

ENGLISH
TEACHING METHODS AND PRACTICE (TMP)

TUTOR'S GUIDE

OPTION: LE & ECLPE

Year I, II & III

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FOREWORD

Dear tutor,

Rwanda Basic Education Board is honoured to present English Teaching Methods and Practice Tutor's Guide for Languages Education (LE) and Early Childhood and Primary Education (ECLPE) options which serves as official guide to competence-based teaching and learning to ensure consistency and coherence in the learning of English teaching/learning methods and practice subject.

The Rwandan education philosophy is to ensure that the young student teacher who is preparing to become an excellent primary education teacher achieves his/her full potential in terms of relevant knowledge, skills and appropriate attitudes and values that prepare them to be well integrated in society and exploit employment opportunities through their teaching career.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of specific content, the quality of tutors' pedagogical approaches, assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, student teachers will gain appropriate English teaching/learning methods and be able to apply what they have learnt in real life situations, especially during teaching practices. Hence, they will be able to develop relevant professional values and attitudes allowing them to make a difference not only to the classroom instructions but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and development of knowledge and skills, attitudes and values by the learner where concepts are mainly introduced through activities, situations or scenarios that help the learner to develop such knowledge, skills and positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about what they are doing, they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, the student teachers should be helped to learn how to:

- Plan lessons and prepare appropriate teaching materials.
- Organise group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonisation of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

I wish to sincerely appreciate all people who contributed towards the development of this teaching/ learning methodology and practice text book, particularly REB staff who organised the whole process from its inception. Special appreciation goes to the tutors who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

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PART I. GENERAL INTRODUCTION

1.1. The structure of the guide

The tutor's guide of English Teaching Method and Practice (TMP) is composed of two parts.

The Part 1: concerns General Introduction that discusses methodological guidance on how best to teach and learn English teaching methods and practices, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

Part 2: is about Unit development. It provides information on key unit competence, required prerequisites for successful learning of the unit, guidance on the introductory activity, list of lessons, guidance on how to facilitate different lessons, additional information, end unit assessment and Additional activities which include: remedial activities, consolidation activities and extended activities. All application, end unit assessment and additional activities from the textbook have answers in this part.

1.2. Methodological guidance

1.2.1. Developing competences

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

• How to develop competences

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques, students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: Role Play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following example shows how the tutors can help student teachers to develop competences.

Example:

- a) The tutor organizes students in groups and gives an exercise to help in the development of competences in a given topic in English, for example discuss the meaning of environmental sustainability and explain ways of conserving the environment.
- b) The group selects a leader and a secretary to note down points as the discussion progresses,
- c) After the appointed time, the discussions stop and the secretaries from the different groups present their findings.
- d) The competences being developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in English.

• **Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.
- Observe, Record, Interpret – e.g. Mark out areas in the school and get different groups to record; insect, animal, bird life and then to try to explain why different habitats have different species experiment.
- Research and Discuss
- Compare and Contrast Exercises
- Debate (see communication)
- Identify a Problem and design a methodology to collect the information needed to solve the problem
- Make teaching using locally available materials
- Using reasoning games and tests

• **Research and problem solving**

- Use the Internet or library
- Create a school library
- Collect data through observation and recording
- Collect data through surveys, questionnaires and different kinds of interviews
- Develop sampling rules for data collection
- Create a teaching aid to explain a concept

• **Creativity and Innovation**

- Design a poster
- Write and design a booklet
- Make a model
- Create an experiment to prove a point
- Invent new ways of doing traditional things
- Develop a graph to illustrate information
- Create a flow chart to show the main stages in a process
- Design a data collection survey/questionnaire

- Identify a problem which requires data collection to solve
- Conduct experiments with objectives, methodology, observations, results, conclusions
- Make hypotheses and identify ways to test them
- Identify local problems and devise ways to resolve them
- Create a teaching aid to explain a concept

- **Communication Skills**

- Describe an event or situation
- Present ideas - verbally, in writing, graphically, digitally
- Set out pros and cons
- Argue a case – verbally, in writing, graphically (compare and contrast), digitally
- Observe, record, interpret
- Write letters for different purposes.

- **Cooperation, personal and interpersonal management and life skills**

- Pair work
- Small group work
- Large group work
- Data collection from the community
- Collect community photographs and interview residents to make a class/school history of the local community

Note: The tutors' Guide should improve support in the organisation and management of groups

- **Lifelong Learning**

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfillment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development
- Exploit all opportunities available to improve on knowledge and skills.

1.2.2 Addressing cross cutting issues.

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. Some cross cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in your subject:

1.2.3. Attention to special educational needs specific to each subject

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children including those with disabilities. The student teacher should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

Tutors need to:

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student teacher what they expect them to do.
- Vary their pace of teaching to meet the needs of each student teacher. Some Student teacher process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.

- Make full use of facial expressions, gestures and body language.
- Pair a Student teachers who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the student-teacher. Both Student teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each Student teacher is unique with different needs that should be handled differently.

Strategies to help student-teachers with physical disabilities or mobility difficulties:

- Adapt activities so that Student teacher who have difficulty moving, can participate.
- Provide adapted furniture to assist– e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

Strategies to help Student-teachers with hearing disabilities or communication difficulties

- Always get the student-teacher’s attention before you begin to speak.
- Encourage the student-teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help Student Teachers with visual disabilities

- Help student-teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student teacher has a group of friends who are helpful

Adaptation of assessment strategies

Each unit in the tutors’ guide provides additional activities to help student-teachers achieve the key unit competence. Results from assessment

inform the tutors which Student-Teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of Student-Teachers; slow, average and gifted Student-Teachers respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment intends to improve student-teachers' learning and tutor's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

Summative assessment:

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year, is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

1.2.5. Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

1.2.6. Teaching methods and techniques that promote active learning

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby Student-Teachers are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the tutor in active learning

- The tutor engages the Student -teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-

teachers' contributions in the class activities.

The role of Student teachers in active learning

Student teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A Student teacher engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation) .
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1. Introduction

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussions to encourage Student teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

• **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

• **Presentation of learners' productions**

- In this episode, the teacher invites representatives of groups to presents the students' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.

• **Exploitation of learner's productions**

- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.

• **Institutionalization (summary/conclusion/ and examples)**

- The teacher summarises the learned knowledge and gives examples

which illustrate the learned content.

- **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step the tutor asks some questions to assess achievement of instructional objective. During assessment activity, Student teachers work individually on the task/activity. The tutor avoids intervening directly. In fact, results from this assessment inform the tutors on next steps for the whole class and individuals. In some cases, the tutors can end with a homework assignment.



INTRODUCTION TO PRIMARY ENGLISH LANGUAGE CURRICULUM

UNIT

1

1.1. Key Unit competence:

To justify the relevance of teaching English in primary schools and application of English communication skills in Rwandans' daily life.

1.2. Prerequisites

Before undertaking this unit **Introduction to Primary English language Curriculum**, student teachers should have prior information about some components of English syllabus. These include learning objectives, assessment, competences that they have learnt in foundation of education and the information about the EAC that they learnt in O level in history and geography.

1.3 Guidance to introductory activity 1

Have student teachers open their books and observe the picture of EAC countries and the EAC emblem. Ask student teachers to answer questions regarding to pictures with their partners.

Possible answers to the questions of the introductory activity 1

- The countries composing EAC are: Burundi, Kenya, Rwanda, South Sudan, Tanzania, and Uganda.
- Countries of EAC have the same language in common, which is English.
- The emblem on the figure 2 represents the EAC (EAST AFRICAN COMMUNITY).
- The two pictures above show the countries that encompass the East African Community.

East African Community (EAC) is an intergovernmental organization composed of six countries in the African Great Lakes region in East Africa: Burundi, Kenya, Rwanda, South Sudan, Tanzania, and Uganda. The organization was founded in 1967, collapsed in 1977, and was revived on 7 July 2000. In 2008, after negotiations with the Southern African Development Community (SADC) and the Common Market for Eastern and Southern Africa (COMESA), the EAC agreed to an expanded free trade area including the member states of all three organizations.

The EAC is an integral part of the African Economic Community.

The EAC is a potential precursor to the establishment of the East African Federation, a proposed federation of its members into a single sovereign state. In 2010, the EAC launched its own common market for goods, labour, and capital within the region, with the goal of creating a common currency and eventually a full political federation. In 2013, a protocol was signed outlining their plans for launching a monetary union within 10 years. In September 2018 a committee was formed to begin the process of drafting a regional constitution.

English is designated as the official language of the EAC, with Kiswahili, often known as Swahili, designated for development as the lingua franca of the community. Numerous local languages are also spoken: for example, there are 56 local languages spoken in Uganda] and 42 local languages in Kenya. Kinyarwanda is spoken in Rwanda and Uganda. In Kenya and Uganda, the medium of instruction in all schools is English. In regard with the English as an official language in EAC, Rwanda has adapted English in primary school so that Rwandans become able to integrate themselves in the community.

Adapted from https://en.wikipedia.org/wiki/East_African_Community

1.4. List of lessons

| UNIT 1: Introduction to Primary English language Curriculum | | | |
|---|---|--|-------------------|
| # | Lesson title | Learning Objectives | Number of periods |
| 1 | Lesson 1.1. English teaching and learning rational in Rwanda primary schools. | <p>Knowledge:</p> <p>identify how English has come to be an official language of Communication in Rwanda.</p> <p>Recognize the needs for mastery of English</p> <p>Skills:</p> <ul style="list-style-type: none"> - show the relevance between rwanda’s membership in EAC and English teaching and learning in primary schools. <p>Apply English language skills in every day communication.</p> <p>Attitudes and values : Appreciate the need for mastery of English as an official language and a medium of instruction in Rwandan schools</p> | 2 periods |
| 2 | Lesson 1.2. The structure of English Syllabus for Primary Schools in Rwanda. | <p>Knowledge:</p> <p>Describe the structure of the primaryEnglish curriculum.</p> <p>Outline the components of the primary English curriculum.</p> <p>Describe the relationship between the syllabus and a unit.</p> <p>Skills: demonstrate the structure of English syllabus and the unit structure.</p> <p>Attitudes and values:Appreciate the need to refer to the syllabus while preparing and delivering lessons.</p> | 2 periods |
| 3 | Lesson 1.3. End of unit assessment | | |

1.5. Guidance on the lessons

1.5.1. Lesson 1.1. English teaching and learning rational in Rwanda primary schools.

a) Lesson objectives

Knowledge:

- Identify how English has come to be an official language of Communication in Rwanda,
- Recognize the needs for mastery of English.

Skills:

- Show the relevance between Rwanda's membership in EAC and English teaching and learning in primary schools,
- Apply English language skills in every day communication.

Attitudes and values :

- Appreciate the need for mastery of English as an official language and a medium of instruction in Rwandan schools

b) Teaching resources

The map of EAC, primary English syllabus, student teacher's textbook.

Learning activity 1.1.

Invite one student to read aloud the passage about English and Rwanda's membership in East African Community have students stop time to time to infer the meaning of the passage they are reading. Have students take turns to read until the passage is ended.

After reading the passage ask partners to answer questions regarding to the passage and ask them to share findings in front of the others.

Answers to comprehension questions

- a) EAC was originally founded in 1967
- b) EAC is formed by 6 countries
- c) They use English and Kiswahili as official languages

After answering the above questions, help them to summarize the lesson with the following notes:

Rwanda is part of East African Community and Commonwealth. The Rwanda Government has adopted English as one of Rwanda's official languages to help its citizens integrate easily into these communities and participate in the global economic development.

The use of English in Rwanda serves different purposes, the most important being the following:

It is the medium of instruction in primary schools, starting at P4 grade;

It is an integrating factor for the present Rwandan society made up of people coming from a wide range of cultural and linguistic background;

It is a means of communication with the national and international community on politics, diplomacy, business, science and technology;

It contributes to better understanding of other peoples and cultures.

Before Rwanda adopts English as both an official language and a language of instruction in Rwandan schools; Rwandans could not effectively communicate and transact or seize the many business and other opportunities present in East Africa, the Commonwealth and the rest of the English-speaking world. It is with the introduction of English in Rwanda that these problems can be solved.

A language is the vehicle through which knowledge is transmitted. It therefore bounds up with the process of education at all levels. In schools, the English language is an essential tool in accessing content and skills in other subjects whose materials are written in English. Language for learning is found in most L2 situations: Here, the learner already has a L1 which is for everyday use. In most cases, the L2 is learnt in formal situations normally within a curriculum (English/French Teaching methods, EDC 203(2014). "The mastery of everything usually starts from early age," the African says. Hence, the teacher of languages should bear in mind that second language acquisition should start at an early age for better learning and that early grade pupils need to be exposed to contextual activities that stimulate their language learning.

With regard to the preceding assumption, Teaching English should start earlier enough, that is, from pre-primary upwards. The relevance of teaching English from pre-primary upwards remains of greater necessity in the EAC country members.

Answers to the application activity questions

1. Rwanda joined the East African Community in 2007 to gain the full membership of the East African community (EAC) and to broaden the market for its goods.
 - It is the medium of instruction in primary schools, starting at P4 grade;
 - It is an integrating factor for the present Rwandan society made up of people coming from a wide range of cultural and linguistic background;
 - It is a means of communication with the national and international community on politics, diplomacy, business, science and technology;
 - It contributes to better understanding of other peoples and cultures.
2. The teaching of English should start at early age, from pre-primary.
 - For a better learning and stimulation.

1.5.2. Lesson 1.2. The structure of English Syllabus for primary schools in Rwanda.

a) Learning objectives

Knowledge:

- Describe the structure of the primary English curriculum,
- Outline the components of the primary English curriculum,
- Describe the relationship between the syllabus and a unit.

Skills:

- Demonstrate the structure of English syllabus and the unit structure

Attitudes and values:

- Appreciate the need to refer to the syllabus while preparing and delivering lessons

b) Teaching resources

Primary English syllabus copies, manila papers, English Primary books for both teacher and pupils.

c) Learning activities

Activity 1.2.1

Ask the student teachers to form groups. Give each group a copy of primary English syllabus and assign them the task of discussing the components of the syllabus unit; then, identify the challenging topics that need help. Provide to each group a manilla paper to answer questions on, and harmonize the whole activity.

Possible answers to the learning activity questions

• A syllabus

It is a document which describes the learning objectives, content and learning activities of a specific subject.

• Components of the syllabus versus the unit components

| Main syllabus components | Unit components |
|---------------------------------|-------------------------|
| Introduction | Topic Area |
| Pedagogical approaches | Sub-Topic Area |
| Assessment approaches | Unit Number and Title |
| Resources | Key Unit Competence |
| Syllabus units | Learning Objectives |
| References | Content |
| Appendix | Learning Activities |
| | Links to other Subjects |
| | Assessment Criteria |
| | Materials |

Relationship between the syllabus and curriculum

| Syllabus | Curriculum |
|---|---|
| A document describing the learning objectives, learning outcomes, content and learning activities related to a specific subject. It provides guidance on teaching and assessment methodologies. | The learning provided throughout the education system consisting of learning areas, subjects, knowledge and competences, cross cutting issues, basic and generic competences, skills and attitudes. |
| It is a component of a curriculum | It combines all the subjects taught. |

Learning activity 1.2.2.

Tell the student teachers to form groups of four and ask them to Look at the puzzle that is on the learning activity 1.2.2 and make sentences that explain the role of the syllabus:

Possible answers to the learning activity **activity questions**

The syllabus:

- Guides teachers on what content to teach
 - Guides teachers on what approaches to use
 - Guides teachers on how assessment will be done
 - Guides teachers on resources to be used
 - Guides teachers on sequence of content and objectives for the year/
Level
- i) For notes that summarize the lesson, tell pairs to read the notes found in their books(definition of syllabus, components of the syllabus, importance of syllabus and the relationship between syllabus and curriculum)
 - ii) For the end unit assessment, provide enough time for individual students to answer the questions that help you to check their understanding, skills, attitudes and values that the unit lessons leave with them.
 - iii) Have the student teachers answer all end unit assessment the questions that are in their books
 - iv) Provide remedial exercises for student teachers with special need.

