

Resource Paper

Reflection of Primary English curriculum on EFT

This lesson contains the reflection of Primary English curriculum on EFT. The title hereby will discuss about the key characteristics of Primary English curriculum, and the reflection of it on our Eft books. The purpose of English describes where we need English at Primary level. If we see the purpose we find-

“The purpose of teaching English at primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities. The primary curriculum has been revised in the light of the National Education Policy, 2010, which emphasizes learning English for communicating locally and globally.” (NCTB English curriculum, 2012, p-155)

The purpose clearly shows that in Bangladesh English should be taught as foreign language by practicing 4 skills in line with our local context but the main purpose is to develop basic communication skill. Here emphasize has been given on practicing rather than translating. In a word English should be practiced as a language not as an subject. If we see the objectives of learning English for Bangladeshi pupils, the statement proves. The objectives of the learning English are hereby:

1. To understand simple commands/ instructions/ requests and carry them out.
2. To speak English to talk about day to day life and fulfill communicative functions.
3. To read and understand different types of texts appropriate to the learners' ability level.
4. To write English to describe persons, objects, places and events and to express needs and feelings.

The statements above hence reflect the key characteristics of Primary English curriculum as follows:

1. Emphasized on 4 skills
2. Listening and Speaking skills are addressed in special demand.
3. Suggestions to use audio/video materials to practice listening and speaking
4. Topics/themes have been suggested in line with student's real-life situation
5. Inclusion of the English sound symbols with examples and explanations
6. Suggestion has been made to include a section on simple classroom language
7. Suggestions have been made to conduct activity-based classroom.

Considering all of these facts the Primary English curriculum has been designed and the reflection has been considered in the implementation tools. Before discussing in brief, firstly we consider the key components of it.

The key components of Primary English curriculum are:

1. Aims
2. Objectives
3. Subject based Terminal competencies
4. Class-wise attainable competencies
5. Learning outcomes
6. Content/Hints
7. Planned Activities
8. Instructions for writers/Illustrators

Those components are interrelated. One depends on another to fulfil. If we see the components firstly, we see Aims. Our curriculum has one single aim which is-

“To assist a child in his/her physical, mental, emotional, social, moral, human, aesthetic and spiritual development to instill in him/her patriotism, science-mindedness and creativity, and inspire them to have a vision for a prosperous life.

To fulfil these aims there are 13 objectives and number 4 is for English which expresses as:

“4. To assists in developing the child's intellectual capability and power for expressing himself / herself through language and communication skills.”

To fulfil these objectives there are 29 terminal competencies. As for example if we consider number 4 objective that mentioned above number 9 terminal competency is described:

“9. To acquire and use the basic skills of English as a foreign language.”

Again, to fulfil this number 9 terminal competency there are 31 Subject based Terminal competencies which are distributed class wise (Class-wise attainable competencies) and 4 skill based. To fulfil these 31 terminal competencies there are some learning outcomes and to fulfil those the content and planned activities has been designed. Finally, the to implement all of the above EFT has been developed and practiced in real classroom.

So, it has been shown that the Primary curriculum has been developed in a well-organized plan in context with our national policy and the reflection has been made in our EFT books. To it can be said that Our EFT books have been developed with the direction of our National English curriculum which obeys the purpose of our National Education policy 2010.

Annexure-01

31 Subject based terminal competencies for English

Listening

1. to recognize basic English sound differences, stress and intonation.
2. to understand simple commands, instructions and requests and carry them out.
3. to understand simple questions and statements.
4. to listen to, understand and enjoy simple rhymes, poems and stories.

Speaking

1. to use English sounds, stress and intonation appropriately.
2. to exchange greetings and farewells and to make introductions.
3. to ask and answer questions.
4. to recite rhymes and poems.
5. to say the names of the days of the week and the months, and to tell the time.
6. to talk about simple things and actions.
7. to give instructions, commands and to make requests.
8. to take part in conversations on topics related to students' daily life.

Reading

1. to read aloud texts with proper pronunciation, stress and intonation.
2. to recognize and read both cardinal and ordinal numbers.
3. to read the names of the days of the week, the months and the time.
4. to read aloud poems with proper stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.
6. to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.

Writing

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.
11. to write simple personal letters.
12. to fill in simple forms.