

CPD QTS MATERIALS

Workbook for Teachers

Part Time In-Service QTS Programme
Professional Studies

Course 5: Learning Areas & Subjects (1)
(5 days, 1 Credit)

South Sudan



Module 1: ECD Learning Areas	p5
This module explores the background and key approaches to the ECD Learning Areas. These are set out clearly in the “ECD Curriculum and Guidance” booklet which will underpin this module.	
Module 2: English: Expectations and Approaches (P1-3)	p13
This module explores the expectations and required teaching approaches of English in P1-3. In these years, learners are learning to read and write in a National Language – so English is taught orally. There may be schools that have elected to have English as the medium of instruction, in which case their learners will learn to read and write in English and will study a National language orally.	
Module 3: English: Expectations and Approaches (P4-8)	p31
This module explores the expectations and required teaching approaches of English in P4-8. In these years, learners are extending and deepening their ability to read, write speak and listen.	
Module 4: National Language: Expectations and Approaches	p39
This module explores the expectations and required teaching approaches of National Languages. Although not all teachers will be involved in teaching a National Language, it is important for all teachers to understand what is expected of learners at each stage.	
Module 5: Arabic: Expectations and Approaches (P4-8) Module 6: Religious Education (IRE and CRE)	p53
Module 5 explores the expectations and required teaching approaches of Arabic. Although not all teachers will be involved in teaching Arabic, it is important for all teachers to understand what is expected of learners. Module 6 explores the expectations and required teaching approaches of Religious Education. It is likely that a school will be teaching only either Christian or Islamic Religious Education, but they have a common Subject Overview, and it is helpful for teachers to have some understanding of this.	

- Be familiar with the seven ECD Learning Areas and the key approaches to each Area
- Able to design some activities within some of the Areas
- Understand the key approaches and requirements of the teaching and learning of English in P1-3, and be familiar with the textbooks for the subject
- Be able to design learning activities for reading writing, speaking and listening in P1-3
- Understand the key approaches and requirements of the teaching and learning of English in P4-8
- Be familiar with the textbooks for the subject
- Be able to design learning activities for reading writing, speaking and listening in P4-8
- Understand the key approaches and requirements of the teaching and learning of a National Language
- Be familiar with the textbooks for the subject
- Be aware of the implications for other subjects
- Understand the key approaches and requirements of the teaching and learning of Religious Education
- Be aware of the implications for teaching and learning

Course 5 School-based Activity

Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 5. Participants may choose any unit from a subject covered on the course. The activities planned should enhance those of a unit of a textbook but involve extra activities that are not in the textbook.

Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.

Course 5 Assessment Requirements

After implementing the learning activity, the participant will submit a portfolio that contains the:

- Learning outcomes sought and how these relate to the subject
- Learning activities planned to enable learners to meet these outcomes
- How the activities relate to the textbook
- Resources that will be needed
- The relationship to the learning theories studied
- The challenges anticipated and how these will be overcome
- An evaluation of the activities in terms of how well the learning outcomes were achieved.

Course 5 Assessment Criteria

The assessment will be based on how well the portfolio covers the requirements. **It does not matter whether or not the planned activities turn out to be successful.** What is important is that the participant has taken account of the requirements when planning the activity, has related this to the theory, and has analysed the outcomes.

Distinction

The portfolio covers each of the requirements very effectively. Learning outcomes are clearly defined in terms of the subject and the activities planned to enable learners to attain these outcomes are well explained. Possible challenges are clearly identified and solutions are put forward. The evaluation explains clearly the participation of learners, problems encountered, and the solutions found. The effectiveness of the activities is evaluated clearly and effectively in terms of attaining the learning outcomes.

Credit

The portfolio covers each of the requirements effectively. Learning outcomes are defined and some activities are planned to enable learners to attain these outcomes. There is an attempt to relate these activities to the learning theory. Some possible challenges are identified, and some solutions are put forward. The evaluation mentions the participation of learners, problems encountered, and any solutions found. An attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Re-submit

The portfolio does not cover the requirements. Learning outcomes are not defined sufficiently clearly, and activities are not planned to enable learners to attain these outcomes. There is little attempt to relate these activities to the learning theory. Possible challenges are not identified, and solutions not put forward. The evaluation is not effective in mentioning the participation of learners, problems encountered, and any solutions found. Little attempt is made to evaluate the effectiveness of the activities in terms of attaining the learning outcomes.

Module 1: ECD Learning Areas

This module explores the background and key approaches to the ECD Learning Areas. These are set out clearly in the “ECD Curriculum and Guidance” booklet which will underpin this module.

Course 5: Learning Areas and Subjects (1)

Module 1: ECD Learning Areas

This module explores the background and key approaches to the ECD Learning Areas. These are set out clearly in the “ECD Curriculum and Guidance” booklet which will underpin this module.

Learning Outcomes:


By the end of the module, teachers will be:

- Familiar with the seven ECD Learning Areas
- Familiar with the key approaches to each Area
- Able to design some activities within some of the Areas


Key Concepts
The ECD Curriculum and Guidance booklet outlines the seven Learning Areas.
The ECD Curriculum and Guidance booklet outlines the key approach to ECD.
Each Learning Area has its own approaches – Language and Maths.
Each Learning Area has its own approaches – Outdoor & Physical, Artistic & Creative, Personal and Social.
Teachers need to take this into account when designing learning activities.

Related Professional National Standards:

2.4 Teachers demonstrate a good knowledge about relationships among subjects.



Question Stones



Outline

Session	Content
1	<ul style="list-style-type: none">• Activity 1 – Talk in pairs about what makes a rich learning experience.
2	<ul style="list-style-type: none">• Activity 2 – 6 questions for a picture to stimulate learning.• Activity 3 – 3 other rich learning activities to help learners work towards the learning outcome: L1a Express themselves orally and begin to ask questions.
3	<ul style="list-style-type: none">• Activity 4 – Stepping stones of learning towards Science or Social Studies in Primary Education.
4	<ul style="list-style-type: none">• Activity 5 – Create a new rhyme based on ‘5 Little ducks’.

