

CPD QTS MATERIALS

# Tutor's Handbook

Part Time In-Service QTS Programme  
Professional Studies

## Course 5: Learning Areas & Subjects (1)

(5 days, 1 Credit)

South Sudan



# Contents

|   |            |
|---|------------|
| <b>Module 1: ECD Learning Areas</b>   | <b>p5</b>  |
| 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.   |            |
| <b>Module 2: English: Expectations and Approaches (P1-3)</b>  | <b>p21</b> |
| 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. |            |
| <b>Module 3: English: Expectations and Approaches (P4-8)</b>  | <b>p45</b> |
| 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.  |            |
| <b>Module 4: National Language: Expectations and Approaches</b>   | <b>p55</b> |
| 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.  |            |
| <b>Module 5: Arabic: Expectations and Approaches (P4-8)</b><br><b>Module 6: Religious Education (IRE and CRE)</b>   | <b>p71</b> |
| 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.   |            |

# Resources

**For courses 5 and 6, it is essential to have Subject Overview Documents for teachers to share with a ratio of no more than 1 between 3. The modules across courses 5 and 6 focus on the content of subject overviews and details of each subject.**

**For Module 1 of course 5, teachers also need to be able to share the ECD Curriculum and Guidance Document.**

For Module 1, if you are able to recreate the Question Stones on slide 19, that would be a useful stimulus for the day.

## Approach

For courses 5 and 6, teachers will be studying in detail the contents of the syllabus and related textbooks. It is likely that they will be working independently or in small groups for more extended periods of time compared to the shorter group activities in previous courses. During these longer tasks the role of the tutor is to monitor, encourage and evaluate progress. This can be done in a number of ways and include:

- Observing work in progress and pausing the whole group to comment on common strands of challenge and progress.

- Asking individual teachers to explain to you what they are doing and why they are doing it.
- Asking individual teachers to summarise what they are finding challenging.
- Engaging in a conversation with 2 or 3 teachers to explore progress.
- Engaging in a conversation with 2 or 3 teachers to explore how they think they will be able to put in to practice what they are learning.
- Pausing the whole group to explain or demonstrate what you have learnt from conversations with teachers.
- Pausing the whole group to allow a few teachers to share what they have learnt so far.
- Pausing the whole group to invite a few teachers to pose questions to the rest of the group.
- Help teachers stay on track with their task by providing useful reminders of the time and how long they have left to complete the task.
- Writing on a flipchart or poster to list common questions and key phrases to summarise learning across the session.

## Course 5: Learning Areas and Subjects (1)

- 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.

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.

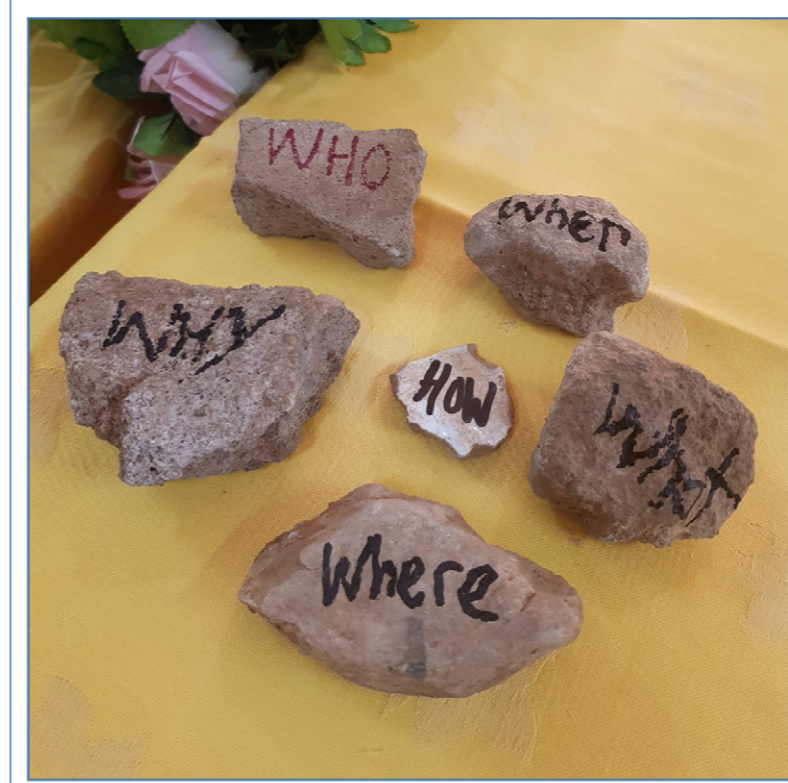
Each Learning Area has its own approaches – Language and Maths.

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**

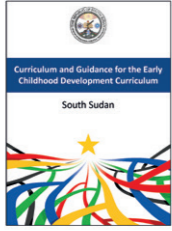

| Session | Content  |
|---------|--|
| 1       | <ul style="list-style-type: none"> <li>• Activity 1 – Talk in pairs about what makes a rich learning experience.</li> </ul>  |
| 2       | <ul style="list-style-type: none"> <li>• Activity 2 – 6 questions for a picture to stimulate learning.</li> <li>•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

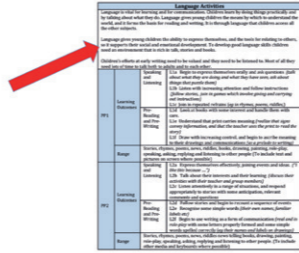
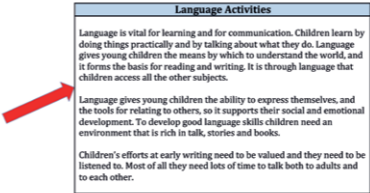
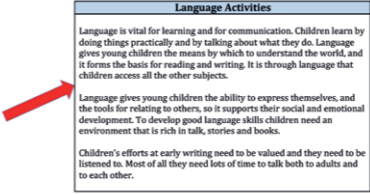
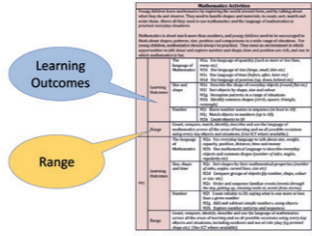
# Tutor Course Notes

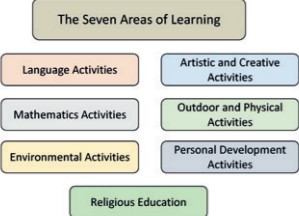
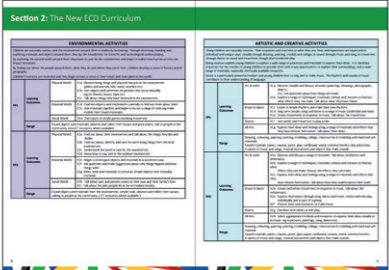
## Presenting the Slides – Script

|   |  | Session 1  |                           |                           |                              |   |   |
|---|--|--|---------------------------|---------------------------|------------------------------|---|---|
| 1   |   | <p>Welcome everybody as they arrive and suggest they take some time to read through the whole course to prepare themselves for the week ahead.</p>   |                           |                           |                              |   |   |
| 2   | <table border="1" data-bbox="207 919 623 1150"> <tr> <td>Module 1: ECD Learning Areas</td> </tr> <tr> <td>Module 2: P1 – P3 English</td> </tr> <tr> <td>Module 3: P4 – P8 English</td> </tr> <tr> <td>Module 4: National Languages</td> </tr> <tr> <td>Module 5: Arabic and Religious Education.<br/>Preparation for school-based task.</td> </tr> </table>  | Module 1: ECD Learning Areas   | Module 2: P1 – P3 English | Module 3: P4 – P8 English | Module 4: National Languages | Module 5: Arabic and Religious Education.<br>Preparation for school-based task. | <p>Read through these module descriptions together. Explain that although these subjects and learning areas have been explored to some extent in earlier courses, this week they will be studied in much more detail.</p> |
| Module 1: ECD Learning Areas  |  |  |                           |                           |                              |   |   |
| Module 2: P1 – P3 English   |  |  |                           |                           |                              |   |   |
| Module 3: P4 – P8 English   |  |  |                           |                           |                              |   |   |
| Module 4: National Languages  |  |  |                           |                           |                              |   |   |
| Module 5: Arabic and Religious Education.<br>Preparation for school-based task. |  |  |                           |                           |                              |   |   |
| 3   | <p>Course 5: Learning Areas and Subjects (1)</p> <ul style="list-style-type: none"> <li>Be familiar with the seven ECD Learning Areas and the key approaches to each Area</li> <li>Able to design some activities within some of the Areas</li> <li>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</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P1-3</li> <li>Understand the key approaches and requirements of the teaching and learning of English in P4-8</li> <li>Be familiar with the textbooks for the subject</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P4-8</li> <li>Understand the key approaches and requirements of the teaching and learning of a National Language</li> <li>Be familiar with the textbooks for the subject</li> <li>Be aware of the implications for other subjects</li> <li>Understand the key approaches and requirements of the teaching and learning of Religious Education</li> <li>Be aware of the implications for teaching and learning</li> </ul> | <p>Allow teachers time to read through these statements about Course 5 in their Background Information. Ask teachers to work in pairs then to discuss which of these learning outcomes they feel are already quite secure and which they need more support with.</p> |                           |                           |                              |   |   |
| 4   | <p>Course 5: Learning Areas and Subjects (1)</p> <p>Module 1: ECD Learning Areas</p> <p>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.</p> <p><b>Learning Outcomes</b></p> <p>By the end of the module, teachers will be:</p> <ul style="list-style-type: none"> <li>Familiar with the seven ECD Learning Areas</li> <li>Familiar with the key approaches to each Area</li> <li>Able to design some activities within some of the Areas</li> </ul> <p><b>Key Concepts</b></p> <p>The ECD Curriculum and Guidance booklet outlines the seven Learning Areas</p> <p>The ECD Curriculum and Guidance booklet outlines the key approach to ECD</p> <p>Each Learning Area has its own approaches – Language and Maths</p> <p>Each Learning Area has its own approaches – Outdoor &amp; Physical, Artistic &amp; Creative, Personal and Social</p> <p>Teachers need to take this into account when designing learning activities</p>  | <p>Read through the details of module 1 for course 5. Note that an important aspect of this module is to identify features of approaches to teaching and learning in each Learning Area.</p>   |                           |                           |                              |   |   |

|   |   |  |
|---|---|--|
| 5 | <p><b>Course 5 School-based Activity</b></p> <p>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.</p> <p>Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.</p>   | <p>Discuss the school-based activity for this course. Encourage teachers to write down their ideas for this in their workbook as the week progresses. Note that the task is focused on developing a sequence of learning activities 'beyond the textbook' so is likely to focus on Primary rather than ECD subjects.</p>   |
| 6 | <p><b>Course 5 Assessment Requirements</b></p> <p>After implementing the learning activity, the participant will submit a portfolio that contains the:</p> <ul style="list-style-type: none"> <li>Learning outcomes sought and how these relate to the subject</li> <li>Learning activities planned to enable learners to meet these outcomes</li> <li>How the activities relate to the textbook</li> <li>Resources that will be needed</li> <li>The relationship to the learning theories studied</li> <li>The challenges anticipated and how these will be overcome</li> <li>An evaluation of the activities in terms of how well the learning outcomes were achieved.</li> </ul> | <p>Read through the requirements for the assessment. Note the connection here to learning theories. Teachers should be encouraged to look back through their Course Workbooks to help them with this task, re-reading course 1 in particular.</p>  |
| 7 |    | <p>Briefly discuss as a whole group what is meant by the phrase 'rich learning'. Write up a list of 'key ingredients for rich learning' on the flipchart. Encourage discussions about the learner-centred approach which includes making learning relevant; being full of opportunity for language development: including questions and critical thinking and of course opportunities to be creative.</p>  |
| 8 | <p>How do young children learn?</p>  <p>What sort of activities should children be doing in the Early Childhood phase?</p> <p>What are the best activities to help young children learn?</p> <p>Talk in pairs</p>  | <p><b>Activity 1</b> Building on the discussion about 'rich learning', ask teachers to talk in pairs to answer these questions. Ask teachers to prepare an example of an activity which is 'rich', making sure they are able to explain why this is so. You might want to assign particular learning areas to different pairs of teachers to make this easier. According to the time you have, plan to hear between 4 and 6 examples from teachers before the break.</p> |

|    |   |   |
|----|---|---|
| 9  |  | <p>This is a reminder that the ECD Curriculum and related guidance is detailed in this document. Discuss how teachers could contribute to this by sharing their ideas for rich learning with other teachers when they return to their own school.</p> |
| 10 |  | <p>Time for a break.</p>  |


|    |   |   |
|----|---|---|
| 13 |    | <p>This slide is highlighting the description of the learning area – a summary.</p>   |
| 14 |   | <p>Read through this description of Language Activities together. What do teachers notice about links to learning theories?</p> |
| 15 |  | <p>This slide highlights the distinction between PP1 and PP2.</p>   |
| 16 |  | <p>This slide highlights the way that learning areas are organized into Learning Outcomes and the Range of experiences.</p>     |

|                  |   |  |
|------------------|---|--|
| <b>Session 2</b> |   |  |
| 11               |  | <p>This is a reminder of the ECD Seven Areas of Learning. Refer back to the descriptions of rich learning to place a few examples within two learning areas.</p> |
| 12               |  | <p>This slide shows how learning areas are presented in the Curriculum Document.</p>   |

|    |   |  |
|----|---|--|
| 17 | <p>Quality Questioning</p>  | <p>This slide reminds us of the way that we can encourage different levels of thinking through questioning.</p>  |
| 18 |   | <p><b>Activity 2</b> Ask teachers to tell you what they think is happening in this picture. Just spend a few minutes as a whole group to discuss this.</p>   |
| 19 |   | <p>This slide suggests one way of making sure that a range of questions are asked about a particular item for discussion. Challenge teachers to work in pairs to write 6 different questions about this picture using the prompts on the question stones. These questions should be aimed at learners in PP2. After 10 minutes or so, ask for an example of each question from different groups. Briefly discuss the range of answers learners might give.</p> |
| 20 | <p>Did answering those questions contribute to learning in any of the Learning Areas?</p> <ul style="list-style-type: none"> <li>Language ?</li> <li>Mathematics ?</li> <li>Environment ?</li> <li>Anything else ?</li> </ul> | <p>As a whole group discuss which learning area was being developed through that activity. It is useful to make the point that although language was the focus, a number of mathematical concepts are likely to have been explored as well as environmental considerations.</p>  |

|    |   |   |
|----|---|---|
| 21 | <p>Which of these competencies did you use whilst you were exploring the picture?</p> <ul style="list-style-type: none"> <li>Communicate ✓</li> <li>Co-operate ✓</li> <li>Think critically ✓</li> <li>Culture and identity ✓</li> </ul> | <p>As a whole group, discuss which competencies have been developed also through this questioning activity.</p>   |
| 22 |   | <p>Remind teachers of this principle of planning. One rich learning activity will lead to many learning outcomes, as we have just seen using the picture and the question stones.</p>   |
| 23 | <p>One rich learning activity can lead to a number of different Learning Outcomes.<br/>But each Learning Outcome needs more than one Learning Activity.</p>   | <p>Explain that the other planning principle is of course that each learning outcome needs a number of learning activities to ensure that it is fully understood. During the question stones activity, one likely learning outcome taken from the ECD curriculum is that learners should: Express themselves orally and begin to ask questions.</p>               |
| 24 | <p>What other activities can you think of that would help young children to 'express themselves orally and begin to ask questions'?</p>   | <p><b>Activity 3</b> Ask teachers to work in pairs again to think about 3 other activities which could be planned to help learners reach this learning outcome. Make sure that you allow at least 10 minutes before lunch for teachers to share their ideas. Remind teachers that they could write down some of these ideas to use back in their own schools.</p> |

25



Time for a lunch.

