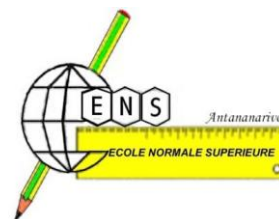


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Centre d'Etudes et de Recherche en Langue et Lettres Anglaises

# **IMPROVING THE « CLASSE DE TERMINALE » (T12) LEARNERS' ORAL SKILLS REGARDING THE ENGLISH OFFICIAL SYLLABUS**

Presented by: Irène ONJANAHARIMIALY

Supervised by: Norosoa RAJONSON RAKOTOMENA

Maître de Conférences

Academic Year : 2016 – 2017

Date of presentation : 23rd December 2016



## Acknowledgements

This work would not be realized without the precious help of the following persons to whom we are extremely grateful.

First of all, we are thankful to Chairperson, Mr.Manoro Régis, who kindly accepted to preside over the defense this work and who brought rich criticism for its improvement.

After that, we address special thanks to Ms.Raminoarivony for her advices and comments which contributed to the betterment of this work, and also for having accepted to be the Referee to the presentation.

Words are not enough to express our gratitude to our Supervisor, Mrs.Norosoa RAJONSON RAKOTOMENA for her specific guidelines, her patience, and her outstanding suggestions which greatly helped to the finalization of the initial version of our research work.

Our thanks are equally given to all the teachers at the English Department of ENS, for conveying us their precious knowledge and owing us high level of English teaching training during our studies at ENS. We are fortunate to have been among their disciples. We cannot forget to thank ENS Administrative Staff and Librarians who played important role in our training.

Acknowledgements are also offered to all Private School teachers and all those who accepted to answer our questionnaires without which our researches would not be statistically relevant.

Also very sweet thanks to Zoely for her encouragement and her technical helps, to Tamby for her supports, to the Bright Junior Cohort for their presence.

Last but no means the least; we are endlessly indebted to our mother and father for their love, material and financial supports, to our daughter Whitney and our husband Aina for their love and typical way to raise ambition.

We offer our dear appreciation to those who directly or indirectly contributed to the achievement of this work.

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### Vocabulary related to English curriculum

- **Objectives** (in the context of curriculum of syllabus)= sets of English language expectations and abilities at the end of a school term
- **General objectives**= summary of the English language ability expectations
- **Specific objectives**= Details and divisions of the general objectives
- **Oral skills**= Speaking and listening skills
- **Accuracy**= Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary.
- **Literacy**= the ability to read and write
- **Competency**= the ability to use a specific grammatical item, typical phrases or a language function
- **Ability**= capacity
- **Language Proficiency**= the ability to use the language as a whole (fluency in oral skills, literacy in written skills and correctness in grammatical conventions)
- **Proficient**= Use classroom language that is consistently accurate throughout the lesson, and respond appropriately to learners' output most of the time in both planned and spontaneous situations.
- **Assessment**=evaluation. It is a method to check if the set of learning objectives are achieved
- **To achieve**= to reach, to fulfill
- **Assessment instructions**= Are the elements indicating the kind and type of assessment for English, but they are not testing designing
- **Exam**= test
- **Assessment instructions**= different from examination questions, they are instructions, assignments to conditions and content of these examination questions. They are theories of the examination questions designing of one specific subject.

## INTRODUCTION

Language is used to communicate and with the high of speed technological development, people can be in contact from all over the world to wherever. People write, but most of the time, communicate directly to give more efficiency to discussion. Workers, business people, students, speak and listen to the interlocutor to transmit opinion, to present a work, to reassure someone, to sell, to negotiate, to argue... These actions would have less intensity in writing. This is the reason why learning oral skills is as important as learning written skills when learning a language and learning English is of no exception. Teaching English induces teaching oral skills.

Being able to communicate orally and able to understand spoken English provides many advantages nowadays because many investors are English speakers and many work opportunities require English speaking abilities because they are in relation with systems abroad. However, oral skills are sometimes neglected in English teaching. The Skills Essay Updated on September 25, 2013 <http://hubpages.com/education/language-skills-essay> mentions, "When teaching a language it is important not to neglect any skill within the language as foreign language learners in particular need all four skills for travel, work or other reasons". Oral skills are as important as written skills for an efficient English ability. Grade 12 or T12 students are preparing their professional, collegians or university life. They need to have enough English luggage to succeed in those domains; consequently, it is important to make sure that oral skills are strategically taught at school. For the Grade 12, curriculums set and frame the oral skills teaching and assessing, which is not the case in Madagascar. Madagascar's T12 English Curriculum is not obliging oral skills teaching and testing and this affects the oral skills fluency Baccalauréat graduates.

In order to improve this situation, this dissertation will suggest "Emphasizing oral skills development in the T12 learning program to improve English teaching". As such, this dissertation will contribute particularly in the improvement of English teaching through

**"Improving Oral Skills Teaching in Terminale (T12) regarding Syllabus"**

## Overview

“Oral skills play an important role in the English language use as it enables direct and vivid communication. As such it is crucial to succeed in conveying English language oral skills when teaching English. However, teaching English is framed and guided by curriculum in terms of objectives. This dissertation will deal with the Grade 12 teaching and its syllabus. The grade 12 syllabus base and objectives put in evidence teaching and learning the four language skills including English oral skills. It also provides assessment indications to check if the oral skills objectives are achieved. The research proves that respecting the English oral skills objectives and considering their assessment rules in the curriculum contribute to the success of their teaching.

The second part will evaluate if the Madagascar’s T 12 English syllabus guide contributes to the oral skills English teaching. The T12 syllabus is demanding the ability to master oral skills in its general objectives; however, referring to its specific objectives manifestation and teaching reality, oral skills teaching objectives are not achieved. In addition, the T12 assessment instructions are not obliging the oral skills testing. This incoherence misguides teachers and prevents English oral skills teaching efficiency.

The third part will suggest emphasizing the oral skills in the T 12 syllabus specific objectives in order to offer more detailed guides to teach oral skills in classroom. Once every part of the units of study in the curriculum include oral skills, it will be much easier to teach them in order to achieve oral skills objectives and improve English teaching.”

### Grade 12 investigation

This dissertation will deal and orientate its interest on the Grade 12 English teaching curriculum as this grade marks the end of the high school curriculum and gives an overview of students’ level before their university or work life. It is then an important step for learners’ professional life. Grade 12 English curriculum serves as a single pedagogical formulation to **bear upon English learning and teaching situation**. It sets the grade 12 English school year goals, leads their language learning process, and provides their assessment instructions. It is not detailing every specific objectives or unit of teaching but it is referring to them.

## 1– Introducing English oral skills teaching

### 1-1– English language Teaching

Teaching is conveying a specific knowledge to a specific group of students. This dissertation puts its interest in the English language teaching of Grade 12 or T 12 students. In other words, English language teaching here is conveying English language knowledge to enable Grade 12 students to use English language.

The objectives of Language teaching are described by students' **fluency** and **literacy** in the use of this language. It is important to know the basic of language teaching to be able to find the ideal way to guide the teaching. The basic objectives of Language teaching are students' ability to understand the language, and their ability to write and speak the language. Language teaching objectives are based on the four language skills: listening, reading, writing and speaking. Thus, teaching English language is **teaching language skills**.

This work puts its interest in the oral skills teaching because if the written skills are considered sufficient, oral ones are somehow dismissed in English teaching. However English oral skills are the most direct and vivid means of communication while using a language. English language oral skills are then a crucial part of the English teaching.

Oral skills teaching are accompanied by **linguistic knowledge** which serves as situational means to contextualize English language teaching and learning.

Next to these, to check if English language oral skills teaching objectives are achieved, assessment is also a very important part of teaching. It orientates the objectives of teaching and the students' acquisition of the subject. English language oral skills teaching is then accompanied by linguistic knowledge, and assessment.

### 1-2– Teaching English language oral Skills

Etymologically, **skill** is the “**know-how**” of one specific field of study. There are many subject skills, mathematics or physics skills, language skills... When learning a specific field of study, demonstrating the ability to use the concerned skills proves its acquisition. Language skills include reading, writing, listening and speaking. Reading and writing are **written English language skills** while **listening and speaking** are **oral English language skills**.

This dissertation is focusing on the English language oral skills teaching which consists on teaching students to acquire English language **fluency** that is the ability to **understand the content of English through listening** and to gather appropriate grammar and vocabulary to **answer** within ease in a short time.

#### 1-2-1. Teaching Listening

Listening is the first element of a language teaching.

- It is the source of the language **sound, articulation** and **pronunciation**. The “**skills essay**” in the (<http://hubpages.com/education/language-skills-essay> Updated on September 25, 2013) states that: “As babies and children, we begin acquiring our

mother tongue by first listening to the adults around us. Of course, it is not as easy as listening and doing. As the adults are talking, babies are absorbing the sounds". Without being able to hear phonemes as model, it is impossible to produce spoken words or imitate proper pronunciation. Listening allows **phonological** awareness of the **English sound system**. It is also rich in **cognitive challenging opportunities** for English Learners to engage in listening and speaking activities which help them to voice the language. Textbooks are rich in listening units exploited under audio texts and practices. Move Intermediate textbook adapted for Grade 12 level for example presents 32 units of listening up to 15 units of studies.

- Listening consists on teaching a source of understanding spoken varied contexts manifested by vocabulary, language function and structures use. These linguistic compositions give sense to what a person wants to say and listening puts into practice grammatical items to voice the language.

Teaching Listening skills consists on developing both English sound and oral linguistic knowledge acquisition. This is the first step of fluency in English use.

Skills Teaching begins with recognition that is with the listening steps before jumping to the production stage speaking.

#### 1-2-2. Teaching Speaking:

- Teaching speaking consists in amplifying listening various types of spoken language for memorization, repetition, and imitation of the correct use of vocabulary, language function and structures.
- Teaching speaking is teaching pronunciation and articulation to enable learners to produce correct English spoken language sound in order to be understood by native speakers or other users of the language.
- Teaching speaking is to invite students to produce English with activities like dialogue, debates, presentation, in which errors will be directly corrected.

These steps of speaking teaching aim at learners' ability to understand and to produce correct English. In short, the goal of teaching speaking is learners' **fluency** in the use of English language. Mastering listening and speaking is translated as total fluency in English language use.

English language oral skills require linguistic knowledge and assessment instructions to facilitate and frame their conveying.

#### 1-3- Elements of English oral Skills Teaching

In order to locate the language oral skills in a real situation, themes of studies including grammatical items and structures serve as complementary elements to English oral skills

teaching. Next to these, English language oral skills teaching will be concluded with assessment to check the teaching efficiency and learners' acquisition.

### 1-3-1. Linguistic knowledge

To complete oral skills conveying, vocabulary, language function, structures and topics of learning are included in the Language teaching.

- **Themes**, also known as "Topics" are thematic divisions which are chosen to put English language oral skills in a context or/and situation to make their teaching easier. They are chosen accordingly with the level. The higher the level, the higher degree of difficulty of theme will be. They are framed by the English language program objectives. **Social** and **cultural** are the two main topics objected to be dealt in the Grade 12 class as stated in the 2012 WIDA Amplification, "*Students need to develop **social language** and **cross-cultural competencies** to be successful in school and beyond*". However, for post lycée needs, academic and professional themes are also included in the themes to be dealt in Grade 12 standards.
- **English components:**
  - o **composed of language function** which are specific phrases adapted to cope with specific situation like meeting people, introducing oneself, arguing, sharing opinions, inviting someone, making complaints, ....
  - o **Vocabulary** representing the word level in language learning
- **English language structures:** Structures are basic scientific side of the curriculum. They are permanent elements that rule the English language essential element in language learning. They are composed of the use of a specific verb in the convenient tense, the use of possessive cases, reported and direct speech, the use of adjectives... in short, the use of "**grammar**"; and "**English typical phrases**".

As far as English teaching components is concerned, this work will observe especially how themes and their content help learning English language oral skills in Grade 12 level.

Next to this, elements of language teaching also require obligatorily assessment instructions.

### 1-3-2. English language oral skills Assessment

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the skills teaching expectations. Assessment is considered as "**output**" to fulfill teaching. For language teaching domain, Language assessment is testing the language proficiency, fluency, accuracy and literacy of a specific group of students. Testing language objectives also includes testing oral skills as an equal part of the four language skills. Generally the in language assessment testing language oral skills objectives

in total coherence with its form and content is obligatory that is testing oral skills with the authentic skills. Indicators to test and marks oral skills are structured under oral skills which are speaking and listening. In other words, assessing oral skills will be done with speaking and listening skills and not with any other skills.

English language oral skills teaching also consist on assessing oral skills objectives at the end of a year to evaluate the teaching and students' acquisition.

Nevertheless, it is important to limit the English language oral skills elements to be taught in every grade, here Grade 12. It is crucial to specify the language teaching level of this grade and have a written reference of the language teaching content. It is necessary that this written book exposes oral skills assessment instructions. In short, a document pinpointing language contents to be taught in a specific level is necessary to guide and manage teaching. This document is nothing else but curriculum.

## **2– Role of curriculum in the English language oral skills teaching**

### **2–1– Definition of a curriculum which develops oral skills**

Curriculum is a specification of content of course instructions and lists of what to be taught and tested. Curriculum encompasses the entire scope of formative deeds through objective. It serves as prescriptive both for teachers and learners. This is considered as teacher's first resource of idea, approaches, methods, activities and techniques presented as objectives. Curriculum guides, manages and frames the teaching by stating the objectives of teaching of a specific group of students, here Grade 12; and by assigning assessment instructions corresponding to these objectives.

Curriculum in its content of teaching aspect is composed of

- **objectives** , divided into
  - **General objectives**
  - **specific objectives** and
- **Assessment instructions.**

In the present work, only these aspects of curriculum are being studied.

Grade 12 English curriculum is composed of the language norms seen in the English curriculum standards. For language curriculum, these objectives and assessment instructions are based on language skills. Thus, English curriculum defines as a document outlining English language objectives including elements to be taught to Grade 12 students and the same document is stating the instructions of assessment corresponding to the objectives under skill basis. In parallel, English language oral skills objectives and assessment instructions are included in this Grade 12 English curriculum. Oral skills are balanced with the written skills both in objectives settling and in assessment instructions.

### 2-1-1. Curriculum settles learning objectives for English language oral skills

The curriculum main task is to gather achievements students are to achieve within a subject. It describes the list objectives also considered as achievement or proficiency of learner at the end of a term. Bobbit (1918) states: "The entrance point of a curriculum was to see which results have to be accomplished". "Which results have to be accomplished" describes what learners must acquire in a term and in which level. As far as this present work is concerned, Language curriculum is detailing the language **objectives for Grade 12**.

Objectives in English curriculum are the language goals, aims, and expectations which describe the English Learners competency at the end of the school terms through sets of course "input". They are basically designed under language skills and conveyed through knowledge. English grade 12 learners' objectives in terms of English language consist on **accuracy** (correctness in grammar and language structures), **literacy** (ability to write and read in grade 12 level), and **fluency** (the proficiency to speak and understand English fluently) in which the present work is focusing as indicated in the (1.1.1- Teaching English language oral skills).

In English language objectives are specified the **language components**, language function, vocabulary, grammar and structures (1.1.1.2-Linguistic knowledge) all of which are based on the **language skills**. This latter is serving as both teaching and testing tool.

Curriculum is organized under structured language objectives lead by **language general objectives** and detailed in **specific objectives**. Inside this curriculum organization is included the English language oral skills. The language curriculum defines and list the level of **proficiency** and **fluency** of Grade 12 students. These oral skills objectives are divided into general objectives and specific objectives to guide learning.

Language objectives in the English curriculum are providing the linguistic knowledge to make oral skills teaching efficient. These objectives are checked with assessment to confirm if the they are achieved.

Present in every English curriculum, assessment is a necessary element for English oral skills teaching and learning. It is to be noticed that they are not detailed in the curriculum. This teaching document only states instruction to follow when designing oral skills tests.

### 2-1-2. Curriculum gives assessment instructions for English oral skills:

Curriculum is a document outlining the English teaching through sets of language objectives. These objectives are checked later by assessment to evaluate curriculum adaptability, teaching efficiency, and students' acquisition. Assessment is crucial in the teaching process and so is it in the English teaching. The dissertation on language teaching in the [http://hrd.apec.org/index.php/Language\\_Curriculum\\_and\\_Instruction](http://hrd.apec.org/index.php/Language_Curriculum_and_Instruction) states: *"The goal of Language curriculum might be fluency or literacy, The means of verifying the success of instruction and the adequacy of the policies and standards on which it is based [...]"*

is *Language Assessment*,” English language assessment allows to evaluate if the language objectives settled in the education policies in vigor and settled in the curriculum are achieved. Here, the assessment instructions will assign the way English oral skills ought to be tested.

Next to this, assessments frame the curriculum objectives and the learning process. Teachers train their students taking the assessment types or instructions indicated in the curriculum into consideration. In other words, the “What will be evaluated” within its levels and measures help teacher in conveying knowledge and preparing students for the evaluation. English Curriculum assigns the Oral skills to be tested under speaking and listening skills. The teaching is then preparing students for such form of evaluation.

Finally, Assessment is also called achievement where indicators are set in the curriculum standards for marking and evaluation guiding instructions. Achievement indicators are statements that describe what students are able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Assessment instructions included in English Curriculum is crucial for English oral skills teaching for its guide, its marking, and its objectives achievement evaluating.

To be more rationale in the study of a Grade 12 English curriculum developing oral skills, it is relevant to observe norms of Grade 12 English curriculum. This latter is presenting English language teaching objectives and assessment instructions as seen in (2.1.1– Curriculum settles learning objectives for English language oral skills) and in the (2.1.2– Curriculum gives assessment instructions for English oral skills).