Session 1

Activity 1

Talk in pairs about what makes a rich learning experience. Notes your ideas down here.

Session 2

Activity 2

6 questions for a picture to stimulate learning. Complete these sentences:

What...
Why...
Where...
When...
Who...
How...

Activity 3

Learning outcome: Express themselves orally and begin to ask questions.
Describe 3 learning activities that will help learners to reach this learning outcome.

Session 3

Activity 4

Stepping stones of learning towards Science or Social Studies in Primary Education.
What progress can you see?

Session 4

Activity 5

*5 Little Ducks went swimming one day,
Over the hills and far away,
Mother duck said, ‘quack, quack, quack, quack’,
4 little ducks came swimming back.*



Module 2: English: Expectations and Approaches (P1-3)

This module explores the expectations and required teaching approaches of English in P1-3. In these years, learners are learning to read and write in a National Language – so English is taught orally. There may be schools that have elected to have English as the medium of instruction, in which case their learners will learn to read and write in English and will study a National language orally.

Course 5: Learning Areas and Subjects (1)

Module 2: English: Expectations and Approaches (P1-3)

This module explores the expectations and required teaching approaches of English in P1-3. In these years, learners are learning to read and write in a National Language – so English is taught orally. There may be schools that have elected to have English as the medium of instruction, in which case their learners will learners to read and write in English and will study a National language orally.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of English in P1-3
- Be familiar with textbooks for the subject
- Be able to design learning activities for reading writing, speaking and listening in P1-3

Key Concepts
English has five strands and progress in each is set out in the Subject Overviews.
There are key approaches and requirements to the teaching and learning of Reading .
There are key approaches and requirements to the teaching and learning of Writing .
There are key approaches and requirements to the teaching and learning of Speaking and Listening .

Outline

Session	Content
1	<ul style="list-style-type: none">Activity 1 – What, why, who, where, when, how. The questions should be address to the children in this picture and should aim to help them develop their English Language Skills.Activity 2 – Social Events P2 textbook. What opportunities are there are for all 5 strands of English to be developed?
2	<ul style="list-style-type: none">Activity 3 – English language development in the world around us. Reading, speaking or listening. Select one.
3	<ul style="list-style-type: none">Activity 4 – How is one strand developed through P1 to P3?Activity 5 – How is one strand developed across one year?
4	<ul style="list-style-type: none">Activity 6 – One Unit, many elements!

Background information



English

Aims

English contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale

South Sudan is a country inhabited by people of diverse linguistic background where English is an official language and medium of instruction. It is considered a neutral language and an effective tool for national unity, peace and development. English language will enable the people of South Sudan not only to effectively communicate internationally but also benefit in gaining knowledge, gaining experience of new technologies and preserving cultural heritage.

Learning and communicating in English will accelerate the progress of the Republic of South Sudan towards its goal of becoming recognised as one of the developed countries of the world.

English within the framework

English makes an important contribution to the development of all the four framework competencies

Learning English as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast English with their national, home and tribal languages. Communication is intrinsic to language learning and this requires frequent speaking and listening activities in pairs and groups of different sizes, hence co-operation is also routinely developed. The most effective language learning is founded on relevance to learners' culture and heritage. Therefore a constant focus in literature in the later years of Primary and Secondary should lay emphasis upon the culture and heritage of South Sudan and neighboring countries.

Teaching and learning English

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to English. From Primary Four (P.4) onwards, English will be the medium of instruction and learners will therefore require a high level of proficiency so that they can access learning across the entire curriculum.

English is a compulsory subject for all learners, from the start of primary up to the end of secondary school education. There is a focus on developing learners' skills in speaking, listening, reading and writing throughout their time in school.

There is a marked difference between the English curriculum in P1-3 and that of P4 onwards. The P1-3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school. From P4 onwards proficiency in English continues to be developed through learners' learning in English lessons and across the whole curriculum. In English lessons after P3, there is an increasing emphasis on literature, media, presentation, creative writing and writing for different purposes.

In P1-3 speaking and listening are developed through oral language. International evidence shows that reading and writing skills are best developed through the learners' National Language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences. In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English.

From P6 the focus of the Reading strand moves more to the understanding and appreciation of a range of literature.

Listening	Learners listen and comprehend so that they can respond appropriately to others. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usages appropriately.
Speaking	Learners speak clearly, fluently and confidently to different people. They express ideas and communicate information and experiences to others. They ask and answer questions, and know how to initiate and develop conversations
Reading	Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as books, posters, advertisements and electronic media. They recognize the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.
Writing	Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audience. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.
Knowledge about language	Learners understand how language works and know how to manipulate it in order to communicate.