26

**Session 3**

In this session you will help teachers to consider the progress through PP1 to PP2 moving towards P1. Use this example to illustrate that.

What comes after E1c?  
"Talk about things they have observed in the environment"

Progress from PP1 to PP2

E2b Find out about, identify and care for some living things from the local environment

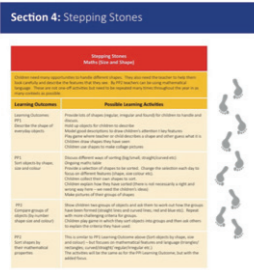
E2c Understand the need to care for the environment.

27

Give teachers 10 minutes to look through Section 4 in the Guidance Document, paying attention to Principle 3 which illustrates the need for learning to be part of a sequence.


Look at Principle 3 in Section 4.

This sets out the steps of progression from the beginning of PP1 to the end of PP2.



28


The key message of this session is that **learning activities should provide progression**. The new curriculum provides "Stepping stones" from the beginning of PP1 to the end of PP2.



This slide shows progression also, envisaged as 'stepping stones'.

29

There also needs to be progression within a year.



It is important that teachers recognize that progress needs to occur within shorter planned sequences of learning as well as across the whole year...and of course up through all years leading to S4!

30

Ask teachers to consider what is required of learners at P1 in relation to National Languages. Ask them to talk about this progression and how learners use prior learning to help them build new learning.

**National Language**

|                  | P1   | P2  |
|------------------|--|---|
| <b>Listening</b> | <ul style="list-style-type: none"> <li>Listen carefully to others and respond</li> <li>Respond to queries in appropriate ways</li> <li>Identify the speaker</li> <li>Identify the main message</li> <li>Identify the purpose of the message</li> </ul>                 | <ul style="list-style-type: none"> <li>Listen carefully and respond with increasing awareness of the speaker's purpose and the context of the message</li> <li>Identify the main message and the purpose of the message</li> <li>Identify the speaker's purpose and the context of the message</li> </ul>         |
| <b>Speaking</b>  | <ul style="list-style-type: none"> <li>Use simple words to describe objects and people</li> <li>Use simple words to describe actions</li> <li>Use simple words to describe feelings</li> <li>Use simple words to describe the environment</li> </ul>                   | <ul style="list-style-type: none"> <li>Use simple words to describe objects and people</li> <li>Use simple words to describe actions</li> <li>Use simple words to describe feelings</li> <li>Use simple words to describe the environment</li> <li>Use simple words to describe the sequence of events</li> </ul> |
| <b>Reading</b>   | <ul style="list-style-type: none"> <li>Recognize and understand the meaning of simple words</li> <li>Use knowledge of letters and sounds to read words and simple sentences</li> <li>Use knowledge of letters and sounds to read words and simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>Recognize and understand the meaning of simple words</li> <li>Use knowledge of letters and sounds to read words and simple sentences</li> <li>Use knowledge of letters and sounds to read words and simple sentences</li> </ul>  |
| <b>Writing</b>   | <ul style="list-style-type: none"> <li>Write letters that are clearly shaped and correctly oriented</li> <li>Write words that are clearly shaped and correctly oriented</li> <li>Write simple sentences that are clearly shaped and correctly oriented</li> </ul>      | <ul style="list-style-type: none"> <li>Write letters that are clearly shaped and correctly oriented</li> <li>Write words that are clearly shaped and correctly oriented</li> <li>Write simple sentences that are clearly shaped and correctly oriented</li> </ul>   |

31

Here is another example. Give teachers 10 minutes to look at the links between the maths learning areas in ECD and the expectation in maths at P1 and P2.

**Maths**

|                    | P1  | P2  |
|--------------------|---|---|
| <b>Number</b>      | <ul style="list-style-type: none"> <li>Sorting, matching and arranging groups of objects</li> <li>Counting, reading and writing numbers from 0 to 10</li> <li>Draw and add numbers</li> <li>Addition of whole numbers up to 2</li> <li>Subtraction of whole numbers up to 2</li> <li>Ordinal numbers 1<sup>st</sup> - 2<sup>nd</sup> up to 10<sup>th</sup></li> </ul> | <ul style="list-style-type: none"> <li>Read, write, compare and order numbers up to 3 digits</li> <li>Round off numbers to the nearest tens and hundreds</li> <li>Addition and subtraction involving carrying and borrowing</li> <li>Multiplication facts up to 10x10</li> <li>Know division facts for numbers up to 100 for numbers not exceeding 10</li> <li>Fractions (Half and quarter as a part of a whole)</li> </ul> |
| <b>Measurement</b> | <ul style="list-style-type: none"> <li>Estimate and compare length, capacity and weight</li> <li>Solving simple problems involving money</li> <li>Time of the day &amp; days of the week</li> <li>Days of the week and month of the year</li> <li>Reading clock in hours</li> </ul>   | <ul style="list-style-type: none"> <li>Estimate and measuring length using different objects and measuring using different containers</li> <li>Comparison of weight using bean balances</li> <li>Recognising currency in shopping (correct balance) and activities (Time in hours, half past, quarter past, quarter to the hour)</li> </ul>   |
| <b>Geometry</b>    | <ul style="list-style-type: none"> <li>Recognise geometrical lines and classification of simple geometrical shapes</li> <li>Making patterns and models of triangular and square base pyramids</li> </ul>  | <ul style="list-style-type: none"> <li>Making patterns using geometrical shapes</li> <li>Types and properties of triangles, rectangles and squares</li> <li>Use patterns to recognise geometrical shapes</li> </ul>   |

32

Give teachers an additional 10 minutes to explore.

**Science**

|  | P1  | P2   |
|--|---|--|
| <b>Living things and the environment</b> | <ul style="list-style-type: none"> <li>Identify animals and plants that have been kept in their class, and those about proper use of the garden</li> <li>Understand the role of bees, butterflies, moths, ants, termites and other invertebrates in the ecosystem</li> <li>Identify plants and animals that have been kept in their class</li> <li>Understand the role of the sun in the ecosystem</li> </ul> | <ul style="list-style-type: none"> <li>Understand the importance of keeping the class and the garden clean and tidy</li> <li>Understand the role of bees, butterflies, moths, ants, termites and other invertebrates in the ecosystem</li> <li>Identify different types of plants and their parts</li> <li>Understand the importance of keeping the class and the garden clean and tidy</li> </ul> |
| <b>Materials and their properties</b>    | <ul style="list-style-type: none"> <li>Recognize sources of water and its uses, measurement of quantities of water</li> <li>Know basic weather conditions</li> <li>Appreciate the process of air and its movement in various ways</li> <li>Perform simple activities using air / wind for games, blowing, drying</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the importance of clean water and methods of filtering water</li> <li>Understand how animals and humans respond to different weather conditions</li> <li>Understand the importance of air in daily life</li> <li>Recognize structures / composition of air</li> </ul>  |
| <b>Physical processes</b>                | <ul style="list-style-type: none"> <li>Understand movement of light &amp; sound in the environment</li> <li>Understand use of simple machines like wheels</li> <li>Investigate which objects float and sink in water</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the concept of shadow</li> <li>Understand the importance of light and sound in the environment</li> <li>Understand the importance of light and sound in the environment</li> <li>Understand the importance of light and sound in the environment</li> </ul>  |



33

| Social Studies                   |   |
|----------------------------------|---|
| History                          | <p>Understand the past and how it has shaped the present.</p> <p>Identify the main events and people in the history of South Africa.</p> <p>Understand the role of the different groups in the history of South Africa.</p> |
| Geography                        | <p>Understand the physical and human environment.</p> <p>Identify the main geographical features of South Africa.</p> <p>Understand the impact of human activities on the environment.</p>                                  |
| Civics and Citizenship Education | <p>Understand the rights and responsibilities of citizens.</p> <p>Identify the different forms of government in South Africa.</p> <p>Understand the role of the different branches of government.</p>                       |

**Activity 4** Look at this slide and the next slide together if you can – asking teachers to look at the Subject Overviews. Neither of these two subjects (Science and Social Studies) relate directly to an ECD Learning Area, so what links can teachers make between ECD and these two Primary Subjects? Ask teachers to work in pairs to create some stepping stones to show the links through one strand of an ECD Learning Area to a related strand in a Primary Subject. 10 minutes before the break, ask two pairs of teachers to work together to share their ideas.

34

Time for a break.

**Session 4**

35

5 little ducks went swimming one day,  
 over the hills and far away,  
 mother duck said 'quack, quack, quack,  
 quack,'  
 and 4 little ducks came swimming back.

During this session, teachers will be asked to create a new version of a rhyme. This is an example of an activity that they could take back to their school. As you take teachers through the activity, ensure you make frequent links to the approaches needed in ECD and the learning outcomes described in the curriculum.  
 Read this rhyme through together. Then talk about what connects the coloured words etc.

36

5 little ducks went swimming one day,  
 over the hills and far away,  
 mother duck said 'quack, quack, quack,  
 quack,'  
 and 4 little ducks came swimming back.

5 4

little ducks quack, quack, quack, quack

swimming

over the hills

**Activity 5** Ask teachers to work in small groups to create a different version of this rhyme. They need to replace each of the coloured words and numbers with their own ideas. You could begin by giving an example...9 fuzzy cows went walking one day, through the river and far away, mother cow said. 'moo, moo, moo, moo' and 8 fuzzy cows came walking back. Give teachers about 15 minutes to do this – writing their new rhymes in their workbooks. Share some examples, putting some rhythm to these if you can also!

37

Did answering those questions contribute to learning in any of the Learning Areas?

- Language ?
- Mathematics ?
- Environment ?
- Anything else ?

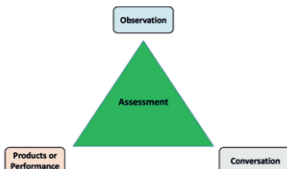

Discuss once again which learning areas were involved in this task.

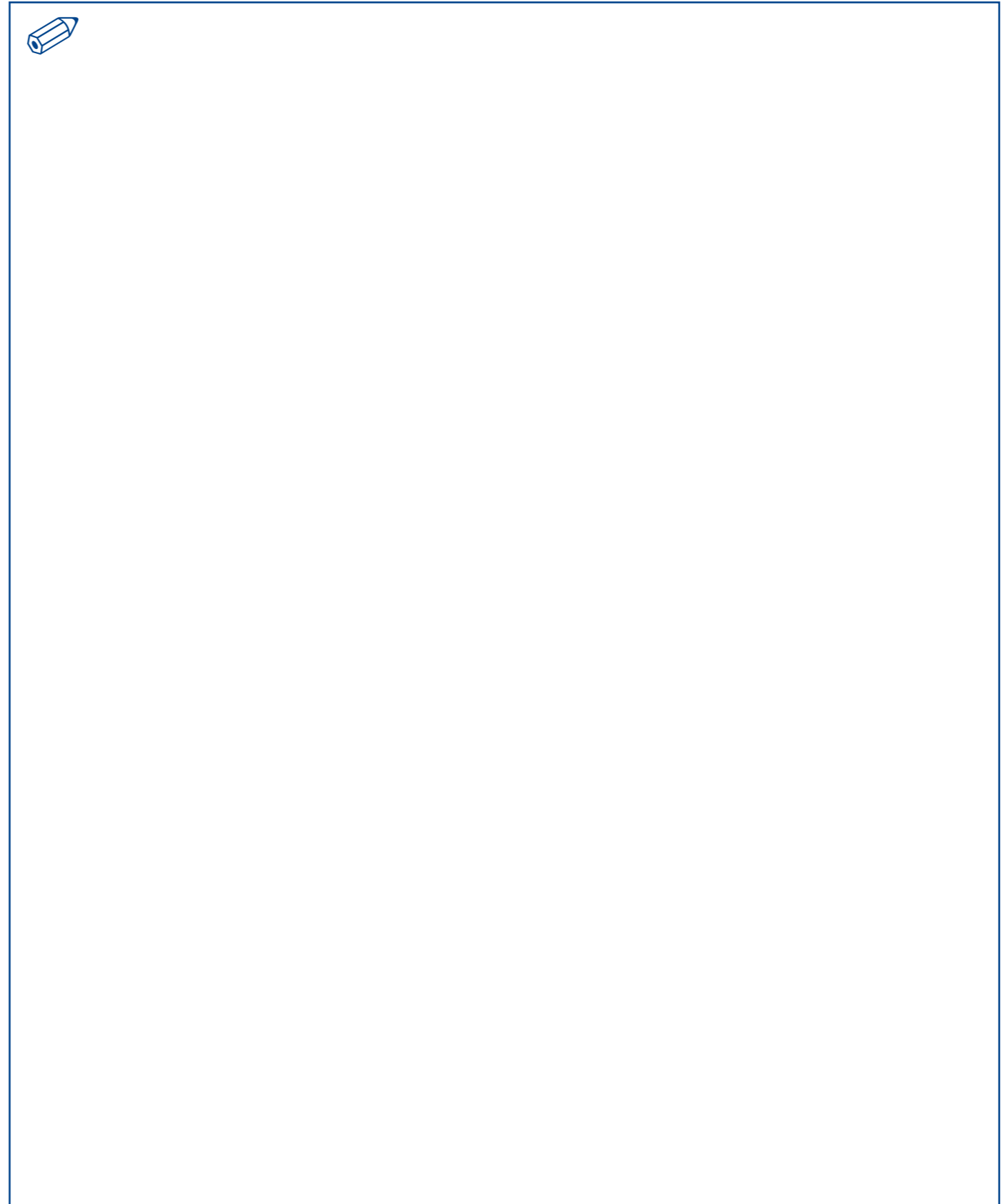
38

Which of these competencies did you use whilst you were sorting those pictures?