## 2-2– Oral skills development in Grade 12 English curriculum

Grade 12 English curriculums are presented under objectives divided into general objectives and specific objectives. Linguistic knowledge that serves as situational approach to facilitate the language objectives achievement is stated within these objectives. These same documents are also offering assessment instructions and achievement indicators to check the settled objectives. Both objectives and assessment instructions are structured under skills basis. Grade 12 English curriculums balance their four language skills in the teaching. They have clear separated objectives for written and oral skills. Oral skills are taught and assessed authentically. The guide first gives oral skills general objectives which it details in specific objectives and it also objects the corresponding oral skills assessment instructions.

### 2-2-1. Oral skills development in the Grade 12 English curriculum General objectives:

Oral skills general objectives are summed up with **fluency** in the English language as mentioned in the part 2.1.1– (Curriculum settles learning objectives for English language oral skills). Grade 12 English curriculum gives language strategies and finalities in their oral skills objectives.

### 2-2-1.1. Listening skill General objectives in the Grade 12 English curriculums:

As summoned in the 1-1-1-1- Teaching listening, learning a language is first of all listening to the language after that being able to understand and finally to imitate. The Grade 12 curriculum respects this process of language oral skills learning by settling both strategic and finality of listening objectives. Grade 12 students listening comprehension consists on developing more complex spoken English understanding,

In listening skill, Grade 12 students ought to:

- Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of context
- Use listening strategies such as learning pronunciation, having sets of listening courses, ...
- Understanding correct grammatical spoken English
- Develop and improve understanding more complex spoken English,
- Be able to grasp **understand critical thinking**

### 2-2-1.2. Speaking skills general objectives in the Grade 12 English curriculums:

After listening comes the speaking skill. They are interdependent ones in the oral skills teaching process. Grade 12 Speaking objectives lay in the ability

- use speaking strategy
- to **speak English** in various situations
- to speak correctly the language structures appropriate for grade 12 proving **accuracy and literacy**
- to speak more complex English till expressing in a critical thinking

Grade 12 students ought to be **fluent** in the language level of their English speaking objectives. In other words, they are to understand and answer with ease to utterances or discussion on themes objected to them.

### 2-2-1.3. Linguistic knowledge developing oral skills teaching General objectives in the Grade 12 English curriculum :

Linguistic knowledge is thematic elements to put the language in a situational context to facilitate the language learning. These themes are mainly cultural, social and professional or academic as mentioned in the 1.1.2- Elements of English language oral skills teaching (Linguistic knowledge). The grade 12 English curriculums are respecting these main themes. General objectives are the head directing the rest of the learning process in the curriculum as such after them the corresponding specific objectives are summoned in the Grade 12 English curriculum.

### 2-2-2. Oral skills teaching specific objectives in the Grade 12 English curriculums :

Grade 12 English teaching programs provide phonology learning containing the pronunciation, articulation, "rythm", stressing, intonation, and understanding.

Grade 12 students will be taught through the following steps, methodologies (techniques and strategy) of the speaking and listening skills.

#### 2-2-2.1. Oral skills development specific objectives in the Grade 12 English curriculums :

##### - **Develop listening comprehension**

- . **In listening for detailed information:** Students will be trained to understand **specific information** from directions or instructions

Students will be taught to be able to locate the **important points** in 04 pieces of listening, or during an oral presentation. He will distinguish the relevant/irrelevant information, identify and define new words, concepts, **main ideas and relevant supporting details using a written outline or graphic organizer as a guide** or provide a summary and ask questions on the subject.

- . Teaching understanding also infers **listening strategies:**

- o pre-listening (imagine context, summon vocabulary, guess content, recall existing knowledge, set purpose),
- o in-listening (analyze the oral text's evidence, logic and emotional appeals, build connections, discover meaning, ask questions, find inferences and confirm predictions, Reflect and evaluate)
- o post listening (Talk about the content of the oral text, summarize the content orally, analyze and evaluate critically what they have heard

with the help of teachers.

- . Understanding topical in a real communication: demonstrate understanding of more complex spoken English on a variety of topics by **participating in academic classroom discussions; providing a summary of a group discussion, ...**

These steps are imposed to students for their English language sound training for understanding, acquaintance to understanding and model of imitation

##### - **To develop fluency in speaking**

- . **Sound patterns:** Speaking exercises are present in this lesson: pronounce words correctly, pace speech to be understandable, demonstrate an awareness of audience, speak with a purpose in mind

- . **Use speaking strategy** (avoid repetitive mistakes by recognizing them, self monitoring and self-rehearsal)

- . **Using conversational strategies:** Students will be taught to use Conversational Strategies for a variety of conversational expressions e.g. disagree politely using expressions such as "That's interesting, but have you thought about ...?" (Language function with English usual useful phrases)

- . **Speaking in a thematic subject:** academic, professional, or social purposes

- . **Speaking in a real communication:** Students will be taught to engage in real and complex conversations: on a variety of topics. e.g., participate in role plays; express and defend personal preferences in debates, have presentation on a specific subject.

- **To develop accuracy in speaking** by mastering the grammatical structures of Grade 12 level while expressing oneself

It is to be noticed that Standards curriculum suggests modern and attracting didactic elements such as films, poems, songs, media, internet and new technologies to convey the speaking and listening skills.

#### 2–2–2.2. Oral skills leveling teaching in the Grade 12 English curriculums :

There are steps and process of listening and speaking in the skills specific objectives. They are composed of learning words that are vocabulary and pronunciation, practicing by avoiding mistakes and having rehearsal, and extending vocabulary by the language function.

	<b>Level 1 World and phrase</b>	<b>Level 2 Sentence</b>	<b>Level 3 Paragraph</b>	<b>Level 4 discourse</b>
<b>Listening (fluency)</b>	Recognize meaning and pronunciation of the English vocabulary, recognize the meanings of a typical sentences	Understand the meaning of whole sentence. Identify literal from satirical speech	Understand the reasoning in a paragraph. Infer speaker's purposes in satirical speech	Understand and able to ask questions, to give remarks of opinion or argument or report by speaking or writing the heard text
<b>Speaking (fluency)</b>	Use specific and appropriate words and terms within its right pronunciation. Being in ease with utterances	Master the phonological and structures of words, terms, and sentences. Able to produce meaningful sentences with a correct grammatical form Use English in a right pronunciation and intonation	Include techniques and coherence between sentences to build a paragraph while expressing idea or while having an oral presentation	Being in ease in conversations Being able to present an exposé, defend an argument, engage debates about a specific theme with ease and then able to answer to corresponding questions

These steps are imposed to acquire, to imitate and to produce speaking abilities through listening by pinpointing information among a longer piece of listening. The goal is to develop English language sound awareness and understanding through listening from easiest step till more difficult and then develop the speaking production by learning to pronounce, repeat, and develop vocabulary. For a correct speaking and true understanding however; this reference book is not offering detailed lesson for a session but gives objectives to be followed to reach Grade 12 speaking and listening skills objectives.

Oral skills are also interdependent between them. Learning speaking induces reading and listening skills deepening. Listening is the source of understanding and imitation for speaking (1.1.1– Oral skills teaching). Learning listening requires reading for new vocabulary and written word discovery to facilitate the understanding. The Ontario curriculum 2009 even states: “*Effective instructional activities blend **expectations** from the **four strands** in order to provide English language learners with the kinds of experiences that promote meaningful learning and that help students recognize **how language and literacy skills in the four strands overlap and strengthen one another.***”

Teaching oral skills requires steps of teaching, strategies to facilitate the learning and knowledge spoken text that serve as base which contains the linguistic knowledge part.

### 2–2–3. Grade 12 English curriculum Knowledge specific objectives developing oral skills

Linguistic knowledge helps the language conveying and skills teaching, concretely it puts language in concrete contexts to prepare students in the future **probable situation** they will be exposed with the English language. For grade 12 English learners, English subject is a **transition from secondary to postsecondary** destinations: social, college, university, work apprenticeship, work, and cultures. In the Grade 12 English curriculum, linguistic knowledge of this level is then designed to help those students to be able to break English language barrier related to these summoned domains after their high school. As such, basing on the Grade 12 linguistic knowledge general objectives, specific English linguistic objectives of grade 12 focus on: social, cultural and professional or academic purposes.

The main English knowledge goals of the grade 12 students are:

- Student's ability to master specific subject language **English academic language** that is language related to subjects in class: school subjects, and professional subjects
- Students' ability to master variety of **social contexts and instructional English**: personal topics related to social and everyday life topics,
- Students' ability to master **cultural English**: current affairs and cultural topics

These objectives are folded into content:

Personal and social topic (word, phrases, and sentences level )	School subject and professional topics	Cultural and current affairs topics
Self and others identification and introduction, <b>globalization</b> , coping with everyday life situations with the English Language tool, (based on language function and vocabulary)	Understand and being able to communicate information, ideas and concepts about <b>Arts</b> : satire, literature analysis, texts evidence, narration, giving feedbacks language of music and performing arts, visual arts, arts media, arts works, government organization, tourism <b>Science</b> : scientific enquiry, environment, technologies, health, biology <b>Technique</b> : general mathematical and technical terms and use, functions and relations, engineering, farming, architecture	<b>Historical</b> times, origins, and figures related to the native speakers <b>English and American</b> identities, interdependence and conflicts <b>Multiculturalism</b> : way of speaking, way of living, evolutions, religion, festivities, government ...

The first way to deal with those topics in oral skills is the **language function** teaching for students to be able to **debate** for example. Oral skills teaching are stepped as follows:

If dealing with the self-identity topic for instance: About **preferences**

- First of all, students are to discover by *listening* the lexical field of the theme as **world level**. In the domain of preference, words are: like, favorite, dislike, love, prefer. They will be taught their *senses* and their *pronunciation*.
- After this, Grade 12 students are to learn how to build a sentence with these corresponding words: **Sentences level**.
  - I like reading books
  - I like hanging out with friends.
  - I hate running (with the corresponding linking words like however, also, but, because ... or other structures like negative, or interrogative). Students listen to spoken piece on the context and will hear how a native speaker uses the word in a sentence. They imitate the form with their own preferences and will tell sentence on their preferences.
- And finally they will produce a whole spoken description for the **Discourse**

level:

- ➔ My favorite pass time is reading a book. I also like chatting with my friends on facebook. However, I hate running because it is tiring and it is not offering much pleasure I prefer basket ball. How about you?

They will handle a longer discussion or debate with such oral skills teaching leveling

Such organization and steps: **Word level, sentence level and discourse level** are suggested in curriculum to reach the oral skills objectives in every topic for the students to be able to tackle a real debate, dialogue, argument defending, or presentation.

Some content of the topic are dispatched in the practice, or through other forms of presentation like films, listening sequences, drama, songs, or other didactic forms.

The interdependence between oral skills teaching and linguistic knowledge is manifested by the situational impact in the language. The context is vivid when listening to a topic, when discussing about a specific theme. The curriculum is only suggesting a list of knowledge and level Grade 12 ought to have, the goal of the Grade 12 curriculum is to make teacher's task easier. Teacher has to take every topic of study and teach them through the skills steps and strategies settled in the specific objective (2.2.2– Oral skills teaching specific objectives in the Grade 12 English curriculum). Here is how curriculum is proved as a guide for teaching English language oral skills.

The Grade 12 English curriculums are not offering units of lessons to be dealt in this level but it gathers the elements to be taught and sets the objectives to be achieved at the end of the school year term. In other words, it respects the English language curriculum principles curriculum norms as a document guiding and outlining the teaching.

In short, setting English teaching oral skills objectives for Grade 12 requires English language oral skills general objectives including speaking and listening objectives, and detailed into specific objectives which content is fulfilled by the linguistic knowledge. The general objectives only give the main oral skills finalities of the teaching, but the specific objectives offer strategies, steps, form and content of the teaching.

As a confirmation, Grade 12 students ought to understand and speak English fluently in themes delimited for them and to be able to evaluate the teaching efficiency with the student's proficiency in oral skills, assessment serves as a necessary tool of measure in the curriculum. However, grade 12 English curriculums are not offering detailed assessment questions; they only assign instructions for the subject ideal way of evaluation and indicators of achievement.

## 2-3. Grade 12 English curriculum oral skills assessment instructions

Respecting the curriculum content and principles, the Grade 12 English curriculum is setting assessment instructions to test if the objectives settled is achieved or not. Assessment is the **language acquisition proficiency measuring**, through **accuracy** (reading and writing), **fluency** (listening and speaking) referring to the corresponding specific level settled objectives.

Grade 12 English curriculums divide oral skills **assessment into listening and speaking**, within the themes dealt in class. The assessment evaluates Grade 12 students' **fluency** in the use of English language.

Technically, it evaluates if grade 12 students reach the English language oral skills objectives settled in the curriculum. Students are assessed if able:

- to cope with everyday life in English by understanding and speaking (social and personal purposes)
- to understand and use the specific vocabulary for professional and academic purposes in speaking language communication skills
- to talk or discuss about cultural domains
- to use critical-thinking skills in listening

Next to this the four English language skills serve as base integrated in the assessment. Skills assessment are focused on

- Understanding spoken English (listening),
- And Speaking English proficiency test reference: Oral Proficiency Prescribed outcomes.

Evaluation is structured under achievement indicator to facilitate the testing designing.

In the grade 12 English curriculums, achievement indicators are specified with the means of skills. Indicators are provided to assist in assessing how well students achieve the Prescribed Learning Outcomes (Objectives).

### 2-3.1. Skills indicators assessment instructions for Grade 12 English curriculum

Standards curriculum presents skills as assessment instructions basis of their evaluation,

**In listening and understanding**, Grade 12 students ought to have the ability to:

- use communication strategy for listening
- understand authentic kinds of oral texts (e.g. life lessons, rites of passage, academic presentation, formal speeches)
- comprehend meaning and significance of specific content related to Grade 12 linguistic knowledge objectives (recognition)
- ability to recognize a detail of a spoken language
- making a summary of a spoken piece
- recognize critical thinking

- the ability to give right answers to questions after watching visual texts representing local and cultural contexts (e.g. documentary films, masks, regalia, paintings, textiles, carvings, dance, drama, web sites)

**In speaking,** Grade 12 students ought to have the ability to:

- use communication strategies
- **organize ideas and information under** the following oral forms: presentations, dialogues, discussions, role playing, debates, or little texts
- share opinions and point of view, answer to questions, defend arguments
- **respect conventions** ( grammatical structures, spelling, punctuation, style, usage),
- select the right **terminology** and **vocabulary** of a specific work
- start in the use of **critical thinking**: selecting, analyzing, synthesizing, evaluating, forming conclusions

The marking goes from **considerable** to **high degree** of effectiveness or **ability** according to the kind of oral skills indicator achievement being evaluated. These are instructions that teachers or test designers will later translate into real marking.

**Coherence** between English language oral skills assessment instructions and general/specific objectives are obvious in the Grade 12 English curriculum standards. Both general and specific objectives are based on the oral skills, assessment instructions are also based on the oral language skills. Linguistic knowledge objectives accompanying oral skills from general to specific objectives are the themes of assessment. The assessment instructions give assignment in the evaluation Grade 12 students' **fluency** in the use of English language and offers detailed way of marking.

Instructions given on standards are divided into two big divisions of testing process: **recognition** and **production** and the domain of evaluations can be categorized into **knowledge understanding** and **acquisition**, thinking, communication, and application.

As seen in the achievement indicator list, listening and speaking examinations are compulsory to prove the oral communicative proficiency and testing validity. English curriculum ought to contain detailed assessment instructions as exposed here.

### 2-3.2. Authentic oral skills assessment instructions

During the 4<sup>th</sup> year studies at Ecole Normale Supérieure of Antananarivo, during "Testing" courses, students were initiated and taught to create, analyze, correct and design testing for

English in the Lycée which are for Second (Grade 10), Première (Grade 11), and Terminale (Grade 12). This course provided clear strategies about the plausibility and the relevancy of every form, content and finality of a question in a testing sheet. It was underlined in this testing course that language skills are cannot be tested without the authentic skill in question. The skill for testing may be added with other skills, but never without the proper skill.

For example,

- to test **writing**, **writing** skill is compulsory but reading skills can help the testing;
- to test **reading**, **reading** is compulsory but writing skills can help the testing;
- to test **listening**, **listening** is compulsory but watching and/or writing skills can help the testing
- to test **speaking**, **speaking** is compulsory but reading, and listening skills can help the testing

out of these, the testing are neither relevant, nor valid.

Oral skills testing are then tested with oral skills: speaking will be tested with speaking and listening with listening skill. Also, any English language curriculum presents oral skills testing obligation. Without this balance between skills, the language curriculum is not efficient in the language teaching. Listening, and speaking examinations are then obligatory for a relevant English oral skills testing.

In addition, schools and states using the English standards curriculum make oral examinations obligatory for every tested school subjects: from cultural subjects: story geography, sciences, to **linguistic subjects** French, English, or any other language taught. In other word, skill-based assessment form is compulsory for a skill based objectives setting achievement.

In Madagascar as well, after the colonization till 1970 there were oral evaluations in the Baccalauréat.

In short, oral skills testing are as important as written skills testing in English teaching; consequently, oral skills assessment instructions like those for the other skills are offered in the Grade 12 English curriculum. Speaking and listening are the testing skills for these skills and achievement indicators are quite based on the oral skills objective settled in the curriculum. Such criteria of assessment instructions are norms to be respected in a language curriculum.

## CONCLUSION TO PART ONE

English Oral skills teaching consists in English Oral skills conveying for learner's fluency in understanding and speaking the language. To proceed, it is crucial to know the importance and the meaning of listening and speaking language skills teaching. Listening is the source of language understanding and sound with which students grasp conversations and imitate pronunciation. Listening is then an ideal way of teaching speaking. Teaching oral skills is facilitated by linguistic knowledge and assessment. Linguistic knowledge is composed by themes of study, and English components (language function, grammar and structures) which vary according to the level of students. Next to this, assessment is a necessary element of teaching as it evaluates the teaching efficiency and students' acquisition by checking if the teaching objectives are achieved. Grade 12 English Oral skills teaching is then conveying listening and speaking knowledge and then assessing. This teaching needs a guide to gather information.