	P1	P2	P3	P4
Listening	Understand a range of familiar spoken words, phrases and differentiate facts, opinions	Understand the main points and some details from a spoken passage made up of familiar language in simple sentences	Understand the differences between the present, past and future events in a range of spoken materials	Understand longer passages including some unfamiliar materials from which attitudes and emotions can be recognised
Speaking	Answer simple questions and give basic information confidently to different people in different occasions	Speak clearly, fluently and confidently to different people in different situations	Give clearly, fluently and confidently a speech expressing opinions and answer questions about it using variety of structures	Narrate events, tell a story or relate the plot of a book or film and give opinions about it
Reading	In P1-3 learners should be prepared for reading English through learning to read in their National Language			Make use of reading skills gained in National Language to develop reading in English
	Recognise, understand and read out familiar words in simple contexts Use knowledge of letters and sounds to read words and establish meaning	Read simple texts with accuracy and understanding Use more than one strategy in reading unfamiliar words (<i>eg phonic, graphic, context</i>) Express opinions about stories, poems and non-fiction	Read independently, using strategies appropriately to establish meaning Read texts fluently and accurately Understand main points and express preferences in their reading	Read simple texts relating to familiar contexts independently and fluently
Writing	In P1-3 learners should be prepared for writing English through learning to write their National Language			Make use of writing skills gained in National Language to develop writing in English
	Write or copy patterns, letters, words Letters clearly shaped and correctly oriented Communicate through simple words and phrases	Form letters accurately and consistent in size Spell simple words correctly Communicate meaning in both narrative and non-narrative forms Develop ideas in sequences of sentences appropriately punctuated	Write imaginatively, clearly and in an organised way Write sequences of sentences that extend ideas logically and where grammar is correct Choose words for variety and interest Spell polysyllabic words correctly Use punctuation appropriately	Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately
Knowledge about language	In P1-3 learners should develop their knowledge about language in both English and their National Language			Take account of the rules of grammar, and use punctuation effectively
	Introduction to parts of speech and simple sentences <i>e.g. names of people, things and places; tenses and parts of high frequency verbs - to be, to have and to do; use of capital letters, full stops.</i> Use of phonics to understand and develop words	Parts of speech (<i>nouns, pronouns, verbs adjectives and adverbs</i>) and their use in simple sentences Begin to use conjunctions (<i>and, but</i>) to form compound sentences Use of present, past and continuous tenses; punctuate sentences using capital letters, full stops, commas, speech mark (quotation marks) question marks	Form simple and compound sentences; begin to use subordinators (<i>if, so, while and since</i>) Respond to and use present, past, continuous, future tenses (<i>using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms</i>) Adverbs and adjectives; Use full stop, speech marks, exclamation marks appropriately	Choose words for more detailed and complex sentences using phrases and clauses Distinguish spelling and meaning of common homophones and distinguish between homonyms

Developing Listening Skills

A Good Listener...

...makes eye contact with the speaker

...listens carefully

...responds appropriately to the speaker.

...asks relevant questions

...turns the body to face the person who is speaking

...turns off distracting noises such as the radio or television

Introduction and definition

Research has demonstrated that adults spend 40-50% of communication time listening (Gilman & Moody 1984), but the importance of listening in language learning has only been recognized relatively recently (Oxford 1993). Since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention. Although listening played an important role in audio-lingual methods, students only listened to repeat and develop a better pronunciation (for speaking). Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). This research base provides support for the pre-eminence of

listening comprehension in instructional methods, especially in the early stages of language learning.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984). (Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Listening processes

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower-level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist

involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

Context

Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message (Byrnes, 1984). Therefore, teachers need to help students organize their thoughts, to activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener.

Purpose

Listeners do not pay attention to everything; they listen selectively, according to the purpose of the task. This, in turn, determines the type of listening required and the way in which listeners will approach a task. (Richards, 1990) differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants, e.g., small talk and casual conversations. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a speaker. A transactional use of language, on the other hand, is more message-oriented and is used primarily to communicate information; e.g., news broadcasts and lectures. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening). Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate. As with the

advantages of knowing the context, knowing the purpose for listening also greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word.

Listening in language learning and teaching

Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot, 1990, Vandergrift, 1997a). When listeners know how to

1. analyse the requirements of a listening task;
 2. activate the appropriate listening processes required;
 3. make appropriate predictions;
 4. monitor their comprehension;
- and
5. evaluate the success of their approach, they are using metacognitive knowledge for successful listening comprehension. This is critical to the development of self-regulated learning (Wenden, 1998).

Teaching listening

(Mendelsohn, 1998) notes a gap between the interests of listening researchers and classroom practitioners in that classroom materials do very little to develop metacognitive knowledge through raising learners' consciousness of listening processes. It is imperative to teach students how to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners.

Developing Speaking Skills

The following pedagogical sequence (Vandergrift, 1999) can develop an awareness of the process of (one-way) listening and help students acquire the metacognitive knowledge critical to success in listening comprehension. A pedagogical sequence for development of two-way listening skills used largely in interaction with another speaker can be found in (Ross & Rost, 1991) or (Vandergrift, 1997b).

Planning for the successful completion of a listening task

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Monitoring comprehension during a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they are comprehending and check:

1. consistency with their predictions, and
2. internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

Evaluating the approach and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

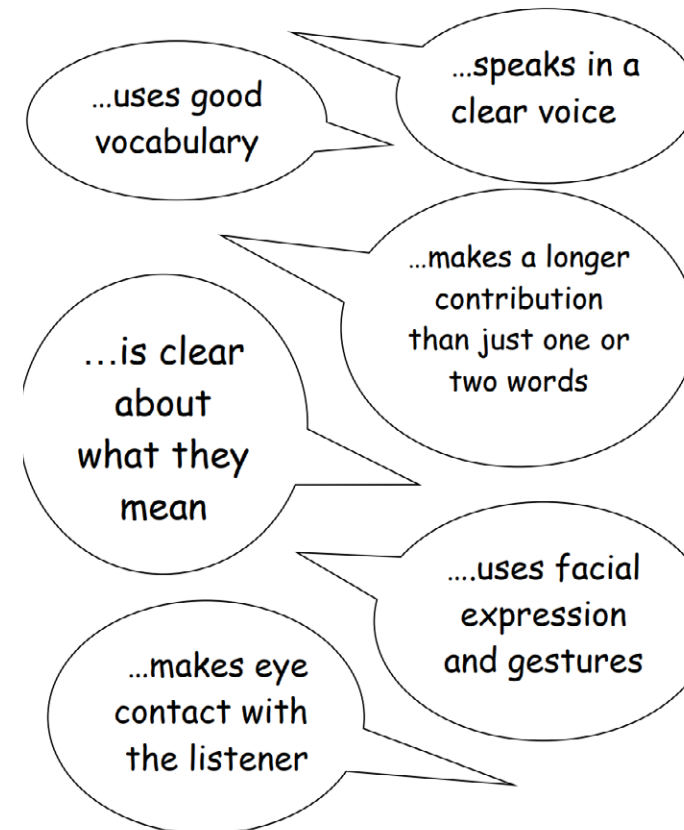
In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists (see, for example, Vandergrift, 1999, 2002). Instruments such as these help students prepare for a listening task and evaluate their performance.

