

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



**ENGLISH LANGUAGE SYLLABUS FOR THE CERTIFICATE COURSE IN
PRIMARY EDUCATION**

2009

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EDUCATION**

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APPROVAL

Certificate Teacher Education is a two years course which has been designed to prepare professional teachers who will teach in primary schools. A student teacher will be recognized as a teacher when he/she successfully completes a primary education certificate course for two years within which he/she has successfully performed teaching practice.

This document is hereby declared as the **English Syllabus for the Certificate Course in Primary Education Course 2009**

Approved by

Signature.....

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Introduction

This English Language Syllabus for Certificate Course in Primary Teacher Education is the improved version of that one of 2007. This new version considered some key issues identified in the monitoring of the implementation of two tier diploma programme. Some of the improvements made include increasing the instructional time, strengthening the use of participatory teaching and learning techniques, and developing competences among the student teachers. The other improvement included consolidating the content of both academic and pedagogy, so as to be taught in two years instead of one year.

Subject Description

This syllabus has two parts, the Academic and Pedagogy. While the academic part aims at making student teachers get more knowledge on the language and develop their proficiency in the use of the language, the pedagogy section focuses on developing the student teachers' capability in the teaching of the English Language. It specifically helps them to gain adequate skills, knowledge and attitudes in appropriate teaching methods/approaches.

The syllabus deals with the planning, preparing and teaching of the four language skills, structure, use of appropriate teaching and learning materials and assessment tools. The time to be spent on each sub-topic has been suggested in the syllabus but the nature of the student teachers will finally determine the amount of time to be spent on each topic and sub-topic.

Topics selected for the academic part include some of the English Language Syllabus for Primary schools.

Rationale for the Review of the English subject syllabus

The 2003 Syllabus for the English Certificate Course in Primary Teacher Education has been reviewed after the completion of the curriculum cycle. In reviewing the syllabus key issues have been considered which were not addressed in the previous one (2003). The issue of the paradigm shift was basic to all the fundamental changes that are seen in the 2009 syllabus. The previous syllabus was teacher centred; content based using traditional teaching and learning methods. The current syllabus (2009) is competence based; student centred and advocates participatory

teaching and learning techniques which fully involve the learner in the teaching and learning process.

Rationale of the subject

English is an international language used for communication, education, commerce, science and technology and entertainment. It is the second official language of Tanzania and the medium of instruction from Secondary education upwards. In Primary Schools English is taught as a foreign language in preparation for use as a medium of instruction in secondary schools. This being the case, the importance of English as a subject in Primary School cannot be overlooked. This syllabus therefore, aims at preparing competent and qualified English Language teachers for Primary Schools.

Goals for teaching English Language at Certificate Level

- a) To develop student teachers' English Language competence.
- b) To prepare qualified and competent teachers of English Language for primary schools.
- c) To promote capabilities of cultivating Tanzanian culture in pupils.
- d) To empower student teachers to act as agents of socio-economic change.

Organization of the Syllabus

This syllabus consists of three main parts. Part one consists of a brief introduction, subject description, subject rationale, goals, objectives, competences, organization of the syllabus, assessment and evaluation of the course. Part two consists of the academic content and part three consists of the pedagogy content given in topics, sub-topics and specific objectives. The teaching/learning strategies, resources and assessment are suggested under each subtopic. The tutor is STRONGLY advised to use them and where necessary use other appropriate strategies resources and assessment techniques.

The subject will be taught for 2 years. Three periods per week have been allocated to English language. From the three hours, 1 hour is for the Academic content and 2 hours for the Pedagogical skills. The tutor is advised to make maximum use of the allocated time.

Assessment and Evaluation

Continuous assessment and the final examination of this course will focus on the use of English language and ability to teach it in primary schools. The use of a variety of assessment techniques including written exercises, interviews, observations, micro-teaching, presentations, portfolio and project work are recommended. Similarly, the student teachers will be assessed during Block Teaching Practice (BTP) and Single Lesson Teaching Practice (SLTP). Continuous Assessment will be carried out in both Academic and Pedagogy contents. In the academic part the assessment will focus on student teachers' use of the English Language while in pedagogy the focus will be on professional skills.

Continuous Assessment will carry 50% of the total marks and the National Examination will carry the other 50% as shown in the table below. However, BTP will be assessed separately.