Curriculum is a document created exactly for the teaching information. It gathers teaching elements and components, settles them into objectives, and offers the corresponding instructions for assessment. Regarding Grade 12 English oral skills, English curriculum of this level provide list of settled oral skills objectives and assigned corresponding assessment instructions. Oral skills main objectives relay in grade12 students' fluency in speaking and in listening. Specifically, students are to be able to use listening and speaking strategies, to understand and produce a large variety of spoken text, to grasp and use correct grammatical spoken sentences or utterances, to be aware and develop more complex spoken English, and to catch and express with critical thinking. Specific objectives detail these oral skills leading point, thus there is a total coherence between the general and specific objectives. To facilitate the learning, these objectives are accompanied with social, cultural, academic and professional linguistic knowledge in a stepped learning process. These objectives serve as oral skills achievement indicators in the curriculum assessment instructions. It is to be underlined in the testing guidelines that speaking will be tested with speaking and listening with listening; otherwise the test is not valid.

As a conclusion, Grade 12 English oral skills teaching requires curriculum to lead and manage it. Next to this, an efficient and normalized Grade 12 curriculum that develops oral skills set general objectives as seen in 2.2.1– (Grade 12 English curriculum Oral skills teaching General Objectives) and gives coherent and authentic assessment instructions to test Grade 12 fluency.

Such theory of Grade 12 English curriculum will help study the English oral skills teaching case of the T12 English language curriculum, equivalence of the Grade 12 in Madagascar.

The T12 English language curriculum evaluation is based on:

- Oral skills general objective setting

- Oral skills specific objectives setting (They are to be coherent with the general objectives)
- Oral skills assessment instructions (they are to be coherent with general and specific objectives and also to give authentic testing assignments).
- valuation defines as the observation of a fact, a method or an idea in its negative and positive aspects for analysis and improvement. Similarly, to be able to analyze Madagascar's T12 English language curriculum, pinpointing the weaknesses and strengths are relevant. This work evaluates oral skills teaching manifestation in the T 12 English curriculum and its impact in the English oral skills teaching.
- The evaluation will be led by the comparison between the oral skills development in the T12 English curriculum and the Grade 12 normalized English language curriculum. The local curriculum will be scrutinized and checked if respecting the standards technical descriptive, norms, and if English learners are able to use the langue fluently.
- To start with, it is worth having acquaintance on the subject.
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**PART I**

**CURRICULUM IMPORTANCE IN**

**THE ORAL SKILLS TEACHING**

## **1– Origin of Madagascar's T 12 English curriculum**

T12 English curriculum derives from the language teaching policy written in the Education Policies. Unfortunately, Madagascar's Education policy is not containing specification on the English language teaching and learning.

Whatsoever, the T 12 English language curriculum had been written among the 1993 curriculums when Jacky Simon was the education Minister. This curriculum was published in 1997 and is still used nowadays 2017 under the following Education Policies:

- Repoblikan' I Madagascar (Tanindrazana- Fahafahana- Fahamarinana) Number 94-033 Law setting the Madagascar's general Education and Training orientation of Education System
- Repoblikan' I Madagascar (Tanindrazana- Fahafahana- Fandrosoana) Number 78-040 setting training and education general System frame

This curriculum is 29 years old now.

Every element of grade 12 English curriculum that is objectives, topic focuses, and assessment instructions are present in the Madagascar's T12 English Curriculum. The T 12 curriculum contains general, final and specific objectives, 16 topics with the corresponding thematic structural and grammatical items. It also contains practice, sample context for presentation, and idea of texts and presentation document. This curriculum also offers large variety of method, technique and activity that correspond to the unit. The existence of these elements in the T12 curriculum proves that this curriculum is complete as far as curriculum elements are concerned.

However, these education policies is specifying neither English objectives nor oral skills teaching objectives

In order to state if this T 12 English curriculum is respecting the Grade 12 norms of oral skills teaching despite its omission in the education policy, general and specific objectives with the assessment instructions will be analyzed.

## **2– Oral skills developing evaluation of the T 12 English curriculum general objectives and assessment instructions**

Grade 12 English curriculum elaborates its oral skills objectives with skills and knowledge bases. It also offers assessment instructions. Next to this, T12 English curriculum is also organizing its content under objectives and notably, general and specific objectives.

### **2-1– Evaluation of oral skills development in the T 12 English curriculum general objective**

#### **2-1-1– Presentation of the T12 English curriculum General objectives presentation:**

T12 English curriculum general objectives are divided under the categories of general objectives, final objectives and outing profile. The first paragraph in Madagascar's Official T12 English Objectives in the curriculum is the **general objective** of English teaching. It is also exposed in first page of every high school class English program.

The General objectives are presented as follows: *(Translated from French version)*

"Teaching English means teaching a system and linguistic forms for communication goals.

Teaching English implies being in contact with essential cultural traits and proper notions to that language idioms.

Teaching English aims at training students to be able to:

- Communicate orally and by writing;
- Express their personal opinions;
- Appreciate other values and cultures;
- Grasp new notions;
- Inform themselves to external facts and phenomenon, namely in the domain of sciences, technologies and business"

(Programme Scolaire Classe de Terminale P50)

If reclassified, these general objectives give the next categories:

- **Skills value:** "Communicate orally and by writing; Express their personal opinions;"
- **Cultural value:** "Appreciate other values and cultures;"
- **Notions:** "Grasp new notions; to inform themselves to external facts and phenomenon, namely in the domain of sciences, technologies and business"

The general objectives promise a large variety and complexity of domain of study.

They describe high vision of English knowledge achievement. They describe the use of English effectively to advocate students in all area of their lives; because as seen above, general objectives ensure both the **Knowledge** and **skills** objectives for English learning.

On the one hand, through the fifth general objective "**To inform** themselves to external facts and phenomenon, namely in the domain of sciences, technologies and business" is particularly essential in such a way that it emphasizes the professional, informative, and technical English **linguistic knowledge** aspect of the curriculum. The objectives also mention:"Appreciate other values and cultures;"which induce **cultural** inference in the linguistic knowledge of the T 12 curriculum. And on the other hand, they demand **communicative** English goal as they insist on two **skills achievement**, "Communicate **orally** and by **writing**."

The Objectives serve as basis to the whole curriculum, this above text is then a reference to the specific objectives and assessment instructions of T12 English curriculum.

Skills are not complete in these general objectives for the fact that only communicate through the **oral** and **written** skills are mentioned. In other words, only speaking and writing skills are considered here; the understanding steps, that are listening and reading, are omitted. Regarding oral skills, the T12 general objective is not mentioning the listening skill which means that oral communication goal is not complete. Consequently, general objectives are only half complete as far as skills are concerned, and such a case weakens the general objective presentation of T12 English curriculum.

While Grade 12 and English language theory are basing their English curriculum on skills, T12 English curriculum general objectives only mention two of them and seem less organized in strategy and ideology. They are varying from cultural “grasp new notions”, to language function “express their opinion”, to thematic “notions and specific subject” goals and this may bring confusion and misguide to English teachers.

Nevertheless, the general objectives are completed by the “final objectives” for T12 form.

## 2-1-2- Oral skills developing final English objectives in the T12 English curriculum

As a following to the T12 general objectives, here is the Terminal final class objective drawn from the T12 English curriculum (*Translated from French version*)

“At the end of the terminal class, students should be able to cope with communicative situations as summoned in the program; these include the ability to:

- React in an active way whole listening, or reading English by answering orally, by writing or by physical/ Affective reactions.(**Reading/Listening**)
- Open/ take part in conversations/ discussions in situations quoted in the curriculum (**Speaking**)
- Write different nature of passages such as descriptions, narrations, letters,...(**Writing**)”

### (Programme Scolaire Classe de Treminale P5)

The final objectives are fully **skill based**.In this part of the general objectives, oral skills are complete. The objectives demand the reaction by answering after understanding spoken English and also to produce speaking with the T12 topics.

The **outing profile** (*profil de sortie*) which is confirming these final objectives:

“At the end of the lycée, students should be able to:

- Express him/ herself in a proper way that is the students will present **fluency** in **writing**and **speaking** in diverse situations
- **Understand** English both in **listening** and **speaking**.”

« Post lycée profile:

After the lycée, students should be able to:

**Speak** English properly and fluently in various situations

**Understand** and **react** properly in **written** and **spoken** English “

(English National Programme Scolaire P50) (*Translated from French version*)

This second paragraph of the Objective setting in the English curriculum corresponds to the Terminale class final objective of the English Teaching in Madagascar.

The final objectives demand T 12 students to be able to “React in an active way” when listening to English, “Write different nature of passages” and “Open and/or take part in conversations/discussions”. The final objectives are requiring T 12 **skills** completion at the end of this level.

- They indicate that students of this level ought to understand and react when **listening or reading** English. It is not only the fact of understanding but that of proving the understanding in a natural reaction.
- Also, T 12 students are also to be able to **open conversation** where the idea is to lead a conversation and not only answering to questions. Here the objective is requiring the student’s ability to take a considerable part of a conversation: ask and answer to questions, give and stand with an opinion or an argument, offer suggestion, tell example, stories, experiences, and have presentations...
- The outing profile is underlining the knowledge acquisition by specifying that students will be able to understand, and express themselves by speaking or writing in diverse situations.

The final objectives are respecting both oral skills and written skills assimilation process in the language curriculum principles. They are first suggesting understanding and then follow the speaking and writing abilities.

#### *Similarities between oral skills development n the Grade 12 and the T12 curriculum general objectives*

For oral skills focus, T12 curriculum general objectives and the final profile are completing one another as the general objectives insist on cultural and specific subjects (sciences, technologies and business, ...) and just mention speaking and writing skills requirement; while the final objectives underline skills from understanding (listening and reading) till the production skills (speaking and writing) with various situations. These three parts of general objectives (general, final and outing profile) are forming compact general objectives because they are dealing with oral skills and linguistic knowledge. They are complete compares to Grade 12 general objectives because thematic and oral skills are present on both cases, but organization, strategies and oral skills presentation are different.

#### *Difference between the oral skills development n the Grade 12 and the T12 curriculum general objectives*

The only missing point in the T12 curriculum general objectives is the critical thinking. Grade 12 English curriculum insist on critical thinking abilities in the oral skills general objectives apart from simple oral skills acquisition, but T12 English curriculum is not mentioning this significant detail.

Grade 12 general objectives are mentioning the necessity of leveling knowledge acquisition, variety of English language types and contexts to be understood and spoken, strategies to understand and speak English language, and English accuracy for both understanding and speaking in the oral skills general objectives. The T12 English language curriculum is just enumerating themes and skills goals in general. The latter is not helping teachers having more idea in how to focus, lead, manage, and convey the English language and consequently not helping teachers to see in a general what are expected from them and what are being offered.

Madagascar's T12 English curriculum shows complete oral skills requirement if compared to those of the Grade 12 English curriculum; nevertheless, they need more specification in skills and idea organization even in the very general idea of its language objectives.

General objectives are however the basis of the rest of the English language curriculum elements as theories indicate. The oral skills assessment instructions are also supposed to cohere with them.

## 2-2- T 12 English curriculum oral skills assessment instructions evaluation

The T 12 English curriculum indicates guides for the English language assessment after the general objectives. These instructions are divided into theme and oral skills assessment and will be evaluated if respecting the English Grade 12 English curriculum norms.

The assessment instructions will be evaluated following the content and oral skills testing according to the Grade 12 English curriculum, and the testing reality in general.

Here are the T12 assessment instructions

### 2-2-1- Evaluation type

The T12 English curriculum states in page 54 that "Communicative teaching requires communicative evaluation". For oral skills testing, it infers that the exam goal is not testing the different aspects of students' language mechanism acquisition (grammar, vocabulary, or pronunciation) separately considered as "competency" but especially testing students "proficiency" that is to say how they are using the language in a real spoken communication. It consists on evaluating students' ability to use the language both in content and in form through speaking and listening.

As such, according to the oral skills testing instructions in the T 12 English language curriculum, assessment is characterized by:

- "Authenticity and diversity of the sources: reading and **listening**, for e.g. giving instructions on how to build a paper boat .
- The situations' reality (**speaking**)

- The existence of an audience (purpose for writing)

The impossibility of prediction of what the student is going to answer in a given form of question, otherwise, it is only competency testing.”

(Translated from the Programme Terminale Anglais page 54)

The beginning of the “Evaluation type”, the equivalence of assessment instructions in the T12 English curriculum respects the grade 12 norms of assessment instructions PART I 2.2.4– (Grade 12 English curriculum oral skills assessment instructions) because they are specifying the competency testing through real situation, impossibility of prediction and obligation of authenticity. The assessment instructions insist on students’ ability to use the language in the real communicative way as it mentions, “Communicative teaching requires communicative testing”. In other words, testing English for T 12 is not testing language mechanism, that is to say testing grammar, structures, vocabulary, and language function in separated way, but really the language using ability as a whole. A communicative testing provides plausible questions which demand students to produce correct grammatical, vocabulary, and pronunciation sentences. Such indications promise relevant oral skills testing for the students’ English language accuracy, and fluency.

Also, the evaluation type sets the “authenticity of the source” conditions for T12 English test. For oral skills, **speaking** will be tested with **speaking** skill and **listening** with the **listening** skill. An finally it assigns that testing will be designed with a variety of source implying variety of form and content. Listening and speaking testing are then to be in varied forms and ask about themes dealt by the T12 in their English class. The evaluation type division respects the principles of Grade 12 English language assessment instructions by its communicative, authenticity, and variety conditions in the testing instructions.

If such relevant instructions are mentioned in the curriculum, the reality appears slightly different as skills instructions and the examination questions reality are not respecting these instructions.

SESSION 2008 – ANGLAIS – Série A
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II – GRAMMAR IN USE (2 pts)

Fill in the blanks with the appropriate grammatical items

My family is especially interested\_\_\_\_1\_\_\_\_ travelling. On weekend we enjoy going \_\_\_\_2\_\_\_\_ the countryside \_\_\_3\_\_\_car. Last week, we didn’t have \_\_\_\_4\_\_\_\_money \_\_\_\_5\_\_\_\_ buy fuel, so dad said we’d better stay \_\_\_6\_\_\_ home. I was the first to accept \_\_\_\_7\_\_\_\_idea because I can’t stand seeing \_\_\_\_8\_\_\_\_unhappy.

SESSION 2008 – ANGLAIS – SERIES C D
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V – *Complete with one word*

1 – The adults cannot persuade the children because they smoke.....

2 – There is.....cigarette advertising on television today

English language components which are vocabulary, language function, grammar, and structures are tested **separately** in the Baccalauréat as exposed in the example of examination questions above (Session 2008 série A and CD), and like in the other Baccalauréat and in the class testing.

However, the testing instructions state that: “the goal is not testing the different aspects of students’ language mechanism acquisition (grammar, vocabulary, or pronunciation) **separately** considered as “competency” but especially testing students “**proficiency**”. It consists on evaluating students’ ability **to use** the language both in content through English language oral skills.” These examination questions prove the opposite of the assessment instructions given in the beginning of T12 English curriculum. Notably vocabulary, grammars and structures are being tested separately from oral skills. It is testing details and not the language using ability. Components are being tested only through writing and not with oral skills authentic testing skills.

This fact presents the first contradiction between the assessment instruction in the T 12 English curriculum and the examination questions reality. In addition, testing English with such separate way is influencing the teaching into a very grammatical and structural method which induces later the inability to use the language as a whole. Students are unable to gather the words and the rules to form sentences to be spoken.

Evaluations type is setting the assessment instruction basis and the oral skills assessment instruction have to respect these leading points.

## SESSION 2000 – ANGLAIS – SERIE : A

Text: Computers in the third world

Computers are on their way to invading the Third World. Although the poor countries are considered technologically lagging tens of years behind compared to advanced countries, they cannot avoid looking at computers.

These brain-machines are, as we know, very profitable to the users: their rapidity and their technical capacity have made them an important partner for finance executives\*, factories, transport, chemistry and medical care in very technologically – advanced countries which are able to pay for them.

Rapid world economic and technical development do not allow any country in the world to overlook computers. Business people who need rapid results or want to know the present state of their book-keeping find them very necessary. Many small or medium-sized companies begin using them, too.

Although their prices are going down, high-performing computers are still beyond the purse of many who should use them in their work.

Anyway, these machines have now proved of great necessity for our modern and technical age.

Many important fields and executives find them indispensable for the correct and rapid fulfilment of their task. Banks are frequently the first to use them for the satisfaction of their clientele. Competitiveness in business is now partly based on the use of computers in factories.

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\***An executive**: “Un cadre”, “un chef de service”.

### QUESTIONS

I. Reading comprehension (7 pts)

A. Find in the text words or expressions which mean:

Associate

Expensive

B. Say if these statements are True, False, or INC (Information Not Given). If false, correct it.

Computers have become essential in the world of business.

People who invented computers were lazy.

C. Choose the right answer

In the use of computers, Third World countries are :

quite advanced

quite late

as late as advanced countries

very advanced

a. Even if computers are getting cheaper, many can't afford them.

b. Computers can be bought although their prices are getting higher.

Since their prices are high, many companies can afford computers.

There are high-performing computers on the market and many can afford them.

D. Answer the following questions

Why are computers very profitable to their users in developed countries?

Why are computers indispensable to business people?

E. The sentences below are a summary of the ideas in each paragraph, but they have been scrambled. Arrange them as they are presented in the text.

Computers do a lot of service in various domains.

Nowadays, competition in business has made computers indispensable.

Developing countries are technologically late, however they cannot overlook computers.

Rapid development makes the use of computers necessary."

In the T2 English curriculum skills assessment instructions are presented under **"Test administration"**. In the test administration Speaking and listening tests respect the authenticity of testing at the beginning of the instructions and changes at its end.

#### 2-2-2- T 12 English curriculum Speaking assessment instructions evaluation

The administration test also gives a model of speaking test and proves that it respects what have been planned to rule that kind of test for the teachers to see and train their students.

The proficiencies to be tested in the speaking skills are also indicated in the test administration. Below are the speaking assessment instructions in the T12 English curriculum (Translated from French version of the T 12 English curriculum)

**"In speaking** tests, some rules are to be respected: The situation is real, the communication is authentic, and the tester must be objective.