Conclusions

L2 listening competence is a complex skill that needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. Using listening activities to only test comprehension leads to anxiety which debilitates the development of metacognitive strategies. Strategy use positively impacts self-concept, attitudes, about learning and attributional beliefs about personal control (Borkowski et. al., 1990). Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift, 2002).

(Taken from: Larry Vandergrift, Centre for Languages, Linguistics and Area Studies)

A Good Speaker...



3. GRAMMAR. The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.
4. PRONUNCIATION. Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks and try to imitate them as closely as possible.

(English Department, BINUS UNIVERSITY)

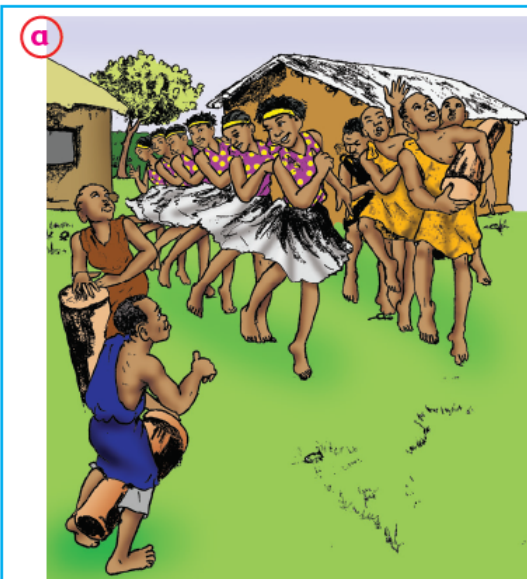
These are the four key areas to speaking well:

1. FLUENCY. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.
2. VOCABULARY. Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.

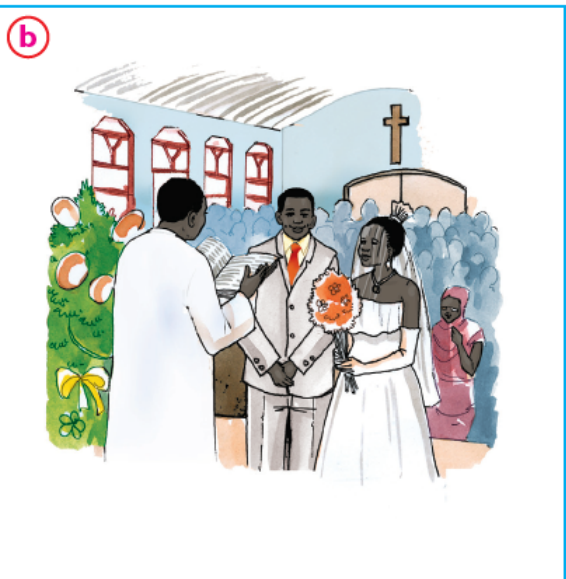
Unit
13

SOCIAL EVENTS

Activity 1: Look and talk

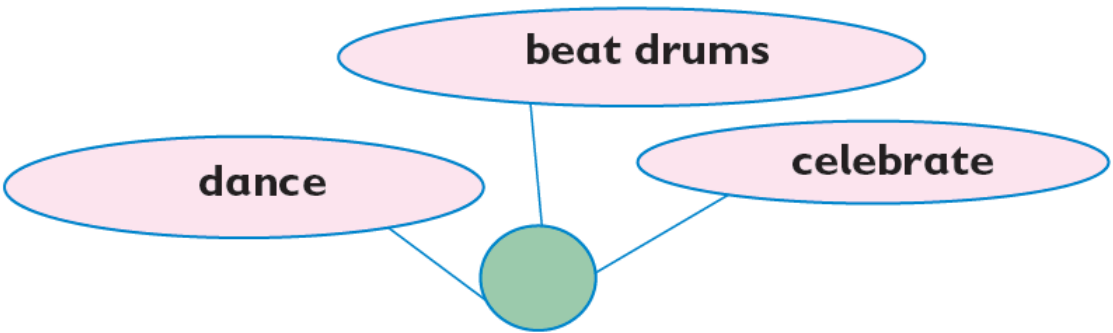


dancing



wedding

Activity 2: Mime



Activity 3: Talk about

Tell the class about your favourite celebration.

English Primary 2

Unit 13: Social Events

Learn about

Learners should be given the basic vocabulary to talk about social events. Key words should be displayed for them to copy and learn. Through think, pair and share, learners are encouraged to reflect on the major social events in their community. They should make presentation on what they have thought to the class while others listen, who should be encouraged to ask questions.

They should write some sentences about a social event in which they have been involved.

Through role-play and drama, they act what happens during social events like traditional marriages, weddings, funerals etc. they should be encouraged to reflect on the importance of social events. They should also listen to poems and stories, sing songs and dance on themes related to social events. They should be encouraged to construct correct oral and written sentences.

Key inquiry questions

- What are the major social events in your community?
- What do people do during social events?
- How are social events important to us?

Learning outcomes

Knowledge and understanding

- Understand the main points and some details from a spoken passage about social events
- Listen to and follow instruction about social events.

