The Requirements of Basic Academic Attainments

for Senior Secondary English

(*Second Language)

* English not being used as the primary language of instruction

2017

1. Basic rationale

Macao is unique for her cultural diversity and is becoming increasingly globalized . English serves as a bridge for effective communication with the world. It has a dominant role in many sectors like business, education, tourism, etc. It is essential to nurture new generations of students with adequate mastery of the English language so that they can meet the challenges of advancing Macao's social and economic development further.

On top of the functional purposes, English also serves as a medium for personal development, both intellectual and aesthetic, as a large proportion of the world's sources of information and language arts is in English. It is a tool that facilitates life-long learning, and harmonious coexistence with others.

More importantly, the English curriculum will cultivate students' motivation to learn English; and strengthen their self-confidence to communicate in English.

On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary English (Second Language) should comply with the following fundamental principles:

(1) Catering for individual differences in English proficiency between students
At this stage, it is likely that students will fall into a wider range of achievement levels in terms of their English proficiency, and these students may have varied backgrounds in terms of English language learning. The senior secondary English curriculum should take this into account and embrace the need for catering for individual differences in learner motivation and proficiency in English.

At the same time, students in senior secondary grades are more able to manage their

own learning. This is the time to introduce students to various language development strategies.

(2) Consideration of students' needs for English for further studies and in the workplace

Students in this stage will begin to plan for their future. While some of them may aspire to tertiary studies, others may be looking to start employment The English curriculum of this stage, while it should be intrinsically and educationally rigorous, should also attend to students' need for English in terms of further studies and employment.

(3) Attention to the varied functions of English in present-day society

English is important to students for the purpose of further studies and employment. However, on top of the instrumental purposes, English is also a medium through which students can communicate with other peoples, obtain knowledge about the world, and share experiences with others. The senior secondary English curriculum should also present English as a medium for communication, for obtaining knowledge about the world, and for exchanging personal experiences. As such, attention should be paid to the cognitive and emotional needs of senior secondary students in curriculum planning and day-to-day teaching.

II. Curriculum Goals

(1) Extend and enrich students' knowledge, skills, abilities, emotions, attitudes and values in English Language learning;
(2) Provide students with a foundation in English that will help prepare them for English for further studies or employment;
(3) On top of delivering quality teaching, provide students with training in language development strategies, so that each student can reach his or her full potential in learning English;
(4) Recognise differences between senior secondary students in terms of their ability and proficiency in English and help each student develop his or her full potential in English learning;
(5) Present English language as a medium for communication, obtaining knowledge, and exchanging experiences, on top of teaching students the linguistic components of the language (e.g., vocabulary, grammar items).

3. The requirements of basic academic attainments in different domains

Explanation of coding:

(1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A – Listening, B – Speaking, C – Reading, D – Writing;

(2) The number following the English letter signifies the serial number of learning categories in the learning domains.

Learning domain A: Listening

A-1   Understand more complex descriptions of things, people and places;

A-2   Understand basic expressions of certainty and obligation in spoken discourse;

A-3   Understand a range of questions from the teacher;

A-4   Take down the main points and some details or examples of a simple spoken text on a familiar topic if given a framework;

A-5   Identify the purpose of a spoken text on a familiar topic;

A-6   Recognise the setting and follow the plot of a simple oral narrative;

A-7   Recognise the structure of more proceduralised oral exchanges;

A-8   Recognise some common formulaic openings and closings for dialogues;

A-9   Distinguish between more formal and less formal spoken discourse;

A-10   Distinguish between main points, specific details and supporting examples in a simple spoken text;

A-11   Make connections between spoken discourse and other sources of information such as diagrams and pictures;

A-12   Follow the sequence of events in a simple spoken recount;

A-13   Follow a simple oral explanation of how something happens, with visual support where suitable;

A-14   Follow common spoken instructions on more complex matters;

A-15   Request clarification during or after listening;

A-16   Provide appropriate feedback to the speaker when listening, either verbally or non-verbally;

A-17   Understand speakers who use the more commonly encountered accents and varieties of English;

A-18   Understand the importance of listening for different purposes.