- Understandability
- Fluency
- Accuracy

Students sit to prepare the subject for five minute, and will present their oral work in front of the tester. After the presentation, the student will be asked questions relating to the subject and some other questions."The corresponding mark will depend on the students' competency and performance."

If the examination condition is not allowing the real speaking test, the communication skill can be tested through indirect way, which consists on asking students to product a written

dialogue “other skills.

The first part of the test administration respects the norms of testing speaking with the authentic skill which is speaking. It also implies the variety of themes of tests by the technical of testing: “Choosing at random”. These examination instructions also put in application the communicative testing which evaluates students’ proficiency and not only their competency in treating grammatical or structural examination questions.

These assessment instructions remain texts because actually, neither quarterly terms exams, nor official exams “Baccalauréat” is assessing speaking skill in the real speaking situation as stated in the test administration. Malagasy baccalaureate exam is not objecting any real speaking situation. The system does not possess any strategy settled for the “choosing at random” speaking test summoned in the speaking Test Administration of T 12 English curriculum assessment instructions. The speaking assessment instructions mention at the end of the speaking assignment that if the situation is not permitting the real language speaking testing; this skill will be tested by dialogue completing. T12 testing classes opt directly the second option which suggests testing the speaking skills with written dialogue completion. In Madagascar official and mid terms English exams, speaking is tested with the writing skill as seen in the model bellow.

#### **SESSION 2003 – ANGLAIS – Séries C - D**

##### **C – INDIRECT TEST OF SPEAKING** (4 points)

1 – Imagine and re-write in full sentences the following dialogue which took place in a classroom.

**Paul : Rubber ?**

Jack : Sorry ! At home !

2 – Complete the following dialogue

Alex : I haven’t been feeling very well these days. My muscles are refusing to obey me. I seriously think I’m getting old !

Philip : . . . . .

Alex : That’s a good piece of advice, but what sort of muscular exercise ?

Philip : Well, my wife and I go jogging at the stadium every morning. . . . . ?

Alex : Of course I will. Your invitation is very welcome !

Philip : All right. But . . . . .

Alex : Oh, don’t worry. It’s no problem for me to wake up at five o’clock.

First of all, the fourth year class studies on the testing subject at ENS underlined the irrelevancy of testing a skill without this skill. Testing speaking through indirect test adaptation (testing speaking with dialogue completing) is **not valid** because it does not test

understandability. Testing speaking skill through language function is not valid when you ask the student to complete a dialogue. It is a writing test and not speaking test. Written dialogues does not provide the relevant achievement indicators of the language communication ability through speaking by using the appropriate pronunciation, articulation; conversation reality (spontaneity), understanding and master of various topic with grammatical items. In other words, there is no speaking testing in Madagascar's examination; there is no authenticity obligation in speaking testing in the assessment instructions (2.2.4.2– **Authentic oral skills assessment instructions**). Such instructions are contradictory to that of the Oral skills objectives achievement and this may also infect the teaching directly.

Such situation influences the class reality. Teachers will not spend time teaching speaking when they know it will not be tested. They teach speaking, but they are not insisting on it. As a result, T 12 students cannot understand spoken English and are not able to speak English in such ideal way as the general and the final objectives are expecting. This takes out the speaking teaching obligation decreasing speaking teaching efficiency.

The test consists on students' proficiency to answer to the questions, arguments, or ask question in his/her turn with the appropriate words spellings, pronunciation, articulation, and fluency (**speaking**).

The T 12 English curriculum respects norms of Grade 12 English curriculum speaking assessment instructions at the beginning of its instructions by assigning communicative testing, by insisting on proficiency testing, and by claiming authenticity of speaking testing. However it is not respecting the speaking teaching principles because it is not obliging speaking testing with the authentic skills in the assessment instructions of English learning.

#### 2-2-3– T 12 English curriculum Listening assessment instructions evaluation

The testing administration also specify listening assessment instructions as presented bellow (*translated from French version*)

**Listening** tests are conceived to measure students' ability to understand both grammatical and lexical elements from languages he/she listens to."

The test administration suggests a model of the listening test with some types:

- Same or different
- odd man out
- choosing the written word utterance corresponding to the spoken word/utterance
- listen and do"

(Translated from the page 54, 55, 56 of the T12 English curriculum)

The evaluation type with the test administration did not stop in the affirmation of the kind of testing, it even suggests modals of testing (speaking, listening, reading and writing) for the teacher to imitate or encompass their testing designs.

Listening is necessary to prove students' understanding of the English spoken language. Those instructions are not put into practice; unfortunately, neither quarterly terms exams, nor official exams "Baccalaurét" are assessing listening skills. Malagasy baccalauréat exam is not objecting any real listening situation. There is no diversity of type of source as the only source in the English exams is reading.

Students ought to prove that they **understand** English sound system and idea through the real pronunciation (**listening**) and possess a high degree of reciprocity answering to the utterance accordingly in a listening testing. This would literally test the students' ability to react appropriately by speaking or in a physical reaction after a spoken English utterance and test if the final objective setting is achieved. However, such test does not exist in the T12 English exams. The absence of listening tests in the examination takes out the obligation of teaching listening and this degrade listening proficiency of T12 and prevent listening general, final, and specific objectives.

The evaluation type with the test administration did not stop in the affirmation of the kind of testing, it even suggests modals of testing (speaking, listening, reading and writing) for the teacher to imitate or encompass their testing designs.

Nevertheless, T 12 English curriculum shows some incoherence between the testing instructions themselves and the testing reality. Oral skills testing are objected, but a wrong manner of speaking testing is also given. The first part of T12 curriculum speaking assessment instructions cohere with the speaking objectives and respects Grade 12 norms of assessing both in the evaluation type and in the test administration. However, its end indicating testing speaking with dialogue completion contradicts Grade 12 conventions and its oral skills objectives. This second part is not guiding the testing to measure if the speaking objectives settled are achieved or not and this pushes teachers and students to neglect speaking and leads to the degradation of teaching speaking.

Listening test is not present in any T12 examination even if the assessment instruction gives the method and the content to be tested in this skill. Official and mid terms T 12 English class only test reading and writing. Actually Madagascar's T 12 English Language Curriculum assessments remain very grammatical evaluation and reading comprehension It is then impossible to measure if the listening objectives are achieved or not.

These situations have an impact in the oral teaching. If there is no listening and speaking testing, teachers are not insisting on these skills and students proficiency in oral skills will never be improved. The A One Year Scheme Of Work For T12 Curriculum CAPEN dissertation states: "Their English exam is based on reading and writing activities related to language study and grammar. Consequently, the importance of fluency in speaking has been

dismissed.”As a result, as seen in the survey in the 3.1.–(T12 English curriculum Listening and speaking specific objective evaluation), T 12 students are not able to express themselves with any of the topic summoned in the general objectives and cannot react appropriately by speaking during English conversation. (See Appendix N 4)

These general and final objectives and assessment instructions are heading the body of the curriculum by the specific objectives. The general and final objectives are in some extent respecting the Grade 12 English curriculum norms. The specific objectives must follow the model.

### 3– T 12 English curriculum specific objectives evaluation

T12 English language curriculum is organized under topics and units of studies, its evaluation and analysis will be based on the curriculum Grade normalized indicators: specific objectives based on the language skills. In the following work will be evaluated if the T12 curriculum is helping the oral skills teaching through its specific objectives including units of studies.

The T12 English language curriculum is presented into units of teaching based on topics of studies under the form below:

#### Unit 2: Education

**Duration:** Two weeks

**General objective:** Students will be able to **talk** about education

Specific Objectives	Contents	Activities
Students will be able to <b>talk</b> about school system	<p><b>Topic/ language function:</b> talking about school system</p> <p><b>Content proper:</b> sample context is about “You read this illiterate message written on a wall: I were a teenage drop out and now I are a teenage millionaire” you discuss it with a friend”</p> <p><b>Vocabulary area:</b></p> <ul style="list-style-type: none"> <li>– primary/ secondary/ higher education</li> <li>– comprehensive school, grammar/ public school,</li> </ul>	<p><b>Strategies, techniques and tasks</b></p> <p>Sample technique for presentation</p> <ul style="list-style-type: none"> <li>– exploiting texts on school system to introduce the topic</li> </ul> <p><b>Practice: simple tasks activities:</b></p> <ul style="list-style-type: none"> <li>– cloze procedure (W)</li> <li>– multiple choice question (R or W)</li> <li>– filling up chart (R or W)</li> </ul>

- testing/ assessment/ examinations
- a “drop-out”
- school leaving age
- success failure
- a degree, a diploma,
- to attend school
- to sit for examination,
- to have good/bad school results
- to succeed, to fail
- scholarship, training
- to be awarded a scholarship
- to get some training
- to be given the same opportunity to
- to have equal rights to
- ...

**Free production:** group discussion leading to whole class discussion  
 e.g. What would you like to be? An illiterate millionaire or a poor intellectual?  
 Or Only boys should receive education

**Structures:** modals (shouldn't, have to, don't have to, needn't, may, must, can)

**Reinforcement:** may, must, can

The T12 English Language curriculum presents 16 units of teaching which are organized under themes. In every unit of teaching is dealt a topic of study like “Education, People at work, Daily routines ...”. Every units of teaching is composed of specific objective sub-divisions in the first column, sample, vocabulary and language function about the theme in question, structures in the second column, and techniques, activities and methods in the third column, the whole lead by specific objectives in the left column. **(See appendix N 3)**

Every unit of studies lead by a specific objective contributes to oral skills development in order to fulfill the general objectives.

### 3-1- Listening and speaking specific objectives evaluation:

In every unit, the specific objective focuses on students' ability to talk about the topic: In the

- Unit 3 Family, “students will be able to **talk** about family links”
- Unit 2 Education, “Students will be able to **talk** about education”

- Unit 5– People at Work, “Students will be able to **talk** about problems related to jobs”

### 3-1-1– *Oral skills development Comparison table*

**Standards Grade 12 English T12 English Curriculum speaking and listening specific objectives**

**Listening development** which is detailed into **listening for specific information** in a corpus of text and context and the **listening for communication** for more complex spoken English, this step is made for students English language acquaintance in listening and then understanding. Students will also use this model for imitation (see Part I. Grade 12 English curriculum specific objectives)

T12 English listening is not enumerated in the specific objective heading which is mostly “Students will be able to talk about”. Also, listening it is missing in the curriculum units of teaching. Listening is only found in some of the third column of the units of teaching. It is not objective but activities. Steps and intermediary objectives for listening are missing.

Rich and varied Listening activities are presented in the listening curriculum

Grade 12 English standards curriculum is imposing **speaking fluency development** including sound patterns for understanding, communication and conversational strategies, speaking:

- Speaking for specific purposes (to be able to speak English in a various situation)
- speaking to interact (to be able to understand and to answer to utterances)
- speaking accuracy

Speaking step remain thematic and there are neither methodic nor strategic objectives for this skill:

Unit 3: **Families**

**General objectives:** students will be able to **talk** about families

Unit 6: **More Scientific discoveries**

**General objectives:** students will be able to **talk** about man’s future

development

These steps are imposed to acquire, to imitate and to produce speaking abilities

Speaking steps: Teaching enough phrases focusing on the theme to make the discussion: go through speaking step (listening, repeating, pronunciation mastering, vocabulary enriching, phrases acquiring, simulations and then only debate) as explained and requested. It is presented under word level, sentence level and finally discourse (Part I 2.2.3– Grade 12 English curriculum Knowledge specific objectives developing oral skills)

Free productions in the column three of the T12 English Curriculum are intended especially for speaking skills **production** without any enumeration of the speaking learning strategies and steps.

Free production activities are mostly discussions, report to the whole class, group discussion as seen on pages 61, 64, 68, 69, 74, 80, 61, 75, 62, and 79. E.g. on page 61: Discussion about the generation gap, P 66 students discusses the problems related to test tube babies.

Also, the T12 curriculum offers discussion in every beginning of the unit of teaching through the simple context: in unit 8 “**Protecting the environment**”, sample context suggests discussing the theme “The skin of crocodile is commonly used for the production of expensive articles. It is a good business but should we kill crocodiles for business sake?” In the Unit 10 “**Wishes and regrets**”: “John envies his neighbor George who gets a lot of money from his business.”

Students are not able to defend their idea orally in English and this activity becomes frustrating both for the teacher and students. Building sentences teaching starts only in the P 71 after many discussions activities suggested in the production part and debate activity starts from the very first Unit of the curriculum “opinions and arguments”. There is a problem of **learning strategies and activity gradation** in the T12 curriculum.

In Grade 12 English curriculum **Speaking** and **listening** are taught and assessed

In the T12 English curriculum however, **Speaking** and **listening** are just vainly taught but not assessed

T12 English curriculum is also offering few vocabulary and phrases about the topic. This serves as a step of learning a subject mentioned in the beginning of every unit. As seen in the Unit 2 “Education”:

**Vocabulary area:**

- primary/ secondary/ higher education
- comprehensive school, grammar/ public school,
- testing/ assessment/ examinations
- a “drop-out”
- school leaving age
- success failure
- a degree, a diploma,
- to attend school
- to sit for examination,
- to have good/bad school results
- to succeed, to fail
- scholarship, training
- to be awarded a scholarship
- to get some training
- to be given the same opportunity to
- to have equal rights to

Opposed to the Grade 12, there is no understanding, strategic and real speaking acquisition steps to lead the speaking class which induces that the goal imposed in the beginning are only statement and not goals structures strategies for its achievement. The speaking strategies are not well organized as building sentence is only starting after many speaking activities.

In the part 4: “Daily routines”, after the “to be able to talk about daily life”, the rest of the skills are placed in the activity column in the practice sub-part: “gap filling, listen and perform” and then in the free production “Pair work resulting to a report to the whole class”. Yet, the “to be able to talk” remain vague as there are no relevant contextual text and files, documents or other didactic written or audio pieces enumerated in the curriculum to develop students’ vocabulary and later their ability to speak. The curriculum hides the skill points behind these third columns for activities as they seem like indicating the skills but not directly. For example when the curriculum states “description”, it infers describing by speaking, or by writing in front of the class or per group, but it is not giving direct details.

3-1-2- *Techniques and strategies* vary with the four language skills (W) writing, (S) Speaking, (R) reading and (L) Listening.

E.g. In the

Unit 3:

Practice:

Sample tasks, activities

Matching problems and pieces of advice (S or W)

Unit 16:

Practice:

Sample tasks, activities

– Filling up a chart/table (R/W)

– completing/taking notes (L)

It is the same case for the practice (sample tasks activities) they are most of the time for “**R**” (reading) or “**W**” (Writing) while the specific objective title is about the ability to **speaking**.

e.g.

- matching descriptions with pictures for unit 6,
- cloze procedure (**W** or **R**) for unit 7, 13, 14,
- cloze activities for unit 8,
- filling bubbles (**W**) for the unit 9,
- sentence completion using students own ideas (**W**) for unit 10,
- MCQ (Multiple choice questions) (R or W) for unit 11, 15.

80% of the units of studies techniques and strategies are based on Writing and reading and only 20% deal with speaking and listening.

Incoherence between the specific objective in the heading the unit of teaching and the techniques and strategies of teaching in the curriculum is obvious. The heading objective claim “to be able to talk about”, but the activities are not contributing to that end, they are especially about the ability to read and write. It is impossible to achieve the heading specific objectives this way and also it is also difficult to achieve general oral skills objectives. Consequently, speaking objectives are only headings of units, but its acquisition remains very imaginative in the unit of teaching. Speaking and writing are not underlined in of activities the units of T12 curriculum. However, the Grade 12 curriculums offer different sorts of activities relates to the four language skills and not only to written skills. (**See appendix N 2**)

Such situation is added with the difficulty of the real situation in Madagascar’s lycées.

### 3-1-3- *Oral skills reality in T12 classes*

After observation, practical trainings and experiences, classroom realities in the Malagasy Lycées present one of the causes of the objective achievement difficulties in the curriculum. T12 classes in Madagascar Lycée are illustrated by exceeding number of student. At least sixty (60) students are gathered in an only one classroom. This situation is difficult for the

listening and speaking activities suggested in the third column of activities in the T12 English language curriculum summed up below:

- Group discussion leading to whole class participation P59, P 63, P64, P65, P 66, P
- Pyramid discussion: pair to group to whole class discussion P61, P75
- Pair work resulting to a report to the class P62, P 79
- Role play, acting out scenario
- Commenting pictures
- Competitive games
- Anecdotes sharing

The activities are varied but strategies for their realization are impossible.

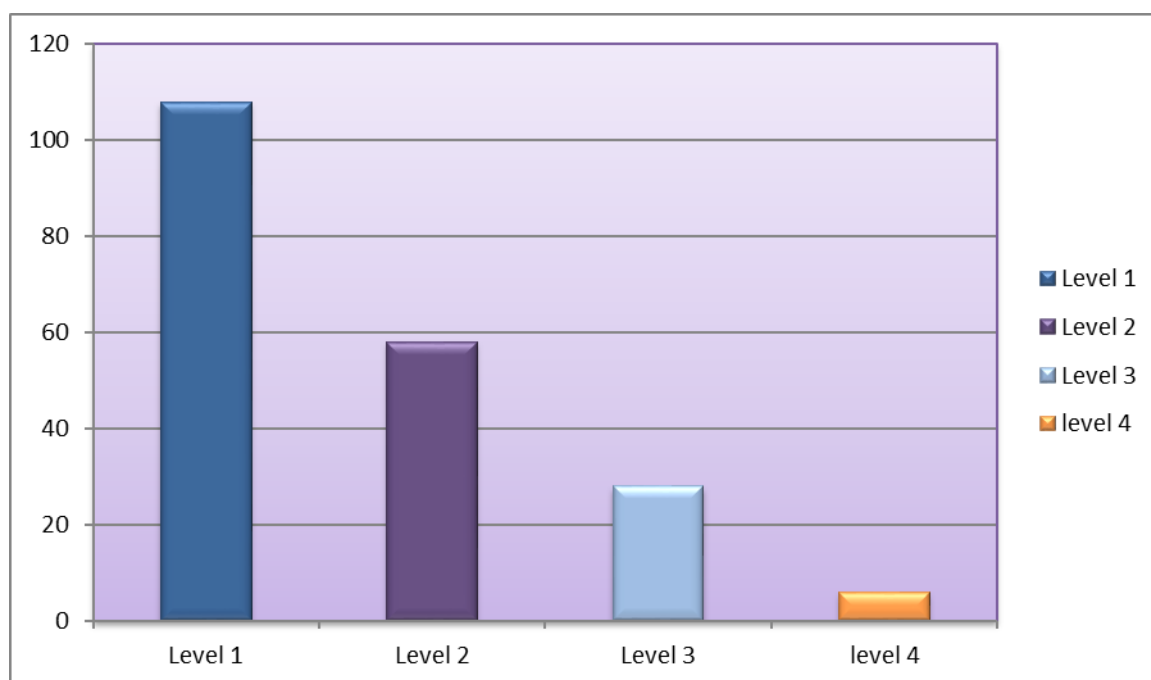
Most of the time, these activities turn out to be noise as the teacher will not be able to follow every group discussion. The dialogue becomes Malagasy speaking as students lack vocabulary, follow-ups, and practices to master a true discussion. It reveals it is impossible for teachers to manage this crowd during the speaking session.