Skills

- Speak clearly about social events
- Express opinion orally about songs, poems, stories etc.
- Develop ideas orally in logical sequence about social events
- Recognise, understand and read out familiar words in simple contexts.
- Use knowledge of letters and sounds to read words and establish meaning.
- Form letters accurately and consistent in size
- Spell simple words correctly

Attitudes

- Show increasing confidence in speaking to different people in different occasions about social events

Contribution to the competencies:

Communication and Co-operation: Drama, singing and dancing during social events; reciting rhymes and poems

Links to other subjects:

Social Studies and Citizenship: Topics related to social events.

Culture and Heritage

Session 1

Activity 1

What, why, who, where, when, how? Address questions to the children in this picture.
Aim to help them develop their English Language Skills.

What...
Why...
Who...
Where...
When...
How...

Activity 2

Social Events P2 textbook.
What opportunities are there are for all 5 strands of English to be developed?

Speaking:
Listening:
Reading:
Writing:
Knowledge about Language:

Session 2

Activity 3

English language development in the world around us.
Reading, speaking or listening. Select one and illustrate it here.

Session 3

Activity 4

How is one strand developed through P1 to P3?

Strand:

Activity 5

How is one strand developed across one year?

Strand:

Session 4

Activity 6

One Unit, many elements!

Speaking:
Listening:
Reading:
Writing:
Knowledge:
Understanding:
Skills:
Cross-cutting issues:
Student competencies:

General Notes



Module 3: English: Expectations and Approaches (P4-8)

This module explores the expectations and required teaching approaches of English in P4-8. In these years, learners are extending and deepening their ability to read, write speak and listen.

Course 5: Learning Areas and Subjects (1)

Module 3: English: Expectations and Approaches (P4-8)

This module explores the expectations and required teaching approaches of English in P4-8. In these years, learners are extending and deepening their ability to read, write speak and listen.

Learning Outcomes

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of English in P4-8
- Be familiar with the textbooks for the subject
- Be able to design learning activities for reading writing, speaking and listening in P4-8

Key Concepts
English has five strands and progress in each is set out in the Subject Overviews.
There are key approaches and requirements to the teaching and learning of Reading .
There are key approaches and requirements to the teaching and learning of Writing .
There are key approaches and requirements to the teaching and learning of Speaking and Listening .

For this module you will need the Syllabus Overview booklet and a selection of textbooks across all subjects form P4 to P8.

Outline

Session	Content
1	<ul style="list-style-type: none">• Activity 1 – Looking for examples of: Joy, Fascination, Stimulation, Excitement, Rich learning in English P4 to P8 textbooks .
2	<ul style="list-style-type: none">• Activity 2 – Take each strand (yesterday it was only one strand!) and see how it progresses up through P4 to P8 an English Textbooks. Prepare a presentation to share with another pair.• Activity 3 – Take each strand and see how it is developed across one year in the English Textbook.
3	<ul style="list-style-type: none">• Activity 4 – Prepare short summary of the decisions that teachers will need to make in relation to how to teach English in P3 and P4. Focus on how this is preparing learners to not only listen, speak, read and write in English, but also to access the rest of the curriculum through instruction in English.• Activity 5 – Consider how English Language is used in other subjects. What adaptations need to be made? What key vocabulary needs to be listed? What are the opportunities to practice and consolidate language use?
4	<ul style="list-style-type: none">• Activity 6 – Take one activity from the textbooks and design an additional activity that will consolidate learning in English whilst reflecting the curriculum framework.

Session 1

Activity 1

Looking for examples of: Joy, Fascination, Stimulation, Excitement, Rich learning in English P4 to P8 textbooks.

Session 2

Activity 2

Take each strand (yesterday it was only one strand!) and see how it progresses up through P4 to P8 an English Textbooks. Prepare a presentation to share with another pair.

Activity 3

Take each strand and see how it is developed across one year in the English Textbook.

Session 3

Activity 4

Prepare short summary of the decisions that teachers will need to make in relation to how to teach English in P3 and P4. Focus on how this is preparing learners to not only listen, speak, read and write in English, but also to access the rest of the curriculum through instruction in English.

Activity 5

Consider how English Language is used in other subjects. What adaptations need to be made? What key vocabulary needs to be listed? What are the opportunities to practice and consolidate language use?

Session 4

Activity 6

Take one activity from the textbooks and design an additional activity that will consolidate learning in English whilst reflecting the curriculum framework.



Module 4: National Language: Expectations and Approaches

This module explores the expectations and required teaching approaches of National Languages. Although not all teachers will be involved in teaching a National Language, it is important for all teachers to understand what is expected of learners at each stage.

Course 5: Learning Areas and Subjects (1)

Module 4: National Language:
Expectations and Approaches

This module explores the expectations and required teaching approaches of National Languages. Although not all teachers will be involved in teaching a National Language, it is important for all teachers to understand what is expected of learners at each stage.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of a National Language
- Be familiar with the textbooks for the subject
- Be aware of the implications for other subjects

Key Concepts
National Language has four strands and progress in each is set out in the Subject Overviews.
There are key approaches and requirements to the teaching and learning of a National Language.

For today you will need copies of the National Language textbooks and a selection of textbooks for other primary subjects also.

If you have some rope available or string also, this will help with one of the activities.

Outline

Session	Content
1	<ul style="list-style-type: none">Activity 1 – Discuss this quote from Nelson Mandela. How does this relate the policy for National Languages? Look through the textbooks to see if you can find a good example of where learners are encouraged to find out about their local culture and heritage which would support the philosophy from N Mandela.
2	<ul style="list-style-type: none">Activity 2 – Identify where each strand of this subject weaves through lessons and activities. Begin with P1 to P4 then move on to P5 to P8.
3	<ul style="list-style-type: none">Activity 4 – Design a set of 8 questions that can be asked for each year from P1 to P8. Across the 8 questions, use all 5 questioning techniques.
4	<ul style="list-style-type: none">Activity 5 – Draw your own rope for writing OR speaking and listening. Gather different elements from the syllabus and from further details in the textbooks.