End unit assessment

Possible answers to end of unit assessment questions

1. the link between Rwanda's membership to EAC and English teaching and learning in Rwandan schools is that Rwandans could not effectively relate with, transact and fully exploit business and other opportunities in East Africa, the Commonwealth and the rest of the English speaking world without the use of English. So, with the introduction of English in Rwanda, these problems will be solved.
2. English language is taught from pre-primary onwards. The English curriculum is comprised of three parts which are preliminary pages, syllabus units, references and appendices.
 - The preliminary pages describe the introduction, pedagogical approaches, assessment approaches and resources.
 - English language subject is structured in Topic Areas that are oral and written communication that apply to all education levels.
 - English language subject is taught in different contexts/situations that make learning units.

Units are characterised by the following features:

- a) Each Unit shows the number of corresponding periods in it.
- b) Each Unit has a key unit competency that is based on an elaborate subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. Through these activities with adequate methodologies and techniques the key competences are hence achieved.
- c) In each unit there are stated learning objectives including knowledge and understanding, skills and attitudes and values. These have been developed based on Bloom's taxonomy that is from lower order thinking level to higher order thinking level.
- d) Each Unit has a detailed content referred to as Language use.
- e) Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
- f) Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

The best practices of competence based curriculum syllabi as compared to the knowledge based curriculum are described as follow:

Differences between Knowledge-based and Competence-Based Curriculum

| Knowledge based curriculum | Competence-Based Curriculum |
|---|--|
| Focuses on subject content and what learners can know and memorize rather than what they can do. | Focuses on what learners can do and apply in different situations by developing skills, attitudes and values in addition to knowledge and understanding. |
| The learning process is teacher-centered with minimum involvement of the learners. | The learning process is learner focused where a learner is engaged in active and participatory learning activities. |
| The teacher provides the subject content concepts, through writing or dictating notes and practical demonstration where experiments are required. | The learner builds new knowledge from prior knowledge through discovery and problem solving based learning (constructivist theory). |
| The teacher decides what to teach and how to deliver the content without considering the needs and interests of the learners. | The learner helps to decide what to learn and at what pace and the learning is through one competence at a time by units or modules of learning. |
| The assessment is after a period of time through tests or exams of pen and paper. | The assessment is an integral part of the learning process and takes place all the time by informal or formal methods. |
| The assessment is norm referenced for the purpose of ranking or selection mainly. | The assessment is mainly criterion referenced for the purpose of evaluating and measuring what learners are able to demonstrate. |
| Records show only naked scores or grades without indicating what the learners have demonstrated. | Records with clear statements about competence achievement are necessary for feedback |

2.1 Key Unit competence:

To use available learning and teaching resources in the learning and teaching of English language at primary level of education.

2.2. Prerequisites

Before undertaking this unit English language teaching and learning resources, student teachers should have prior information on teaching and learning resources that they have learnt in foundation of education, and those they usually find their TRC(Teaching and Learning Center).

2.3 Guidance to introductory activity

Have student teachers open their books and read the scenario in pairs. After reading the scenario, give them time to answer the questions regarding the scenario.

Possible answers to the questions of the introductory activity

- a) The pupil failed to show the cupboard to his colleagues because he didnt have a chance to see the real object that his teacher asked him to repeat the name.
- b) I would advise her to always bring teaching aids that may help pupils to experience the real situation.

2.4. List of lessons

| # | Lesson title | Learning Objectives | Number of periods |
|---|---|---|-------------------|
| 1 | Lesson 2.1. Classroom highly equipped with literacy materials. | <p>Knowledge:</p> <p>-Identify available text books, and reference books to be used in teaching English language at primary education level.</p> <p>Skills: - Use Literacy materials in teaching English language lessons.</p> <p>Attitudes and values:</p> <p>-Acknowledge the importance of using resources in teaching English language lessons.</p> | 1period |
| 2 | Lesson 2. 2. Teaching and learning materials from local environment. | <p>Knowledge:-Identify the local made materials used for teaching English.</p> <p>Skills: -Select resources locally made from materials and other relevant materials for teaching English language lessons.</p> <p>- use locally made materials and other relevant materials in teaching English language lessons.</p> <p>Attitudes and values:- Show interest in gathering local materials during micro-teaching.</p> | 2 periods |
| 3 | Lesson 2.3. End unit assessment | | 1 period |

2.5. Guidance on the lessons

Lesson 2.1. Classroom highly equipped with literacy materials

Lesson objectives

Knowledge:

- Identify available text books, and reference books to be used in teaching English language at primary education level.

Skills:

- Use literacy materials in teaching English language lessons.

Attitudes and values :

- Acknowledge the importance of using resources in teaching English language lessons.

Teaching and learning resources.

Pictures, student teacher's book, projector, CD, USB devices, Laptop

Learning activity

Ask student teachers to observe image of multimedia tool used in teaching and learning (OLPC) . after observation, ask student teachers to form groups of four and discuss the contribution of OLPC.

Possible answers to the learning activity questions

OLPC's mission is to empower the world's poorest children through education by providing each child with a rugged, low-cost, low-power, connected laptop, the XO laptop—to evoke collaborative, joyful, and self-empowered learning. OLPC-Rwanda aims at supporting this broader mission ,more specially, to work on improving the educational conditions of teachers, children, schools and communities in Rwanda through the use of the XO.

Adapted from <https://www.rencp.org/about/member-organizations-1/one-laptop-per-child-rwanda/>

After discussing the contribution of OLPC in teaching and learning, introduce the three major types of English learning materials.

Learning activity

Have students individually observe the picture and describe how the environment contribute to the English teaching and learning. After that, give individuals time to share their answers to the whole class.

Possible answers to the learning activity questions

The classroom described on the picture is equipped with books to read. Literacy in English can not get achieved once the classroom is not equipped with the literacy materials for learners to read.

Learning activity

Give time to students to read aloud the passage about classroom rich with books for reading and give time for pairs to answer the questions asked:

Possible answers to the learning activity questions

- a) A teacher should be selective towards teaching and learning resources to ensure that they suit the linguistic level of learners and stimulate their interest in the learning and use of language.
- b) Criteria that the teacher should use when selecting books for learners to read are : level of difficulty, textbooks which can help in the facilitation and learning of the four language skills, namely listening, speaking, reading and writing as well as grammar and vocabulary.

Notes:

Summarize the lesson with the notes about types of instructional materials for teaching English that are in student teacher's book.

Application activity.

Ask students to form groups of five and Give them primary English teacher's guide and student's book. Tell groups to Discuss some of teaching and learning resources they can use to teach some learning activities that are assigned to pupils in books.

Teaching and learning materials from local environment.

- a) **Lesson objectives**

Knowledge:

- Identify the local made materials used for teaching English.

Skills:

- Select locally made materials and other relevant items for teaching English language lessons.
- Use locally made materials and other relevant items in teaching English language lessons.

Attitudes and values:

- Show interest in gathering local materials during micro-teaching.

b) Teaching and learning resources

Tutor's book, student teacher's book, local made materials from TRC.

Learning activity**Gallery walk**

Take student teachers to TRC . Make a long list of different materials that are available in TRC. Tear the name of every material and group the materials' name in different baskets or any other container. Put the baskets in different corners and ask students to form groups and stand near the basket. Ask them to select in the basket papers of materials that can be used in primary English lessons. Ask groups to hang them on the wall.

Ask students to walk around and read the list of materials that other groups have selected and add any other material that they didn't find in the basket that can help to teach English lessons in primary. Make sure that they mention some locally made environment.

Summarize the lesson with the following:

Notes:

We are surrounded by the environment from which we can find the best things to use for teaching and learning . It is the teacher's role to make their lessons interesting by preparing teaching and learning aids that he/she uses in the classroom. What to remember is that the teacher shouldn't bring in the classroom real materials that distract pupils rather than helping them to focus on what they are learning.

Application activity

Ask student teachers to make some of the materials they mentioned.

END OF UNIT ASSESSMENT

- a) **Print materials:** This refers to the teaching and learning resources made of words or symbols produced on paper either by a machine or manuscript.

Non-print materials: These are materials that are not processed on a paper with machine or manuscript but can be found in the environment.

Multimedia materials: Multimedia is defined as the use of computers to present text, graphics, video, animation and sound in an integrated way.

- b) This will also be assessed on what teaching materials **student-teachers** have made.
- c) OLPC's mission is to empower the world's poorest children through education by providing each child with a rugged, low-cost, low-power, connected **laptop**, the XO laptop—to evoke collaborative, joyful, and self-empowered learning. OLPC-Rwanda aims helps to support this broader mission but, more specially, to work on improving the educational conditions of teachers, children, schools and communities in Rwanda through the use of the XO.

Adapted from <https://www.rencp.org/about/member-organizations-1/one-laptop-per-child-rwanda/>

GENERAL PRINCIPLES OF TEACHING AND LEARNING THE ENGLISH LANGUAGE

UNIT

3

3.1. Key Unit competence:

To use methods and techniques to teach languages as mother tongue, second language and the components of teaching languages.

3.2. Prerequisites.

Before undertaking this unit 'General Principles of Teaching and Learning English Languages,' student teachers should have prior knowledge on the relationship between general principles, methods and techniques of teaching and learning from Foundations of Education.

3.3. Guidance to introductory activity 3

After recalling the prior knowledge on general principles, approaches, methods and techniques, make some copies which describe language teaching and learning principles, approaches, methods and techniques. Guide Student teachers to form different groups. Give each group a copy of the summary of those principles followed by clear instructions.

Ask student teachers to read them, ask them to discuss the relationship between principles, approaches, methods and techniques of teaching languages. Facilitate the group discussions and after a given time, give the signal to stop the discussions and invite each group to present their findings. Guide and harmonize the work done.

Possible answers to introductory activity questions

What is the differences between approach, principles, method and technique?

- a) Approach: the theoretical framework that supports an instructional design.
- b) Principles: Guiding statements and beliefs based on the approach.
- a) Method: a teaching design based on a particular approach. A way a teacher follows or goes through to achieve teaching and learning objectives.
- b) Techniques: teaching procedures that are employed with a particular method. The means a teacher uses in a particular method.

Relationship between Approach, Principles, Method & Technique and language

Approach to teaching refers to the conceptual principles, views or assumptions that underpin the way one teaches. These beliefs may be explicit and supported by research, or they may be deeply held intuitions of which a teacher is not even explicitly aware. Approach in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.

Language teaching is sometimes discussed in terms of three related aspects: approach, method, and technique. Different theories about the nature of language and how languages are learned imply different ways of teaching language, and different methods make use of different kinds of classroom activity i.e. the technique.

Examples of different **approaches** are the **aural-oral approach**, the **cognitive code** approach, the **communicative approach**, etc. Examples of different methods which are based on a particular approach are the **audio-lingual method**, the **direct method**, etc.

Examples of **techniques** used in particular methods are drills, dialogues, role-plays, sentence completion, etc.

Method may also be defined as: “The process of planning, selection and grading language materials and items, techniques of teaching, etc.”Anthony (1963) defines the term ‘Method’

as: “It is a particular trick, strategy or contrivance used to accomplish an immediate objective.

Technique in teaching, a specific procedure for carrying out a teaching activity, such as the

ways a teacher corrects students’ errors or sets up group activities.

3.4. List of lessons/ sub-heading

| # | Lesson title | Learning Objectives | Number of periods |
|---|--|--|-------------------|
| 1 | Lesson.3.1. General language teaching and learning principles. | <p>Knowledge and understanding: Explain different language principles of teaching and learning.</p> <p>Skills: Discuss the relevance of language principles of teaching and learning.</p> <p>Attitudes and values: Appreciate the importance of using language principles in teaching and learning.</p> | 2 |
| 2 | Lesson 3.2. Approaches of teaching languages. | <p>Knowledge and understanding: Identify and explain different approaches of teaching and learning language.</p> <p>Skills: Explain the contribution of language teaching approaches in teaching and learning.</p> <p>Attitudes and values: Justify the need for effective application of language approaches during English language classes</p> | 2 |
| 3 | Lesson 3.3. Methods of teaching and learning second languages. | <p>Knowledge and understanding: Identify and explain methods of teaching and learning second languages.</p> <p>Skills: Discuss the relevance of teaching and learning second languages.</p> <p>Attitudes and values: Appreciate the need to thoughtfully select appropriate methods for teaching different language skills.</p> | 2 |

| | | | |
|---|--|---|---|
| 4 | Lesson 3.4. Commonly used techniques in English teaching and learning. | <p>Knowledge and understanding :</p> <p>Describe different common techniques of teaching English.</p> <p>Skills:</p> <p>Explain the use of different techniques of English teaching and learning.</p> <p>Attitudes& Values:</p> <p>Ability to choose critically adequate techniques for effective learning and teaching environment.</p> | 2 |
| 5 | Lesson 3.5. Unit assessment | | 1 |

3.5. Guidance on the lessons.

Lesson 3.1 General language teaching and learning principles

a) Learning objectives

Knowledge and understanding:

Explain different language principles of teaching and learning.

Skills: Discuss the relevance of language principles of teaching and learning.

Attitudes and values:

Appreciate the importance of using language principles in teaching and learning.

b) Teaching resources

Use a scenario written on manila paper/flipcharts

.Learning activities

Ask student teachers to form groups of six students, display the scenario on the Manila paper/ flipcharts, ask them to read and explain how parents and professional language teachers help children when they make errors and discuss the standards or set theories of teaching a language shared by Uwimana in the scenario. Walk around the room, assisting those with difficulties.

Possible answers on the Learning activity questions

a) The role of parents and professional language teachers when children make errors in a language

When children learn their first language they begin by listening then experimenting with the sounds and language patterns. The moment they make errors parents accept their attempts to use the language, by repeating the correct language in a positive manner. Professional language teachers therefore should adopt a similar attitude towards their learners.

b) The standards or set theories of teaching a language shared in Uwimana's scenario.

Language is learnt from habit formation. And speech should be taught before writing but also reading should be practiced simultaneously with oral skills, rather than delayed indefinitely to a later stage. However, any language has its own structure and L1 habits often interfere with those of L2 and handicap the acquisition of those of L2.

Possible answer to the application activity questions.

- a) The principles of teaching and learning language.

Initial preparation

During this period, the teachers awaken and develop by means of provision of appropriate exercises, the pupil's natural capacities for language study. In the initial preparation, teachers should train pupils in all sorts of skills: ear training exercises, pattern practice drills, silent listening, etc.

Learner age and language level appropriateness.

In language teaching and learning, the teacher should adapt the language to the age and language level of pupils.

Gradation

Teaching materials should be arranged in such a way that pupils can start from the known to unknown, from the simple to the complex, from the easy to the difficult, from the familiar to unfamiliar and from the common to uncommon.

Proportion of different aspects of a course

This principle postulates that different aspects of language (understanding, speaking, reading and writing) as well as different branch of study (i.e. phonetics, morphology, syntax, semantics, etc.) should be given equal importance and appropriate amount of attention.

b) Importance of language teaching and learning principles and procedures of teaching.

Knowledge of principles and procedures of language teaching methods can help in conducting all lessons properly and economically. The following are some ways in which language teaching methods can be useful as stated by Larsen Freeman (2001: 1x ff):

Firstly, Language teaching methods inform teachers of the rationale which lies behind their actions. Before starting teaching practice, interns hold a number of ideas about teaching methods. They finally realize that the aim of undergoing some trainings on methods is to make their knowledge and intuitions explicit, concrete.

Secondly, armed with awareness of new different methods, interns can thus teach in a different way from the usual way they normally carry out their teaching tasks. Concurrently, they are able to act freely and in a discriminating way instead of following ideas that have been imposed to them without a reason.

Lastly, by no means of least, knowledge of LT methods can encourage teachers to participate actively in a community of practice with other English language teachers in this country or abroad. They can for example attend seminars, conferences and debates about language teaching with colleagues the world over.

Lesson 3.2. Approaches of teaching languages

a) Lesson objectives

Knowledge and understanding:

Identify and explain different approaches of teaching and learning language.

Skills:

Explain the contribution of language teaching approaches in teaching and learning.

Attitudes and values:

Justify the need for effective application of language approaches during English language classes

b) Teaching resources

Copies of the summary of approaches, flashcards

c) Learning activities

Ask student teachers to form groups of six students, distribute copies of the summary of language teaching/learning approaches and ask them to identify and explain the language teaching/learning approaches. Walk around the room, assisting those with difficulties and invite groups to present the work to the whole class.

Possible answers on the Learning activity questions

The approaches of teaching and learning language.