- Communicate ✓
- Co-operate ✓
- Think critically ✓
- Culture and identity ✓

Discuss once again which student competencies were being developed during this task.

|    |   |  |
|----|---|--|
| 39 | <p style="text-align: center;"><b>Making Assessments</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Watching or listening to students. Good for assessing skills.</p> </div> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Observation</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Talking to students. Good for finding out what they understand – and know.</p> </div> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Conversation</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Looking at students' work. Writing, models, painting etc. Good for knowledge and to some extent for understanding.</p> </div> <div style="border: 1px solid black; padding: 2px; width: 45%;"> <p>Products or performance</p> </div> </div> | <p>As a final aspect to the day, briefly consider the importance of formative assessment. It is unlikely that learners in ECD will produce much writing (product) but they will produce plenty of pictures, models, role plays etc. which can be assessed.</p> |
| 40 | <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>There should be <b>no tests</b> for ECD children!</p> </div>   | <p>A reminder that when learning is explored from a number of perspectives you are much more likely to know how well a learner has understood.</p>   |
| 41 | <div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center; background-color: #f4a460;"> <p><b>End of the Day.<br/>Thank you!</b></p> <p>Tomorrow:<br/>Module 2 English P1-P3.</p> </div> <div style="text-align: center; margin-top: 10px;">  </div>   | <p>Thank teachers for their ideas and ask them to ensure that they have written helpful notes in their workbooks to remind them at a later stage of what they have learned today.<br/>End of the Day.</p>  |





## **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.

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### 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"> <li>• 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.</li> <li>• Activity 2 – Social Events P2 textbook. What opportunities are there are for all 5 strands of English to be developed?</li> </ul> |
| 2       | <ul style="list-style-type: none"> <li>• Activity 3 – English language development in the world around us. Reading, speaking or listening. Select one.</li> </ul>   |
| 3       | <ul style="list-style-type: none"> <li>• Activity 4 – How is one strand developed through P1 to P3?</li> <li>• Activity 5 – How is one strand developed across one year?</li> </ul>   |
| 4       | <ul style="list-style-type: none"> <li>• Activity 6 – One Unit, many elements!</li> </ul>   |



## 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.

|                                 |   |
|---------------------------------|---|
| <b>Listening</b>                | 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.   |
| <b>Speaking</b>                 | 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   |
| <b>Reading</b>                  | 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. |
| <b>Writing</b>                  | 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.   |
| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.   |

|                                 | P1  | P2  | P3   | P4  |
|---------------------------------|---|---|--|---|
| <b>Listening</b>                | 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  |
| <b>Speaking</b>                 | 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  |
| <b>Reading</b>                  | In P1-3 learners should be prepared for reading English through learning to read in <b>their National Language</b>  |   |  | Make use of reading skills gained in National Language to develop reading in English<br>Read simple texts relating to familiar contexts independently and fluently  |
|                                 | Recognise, understand and read out familiar words in simple contexts<br>Use knowledge of letters and sounds to read words and establish meaning   | Read simple texts with accuracy and understanding<br>Use more than one strategy in reading unfamiliar words ( <i>eg phonic, graphic, context</i> )<br>Express opinions about stories, poems and non-fiction   | Read independently, using strategies appropriately to establish meaning<br>Read texts fluently and accurately<br>Understand main points and express preferences in their reading   |   |
| <b>Writing</b>                  | In P1-3 learners should be prepared for writing English through learning to write <b>their National Language</b>  |   |  | Make use of writing skills gained in National Language to develop writing in English<br>Produce simple texts on familiar topics spelling words correctly and using punctuation appropriately  |
|                                 | Write or copy patterns, letters, words<br>Letters clearly shaped and correctly oriented<br>Communicate through simple words and phrases   | Form letters accurately and consistent in size<br>Spell simple words correctly<br>Communicate meaning in both narrative and non-narrative forms<br>Develop ideas in sequences of sentences appropriately punctuated   | Write imaginatively, clearly and in an organised way<br>Write sequences of sentences that extend ideas logically and where grammar is correct<br>Choose words for variety and interest<br>Spell polysyllabic words correctly<br>Use punctuation appropriately  |   |
| <b>Knowledge about language</b> | In P1-3 learners should develop their knowledge about language in both English and <b>their National Language</b>   |   |  | Take account of the rules of grammar, and use punctuation effectively<br>Choose words for more detailed and complex sentences using phrases and clauses<br>Distinguish spelling and meaning of common homophones and distinguish between homonyms |
|                                 | 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><br>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<br>Begin to use conjunctions ( <i>and, but</i> ) to form compound sentences<br>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> )<br>Respond to and use present, past, continuous, future tenses ( <i>using simple, past, regular and irregular; subject verb agreement; negative and interrogative forms</i> )<br>Adverbs and adjectives;<br>Use full stop, speech marks, exclamation marks appropriately |   |

# 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.

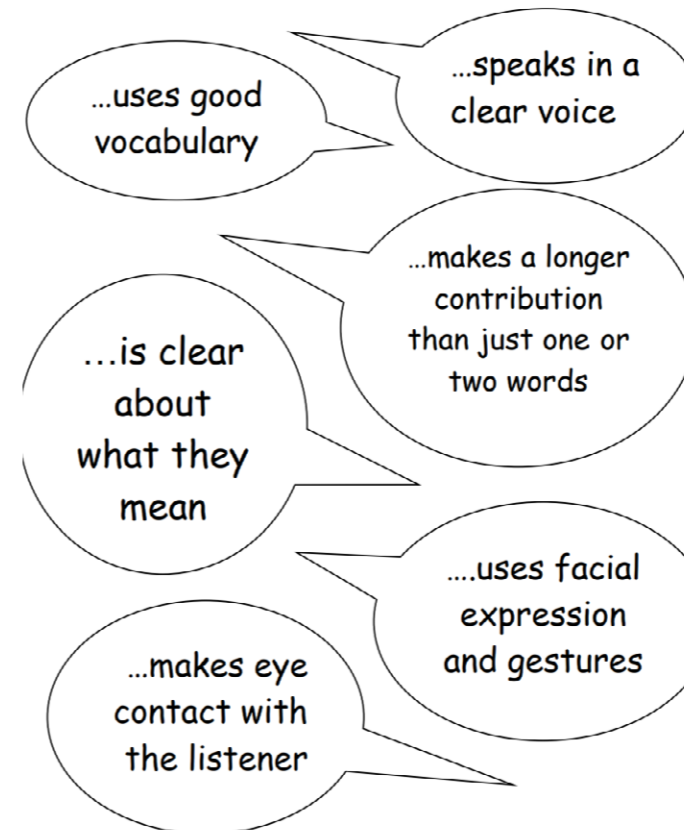
In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists (see, for example, Vandergrift, 1999, 2002). Instruments such as these help students prepare for a listening task and evaluate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



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.

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.

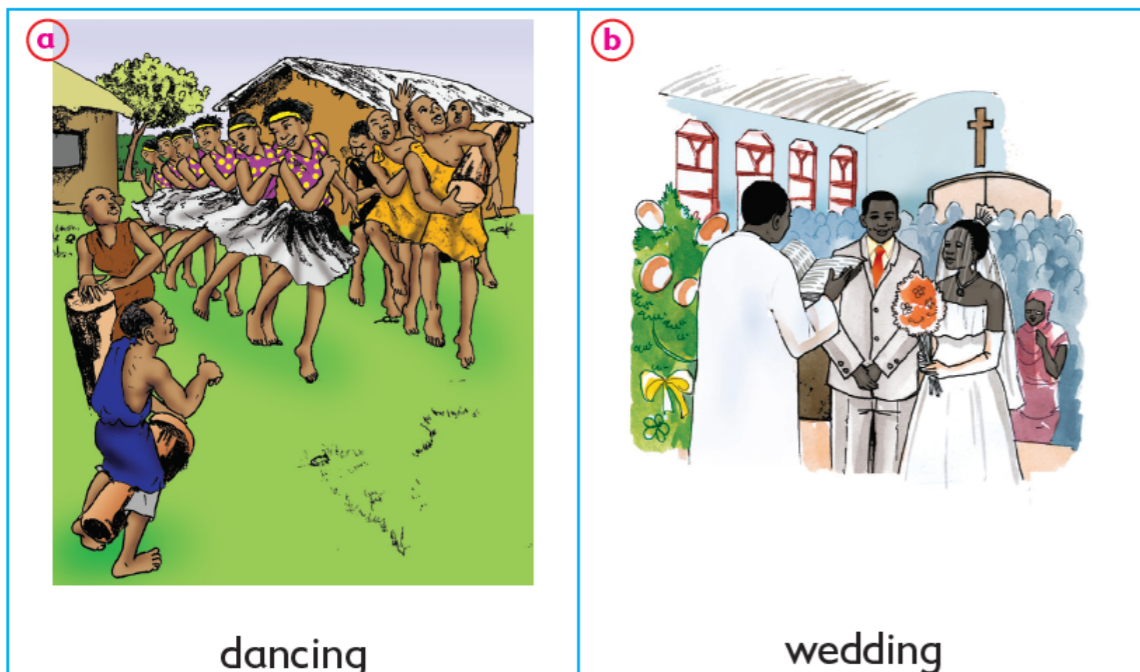
*(English Department, BINUS UNIVERSITY)*



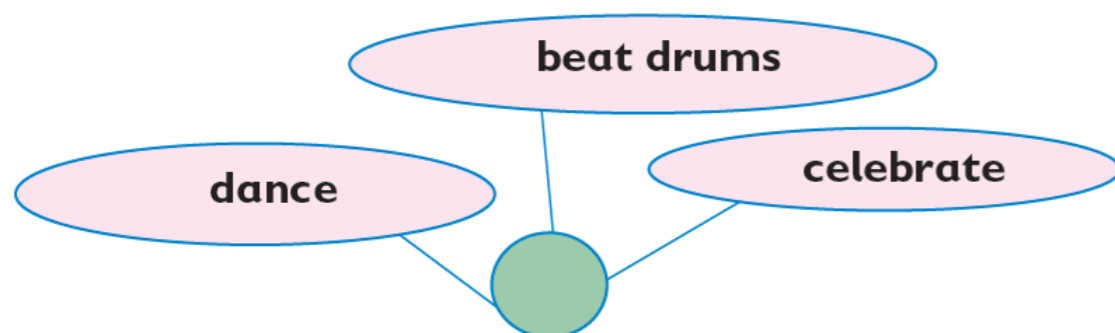
## Unit 13

## SOCIAL EVENTS

### Activity 1: Look and talk



### Activity 2: Mime




### Activity 3: Talk about


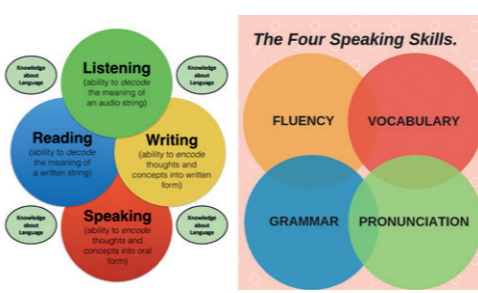
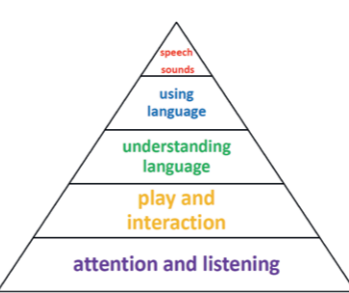
**Tell the class about your favourite celebration.**


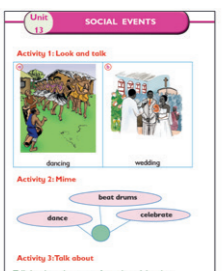
| English Primary 2  |   | Unit 13: Social Events   |
|--|---|--|
| <b>Learn about</b>   |   | <b>Key inquiry questions</b>   |
| <p>Learners should be given the basic vocabulary to talk about social events. Key words should be displayed for them to copy and learn. Through think, pair and share, learners 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.</p> <p>They should write some sentences about a social event in which they have been involved.</p> <p>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.</p> |   | <ul style="list-style-type: none"> <li>• What are the major social events in your community?</li> <li>• What do people do during social events?</li> <li>• How are social events important to us?</li> </ul> |
| <b>Learning outcomes</b>   |   |  |
| Knowledge and understanding  | Skills  | Attitudes  |
| <ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage about social events</li> <li>• Listen to and follow instruction about social events.</li> </ul>   | <ul style="list-style-type: none"> <li>• Speak clearly about social events</li> <li>• Express opinion orally about songs, poems, stories etc.</li> <li>• Develop ideas orally in logical sequence about social events</li> <li>• Recognise, understand and read out familiar words in simple contexts.</li> <li>• Use knowledge of letters and sounds to read words and establish meaning.</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell simple words correctly</li> </ul> | <ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about social events</li> </ul>  |
| <b>Contribution to the competencies:</b>   |   |  |
| <u>Communication and Co-operation:</u> Drama, singing and dancing during social events; reciting rhymes and poems  |   |  |
| <b>Links to other subjects:</b>  |   |  |
| Social Studies and Citizenship: Topics related to social events.<br>Culture and Heritage   |   |  |