Background information

National Languages

The medium of education

The medium of education for P1-3 will be a national language to be selected by the school. At P4, the medium of education will change to English for all schools and learners. It is essential that learners develop good communication skills in their national language in P1 to 3 so that they can transfer these skills to English in P4. All the evidence suggests that it is best for young learners to learn to read and write in a familiar language and then transfer this ability to English. This will be the focus of the subject on P1-3.

Aims

A national language contributes to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale

The ability to communicate is fundamental to life and to learning. Facility in speaking, listening, reading and writing enables learners to express themselves creatively and imaginatively and to communicate with others effectively. It enables learners to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction. New technologies have extended the contexts of communication so that learners can speak and listen to others electronically, and can read and write in a wide variety of forms.

The emphasis in P1-3 is on communication with others, and the building of the skills that can be transferred to English in P4. This is a practical subject with communication at its core. It is about learning to use language in communication. Learning about the theory and structure of language can come later. After P4 the emphasis is on using the language effectively and creatively.

National language within the framework

National Language makes an important contribution to the development of all the four framework

competencies. First of these is, of course, communication which is the whole purpose of language. Facility with language also underpins the ability to think critically and creatively. It is language that provides the tools for thought and fuels imaginations. Communication makes possible co-operation because working together as a team would not be possible without the ability to exchange ideas and information. The fourth competency is culture, and a national language is the gateway to a national culture. It combines a system of thought and expression with access to the stories and understandings that define a culture.

Teaching and learning a national language

Children develop their ability in any language by using it in context. The development of language ability is not a theoretical exercise, but a practical one. Speaking, listening, reading and writing all need practice, and that practice is best carried out in real situations where learners communicate with others for a purpose. Role-play and drama are very important in providing this practice.

Learners should be given as many opportunities as possible to express their ideas, ask and answer questions, explain what they are doing and join in discussions and conversations. This builds up vocabulary and the ability to manipulate language. Being able to speak with facility is an essential step towards being able to write.

Young learners should be encouraged to communicate in writing even when their early attempts may appear as 'scribble'. This can be refined into formal writing as they develop. The physical skills of writing develop with increased fine motor control and this is helped by a wide variety of activities such as drawing, painting and games that require close control.

The ability to read starts with a familiarity with books and texts and an enjoyment of talking about what they contain. The ability to distinguish letter shapes is supported by a range of activities in involving line and shapes and the ability to detect patterns.

Learners need a wide variety of purposes and audience to develop their communication skills, and need also to develop the confidence to use them.

Using questions to develop language

• Open and Closed Questions

• Funnel Questions

• Probing Questions

• Leading Questions

• Rhetorical Questions



Open and Closed Questions

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of your town or your address.

Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions. Here are some examples:

- What happened at the meeting?
- Why did he react that way?
- How was the party?

Open questions are good for:

- Developing an open conversation: "What did you get up to on vacation?"
- Finding out more detail: "What else do we need to do to make this a success?"
- Finding out the other person's opinion or issues: "What do you think about those changes?"

Closed questions are good for:

- Testing your understanding, or the other person's: "So, if I get this qualification, I will get a raise?"
- Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?"

Funnel Questions

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level. It is often used by detectives taking a statement from a witness:

"How many people were involved in the fight?"

"About ten."

"Were they kids or adults?"

"Mostly kids."

"What sort of ages were they?"

"About fourteen or fifteen."

"Were any of them wearing anything distinctive?"

"Yes, several of them had red baseball caps on."

"Can you remember if there was a logo on any of the caps?"

"Now you come to mention it, yes, I remember seeing a big letter N."

Using this technique, the detective has helped the witness to re-live the scene and to gradually focus in on a useful detail. Perhaps he will be able to identify young men wearing a hat like this from CCTV footage. It is unlikely he would have got this information if he's simply asked an open question such as "Are there any details you can give me about what you saw?"

Funnel questions are good for:

- Finding out more detail about a specific point: "Tell me more about Option Two."
- Gaining the interest or increasing the confidence of the person you're speaking with: "Have you used the IT Helpdesk?," "Did it solve your problem?," "What was the attitude of the person who took your call?"

Probing Questions

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement that they have made. At other times, you need additional information for clarification, "When do you need this report by, and do you want to see a draft before I give you my final version?" Or to investigate whether there is proof for what has been said, "How do you know that the new database can't be used by the sales force?"

An effective way of probing is to use the 'W Method' (Question Stones!) method, which can help you quickly get to the root of a problem.

Probing questions are good for:

- Gaining clarification to ensure that you have the whole story and that you understand it thoroughly.
- Drawing information out of people who are trying to avoid telling you something.

Leading Questions

Leading questions try to lead the respondent to your way of thinking. They can do this in several ways:

- **With an assumption** – "How late do you think that the project will deliver?" This assumes that the project will certainly not be completed on time.
- **By adding a personal appeal to agree at the end** – "Lori's very efficient, don't you think?" or "Option Two is better, isn't it?"
- **Phrasing the question so that the "easiest" response is "yes"** – Our natural tendency to prefer to say "yes" than "no" plays an important part in the phrasing of questions: "Shall we all approve Option Two?" is more likely to get a positive response than "Do you want to approve Option Two or not?" A good way of doing this is to make it personal. For example, "Would you like me to go ahead with Option Two?" rather than "Shall I choose Option Two?"
- **Giving people a choice between two options** – both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when you ask "Which would you prefer... A or B?" but most people will be caught up in deciding between your two preferences.

Note that leading questions tend to be closed.

Leading questions are good for:

- Getting the answer you want, but leaving the other person feeling that they have not got a choice.
- Closing a sale: "If that answers all of your questions, shall we agree on a price?"

