ENGLISH IN SECONDARY SCHOOL

CREATING AWARENESS

By Dejene Bersisa Dhufani

Sep. 02, 2023

Dodola, Oromia

Contents to Present:

- Introduction
- What is English for us (as students)?
- Why and to what extent we need English in grades 9, 10, 11 and 12?
- What are the focus areas of English in grades 9, 10, 11 and 12?
- Expected evaluation method, technique and why assessment.

Introduction
Is English Language or Subject?

- English is both a LANGUAGE and a SUBJECT
- For we're learning almost all subjects in English (here in Secondary School), it's a language by which we're learning.
- For we're studying English to score marks the same as to any other subject, it's a subject.

So, What's Expected from Me, as a Student?

Exposure:

- Create a situation whereby you can use English as a language, in and out of the classroom.
- Practice English in your communication as a language deliberately.

Programm & Study Skills:

- Make a plan to study English as a subject like any other subject.
- Identify your weaknesses and strengths to bring changes

A Sample Achievement Plan

No.	Subjects	Average score in 2016	Sem. 1 Score in 2017	Sem. 2 Score in 2017	Average score in 2017
1	Physics	95	98	98	98
2	English	94	97	98	97.5
3	Chemistry	94	96	97	96.5

A Sample Study Plan

Days	Physics (8:00 hrs)	English (6:00 hrs)	Chemistry (6:00 hrs)	Biology (8:00 hrs)	Maths (7:00 hrs)	Home Works (7: 00 hrs)
Monday (6:30 hrs)	10:00-12:00 am (morning)	17.30 hrs	1:30-3:00 pm(evening)	3:oo-5:00 pm(evening)	17.30 hrs	9:00-10:00 pm (m. day)
Tuesday (5:30 hrs)	18:30 hrs	10:00-12:00 am (morning)	18:30 hrs	18:30 hrs	3:oo-5:00 pm(evening)	1:30-2:30 pm(evening)
Wednesday (6:30 hrs)	10:00-12:00 am (morning)	17.30 hrs	1:30-3:00 pm(evening)	3:oo-5:00 pm(evening)	17.30 hrs	9:00-10:00 pm (m. day)
Thursday (5: 30 hrs)	18:30 hrs	10:00-12:00 am (morning)	18:30 hrs	18:30 hrs	1:30-3:00 pm(evening)	3:oo-4:00 pm(evening)
Friday (6:30 hrs)	10:00-12:00 am (morning)	17.30 hrs	1:30-3:00 pm(evening)	3:oo-5:00 pm(evening)	17.30 hrs	9:00-10:00 pm (m. day)
Saturday (5:30 hrs)	18:30 hrs	10:00-12:00 am (morning)	18:30 hrs	18:30 hrs	3:oo-5:00 pm(evening)	1:30-2:30 pm(evening)
Sunday (8:30 hrs)	10:00-12:00 am (morning)	15:30 hrs	2:30-4:30 am(morning)	7:oo-9:00 pm (m. day)	1:30-3:00 pm(evening)	9:00-10:00 pm (m. day)