Next to that, because of lack of Didactic material for listening and speaking skills necessities like CD players, video projectors, and computer rooms there are no materials for the language listening both for acquisition and practice. Teachers adapt these sessions into vocabulary and language function repetitions, summoned in every unit of teaching and not more. In short, the absence of language labs or multimedia library or just a tape recorder to **teach** and **test** the English spoken language is officially a factor of oral skills development barrier for the T12 lycée students.

In addition, the oral skills testing omission prevents radically the listening and speaking teaching focus. In fact, teachers will not lose time teaching when they know these skills will not be assessed in the official examination.

Oral skills ability is not strategically organized in the T12 curriculum and teachers are following this error. This makes the oral skills teaching efficiency impossible. Such situation induces English oral skills fluency T12 students' weakness. Consequently, Baccalaureate graduates are neither able to understand nor able to speak English in their level and T 12 oral skills objectives are not achieved as exposed in the following statistics.

3-1-4- *Figure of the survey results on the Baccalaureate graduates ability to speak, and understand spoken English (See appendix N1)*



200 workers and university students or jobless people who are Baccalauréat graduates had been tested and interviewed about their English speaking abilities.

- 108 (54%) graduates are in the level 1: have difficulty in understanding and in speaking (cannot understand, poor in vocabulary, difficulty in pronunciation, not fluent when speaking)
- 58 (29%) graduates are in the level 2: may understand and can speak some words or limited themes in English (limited vocabulary, difficulty in pronunciation, not fluent when speaking)
- 28 (14%) graduates are in the level 3: understand English, speak but not in very good pronunciation
- And only 6 (3%) are in the level 4: understand and speak fluently the language.

Yet most of the advanced students have followed special English teaching institutions, and others are auto didactic because they have a particular interest in English language. They listen to English songs and try to understand them by translating with free translator in the internet or by asking teachers at school. They watch English speaking films, they read and play English video games, they read English books and magazines, or look at English speaking TV on satellite channels and they present high degree of understandability and speaking ability. They are fluent in communicating in English.

The graph shows the inefficiency of the T12 curriculum as a whole in oral skills teaching. The general objective underlining speaking skill and the specific objective in the beginning of every unit of teaching "Students will be able to talk about ...". Most of the interviewed only understand some sentences and express few words of English and such result

neither correspond to the objective settled for the speaking skill in the general objectives:

- **Communicate** orally;
- **Express** their personal opinions;

nor to the final objectives:

- React in an active way while listening English by answering orally, or by physical/ Affective reactions. **(Listening)**
- Open/ take part in conversations/ discussions in situations quoted in the curriculum **(Speaking)**
- Express him/ herself in a proper way that is the students will present **fluency** in **speaking** in diverse situations

these objectives are not achieved.

Baccalauréat graduates are searching for words to communicate In English, are not able to handle conversation and hardly understand spoken English. They are not able to communicate or express themselves in English in their level. Fluency objectives fail regarding post-T12 students.

#### Conclusion to the skills evaluation:

The T 12 English language learning program is presenting oral skills general, final, and specific objectives. This first description is respecting the language teaching norms based on skills. Yet, it is to be mentioned that the general objectives only insist on speaking, writing and in the knowledge side in its first part, then the final objectives complete the understanding side of the English language oral skills. The general objectives of the T 12 English learning program is somehow skill based and within oral skills objectives are well settled. However these skill goals and especially oral skill ones are not strategically put into evidence in the specific objectives. English program in Malagasy Lycée are divided into themes units. The specific objective objected in every unit of studies is especially “Students will be able to **talk** about ...” without mentioning the other language skills. It implies that speaking skills are priorities in every units of teaching of the t 12 English curriculum. On the one hand, the body of units of studies presents listening, reading and writing as activities, techniques and practices but not necessarily objectives. Then, there is a lack of coherence between the specific objectives that lead every unit of studies and their skill content. Yet, the oral objective mentioned in the beginning of the unit cannot be reached as there are no real practices or strategies deployed for its achievement. As a result, the speaking evaluation survey and observation prove that speaking objectives are not achieved. Among 200 graduates, only 28 (14%) are in level 3 that is “Understand English, and speak but not in very good pronunciation. And only 6 (3%) are in the level 4: understand and speak fluently the language.

On the other hand, there is no coherence between the specific and the general objectives because only speaking objectives are underlined in the heads of every units of studies

headings and the other skills are omitted. However, despite this omission, T12 English teaching is in reality based on some moments of repetition, writing, and reading. Practices, which are done under writing skill, train students to master structures and rules instead of using them in real listening or speaking situations because the number of students on one T12 class within the lack of didactic materials prevent the teaching speaking focus. In parallel, the T12 assessments are presented under reading and writing forms which takes out teachers' obligation in teaching listening and speaking. As a result, oral skills objectives are not achieved. The real communication, which is the oral parts are not taught.

Consequently, the T12 English learning program is not respecting the English teaching norms for Grade 12 because though the general objectives are expecting oral skills achievement, the specific objectives is not participating on the total oral skills acquisition. Grade 12 English curriculum follow leveled and detailed oral skills development steps from the recognition and imitation skills (listening) to the production skills (speaking). They object the oral skills proficiency both in the teaching and in assessment. However Madagascar's T12 English curriculum is not containing any gradation or stepping method but especially themes' steps. Such difference shows that T 12 English curriculum is not respecting principle of English teaching guide.

In order to be more efficient, the oral skills ought to be totally mentioned, emphasized and strategically included in every teaching unit on the T 12 learning program. The third unit of this dissertation will especially suggest oral skills teaching guides and assessment instructions.

It is however noticed that T12 English underlines topics of studies and themes.

### 3-2- Evaluation of oral skills in the T 12 English curriculum linguistic knowledge themes

Based on thematic way of teaching, the 16 units of studies of the T12 English curriculum may be divided into:

- **language function**(Requests and invitations, complaining, Wishes and Regrets, Opinions and arguments),
- **social themes** (Politics, Daily routines, Health, Families),
- **cultural themes** (Social and Cultural life, Narrating Social events),
- **notional and professional themes** (Education, People at Work , Politics, The outside world, Protecting the Environment, Health, More scientific discoveries)

In other words, the T12 English Curriculum deals with the three essential leading branches which facilitate the oral skills development as indicated in the Grade 12 English curriculums which are cultural, social, and specific subject. See Part I 2.2.3- (**Grade 12 English curriculum Knowledge specific objectives developing oral skills**). However, oral skills are not fully exploited in every situational knowledge objective.

Oral skills are not underlined in the T12 learning program as there are not enough watched or listened thematic document accompanying those units, but only samples with a little story, few list of vocabulary, and New Cambridge English Book 3 (NCE 3) reference. English remains words to be studied and neither spoken nor listened. It is not combined to produce cultural, social or professional full sentences and utterance for speaking use. In other words it is not involved enough in specified contexts of linguistic knowledge learning for students to produce them. Such is the reason of the low result in the survey and observation concerning the ability to speak and understand the English language.

**Next to this the way these specific objectives are presented are not contributing to the four language oral skills proficiency:**

- The **“People at Work”, Unit 5** the oral skills exploitation is limited. In this unit of study only the difference between works for men and women and unemployment are listed in the intermediary objectives but there are neither speaking self professional presentation for example, nor professional vocabulary for post-lycée life, probably job or a bursary application or College entering competition, and then interviews.
- The **unit 3 “Family”, unit 4 “Daily”, Unit 12– “Sport, Game and Leisure”, the unit 11: “Health”** are limited to vocabulary about the context and few writing and reading activities. There are neither listening nor speaking steps about these topics in their units
- **The unit 6 “More Scientific Discovery”** need to be updated to nowadays rush in technology to stimulate students’ interest and then make the speaking and listening activities easier and situational.
- **Unit 15– Social and Cultural life**, where the objective is: “Students should be able to narrate.” The title indicates speaking ability to narrate which are skills objectives. However, the strategies and steps to fulfill these objectives remain just few language functions to help students to be aware of words for narration.
- Language Functions: **“Complaining”, “Wishes and regrets”, “Giving opinions”, and “Making invitation”**. Are useful daily situations and remain lists of vocabulary without enough listening and speaking practices and production.

Next to this, current T12 English curriculum levels its intermediary objectives (objectives in-between specific objectives: objectives that are created to achieve the specific heading objectives) only in knowledge content, and skills are dismissed.

For example in the following units, the intermediary objectives are especially based on the linguistic knowledge and not on the oral skills:

#### **Unit 5– People at Work**

Students will be able to talk about problems related to jobs and professions

**Intermediary objectives 1:** Students will be able to talk about gender and profession

**Intermediary objectives 2:** Students will be able to talk about unemployment

#### **Unit 7– The outside world**

Students will be able to talk about the outside world

**Intermediary objectives 1:** Students will be able to talk about acronyms

**Intermediary objectives 2:** Students will be able to talk about international cooperation

#### **Unit 10– Wishes and Regrets**

Students will be able to express wishes and regrets

**Intermediary objectives 1:** Students will be able *to express* dissatisfaction with the present situation

**Intermediary objectives 2:** Students will be able *to express* regret

Linguistic knowledge basing is a good idea but they are to be accompanied with oral skills steps (2.2.3– **Grade 12 English curriculum Knowledge specific objectives developing oral skills**) for the general objectives achievement on both side. Such oral skills leveling teaching strategy is missing in the T12 English curriculum and induces to the students' disability to understand and produce sentences, utterances, and discourse to defend idea, to present, to inform, or to describe.

The final objectives require oral skills total proficiency. **Understand** in an active way all listening pieces, open and take part in various themes of **conversations**. The T12 English language learning program units of studies are not offering specific intermediary objectives to reach these oral skills objectives, but focus on the thematic intermediary objectives which make these oral skills general objectives reaching impossible. The English teaching in T12 becomes a rush of themes duty and not speaking and understanding objectives. T12 students are still low in level of speaking, understanding as seen in the survey and observation in PART II, 3.1.1.3– Survey on post T12 ability to speak and understand English. Such situation is worsened by classroom reality difficulties.

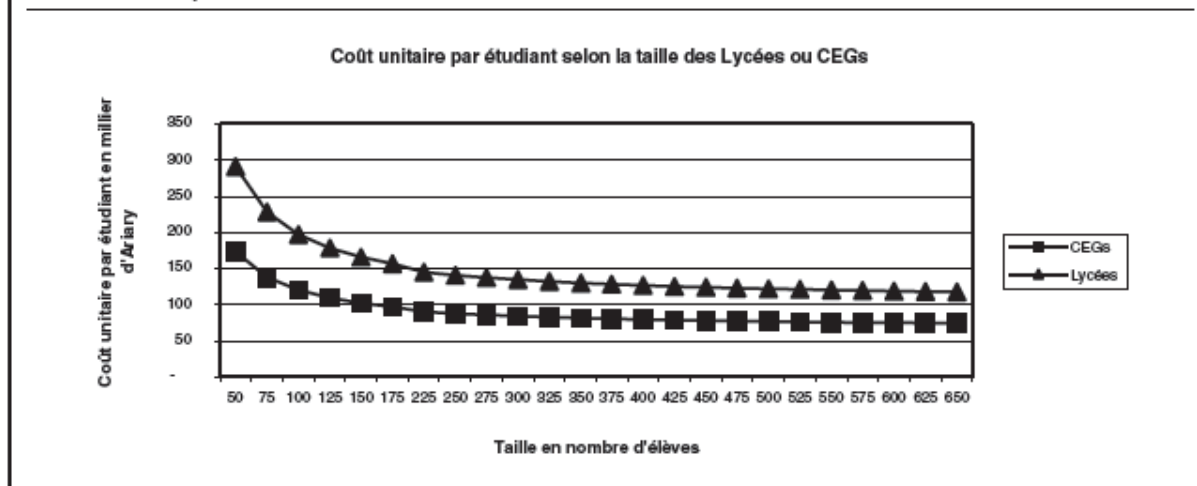
#### **3–2–1– T 12 English curriculum field reality**

Despite the T12 curriculum failure in its adaptation, the schooling conditions also contribute to the objective reaching difficulty. Madagascar still presents many handicaps in school and class conditions as experienced during the three months practical training at Jean Joseph Rabearivelo Lycée, teaching in college “LA SOURCE” Mahamasina, Lycée MASCA Sabotsinamehana, and class observations. Those difficulties relay mainly on lack of oral skills didactic material.

Apart from students 'exceeding number in classrooms, most of the class and curriculum oral skill goal reaching difficulties are mainly caused by didactic material lacks. In JJR, during the February and March 2011 practical training, there were neither tape recorders nor CD

accompanying the textbook which is normally the New Cambridge English 3 for listening in Lycées. Is the education budget a source of this lack?

**Figure 5.1. Madagascar—Les coûts unitaires par élève selon la taille des CEGs et des lycées en 2003**



Source: Nos calculs—MENR Database.

According to the information from the Les Défis de l'Expansion de l'Enseignement Secondaire à Madagascar (Un outil de travail de la Banque Mondiale) Malagasy government's financial help in didactic materials became **2, 20 US Dollars per Capita for CEG**, and **2, 7 US Dollars per capita for the lycée in 2006** (MENRS resources) which gives about 6200 Ar per student for the seven (7) subjects of the lycée T12 class. This is low compared to the material needed for language learning, scientific learning and cultures learning. They may be books, language or sciences laboratory, or audio visual didactic materials. Yet, education budget management clearance remains unknown.

It is still difficult in Madagascar T12 lycee to have listening or speaking activities in class and it is still difficult to reach the English oral skills settled objectives in the learning program because of didactic materials difficulties.

## CONCLUSION TO PART II

This present work studies T12 English curriculum that is framing a specific subject of study: “English language oral skills” for a specific level that is the T 12, equivalent to the Grade 12.

Similarly to the Grade 12 curriculum, T 12 English learning program is presenting general, assessment instructions and specific objectives. T12 English curriculum general objectives are somehow respecting the norms presented in the Grade 12 curriculum because they are demanding the T 12 proficiency for the four language skills, including the oral ones. T12 English curriculum general objectives also indicate linguistic knowledge for English situational teaching. However, the two curriculum’s presentations are different.

After this, the assessment instructions are demanding the testing authenticity in the oral skills; but the same learning program allows the use of writing to test speaking and listening, because of material lack in the official examination. Such testing is neither authentic nor communicative nor valid. There is no coherence between the general objectives and the assessment instructions as general objectives insist on the T12 ability to start and handle conversation and that of reacting in an active way after understanding, the assessment is not testing these abilities. Thus, teachers are careless about the oral skills focus in their English classes and T12 students fail to speak and understand English of their level..

When looping further, **specific objectives** leading units of study are focused on “students will be able to talk about ...” and omit the other skills. Units of studies lack elements of oral skills learning steps, strategies, techniques and methods. Speaking abilities are only headings and not detailed within the unit of study. There is incoherence between the general objectives expectations and the specific objectives content. This is not contributing to the oral skills achievement.

In addition, **topics** are varied but the oral language skills are not exploited enough. Units of studies lead by topics are especially putting reading and writing into consideration. **Structures** and **grammar** are complete but they are not taught with skills or contextual and situational practice. They are especially practiced in written exercises and independently which is not systematically contributing to the English comprehension and use in contextual writing and speaking as demanded in the general and final objective. There is no efficient link to achieve general objectives through structures.

Finally, in **English classes reflecting curriculum field reality**, there are vocabulary and language function speaking repetitions but no further step of speaking skills steps complete learning. Speaking learning focus is difficult because of material insufficiency and the overpopulation in a class. Such situation is not contributing to the final, general and the specific objectives reaching.