Natural approach

The natural approach takes its cues from how first language is naturally learned by children. That process is then simulated for teaching adults a second language. Just as there is a “silent period” when babies do not utter a single comprehensible word, the natural approach gives time for learners to simply listen and absorb the language.

Producing correctly pronounced words and phrases comes later in the learning curve. The emergence of speech is not a first priority. Listening comprehension is the priority.

Functional-notional approach

The functional-notional approach recognizes language as purposeful communication. That is, we talk because we need to communicate something. There is purpose and meaning behind the sounds that come out of our mouths. In essence, we have verbs, nouns, pronouns, adjectives and so on in order to express language functions and notions.

For example, when teaching very young kids, you might want to teach them language skills that would help them communicate with mummy and daddy, or with their friends. So, you can teach them key social phrases like “thank you,” “please” or “may I borrow.”

Communicative approach

What good would it do any of your pupils if they know all the different ways of conjugating a verb but fail to communicate a coherent message? Communication is essentially the rationale for language and the communicative approach seeks to develop those skills that enable pupils to meaningfully engage with each other.

Cognitive approach

The cognitive perspective in learning a language puts the learner in the centre of everything. Cognitive approaches look to answer questions like: How can a language be effectively learned? How does one make a set of vocabulary words memorable and get them embedded in the long-term memory?

Structural approach

Structural approaches believe that language can be reduced to a learnable set of building blocks. There are rules, known as grammar and syntax that govern how to combine these basic elements. These rules can be memorized to achieve a high level of proficiency in a language. Some proponents would even go so far as saying that there is a predetermined sequence in which a language should be learned. Grammar textbooks are the most commonly used material in this category.

Total Physical Response (TPR) Approach

Total physical response is an approach to language teaching where gestures, actions and movements play a vital role in language acquisition. Remember when you were a kid and adults would tell you to do all kinds of things, like “catch the ball,” “pick up your doll” or “open your mouth”? Well, TPR is going back to those good old days. TPR believes that when your pupils see movement and when they themselves move, their brains create more neural connections that make for more efficient language acquisition.

Another pillar of this approach is that learning a language should be stress free. Pop quizzes and exams are dropped in exchange for fun activities like “Simon Says” where you ask pupils to perform actions like “close your eyes,” “raise your left arm” or “pick up the red ball.”

Possible answer on the application activity questions

The relevance of different languages approaches of teaching and learning English

In teaching and learning language, different theories about the nature of language and how languages are learned imply different ways of teaching language, and different methods make use of different kinds of classroom activity as discussed in the types of language teaching/learning approaches below.

Functional-notional approach

The functional-notional approach recognizes language as purposeful communication. That is, we talk because we need to communicate something. There is purpose and meaning behind the sounds that come out of our mouths. In essence, we have verbs, nouns, pronouns, adjectives and so on in order to express language **functions** and **notions**.

Natural approach

The natural approach takes its cues from how first language is naturally learned by children. That process is then simulated for teaching adults a second language. So, at the beginning of this process, pupils do not need to speak at all. They have to observe, read the situation, to guess the meanings of words, to make mistakes and self-correct, just like babies!

Communicative approach

Communicative approach focuses on the significance of language functions because the learner needs knowledge of both meaning and functions. It lays emphasis on functional, communicative and social interactive activities.

It also lays emphasis on the semantic aspect of the language. In order to improve the ability of reading comprehension it is essential that the learner knows the semantic aspect of the language.

Cognitive approach

The cognitive perspective in learning a language puts the learner in the centre of everything. Cognitive approaches look for answers to questions like: How can a language be effectively learned? How does one make a set of vocabulary words memorable and get them embedded in the long-term memory?

Total Physical Response (TPR) Approach

Total physical response is an approach to language teaching where gestures, actions and movements play a vital role in language acquisition. Remember when you were a kid and adults would tell you to do all kinds of things, like “catch the ball,” “pick up your doll” or “open your mouth”?

Finally, we cannot also forget the Structural approach which is based on the belief that language consists of ‘structures’ and that the mastery of these structures is more important than the acquisition of vocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary”.

Lesson 3.4. Methods of teaching and learning second languages

a) Lesson objectives

Knowledge and understanding:

Identify and explain methods of teaching and learning second languages.

Skills:

Discuss the relevance of teaching and learning second languages.

Attitudes and values:

Appreciate the need to thoughtfully select appropriate methods for teaching different language skills.

b) Teaching resources

Copies of the summary of methods of teaching English, Flashcards.

c) Learning activities

Ask student teachers to think individually on the methods which can be used to teach English, ask two persons to work together (pairing) and invite different pairs to share to the whole class. Then, distribute copies of the summary of methods used in teaching English and ask them compare with the methods found out.

Possible answers on the learning activity 3.4. questions

The best methods used in teaching and learning language

- Direct method
- Audio-lingual
- Suggestopedia

Possible answer on the application activity questions

Recommended teaching and learning English methods that can be used in competence based curriculum.

Audio-lingual method

This method develops communicative capacity through dialogues as a way of instruction. Through dialogues, “students learn segments of language which can be of immediate use for communication, and acceptable sound patterns, and at a normal speed of delivery.”(cfr Rivers, 1981:46)

Main features

- Each skill (listening, speaking, reading, and writing) is treated and taught separately.
- The skills of writing and reading are not neglected, but the focus throughout remains on listening and speaking.
- Dialogue is the main feature of the audio-lingual syllabus.
- Dialogues are the chief means of presenting language items. They provide learners an opportunity to practice, mimic and memorize bits of language.

Direct method

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

- Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- Teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language) centrality of spoken language (including a native-like pronunciation) focus on question-answer patterns

Advantages

- Facilitates understanding of language understanding of the target language becomes easier due to the inhibition of the linguistic interferences from the mother tongue, it establishes a direct bond between contexts, and helps in understanding directly what is heard and read
- Improves fluency of speech fluency of speech results in easier writing, it tends to improve expression, expression in writing, and it is a quick way of learning and expanding vocabulary

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on “desuggestive learning” and now is often called “desuggestopedia”. Suggestopedia is a portmanteau of the words “suggestion” and “pedagogy”.

A common misconception is to link “suggestion” to “hypnosis”. However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice.

The basic principles of desuggestopedia method are the following:

- a) Learning takes place easily in a colourful, cheerful and comfortable environment.
- b) People learn from what surrounds them in environment. (this is what called ‘ peripheral learning’).
- c) The teacher should serve as a good model in a language as this can foster confidence and trust for him/ her in students.
- d) The teacher should do his/her best to desuggest all psychological barriers he/she might find in students: lack confidence, etc.
- e) Assuming identities in role-plays gives students confidence as they feel that their performance is not their but that of other people.

Advantages:

- It helps learners to learn more in a short time.
- A relaxed atmosphere, soft classical music and dynamic instruction increase receptivity of the students to the new material.
- It encourages learners to have informal conduct and promotes free natural communication. Thus, learners develop fluency within a short time.
- The method predicts the lower filter in the learners as a feature aimed at relaxing the learners, reducing anxiety and removing mental blocks, hence building self-confidence.(cfr Module 7: SLA)

a) Lesson objectives

Knowledge and understanding :

Describe different common techniques of teaching English.

Skills:

Explain the use of different techniques of English teaching and learning

Attitudes& Values:

Ability to choose critically adequate techniques for effective learning and teaching environment.

b) Teaching resources

Text written on manila paper/flipchart, flashcards

c) Learning activities

Ask student teachers to form groups, ask them to open their books and read the text on learning activity 3.5.a, ask them explain how active methods can improve English teaching and learning and identify activities that can bring a variety of social contexts in English class as described in the text. Walk around and facilitate those with challenges.

Possible answer to learning activity questions

- a) A way to bring a wide variety of social contexts to your class is through a role play, drama, dialogues (conversation), interviews/questioning, group work, debates, etc... which are one of the most adaptable activities for the language classroom. These activities are practical, entertaining, and get pupils to produce authentic English. Incorporating them into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun!
- b) The following are activities that can bring a variety of social contexts in English class

(a role play, drama, dialogues (conversation), interviews/ questioning, group work, debates, etc.)

Possible answers to the application activity questions

The importance of using teaching and learning techniques and methods that are commonly used in English are described in the following language teaching and learning techniques

1. Storytelling

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate information through stories e.g. “Wait until I tell you a good one about what happened to me last week” etc.

Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. “Narratives help students to connect what is happening in the classroom with the real world; they provide a way of understanding, organising and communicating experiences” (Ewing and Simmons, 2004). Teachers can extend storytelling skills into performance opportunities such as a play, recital in drama.

2. Group work

Group work provides an authentic learning context in which student can develop both speaking and listening skills. Pupils are allowed to become actively involved in the construction of their own knowledge. This can often lead to greater understanding and internalization of material. Students are allowed to use language to interact and plan, take on a particular role such as the manager, the recorder etc., develop a group activity and monitor and reflect on the task/learning. Small group learning allows the teacher to effectively scaffold students' learning by providing guidance towards ensuring that the groups run smoothly, that allocated roles are working and that learning is being fostered.

3. Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

4. Questioning and interviews

Questioning encourages higher order thinking and forms the basis of enquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between students and teachers and influences student's use of questioning to promote their own learning. Self-questioning enables students to reflect and assess their own results and efforts with a view to making them better. Interviews provide an authentic context for questioning. In an interview, students purposefully practice asking questions and develop the skills to listen critically.

5. Debate

The purpose of debating and developing arguments is designed to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Students will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class, or local concerns such as pollution and current affairs.

6. Think-pair-share

This is a way for pupils to pool their thoughts and ideas and to see things from different perspectives. Pupils listen to a presentation, story, read a text, see a video and record their ideas individually. As a class, they pair up

with a partner to share their ideas. A pair can team up with another pair to “square” their ideas.

7. Brainstorming

In language teaching and learning using brainstorming, the whole class contributes ideas for and against a topic. This will help pupils to look at both sides before they decide on a point of view and they will have reasons to justify their opinion.

3.5. END UNIT ASSESSMENT

Taking into consideration the level of pupils(lower and upper primary), set relevant activities to the discussed methods, approaches and principles of teaching English as second language.

TEACHING LESSONS OF LISTENING AND SPEAKING



4.1. Key unit Competence:

To set listening and speaking tasks that develop generic and subject competences for English.

Introductory activity

4.2. Prerequisites

Before undertaking this unit Teaching Lessons of Listening and Speaking, student teachers should have prior information on the participatory methods/techniques used in the classroom (group discussion, storytelling, brainstorming, mindmap, Playbased approach), and recall some related topics they studied in primary school. They should have also information about songs that they learnt in creative performance.

4.3 Guidance to introductory activity

Ask students to open their books and read the example of listening and speaking activity given to pupils. Ask them to act the conversation that is on the picture in their pairs.

After some minutes, ask them the skills that this activity develops among learners.

Possible answer to the introductory activity questions

When the teacher asks learners to practice giving directions from one place to the other in the classroom and ensuring that they use the words that they learnt during the vocabulary session this can develop the listening and speaking skills.

4.4. List of lessons

| Unit 4: Teaching Lessons of Listening and Speaking | | | |
|--|---|--|-------------------|
| # | Lesson title | Learning Objectives | Number of periods |
| 1 | Lesson 4.1. Recall on language components in relation with listening and speaking lessons | <p>Knowledge:</p> <p>Identify activities related to listening and speaking in primary English syllabus and books</p> <p>Skills: - explain how the activities relate to listening and speaking and the challenges to teach them</p> <p>Attitudes and values: - appreciate the importance of teaching listening and speaking.</p> | 2 periods |
| 1 | Lesson 4.2. Principles and Strategies to develop active listening and speaking skills | <p>Knowledge:</p> <p>Identify strategies that develop listening skills</p> <p>Describe strategies required to facilitate active listening</p> <p>Skills: - show in examples the strategies that the teacher uses for active listening and speaking.</p> <p>Demonstrate active listening</p> <p>Attitudes and values : - Respect everyone's turn by listening to each other</p> <p>Appreciate the need for active listening</p> <p>Show interest in others' opinions</p> | 2periodS |

| | | | |
|---|--|--|-----------|
| 2 | Lesson 4.3. Activities for developing generic competences and integration of crosscutting issues in the listening and speaking lessons | <p>Knowledge and understanding:</p> <p>Identify different generic competences and Cross-cutting issues</p> <p>Skills:</p> <p>Explain the integration of different generic competences and Cross-cutting issues in listening and speaking lessons</p> <p>Attitudes and values:</p> <p>Appreciate the integration of different generic competences and Cross-cutting issues in listening and speaking activities.</p> | 2 periods |
| | 4.3. Activities to develop learners' listening and speaking skills | <p>Knowledge: describe the activities/tech</p> <p>Skills: Apply appropriate strategies in teaching listening</p> <p>Describe the activities that are conducted in the classroom to develop active listening and speaking.</p> <p>Attitudes and values: Appreciate the need for teaching active listening</p> <p>Show interest in others' opinions</p> | 2 periods |
| 3 | 4.4. End unit assessment | | 2 periods |

4.5. Guidance on the lessons

Lesson 4.0. Recall on language components in relation with listening and speaking lessons

a) Learning resources

Knowledge:

- Identify activities related to listening and speaking in primary English syllabus and books

Skills:

- explain how the activities relate to listening and speaking and the challenges to teach them

Attitudes and values:

- appreciate the importance of teaching listening and speaking.

b) Teaching and learning resources

Student teacher's book, tutor's book, primary English syllabus, primary English books.

Guidance: This lesson is developed for recalling the concepts studied in primary that relate to listening and speaking.

Have students recall about speaking by reading the definition about listening and speaking.

Learning activity

Make sure students have the lower and upper primary English syllabus and books. Form groups of at least four students and ask them to select some listening and speaking activities. Tell them to discuss the ones which they find most challenging to them. After finding them out, help them

Application activity

After enough guidance about challenging tasks that relate to listening and speaking, tell students in their groups to perform them. Help those who still have challenges.

Lesson 4.2. Principles and Strategies to develop active listening and speaking skills**a) Learning objectives****Knowledge:**

- Identify strategies that develop listening skills
- Describe strategies required to facilitate active listening

Skills:

- show in examples the strategies that the teacher uses for active listening and speaking.
- Demonstrate active listening

Attitudes and values :

- Respect everyone's turn by listening to each other
- Appreciate the need for active listening

b) Teaching and learning resources

Students' book, internet and tutor's book

Learning activity

Ask individuals to read to the whole class the passage about listening and speaking and ask them in pairs to answer questions that follow. After answering questions, give them time to share answers to the whole class.

Possible answers to Learning activity questions

- a) There is an interdependence between listening and speaking because listening can facilitate one's capacity of response to language
- b) the teacher should not focus on pupils' errors because they can get frustrated and tends not participate in active speaking activities

After answering the questions, ask one by one to read the objectives and strategies of listening and speaking. Help student teachers to explain every point.

Application activity

Ask students to summarize some objectives and strategies for active listening and speaking.

Lesson 4.3. Activities for developing generic competences and integration of crosscutting issues in the listening and speaking lessons

a) learning objective

Knowledge and understanding:

Identify different generic competences and Cross-cutting issues

Skills:

Explain the integration of different generic competences and Cross-cutting issues in listening and speaking lessons

Attitudes and values:

Appreciate the integration of different generic competences and Cross-cutting issues in listening and speaking activities.

b) Teaching and learning resources

Primary English syllabus and books

learning activity

Give to students a sample text of listening and speaking task(dialogue) and ask them to find out the crosscutting issues and generic competences that were developed in that activity. Have some groups share their answers to the whole class.

Possible answers to the learning activity questions

Generic competences developed in the above activity

1. **Communication:** through listening to the dialogue and oral presentation, pupils have developed communication.
2. **Critical thinking:** through listening to the dialogue and answering the questions, pupils have developed imagination, hence critical thinking.
3. **Research and Problem solving:** through active listening to dialogue, the student teachers can develop research and problem-solving since the whole activity was about library and problem solving.
4. **Lifelong learning:** through active listening and oral answering, pupils can develop life- long learning because they can use such skills even beyond classroom.

Cross-cutting issues addressed in the learning activity

1. **Peace and value education:** through active listening and showing respectful and attentive body language when listening to the dialogue, peace and value will be addressed.
2. **Gender education:** from the dialogue, both boys and girls were given equal chance to participate.
 - Different Generic competences developed and Cross-cutting issues addressed in the unit of listening and speaking.