Rhetorical Questions

Rhetorical questions aren't really questions at all, in that they don't expect an answer. They're really just statements phrased in question form: "Isn't John's design work so creative?"

People use rhetorical questions because they are engaging for the listener – as they are drawn into agreeing ("Yes, it is and I like working with such a creative colleague") – rather than feeling that they are being "told" something like "John is a highly creative designer." (To which they may answer "So What?")

Rhetorical questions are good for:

- Engaging the listener.
- Getting people to agree with your point of view.

(Extracted from Mind Tools, Emerald Works.)

Session 1

Activity 1

Discuss this quote from Nelson Mandela. How does this relate the policy for National Languages?
Look through the textbooks to see if you can find a good example of where learners are encouraged to find out about their local culture and heritage which would support the philosophy from N Mandela.

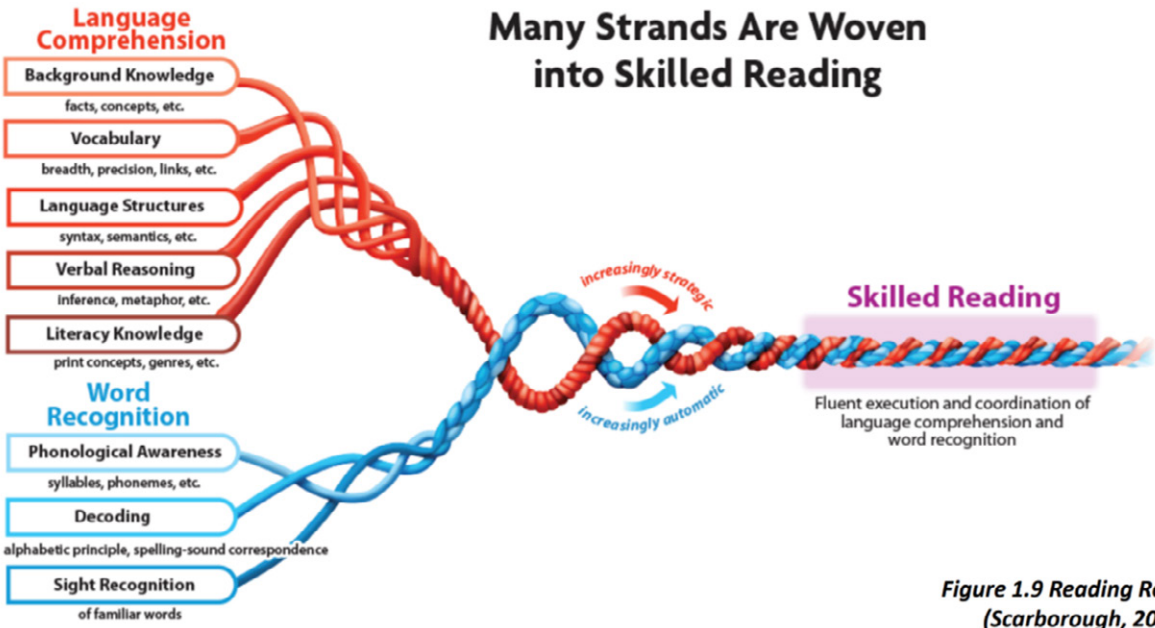


Figure 1.9 Reading Rope
(Scarborough, 2001)

Session 2

Activity 2

Identify where each strand of this subject weaves through lessons and activities. Begin with P1 to P4 then move on to P5 to P8.

Speaking. Listening. Reading. Writing.
P1 to P4

Activity 3

Speaking. Listening. Reading. Writing.
P5 to P8

Session 3

Activity 4

Design a set of 8 questions that can be asked for each year from P1 to P8. Across the 8 questions, use all 5 questioning techniques.

- Open and Closed Questions
- Funnel Questions
- Probing Questions
- Leading Questions
- Rhetorical Questions

Year	Type of question	Question
P1		
P2		
P3		
P4		
P5		
P6		
P7		
P8		

Session 4

Activity 5

Draw your own rope for writing OR speaking and listening. Gather different elements from the syllabus and from further details in the textbooks.





Module 5: Arabic: Expectations and Approaches (P4-8)

This module explores the expectations and required teaching approaches of Arabic. Although not all teachers will be involved in teaching Arabic, it is important for all teachers to understand what is expected of learners.

Module 6: Religious Education (IRE and CRE)

This module explores the expectations and required teaching approaches of Religious Education. It is likely that a school will be teaching only either Christian or Islamic Religious Education, but they have a common Subject Overview, and it is helpful for teachers to have some understanding of this.

Course 5: Learning Areas and Subjects (1)

Module 5: Arabic: Expectations and Approaches (P4-8)

Module 6: Religious Education (IRE and CRE)

Module 5 explores the expectations and required teaching approaches of Arabic. Although not all teachers will be involved in teaching Arabic, it is important for all teachers to understand what is expected of learners.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of Arabic
- Be aware of the implications for other subjects

Key Concepts
Arabic has four strands and progress in each is set out in the Subject Overviews.
There are key approaches and requirements to the teaching and learning of Arabic.

Module 6 explores the expectations and required teaching approaches of Religious Education. It is likely that a school will be teaching only either Christian or Islamic Religious Education, but they have a common Subject Overview, and it is helpful for teachers to have some understanding of this.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the key approaches and requirements of the teaching and learning of Religious Education
- Be aware of the implications for teaching and learning

Key Concepts
IRE and CRE share a common Subject overview and set of general learning outcomes. These outcomes are learned in the contexts of the two religions.