Learning domain B: Speaking

B-1   Pronounce a monosyllabic or multisyllabic new word from its spelling with reasonable accuracy;

B-2   Use a wider range of vocabulary and language patterns in speaking;

B-3   Use a level of pronunciation that can be understood easily;

B-4   Use intonation to support more effective communication;

B-5   Employ more complex sentence structures, especially in prepared presentations;

B-6   Recount personal experiences in an organized manner;

B-7   Express personal feelings and opinions effectively;

B-8   Speak with greater fluency and fewer hesitations, especially in prepared presentations;

B-9   Organise and deliver a short presentation on a topic with ideas logically sequenced;

B-10   Use a wider range of cohesive devices when presenting information, ideas, etc.;

B-11   Highlight important points during a presentation;

B-12   Show an awareness of the audience and of the communicative purpose during a presentation;

B-13   Give clear instructions on a simple process in daily life;

B-14   Use a range of strategies to develop main ideas;

B-15   Use a wider range of communication strategies when taking part in a discussion;

B-16   Play an appropriate role in a group interaction;

B-17   Speak with a higher degree of grammatical accuracy;

B-18   Show understanding and respect for diverse or opposing opinions during a discussion.

Learning domain C: Reading

C-1   Accumulate new vocabulary from reading and organize them with proper use of vocabulary building skills;

C-2   Infer the meaning of new words by making use of the co-text and context, background knowledge, and common word affixes;

C-3   Set a purpose for reading and meet it by selecting appropriate texts;

C-4   Understand how punctuation organizes meaning in a written text and explain how the punctuation affects the reader's interpretation of it;

C-5   Read a text at an appropriate pace with accuracy and fluency to achieve the

purpose of reading;

C-6	Recognize the format and language features of a variety of text types;
C-7	Construct meaning and locate information from visually complex texts;
C-8	Gather, comprehend, evaluate and use relevant information effectively and ethically;
C-9	Apply a variety of comprehension skills to understand a new text;
C-10	Make predictions about the content and development of a text using prior knowledge, personal experiences and text features;
C-11	Understand connections between ideas by identifying cohesive devices such as articles, pronouns and connectors;
C-12	Make effective and judicious use of the dictionary, language references, and online resources to assist reading;
C-13	Take notes on the main points of a written text;
C-14	Demonstrate the habit of reading various texts, including fictional and non-fictional texts, independently;
C-15	Give personal response to a text and interact with others around a text after reading;
C-16	Make inferences and draw conclusions based on information supplied and implied;
C-17	Ask and answer questions, and re-read, to help identify, determine or clarify the main ideas and key details of a text;
C-18	Determine author's point of view, attitudes and feelings;
C-19	Make connections between a text and personal experiences or real life;
C-20	Demonstrate understanding of texts through a variety of verbal and graphic presentations.

Learning domain D: Writing

D-1	Use a range of vocabulary, sentence patterns and verb forms with consistency and accuracy;
D-2	Use a range of resources, including paragraphs, connecting phrases, and word order, to organize text;
D-3	Write texts with structures and language features appropriate to their purpose;
D-4	Write with a clear understanding of the purpose, context and audience of a range of texts;
D-5	Establish cohesion through lexical and grammatical choices;
D-6	Develop an adequate plan or outline using a range of pre-writing strategies;
D-7	Proofread own and peers' final drafts to correct mistakes in grammar, vocabulary and mechanics ;

D-8   Interact with peers in pairs or small groups at different stages of the writing process;

D-9   Review own and peers' drafts with the help of a feedback sheet or rubrics provided by the teacher;

D-10   Appreciate teacher feedback and use it to improve own writing;

D-11   Acknowledge sources of information in writing by providing references;

D-12   Write with increasing fluency and confidence.