T 12 English presents a deficiency in the coherence between the oral skills general objectives and their specific objectives setting. The lower hierarchy element that is the specific objectives is not contributing to the upper element the general objectives. In addition, the

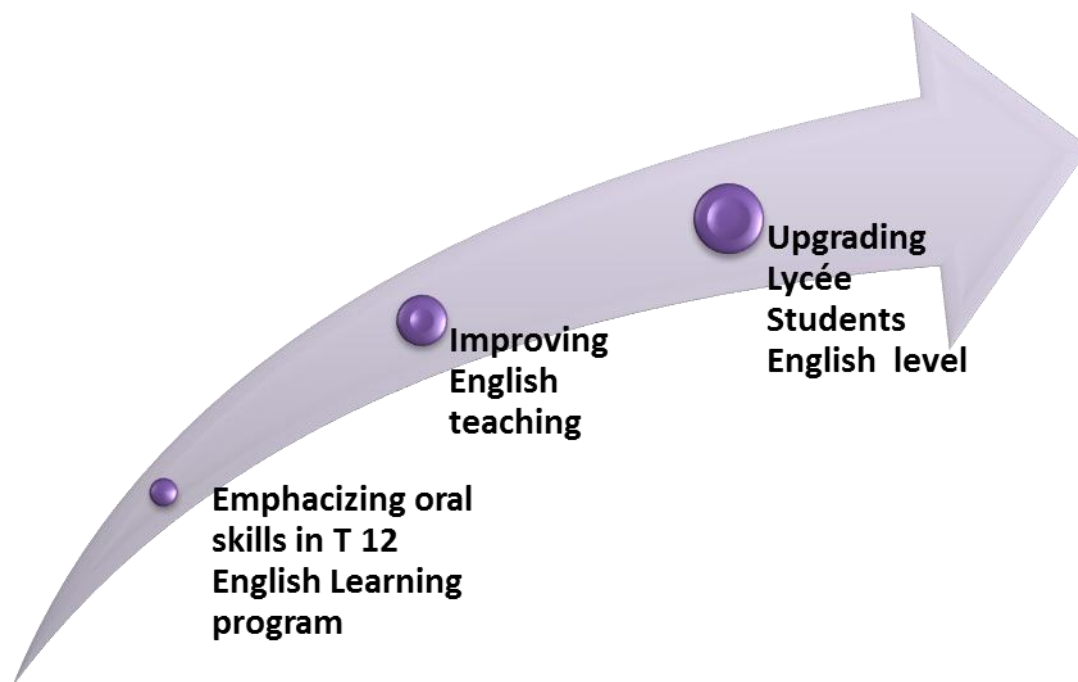
assessment instructions are not obliging the orals skills testing which encourage teachers and students to care less about them. Such curriculum logic is opposed to that of Grade 12 English curriculum norms which set oral general objectives, offer methods, steps and strategies to for their achievement and oblige speaking and listening testing in the assessment instructions.

Thus, T12 English curriculum is not helping oral skills teaching as neither its proper organization nor norms of Grade 12 English curriculum are respected. T 12 Lycée teachers are directed by this document and they are automatically misguided in the English oral skills teaching. They are aware of the T12 English general objectives demanding the four language skills mastering, but they also take into consideration the absence of oral skills in the exams through the assessment instructions. So, they will focus their teaching in reading and writing skills even if the specific objectives headings require T12 ability “to talk about” the topic being dealt. Only all class choir repetition of few vocabulary and language functions will serve as speaking lesson, but oral skills teaching details with listening are omitted. Such situation induces bad results in the English oral skills assessment statistics. Most of the Baccalaureat graduates cannot speak English but only understand some lines of ideas, and are not able to answer English utterance. They are responding neither to the specific objectives “... will be able to talk about ...”, nor to the general and final objectives “able to express, understand and react” in English of their level. Here, the dependence between teaching and curriculum is obvious.

Oral skills need to be emphasized in the T 12 English language learning for a coherent English teaching in order to improve their acquisition in Lycées and upgrade the post Lycée students’ English level. The UNESCO document for Madagascar Lycée 2013 states: “Madagascar needs program reform to improve education”. T 12 students English Oral skills level may be improved by bringing some specifications in their curriculum oral skills.

Thus, emphasizing and improving oral skills teaching in the T12 curriculum will ameliorate Lycée students' English level.

#### INTERDEPENDENCE BETWEEN ORAL SKILLS IMPROVEMENT AND ENGLISH LEVEL UPGRADING



**PART II-**  
**EVALUATION OF THE ORAL SKILLS**  
**DEVELOPMENT IN THE T12**  
**ENGLISH CURRICULUM**

Oral skills take an important place in the Grade 12 English teaching as their acquisition ensures the learner's ability to communicate directly with the language. Teaching oral skills is based on listening repeatedly English sound in order to understand and imitate them and then start speaking. These oral skills strategies and linguistic knowledge written under objectives and gathered in a document called "curriculum" to guide English oral skills teaching.

Grade 12 curriculums offer general oral skills and indicate instructions for the assessment types corresponding to them. They also detail the general objectives in the specific objectives including oral skills strategies, communication goals, accuracy and complexity of understanding and speaking expectations for Grade 12. They are presenting ideal curriculums for efficient oral skills teaching.

These Grade 12 English curriculums had been compared to the T12 English learning program for evaluation in the second part. As a result, T 12 curriculum presents some deficiencies both within its organization, namely in its general objectives, specific and assessment instructions coherence and determination; and in English curriculum norms. Such situation misguides the English oral skills teaching and prevents T12 ability to speak and understand English of their level. In other words, oral skills objectives are not achieved.

Thus, in order to improve English language teaching, suggestions on oral skills emphasizing in the T12 English learning program will be raised. T12 English language curriculum suggestion will focus on underlining oral skills from the general objective to the assessment instructions, till the specific objectives. Coherence will be settled between the three parts.

The suggestions of improvement will find their source from positive elements of T 12 English learning program, English Grade 12 norms references and ENS Third and Fourth year program about curriculum, testing, speaking and listening teaching courses. They will be organized for T 12 English oral skills teaching improvement.

Bellow will be detailed oral skills emphasizing steps. Sample T12 English guides for curriculum suggestion are seen in the second division of part III.

#### **1– Emphasizing oral skills in the T12 English syllabus objectives**

The T12 English syllabus suggestion are ideas which may serve as a guide to improve the pedagogical document outlining points to be taught to T12 Students regarding English. It contains general objectives, assessment instructions, and specific objectives in which oral skills will be emphasized. The main interest of this learning program suggestion is based on emphasizing the English oral skills teaching (listening and speaking) and on creating coherence from the general till the very specific objectives and the assessment instructions.

### 1-1- Emphasizing oral skills in the general objectives of the T 12 English syllabus:

Any improvement of the T 12 English curriculum is to start with the basis of this language curriculum. Its general objective is to be based on the four language skills and topics will serve as situational method to teach skills. At the end of the school year, the T12 students will be able to understand written and spoken English and will be able to speak and write the language with the level demanded level with the cultural, professional, and social selected topics. Respecting the focus of this present work, T12 students ought to be able to speak and understand English of their linguistic level at the end of the school term.

The oral skills general objective is summed up in the T12 **fluency** in the use of English language at the end of the school year. In the T12 English curriculum, oral skills were half complete, linguistic knowledge and language function were considered as head of general objectives which weakened the presentation.

In this recommendation, listening and speaking are mentioned (*and writing skill as well*). The linguistic knowledge will be considered within categories.

At the end of the school year, the T12 students will be able to understand written and spoken English and will be able to speak and write the language about the cultural, professional, and social selected topics in the T12 level. The specific objectives will detail elements to achieve these general objectives.

T12 English curriculum general objectives developing oral skills become:

#### English teaching General objective for Terminal (T12) students in Madagascar:

Teaching English is aiming at teaching linguistic forms for communication goals.

On the one hand, learning English language is acquiring the language **skills** to be able to **use** the language properly. Basically, English learning skills objectives consist of:

- Students **Speaking** and **Listening** abilities:
  - Understanding and evaluate **spoken English for a variety of purposes** by listening
  - Using speaking strategies to communicate in English for a variety of purposes
  - Speaking with correct grammar and structures proving **fluency** in speaking
  - Being able to produce English language to express opinions, to defend an argument, to present a project, to ask questions, ...
- *Students Reading abilities*
  - *Understanding different types of texts and in a variety of context*
  - *Using strategies and steps to follow the idea of the text*
  - *Using vocabulary recognition strategies*
  - *Specifying direct and hidden ideas of a text and prove T 12 accuracy level in reading*
- *Students Writing abilities*
  - *writing different types, forms and purposes of pieces*
  - *putting into practice the writing strategies and writing steps*
  - *proving literacy and accuracy completion and ability in writing*

On the other hand, learning English implies being in contact with essential **cultural traits** and proper **notions** to that language idioms.

T12 main topics are:

- Appreciating other values and cultures;
- Grasping notions for everyday use of the English language;
- Initiation on professional or academic domains (sciences, technologies and business, ...)

As enumerated in the T12 general objectives, it is important to state the final objectives in the recommendation and to respect the its T12 content as they contributes to the oral skills development:

**Final objective for T 12 class:**

“At the end of the terminal class, students should be able to cope with communicative situations as summoned in the program; these include the ability to:

- Show English Understanding by Reacting in an active way whole listening, or reading English by answering orally, by writing or by physical/ Affective reactions. **(Reading/Listening)**
- Present a theme orally, defend an argument, take part in conversations and discussions, inform or narrate in situations quoted in the curriculum **(Speaking)**

Write descriptive, narrative, argumentative, informative, formal, piece of writing... **(Writing)**”

For these general objectives to be achieved, the specific objectives will be organized in such a way that they contribute to their achievement. In other words, the oral skills specific objectives are to be based on the oral skills general objectives. Every heading of the specific objectives will be added with “T12 students will be able to understand and talk about ...”

**1-2- Emphasizing oral skills in the specific objectives of the T 12 English syllabus:**

The specific objectives will detail elements to achieve these general objectives. Every heading of the specific objectives will be added with “T12 students will be able to understand and talk about ...”

In every specific objective will be included steps of oral skills teaching. In the specific objectives will contain:

- |   |                                    |
|---|------------------------------------|
| - | Steps of speaking from strategies, |
| - | practice, and production           |
| - | Topics to be dealt,                |
| - | Elements for listening learning    |
| - | efficiency                         |

The corresponding teaching skills techniques and activities are offered in the suggestion of learning program: films, **dialogues, songs, for listening pieces and also for speaking**

**imitating.** It is also necessary to consult some new brilliant ideas for speaking activities without always waiting for high technological tools. CAPEN dissertation is suggesting “Outdoor activities to enhance speaking skills in class”, “Teaching English through songs, poems ...”, and many others

Then, it is up to the teacher to see if he possesses the corpus, if it is not possible, they would adapt it with whatever can be thematically convenient. Indications for language **corpus** model for the lesson presentation step for oral skills acquisition are mentioned in the suggestion.

This will also follow the theory of **“IN-PUT and OUT-PUT**. HARMER thinks that the first act is putting the language to be learnt in the students’ brain whereas the second one **encourages them to produce what they have learnt in different activities”** based on the oral skills: speaking or listening.

### **1-2-1. Emphasizing listening in the T112 English syllabus:**

#### **– Students will be trained to listen to specific information:**

- To recognize what the content of the text from some questions (matching, true or false, filling the blanks, opposite and synonyms, multiple choice, filling charts, ...) according to the levels. Watch films and combine images and sounds for their sentences structures and building/ vocabulary enrichments/ phonological acquisition/reality of structures’ use/ ... apart from the films and stories in listening.
- Pinpoint the main idea of the text orally and in writing
- T12 students are ought to be able to listen to many types of context, understand other people ideas during a debate
- Distinguish the relevant/irrelevant information, identify and define new words, concepts, **main ideas and relevant supporting details using a written outline or graphic organizer as a guide** or provide a summary and ask questions on the subject

#### **– Develop English sound system in listening:**

- Hear correct English as far as pronunciation, articulation, and intonation are concerned. They need to hear authentic English voiced language to imitate and to get acquainted with the English sounds. T 12 students will then be trained to recognize the pronunciation for the understanding.
- There will be an interview before getting a job on the listened or listened and watched documents, and so on for the other units.

#### **– Develop speaking skills through listening :**

- Students will imitate the sound from native speakers,
- Develop English components in listening and speaking: Listening will serve as

a spoken document used in teaching vocabulary, **structures, grammar styles, language function and a whole unit of teaching** after that students imitate loudly and remember the terms by speaking

- **Use listening strategies and listening comprehension:**
  - o **Pre listening** which lead them in the listening they are going to have and give them clues by the photos, the texts. Teacher will make students eager to listen and watch to the film in question. After that teacher will lead students' intention through questions for general and detailed facts: **in listening**. Finally, during the post listening activities structures, language function, single vocabulary, a portion of the dialogue will be repeated orally and presented by teachers: Listen and repeat and have the meaning explained by the teacher
  - o They will also have practical activities: gives them questions to focus in the listening and watching and asks to give the main idea of the film orally. They will be asked to have a short role-play like the story or other invented history but within the same topics and using the content learnt.
  - o There should be pronunciation courses like use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately according to the theme for example stress the syllable before the suffix "-tion attraction, information]; change the stressed syllable within the same word to distinguish between noun and verb for combat/combat, addict/addict, object/object.

#### 1-2-2. **Emphasizing speaking in the T112 English syllabus:**

- **Activities, Techniques, and methods to develop fluency in Speaking:**
  - o After Giving students enough vocabulary, language function and teach them structures and grammar, notions and cultures, let students listen to the use of the language, and then imitate how native speakers really use those parts of language in real situations how do they produce every parts of language components while speaking. As a production, there should be more **drama and role play** (to produce language functions, use vocabulary, intonation, pronunciation, and English speaking in general), **expose, book sum up individually or per group in the speaking skills**. Use the internet (school English web sites, newspapers), use the computer (for presentations, exposé) ...
  - o Invite native speaker to practice speaking skills with students Malagasy

government through the Educational Ministry should work with the English and Educational international organization in Madagascar like Unicef, WWF (with Vintsy club for E.G.), Peace corps, and UNESCO to have some English speakers to talk to Lycée students at least once a year this could be programmed

- Have debate session between them, let English competitions take place at schools, discussion sessions by giving students the theme in advance for them to prepare, dividing the class into two groups one for and another against

– **Developing fluency in speaking:**

- Break speaking barrier by teaching or reminding students of simple useful phrases like:
  - Do you understand?
  - Excuse me? / Could you repeat that?
  - Once more. / One more time.
  - Please speak more slowly.
  - How do you spell that?
  - Did you say \_\_\_\_\_?
  - What does \_\_\_\_\_ mean?
  - How do you say \_\_\_\_\_ in English?
  - I don't know.
  - I don't understand.
- Reverting to the survey result about what do people wait after their Terminal studies, the general answer focuses on “Understanding and speaking English fluently”. To reach this objective, T12new curriculum will stress speaking skill and every unit of teaching will be framed with the speaking skills from the presentation, the practice till the assessments. At the end of a term, there should be oral presentation, debate, or theatre. For this specific skill, role-play is highly recommended and as possible have English discussion in classes.
- Speaking activities Using simulation and situational approaches for real dialogue performing and role plays
  - Have drama sessions and shows to have vocabulary and some language function learnt by heart and for artistic initiation and interest,
  - Invite native speaker from Peace Corps for example to practice speaking skills with students, choose an interesting theme in the T12 curriculum and make them discuss about this or ask students to ask many questions about life in America (American culture

topic)

- Have debate session between them, let English competitions take place at schools, Organize debates, discussion sessions by giving students the theme in advance for them to prepare, dividing the class into two groups one for and another against
- Pronunciation courses like use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately according to the theme for example stress the syllable before the suffix “-tion attraction, information; change the stressed syllable within the same word to distinguish between noun and verb for combat/combat, addict/addict, object/object. Having repetition during reading: reading aloud, or listening and then repeat
- To make those discussions alive, students should have been taught about phrases about discussion and debates in the very beginning, and well trained to master them following the speaking steps of this particular unit. As such, they will be able to defend their argument without any problem by understanding the answer of the collocutor, and building sentences. This activity will then be a pleasure for them and not a suffering as it actually is.
  - Students will be taught disagree politely using expressions such as *“That’s interesting, but have you thought about ...?”*, *“What about ...?”*, *“I’m not sure I agree because ...”*, *“That’s a good idea, but ...”*; *make*
  - Polite suggestions using expressions such as *“Maybe we could ...”*, *“Why don’t we ...?”*, *“How about ...?”*, *“Don’t you think ...?”* *I like, I hate, I prefer, in my opinion, as far as I am concerned, ...interrupting.*
  - T 12 students should master the use of grammars and structures of their level in oral conversation

– **Accuracy in speaking:**

- Using correct grammar and structures when speaking: ask to students to create sentences with the grammar pr structures they are learning and make them share the sentence one by one
- make them listen to a piece of listening containing the grammar or structures in question and discover by themselves how to use them correctly

The general and final objectives are students' ability to understand speak and write the language in real situations which is defined by topics.

### 1-3- Emphasizing oral skills in the T 12 English curriculum knowledge objectives:

The T 12 learning program suggestion content must take into consideration the fact that Terminale class is the beginning of a more broaden world for the future Collegians or workers purposes. Also, to focalize the teaching in the oral skills 16 topics are too many within the time allotted to English. As a result in this suggestion, fewer but very important topics for the T 12 level are recommended and in every topic oral skills are emphasized. These are topics that awaken T12 interests and important for their post-high school life, so students will automatically make efforts in listening and speaking.

Below are the suggestion leading topics for the T 12 English syllabus:

- **Social topics** for the student to be able to speak and understand English in general social English as recapitulation of the lower levels of English studying and preparation of the post-secondary life
- **General social language** travelling, going to the restaurant, doing shopping and having purchases, socializing through network, courting, attending a party, hobbies,
- **Arts and Environment** (to preserve economic and touristic value, and to contribute to the worldwide commitment in the fight against the earth raise in temperature, new Sources of energy, argument in the protection of the environment, awareness of the environmental destruction causes in English. )

Bellow is an example of a social topic developing oral skills in a curriculum

#### **Unit 1 – Socializing**

(Introducing oneself and others when meeting new people, travelling, going to the restaurant, doing shopping and having purchases, socializing through network, courting, attending a party, hobbies, **Arts ...**)

**Specific objectives:** Students will be able to understand and use social language

*(Context: a Malagasy boy meets an American girl through facebook and they are preparing to meet in America for the next holydays. Arriving in the place, the American girl will introduce her Malagasy girlfriend to her parents and family. During his stay in the states, they had shopping and restaurants. They also attended parties at the American girl's friends.)*

Listening skills teaching is based on the listening specific objectives steps in “T12 Listening abilities”



**Listening or listening and watching:**

- Watch a short film or audio piece containing language knowledge to be dealt. Recognition practices: match the corresponding utterance, filling the blanks with utterance through listening.
- Practice: instructional guiding given by the airport informative hostess during the travelling and will be asked about it by the listening activities. They will read maps in English or ask their way information to people who may know the way
- You would like to talk to your boyfriend by phone. Students will follow the spoken guidelines on how to call a number in the United States. Students may be asked to use a real phone or internet virtual phone (Listening).