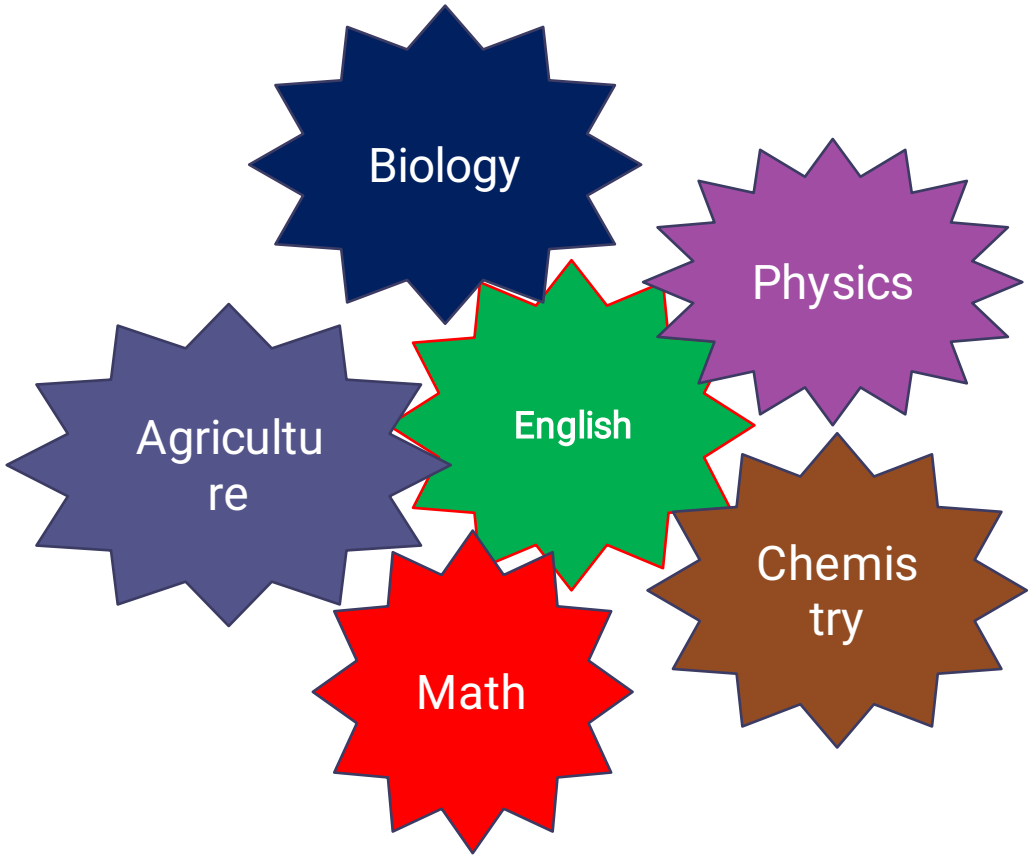
a) English For Grades 9 & 10

- In Grades 9 and 10, all students begin studying many subjects through the medium of English.
- It is, therefore, crucial that English classes develop students' subject survival skills, confidence and learning strategies.
- Students will have come to Secondary Schools from a range of different schools and backgrounds and will be a more diverse group.

Continued

- Therefore, the focus in Grades 9 and 10 is on revision and extension of what students covered at primary level rather than introducing a range of new language items.
- Topics, texts, vocabulary and activities are more directly linked to other school subjects and reflect the national focus on science and technology.

The better your English is the better your scores will be in all subjects!!



b) English For Grades 11 & 12

- When students finish general secondary education, they will continue to use English, either at college, in TVET, University or in the world of work with respected differences of exposure.
- For this reason, there is a focus on communication; through the development of learning strategies, and independent learning.

Continued

- Since all of the students in Grades 11 and 12, (typically in the Boarding Schools) will be aiming for higher education where English continues to be the medium of instruction, the focus of language teaching will be slightly different.
- Firstly, students need to have a wider range of grammatical and lexical competence to cope with future studies.

➢ How much impactful are grammar and vocabulary?

Grammar:

✓ **Very little can be conveyed without grammar!**

Examples:

1. She have two sisters.
2. He live with them.
3. Can't you doing it.
4. I from came Dodola.

Vocabulary:

✓ **Nothing can be conveyed without vocabulary!**

Examples:

1. **French**: Ouvrir la porte/Open the door.
2. **You**: ??????/Oka, I'll/Sorry, it's too cold outside.
3. **French**: Á votre arrivée?/When you arrive?
4. **You**: ??????/By tomorrow morning, maybe .
5. **French**: Ça va?/How are things?
6. **You**:??????/Everything is nice. Thank you.

Continued

- Secondly, in Grade 11, and especially Grade 12, there is more focus on reading and writing aimed at preparing students for higher (tertiary) education.
- Thirdly, the focus on longer and more academic texts is also reflected in speaking and listening activities.
- Discussions and debates are often around topical issues related to other academic subjects.

Continued

- Finally, as it has already been demonstrated, there is an increasing focus on students' independence.
- There is more students' individual work on learning strategies.

Assessments
1. Assessment through oral work

- Lets students to demonstrate or make use of what they have already learned in terms of the real life contexts.
- This may include, interview, presentation, report on a survey work, introducing oneself or someone else to the other, debating, explaining a concept, describing yourself/someone, telling story, conversation, etc.
- Oral work is important since it helps the students to develop their listening and speaking skills.

2. Assessment through written work

- Written work is the most common source of evidence that implies how much a student has achieved a specific language competency.
- Asks students to put thoughts in writing, checking errors with their written works and amending them.
- This may include: writing a complete sentence, a paragraph, a summary, an essay, a letter, a CV, a news report, an article, etc.

3. Assessment through practical work

- Requires a student to show her/his authentic performances, and enables them to show-up (put into practice) what they have learned so far (the knowledge).
- This is an attempt of using English for variety of actual life activities.
- For example: students might use different types of sentences, variety of patterns and lexis for real world situations (in their daily life Communication)
  .

Continued

- This may include: using the language to ask and answer questions, buy or sell, make apology, express sympathy, agree or disagree, give/ask for opinion, give/ask for direction, give/ask for advice, ask for permission, give/ask for information, etc.
- Or write a friendly letter to a relative/friend.
- Or write a formal letter: an application letter.
- Or write your personal CV.
- Or write an essay to explain an issue like complaint or appreciation.
- Or read materials for various purposes of their own.

4. Assessing life skills and values

- This sort of assessment examines student's traits and life skills, in such a way that he/she should:
- be share/open and be tolerant
- respect themselves and others
- work with others comfortably
- express themselves clearly
- be responsible for his/her own learning and/or any other actions.

THANK YOU!!