# Tutor Course Notes


## Presenting the Slides – Script

|   |   | Session 1  |
|---|---|--|
| 1 |    | As teachers arrive suggest they take some time to look through the contents of the module for today.   |
| 2 | <p>Course 5: Learning Areas and Subjects (1)</p> <ul style="list-style-type: none"> <li>Be familiar with the seven ECD Learning Areas and the key approaches to each Area</li> <li>Be able to design some activities within some of the Areas</li> <li>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</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P1-3</li> <li>Understand the key approaches and requirements of the teaching and learning of English in P4-8</li> <li>Be familiar with the textbooks for the subject</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P4-8</li> <li>Understand the key approaches and requirements of the teaching and learning of a National Language</li> <li>Be aware of the implications for other subjects</li> <li>Understand the key approaches and requirements of the teaching and learning of Religious Education</li> <li>Be aware of the implications for teaching and learning</li> </ul> | Go through these objectives for course 5. The highlighted statements will be explored today. Ask teachers which objectives they remember were covered yesterday. |
| 3 | <p>Course 5: Learning Areas and Subjects (1)</p> <p>Module 2: English: Expectations and Approaches (P1-3)</p> <p>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.</p> <p>Learning Outcomes</p> <p>By the end of the module, teachers will:</p> <ul style="list-style-type: none"> <li>Understand the key approaches and requirements of the teaching and learning of English in P1-3             <ul style="list-style-type: none"> <li>Be familiar with textbooks for the subject</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P1-3</li> </ul> </li> </ul>   | This is the details of this module. Read through and discuss briefly how these build on what was explored yesterday.   |
| 4 | <p>Key Concepts</p> <p>English has five strands and progress in each is set out in the Subject Overviews</p> <p>There are key approaches and requirements to the teaching and learning of Reading</p> <p>There are key approaches and requirements to the teaching and learning of Writing</p> <p>There are key approaches and requirements to the teaching and learning of Speaking and Listening</p>  | These are the key concepts for this module. Discuss briefly how they build on what was explored in course 4 in relation language development.                    |

|                          |  |   |  |          |  |         |   |         |  |                          |   |   |
|--------------------------|--|---|--|----------|--|---------|---|---------|--|--------------------------|---|---|
| 5                        |  <p>Question Stones</p>   | <b>Activity 1</b> As a recap for yesterday, ask teachers to work in pairs to write some questions relating to this picture. The questions should be addressed to the children in this picture and should aim to help them develop their English Language Skills.                            |  |          |  |         |   |         |  |                          |   |   |
| 6                        | <p>English</p> <table border="1"> <tr> <td>Listening</td> <td>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 usage appropriately.</td> </tr> <tr> <td>Speaking</td> <td>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.</td> </tr> <tr> <td>Reading</td> <td>Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, journals, advertisements and electronic media. They recognise the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.</td> </tr> <tr> <td>Writing</td> <td>Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.</td> </tr> <tr> <td>Knowledge about language</td> <td>Learners understand how language works and know how to manipulate it in order to communicate.</td> </tr> </table> | 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 usage 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 contexts such as books, journals, advertisements and electronic media. They recognise 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 audiences. 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. | This is a reminder of the 5 strands in English which are interwoven throughout the English textbooks. Give teachers a few minutes to read these in detail again in their Back-ground Information. |
| 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 usage 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.   |   |  |          |  |         |   |         |  |                          |   |   |
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| Writing                  | Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. 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.  |   |  |          |  |         |   |         |  |                          |   |   |
| 7                        |  <p>The Four Speaking Skills.</p>   | Remind teachers that it is impossible to teach any aspect of English in isolation. Listening supports reading. Speaking supports reading. Writing supports listening etc. This slide also illustrates different aspects of Speaking Skills by once again showing that they are interlinked. |  |          |  |         |   |         |  |                          |   |   |
| 8                        |   | Discuss this progression of skills related to speaking. Ask teachers how they think they would help learners in their classes to develop these.   |  |          |  |         |   |         |  |                          |   |   |

|    |  |   |
|----|--|---|
| 9  | <p><b>What is speaking and listening?</b></p> <p>Speaking and listening is about developing the ability to:</p> <ul style="list-style-type: none"> <li>• Listen and respond to others (adding to or arguing against).</li> <li>• Speak and present (with increasing formality).</li> <li>• Participate in group discussion and interaction.</li> <li>• Engage in drama, role-play and performance.</li> </ul> <p>Vygotsky said that 'speaking and thinking are intricately linked because the process of speaking helps us to learn by articulating our thoughts and developing the concepts we use to understand the world'.</p> <p><b>A Good Speaker...</b></p> <ul style="list-style-type: none"> <li>...uses good vocabulary</li> <li>...speaks in a clear voice</li> <li>...makes a longer contribution than just one or two words</li> <li>...is clear about what they mean</li> <li>...uses facial expression and gestures</li> <li>...makes eye contact with the listener</li> </ul>   | <p>This is some more detail about developing speaking skills. Read it together and notice the reference to Vygotsky that we have seen before.</p>   |
| 10 | <p>Listening competence is a complex skill that needs to be developed consciously.</p> <p>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, 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 (Anderson, 2002).</p> <p><b>A Good Listener...</b></p> <ul style="list-style-type: none"> <li>...makes eye contact with the speaker</li> <li>...listens carefully</li> <li>...responds appropriately to the speaker</li> <li>...asks relevant questions</li> <li>...turns the body to face the person who is speaking</li> <li>...turns off distracting noises such as the radio or television</li> </ul> | <p>Now we think more carefully about listening skills which go hand in hand with the development of speaking skills. Read through this together and then give teachers 5 to 10 minutes to read through their background information, highlight what they think is particularly important.</p> |
| 11 | <p><b>Activity 2</b> Ask teachers to work in pairs to explore this activity from the start of a unit on Social Events in the P2 textbook. They should talk about and record what opportunities there are for all 5 strands of English – acknowledge that some activities may need to be designed 'beyond the textbook'.</p> <p>Ask 3 pairs of teachers to share their ideas and after each presentation, ask one pair of teachers to comment on what has been presented.</p>     |   |

|    |   |                          |
|----|---|--------------------------|
| 12 |  | <p>Time for a break.</p> |
|----|---|--------------------------|

|                                 |   |  |  |                 |  |                |  |                |  |                                 |   |   |
|---------------------------------|---|--|--|-----------------|--|----------------|--|----------------|--|---------------------------------|---|---|
| <b>Session 2</b>                |   |  |  |                 |  |                |  |                |  |                                 |   |   |
| 13                              | <p><b>English</b></p> <p><b>Aims</b></p> <p>English contributes to the development of young people as:</p> <ul style="list-style-type: none"> <li>• beneficiaries of South Sudan</li> <li>• bearers of the language</li> <li>• communicative individuals</li> <li>• internationally aware individuals</li> </ul> <p><b>Rationale</b></p> <p>South Sudan is a country inhabited by people of diverse linguistic backgrounds where English is an official language and medium of instruction. It is considered a second language and therefore for most people, second and third language. English language will enable the people of South Sudan not only to effectively communicate internationally but also benefit in getting knowledge, general experience of new technologies and preserving cultural heritage.</p> <p>Listening and communication in English will enhance the progress of the people of South Sudan towards the goal of becoming recognized as one of the developed countries of the world.</p> <p><b>English within the framework</b></p> <p>English is an essential component to the development of all the four strands of communication.</p> <p>Listening, Reading and Writing will provide a high degree of critical thinking, as learners build their understanding, compare and contrast English with their mother tongue and other languages. Communication is necessary for language learning and this requires frequent speaking and listening activities in print and digital or different ways. These are supported in this material by the use of audio, video, and other digital resources. The use of digital resources is essential for the development of digital literacy and language. Therefore, content has been selected to be the best of print and digital resources that are available in South Sudan and neighboring countries.</p> <p><b>Teaching and learning English</b></p> <p>South Sudan has received much of its attention in the effectiveness of its average level of education. This is due to the fact that the country has a high level of illiteracy and low levels of literacy. This is due to the fact that the country has a high level of illiteracy and low levels of literacy. This is due to the fact that the country has a high level of illiteracy and low levels of literacy.</p> <p>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 learner skills in listening, reading, writing and speaking through their own efforts.</p> <p>There is a marked difference between the English curriculum in P1 and that of P2 onwards. The P1 curriculum is an intensive programme of English as a second language, while learners have their mother tongue through the medium of the dominant national language. In the P2 curriculum, the focus is on the development of English as a second language through learner learning in English lessons and across the subject curriculum. In English lessons after P2, there is an increasing emphasis on literature, media, presentation, creative writing and research for self-empowerment.</p> <p>In P13 speaking and listening are developed through oral language communication. This involves oral language and written skills and development through the learner's natural language. This is done with the aim of the transfer of the second language. This is done through the medium of the dominant national language. This is done through the medium of the dominant national language. This is done through the medium of the dominant national language.</p> <p>Since the focus of the Reading strand moves more to the understanding and appreciation of range of literature.</p> | <p>Teachers will have already seen this, but give them the opportunity to read through it again thinking about how the rationale is related to learning in P1 to P3 in particular whilst the language of instruction remains in mother tongue.</p> |  |                 |  |                |  |                |  |                                 |   |   |
| 14                              | <p><b>English</b></p> <table border="1"> <tr> <td><b>Listening</b></td> <td>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 usage appropriately.</td> </tr> <tr> <td><b>Speaking</b></td> <td>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.</td> </tr> <tr> <td><b>Reading</b></td> <td>Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, posters, advertisements and electronic media. They recognise the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.</td> </tr> <tr> <td><b>Writing</b></td> <td>Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.</td> </tr> <tr> <td><b>Knowledge about language</b></td> <td>Learners understand how language works and know how to manipulate it in order to communicate.</td> </tr> </table>   | <b>Listening</b>   | 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 usage appropriately. | <b>Speaking</b> | 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. | <b>Reading</b> | Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, posters, advertisements and electronic media. They recognise the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading. | <b>Writing</b> | Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. | <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate. | <p>We will now think about the variety of ways that each strand can be developed.</p> |
| <b>Listening</b>                | 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 usage appropriately.  |  |  |                 |  |                |  |                |  |                                 |   |   |
| <b>Speaking</b>                 | 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.  |  |  |                 |  |                |  |                |  |                                 |   |   |
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| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.   |  |  |                 |  |                |  |                |  |                                 |   |   |
| 15                              |    | <p>Teachers should remember that this collage is describing some of the ways that reading takes place in the world around us. This is quite important to remember because it helps to give learning to read real purpose.</p>                      |  |                 |  |                |  |                |  |                                 |   |   |

16

**What opportunities are there for listening, speaking and writing in the world around us?**

|                                 |   |
|---------------------------------|---|
| <b>Listening</b>                | 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 usage appropriately.  |
| <b>Speaking</b>                 | 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.  |
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| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.   |

**Activity 3** Building on what is presented in relation to reading in the collage, ask teachers to discuss in small groups the opportunities there are in the world around us to write, speak and listen – all of which are supported by developing our knowledge about language. Share out across the group speaking, listening, and writing so that each group has one to focus on. After discussing this for 5 to 10 minutes, teachers should create their own picture collage to summarise what has been said about that strand. Ask groups to share what they have done with another group.

17

In P1-3 learners should be prepared for reading and writing in English through learning in their National Language.  
In P1-3 learners should develop their knowledge about language in both English and the National Language.

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
|                                 |  |  |  |  |
| <b>Listening</b>                |  |  |  |  |
| <b>Speaking</b>                 |  |  |  |  |
| <b>Reading</b>                  |  |  |  |  |
| <b>Writing</b>                  |  |  |  |  |
| <b>Knowledge about language</b> |  |  |  |  |

English Subject Overview

A reminder once again that National Languages are learnt in parallel to English. Reading and writing in a National Language will come before reading and writing in English for example. The focus for P1 and P2 English is speaking and listening.

18

Ask teachers to talk in pairs briefly about what is happening in each of these photographs. Which strand do they think is being developed in particular? Of course, the answer is that in each picture, one strand is being developed in particular but it is supported by the development and prior knowledge of all the others.

19

Time for a lunch.

20

**Session 3**

This afternoon we will look in more detail at the progression through each year. Give teachers time to read through the subject overview and ask them to compare in particular what is expected at the end of Primary 4 compared to Primary 1.

|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
|                                 | <b>P1</b>  | <b>P2</b>  | <b>P3</b>  | <b>P4</b>  |
| <b>Listening</b>                | Understand a range of spoken and written texts from a variety of sources and media and respond appropriately to them.  | Understand a range of spoken and written texts from a variety of sources and media and respond appropriately to them.  | Understand a range of spoken and written texts from a variety of sources and media and respond appropriately to them.  | Understand a range of spoken and written texts from a variety of sources and media and respond appropriately to them.  |
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| <b>Knowledge about language</b> | Understand how language works and know how to manipulate it in order to communicate.   | Understand how language works and know how to manipulate it in order to communicate.   | Understand how language works and know how to manipulate it in order to communicate.   | Understand how language works and know how to manipulate it in order to communicate.   |

21


Explain that the textbooks have been organised to enable learners to make progress based on the syllabus overview. The P1 textbooks features speaking and listening and by Primary 3, learners are enabled to read simple sentences and form shapes for writing.


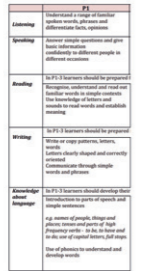
22



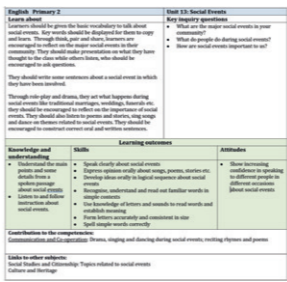
|                                 |   |
|---------------------------------|---|
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Take one strand and see how it progresses up through P1 to P3.