**Speaking:** speaking skills teaching is based on the speaking specific objectives steps in “**T12 speaking abilities**”

- Social network presentation and researches will be asked to students per group. They will present how they work, what are their advantages and disadvantages for the society. (speaking)
- After that you are talking to your boyfriend on the phone, or on Skype. Do the role play. (speaking)
- You are being introduced to your family in law in the united states (speaking role play per group)
- Discussion on the social network meetings and its other effects in human life. Raising question for discussion: have you tried meeting in the internet?
- Discussion about the film suggested in listening: the characters, the theme of the film, its beginning climax and end
- **Cultural topics** for the students to know the native speaker cultural background. T 12 Students will be more acquainted and appreciative to other worth knowing cultures in the world including Madagascar's. Such idea is related to the statement: “*appreciate other cultures and people*” in the T12 general objectives (Programme Scolaire Classe de Terminale P50). This will let the language learner be closer to the language itself. Through cultural topics too, they may know generally what should be told and what shouldn't when talking to native speakers or when taking the floor in public. It will also provide them of the spiritual or psychological logic of a spoken language listening to the themes with the language functions and will listening comprehension easier for T12 students.

- **English speaking countries cultures British** (Monarchy, English sense of humor, Shakespeare), **American** (politics, capitalism, American dream, show

business),

- **Extraordinary cultures of countries in the world, Madagascar costumes** (Exhumation, Vodiondry, Famorana, Donia, ala volon-jaza and sambatra, ...), Madagascar wealth, politic, economy and what makes our country famous, and
- **The International relation** (political, social and economic aid from other countries like America, or from international organisms like NU, and Commercial and regional relationship)

Bellow is an example of a cultural topic developing oral skills in a curriculum

### **Unit : International relation**

**Specific objectives:** T12 English learners will understand English language related to the International relation in the political, social and economic domains. Students will also be able to speak and write concerning the subject.

*(Context: International relation topic to be dealt as Madagascar is a developing country. Madagascar needs political, social and economic aid and relationship from other countries. Actually, Madagascar is member of regional organization like the SADC, the COI, international entities like the World Bank, the UN (UNESCO, UNICEF, FAO, OMC ...), USAID and is seeking for economic, commercial, touristic, educational ...*

*Example: listening to local and especially international news in English CNN, and other international channels)*



**Listening:** Students will have the occasion to watch and listen

- o to one of the UN in charge speech when he was in Madagascar for example,
- o Barack Obama speech about his foreign affairs politics, voluntary works
- o One of the document of the Haiti helping by the entire world after the natural flails damaging the country; Rich countries helping the Third Words or the developing countries as Madagascar is being helped by the UN and the USA



**Speaking:**

- o Then they will be asked to have a discussion about the origin and the reason why Madagascar remains poor until now.
- o **Professional and/or academic topics:** for the professional English use and academic needs. Students from the T 12 should master Job application or bursary application letters and face interview in English. They should also have notions in many scopes of works and some work regular tasks. The

professional topic will contribute to further education, apprenticeship training programs, or work opportunities.

- **English scope of works**(Commerce, tourism, barrister, journalist, writer, stylist, singer, dancer, actors, translator, secretary and assistance, sales, diplomatic works, teacher), **Business English (projects, letters, attitudes, communication),**
- **Applying for a job or bursaries in English** (Job application letters, interviews, working world, CV, job requirements and advertisements, polite formulas, formal language, negotiation, arguments, sharing opinions, formal letters for example applying for a bursary)

Bellow is an example of a professional topic developing oral skills in a curriculum

### **Unit: applying for a job in English**

#### **Specific objectives:**

- Students will be able to **apply** for a job in English as there are nowadays many job requirements demand.
- Students should be able to face a professional presentation or an **interview** for an academic or professional purposes (face an interview for a job, produce a presentation for professional or academic purposes and able to answer to questions in formal language, able to describe their specialties when needed, able to master English language of their domain of studies and jobs, able to negotiate, argue and give opinion

*(Context: The teacher can choose an American very colored film with a famous actors and actresses. The film will contain business life: looking for a job, applying, having presentations, reports and why not a little romance at work and fun)*



#### **Listening:**

- Students will listen to job advertisement, bursary announcement on TV or on radio and will be asked their content through written questions
- Students will listen to interview of a person during an application for a job, and will be taught the utterances used by the interviewer and the job researcher.
- A film about a young person's difficulties and challenges faced before owning a work like the "On the pursuit of the happiness" by Will Smith for example.



#### **Speaking**

- After that students will be asked to face an English interview and have the

- role play in a group of two students for job recruitment, promotion, or tests
- Students will then argue about themselves negotiation(negotiate solutions, or price, or selling totasks and problems in small-group

English language oral skills will be included in every unit of teaching leveling. Students are not only going to talk about a single subject as indicated in the T 12 curriculum but will be able to understand, and speak the indicated topics to fulfill the oral skills proficiency related to the T12 English curriculum general objectives.

### 1-3-1.           Emphasizing oral skills in the Language functions

There must be a sample step of linguistic knowledge learning. Students should know the language phrases **giving opinions** (agreeing, disagreeing, expressing likes and dislikes, arguing and convincing ...) before facing any **debate or discussion** activity; students should for example know vocabulary about environment before suggesting solutions on its protection.

E.g. of step of language function and notions teaching:

- **Vocabulary** about the unit of teaching (**word level**)
- Useful **phrases** for discussions about the unit of teaching (**Phrases level**)
- **Phrases** concerning the theme of the unit of teaching
- **Sentence** building about the unit of teaching and coordination or subordination to disagree or agree with an idea (**sentence level**)
- And then only comes the argument defending and discussion (**Discourse level**)

These steps will be **listened and spoken**. After that students will also meet **written**(to ensure English accuracy) and **listened** piece integrating those language functions before repeating, imitating and performing.

### 2-                   T12 English Language Syllabus oral skills Assessment instructions suggestion

The absence of the obligation of speaking and listening tests is one of the greatest handicaps in the T 12 English curriculum assessment instructions. Assessment leads the teaching method and the objective reaching conditions. If the assessment is not containing any speaking and listening evaluations, teaching may neglect these skills though they are summoned in the language objectives. Curriculum norms contain assessment instructions that are based on the objective achievement checking. A solid coherence between the general and the specific objectives and the assessment instructions is necessary for the oral skills teaching efficiency. Consequently, to improve the English teaching in Madagascar and to bold coherence between general objectives and assessment instructions, the obligation of oral skills testing should be included in the assessment at least in a basic way of testing.

The T12 students will be tested through skills:

Students will be marked according to the

- English language **Understandability (listening)**
- English language **Fluency (speaking and listening)**
- English language **Accuracy**(understandability of spoken correct grammatical corpus and production of correct grammatical English in speaking)

With the following subjects dealt in T12 class:

- Culture: American, British, Malagasy, international relation, artistic, or cultures
- Social: socializing in general, or environment
- Professional: interview, negotiation, defending argument, scope of works, having a little project presentation.

As the Evaluation type of the T12 English curriculum is respecting Grade 12 norms of assessment instructions, (authenticity of skills, communicative testing, and variety of source) it is worth being kept in the T12 curriculum improving oral skills development:

Communicative teaching requires communicative evaluation. The goal is not testing the different aspects of students' language mechanism acquisition (grammar, vocabulary, or pronunciation) separately considered as "competency" but especially testing students **proficiency** that is to say how they are using the language in a real spoken communication.

- Authenticity and diversity of the sources: reading and **listening**, for e.g. giving instructions on how to build a paper boat.
- The situation's reality (**speaking**)
- The existence of an audience (purpose for writing)

The impossibility of prediction of what the student is going to answer in a given form of question, otherwise, it is only competency testing.

Below are suggestions of assessment instructions for the T 12 English syllabus.

## 2-1- **Listening suggestion for T12 English Language Syllabus Assessment instructions**

A piece of listening or a film based on one of the themes dealt during English language courses of the school year will be chosen. Students will have the time to read about the subject and then after 20 minutes, they will listen to the piece of listening or watch the film and answer to the questions in their examination papers. Another listening will be suggested for them to check the body of their work and a last one for them to correct.

Or to begin the listening examination in Madagascar, listening will be only about preparing a subject chosen at random and after presentation, have questions, remarks, arguments from the teacher. If students react appropriately to these replies from the teacher by giving the

right answer, by defending his opinion, by giving appropriate argument or explanation, he has understood the question, the remarks, or the arguments.

Tested students ought to **understand** English sound system and idea through the real pronunciation (**listening**) and possess a high degree of reciprocity answering accordingly to the utterance.

- understand vocabulary of the topics dealt in T12 and some simple other
- understand correct structures and grammar used in a spoken context
- understand the theme in details and cultural context
- understand the ideas behind the words

These will be marked up to 5 from considerable to thorough level. (The total of note is 20 for the four skills)

## 2-2- Speaking suggestion for T12 English Language Syllabus Assessment instructions

Testing speaking will respect the Testing principles studied in the 4<sup>th</sup> year which consists on testing skill with the skill itself and not with another. This situation permits speaking testing validity. Speaking testing with the speaking skill will awake students' and teachers' interest in this skill.

As a solution, while waiting for further and better speaking testing materials, students may be asked to choose one subject at random as instructed in the T 12 English Language Curriculum assessment instructions, and have 10 minutes preparation. She or he will present the theme in 5 to 10 minutes presentation discussion or negotiation according to his subject. After this the tester will ask questions. The tested should have the proficiency to answer to the questions, argue or discuss the theme to defend his idea. The student will be tested on his words **spellings**, **pronunciation**, **articulation**, **accuracy** (use of grammar and structures correctly in sentences or utterances while having discussion), and **fluency** (presenting a certain ease when speaking in English by using the appropriate word, vocabulary, and by speaking fluently and correctly).

The student will be marked up to 5 in the ability to:

- use appropriate vocabulary in a specific topic,
- use correct grammatical sentences, and build correct paragraph with logic coordinating and subordinating words
- convince the tester of their argument, presentation, information, description,  
...
- demonstrate **fluency** in speaking
- start using sense of humor, metaphors, or critical thinking in the use of spoken English

Questions out of the chosen subject may be asked to check the real English language understanding and speaking ability. The correction of oral tests should be done straight away or through recorded band corrector will be listened again for marking.

International schools are assessing the entire school subject with the speaking skills. French and American schools even in Madagascar are assessing their students sitting for bacc examination with the speaking skills. They put into practice the method for story geography, philosophy, and the language subjects like French, English, Malagasy, and other language chosen by the student.

At the end of the T 12 assessment instructions will be mentioned

**“Oral skills (speaking and listening testing) are obligatory in the T12 English testing”** the statement “Speaking will be tested with other skills (Dialogue completion) if the speaking test is no possible” is to be abolished. So, teachers and learners brings obligatorily their interest in the oral skills teaching and learning.

In the assessment instructions of the T12 English syllabus suggestion speaking skill will be tested with the peaking skill, the listening skill by the listening skill, the reading skill by the reading skill and the writing skill by the writing skill. It will be coherent with the T 12 English the general and specific objectives and will directly measure if they are achieved or not.

### 3– English language oral skills teaching development analysis of the T12 English syllabus suggestion

The T12 English curriculum gathers suggestions putting the oral skills teaching into considerations. This book is containing general objectives, specific objectives and assessment instructions underlining the oral skills. The first part of these T12 syllabus suggestion present general objectives which balance the four language skills. Respecting the norms of Grade 12 curriculum and considering the T12 English evaluation, in this general objectives are summoned in general the skills and the linguistic knowledge T 12 students ought to master at the end of their T12 schooling. These general objectives are summing up the specific objectives and serve as keys for the assessment instructions. It is describing the T12 Students **Speaking** and **Listening** abilities regarding cultures, social, professional and academic domains after the Terminale.

Then, it exposes the level, the learning process to be respected, and the content speaking and listening skills for T12 in the specific objectives. Learning listening and speaking in T11 or T10 are different from learning those skills in the T12. The purposes are clearer and the level are higher. T12 students are studying realistic situations in which they will be exposed. Consequently, they are to understand and speak words, phrases, typical sentences, discourse related to their future cultural, social, professional and academic future life. For this T12 level to be achieved, the learning process summoned in this “English language oral development in T12 syllabus” is to be respected. In listening, they are not only learning

vocabulary, listening to specific instructions of context, but they will also deal with comprehension strategies, and develop English sound systems. In speaking, T12 students are to develop speaking strategy with listening by imitating. Activities and methods to develop speaking skills such as role play, drama, after pronunciation courses are offered in this handout and end term oral assessments preparation are mentioned. Learning grammatical correctness within oral skills is also underlined in this guideline.

At the end of this suggestion, few topics presenting activities, methods and techniques developing oral skills are exposed. Fewer topics are suggested to allow more concentration on the oral skills. These topics deal specifically about cultural, social, professional and academic domains.

- cultural domain deal with
  - o initiating them in knowing British, American, and other English speaking countries cultures,
  - o teaching how to describe Malagasy cultures in English,
  - o Informing the international relation regarding Madagascar and other countries),
- social domain deals with
  - o Socializing
  - o Environment
- Professional and academic domains deal with
  - o Job description
  - o Job application
  - o Interviews and formal words

In every topic of study is included the oral skills steps and objectives. The technique of raising oral skills learning motivation relays in the subject updating; for instance the socializing is based on the social networking, the environment on the earth raise in temperature or new energies. The cultural domain deals with famous actors or personalities and show business in America, it also deal with the monarchy of nowadays in Britain like Kate Middleton's story, and exposes many Malagasy traditions to be described in English. The professional domain deals with jobs in fashion nowadays such as community management, stylism, computer engineering, ...

Here is an example of integration of these suggestions in a lesson plan developing oral skills, teacher will deal with one topic and sub-topic, choose one theme for example in British cultures, the story of Kate Middleton in a reproduced film. Steps of listening and speaking skills corresponding to the theme will be included in the lesson plan. Teacher will serve this as listening and watching piece by using listening strategies (pre-listening, in-listening and post-listening), ask students to draw specific instructions from it, guide them in how British people are correct in grammar. It will also teach students British typical intonation, stress, and pronunciation. It informs students of British typical vocabulary in a

specific context. Students may later sum up the story orally, discuss about the monarchy existence, how Kate's life changed and the story in general.

The lesson planning is guided by the specific objectives, which in its turn guided by the general objectives and framed by the assessment instructions. Every steps are wrapped in the T12 English curriculu

### CONCLUSION TO PART III

This third part of the dissertation aims at giving improvement in the English oral skills teaching in T 12 regarding its English curriculum. Deficient elements in the T12 English curriculum are localized in the Part II and are avoided in the Part III and norms of Grade 12 English curriculum are respected in these T12 recommendations for improvement. T 12 English curriculum presents complete language curriculum elements namely general objectives, specific objectives and the assessment instructions. The general objectives are demanding the four language skills proficiency of T 12 level including Fluency for the oral skills. However, its organization may somehow misguide teachers. These oral skills general objectives are then arranged in such a way to guide teachers in the real speaking and listening teaching achievement in the recommendation part.

After this, specific objectives presented incoherence with the general objectives because if general objectives claimed “Fluency” in oral skills, specific objectives only enumerates the ability to speak in its headings and omit listening. Yet, it is not giving strategies and content of speaking and listening teaching. In this recommendation part, specific objectives are based on the general objectives: the four language skills will head every unit of teaching. They are also accompanied with linguistic knowledge that are topics to facilitate the learning. Topics necessary for the T12 post-lycée profile are suggested to improve T12 adaptability to their academic or professional life after the Bacc. These topics are mainly cultural, professional or academic and social. In these topics, divided under specific objectives, are suggested some units of teaching including balanced four language skills. Oral skills are as important as written skills, so variety of types, steps of learning; strategies, language conventions correctness, complexity degrees, and critical thinking are fully exploited for T12 to be fluent in understanding and speaking in English.

Finally, assessment instruction in the recommendation part underlines that oral skills (speaking and listening) testing is compulsory for the T 12 students. Easy and efficient kind of oral testing suggested in the T12 English curriculum is relevant for Grade 12 English curriculum norms. Oral skills (speaking and listening) are tested by choosing a subject at random this leads the assessment instructions. The choice of testing speaking with other skills is abolished. Such determination will help teachers balance written and oral skills teaching and automatically improve T12 level in both language skills.

The recommendations here remain recommendation and not curriculum design. They may serve as ideas for any future T12 English curriculum updating and design.

## GENERAL CONCLUSION

Language teaching relay in the conveying of the ability to understand, write and speak the language and English is of no exception. Next to this, the end high school marks a crucial step in students' academic and professional life and it is worth to be specially organized and efficient for their future needs. That is why the present work is dealing with the Grade 12 or T 12 high school form. Oral skills possess a very important role in English teaching because it ensures the most direct and vivid kind of useful communication for post- high school life. Teaching those important skills requires a document to guide and frame the teaching which is nothing else but curriculum. In this guiding tool are included elements to be learnt composed of linguistic knowledge and oral skills settled under objectives. Grade 12 curriculums are then stating general objectives, specific objectives and assessment instructions basin in the four language skills. In this division reins a structures balance between the written and the oral skills. Oral skills are included in the general objectives, detailed in the specific objectives and assigned in the assessment instructions. Such kind of curriculum practices its role of guide and framing document and facilitates oral skills teaching.