Generic competences

Critical thinking

Through listening and speaking, we need to help pupils think critically and creatively. This means that pupils are given opportunities and challenges that help them to develop the habit of questioning and analysing ideas that they encounter. They should be able to identify assumptions and biases, as well as to consider that some arguments are more valid and comprehensively supported than others.

Critical thinking empowers pupils to analyse information, to reflect upon

its sources and to be able to make informed and rational judgments. Pupils should be able to explain why they have reached their conclusions and support their points of view.

Communication

Through listening and speaking activities, Pupils get the opportunity to develop and practise the skill of asking good questions. Good questions are those that help to enrich our understanding. They are helped to improve their ability to ask questions that enable them to elicit full explanations, deeper meaning and a detailed explanation of significance.

In listening and speaking activities, pupils can interpret the message listened and speak orally which will develop their communication skills.

Cooperation, interpersonal management and life skills

Listening and speaking activities such as role play, dialogue, discussions in groups and presentations, pupils can develop cooperation, interpersonal management and life skills.

Life-long learning: Listening and speaking activities can develop life-long learning because they develop competences are practiced even beyond classroom.

Cross-cutting issues

Peace and value education: through listening and speaking activities that can be conducted in English lesson such as debate, role play, group discussions, presentations, etc. Peace and value education can be addressed because when pupils listen attentively to the speaker, it means they value what is being spoken because listening itself is voluntary activity and when pupils present something in class with maximum attention from the rest, it means respect. Therefore, such environment with active listening and value the speech, it addresses peace and value as an important issue to be always addressed.

Gender education: through listening and speaking activities such as classroom debates during teaching and learning, discussions and presentations, when both boys and girls are given equal chance to participate, then the issue of gender education will be addressed.

Inclusive education: through listening and speaking activities, pupils with different special need education may be helped accordingly. For example, a class with pupils who have hearing impairment are seated near the speaker; we can also use sign language or hearing devices where possible and providing remedial activities when need arise. Thus, inclusive education will be addressed.

Application activity

Ask student teachers to Set a listening and speaking activity and identify generic competences developed and cross-cutting issues addressed.

Lesson 4.4. Activities to develop learners' listening and speaking skills

a) learning objectives

- **Knowledge:** describe the activities use to teach listening and speaking
- **Skills:** Apply appropriate strategies in teaching listening
- Describe the activities that are conducted in the classroom to develop active listening and speaking.
- **Attitudes and values:** Appreciate the need for teaching active listening ,Show interest in others' opinions

b) Teaching and learning resources

student teacher's book, primary English syllabus, primary English books, and internet

Learning activity

Ask student teachers to open their text books and read in groups of 4 the sample lesson plan. Ask them to discuss how this lesson can enhance pupils' listening and speaking skills

Possible answers to the Learning activity questions

In the lesson plan, the teacher sets activities that require pupils to work together in groups discussing pictures of animals and presenting their findings orally. This optimizes their listening and speaking skills.

Note: make four groups and give every group the point about techniques of teaching listening and speaking. Give time to groups to read and discuss the technique and invite them to present their respective technique.

Conclude the presentation by summarizing the techniques used for active listening and speaking.

Have individual student teachers read the steps used to teach a song and poem Stopping time to time for deep explanation.

Conclude the lesson with the following summary

Listening and speaking are the first skills a child develops. It is through these skills that other basic language skills of reading and writing are developed.

Accurate intonation, stress and rhythm are rated higher unintelligibly.

One important fact is that when children learn their mother tongue through total involvement in real life situations, which require genuine communication, they acquire both linguistic and communicative competence.

Since opportunities to engage in genuine communication in a second or foreign language learning situation are rare, you have to create opportunities and situations that promote this, intentionally.

Possible answers to end unit assessment questions

1. As it has been discussed in this unit, there are the strategies and activities for active listening and speaking :

A dictation: can also help learners in improving the listening skills, identifying the uttered words and the writing skills. Taking dictation doesn't only improve the listening and writing skills, but also spelling and punctuation.

Drama and role-play: also helps learners in the development of listening and speaking abilities, self expression and in gaining confidence to speak in public. Drama can be defined as an activity that requires pupils to portray either themselves or other people in the imaginary situation. The learner is expected to adopt the role of a character and to project for instance, that character's way of speaking, dressing, physical features and behaviour.

Learners may also interact in pairs or small groups and dramatize a situation familiar to the members of the group. Learner can follow the guidelines laid down by the teacher by acting in controlled manner. They can also be given the liberty to speak and react as they see fit.

Group work: can also a long way in developing listening and speaking skills, as learners interact in relax manner.

Research shows that learners retained acquired knowledge, more when they are not under pressure to learn. Small groups should be used to discuss a topic of learners' own choice or one given by the teacher.

After the task is completed, the pupils should be asked to present their discussion to the rest of the class. Other pupils should react to the presentation in a class discussion.

Debate: is a structured contest in form of oral arguments about an issue or a topic. A formal debate involves two teams expressing their arguments on the topic.

- For the activity of searching in primary English syllabi activities that can enhance active listening and speaking, the tutor will guide activity by making student teachers focus on the listening and speaking activities they come across as long as they read through the primary English resources.
- For this assessment task, student teachers will prepare the micro teaching about the activities for active listening and speaking basing on the lesson plan sample that they discussed in this unit.

5.1. Key unit competence:

To prepare reading lessons those develop generic and subject competences for English language learning and teaching

5.2. Prerequisites

Before undertaking this unit Teaching lessons of reading, student teachers should have prior information on how making instructional objectives, assessment, competences that they have learnt in foundation of education, some reading activities that they did in previous grades.

5.3 Guidance to introductory activity 1

Ask student teachers to observe the pictures in their books and answer questions that follow. Invite some pairs to share their answers.

Possible answers to the introductory activity questions

- a) As we can see the teacher reading aloud to students. Following the fluent reader(teacher) can be model to students to read fluently.
 - b) A very effective ways of making pupils have the reading culture is to start with reading aloud to pupils so that they develop listening skills and get inspired by the fluent reader.
 - c) You can give the tasks of reading passages in books, reading articles, reading lyrics of a song, reading information on flashcard etc.you can ask pupils to report what they read or to summarize what they read.
-

5.4. List of lessons

| Unit 5: Teaching lessons of reading | | | |
|-------------------------------------|---|---|---------------|
| # | Lesson title | Learning Objectives | No of periods |
| 1 | Lesson 5.1. Recall on topics related to reading lessons | <p>Knowledge:</p> <p>Identify activities related to reading in primary English syllabus and books</p> <p>Skills: - explain how the activities relate to reading and the challenges to teach them</p> <p>Attitudes and values: - appreciate the importance of teaching reading.</p> | 2 periods |
| 1 | Lesson 5.2. Strategies for teaching reading | <p>Knowledge: - Identify strategies for teaching text reading</p> <p>Outline steps involved in teaching reading</p> <p>Skills: Explain how some reading activities conducted in the primary lessons and which steps to follow while teaching them.</p> <p>Attitudes and values : Appreciate the need to promote the culture of reading</p> | 2 periods |
| 2 | Lesson 5.3. Resources for teaching reading | <p>Knowledge: identify some teaching and learning resources used to facilitate reading lessons.</p> <p>Skills: explain their relevance to teaching reading.</p> <p>Attitudes and values: Determine to contribute to existing materials</p> | 2 periods |

| | | | |
|---|--|--|-----------|
| 3 | Lesson 5.4. Phonological awareness and phonics | <p>Knowledge: Define what phonological awareness and phonics are</p> <p>Differentiate phonological awareness and phonics</p> <p>Skills: explain how phonological awareness and phonics can be developed through relevant activities.</p> <p>Attitudes and values: Consider components, strategies and steps of reading while preparing reading tasks.</p> | 2 periods |
| | Lesson 5.5. How to teach vocabulary | <p>Knowledge : define what vocabulary is</p> <p>Identify some steps used to teach vocabulary</p> <p>Skills: explain some strategies for teaching vocabulary</p> <p>Explain how they can help pupils understand and use the new vocabulary</p> <p>Attitudes and values: appreciate the importance of vocabulary in a language</p> | |
| | Lesson 5.6. Automaticity and Fluency | <p>Knowledge: - differentiate automaticity and fluency</p> <p>Identify some strategies of teaching fluency</p> <p>Skills: explain the how to develop reading fluency among pupils.</p> <p>Attitudes and value : appreciate how automaticity and fluency play are the keys to reading comprehension</p> | |

| | | | |
|--|---|---|-----------|
| | Lesson 5.7. Comprehension | <p>Knowledge: define what reading comprehension is</p> <p>Skills: explain some reading comprehension tasks that are developed in primary English books</p> <p>Attitudes and values: appreciate the role of reading comprehension as the main purpose of reading</p> | |
| | Lesson 5.8. Activities for developing generic competences and integration of crosscutting issues in the reading lessons | <p>Knowledge and understanding:</p> <p>Identify different generic competences and Cross-cutting issues</p> <p>Skills:</p> <p>Explain the integration of different generic competences and Cross-cutting issues in reading lessons</p> <p>Attitudes and values:</p> <p>Appreciate the integration of different generic competences and Cross-cutting issues in reading lessons</p> | 2 periods |
| | Lesson 5.9. How to write a reading lesson plan | <p>Knowledge: identify some steps followed while writing a reading lesson plans.</p> <p>Skills: prepare the reading lesson plan</p> <p>Attitudes and values: appreciate the importance of preparing lessons</p> | |

5.5.Guidance on the lessons

Lesson 5.1. Recall on topics related to reading lessons

a) Learning objective

Knowledge:

Identify activities related to reading in primary English syllabus and books

Skills:

- explain how the activities relate to reading and the challenges to teach them

Attitudes and values:

- appreciate the importance of teaching reading

b) Teaching and learning resources

Student teacher's book, tutor's book, primary English syllabus and book

Guidance: This lesson is developed for recalling the concepts studied in primary that relate to reading .

5.1 Learning activity

Make sure students have the lower and upper primary English syllabus and books. Form groups of atleast four students and ask them to select some reading activities. Tell them to discuss the ones which they find most challenging to them. After finding them out, help them understand them before they start experiencing how to teach them.

5.1.2. Application activity

After enough guidance about challenging tasks that relate to reading, tell students in their groups to perform them. Help those who still have challenges.

Lesson 5.2. Strategies for teaching reading

a) Learning objectives

Knowledge:

- Identify strategies for teaching text reading

Outline steps involved in teaching reading

Skills:

- Explain how some reading activities conducted in the primary lessons and which steps to follow while teaching them.

b) Teaching and learning resources

Student teacher's book, tutor's book, internet, primary English syllabus, primary English books.

Attitudes and values :

- Appreciate the need to promote the culture of reading

For introduction, ask student teacher to form groups of four students and read. Walk around to facilitate those who need special help. Ask them to continue reading about reading strategies.

Ask groups to answer questions about the information they have read.

Possible answers : Learning activity

- a) Understanding what we read is the only purpose of reading
- b) The first strategy of reading is skimming (this is reading through a text without considering the details. The reader only keeps his/her attention to the main idea of what he/she reads),The second strategy of reading is scanning. This is a method of selective reading, when searching for a particular fact or answer to a question. The third strategy is to conduct you reading activity into 3 stages before reading(predicting what is said , during reading (stopping time to time to analyze what you read)and after reading(checking your initial prediction and answering the comprehension questions)

Application activity

Ask student teachers to read in their books sample of reading activity carried out in p3. They read the instruction and think about the activities that maybe given to pupils before reading, during reading and after reading.

Possible answers: Application activity

Before reading:

- a) Asking pupils to predict what will happen in the story, considering the title of the story (thirst crow)
- b) Asking pupils some new words and helping them to understand them

During reading:

- a) Reading aloud to the story and stopping for remembering the explained vocabulary
- b) Asking them how they think the story will continue
- c) Analyzing the happening s

After reading:

- a) Asking if their initial prediction was correct
- b) Asking comprehension questions

Make a conclusion about the activity by summarizing the steps used while teaching reading in primary.

There are three mains steps to follow while teaching reading:

1. Before reading activities, include:

- a) Reading the title of the text with pupils with illustrations or teaching aids related to the text

- b) Having pupils predict what the text will be about.
 - a) Helping learners to understand the blocking words (words that may be a barrier for pupils to understand the text)
2. During reading activities
- a) The pupils read silently the text and the teacher asks some questions to check whether they have understood.
 - b) The teacher model reads the text and stops time to time to infer the meaning of the happenings and the vocabulary.
 - c) The pupils read the text with the teacher (choral reading) this is applicable to short text especially for young learners.
 - d) The teacher asks learners to work in pairs and help each other in reading (one reads to another a sentence or a paragraph until the end)
 - e) The teacher asks individuals to take turns to read to the class replacing one another.
3. After reading activities
- a) The teacher asks if their initial predictions were valid or not
 - b) The teacher asks some comprehension questions.

Lesson 5.3. Resources for teaching reading

a) Learning objectives

Knowledge:

Identify some teaching and learning resources used to facilitate reading lessons.

Skills:

Explain their relevance to teaching reading.

Attitudes and values:

Determine to contribute to existing materials

b) Teaching and learning resources

Student teacher's book, tutor's book, internet , primary English syllabus and books

Introduction: ask individuals to read the introduction of the lesson about reading resources in the classroom. Invite some students to summarize the introduction.

Learning activity.

Ask pairs to observe the images that represent some reading resources and ask them to mention what these resources are.

Possible answers: Learning activity

- a) The images show some reading materials. On the image (a) we can see the magazine, the image (b)it shows the newspaper and image (c) shows the textbooks.
- b) Ask individuals to mention some text types that can be read in the classroom. After some minutes, ask student teachers to open their books and read the types of texts that can be read in the classroom and their features.

Application activity

In this exercise, ask student teachers to make a big circle and make a ball. Throw the ball to individuals to mention the reading resource that is read lower primary and upper primary. Ask every individual to describe the resource. Continue the exercise with many student teachers.

Possible answers to Application activity

- a) Reading resources that can be used in lower primary:
- b) Short stories for children that contains words pupils can decode, flashcards, information on rice sacks, Manila paper, short text from their textbooks
- c) Reading resources that can be used in upper level:
- d) Magazines, passages from their books, stories, charts, maps etc.

Lesson 5.4. Phonological awareness and phonics

a) Learning objectives

Knowledge:

- Define what phonological awareness and phonics are
- Differentiate phonological awareness and phonics

Skills:

- Explain how phonological awareness and phonics can be developed through relevant activities.

Attitudes and values:

- Consider components, strategies and steps of reading while preparing reading tasks

b) Teaching and learning resources

- Student teacher's book, tutor's book, internet and primary English syllabus and books.

Learning activity

Student teachers will observe with his/her partner the picture and read the instructions that are given. Give them time to discuss the picture and instruction. They will also answer questions and share their answers to the whole class. The image and instructions are the example of phonological awareness exercise.

Possible answers: Learning activity

- a) this activity can help the pupils to develop the ability of identifying sounds among others(phonemical awareness)
- b) This activity can be given to young learners (p1) before they start reading and writing.

After reading the example of phonological awareness exercise, ask student teachers to discuss what phonological awareness is and its role to reading. Give them time to share their answer to the whole class.

After sharing their answers ask them to open their books and read about the definition and role of the phonological awareness.

Application activity

Give time to student teachers to find some phonological awareness exercises that can be given to lower primary pupils and share their findings to class.

Possible answers: Application activity

The activity of phonemical awareness is mostly focused when teaching alphabets. The teacher may draw something whose name contains the targeted alphabet.



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Phonics

Ask student teachers what phonics is and its role to teaching and learning to read. Give them time to share their answers to the whole class.

Student teachers will open their books and read the definition and role of phonics. After reading they will define and say the role of phonics in reading.

Possible answers to Learning activity questions

- Phonics is the ability to connect sounds to letters.
- Phonics is the most important skill for pupils to have to be able to read and understand what they read.

Application activity

Ask them to open their books on alphabet reading exercise and discuss how it relates to phonics.

Possible answers to Application activity questions

Pupils being able to decode letters written on the blackboard indicate that they have ability to connect the sounds they have heard to letters which stand for sounds.

Another example is matching the color with the name (they are able to decode a color name and match it with the color itself).