Outline

Session	Content
1	<ul style="list-style-type: none">Activity 1 – Prepare a short quiz for other teachers to explore where and when various aspects of Arabic are taught across the syllabus.
2	<ul style="list-style-type: none">Activity 2 – Look through the textbooks or syllabus units to uncover examples of activities which they think are particularly useful in promoting this Human Right.
3	<ul style="list-style-type: none">Activity 3 – Write a reflective summary (or to draw a model) of what you have learnt this week.
4	<ul style="list-style-type: none">Activity 4 – Plans for your school-based task. <p>Which subject do you think you might study? What activities might you design? What will the key learning outcomes be? What do you need to help you?</p>

Background information

Religions of the World

If you are able to access this website, it provides some excellent background information about religions of the world.

These are all the world's major religions in one map | World Economic Forum (www.weforum.org/agenda/2019/03/this-is-the-best-and-simplest-world-map-of-religions)

Can we define religion?

Religion, human beings' relation to that which they regard as holy, sacred, absolute, spiritual, divine, or worthy of especial reverence. It is also commonly regarded as consisting of the way people deal with ultimate concerns about their lives and their fate after death.

In many traditions, this relation and these concerns are expressed in terms of one's relationship with or attitude toward gods or spirits; in more humanistic or naturalistic forms of religion, they are expressed in terms of one's relationship with or attitudes toward the broader human community or the natural world.

In many religions, texts are deemed to have scriptural status, and people are esteemed to be invested with spiritual or moral authority. Believers and worshippers participate in and are often enjoined to perform devotional or contemplative practices such as prayer, meditation, or particular rituals. Worship, moral conduct, right belief, and participation in religious institutions are among the constituent elements of the religious life.

Learning the Language of Arabic

Modern Standard Arabic (MSA) is the official language throughout the Arab world, and, in its written form, it is relatively consistent across national boundaries. Arabic is descended from a language known in the literature as Proto-Semitic. This relationship places Arabic firmly in the Afro-Asiatic group of world languages. Going further into the relationship between Arabic and the other Semitic languages, Modern Arabic is considered to be part of the Arabo-Canaanite sub-branch of the central group of the Western Semitic languages.

Arabic has influenced a great number of languages, including most European languages as well as Asian and African languages. English has many Arabic loanwords such as alcohol, algebra, algorithm, average, candy, caravan, cotton, giraffe, guitar, jar, lemon, lilac, magazine, sugar and talisman.

Arabic is the language of the Qur'ān (or Koran, the sacred book of Islam) and the religious language of all Muslims. Literary Arabic, usually called Classical Arabic, is essentially the form of the language found in the Qur'ān, with some modifications necessary for its use in modern times; it is uniform throughout the Arab world. Colloquial Arabic includes numerous spoken dialects, some of which are mutually unintelligible. The chief dialect groups are those of Arabia, Iraq, Syria, Egypt, and North Africa. With the exception of the dialect of Algeria, all Arabic dialects have been strongly influenced by the literary language.

The sound system of Arabic is very different from that of English and the other languages of Europe. It includes a number of distinctive guttural sounds (pharyngeal and uvular fricatives) and a series of velarized consonants (pronounced with accompanying constriction of the pharynx and raising of the back of the tongue). There are three short and three long vowels (/a/, /i/, /u/ and /ā/, /ī/, /ū/). Arabic words always start with a single consonant followed by a vowel, and long vowels are rarely followed by more than a single consonant. Clusters

containing more than two consonants do not occur in the language.

Arabic shows the fullest development of typical Semitic word structure. An Arabic word is composed of two parts: (1) the root, which generally consists of three consonants and provides the basic lexical meaning of the word, and (2) the pattern, which consists of vowels and gives grammatical meaning to the word. Thus, the root /k-t-b/ combined with the pattern /-i-ā-/ gives kitāb 'book,' whereas the same root combined with the pattern /-ā-i-/ gives kātib 'one who writes' or 'clerk.' The language also makes use of prefixes and suffixes, which act as subject markers, pronouns, prepositions, and the definite article.

Verbs in Arabic are regular in conjugation. There are two tenses: the perfect, formed by the addition of suffixes, which is often used to express past time; and the imperfect, formed by the addition of prefixes and sometimes containing suffixes indicating number and gender, which is often used for expressing present or future time. In addition to the two tenses, there are imperative forms, an active participle, a passive participle, and a verbal noun. Verbs are inflected for three persons, three numbers (singular, dual, plural), and two genders. In Classical Arabic there is no dual form and no gender differentiation in the first person, and the modern dialects have lost all dual forms. The Classical language also has forms for the passive voice.

There are three cases (nominative, genitive, and accusative) in the declensional system of Classical Arabic nouns; however, nouns are no longer declined in the modern dialects. Pronouns occur both as suffixes and as independent words.

(Extracted from Encyclopædia Britannica, Inc)

Standards 2: Knowledge of the subject being taught

Teachers have mastery of the subject for which they have teaching responsibility.

Description

Effective teachers have a deep understanding of the subject matter and have confidence in communicating it to the learners. Teachers make content of the subject matter meaningful, relevant and applicable to real life experiences of learners.

Application

- 2.1 Teachers know the content they teach and use their knowledge of subject specific concepts, assumptions and skills to plan teaching and learning
- 2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline
- 2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards
- 2.4 Teachers demonstrate good knowledge about relationships among subjects
- 2.5 Teacher connect subject content to relevant life experiences (and career opportunities).

Session 1

Activity 1

Prepare a short quiz for other teachers to explore where and when various aspects of Arabic are taught across the syllabus.

Session 2

Activity 2

Look through the textbooks or syllabus units to uncover examples of activities which you think are particularly useful in promoting this Human Right.

Session 3

Activity 3

Write a reflective summary (or to draw a model) of what you have learnt this week.

Session 4

Activity 4

Plans for your school-based task.

Which subject do you think you might study? What activities might you design?
What will the key learning outcomes be? What do you need to help you?