In Madagascar, T12 (Terminale) is the equivalent of Grade 12. T 12 English curriculum is worth analyzing to prove if it is bringing the necessary elements to succeed in the oral skills learning. T 12 English curriculum is organized under general objectives and specific objectives. It also gives assessment instructions corresponding to these objectives. The general objectives are demanding speaking and listening fluency in the linguistic knowledge of their level; even if they seem somehow disorganized both in knowledge and skills presentations. However, there is some incoherence between T12 English curriculum general and specific objectives and the assessment instructions. The general objectives claim fluency in oral skills, but the specific objectives' headings only demand the students' ability to talk about a specific topic of the unit of study, and omit listening and the other skills. Yet, neither speaking nor listening skills are detailed and stepped to be learnt in every unit of teaching. Oral skills are only enumerated in the activities parts as head of practice. It is not respecting norms of Grade 12 English curriculum which give detail in speaking and listening teaching. In addition, Grade 12 English curriculums assessment instructions offer oral skills achievement indicators and four language skills testing conditions without any second choice while T12 English curriculum assessment instructions are offering a second choice to test speaking with written dialogue if the oral skills testing are not possible. There is no obligation in testing speaking for T12 curriculums. So, in T12 English exams speaking is never evaluated with the speaking skills and listening testing does not exist. Teachers are then more focused in the written skills than in the oral ones and this induces to the low level of English oral skills in the T12 classes. English oral skills teaching is lead by the curriculum and its incoherence misguide the teacher and affects English learning.

Being in a developing country where economy starts raising in the tourism and exportation domain, Madagascar need to overcome language barrier either French or English. However, the Educational system is not really helping to acquire English language proficiency after Grade 12 that is after succeeding the Baccalauréat. Students coming from Lycée can only speak few words in English and need language private institutions to improve their English. The failure starts in the curriculum incoherence and its non respect of Grade 12 English curriculum norms. As a solution, improvements are needed in this domain to improve teachers guiding and inductively improve T 12 English teaching.

First of all, T12 English curriculum General objectives are rearranged in the both in skills and in linguistic knowledge content. For oral skills, Fluency is the main objective. After this, specific objective is contributing to the English oral skills Fluency achievement by detailing exactly the general objectives with every skill, including oral skills. The latter are present in the specific objectives and stepped to be well acquired, exploited, and mastered. Specific objectives are detailing methods, strategies and steps to help T 12 students succeed in understanding and speaking English of their level. Also, to oblige oral skills teaching, they are compulsory in the assessment instructions and teachers are obliged to teach speaking in class. Oral skills will not only be completion of general objectives, they are entire part of the T12 English curriculum and that of T 12 English oral skills teaching.

Such Education analysis deserves a glance and a piece of thought.

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# APPENDICES

# APPENDIX n°1:

## Survey for Baccalauréat graduates

### QUESTIONNAIRE POUR LES BACHELIERS

Série en Terminal L

☐

S

☐

- En Quelle année aviez vous eu votre Bacc ?
- La Matière Anglais était-t-elle importante pour vous ?
- Pour quelle raison ?

- Culturelle
- Professionnelle
- Autre

☐☐☐

Expliquez

votre

choix

.....

.....

.....

#### **I- Objectifs**

1- Qu'attendez-vous de l'enseignement de l'Anglais en Terminale?

- Savoir parler Anglais couramment
- Savoir écrire l'Anglais correctement
- Comprendre l'Anglais en l'écouter ou en la lisant

Pourquoi ?

.....

.....

.....

2- Les Objectifs de l'enseignement de l'Anglais se définissent en ce moment par des objectifs écrits (Communication Ecrite) et des objectifs oraux (les élèves pourront communiquer en Anglais correctement). Après votre TERMINALE, pouvez- vous affirmer que vous pouvez comprendre, répondre, et réagir en Anglais ?

- ☐ Oui ☐ Non

- De quel niveau vous classeriez- vous :

Débutant

☐

Moyen

☐

Avancé

☐

#### **II- Topic Evolution**

1- A votre avis, est-il raisonnable d'ajourner les Thèmes dans les programmes, vieux de 15 ans, suivant les changements d'aujourd'hui, la mondialisation, et les besoins professionnels?

OUI ☐ ou NON ☐ ?

- Que suggèreriez- vous comme nouveaux Thèmes tenant en compte de la mondialisation et des avancées technologiques d'aujourd'hui?
- Faudrait- il différencier les topiques étudiés pour les L et les S ? OUI ☐ NON ☐

#### **III- ANGLAIS et professions**

- Y avait-il déjà une promotion que vous n'aviez pas eu à cause de manque de savoir en Anglais ?

- Y avait-il déjà une poste que vous rêveriez avoir mais vous ne pouvez pas a cause de l'Anglais ?

*Mes aimables gratitudes pour votre participation à ce Mémoire de CAPEN*

## APPENDIX n°2:

### Activities to facilitate English teaching

#### *Activities explanations*

- 1- **Anticipation Guide**(activate students' prior knowledge by asking them to identify their existing opinions and attitudes before reading a text)
  - 2- **Bilingual Books and Labels** (allow students to use their first-language)
  - 3- **Cloze Procedure** ( oral cloze, jigsaw cloze,) fill-in-the-blanks" technique
  - 4- **Dictogloss** (*recreate* a text read aloud in class.)
  - 5- **Cooperative Learning**.(allow students to work together as a team to accomplish a common learning goal)
  - 6- **Free Voluntary Reading**( sustained silent reading)
  - 7- **Graphic Organizers** key visuals, (timeline, cycle diagram, T-chart, Venn diagram...
  - 8- **Guided Reading**.provides the scaffolding necessary (pre- reading, in reading, and post reading)
  - 9- **Literature Circles** reference from the writer's model, the way to express feelings
  - 10- **Think-Aloud**. In the think-aloud strategy, the teacher models out loud the strategies
  - 11- **Jigsaw** listening and reading formats.
  - 12- **K-W-L**. K-W-L, which stands for **Know, Want to Know, Learned**, is a strategy that helps students build background knowledge and plan for further learning and research
  - 13- **Language-Experience Approach**. Allows students to see the connections between their actual experiences and the spoken and written language
  - 14- **Learning-Strategy Instruction**. (guide for the students individual learning strategy)
  - 15- **Personal Dictionaries**.(can also be referred to little notebooks containing vocabulary)
- Sentence Frames**. A sentence frame is an open-ended model of a particular sentence pattern into which students can insert various words to complete the sentence
- 16- **Students' interaction with real native speakers** from voluntary organizations
  - 17- **Guided Writing** In guided writing, teachers provide direct instruction on aspects of the writing process, as well as supplying direct supports for English language learners writing in English.
  - 18- **Surveys and Interviews** (students will learn to ask questions to peers, to teachers, will give a report of their surveys and the reason why they did the survey, ... in English)

## **APPENDIX n°3:**

### **T12 English curriculum Topics of study**

#### **Topics and units titles:**

##### **Unit 1- Opinions and argument**

Students will be able to use expressions of arguments

Students will be able to express opinions

##### **Unit 2- Education**

Students will be able to talk about education

Students will be able to talk about school system

##### **Unit 3- Families**

Students will be able to talk about families

Students will be able to talk about family links

Students will be able to discuss relationship problems within families

##### **Unit 4- Daily routines**

Students will be able to talk about their daily life

Students will be able to talk about their daily activities

Students will be able to give instructions

##### **Unit 5- People at Work**

Students will be able to talk about problems related to jobs and professions

Students will be able to talk about gender and profession

Students will be able to talk about unemployment

##### **Unit 6- More scientific discoveries**

Students will be able to talk about man's future

Students will be able to talk about new scientific discoveries

##### **Unit 7- The outside world**

Students will be able to talk about the outside world

Students will be able to talk about acronyms

Students will be able to talk about international cooperation

##### **Unit 8- Protecting the Environment**

Students will be aware of the interdependence man and nature

Students will be able to think of appropriate measures against animals and plants extinction

##### **Unit 9- Complaining**

Students will be able to express complaints

Students will be able to make complaints and to deal with complaints

##### **Unit 10- Wishes and Regrets**

Students will be able to express wishes and regrets  
Students will be able to express dissatisfaction with the present situation  
Students will be able to express regret

#### **Unit 11- Health**

Students will be able to talk about health  
Students will be able to talk about diseases  
Students will be able to talk about how to keep healthy/fit

#### **Unit 12- Sport Game and Leisure**

Students will be able to talk about Sport Game and Leisure  
Students will be able to identify sport game and leisure

#### **Unit 13- Requests and invitations**

Students will be able to make requests and invitations  
Students will be able to make a request/an offer and to reply to it  
Students will be able to invite and to reply invitations

#### **Unit 14- Narrating Social events**

Students will be able to narrate social events  
Students will be able to report past events  
Students will be able to speculate about the past

#### **Unit 15- Social and Cultural life**

Students will be able to talk about social and cultural life  
Students will be able to talk about meetings and conferences  
Students will be able to talk about customs and traditions

#### **Unit 16- politics**

Students will be able to talk about politics  
Students will be able to talk about government/ democratic system

### **Structures in the Madagascar's T12 English language curriculum:**

#### **Unit 1-**

- linking words
- sentence connectors
- sharing opinions (so do I/ neither do I)

#### **Unit 2-**

- modals (shouldn't, have to, don't have to, needn't, may, must, can)

#### **Unit 3-**

- all tenses with "to be" (verb tense review)
- past habit vs present habit
- adjectives describing qualities, characters, good looking ...
- modals (interdiction)
- such as
- preferences ('d better, 'd rather)
- linking words (and, besides, also, but, although, ...)

#### **Unit 4-**

- by+ ing forms
- infinitive of purpose
- modal verbs
- imperatives
- Connectors: first, after, then, after that, ...
- ing forms VS infinitives
- by/ before/ by the time

#### **Unit 5**

- phrasal verbs (related to work)
- compound adjectives
- prepositions

#### **Unit 6-**

- future with will
- hypothesis with “would”

#### **Unit 7-**

- relatives
- Yes/ No questions
- WH questions
- Review “‘d rather, ‘d better” preferences
- The comparatives

#### **Unit 8-**

- Interdiction modals
- Shouldn't
- Mustn't
- Ever + present perfect simple
- It's the first/ second time E.g.: I + present perfect simple it's the first time I've seen people killing an elephant

#### **Unit 9-**

- I'd like to + infinitive
- Emphatic “do” (I think too old fashioned a way of speaking)
- Sentence connectors

#### **Unit 10-**

- I wish I + simple past
- Conditional review of type 1-2
- Lesson of type 3
- I wish + past perfect
- Conditional type 3
- Speculating (shouldn't have/ could have)

#### **Unit 11-**

- Structures about modal (interdiction, obligation, advice)
- Shouldn't
- conditional

#### **Unit 12-**

- ing forms (activity)
- infinitive of purpose
- it's important/ vital, etc+ infinitive with to
- infinitive without to

**Unit 13-**

- modals could you, should you, do you mind verb ing/ can you, imperatives, ...
- modal auxiliary verbs
- present wish

**Unit 14-**

- simple past/ past progressive in narrative
- past perfect
- reported speech
- past modals

**Unit 15-**

- reported speech
- phrasal verbs
- very, each, all
- Both, either, neither
- Shouldn't
- Mustn't
- Needn't

**Unit 16-**

- Used to
- Modals
- Compound adjectives
- Such a + adj+ noun

**Methods, techniques and activities:****Sample techniques for presentation**

- Ambiguous pictures creating controversial situations
- Exploiting texts
- Exploiting a family tree
- Exploiting letters, poems, newspaper or magazines articles
- Demonstration
- Create situations in which people complain, regret, make requests, invite friends acquaintances, ...
- Pictures eliciting
- Comparing pictures

**Practices:**

- Completing, building up dialogues
- Interpreting caricatures
- Exploiting texts
- Matching
- Gap filling
- Listen and perform
- Sorting out tips
- Completing tips
- Information transfer
- Sentence completion
- Guided reformulation

- Simulation

#### Free production

- Group discussion leading to whole class participation P59, P 63, P64, P65, P 66
- Cloze procedure
- Multiple choice questions
- Filling up charts
- Group discussion leading to whole class discussion about a topic P64, P68, P69, P74, P80
- Pyramid discussion: pair to group to whole class discussion P61, P75
- Pair work resulting to a report to the class P62, P 79
- Competitive games
- Writing an article on how to protect environment
- Role play, acting out scenario
- Commenting pictures
- Building up sentences (only in page 71 after all the discussions)
- Description

Anecdotes sharing

## **APPENDIX n°4:**

### **Terminale baccalauréat testing questions**

**TEXT :** 18,000 Homeless : Flooding in Madagascar's Capital

"An alarm sounded in our neighborhood. It was raining. I saw neighbors running around and pitching in to help each other get rid of the rain water, but the water level kept rising. I woke my three children because we had to leave our house. Since then this tent is our home."

Martine Rasoamihevitra is one of the 18,000 residents of Antananarivo, Madagascar who have been rendered homeless by the incessant floods that have hit the capital since mid-January. Fortunately for her, UNICEF has provided tents for 15,000 people including non-perishable food items, water purification substances, containers, blankets, mosquito nets and even school kits to 1,200 students from elementary schools that lost their school supplies in the floods.

Aid by the local authorities has stopped, now that the water level has gone down. But many families stay in their tents. Their houses aren't under water any more, but they are full of stinking mud. Some houses have been destroyed completely. After last weeks' cyclone, more than 30,000 people in Madagascar have been affected by the bad weather. Some people lost their houses, others were forced to move.

"We moved here a few years ago", one woman, who lives in one of the Unicef tents in Antanjombato says. "We are originally from Ambohimangakely, but there is no more land for us there". The women, who live with their families in a little village of wooden huts next to a canal, earn a living carrying bricks, while the men pull pousse-pousse.

For some families, the rainy season is an annual disaster, not just the one that happened this year. "This is the third time that we live in tents on this dike", one woman says. "The rice fields here are the land of our ancestors so we can't leave. It used to be OK here, until they build these dikes around Tana. Now we are flooded every rainy season during three years." The woman, who has a job in a factory, now sleeps with family, a calf and a pet cat in the same tent. Her husband goes out fishing. "Some of the neighbors lost all their rice", she says. "But we didn't, we were lucky. We harvested before the floods started".

By Unicef, with additional reporting by Mada English journal.

### QUESTIONS

**A- READING COMPREHENSION (7 points)**

*I- Re-order the following ideas as they appear in the text.*

- 1) Some people could save their culture before the floods.
- 2) Madagascar has to endure floods since the beginning of this year.
- 3) Some people have nowhere to go so they prefer to remain in their tents.
- 4) The population tried vainly to struggle against the rain water.

*II- Find in the text :*

- 1) The equivalent of "occurred".
- 2) The opposite of "partly".

*III- Say if these statements are TRUE or FALSE. Justify your answer.*

- 1) Martine was still living in her tent when the journalist wrote this article.
- 2) The woman in the last paragraph of the text lost all her rice in the floods

*IV- Complete with words from the text.*

Some people's houses have been totally \_\_\_\_\_ that they have to remain in their tents; some of them have built \_\_\_\_\_ as shelters until they find new solutions.

*V- Answer the questions.*

- 1) Why do some people stay in their tents even if their houses aren't under water any more?
- 2) According to the woman in the last paragraph of the text, what is the cause of the floods?

3) Do you agree on the local authorities' decision to stop aid though many families still stay in their tents? Why or why not?

**B- GRAMMAR IN USE** (2 points)

*Fill in the blanks with the right grammatical items.*

My cousin Jack is an unlucky young boy. \_\_\_\_\_ he was among the best students at the University, he can't find a job. Two weeks \_\_\_\_\_, he applied \_\_\_\_\_ a job \_\_\_\_\_ an assistant manager but he \_\_\_\_\_ not accepted. The fact is that he \_\_\_\_\_ to neglect English \_\_\_\_\_ he was in the secondary school. So, he can't do the job interview well. He regrets it and says: "I \_\_\_\_\_ I had done English well at school".

**C- INDIRECT TEST OF SPEAKING** (4 points)

*I- Complete the dialogue:*

Mary is in front of her mirror, holding scissors.

Betty : \_\_\_\_\_?

Mary : I'm cutting my hair.

Betty : \_\_\_\_\_? (Making an offer)

Mary : \_\_\_\_\_. Here are the scissors.

Betty : Let me see. (Later) \_\_\_\_\_?

Mary : Oh, Betty, it's marvellous ! \_\_\_\_\_!

Betty : You're welcome. I'm already late. \_\_\_\_\_.

Mary : See you. Give my regards to uncle Jim.

*II- Match the utterances in column A with the functions in column B.*

COLUMN A	COLUMN B
1- If I were you, I would go to the police station	a) giving advice
2- If only I had known, I wouldn't have done that	b) complaining
	c) expressing regret
	d) agreeing

**D- WRITING** (7 points)

Nowadays people are getting used to seeing films of violence. Write about their bad effects in our social life today. (about 120 words)

DEPARTEMENT DE FORMATION INITIALE LITTERAIRE  
CER LANGUE ET LETTRES ANGLAISES

Title: **Improving the « Classe de Terminale » (t12) learners' oral skills regarding the English official syllabus**

Author: Irène ONJANAHARIMIALY  
E-mail: irene.onja@gmail.com

ABSTRACT

The ability to communicate in English became compulsory both in academic advancing and in professional domains. It is noticed however, that Baccalauréat graduates fail to communicate orally in English.

Next to this, teaching and learning English is guided by a specific document containing learning program and rules known as curriculum, so to eradicate the problem from its source, it is relevant to study the oral skills manifestation in the T 12 English Syllabus.

The work is divided into three main parts. The first part develop English teaching basis related to oral skills and expose the type of curriculum which put in evidence learner's oral skills. The second part presents the T12 English syllabus content which may misguide teachers regarding oral skills and affect the English teaching. Also, T 12 class reality has also been considered to find the T 12 English syllabus completion difficulties. As a result, oral skills are not set respecting norms in the T12 English syllabus. Thus, the third part suggests emphasizing oral skills in the T12 English curriculum by developing the matter from the general objectives, in the specific objectives, and in the assessment guidelines. Nevertheless, adjusting T12 syllabus requires much more researches here is only some raising ideas.

Key words: T12 (Terminale) English syllabus, oral skills, General objectives, Specific objectives, Assessment Instructions

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Other details:

Acknowledgements, Appendices, Abstrac