Lesson 5.5. How to teach vocabulary

a) Learning objectives

Knowledge :

- Define and explain vocabulary
- Identify some steps used to teach vocabulary

Skills:

- Explain some strategies for teaching vocabulary
- Explain how they can help pupils understand and use new words

Attitudes and values:

- Appreciate the importance of vocabulary in a language

b) Teaching and learning resources

Student teacher's book, internet, tutor's book, primary English syllabus and books.

Learning activity

Ask student teachers individually to try to read the two paragraphs that are in their books. The first paragraphs contains a lot of words that they cant decode because it's a language that they are not familiar with. The second paragraph contains words that are decidable because they are familiar with it.

After this exercise, ask them some questions and give them time to answer orally.

Possible answers to Learning activity questions

- a) It was not easy to read the first paragraph we don't know the meanings of a lot of these words. The passage is telling us what a "tragnex" is, but without knowing all of the other words, we can't figure it out.
- b) Being able to decode symbols that are written is the reason for being able to read or not.
- c) After conducting this task, ask pairs to think about what vocabulary is. Give them time to answer orally the question.

After sharing their answers, ask them to open their books and read about definition, role and strategies for teaching vocabulary. Walk around to help while they are reading.

After reading about vocabulary and its role to teaching reading, ask students teacher to think about steps that they can follow when teaching vocabulary. Give them time to discuss in groups of four and share their findings.

After this task, tell them to open their books and read the steps followed when teaching vocabulary.

5.5.b. Application activity

Read questions related to vocabulary to the whole class and give individuals time to answer.

Possible answers to Application activity questions

- a) Vocabulary help us to comprehend what we read
- b) Vocabulary doesn't get taught in isolation. The teacher should not teach new words as a lesson itself. Words explained get found in authentic texts that are read in the classroom. While explaining words the teacher should Try as much ways as possible to make the meaning of a word understandable. (synonymous, bringing the concrete materials)

Lesson 5.6. Automaticity and Fluency

c) Learning objectives

Knowledge:

- Differentiate automaticity and fluency
- Identify some strategies of teaching fluency

Skills:

- Explain how to develop reading fluency among pupils.

Attitudes and value :

- Appreciate how automaticity and fluency are key to reading comprehension

Teaching and learning resources

- Student teacher's book, tutor's book, internet, primary English syllabus and books

learning activity

- a) What is your understanding of automaticity and Fluency Reading?
- b) What do you to develop reading automaticity and Fluency?

Ask students teachers some questions regarding the definition of automaticity and how to develop it in English teaching and learning.

Possible answers to learning activity questions

- a) Automaticity refers to the ability to quickly identify letter names and letter sounds. Fluent reading is then defined as “the ability to read expressively and meaningfully, as well as accurately and with appropriate speed
- b) Fluency in reading doesn’t come in one day. It requires Intensive reading exercises. The English teacher should conduct many reading exercises in his/her class like (reading aloud, pair reading, choral reading, silent reading etc.)

After giving their answers, ask pairs to open their books and read the definition of automaticity and fluency.

Ask student teacher to discuss in pairs the characteristics of a fluent reader and non fluent reader.

After some minutes ask them to open their books and read about the characteristics of fluent and non fluent readers.

After discussing automaticity and fluency Ask student teachers to think about some strategies for developing fluency in English class. Have them make discussion in groups and give them time to share their answers to the whole class.

After discussing, ask them to read some strategies that are in their books and help them to analyse those strategies.

Application activity

Give time to individuals to answer the application activity questions relating to the lesson

Possible answers to application activity questions

- a) Being able to read quickly and accurately is the key to reading comprehension. If a pupil doesn’t struggle to identify letters and words, they quickly understand what they read.
- b) Intensive reading exercises. The English teacher should conduct many reading exercises in his/her class like (reading aloud,pair reading, choral reading, silent reading etc.)

Lesson 5.7. Comprehension

a) Learning objectives

Knowledge:

define what reading comprehension is

Skills:

Explain some reading comprehension tasks that are developed in primary English books

Attitudes and values:

Appreciate the role of reading comprehension as the main purpose of reading

Teaching and learning resources

Student teacher's book, tutor's book, internet, primary English syllabus and books.

Introduction

Learning activity

Tell student teachers to discuss what reading comprehension is and give them time to answer questions in the whole class. After discussion, tell them to open their books and read the definition of reading comprehension.

Possible answers: Learning activity questions

- a) The main purpose of reading is to comprehend what we read.
- b) We are sure that pupils comprehend what they read when they are able to answer comprehension questions, to summarize and retell the main events about what they read.

Explain to them reading comprehension with the following note:

Comprehending what you read happens before reading (initial prediction, vocabulary), during reading (stopping time to time to recall the vocabulary) and after reading (comprehension questions). After reading the teacher asks close or open questions for example: who are told in the text, what happened? Which character did you like and why? Summarizing. Etc.

The teacher should facilitate the learners in the process of answering comprehension questions by modeling how the answer is found in the text (reading the text and stopping the time you get to the answer)

Ask student teachers to conduct a survey in primary English books(student books) some comprehension questions asked.

Lesson 5.8. Activities for developing generic competences and integration of crosscutting issues in the reading lessons

a) Learning objectives

Knowledge and understanding:

Identify different generic competences and Cross-cutting issues

Skills:

Explain the integration of different generic competences and Cross-cutting issues in reading lessons

Attitudes and values:

Appreciate the integration of different generic competences and Cross-cutting issues in reading lessons

b) Teaching and learning resources

Student teacher's book, tutor's book, primary English syllabus and books.

Learning activity

Give to students a sample of a listening and speaking task(dialogue) and ask them to find out the crosscutting issues and generic competences that were developed in that activity. Allow some groups share their answers to the whole class.

Possible answers: Learning activity questions

Critical thinking: through reading and analyzing the poem, pupils will judge the family tree, hence critical thinking.

Communication: through reading the poem and answering comprehension questions, pupils will develop communication since there is also interpretation of the poem in order to understand the key message.

Research and problem-solving: through searching relevant information from different sources to answer comprehension questions, pupils will develop problem-solving skills and research, hence research and problem-solving as competence.

Cooperation, interpersonal management and life skills: through analyzing the poem and sharing the findings to comprehension questions, pupils will need first to work as a team, respecting everyone's idea during presentation, learn the relationship and role of each generation as part real life skills. Therefore, cooperation, interpersonal management and life skills will be developed as a competence.

Life- long learning: through reading the poem that is contextualized from a real life situation, pupils will develop the curiosity to learn more about family relationship even beyond classroom, hence life-long learning as a competence will be developed.

Cross-cutting issues

Peace and value education: through reading the poem, pupils will learn to respect elders because the poem itself is built on respect and peace in family where they show how members of the family are respected from one generation to another.

Lesson 5.9. How to write a lesson plan

a) learning objectives

Knowledge:

Identify some steps followed while writing a reading lesson plans.

Skills:

prepare the reading lesson plan

Attitudes and values:

appreciate the importance of preparing lessons

Ask student teachers to form groups of four students. Tell them to open their books and read the sample reading lesson plan and discuss the steps followed to teach reading. Tell them to relate those steps to the ones that were discussed.

Possible answers: application activity questions

- a) The lesson underwent 3 stages (pre reading, during reading and after reading).
- b) Pre-reading: The teacher open up the lesson by showing illustrations to pupils and asked them what they think the story will be about. Afterwards, the teacher helped pupils explain the new words that can be barrier to understand the text.

- c) During reading: the teacher read aloud the story to pupils and asked them to read in pairs one taking over the other until the text is ended. the teacher read with the whole class. The teacher also called individuals to read to class fluently and gives turns to many pupils.
- d) After reading: the teacher asked pupils whether their initial prediction came true.
- e) The teacher also asks some comprehension questions.

END OF UNIT ASSESSMENT

Possible answers: the end unit assessment

- a) The first strategy of reading is skimming (this is reading through a text without considering the details. The reader only keeps his/her attention to the main idea of what he/she reads),The second strategy of reading is scanning. This is a method of selective reading, when searching for a particular fact or answer to a question. The third strategy is to conduct you reading activity into 3 stages before reading(predicting what is said , during reading (stopping time to time to analyze what you read)and after reading(checking your initial prediction and answering the comprehension questions)
- b) Provide Five ICT tools and demonstrate how they can be used in teaching reading.(texts on OLPC, speakers for audio lessons for reading model,digital dictionary, telephones,projector,internet)
- c) For this questions you will give enough time to student teachers to prepare the reading lesson plan. Make sure that they have student book and teacher's book for the grade that they have chosen. Give any support needed while they are preparing lessons. Give them time for micro teaching of this lesson and help them to give the constructive feedback.

6.1. Key Unit Competence:

To prepare the writing lessons that develop generic and subject competences for English Language subject

6.2. Prerequisites

Before undertaking this unit Teaching Writing Lessons , student teachers should have prior information on how making instructional objectives, assessment,competences, lesson plan format that they have learnt in foundation of education, some writing activities that they did in previous grades.

6.3 Guidance to introductory activity 1

Ask student teachers to observe the pictures in their books and answer questions that follow. Invite some pairs to share their answers.

Possible answers to the introductory activity questions

- a) When you look at both pictures, pupils are writing and teachers are facilitating the task.
- b) Pupils are writing with markers and in front of them there are some flashcards.
- c) As said above, pupils are doing exercises of writing. This exercises help them to be good writers.

6.4. List of lessons

| Unit 6: Teaching Writing Lessons | | | |
|----------------------------------|--|---|-------------------|
| # | Lesson title | Learning Objectives | Number of periods |
| 1 | Lesson 6.1. Recall on topics related to writing lessons | <p>Knowledge:</p> <p>Identify activities related to writing in primary English syllabus and books</p> <p>Skills: - explain how the activities relate to writing and the challenges to teach them</p> <p>Attitudes and values: - appreciate the importance of teaching writing.</p> | 2 periods |
| 2 | Lesson 6. 2. Principles of writing and qualities of a good writer | <p>Knowledge: - Identify principles for teaching writing and qualities of a good writer</p> <p>Skills: explain how some writing principles are used in a given text</p> <p>Attitudes and values : Avoid plagiarism in using different reference materials</p> | 2 periods |
| 3 | Lesson 6.3. Techniques of teaching writing skills | <p>Knowledge: identify some techniques used in teaching writing</p> <p>Skills: explain how to set activities with these techniques.</p> <p>Attitudes and values: appreciate the role of motivation in lessons</p> | 1 period |
| 4 | Lesson 6.4. Steps followed while teaching writing about different topics | <p>Knowledge: Identify steps followed while teaching writing about different topics</p> <p>Skills: describe each step of a writing lesson.</p> <p>Attitudes and values: Appreciate the need for writing activities based on learners' grades and language levels.</p> | |

| | | | |
|---|---|--|-----------|
| 4 | Lesson 6.5. Activities for developing generic competences and integration of crosscutting issues in the writing lessons | <p>Knowledge and understanding:</p> <p>Identify different generic competences and Cross-cutting issues</p> <p>Skills:</p> <p>Explain the integration of different generic competences and Cross-cutting issues in writing lessons</p> <p>Attitudes and values:</p> <p>Appreciate the integration of different generic competences and Cross-cutting issues in writing activities.</p> | 2 periods |
| 6 | Lesson 6.6. How to write a lesson plan on teaching writing skills. | <p>Knowledge : identify the components of lesson plan and steps for teaching writing</p> <p>Skills: Discuss the main steps described in the lesson observed.</p> <p>Attitudes and values: appreciate the importance of preparing lessons</p> | |
| 7 | Lesson 6.7 End of unit assessment | | 1 period |

6.5.Guidance on the lessons

Lesson 6.1. Recall on topics related to writing lessons

a) Learning objective

Knowledge:

- Identify activities related to writing in primary English syllabus and books

Skills:

- Explain how the activities relate to writing and the challenges to teach them

Attitudes and values:

- appreciate the importance of teaching writing.

b) Teaching and learning resources

Student teacher's book, tutor's book, primary English syllabus and books.

Leaning activity

Make sure students have the lower and upper primary English syllabus and books. Form groups of at least four students and ask them to select some writing activities. Tell them to discuss the ones which they find most challenging to them. After finding them out, help them understand them before they start experiencing how to teach them.

Application activity

After enough guidance about challenging tasks that relate to writing, tell students in their groups to perform them. Help those who still have challenges.

6.5.2. Lesson 6. 2. Principles of writing and qualities of a good writer

a) Learning objectives

Knowledge:

- Identify principles for teaching writing and qualities of a good writer

Skills:

Explain how some writing principles are used in a given text

Attitudes and values :

Avoid plagiarism in using different reference materials

b) teaching and learning resources

student teacher's book, tutor's book, internet, primary English syllabus and books

Learning activity

Ask student teachers to open their books and read the sample of writing task that were carried out in the classroom. Student teachers will read the instruction that the teacher gave to pupils. Ask them to discuss the writing strategies that teacher want students to follow.

Possible answers: Learning activity questions

Asking pupils to write a dialogue about a place to visit, the teacher made clear about the topic to write about (know about the topic before you write) ... He wanted them to think about what they are going to write about. He finally wanted pupils to give what they have written to colleagues for editing.

After the exercise, ask student teachers to think about some principles they can follow when teaching writing. give them time for discussion.

After discussion tell them to open their books and read the principles of teaching writing.

Round table game

Write the question on a flashcard (what are qualities of a good writer?).

Sit student teachers on round table. Give them the flashcards on which the question is written. Ask the first student on the round table to write down the answer and give the flashcard to the next student. Tell them that no answer will be repeated. ask them to move the flashcard until every student on the table has written his answer. Ask them to read together on the round table the answers and select the best ones to share to the whole class.

Do the same activity on the objectives and difficulties in writing.

After the game, ask student teachers to open their books and read the qualities of a good writer, the objectives of writing and the difficulties someone might have in writing and in teaching writing.

Application activity

Ask students to read the letter in their books and find out if it has followed the criteria that are in their books.

Possible answer to the application activity questions.

The letter has followed the criteria like:

Using punctuation appropriately, short sentences that are concise, the appropriate grammar ,etc.

Lesson 6.3. Techniques of teaching writing skills

a) learning objectives

- **Knowledge:** identify some techniques used in teaching writing
- **Skills:** explain how to set activities with these techniques.

Attitudes and values: appreciate the role of motivation in lessons

b) resources

student teacher's book, tutor's book, internet and primary English syllabus and books.

Learning activity

Ask student teachers to discuss some writing techniques. Give them time to share their answers to the whole class.

After discussion, ask them to read from their books the techniques of teaching writing. Ask individuals to read to the whole class.

Application activity

Form groups of four students and ask them to discuss how they can give writing tasks to pupils. Tell them to relate their discussion to the principles and techniques for teaching writing.

Possible answers to the learning activity questions

- a) Set clear instructions before, during and after writing,
- b) Explain the topic to write about,
- c) Encourage students when they are writing,
- d) Set the assessment criteria, walk around to facilitate them when writing,
- e) Give pupils time to read.

Lesson 6.4. Steps followed while teaching writing about different topics

a) Learning objectives

Knowledge:

- Identify steps followed while teaching writing about different topics

Skills:

- Describe each step of a writing lesson.

Attitudes and values:

Appreciate the need for writing activities based on learners' grades and language levels.

b) Teaching and learning resources

Student teacher's book, tutor's book, internet, primary English syllabus and books.

Learning activity: Picture observation and interpretation 6.4.a.

Tell students to observe the picture about steps of writing. Ask pairs to share their answers to the whole class.

Possible answers to the learning activity 6.4.a.

- a) The writing steps that are on the picture are: pre-writing, drafting, editing, revising, polishing and reflecting.
- b) After the discussion, ask individuals to read to the whole class every step and help them analyze each of these steps.

Learning station

Write the steps of writing a story in different places on the classroom wall. Form groups of five student teachers and tell each group to move to every step on the wall and discuss it. Give them 2 minutes for every step. After that, ask all groups to share in summary what they read from different corners.

After the activity, tell the students to open their books and clearly read every step.

Application activity

Ask individuals to Describe five steps of writing.

After the above task, students form groups of four and every group reads the extract of the story: A Trip to Gatuna.

Give them some criteria and assess the extract by judging whether the story followed the set criteria that are:

- a) clear and consistent organization
- b) Short sentences
- c) Excellent use of grammar
- d) Varied vocabulary
- e) Punctuation
- f) Use of dialogue

Ask groups to share their findings to the whole class.