**Activity 4** Ask teachers to work in pairs to take one strand and to explore how it is developed up through textbooks. They should look for contrasting examples and be prepared to share and explain what they have found. Ask for examples from 3 pairs of teachers.

|                                 |   |                   |  |                 |   |                |  |                |   |                                 |   |  |
|---------------------------------|---|-------------------|--|-----------------|---|----------------|--|----------------|---|---------------------------------|---|--|
| 23                              | <table border="1"> <tr> <td><b>Listening</b></td> <td>Learners listen and comprehend what they are required to understand or do. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usage appropriately.</td> </tr> <tr> <td><b>Speaking</b></td> <td>Learners speak clearly, fluently and coherently 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.</td> </tr> <tr> <td><b>Reading</b></td> <td>Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, articles, advertisements and documents. They recognise the elements and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.</td> </tr> <tr> <td><b>Writing</b></td> <td>Learners write with appropriate structure, necessary punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.</td> </tr> <tr> <td><b>Knowledge about language</b></td> <td>Learners understand how language works and know how to manipulate it in order to communicate.</td> </tr> </table> <p>Take one strand and see how it is developed across a year.<br/>How many contrasting examples can you find?</p> | <b>Listening</b>  | Learners listen and comprehend what they are required to understand or do. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usage appropriately. | <b>Speaking</b> | Learners speak clearly, fluently and coherently 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. | <b>Reading</b> | Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, articles, advertisements and documents. They recognise the elements and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading. | <b>Writing</b> | Learners write with appropriate structure, necessary punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. | <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate. | <p><b>Activity 5</b> In a similar way, ask teachers to work in pairs to explore how one strand is developed in a number of ways across one year in the textbook. Ask teachers to look for contrasting examples. Ask 3 pairs of (different) teachers to share and explain what they have found.</p> |
| <b>Listening</b>                | Learners listen and comprehend what they are required to understand or do. They listen carefully for gist and detail, understanding the key points and interpreting idiomatic usage appropriately.  |                   |  |                 |   |                |  |                |   |                                 |   |  |
| <b>Speaking</b>                 | Learners speak clearly, fluently and coherently 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.   |                   |  |                 |   |                |  |                |   |                                 |   |  |
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| <b>Writing</b>                  | Learners write with appropriate structure, necessary punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.   |                   |  |                 |   |                |  |                |   |                                 |   |  |
| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.   |                   |  |                 |   |                |  |                |   |                                 |   |  |
| 24                              |    | Time for a break. |  |                 |   |                |  |                |   |                                 |   |  |

|                  |   |   |
|------------------|---|---|
| <b>Session 4</b> |   |   |
| 25               | <p>Pre-reading<br/>Pre-writing<br/>Speaking and listening</p>   | <p>A reminder of what was explored in course 4 in relation to pre-reading and pre-writing. It is important to establish these skills before moving too quickly to more complex language skills.</p> |
| 26               | <p><b>PRE-WRITING LINE DEVELOPMENT</b></p> <p>Vertical Line   Horizontal Line   Circle Shape</p> <p>Cross Shape   Square Shape   Right/Left Diagonal Lines</p> <p>"X" Shape   Triangle Shape</p>                                      | <p>Ask teachers to explain for example which of these 'lines' makes up the letters in their own name.</p>   |

|    |   |   |
|----|---|---|
| 27 | <p><b>Pre-reading</b></p> <p><b>Hearing</b> to hear the difference between sounds and to be able to blend sounds together.</p> <p><b>Phonological awareness skills:</b> The awareness of what sounds are and how they come together to make words. Skills include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words.</p> <p><b>Oral language skills:</b> This includes a child's understanding and use of language and their abilities to describe, give instructions and tell stories as well as their vocabulary knowledge.</p> <p><b>Print awareness:</b> Understanding that symbols, pictures and letters have meaning and also comprehending how books work.</p> | <p>Ask teachers to identify the sounds within their own name. Who has got the most 'complex' name in the group???</p>   |
| 28 |     | <p>Speaking and listening details.</p>  |
| 29 |    | <p>This is the syllabus unit that was used to create the Social Events unit in the Primary 2 textbook that we looked at before. Go through it with teachers, highlighting the different sections within it such as inquiry questions, competencies, attitudes etc.</p>  |
| 30 | <p><b>One Unit....many elements</b></p> <p>Take one unit from a textbook and give examples of the development of:</p> <ul style="list-style-type: none"> <li>All 5 Strands</li> <li>Knowledge, understanding and skills</li> <li>Cross-cutting Issues</li> <li>Student competencies</li> </ul>  | <p>Ask teachers to think about how all elements of the curriculum and all elements of the English Syllabus need to combine to make learning rich and relevant.</p> <p><b>Activity 6</b> Ask pairs of teachers to select a unit from one of the textbooks and to find activities within it that illustrate learning in each of these areas. Ask 3 pairs of teachers to explain what they have found and encourage other teachers to ask questions about the ideas presented.</p> |

31


| 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 |

This is a summary of the key concepts.

32

**End of the Day.  
Thank you!**

Tomorrow:  
Module 2 English P4 –P8.



End of the day.





## **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.

## 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 from P4 to P8.


### Outline



| Session | Content   |
|---------|---|
| 1       | <ul style="list-style-type: none"> <li>• Activity 1 – Looking for examples of: Joy, Fascination, Stimulation, Excitement, Rich learning in English P4 to P8 textbooks .</li> </ul>  |
| 2       | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Activity 3 – Take each strand and see how it is developed across one year in the English Textbook.</li> </ul>  |
| 3       | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> </ul> |
| 4       | <ul style="list-style-type: none"> <li>• Activity 6 – Take one activity from the textbooks and design an additional activity that will consolidate learning in English whilst reflecting the curriculum framework.</li> </ul>   |




# Tutor Course Notes


## Presenting the Slides – Script

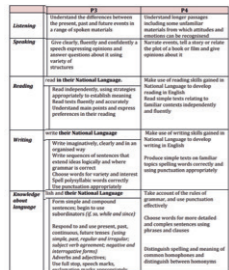


|  |  | Session 1  |   |  |                              |  |   |  |   |  |
|--|--|--|---|--|------------------------------|--|---|--|---|--|
| 1  |   | <p>Welcome teachers to the session and suggest the discuss with another teacher what aspect of teaching English they find easy and more difficult.</p> |   |  |                              |  |   |  |   |  |
| 2  | <table border="1" data-bbox="184 913 617 1165"> <tr><td>Module 1: ECD Learning Areas</td></tr> <tr><td>Module 2: P1 – P3 English</td></tr> <tr><td>Module 3: P4 – P8 English</td></tr> <tr><td>Module 4: National Languages</td></tr> <tr><td>Module 5: Arabic and Religious Education. Preparation for school-based task.</td></tr> </table>  | Module 1: ECD Learning Areas   | Module 2: P1 – P3 English                             | Module 3: P4 – P8 English  | Module 4: National Languages | Module 5: Arabic and Religious Education. Preparation for school-based task. | <p>Ask teachers to briefly explain what they enjoy about teaching English.</p> <p>Remind them that the module today is the second part of an English Study and that it focuses on Upper Primary where the language of instruction has switched to English, so language learning has a new feel.</p> |  |   |  |
| Module 1: ECD Learning Areas   |  |  |   |  |                              |  |   |  |   |  |
| Module 2: P1 – P3 English  |  |  |   |  |                              |  |   |  |   |  |
| Module 3: P4 – P8 English  |  |  |   |  |                              |  |   |  |   |  |
| Module 4: National Languages   |  |  |   |  |                              |  |   |  |   |  |
| Module 5: Arabic and Religious Education. Preparation for school-based task.   |  |  |   |  |                              |  |   |  |   |  |
| 3  | <p>Course 5: Learning Areas and Subjects (1)</p> <ul style="list-style-type: none"> <li>Be familiar with the seven ECD Learning Areas and the key approaches to each Area</li> <li>Able to design some activities within some of the Areas</li> <li>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</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P1-3</li> <li>Understand the key approaches and requirements of the teaching and learning of English in P4-8</li> <li>Be familiar with the textbooks for the subject</li> <li>Be able to design learning activities for reading, writing, speaking and listening in P4-8</li> <li>Understand the key approaches and requirements of the teaching and learning of a National Language</li> <li>Be aware of the implications for other subjects</li> <li>Understand the key approaches and requirements of the teaching and learning of Religious Education</li> </ul> | <p>Read through the highlighted phrases to explain the focus for learning today.</p>   |   |  |                              |  |   |  |   |  |
| 4  | <table border="1" data-bbox="184 1659 623 1900"> <tr><td>Course 5: Learning Areas and Subjects (1)</td></tr> <tr><td>Module 3: English: Expectations and Approaches (P4-8)</td></tr> <tr><td>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.</td></tr> <tr><td>Learning Outcomes</td></tr> <tr><td>By the end of the module, teachers will:</td></tr> <tr><td>• Understand the key approaches and requirements of the teaching and learning of English in P4-8</td></tr> <tr><td>• Be familiar with the textbooks for the subject</td></tr> <tr><td>• Be able to design learning activities for reading writing, speaking and listening in P4-8</td></tr> </table>  | 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 | <p>Read these together also and comment on how similar they are to the learning outcomes and key concepts for yesterday. How are they different?</p> |
| 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  |  |  |   |  |                              |  |   |  |   |  |


|  |  |  |   |   |   |  |   |
|--|--|--|---|---|---|--|---|
| 5  | <table border="1" data-bbox="1668 441 2107 667"> <tr><td><b>Key Concepts</b></td></tr> <tr><td>English has five strands and progress in each is set out in the Subject Overviews</td></tr> <tr><td>There are key approaches and requirements to the teaching and learning of Reading</td></tr> <tr><td>There are key approaches and requirements to the teaching and learning of Writing</td></tr> <tr><td>There are key approaches and requirements to the teaching and learning of Speaking and Listening</td></tr> </table> | <b>Key Concepts</b>  | 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 | <p>These key concepts are the same as yesterday – but the ‘outcomes’ will be different because we are exploring a different phase in Primary education.</p> <p>Mention that this is rather like teaching – we can teach the same thing, but it is interpreted in different ways according to the experiences of the learner and/or the context of the lesson.</p> |
| <b>Key Concepts</b>  |  |  |   |   |   |  |   |
| 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 |  |  |   |   |   |  |   |
| 6  | <p>Subject Overviews</p> <p><b>Expected Learning Outcomes</b><br/>The expected learning outcomes comprise three main forms of learning:</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> the memorizing of information</li> <li><b>Understanding:</b> putting knowledge into a framework of meaning</li> <li><b>Skills:</b> the ability apply one’s knowledge and understanding; to perform a mental or physical process</li> </ul>  | <p>This is a reminder of what we mean by Learning Outcomes. It is important to once again emphasis the significance of learning that incorporates knowledge and understanding as well as skills.</p>   |   |   |   |  |   |
| 7  | <div data-bbox="1668 1234 2092 1480"> <p>Early childhood should be a time of joy, of fascination, of stimulation, of excitement and of rich learning.</p>  <p><b>Is this true only for ECD?</b></p> <p>Why?</p> <p>Present. Explain. Give Examples.</p> <p>(Use English as your context.)</p> </div>  | <p><b>Activity 1</b> This photo and caption are taken from the ECD guidance document. Discuss briefly whether this caption is relevant to upper primary teaching also. Of course it is! Ask small groups of teachers to prepare a presentation using examples from the English Textbooks to illustrate this. About 20 minutes before the break, ask 4 groups of teachers to present their ideas. Any groups that do not get the opportunity to present to the whole groups should be given the chance to share their ideas with another group.</p> |   |   |   |  |   |
| 8  |   | <p>Time for a break.</p>   |   |   |   |  |   |




|                                 |  | Session 2  |  |                 |  |                |  |                |   |                                 |   |   |
|---------------------------------|--|--|--|-----------------|--|----------------|--|----------------|---|---------------------------------|---|---|
| 9                               | <p><b>English</b></p> <p><b>Aims</b><br/>English contributes to the development of young people so that they can:</p> <ul style="list-style-type: none"> <li>• Gain pleasure from books</li> <li>• Develop their literacy skills</li> <li>• Develop their communication skills</li> <li>• Develop their understanding of the world</li> </ul> <p><b>Teaching and Learning English</b><br/>English is a complex subject for all learners. It is not just a matter of learning to read and write. It is a matter of learning to think and to communicate. There is a focus on developing learners' skills in reading, writing, speaking and listening. There is a focus on developing learners' understanding of the world and of the role of English in society. There is a focus on developing learners' understanding of the role of English in the world.</p> <p><b>English within the framework</b><br/>English is a complex subject for all learners. It is not just a matter of learning to read and write. It is a matter of learning to think and to communicate. There is a focus on developing learners' skills in reading, writing, speaking and listening. There is a focus on developing learners' understanding of the world and of the role of English in society. There is a focus on developing learners' understanding of the role of English in the world.</p>   | A reminder of the aims of the English element of the curriculum. Refer teachers to the Background Information in module 2. Ask them to identify the sections that are relevant to upper primary in particular. |  |                 |  |                |  |                |   |                                 |   |   |
| 10                              | <p><b>English</b></p> <table border="1"> <tr> <td><b>Listening</b></td> <td>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 usage appropriately.</td> </tr> <tr> <td><b>Speaking</b></td> <td>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.</td> </tr> <tr> <td><b>Reading</b></td> <td>Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, posters, advertisements and electronic media. They recognise the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.</td> </tr> <tr> <td><b>Writing</b></td> <td>Learners write with appropriate fluency, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.</td> </tr> <tr> <td><b>Knowledge about language</b></td> <td>Learners understand how language works and know how to manipulate it in order to communicate.</td> </tr> </table> <p><b>Joy. Fascination. Stimulation. Excitement. Rich learning.</b></p>                         | <b>Listening</b>   | 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 usage appropriately. | <b>Speaking</b> | 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. | <b>Reading</b> | Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, posters, advertisements and electronic media. They recognise the intentions and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading. | <b>Writing</b> | Learners write with appropriate fluency, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. | <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate. | This is a reminder of the strands which continue to be developed in upper primary. This following two activities build on what was done yesterday so teachers should be able to do this without too much instruction.   |
| <b>Listening</b>                | 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 usage appropriately.   |  |  |                 |  |                |  |                |   |                                 |   |   |
| <b>Speaking</b>                 | 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.   |  |  |                 |  |                |  |                |   |                                 |   |   |
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| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.  |  |  |                 |  |                |  |                |   |                                 |   |   |
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| <b>Listening</b>                | 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 usage appropriately.   |  |  |                 |  |                |  |                |   |                                 |   |   |
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| <b>Writing</b>                  | Learners write with appropriate fluency, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.  |  |  |                 |  |                |  |                |   |                                 |   |   |
| <b>Knowledge about language</b> | Learners understand how language works and know how to manipulate it in order to communicate.  |  |  |                 |  |                |  |                |   |                                 |   |   |
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| <b>Listening</b>                | 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 usage appropriately.   |  |  |                 |  |                |  |                |   |                                 |   |   |
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|    |   |                   |
|----|---|-------------------|
| 13 |  | Time for a lunch. |
|----|---|-------------------|

