ideas based on what has been said				

Speaking

OBJECTIVES	SKILLS	7	8	9	ATTITUDES
-------------------	---------------	---	---	---	------------------

/ FUNCTIONS					
1. Understand the importance of language as a means of communication	1. Recognise various forms of communication	I	D	-	Appreciation of language as a tool for communication
	2. Compare various forms of communication	I	D	-	
	3. Evaluate the effectiveness of the various communication media	I	D	D	Respect for views of others
	4. Understand how language grows	I	D	-	
2. Develop conversational skills	1. Listen with concentration	D	M	M	
	2. Use appropriate tone and body language	D	D	D	
	3. Respond appropriately to statements made	D	M	M	Appreciation for the importance of tone and body language
	4. Take turns in conversation	D	M	M	
	5. Ask questions	D	M	M	
3. Narrate events in sequence	1. Recognise beginning, crisis, climax and resolution	I	D	M	Appreciation for the value of sequence in narration

	2. Recognise cause and effect	D	M	M	
4. Speak clearly and concisely	1. Organise thoughts and ideas	D	M	M	Respect for simplicity and clarity in language
	2. Use simple language to present ideas	M	M	M	
	3. Pronounce words correctly and enunciate clearly with attention to diction, volume and pace				
5. Request, give and receive information	1. Ask questions correctly	D	D	M	Respect for civil behaviour
	2. Select relevant information	I	D	D	Appreciation for importance of listening
	3. Sequence information	I	D	D	
	4. Interpret information	I	D	D	
	5. Apply information	D	D	D	
	6. Present information clearly and simply	D	D	D	
	7. Observe common conventions and courtesy	I	D	M	
6. Use language to	1. Evaluate mood and	I	D	D	Demonstration of empathy

entertain	interest of audience				
	2. Select appropriate material for audience	I	D	M	Sensitivity to role of audience in communication
	3. Select appropriate vocabulary	D	D	D	
	4. Know how to create humour, pathos	I	D	D	Appreciation of the importance of body language in communication
	5. Speak clearly and confidently	D	D	D	
7. To express their own and others' ideas with confidence and skill	1. Evaluate ideas as relevant or irrelevant	I	D	D	Acceptance of criticism
	2. Select ideas to present a point-of-view	I	D	D	Self confidence
	3. Recognise the importance of style, tone, connotation etc. on meaning		I	D	
	4. Speak clearly and politely	D	D	D	
8 To articulate their own ideas	1. Prioritise needs	I	D	D	

	2. Focus on the relevant problem	I	D	D	
	3. Use appropriate language to achieve desired objective / results	I	D	D	Appreciation of language as a tool for negotiation
9. To use language to build sound interpersonal relationships	1. Choose words carefully to express emotion e.g. sympathy, anger	D	D	D	Sensitivity to the feelings of others
	2. Use body language positively to express emotions	I	D	D	Sensitivity to the role of language in resolving conflict
10. To use language to negotiate meaning	1. Ask questions to gain information	D	D	D	Habit of questioning in order to clarify meaning
	2. Ask questions to clarify and verify understanding	I	D	D	
	3. Request illustration of idea	I	D	D	
	4. Restate ideas for clarification	I	D	D	
11. To reflect on and evaluate their use of spoken language and	1. Examine language in relation to purpose	I	D	D	Sensitivity to audience

reformulate it to help the listener					
	2. Check for audience understanding through questions, etc.	I	D	D	
	3. Be aware of audience response, negative and positive, to what has been said	I	D	D	
	4. Reformulate ideas in response to feedback	I	D	D	
12. Use language to explore ideas and build concepts	1. Exchange ideas with others	I	D	D	Openness to new ideas
	2. Ask questions and formulate hypothesis	I	D	D	
	3. Expand and elaborate ideas	I	D	D	Appreciation of the role of talk in thinking
	4. Use new ideas as a base for further thinking	D	D	D	
	5. Extract new learning for discussion	D	D	M	
	6. To evaluate and adjust	I	D	D	

	hypothesis				
	7. Make predictions based on information	I	D	D	
13. Use language appropriate to situations	1. Use informal language with friends and family	D	D	M	Sensitivity to audience
	2. Use formal language e.g. in church, making reports in science, history	I	D	M	
	3. Understand the role of register, style, tone in language use	I	D	D	Sensitivity to Creole and Standard English
14. To use language to persuade	1. Determine relevant and irrelevant information	I	D	D	Respect for truth and honesty in negotiation
	2. Anticipate questions and likely responses	I	D	D	