Lesson 6.5. Activities for developing generic competences and integration of crosscutting issues in the writing lessons

a) Learning objectives

Knowledge and understanding:

- Identify different generic competences and Cross-cutting issues.

Skills:

- Explain the integration of different generic competences and Cross-cutting issues in writing lessons.

Attitudes and values:

- Appreciate the integration of different generic competences and cross-cutting issues in writing activities.

b) Teaching and learning resources

Student teacher's book, tutor's book, primary English syllabus and books.

learning activity

Give to students a sample of a writing task(dialogue) and ask them to find out the crosscutting issues and generic competences that were developed in that activity. Be sure to have some groups share their answers with the whole class.

Possible answers: Learning activity questions**Generic competences that can be developed**

Critical thinking: through reading the plan of activities given, students can analyze it and learn to write better. Critical thinking will be developed through judging others' work to get your own.

Creativity and innovation: through analyzing the plan of activities given, pupils learn from it and are able to create their own.

Research and problem-solving: Through reading the questions on the given activity, pupils will search relevant information from different sources to answer the questions, hence research and problem-solving.

Communication: through answering the questions and presenting the plan, pupils will develop good communication skills.

Cross-cutting issues

Gender education: through the content of the plan, the issue of gender was addressed since it is talking about Jane and Sam's plan of activities. But still during presentation of activities, and girls and boys can equally be given chance to participate, gender education will also be addressed.

Inclusive education: through the activity of writing the plan to be presented, the teacher can print/write the plan in big characters to help pupils with special needs education such as those with visual impairment

(short sightedness and long sightedness) see it easily and seat them appropriately.

Lesson 6.6. How to write a lesson plan on teaching writing skills

a) learning objectives

Knowledge :

- Identify the components of a lesson plan and steps for teaching writing skills.

Skills:

Discuss the main steps described in the lesson observed.

Attitudes and values:

- Appreciate the importance of preparing lessons.

b) Teaching and learning resources

Student teacher's book, tutor's book, internet, primary English syllabus and books.

Learning activity

Ask students to form groups of four and read carefully the writing lesson plan. As they read the sample lesson plan, ask them to discuss the main steps described in the lesson observed. Ask them to Compare and contrast the methodological steps used within the current lesson and the previous lesson of reading.

After discussion, ask them to open their books and read the summary of steps followed in the lesson.

Summary

The teaching of writing

- Ask the steps of writing and the sample writing lesson plan detail. Before asking pupils to write a text, have them gather their information, and begin to organize it into cohesive content. This process can include reading, taking notes, brainstorming and categorizing information. Pre-writing is the most creative step and most students develop a preferred way to organize their thoughts.
- In the second step, the teacher gives instructions that make students transfers the information they have gathered and organized it into a paragraph.

- The third step is to revise. Have students revise their writing. It can include adding, deleting, re-arranging and substituting words, sentences, and even entire paragraphs, replacing some passive verbs in their paper with more active ones to make their writing more accurately represented in their ideas.
- The fourth step is editing. Have pupils exchange their work with a partner and scan for mistakes. This gives chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling.
- The last step is to request the student teacher to read his/her production to the whole class.

Application activity

The groups will Make a lesson plan which incorporates the five stages of the writing process. Give them quality time to teach the lesson and set aside time for constructive feedback. Provide the support wherever and whenever necessary.

Lesson 6.7. End unit assessment

Ask students to form groups and read the scenario consciously. Afterwards, ask them to answer the questions regarding the story line.

Possible answers to the scenario questions

- Writing enables the writer to reach a wider audience in space and time.
- Yes, the linguistic problems
- Set clear instructions before, during and after writing. Explain the topic to write about, encourage students when they are writing, Set the assessment criteria, Walk around to facilitate while they write and give students time to read.

7.1. Key unit Competence:

To prepare grammar lessons that develop generic and subject competences for English language in primary school.

7.2. Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit of Teaching grammar(language structure) Lessons, student teachers should have prior information on instructional objectives, assessment, developing competences, addressing cross-cutting issues and lesson plan format that they learnt in foundations of education plus some grammar activities that they did in their previous grades.

7.3. Guidance on the introductory activity:

Form small groups with a mixture of different abilities and ask student teachers to observe the pictures in their books, discuss the parts of speech taught in primary school, explain when and how they are taught and guide the groups. Invite groups to share their findings. Then, help student teachers to harmonize the work done from different groups.

Possible answer to the introductory activity 7.1 questions

a) Parts of the speech taught in primary schools



b) When and how to teach language structure (grammar)

Teaching Grammar through texts

If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say, an utterance becomes fully intelligible only when it is placed in its context.

Teaching Grammar through stories.

Everyone loves a story. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match. This technique can also be used effectively for a structure-social factor match.

Teaching grammar through songs and rhymes Songs

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities.

Teaching Grammar through Poems

Poems, like songs, contextualize a grammar lesson effectively. Since poetry is often spoken, repeated, dealt with, and considered, it acts as an effective tool for practicing a specific grammatical structure. Through repeating and considering the poem, the grammatical structures become more deeply internalized.

7.4. List of lessons/ sub-heading

| # | Lesson title | Learning Objectives | Number of periods |
|---|--|---|-------------------|
| 1 | Lesson 7.1. Recall on the language components in relation to grammar lessons | Knowledge and understanding: Identify the parts of language structure. Skills: Discuss the relevance of teaching and learning grammar in primary school. Attitudes and values: Appreciate the role of language structure in teaching and learning English language. | 2 |
| 2 | Lesson 7.2. Rationale of teaching and learning grammar | Knowledge and understanding: Explain the rationale of teaching and learning grammar. Skills: Discuss the relevance of teaching grammar. Attitudes and values: Appreciate the relevance of teaching and learning grammar. | 2 |

| | | | |
|---|--|--|---|
| 3 | Lesson 7.3. Principles and rules of teaching grammar | <p>Knowledge and understanding:</p> <p>Describe the principles of teaching and learning grammar.</p> <p>Skills: Explain the use of different principles and rules of teaching/ learning grammar.</p> <p>Attitudes and values:</p> <p>Show interest in learning principles and rules of grammar.</p> | 2 |
| 4 | Lesson 7.4. Approaches of teaching grammar | <p>Knowledge and understanding:</p> <p>Identify the different approaches of teaching and learning grammar.</p> <p>Describe the different approaches of teaching and learning grammar.</p> <p>Skills:</p> <p>Use different approaches of teaching and learning grammar.</p> <p>Attitudes and values:</p> <p>Appreciate the use of different approaches of teaching and learning grammar.</p> | 1 |
| 5 | Lesson 7.5. Techniques of teaching grammar | <p>Knowledge and understanding:</p> <p>Identify the techniques of teaching and learning grammar.</p> <p>Describing the techniques of teaching and learning grammar.</p> <p>Skills:</p> <p>Use the techniques of teaching and learning grammar.</p> <p>Attitudes and values:</p> <p>Value the use of different techniques of teaching and learning grammar.</p> | 2 |

| | | | |
|---|--|---|---|
| 6 | Lesson 7.6. Steps for teaching grammar lessons | <p>Knowledge and understanding:</p> <p>Explain the steps for teaching and learning grammar.</p> <p>Skills:</p> <p>Use the steps of teaching and learning grammar appropriately.</p> <p>Attitudes and values:</p> <p>Show interest in learning the steps of teaching and learning grammar.</p> | 2 |
| 7 | Lesson 7.7. Activities for developing generic competences and integration of cross-cutting issues in the lessons related to grammar. | <p>Knowledge and understanding:</p> <p>Identify different generic competences and Cross-cutting issues.</p> <p>Skills:</p> <p>Explain the integration of different generic competences and Cross-cutting issues in grammar lessons.</p> <p>Attitudes and values:</p> <p>Appreciate the integration of different generic competences and Cross-cutting issues in grammar activities</p> | 2 |
| 8 | Lesson 7.8. How to write a lesson plan on teaching grammar | <p>Knowledge :</p> <p>Identify the components of the lesson plan and steps for teaching and learning grammar.</p> <p>Skills: write a lesson plan following the steps for teaching grammar.</p> <p>Attitudes and values: Show interest in preparing lessons of teaching grammar.</p> | 2 |
| 9 | Lesson 7.9. Unit assessment | | |

7.5. Guidance on the lessons

Lesson 7.1. Recall on the language components in relation to grammar lessons

a) Learning objectives:

Knowledge and understanding:

- Identify the parts of language structure.

Skills:

- Discuss the relevance of teaching and learning grammar in primary school.

Attitudes and values:

- Appreciate the role of language structure in teaching and learning English language.

b) Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher books, manila paper/flipchart/rice sack, Flash cards.

Learning activities

Ask Student teachers to form groups of mixture of abilities and ask them to select different topics which they may find challenging to them and make self-study with the help of one of their classmates. Then harmonize the work related to primary content.

Possible answers to the Learning activities questions

Lower primary

Recall on the parts of the speech (nouns, pronouns, verbs, prepositions, adjectives, possessives, plural, articles, interjections) and some tenses, such as Present simple tense and present continuous that can be identified from different contexts/situation announced in different units (P1 to P3).

Upper primary

Student teachers need to recall different parts of speech such as nouns, pronouns, adjectives, adverbs, prepositions, verbs, conjunctions, interjections and articles which can be identified from different contexts/situations announced in each unit from P4 to P5.

They should also recall all the tenses taught in different levels (from present

simple tense to conditional tense that can be identified from different contexts/situations announced in different units (P4 to P6).

Application

Relevance of teaching grammar

Grammar is part of the language system. People sometimes describe grammar as the “rules” of a language; but in fact, no language has permanent rules. It has even exceptions. If we focus on the word “rules”, we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences.

No commonly spoken language is fixed. All languages change over time. What we call “grammar” is simply a reflection of a language at a time.

Grammar is the mental system of rules and categories that allow humans to form and interpret the words and sentences of their language.

Grammar adds meanings that are not easily inferable from the immediate context.

One of the kinds of meanings realized by grammar is for example the fact that it’s representational, meaning that grammar enables us to use language to describe the world in terms of how, when and where things happen. Example, The sun sets at 7.30 pm. The children are playing in the garden.

Lesson 7.2. Rationale of teaching and learning grammar

a) Learning objectives:

Knowledge and understanding:

- Identify the techniques of teaching and learning grammar.

Describing the techniques of teaching and learning grammar.

Skills:

- Use the techniques of teaching and learning grammar.

Attitudes and values:

Value the use of different techniques of teaching and learning grammar.

b) Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards.

Learning activities.

Ask student teachers to work in pairs, ask them to open their books and read the text found on learning activity 7.2.a. Student teachers will analyze it and discuss why learning in primary schools and challenges of misusing language rules.

Possible answers to learning activity questions

a) Rationale of teaching and learning grammar

Grammar is the base of English language. English especially as a second or foreign language is not acquired naturally; instruction and structured learning are important.

Through grammar, a learner acquires the skill on how to operate a sentence and studies the governance of the syntax or word orders that are rules of the game in language. Knowing about grammar also helps us understand what makes sentences and paragraphs clear, interesting and precise. Grammar can be part of literature discussions as observed when we and our students closely read the sentences in poetry and stories.

Knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.

b) The challenges of misusing language rules.

Languages make no sense without grammatical rules. If everyone uses language without any grammar, the language would have too many variations, would be ambiguous and full of contradictions, e.g. using of wrong tense or punctuation can change the meaning of a whole sentence, which causes problems in mutual communication. Enhanced communication skills call for a high degree of grammatical competence. Communicative proficiency involves knowledge and application of grammar and use of appropriate vocabulary of the language to convey meanings in a socially acceptable way. This is also the reason why teaching grammar is meaningful. It can have the effect that the speaker is not understood. In that case the whole point of communication is lost.

Application activity

Parts of speech taught in primary English syllabus units

| Part of Speech | Definition | Examples of Words |
|----------------|---|---|
| Noun | a person, place, thing, or idea | pen, dog, work, music, town, London, teacher, John |
| Verb | action or state of being | (to) be, have, do, like, work, sing, can, must. |
| Adjective | a quality of a noun | some, good, big, red, interesting |
| Adverb | describes a verb, adjective, or another adverb | quickly, silently, well, badly, very, really |
| Pronoun | stands in for a noun | I, you, he, she, we, they, your |
| Preposition | links a noun to another word | to, at, after, on, before, around, over, of, in, for, with, throughout, from, beneath |
| Conjunction | joins words, clauses, and sentences | and, but, when, or, however, although, nevertheless, therefore, yet, so |
| Interjection | short exclamation, sometimes inserted into a sentence | Oh! Ouch! hi! well |

Lesson 7.3. Principles and rules of teaching grammar

a) Learning objectives:

Knowledge and understanding:

- Describe the principles of teaching and learning grammar.

Skills:

- Explain the use of different principles and rules of teaching/learning grammar.

Attitudes and values:

- Show interest in learning principles and rules of grammar.

b) Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards.

Learning activities

Form some small groups with a mixture of student teachers' abilities, ask them to open their books and read the text found on learning activity 7.3.a, then guide them to explain how lessons of English are built, identify the principles and rules of teaching grammar.

Possible activities to learning activity questions

a) How grammar lessons are built

In teaching grammar, the teacher does not provide grammar rules. There is a text where new grammatical structure is introduced. Pupils read the text and find out the new structure.

Pupils' attention is not focused on the new structure, but on the text. Pupils work with the text; they practice new language and the focus does not have to be on the grammar. Pupils play with the words; sentences and they can take the in the new grammar spontaneously. For example, Lessons can be built around topics or themes, such as animals, friends, food or family, for very young learners; and for older learners, themes can be drawn from subjects in their other classes and the community, such as transport, country life, travel and famous people. Theme-based lessons provide continuity across activities and enable English learning to be connected to the children's lives.

Application activity

1. Discuss the importance of using the following principle and rules in teaching grammar.

Since the approach used in teaching grammar should be integrative and communicative, it is imperative that the teacher starts by giving grammar structures in meaningful sentences. This practice adds concreteness to what is presented. Starting with explanations of rules would make language practice more abstract. In the same vein, it would be logical to start practice with what pupils can understand and end up with generalizations, rather than the other way round.

The following are guiding rules for teaching and learning grammar (language structure).

- **The Rule of context:**

Teach grammar in context. If you must take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.

- **The Rule of use:**

Teach grammar in order to facilitate learners' comprehension and production of real language, rather than as an end in itself. Always provide opportunities for learners to put the grammar to some communicative use.

• **The Rule of relevance:**

Teach only the grammar that students have problems with. This means, start off by finding out what they already know. And don't assume that the grammar of English is a wholly different system from the learner's mother tongue. Exploit the common ground.

2. Provide two examples of grammar activities and show how they respond to principles and rules discussed above.

Example, the teacher can use the song below if he/she wants to teach conditional clause. Then, from the content of the song, he/she can isolate some sentences which contain the key words.

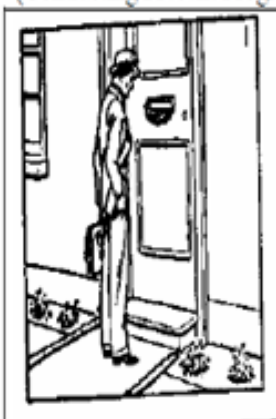
If I were a GIRL

| | |
|---|---|
| <p>If I <u>were</u> a girl Even just for a day I'd _____ out of bed in the morning And _____ then go</p> <p>_____ with the _____ And _____ I'd _____ with who I wanted And I'd never get confronted for it 'Cause they _____ me</p> <p>If I <u>were</u> a girl I think I <u>could</u> understand How it feels to love a _____ I swear I'd be a better _____</p> | <p>If I <u>were</u> a boy Even just for a day I'd roll out of bed in the morning And throw on what I wanted then go</p> <p>Drink beer with the guys And chase after girls I'd kick it with who I wanted And I'd never get confronted for it 'Cause they stick up for me</p> <p>If I <u>were</u> a boy I think I <u>could</u> understand How it feels to love a girl I swear I'd be a better man</p> |
|---|---|



BEYONCÉ
 IF I WERE A BOY

(Contrasting Present Progressive – “Going to” Future)



This is Mr West. He has a bag in his left hand. Where is he standing? He is standing at the door of his house.
What is Mr West going to do? He is going to put his hand into his pocket. He is going to take a key out of his pocket. He is going to put the key into the lock.
(from Hornby, A.S. *Oxford Progressive English Course*, Oxford University Press, 1954)

Here, the teacher isolates some sentences from the paragraph above and asks pupils to read them as he/she underlines the key words. For example:

- He is standing at the door of his house.
- Mr West is going to put his hand into his pocket.
- Mr West is going to put the key into the lock

Lesson 7.4. Approaches of teaching grammar

a) Learning objectives:

Knowledge and understanding:

- Identify different approaches of teaching and learning grammar.
- Describe different approaches of teaching and learning grammar

Skills:

- Use different approaches of teaching and learning grammar.