|                                 |   | Session 3   |  |                 |  |                |  |                |   |                                 |   |  |
|---------------------------------|---|---|--|-----------------|--|----------------|--|----------------|---|---------------------------------|---|--|
| 14                              | <p><b>Languages and Learning</b></p>    | Explore this picture again that was presented during course 4 in relation to Language Development. Remind teachers that during P3 to P4 the bridge between these two places is being heavily constructed!   |  |                 |  |                |  |                |   |                                 |   |  |
| 15                              | <p><b>Concurrent use of Languages:</b></p> <p><b>Random Code-switching:</b> Both teachers and students use both languages to express themselves, change languages from sentence to sentence, and even within the same sentence. Potential danger: the mother tongue usually loses out.</p> <p><b>Translating:</b> Teacher repeats an explanation in one language using the other language. Potential danger: students get used to this technique and simply stop listening to their weaker language until the teacher explains the concept in their stronger language (usually mother tongue), thus losing the "bilingual" advantage.</p> <p><b>Previewing and Reviewing:</b> Teacher introduces a topic in one language (mother tongue) and then presents a more detailed and complete discussion in the other language (English). As with translating, this can slow down the pace of learning with lots of duplication.</p> <p><b>Purposeful Concurrent Learning:</b> As opposed to random concurrence use of the two languages, this approach carefully allocates equal time to both languages in all classroom functions and activities, thereby fostering the acquisition of a balanced bilingualism and biliteracy. This requires a very well-planned curriculum.</p>  | This is a reminder of the different ways in which teachers can manage the transition years. Ask teachers to look briefly at a page or two from a P4 science or social studies textbook. How would they teach this activity to support the transition to the language of instruction being in English? |  |                 |  |                |  |                |   |                                 |   |  |
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| <b>Listening</b>                | 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 usage appropriately.  |   |  |                 |  |                |  |                |   |                                 |   |  |
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|    |   |  |
|----|---|--|
| 17 |  <p>What will teaching look like in P3 and P4 other subjects during these years of transition?</p> | <p><b>Activity 5</b> This is a similar activity, but this time teachers should consider how English Language is used in other subjects. What adaptations needs to be made? What key vocabulary needs to be listed? What are the opportunities to practice and consolidate language use? Ask teachers to share their ideas with other groups.</p> |
| 18 |   | <p>Give teachers some time to refamiliarize themselves with the expected learning outcomes for P5 to P8. Discuss briefly how these build on what has been learnt in National Languages.</p>  |
| 19 |    | <p>Time for a break.</p>   |

|                  |  |
|------------------|--|
| <b>Session 4</b> |  |
| 20               |  <p>Looking beyond the Textbooks</p> <p>Ask teachers what they can remember from the previous module on teaching 'beyond the textbook'. Hopefully they will explain that a range of other materials can be used including natural resources, visits, visitors and events.</p> |

|    |  |   |
|----|--|---|
| 21 | <p>Joy. Fascination. Stimulation. Excitement. Rich learning.</p> <p>Take one activity from the textbook.</p> <p>What else could be done?<br/>What prior learning can be reinforced?<br/>Which strands are being developed?<br/>How are student competencies being developed?</p> | <p><b>Activity 6</b> A reminder of the joy etc. that was explored earlier today. Ask individual teachers to take an activity from the textbook. Ask them to work on their own to design an activity that moves learning beyond the textbook in English – the activity should reflect the curriculum framework. After 10 minutes of working individually ask teachers to share their ideas with one other teacher so they each can improve their idea.</p> |
| 22 |    | <p>This is a reminder that building in opportunities for assessment is an important aspect of what is designed and implemented. Ask teachers to think about the activity that they have just designed. What opportunities are there for 'conversation, observation, product'?</p>   |
| 23 |   | <p>Final task! Challenge teachers to compare a question appropriate for each year of P1 to P8 that could be asked to learners to help them develop their English Language Skills. Teachers should refer to the syllabus overview to help them shape their question. Reference of course that these questions are likely to support learning in Science, Social Studies and possibly maths too!</p>  |
| 24 | <p>End of the Day.<br/>Thank you!</p> <p>Tomorrow:<br/>Module 4 National Languages.</p>   | <p>Thank teachers for their participation today. Explain that tomorrow we will be looking in detail at the syllabus for National Languages.</p>   |



## 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.

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### 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"> <li>• 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.</li> </ul> |
| 2       | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| 3       | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| 4       | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |

## 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.

- 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.)*

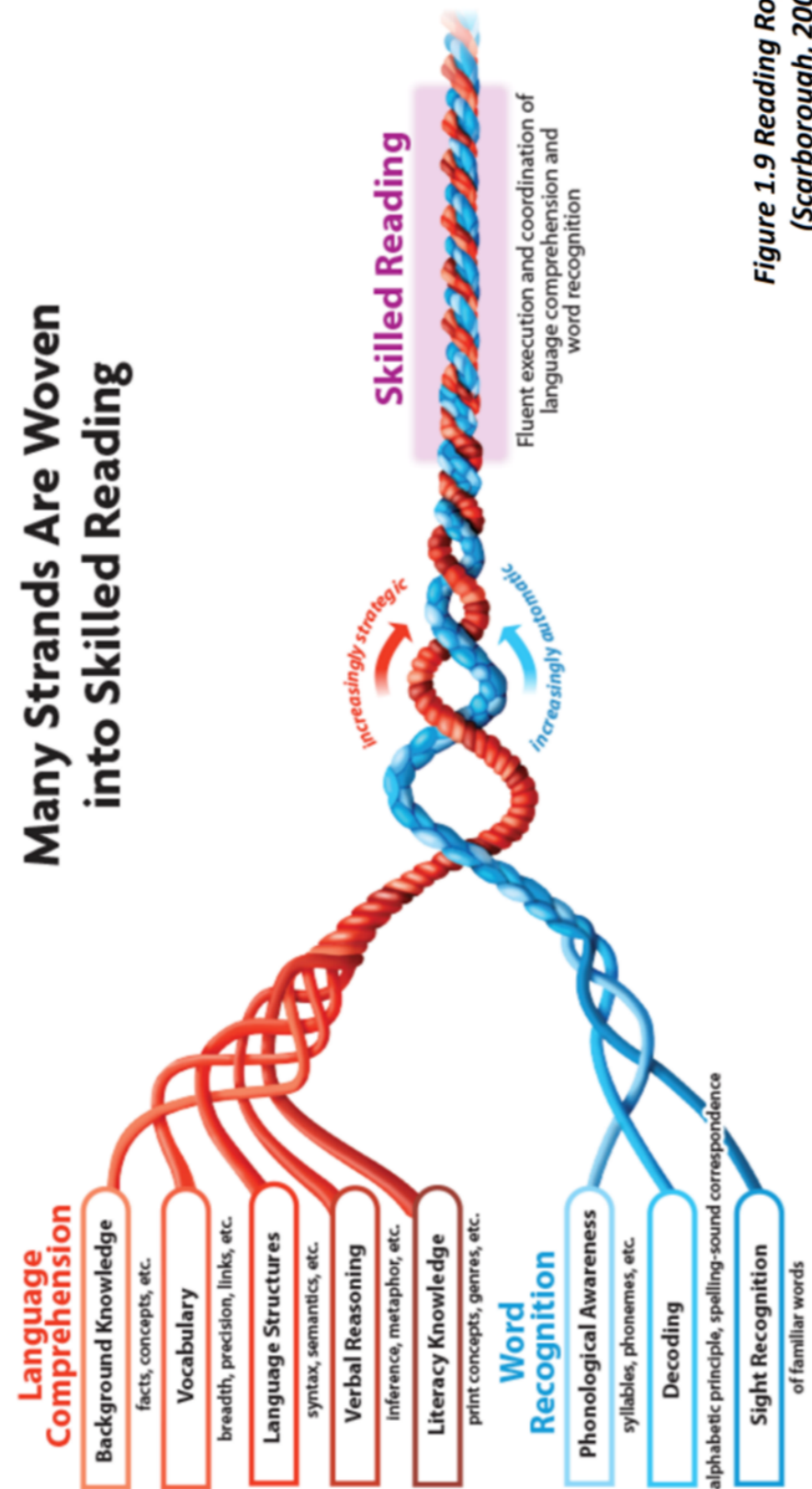



Figure 1.9 Reading Rope (Scarborough, 2001)

## Presenting the Slides – Script

|   |  | Session 1   |
|---|--|---|
| 1 |  | <p>Welcome teachers to the session and suggest that they read the Background Information for this session.</p>  |
| 2 |  | <p>Discuss the symbolism of this picture and how learning in and about a national language is in support of justice, freedom and prosperity.</p> <p>You might like also to refer to the Human Rights act that states that: Article 2.</p> <p>Freedom from discrimination. Everyone can claim their rights regardless of sex, race, language, religion, social standing, etc. You can search for the other articles also which link well into the importance of being able to learn in your mother tongue.</p> |
| 3 |  | <p>Read together the features of Module 4. Explain that we will focus on the details within the syllabus today and what is explored will build upon previous learning in Course 4 about Language Development in particular.</p>   |



4



**The Curriculum Framework p.18**  
**National and Foreign Languages**

The medium of teaching in the ECD and P1-3 will be an official National Language. Materials will be produced in National Languages for these years.

The language to be used in ECD and P1-3 will be selected by the school to fit with the prevailing local circumstances. Learners will continue to study this National Language until P8. Some National Languages will also appear as options in S1-4.

P1-3 are the years in which young children learn to read and write, and this is best done in the language most familiar to the child. English will be learned alongside the national language, but for the first years the teaching and learning of English will be predominantly oral. Only when learners are

secure in reading and writing in the national language will they start to learn to read and write in English. All international evidence points to this being the best way to make the transition to English.

P4 and 5 will be 'transition years' where learners will begin to be taught in English, but learners will still read support in the National Language they have been using. During these years, learners will develop their ability to read and write in English so that they will be able to do so confidently. By the end of P5, all subjects will be taught in English.

All learners will learn Arabic from P5 to P8. French, Kiswahili and Arabic will be optional subjects from S1.

Remind teachers of this passage that is written the Curriculum Framework. It sets out the progression from instruction in mother tongue to English very clearly.

5

**National Languages**

The medium of education for P1-3 will be a national language to be selected by the school to fit with the prevailing local circumstances. Learners will continue to study this National Language until P8. Some National Languages will also appear as options in S1-4.

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All learners will learn Arabic from P5 to P8. French, Kiswahili and Arabic will be optional subjects from S1.

Give teachers time to read through this introduction to National Languages. They should be familiar with it but challenge them to make a strong connection between this and what they looked at yesterday for English.

6

Here are the strands which we are now quite familiar with for English. How are these the same and different??

|                  |  |
|------------------|--|
| <b>Listening</b> | 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 usage appropriately. Learners should have opportunities to listen to:<br>• Short stories<br>• Each other<br>• Audio recordings<br>• Recordings (e.g. radio and TV)<br>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. Learners should have opportunities to:<br>• Tell stories<br>• Describe events and experiences<br>• Speak to different people<br>• Share ideas and experiences<br>• Talk about likes and dislikes<br>• Make plans and invitations<br>• Comment and report<br>• Take part in role-play and drama  |
| <b>Speaking</b>  | Learners read a range of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, poems, advertisements and electronic media. They begin to recognise the tone and techniques used by authors. Learners should have opportunities to read and listen to:<br>• Stories and poems with predictable language (e.g. rhymes, repetition and refrains)<br>• Traditional folk tales<br>• Stories and poems from a range of cultures<br>• ICT-based text where available<br>Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. Learners should have opportunities to write:<br>• In a range of forms and styles including narratives, poems, letters, lists, signs, labels, captions, messages, instructions etc.<br>• For a range of purposes including:<br>o communication to others<br>o creative imaginative writing<br>o explicit explanation<br>o organise and explain information<br>• Write a range of texts including books, poems, stories and electronic media where possible |
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Joy. Fascination. Stimulation. Excitement. Rich learning.

Here is the English Strands – check you answers! And pick up once again on the need for learning to be joyful and fascinating etc!

7

**English**

|                  |   |
|------------------|---|
| <b>Listening</b> | 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 usage appropriately.  |
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| <b>Writing</b>   | Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. 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.

Joy. Fascination. Stimulation. Excitement. Rich learning.

8

|                  |  |
|------------------|--|
| <b>Listening</b> | 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 usage appropriately. Learners should have opportunities to listen to:<br>• Short stories<br>• Each other<br>• Audio recordings<br>• Recordings (e.g. radio and TV)<br>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. Learners should have opportunities to:<br>• Tell stories<br>• Describe events and experiences<br>• Speak to different people<br>• Share ideas and experiences<br>• Talk about likes and dislikes<br>• Make plans and invitations<br>• Comment and report<br>• Take part in role-play and drama  |
| <b>Speaking</b>  | Learners read a range of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of contexts such as books, poems, advertisements and electronic media. They begin to recognise the tone and techniques used by authors. Learners should have opportunities to read and listen to:<br>• Stories and poems with predictable language (e.g. rhymes, repetition and refrains)<br>• Traditional folk tales<br>• Stories and poems from a range of cultures<br>• ICT-based text where available<br>Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts. Learners should have opportunities to write:<br>• In a range of forms and styles including narratives, poems, letters, lists, signs, labels, captions, messages, instructions etc.<br>• For a range of purposes including:<br>o communication to others<br>o creative imaginative writing<br>o explicit explanation<br>o organise and explain information<br>• Write a range of texts including books, poems, stories and electronic media where possible |
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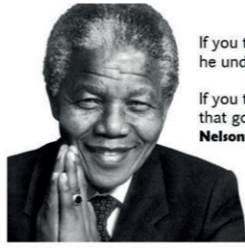
9

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Give teachers time to read through the details of the syllabus for National Languages from P1 to P8. They should do this using the Subject Overviews.


10



If you talk to a man in a language he understands, that goes to his head.  
If you talk to him in his language, that goes to his heart.  
**Nelson Mandela**

**Activity 1** Ask teachers to discuss this quote from Nelson Mandela in pairs. Ask them to consider how this relates the policy for National Languages. Ask teachers to look through the textbooks to see if they 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 here.

11



Time for a break.