Attitudes and values:

- Appreciate the use of different approaches of teaching and learning grammar.

b) Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards

Learning activities

Ask student teachers to open their books, observe the picture related to the learning activity and guide them to identify and explain the approaches of teaching and learning English.

Possible answers: learning activity questions

1. What are the approaches of teaching English language?

Inductive and deductive approaches

2. Explain the approaches identified using examples.

c) Inductive approach

According to Stern (1992), “In inductive (example-driven, bottom-up) teaching, the teacher gives students data and lets them draw their own conclusions from the data. The students notice how the concept is used, figure it out and verbalize the rule”. On the other hand, Stern gave a figure which clearly illustrated this method.

The figure is: Example: Practice General Rule (Stern, 1992). After reading Stern’s opinion, the teacher will then provide some examples, students will analyze the example and thereafter, collaborate with the teacher in suggesting the grammatical rules followed in the sentence.

d) Deductive approach

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented, and the learner engages with it through the study and manipulation of examples.

Example for rule of form:

To form the past simple of regular verbs, add –ed to the infinitive.

Example of a rule of use:

The simple past tense is used to indicate past actions or states. For example, she walked home alone.

Application activity

Compare and contrast deductive and inductive approach of teaching grammar.

| Deductive method | Inductive method |
|---|--|
| 1. Learn the rule in the context of formal instruction. | 1. Learn the rule as a child acquires his/her first or second language |
| 2. Know about the rule | 2. “Pick up” the rule |
| 3. Learn the rule consciously | 3. Learn the rule subconsciously |
| 4. Learn the rule explicitly | 4. Learn the rule implicitly. |

Recommend which one is better between the two for teaching grammar in lower primary and explain with examples why it is recommended.

| Advantages | Disadvantages |
|--|---|
| <p>The inductive approach- the rule of discovery path</p> <ul style="list-style-type: none"> . The rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable. .The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater recalling of information. .Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. .It is an approach which favours pattern recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge. .If the problem-solving is done collaboratively and in the target language, learners get the opportunity for extra language practice. . Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy. | <p>The deductive approach:</p> <ul style="list-style-type: none"> . It gets straight to the point and can therefore be time saving. Many rules especially those on form can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. . It respects the intelligence and maturity of many especially adult students and acknowledges the role of cognitive processes in language acquisition. . It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style. . It allows the teacher to deal with language points as they come up, rather than having to anticipate and prepare for them in advance. |

Based on the advantages of both approaches, we can say that inductive approach reflects competence-based education than the deductive approach. Therefore, in as far as competence-based curriculum that is being implemented in Rwandan schools is concerned, we can recommend using the inductive approach in teaching and learning English language because it responds to the needs of our learners.

Lesson 7.5. Techniques of teaching grammar

a) Learning objectives:

Knowledge and understanding:

- Identify the techniques of teaching and learning grammar.
- Describing the techniques of teaching and learning grammar.

Skills:

- Use the techniques of teaching and learning grammar.

Attitudes and values:

- Value the use of different techniques of teaching and learning grammar.

b) Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards

Learning activities

Ask student teachers to form groups of six people and ask them to observe the picture which is in their books (learning activity 7.5. a) and interpret it. Guide them within groups to identify some techniques presented in those pictures and discuss their relationship.

Possible answer to the learning activity questions

a) The importance of the first picture in teaching English

Pictures play a very important role in language teaching because they present something real. Teaching English using inductive approach, the teacher should start from concrete situation to abstract. With pictures, the teacher may ask the pupils to describe it and get some sentences which may be analyzed and find within components to be taught. For example, from the image given that describes a family party, the teacher may start on that situation and introduce the lesson about adjectives.

b) The relationship between the first image and the second one

The first image describes a technique that a teacher can use to introduce a language lesson. Whereas, the second picture presents different techniques for teaching grammar lessons.

c) The following are techniques of teaching grammar

- Through Poems,
- Through texts,
- Through dialogues,
- Through stories,
- Through songs, games
- Through role play, Etc.

Application activity

Teaching grammar through poems, songs, texts and stories develops quick mastery of the language structure (grammar) as discussed in the following paragraphs.

In communication beyond the classroom, grammar and contexts are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of communication (Nunan, 1998, p.102). Some advantages of this method are, pupils are exposed to the target language in an authentic or near authentic setting, and they see or hear the target language before having to focus on it (Riddell, 2003, p.46).

a) Teaching Grammar through texts

If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.

b) Teaching Grammar through stories

Everyone loves a story. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires deductive thought, and it is useful to include both approaches in lesson planning. In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match.

c) Teaching grammar through songs and rhymes

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities.

d) Teaching grammar through Poems

Poems, like songs, contextualize a grammar lesson effectively. Since poetry is often spoken, repeated, dealt with, and considered, it acts as an effective tool for practicing a specific grammatical structure. Through repeating and considering the poem, the grammatical structures become more deeply internalized.

e) Teaching grammar through dialogues

The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other (Thornbury, 1999, p.76).

Lesson 7.6. Steps for teaching grammar lessons

a) learning objectives

Knowledge and understanding:

- Explain the steps for teaching and learning grammar

Skills:

- Use the steps of teaching and learning grammar appropriately.

Attitudes and values:

- Show interest in learning the steps of teaching and learning grammar

b) Teaching and learning resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards.

Learning activities

Ask student teachers to form groups, ask them to open their books. Allow them to observe the picture and interpret it. Ask student teachers to describe different steps of teaching and learning grammar while closely referring to the picture.

Steps for teaching grammar lessons

a) Steps for teaching grammar

- Step1. Free observation
- Step2. Guided observation
- Step3 Comparison

- Step4 Generalization
- Step 5 Application

Description of the steps of teaching grammar

Step1. Free observation

The pupils observe different sentences, phrases containing the new pattern to be taught, they do freely on their own (at least three minutes)

Step2. Guided observation

The pupils guided by the teacher work together to point out different elements which they underline, distinguish and analyze through different sentences, examples and questions. They should also answer questions asked about the new pattern being taught.

Step3 Comparison

Using different colors of chalk, the teacher and the learners compare the known and the unknown elements by underlining, categorizing different elements: feminine, masculine, plural, singular, type of conjunction, words showing relationships, interaction, etc....

Step4 Generalization

- Both the teacher and learners set out, identify a rule concerning a new topic (pattern being taught).
- The teacher reads the rule while the learners listen carefully.
- The learners repeat the rule after the teacher individually and in small groups.

Step 5 Application

Some exercises concerning the taught pattern are given to the learners to be done in their exercise books to assess or verify whether they are capable of applying the rule.

The above steps are summarized into three main steps as seen below:

Presentation

Jeremy Harmer says about the first phase that presentation is the stage at which students are introduced to the form, meaning and issue of a new piece of language.

Students learning a new grammar should apply this new rule to themselves. This experience is known as personalization. Presentation should be clear, efficient, lively, interesting, appropriate and productive. To achieve all these characteristics, the teacher can use various teaching aids e.g. charts, dialogues, mini-situations, text for contrast or for grammar explanation etc.

Practice of grammar

After presentation, the teacher needs to plan the second or the practice phase of the lesson. The aim of this stage is to give pupils thorough practice of target items to ensure that they can use them correctly and fluently.

Production of grammar

This is the communicative phase that aims at having students practice grammar structures in a subconscious or natural way. Activities to achieve this include:

- A reply to a letter
- Report
- Discussion
- Role-play
- Guessing game
- Interview

Application activity

The subject and topic taught-

The subject was English, and the topic was present continuous tense.

The techniques that were used by the teacher in the scenario.

For presenting the lesson, I chose “The monkey song”. Here I made the most of the activities from the perspective that children really love songs. This song is also very cheerful, funny, and attracted pupils’ attention maximally. In the beginning of the lesson, I familiarized pupils with the fact that we are going to learn something new that was going to be for sure very funny. I told them that I was going to play a song about animals, and they would have to guess what animals they were, and I mimed it.

Due to my dramatic nature, pupils immediately knew that it was going to be a song about monkeys. I played the song; pupils were watching and listening with noticeable interest. Then I asked them to say some words that they could hear in the song.

Main steps used by the teacher as described in the scenario

Presentation

From the above scenario, the teacher started with the song which contained grammar components to be taught. The teacher used a song to contextualize the lesson because any grammar lesson should be taught based on a context/situation.

Practice of grammar

After presentation, the teacher needs to plan the second or the practice phase of the lesson. The aim of this stage is to give pupils thorough practice of target items to ensure that they can use them correctly and fluently. With the scenario above, the teacher used the song to help pupils practice the target item correctly and fluently.

Production of grammar

In the communicative phase, the students practice using the grammar structures that they have been practicing in a natural way. In our case, the teacher used a song for pupils to acquire a target language structure more easily.

Lesson 7.7. Activities for developing generic competences and integration of cross-cutting issues in the lessons related to grammar

a) Learning objectives

Knowledge and understanding:

- Identify different generic competences and Cross-cutting issues

Skills:

- Explain the integration of different generic competences and Cross-cutting issues in grammar lessons

Attitudes and values:

- Appreciate the integration of different generic competences and Cross-cutting issues in grammar activities.

Teaching resources

English books for pupils in primary, primary English syllabus, Student teacher book, manila paper/flipchart/rice sack, Flash cards.

Learning activities

Ask student teachers to think individually on the lesson that was going to be taught and integrated generic competences and cross-cutting issues, then ask each two student teachers to work in pairs, and finally invite different pairs to share the findings with the whole class with your guidance.

Possible answers on the learning activity questions

The lesson that the teacher wants to teach.

The lesson was future tense will/shall+ verb and going to+ verb)

The cross-cutting issues to be addressed and generic competences to be developed in that activity?

- a) **Generic competences developed from the learning activity**
Critical thinking: through connecting the sentences and the picture, pupils require critical thinking skills to be able to clearly assess the situation and identify what is likely to be taught. Here, they can even give answers to the questions asked.

Communication: through reading instructions, asking for clarifications especially where they do not understand and sharing their work with classmates, pupils need communication as a competence so as to successfully present their findings (e. g: using parts of speech and being able to write sentences describing future activities).

Research and problem-solving: through searching relevant information (the right verb-tense to use when talking about the future) to answering questions asked, pupils will develop research and problem-solving skills.

b) Cross-cutting issues addressed from learning activity

Peace value education: through sharing the work done, pupils will be required to actively listen and respect each other. This in return, will create a harmonious environment; hence, peace value education as a crosscutting will be addressed.

Gender education: through sharing the work done, both girls and boys will be equally be given same right to participate which will in return teach all the pupils that everyone can do it. Again, the situation itself presented on the picture has catered for both boys and girls.

Application activity

Read the following activity and answer questions that follow;

In small groups, write the plural form of every noun in brackets to complete each sentence correctly and explain the rule.

Example: I bought two loaves from the shop. (loaf)

I used two different _____ to cut the rope. (knife)

She peeled the _____ with a knife. (potato)

They are feeding the noisy _____. (goose)

The tools are placed on the _____. (shelf)

Mukami cut a few _____ for the salad. (tomato)

After reading the above activity, identify the generic competences developed and Cross-cutting issues addressed.

Possible answers on the application activity questions

a) Generic competences

- **Communication:** through sharing views in group discussion
- **Cooperation, interpersonal management and life skills:** through team work, respect of group members and ability to accommodate different behaviors when discussing.

Cross-cutting issues

Peace and value education: through active listening, respecting everyone's idea and easy collaboration.

Gender education: through giving equal opportunities to both boys and girls to participate.

Lesson 7.8. How to write a lesson plan

a) Learning objectives

Knowledge :

- Identify the components of a lesson plan and steps for teaching and learning grammar.

Skills:

- Write a lesson plan following steps for teaching grammar.

Attitudes and values:

- Show interest in preparing grammar lessons.

Ask student teachers to form groups of six. Request them to open their books and read the scenario related to the delivered lesson found on application activity 7.6. allow them to discuss the steps followed in teaching grammar. Ask them to evaluate it based on the steps of teaching grammar.

b) Teaching and learning resources

Primary English syllabus and books, flipcharts, student teacher's book, tutor's book.

Possible answers: Application activity questions**Step1. Free observation**

The pupils observe different sentences, phrases containing the new pattern to be taught, they do freely on their own (at least three minutes)

Step2. Guided observation

The pupils guided by the teacher work together to point out different elements which they underline, distinguish and analyze through different sentences, examples and questions. They should also answer questions asked about the new pattern being taught.

Step3 Comparison

Using different colors of chalk, the teacher and the learners compare the known and the unknown elements by underlining, categorizing different elements: feminine, masculine, plural, singular, type of conjunction, words showing relationships, interaction, etc....

Step4 Generalization

Both the teacher and learners set out, identify a rule concerning a new topic (pattern being taught).

The teacher reads the rule while the learners listen carefully.

The learners repeat the rule after the teacher individually and in small groups.

Step 5 Application

Some exercises concerning the taught pattern are given to learners to be done in their exercise books to assess or verify whether they are capable of applying the rule.

The above steps are summarized into three main steps as follow

a) Presentation

Jeremy Harmer says about the first phase that presentation is the stage at which students are introduced to the form, meaning and issue of a new piece of language. Students learning a new grammar should apply this new rule to themselves. This experience is known as personalization. Presentation should be clear, efficient, lively, interesting, appropriate and productive. To achieve all these characteristics the teacher can use various teaching aids e.g. charts, dialogues, mini-situations, text for contrast or for grammar explanation etc.

b) Practice of grammar

After presentation, the teacher needs to plan the second or the practice phase of the lesson. The aim of this stage is to give pupils thorough practice of target items to ensure that they can use them correctly and fluently.

c) Production of grammar

It is the communicative phase with the aim of using grammar structures pupils have been practicing in a natural way.

7.6. End unit assessment

- a) Prepare a lesson that incorporates the steps of teaching grammar lessons.
- b) Discuss the steps used in teaching grammar related lesson of micro-teaching and provide constructive feedback.

8.1. Key Unit competence:

Evaluate adequacy of English teaching and learning techniques, strategies, resources and classroom management techniques used during model lessons.

8.2. Prerequisite

Before undertaking this unit Observation of model lessons related to English, student teachers should have prior information on classroom observation and classroom management plus concepts about micro teaching learnt in foundations of education. They have also the prerequisite on language used to give clear instructions to young pupils(lower primary and upper primary)

8.3 Guidance to introductory activity 1

Task1: With the prior knowledge about classroom observation, ask pairs to discuss what you would focus on when observing an English lesson. After some minutes, ask pairs to share their answers to the whole class.

Task 2: ask student teachers to observe in their books the image of a teacher giving instructions and ask them the specific activity in which the language could be used.

Possible answers to the introductory activity questions

When observing the English lesson, we should focus on:

- a) The way a teacher gives instructions.(in lower primary classes, teachers should give instructions with short and clear sentences adapted to the pupils' level)
- b) A wide range of exercises given to pupils.(the series of exercises given to pupils in an English class helps the teacher know the level of pupils' mastery of the lesson, to assess and reach individuals' needs)
- c) Steps followed to teach a given lesson (a lesson observer should focus on instructional steps in an English language class)
- d) Sequence of activities(in the English class, the observer should start from what pupils know to what they do not know or what they can easily do, to what can challenge them to do)

- e) The degree to which the instructional objectives have been achieved.
- f) The integration of cross-cutting issues and generic competences.
- g) The appropriate use of teaching and learning aids.

8.4. List of lessons

| UNIT 8: Observation of model lessons related to English | | |
|---|--|--|
| # | Lesson title | Learning Objectives |
| 1 | Lesson 8.1. Importance of classroom observation | <p>Knowledge: identify the importance of classroom observation.</p> <p>Skills: set relevant expectations of classroom observation.</p> <p>Attitudes and values: Appreciate the techniques and strategies for facilitating English lessons at primary schools.</p> |
| 2 | Lesson 8.2. Instructional Language used for facilitating English lessons at primary schools.(starting and finishing a lesson, giving instructions, praising, encouraging all pupils, Asking questions, etc.) | <p>Knowledge: Identify the instructional language used by the Teacher.</p> <p>Skills: Apply guidelines of observation for classroom management.</p> <p>Attitudes and values: Show the curiosity of receiving constructive feedback. Show interest in the lesson being taught.</p> |
| 3 | Lesson 8.3. End of unit assessment | |

8.5. Guidance on the lessons

Lesson 8.1. Importance of classroom observation

a) Learning objectives

Knowledge:

- Identify the importance of classroom observation

Skills:

- Set relevant expectation of classroom observation

Attitudes and values:

- Appreciate the techniques and strategies for facilitating English lessons at primary schools.

b) Teaching and learning resources

Student teacher's book, tutor's book, internet, primary English syllabus and books.

Learning activity

Ask student teachers to recall in pairs the definition of classroom observation and the importance to classroom observation. Give them time to share their answers.

Ask individuals to open their books and read the importance of classroom observation.

Learning activity

Possible answers to the learning activity questions

Classroom observation presents an opportunity to see real-life teachers in real-life teaching situations. In their reflections, many of our teacher friends mention their observations and how these observations influence the way they plan and teach. Teachers are forever reflecting and making decisions, and when they see someone else in action, in as much as they are seeing someone else, they are almost simultaneously seeing themselves. This means that observation is important at every stage of a teacher's career.

Lesson 8.2. Instructional Language used for facilitating English lessons at primary schools.

Starting and finishing a lesson, giving instructions, praising, encouraging all pupils, Asking questions, etc.

a) Learning objectives

Knowledge:

- Identify the instructional language used by the teacher to facilitate different activities in the classroom.

Skills:

- Apply the Instructional Language to facilitate English lessons.

Attitudes and values:

- Show the curiosity of receiving constructive feedback.
- Show interest in the lesson being taught.

b) Teaching and learning resources

English Teacher's toolkit elaborates by BLF, student teacher's book, tutor's book, internet, primary English syllabus and books.

Learning activity

Form groups of four students and ask groups to read the table and Match the classroom task and the corresponding English you can use. Ask them to write their answers and present their findings.

End unit Assessment

Possible answers to the learning activity

| Classroom tasks | Classroom English |
|-----------------------------------|---|
| Greet people | Good afternoon class! |
| Tell pupil learning objectives | By the end of this lesson, you should be able to describe what someone is wearing. |
| Ask pupils about the last lesson | What did you learn from the last lesson? |
| Link to the next lesson | For the next lesson, we are going to describe the clothes |
| Return to the learning objectives | Let's go back to the learning objective. |
| Say goodbye | See you tomorrow. |
| Summarize a lesson | Today you have learned how to identify what someone is wearing. |
| Set homework | For homework, I would like you to draw a picture of someone in your family in their favorite clothes. |
| link to the last lesson | Yesterday we learned the names for different clothes. |
| Link lessons to other subjects | This links to what you're learning in science about body parts. |
| To announce the new lesson | Today we are going to talk about what people are wearing. |

After the presentation, ask student teachers to read the summary of Instructional Language used for facilitating English lessons in primary schools. (starting and finishing a lesson, giving instructions, praising, encouraging all pupils, Asking questions, etc.) and their examples.

Application activity

Make groups within the classroom and give each group the activity of preparing the appropriate English they can use while doing it in the classroom.

Those activities are: Praising, encouraging and including all pupils, Practicing English through pair work, encouraging pupils to use English, asking questions, encouraging pupils to think and learn, using group work and facilitating an inclusive class.

• Additional information

Building Learning Foundation (BLF) was initiated to avail English self-study toolkit and accompanying video materials to complement the English competence-based curriculum for lower primary. The purpose of the toolkit is to support English teachers to develop their English language proficiency through a series of self-study units together with audio tracks ,tips and techniques for English use in the classroom.

As a tutor of TMP, you should take deep reference to the units developed in this toolkit and adjust them while teaching this unit. You should also read the best practices that take place within the community of practice and set relevant activities in your classroom.

Lesson 8.3. End of unit assessment

Ask individuals to explain the role of classroom observation and give them enough time to share with the whole class.

At the end of unit assessment, student teachers will carry out a micro teaching activity

about using the examples of discussed language to carry out different activities in the classroom.

You will give different groups some activities and provide support where necessary.

Give them time to present their work and help give constructive feedback.

9.1. Key unit competence:

Facilitate x subject lessons to peers in a simulated context

9.2. Prerequisites

Student-teachers should remember that micro-teaching is a session in which they have opportunity of putting into practice what they learnt through Foundations of Education and Teaching Methods and Practice. They must therefore check whether all of their peer student teachers posing as learners, during macro teaching, have the same understanding of the following points:

- Lesson planning
- Use of teaching and learning resources
- Lesson observation and feedback
- Teacher's documents and their importance
- Techniques, strategies and methods used in teaching x subject in primary school
- The classroom management

9.3. Introductory activity

- Before student teachers engage in micro-teaching, the tutor should:
 - Ask them to form small groups and reflect on the steps to follow in a micro-teaching session and what is required for each step in terms of pedagogical documents. It is also necessary to know what to observe at every step.
 - Invite one group to present to the whole class.
 - Use different questions to encourage student teachers give their points of view and make sure they are more curious about the process of microteaching at TTC. Assess also how they would view this process in a situation whereby a group of in-service teachers of the school of attachment would observe the lesson of one of their colleagues and give him/her feedback for more improvement.
-

9.4. List of lessons

| # | Lesson title | Learning objectives | Number of periods | |
|---|------------------------------|--|-------------------|-------|
| | | | SME | ECLPE |
| 1 | Micro-teaching and its steps | Describe the role of microteaching and its steps. | | |
| 2 | Micro-teaching | Extend microteaching for teacher trainees to the lesson study for in-service teachers. | | |
| 3 | Assessment and remediation | | | |

9.5. Guidance on micro -teaching lessons

Lesson 9.1: Meaning of microteaching and steps

a) Learning objective

Describe the role of microteaching and its steps

b) Teaching and learning resources

Lesson observation sheet, textbook, a notebook and pen, a chart with the steps of micro-teaching.

c) Learning activities

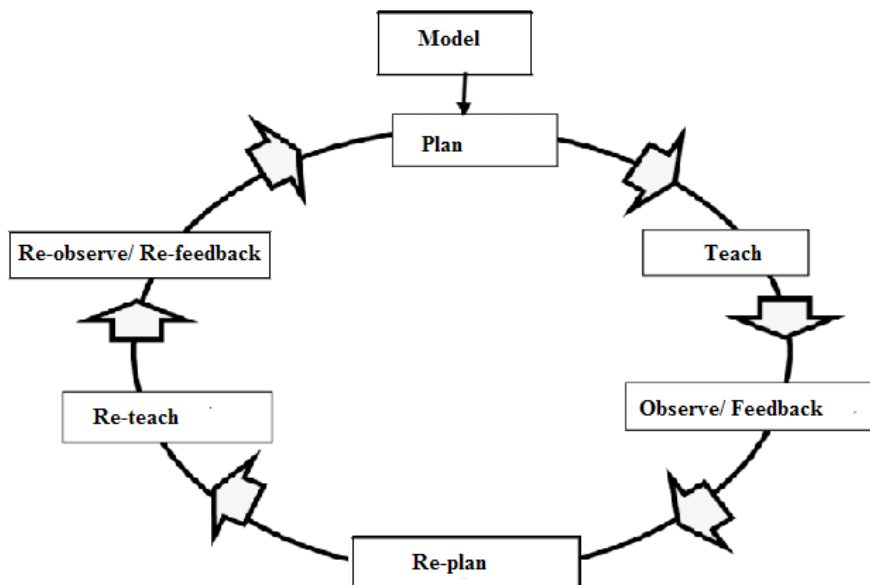
- Harmonize work done by student-teachers during introductory activity, provide them with guidance for them to describe microteaching, its importance and its steps.
- Ask questions allowing students-teachers recall about the process of giving constructive feedback that they learnt in Foundations of Education. Focus on “to who, when and why give feedback, the process of giving feedback; receiving feedback, readiness to accept corrections and willingness to improve” and invite them to apply this knowledge during microteaching.
- After learning activities, ensure that the student teachers have the same understanding of the meaning of microteaching and its steps. At the beginning, have a conversation with student teachers to help them discover the meaning and the rationale of micro teaching as well as how it is evaluated.

Below are the meaning of micro-teaching and some points which to be discussed in the conversation between the tutor and student-teachers.

What is micro-teaching?

Micro-teaching is a shorter version of the process that you go through to prepare and teach a lesson. The micro-teaching session will bring together a small group of peer teachers to observe each other teaching short lessons and to provide and gain feedback on teaching. Learners are peer student teachers. The micro-teaching session allows student-teachers to focus on teaching and assessment strategies in a non-threatening environment, and receive supportive feedback on their teaching from their peers and tutors.

Micro-teaching steps



Source: Reddy KR, 2019; adapted by the content provider

Step 1: Preparation of Micro-Teaching Lesson

How prepare for micro-teaching?

Due to the time constraints of time reserved to micro teaching, the tutor should ask the student teachers to prepare in advance for the upcoming micro-teaching session. The student teacher must prepare a content to be delivered in 15-minute lesson in which questions from the “students,”(peer observation). The tutor ensures that everyone has equal time to participate and receive feedback. The tutors remind student teachers to prepare all

materials needed and that point of readiness is part of appreciation of the lesson.

The tutors should prepare ICT tools which are needed for session recording, during lesson delivery and session displaying to give adequate feedback. Make sure that all ICT tools are working efficiently.

Step 2: Teach in micro-teaching model which gives the following setting

Under this step the student teacher carries out a micro-lesson to a micro-class (a group of peers). This lesson is observed by the tutor and the peer group supported by appropriate observation schedule. The lesson can be recorded using an audiotape or video tape.

Step 3: Feedback

Immediate feedback is given by the tutors and observer peer group.

Step 4: Re-planning:

The student teacher may re-plans his/her lesson on the basis of feedback from the tutor and peer group.

Step 5: Re-teaching

This session is for the student teacher to re-teach his/her micro-lesson on the basis of his/her re-planned lesson.

Step 6: Re-feedback:

The student teacher is given re-feedback on the re-taught micro-lesson.

To sum up, during microteaching process, the “teach-re-teach” cycle may be repeated several times until the desired level of skill or adequate mastery is achieved. Such repeated cycles of teaching, feedback and re-teaching help the student teacher to improve his teaching skills one at a time.

Micro-teaching cycle (the cycle continues up to the extend when a trainee will be able to master a specific skill)

Application activity

The Tutor asks student teachers to watch a video whereby the teacher has asked to repeat a lesson after feedback. Student teachers indicate the steps of that micro teaching and when each step has started.

Lesson 9.2: Practicing micro teaching

- a) Learning objective

Deliver a lesson in microteaching setting

- b) Teaching and learning resources

Lesson observation sheet, Tape video recorder, Camera, Video. Projector, computer

- c) Learning activities

- During the preparation phase, the tutor asks student teachers to choose one topic to teach that they feel most comfortable with. The tutor tells them to assume that they would be teaching the class with the following elements:

- Number of students/pupils to teach (to be precise)
- Type of pupils: pre-primary or primary with some special needs cases
- Class and prior knowledge (to be precise)?????
- Duration of micro-teaching class

The tutor asks student teachers to keep their lessons focused on a clear learning objective and use relevant but not expensive teaching materials. During the preparatory steps, the tutors should be present to support student teachers as needed. This preparatory step results into lesson plans ready to be submitted to the tutor for correction and more guidance.

- During lesson delivery

The tutor reminds student-teachers the fact that the focus of a micro-teaching session should be on learners' engagement, strategies used to encourage learners discourse, how the student teacher engages learners in conversations in the classroom. The focus can change according to the objectives of the micro-teaching but it would be better to focus on no more than three items in one session. It should be remembered that student teachers who are acting as learners try as much as possible to adopt the appropriate behaviour of learners of the targeted education level or grade.

The tutor reminds also student teachers who act as observers to fill observation sheet and to be focused on what have been agreed upon. The way the student teacher fills the observation sheet is also part of his/her performance record for that lesson.

The tutor videotapes the whole lesson and doesn't accept any interruption during the lesson. When time allocated to the lesson is finished, the tutor gives a signal to stop the lesson.

d) Feedback

Immediate feedback is given by the student teacher and the peer group. This feedback uses the strategies of constructive feedback. It would be better to conduct quick feedback before proceeding to feedback using video taken.

If the time allows, the feedback session starts directly after micro teaching. If the tutor doesn't have time, in agreement with student teachers, this session can be postponed to another time. The tutor collects observation sheets done by all of the student teachers to evaluate their skills of lesson appreciation.

e) Re-planning, Re-Teaching and Re-feedback

These three sessions depend on the feedback the student teacher received. The conclusion of feedback is to say whether the student teacher has passed or should re-plan the lesson for another macro teaching session.

End unit Assessment

The tutor asks student teachers to take the syllabus and each one must select a lesson to prepare and present in small groups. Each student teacher will then submit a report with a filled observation sheet for the lesson observed.

Additional information for the tutor

Not applicable

10.1. Key unit competence

To facilitate various x subject lessons in demonstration schools

10.2. Prerequisites

Student-teachers can work successively in this unit if they carry out a brief revision on general concepts learnt in Foundations of Education:

- General techniques and strategies of teaching.
- Lesson planning
- Use of teaching and learning resources in the lesson
- Classroom management
- Mastery of pre-primary/primary content

10.3. Guidance on the teaching practice activity**Preparatory step**

- At least a week before the lesson delivery, the tutor works with teachers in demonstration schools to have a list of lessons to be taught by student teachers in different subjects and grades.
 - The tutor gives assignments to student teachers on lesson preparation and makes sure that every student teacher has a chance to teach different subjects in different grades to gain skills in different pedagogical contexts.
 - Tutors of different subjects should be available to support student teachers during lesson planning.
 - After lesson preparation, lesson plans are reviewed and marked by the tutor responsible of Teaching Practice.
 - Student teachers are given opportunity to discuss the responsibilities of a x subject teacher in the classroom
 - Student teachers are provided with instructions and guidance to follow at the demonstration school: lesson observation and feedback, preparation for their x subject lesson effectively, preparation of adequate teaching aids and appropriate class management strategies.
 - The tutor ensures that teachers in demonstration schools are familiar with the lesson observation sheet, have enough skills in giving constructive feedback.
 - The tutor plans how different tutors will supervise student teachers
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During the delivery of lessons

- The tutor ensures that the class/subject teacher in demonstration school observes the whole lesson without any interruption and fill in the observation sheet progressively.
- The student teachers who don't have a lesson to deliver observe the lesson of their fellow student teachers and fill in observation sheets.
- All tutors who have been assigned to accompany student teachers to the demonstration schools ensure that teaching practice is effectively done for all student teachers.

After delivery

- After the teaching practice, each student teacher meets with the class teacher and where possible together with the tutor to discuss feedback to improve the next teaching practices.
- Back to school/TTC, the tutor meets all student teachers for a debriefing session on teaching practice and take some strategies for improvement for next sessions.
- For record purposes, student teachers and supervisor tutors submit filled observation sheets to the tutor in charge of teaching practice.
- The tutor marks the observation sheets for student teachers who played as observers of their fellow students and consider marks of lesson plans and delivery for student teachers who played the role of teachers.

Additional information for the tutor

Purpose of teaching practice

- It provides opportunity to develop positive approach and attitudes for the host school and school community to increase their awareness of the student teacher professional development.
- It provides opportunity for the establishment of relationships among learners, teachers and other stakeholders involved in education.
- It provides opportunity to discover and develop one's ability as a teacher,
- It gives opportunity to interact and understand learners and attempt to cater for their individual needs;
- It provides opportunity to have classroom experiences and apply the theoretical skills learnt in college;
- It gives opportunity to develop qualities crucial to teaching such as humility, interpersonal skills, openness and patience.

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