Time for a break.


|                          |   | Session 2   |  |          |   |         |  |         |  |                          |   |  |
|--------------------------|---|---|--|----------|---|---------|--|---------|--|--------------------------|---|--|
| 12                       |   | <p>Ask teachers what they think this means. It is based on the constructivist approach to learning (Bruner in particular). The main point is that some learning needs to be repeated and revised but in new contexts. This is useful for language learning because we need to recognise that we need to keep using language that we learn in a range of different situations.</p> |  |          |   |         |  |         |  |                          |   |  |
| 13                       | <p>English</p> <table border="1"> <tr> <td>Listening</td> <td>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 usage appropriately.</td> </tr> <tr> <td>Speaking</td> <td>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.</td> </tr> <tr> <td>Reading</td> <td>Learners read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand written information in a variety of sources such as books, journals, advertisements and electronic media. They recognise the situations and techniques used by authors. They develop an appreciation of a range of literary forms and a love of reading.</td> </tr> <tr> <td>Writing</td> <td>Learners write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and adapt language they already know for different contexts.</td> </tr> <tr> <td>Knowledge about language</td> <td>Learners understand how language works and know how to manipulate it in order to communicate.</td> </tr> </table> <p>Joy. Fascination. Stimulation. Excitement. Rich learning.</p> | 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 usage 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, journals, advertisements and electronic media. They recognise the situations 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 audiences. 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. | <p>The strands offer us a useful opportunity to plan how to keep repeating and practicing what we learn in our language lessons. If we combine the ideas of joy and fascination...we have a very colourful rope!</p> |
| 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 usage appropriately.  |   |  |          |   |         |  |         |  |                          |   |  |
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| 14                       | <table border="1"> <tr> <td>Listening</td> <td rowspan="4"> <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P1 to P4.</p> </td> </tr> <tr> <td>Speaking</td> </tr> <tr> <td>Reading</td> </tr> <tr> <td>Writing</td> </tr> </table>  | Listening   | <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P1 to P4.</p>   | Speaking | Reading   | Writing | <p><b>Activity 2</b> As we have already done for English, ask teachers to work in pairs to identify where each strands of this subject weaves through lessons and activities. Begin with P1 to P4. Ask 3 pairs of teachers to share what they have found.</p>  |         |  |                          |   |  |
| Listening                | <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P1 to P4.</p>  |   |  |          |   |         |  |         |  |                          |   |  |
| Speaking                 |   |   |  |          |   |         |  |         |  |                          |   |  |
| Reading                  |   |   |  |          |   |         |  |         |  |                          |   |  |
| Writing                  |   |   |  |          |   |         |  |         |  |                          |   |  |
| 15                       | <table border="1"> <tr> <td>Listening</td> <td rowspan="4"> <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P5 to P8.</p> </td> </tr> <tr> <td>Speaking</td> </tr> <tr> <td>Reading</td> </tr> <tr> <td>Writing</td> </tr> </table>  | Listening   | <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P5 to P8.</p>   | Speaking | Reading   | Writing | <p><b>Activity 3</b> Repeat activity 2 but this time for P5 to P8. Try to get different pairs of teachers working together and encourage them to find examples in textbooks that evidence this notion of repeat and practice in different contexts.</p>  |         |  |                          |   |  |
| Listening                | <p>Look through the textbooks.<br/>Take each strand and see how it progresses up through P5 to P8.</p>  |   |  |          |   |         |  |         |  |                          |   |  |
| Speaking                 |   |   |  |          |   |         |  |         |  |                          |   |  |
| Reading                  |   |   |  |          |   |         |  |         |  |                          |   |  |
| Writing                  |   |   |  |          |   |         |  |         |  |                          |   |  |

|    |  |                   |
|----|--|-------------------|
| 16 |  | Time for a lunch. |
|----|--|-------------------|

|    |  | Session 3  |
|----|--|--|
| 17 | <ol style="list-style-type: none"> <li>1. People learn best when you start with what is KNOWN and then teach what is UNKNOWN.</li> <li>2. Learners start to value their language and their culture</li> <li>3. Learner's confidence and self-esteem are boosted when they are using their mother tongue to learn.</li> <li>4. Research shows starting literacy in the mother tongue is best</li> </ol> | <p>Teachers will remember this from Course 4. Ask them how it links to the crest we looked at as we began the day and how it related to the Nelson Mandela quote also.</p>   |
| 18 |  | <p>Look at these pictures again and develop a quick quiz. Take it in turns with a few teachers to say something that somebody in the picture might be saying – other teachers have to work out who might be speaking. There will probably be more than one right answer!</p>   |
| 19 | <ul style="list-style-type: none"> <li>• Open and Closed Questions</li> <li>• Funnel Questions</li> <li>• Probing Questions</li> <li>• Leading Questions</li> <li>• Rhetorical Questions</li> </ul>  | <p>A reminder here that asking questions is key to helping learners to develop language skills. We have looked at using Blooms Taxonomy before to help us ask questions and we have used Question Stone also. Here are some other key types of questions. Give teachers some time to read about the details of these in their background information. Check that teachers understand the difference between each, by...asking questions in the style of each type! Make clear links between asking questions and developing language across all strands of the National Language Syllabus.</p> |

20


What questions could you ask to develop learning in each year of National Languages?



**Activity 4** Allow teachers to practice their questioning techniques using these pictures. Ask them to work in small groups to design a set of 8 questions that can be asked for each year from P1 to P8. Across the 8 questions, all 5 questioning techniques should be used. Share question from most groups, but ask them not to reveal which type of question has been used – other needs should guess!

To summarise this activity, connect some of the questions to language development described in the expected learning outcomes in the syllabus.

21

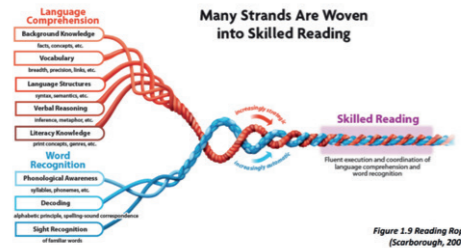


Time for a break.

22

**Session 4**

Many Strands Are Woven into Skilled Reading




This is another model that uses twists and turns. It is a very popular description of the different elements involved in learning to read. Ask teachers to look at the model more closely in their Background Information. Ask them to look at the syllabus to where these elements occur. If you have some string, cut it into different strands and ask various teachers to hold it explaining the element they represent.

23

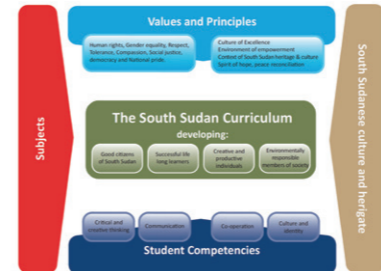
What are the key strands within the rope for **writing**?

What are the key strands within the rope for **speaking and listening**?



**Activity 5** Ask teachers to work in pairs, but to draw their own ropes for writing OR speaking and listening. They should gather different elements from the syllabus and from further details in the textbook. Ask teachers to share their drawings with a few others, and if you are able, draw a group rope for both on the flipchart.

24



Suggest that the way the ropes combine smaller elements to make up the whole is rather like the curriculum overall which is represented here of course. Suggest that all elements need to work together like the rope, otherwise learning will fall apart or 'break' (get forgotten) because it is not strong enough.

25

This is a summary of today's work.

**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

26

End of the day. Thank teachers for their ideas and remind them that just like the rope, they are getting stronger every day!

**Thank you!**

Tomorrow Module 5  
Arabic, Religious Education and  
School-based task preparation.





## **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.

## 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"> <li>• Activity 1 – Prepare a short quiz for other teachers to explore where and when various aspects of Arabic are taught across the syllabus.</li> </ul>   |
| 2       | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| 3       | <ul style="list-style-type: none"> <li>• Activity 3 – Write a reflective summary (or to draw a model) of what you have learnt this week.</li> </ul>  |
| 4       | <ul style="list-style-type: none"> <li>• Activity 4 – Plans for your school-based task.</li> </ul> <p><i>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?</i></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](http://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).


# Tutor Course Notes

## Presenting the Slides – Script

|   |   | Session 1  |   |                           |  |   |   |                     |  |  |  |
|---|---|--|---|---------------------------|--|---|---|---------------------|--|--|--|
| 1   |    | Welcome teachers and ask them how they have felt about their learning this week.   |   |                           |  |   |   |                     |  |  |  |
| 2   | <table border="1" data-bbox="207 913 623 1144"> <tr><td>Module 1: ECD Learning Areas</td></tr> <tr><td>Module 2: P1 – P3 English</td></tr> <tr><td>Module 3: P4 – P8 English</td></tr> <tr><td>Module 4: National Languages</td></tr> <tr><td>Module 5: Arabic and Religious Education. Preparation for school-based task.</td></tr> </table>   | Module 1: ECD Learning Areas   | Module 2: P1 – P3 English   | Module 3: P4 – P8 English | Module 4: National Languages             | Module 5: Arabic and Religious Education. Preparation for school-based task.            | Remind teachers of the progress made this week. Ask them briefly to explain how they feel about teaching RE and Arabic. |                     |  |  |  |
| Module 1: ECD Learning Areas  |   |  |   |                           |  |   |   |                     |  |  |  |
| Module 2: P1 – P3 English   |   |  |   |                           |  |   |   |                     |  |  |  |
| Module 3: P4 – P8 English   |   |  |   |                           |  |   |   |                     |  |  |  |
| Module 4: National Languages  |   |  |   |                           |  |   |   |                     |  |  |  |
| Module 5: Arabic and Religious Education. Preparation for school-based task.  |   |  |   |                           |  |   |   |                     |  |  |  |
| 3   | <p>Course 5: Learning Areas and Subjects (1)</p> <ul style="list-style-type: none"> <li>Be familiar with the seven ECD Learning Areas and the key approaches to each Area</li> <li>Able to design some activities within some of the Areas</li> <li>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</li> <li>Be able to design learning activities for reading writing, speaking and listening in P1-3</li> <li>Understand the key approaches and requirements of the teaching and learning of English in P4-8</li> <li>Be familiar with the textbooks for the subject</li> <li>Be able to design learning activities for reading writing, speaking and listening in P4-8</li> <li>Understand the key approaches and requirements of the teaching and learning of a National Language</li> <li>Be aware of the implications for other subjects</li> <li>Understand the key approaches and requirements of the teaching and learning of Religious Education and Arabic</li> <li>Be aware of the implications for teaching and learning</li> </ul> | This highlights the key aspects of learning today. Explain that the afternoon session however will focus on a recap of what has been studied during the week and preparations for the school-based task. |   |                           |  |   |   |                     |  |  |  |
| 4   | <table border="1" data-bbox="178 1648 623 1900"> <tr><td><b>Module 5: Arabic: Expectations and Approaches (P4-8)</b></td></tr> <tr><td>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.</td></tr> <tr><td><b>Learning Outcomes</b></td></tr> <tr><td>By the end of the module, teachers will:</td></tr> <tr><td>• Understand the key approaches and requirements of the teaching and learning of Arabic</td></tr> <tr><td>• Be aware of the implications for other subjects</td></tr> <tr><td><b>Key Concepts</b></td></tr> <tr><td>Arabic has four strands and progress in each is set out in the Subject Overviews</td></tr> <tr><td>There are key approaches and requirements to the teaching and learning of Arabic</td></tr> </table>   | <b>Module 5: Arabic: Expectations and Approaches (P4-8)</b>  | 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. | <b>Learning Outcomes</b>  | 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   | <b>Key Concepts</b> | 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 | Read through the descriptions of learning for the modules today. |
| <b>Module 5: Arabic: Expectations and Approaches (P4-8)</b>   |   |  |   |                           |  |   |   |                     |  |  |  |
| 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. |   |  |   |                           |  |   |   |                     |  |  |  |
| <b>Learning Outcomes</b>  |   |  |   |                           |  |   |   |                     |  |  |  |
| 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   |   |  |   |                           |  |   |   |                     |  |  |  |
| <b>Key Concepts</b>   |   |  |   |                           |  |   |   |                     |  |  |  |
| 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  |   |  |   |                           |  |   |   |                     |  |  |  |

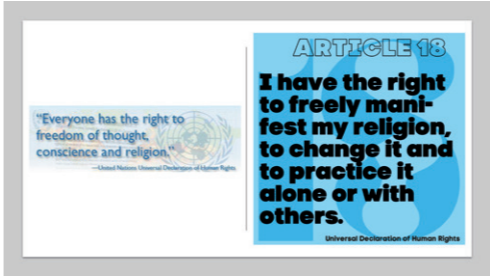
| 5  | <table border="1" data-bbox="1662 409 2107 640"> <tr><td><b>Module 6: Religious Education (IRE and CRE)</b></td></tr> <tr><td>This module explores the expectations and required teaching approaches of Religious Education. It is likely that a school will be teaching only either Christian or Islamic Religious Education, but they have a common Subject Overview, and it is helpful for teachers to have some understanding of this.</td></tr> <tr><td><b>Learning Outcomes</b></td></tr> <tr><td>By the end of the module, teachers will:</td></tr> <tr><td>• Understand the key approaches and requirements of the teaching and learning of Religious Education</td></tr> <tr><td>• Be aware of the implications for teaching and learning</td></tr> <tr><td><b>Key Concepts</b></td></tr> <tr><td>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.</td></tr> </table>  | <b>Module 6: Religious Education (IRE and CRE)</b>   | 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. | <b>Learning Outcomes</b> | 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   | <b>Key Concepts</b>   | 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.   | Point out here that IRS and CRE share a common subject overview. |
|--|---|--|--|--------------------------|--|--|--|---|--|--|
| <b>Module 6: Religious Education (IRE and CRE)</b>   |   |  |  |                          |  |  |  |   |  |  |
| 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.   |   |  |  |                          |  |  |  |   |  |  |
| <b>Learning Outcomes</b>   |   |  |  |                          |  |  |  |   |  |  |
| 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   |   |  |  |                          |  |  |  |   |  |  |
| <b>Key Concepts</b>  |   |  |  |                          |  |  |  |   |  |  |
| 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.   |   |  |  |                          |  |  |  |   |  |  |
| 6  | <p>Languages (Arabic)</p> <p><b>Aims</b></p> <p>Arabic contributes to the development of young people as:</p> <ul style="list-style-type: none"> <li>Independent thinking learners</li> <li>Confident and creative individuals</li> <li>Environmentally aware members of society</li> </ul> <p><b>Rationale</b></p> <p>South Sudan is a country inhabited by people of diverse cultural backgrounds. Arabic becomes the effective tool for national unity, peace and development. Arabic language will enable the people of South Sudan to communicate and interact effectively within the East African Region.</p> <p>Learning and communicating in Arabic will accelerate the progress of the Republic of South Sudan towards its goal of becoming integral Member of East Africa community.</p> <p><b>Arabic within the Framework</b></p> <p>Arabic makes an important contribution to the development of all the four Framework competencies.</p> <p>Learning Arabic as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast Arabic with their national language. Communication in terms of language learning and this requires regular speaking and listening activities in class and clusters of different sizes, focus on opportunities to interact, discuss and negotiate. Therefore, a content focus in literature in the four areas of Phonics and Vocabulary should be emphasized over the culture and heritage of South Sudan and neighboring countries.</p> <p><b>Teaching and Learning Arabic</b></p> <p>South Sudan has invested much of its attention in the effectiveness of its strategy with respect to Arabic. From Primary Five (P5), Arabic will be a compulsory subject up to P8. From P5, Arabic becomes an optional subject for all students. Students preparing for the at this level will be competitive enough to join any East African secondary teaching Arabic as a discipline in their country. From the start of primary five (P5) up to the secondary four (S4) of secondary school education, there is a focus on developing the four skills in speaking, listening, reading and writing throughout their time in school.</p> <p>There is a marked difference between the Arabic curriculum in P5 and that of P1-4. The P5 curriculum is an intensive programme of Arabic as a language, where speaking and listening are developed mainly through the use of oral language. In S1-4, Arabic language will develop essentially to a level where the student learning it will be able to speak, read and write comprehensive documents in Arabic and they will be able to communicate effectively in Arabic.</p>        | Spent some time reading through this description of Arabic in the subject overviews. Discuss briefly how this shares a rational with learning national languages and English.  |  |                          |  |  |  |   |  |  |
| 7  | <p><b>The Strands</b></p> <p>The subject is set out in four strands:</p> <ul style="list-style-type: none"> <li>Speaking and listening</li> <li>Reading</li> <li>Writing</li> <li>Language use</li> </ul> <p>Most learning experiences will involve study of all of these strands at once; they cannot be learned in isolation. Knowledge about language in an academic study, but the basis for communication. Studying the requirements under each strand separately ensures that all essential learning content in Arabic is covered.</p> <p>An student develop their skills, the emphasis needs to be on communication rather than on academic study, particularly in Primary five (P5). Students must build up a good vocabulary and an appropriate grammatical structures, but need to be able to communicate with others. Learning should be based on real and realistic situations that will be the use of a range of Arabic language skills. The units of study give details to some of the real life challenges which enable students to deepen their proficiency and build their confidence. Appropriate cross cutting themes are emphasized in appropriate areas.</p> <p>Frequent opportunities to integrate cross cutting themes and make use of new technologies are built into the units of study.</p> <table border="1" data-bbox="1662 1239 2107 1354"> <thead> <tr> <th>Listening and Speaking</th> <th>Reading</th> <th>Writing</th> <th>Language Use (P1-4)</th> </tr> </thead> <tbody> <tr> <td>Students listen and comprehend so that they can respond appropriately to others. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information.</td> <td>Students read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand and identify the key points and information. They understand and identify the key points and information. They understand and identify the key points and information.</td> <td>Students write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and other language that already known for different contexts.</td> <td>Students understand how language works and how to use it in a variety of contexts. They use language to communicate and to solve problems. They use language to communicate and to solve problems. They use language to communicate and to solve problems.</td> </tr> </tbody> </table> | Listening and Speaking   | Reading  | Writing                  | Language Use (P1-4)                      | Students listen and comprehend so that they can respond appropriately to others. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information. | Students read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand and identify the key points and information. They understand and identify the key points and information. They understand and identify the key points and information. | Students write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and other language that already known for different contexts. | Students understand how language works and how to use it in a variety of contexts. They use language to communicate and to solve problems. They use language to communicate and to solve problems. They use language to communicate and to solve problems. | Here are the strands that we are familiar with now.              |
| Listening and Speaking   | Reading   | Writing  | Language Use (P1-4)  |                          |  |  |  |   |  |  |
| Students listen and comprehend so that they can respond appropriately to others. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information. They listen actively to receive and identify underlying the key points and information. | Students read a variety of texts with fluency, accuracy, understanding and enjoyment. They understand and identify the key points and information. They understand and identify the key points and information. They understand and identify the key points and information.  | Students write with appropriate structures, vocabulary, punctuation and spelling for a range of purposes and audiences. They vary their language to suit the context, audience and purpose, and other language that already known for different contexts.  | Students understand how language works and how to use it in a variety of contexts. They use language to communicate and to solve problems. They use language to communicate and to solve problems. They use language to communicate and to solve problems.   |                          |  |  |  |   |  |  |
| 8  | <p>Arabic is the sixth most spoken language in the world, with nearly 420 million people speaking it worldwide.</p> <ul style="list-style-type: none"> <li>Arabic uses a completely different alphabet to the Latin alphabet.</li> <li>There is almost no shared vocabulary between Arabic and Latin-based languages. Every single word you learn is a new word.</li> <li>Arabic is a highly inflectional tongue. Subject, tense, and mood are communicated by how you inflect your tone.</li> <li>There are ten usual verb patterns. You need to learn the conjugation and vocalization for the active and passive voices.</li> <li>Plurals and their agreements with numbers are more difficult and complex than what we are used to in English.</li> <li>Arabic only has two tenses (past and present) and it dispenses with the verb 'to be' in the present tense, as it is understood without being said.</li> </ul>   | Read through some of these facts about the Arabic Language. Ask teachers to tell you how many of these facts they agree with and why.  |  |                          |  |  |  |   |  |  |
|  |   | <p><b>Activity 1</b> Ask teachers to read through the expected learning outcomes in the syllabus overview for Arabic. If textbooks are available, refer to these also. Teachers should prepare a short quiz for other teachers to explore where and when various aspects of Arabic are taught across the syllabus. Allow time for 3 groups to share their quiz. Remind teachers about different types of questions that were explored yesterday.</p> |  |                          |  |  |  |   |  |  |

9



Time for a break.

12

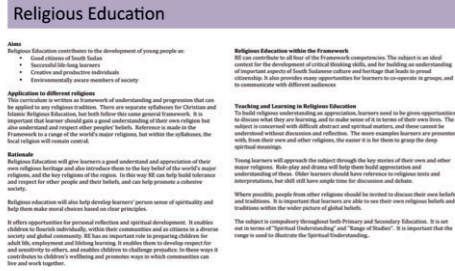


**Activity 2** Discuss these two aspects of the Universal Declaration of Human Rights. How does teaching and learning in Religious Education help these rights to be addressed? Ask teachers to work in small groups to look through the textbooks or syllabus units to uncover examples of activities which they think are particularly useful in promoting this. They should share their ideas with other groups.


10

**Session 2**

Read through the subject overviews for Religious Education together. Ask teachers to tell you what they believe to be the features of teaching about Religion. A key response should be around the need to provide opportunities for learners to discuss spiritual matters and some time to be able to reflect on their beliefs.



13

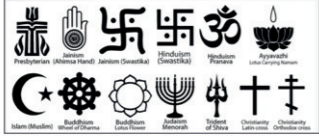
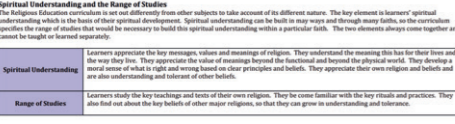


Time for a lunch.

11

Discuss some of these symbols. Which symbols are missing? Where else do we use symbols? How are symbols helpful as we learn about religion?


Explore the two strands noticing the range of studies that provide a context for spiritual understanding to be developed within. Give teachers some time to read and respond to the Background Information about Religion. If you are able to access the weblink, it present many useful opportunities for discussion. 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](http://www.weforum.org/agenda/2019/03/this-is-the-best-and-simplest-world-map-of-religions))

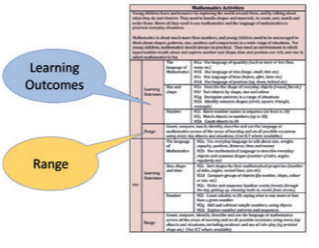
**Session 3**

15

**ECD The Seven Areas of Learning**



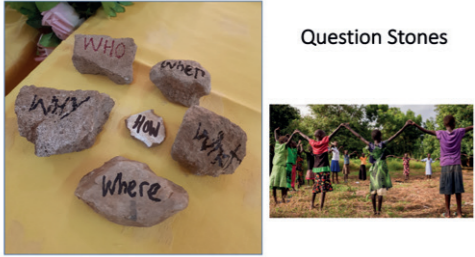
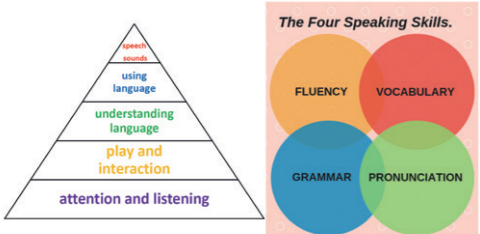
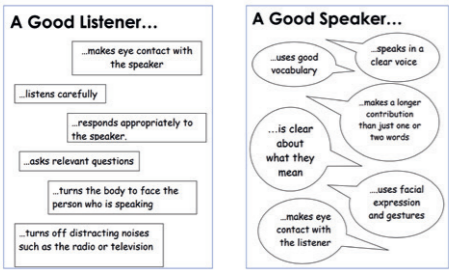
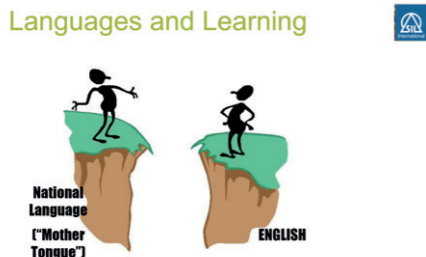
16

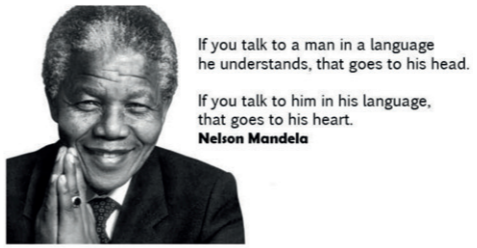



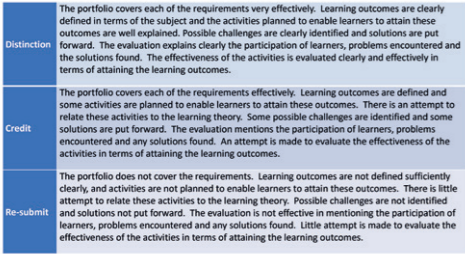
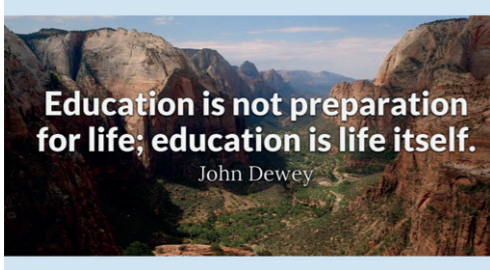

This afternoon session will focus on reflecting on what has been learnt during this module and preparing for the school-based task. Read through these particular aspects of the Professional Standards. Standard 2 describes the need for teachers to know very well the subjects being taught. Discuss together how well they are able to apply their knowledge in classrooms through the use of teaching and learning materials and their own ideas.

The following slides present a summary of what has been learnt. Show each slides, pausing for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this areas.



|    |  |  |
|----|--|--|
| 17 |  <p>Question Stones</p> | <p>Show the slide and then pause for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this area.</p> |
| 18 |                        | <p>Show the slide and then pause for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this area.</p> |
| 19 |                       | <p>Show the slide and then pause for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this area.</p> |
| 20 |                       | <p>Show the slide and then pause for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this area.</p> |

|                  |   |   |
|------------------|---|---|
| 21               |    | <p>Show the slide and then pause for 5 minutes to give teachers time to reflect. Then invite one teacher to summarize learning in this area.</p> <p><b>Activity 3</b> After this slide, give teachers about 15 minutes to write a reflective summary (or to draw a model) of what they have learnt this week in their Handbook.</p> |
| 22               |   | <p>Time for a break.</p>  |
| <b>Session 4</b> |   |   |
| 23               | <p><b>Course 5 School-based Activity</b></p> <p>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.</p> <p>Where possible, participants should work with a colleague to observe the activity being implemented and discuss how it went.</p>   | <p>These three slides explain the school-based task for this course. Teachers have this at the start of this course as background information for module 1. Ask the to read through it in pairs and to discuss what is required. Emphasise that the task is to design a series of learning activities beyond the textbook.</p>      |
| 24               | <p><b>Course 5 Assessment Requirements</b></p> <p>After implementing the learning activity, the participant will submit a portfolio that contains the:</p> <ul style="list-style-type: none"> <li>Learning outcomes sought and how these relate to the subject</li> <li>Learning activities planned to enable learners to meet these outcomes</li> <li>How the activities relate to the textbook</li> <li>Resources that will be needed</li> <li>The relationship to the learning theories studied</li> <li>The challenges anticipated and how these will be overcome</li> <li>An evaluation of the activities in terms of how well the learning outcomes were achieved.</li> </ul> | <p>Discuss this briefly and note the link here to learning theories. Teachers will need to go back to Course 1 in particular to help them with this as well as course 4 for language development theories.</p>  |

|          |   |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
|----------|---|--|-------------------------------------|----------|--|----------|--------------------------------------|----------|------|----------|--------------------------------------|--|
| 25       |  <p><b>Distinction</b> 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.</p> <p><b>Credit</b> 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.</p> <p><b>Re-submit</b> 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.</p> | <p>Read through each description of this assessment criteria. Explain what distinguishes the need to re-submit from credit in particular.</p> <p><b>Activity 4</b> Give teachers time to work on their own or with another teacher to make plans for their school-based task. Which subject do they think they might study? What activities might they design? What will the key learning outcomes be? What will they need to help them?</p> |                                     |          |  |          |                                      |          |      |          |                                      |  |
| 26       | <p>Course 6 Learning Areas and Subjects (2)</p> <table border="1" data-bbox="184 934 617 1108"> <tr><td>Module 1</td><td>Maths – expectations and approaches</td></tr> <tr><td>Module 2</td><td>Social Studies – expectations and approaches</td></tr> <tr><td>Module 3</td><td>Science – expectation and approaches</td></tr> <tr><td>Module 4</td><td>Arts</td></tr> <tr><td>Module 5</td><td>PE and School-based task preparation</td></tr> </table>   | Module 1   | Maths – expectations and approaches | Module 2 | Social Studies – expectations and approaches | Module 3 | Science – expectation and approaches | Module 4 | Arts | Module 5 | PE and School-based task preparation | <p>This is a summary of the next course. Suggest that teachers pay attention to their teaching in these subjects over the next month or so, perhaps writing ideas about these subjects in their journals in preparation for the next training session.</p> |
| Module 1 | Maths – expectations and approaches   |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
| Module 2 | Social Studies – expectations and approaches  |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
| Module 3 | Science – expectation and approaches  |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
| Module 4 | Arts  |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
| Module 5 | PE and School-based task preparation  |  |                                     |          |  |          |                                      |          |      |          |                                      |  |
| 27       |    | <p>To conclude the week, discuss this quote from the educational theorist John Dewey. Ask teachers: Where does education take place? Where does learning take place? What roles do school have in educating communities?</p>   |                                     |          |  |          |                                      |          |      |          |                                      |  |
| 28       |    | <p>Thank teachers for their participation this week.</p>   |                                     |          |  |          |                                      |          |      |          |                                      |  |