Continuous assessment and final examination format

Items	Assessment technique	Year 1		Year 2		Marks
		Term 1	Term 2	Term I	Term II	
Academic	Test (oral test compulsory)	1	1	1	1	05
	Project/Portfolio	-	1	-	-	05
	Terminal Examinations	-	-	1	1	10
		1	1			
Pedagogy	Tests	1	1	1	1	05
	Micro-teaching Essay writing	1	1	1	1	10
		1		1		05
	Terminal Exams	1	1	1		10
Total marks for CA						50
Final exams	Academic and Pedagogy				1	50 =100

PART 1: ACADEMIC

Competences

By the end of the two years course, student teachers should be competent in:

- a) Using English language effectively in various situations/settings.
- b) Demonstrating knowledge and good command of the use of English Language.
- c) Enhancing English language academic competence for personal development.

Objectives

By the end of the two year course, student teachers should be able to:

- a) Use English language effectively in various situations/settings.
- b) Develop and apply the four language skills: Listening, Speaking, Reading and writing.
- c) Demonstrate mastery of forms, functions and meanings of the English Language structure.
- d) Upgrade academic knowledge to cope up with on going changes and advancements.

1.0 EXPRESSING HABITS

Expressing Habits

Estimated Time: 6 hours

Specific objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify habitual actions in questions and statements using the 1st, 2nd and 3rd persons.
- b) Express personal and other peoples' habits in spoken and written forms.
- c) Interpret information heard from a range of sources.

Teaching and Learning Strategies

- a) Discussion to describe daily routines.
- b) Simulating/role play on people's habits.

Teaching and Learning Resources

- a) Pictures showing daily activities.
- b) A variety of written texts about people's daily routines.
- c) Charts/tables

Assessment

- a) Observation of oral tasks.
- b) Written exercises

2.0 EXPRESSING PAST EVENTS

2.1 Expressing Past Events with Regular and Irregular Verbs

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify regular and irregular verbs.
- b) Construct correct sentences using regular and irregular verbs to express past events.

- c) Narrate past events using regular and irregular verbs in both spoken and written forms.
- d) Tell stories of their past personal experiences.
- e) Write short stories on past events.

Teaching and Learning Strategies

- a) Brainstorming on the meaning of regular and irregular verbs.
- b) Discussion to categorize the verbs into regular and irregular.
- c) Questions and answers on the application of regular and irregular verbs.
- d) Peer coaching.
- e) Library/internet search

Teaching and Learning Resources

- a) Time tables and charts
- b) Written texts on past events
- c) Calendars
- d) Pictures

Assessment

- a) Observation of oral usage.
- b) Written tests.
- c) Portfolio of written texts.

2.2 Expressing Past Concurrent Events

Estimated Time: 7 hours

Specific Objectives:

By the end of this sub-topic, the student teacher should be able to:

- a) Narrate past concurrent events using ‘when’ and ‘while’.
- b) Describe past concurrent events in both spoken and written forms.
- c) Write correct sentences expressing past concurrent events.

Teaching and Learning Strategies

- a) Discussion of activities took place concurrently in the past.
- b) Story telling and writing on different concurrent past events/situations.

Teaching and Learning Resources

- a) Stories or case studies
- b) Selected written texts.

Assessment

- a) Observation
- b) Written exercises.

2.3 Expressing Habits in the Past

Estimated Time: 3 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express habits done in the past in statements and questions using ‘used to’.
- b) Narrate past habits orally.
- c) Write short stories using “used to”.

Teaching and Learning Strategies

- a) Use questions and answers about habits in the past.
- b) Discussion on various texts to identify the of habitual past.
- c) Library search on a variety of cross cutting topics that require the use of ‘used to’.
- d) Presentations on habitual past events.

Teaching and Learning Resources

- (a) Oral and written texts.
- (b) On-line materials.

Assessment

- a) Observations
- b) Written exercises

3.0 REPORTED EVENTS

3.1 Reporting Present and Past Events

Estimated time: 4 hours

Specific Objectives:

By the end of this sub-topic, the student teacher should be able to:

- a) Differentiate between direct and indirect speech.
- b) Analyze texts which include direct and indirect speech.
- c) Report on present and past events both in speaking and writing.
- d) Read texts which have direct and indirect speech

Teaching and Learning Strategies

- a) Demonstration on reporting present and past events.
- b) Discussion on the use of direct and indirect speech.
- c) Listening to a taped conversation which models direct and indirect speech.
- d) Simulation of events using direct and indirect speech.

Teaching and Learning Resources

- a) Written texts
- b) Recorded materials
- c) Tapes and tape recorders

Assessment

- a) Written exercises.
- b) Observations of oral performance.

4.0 EXPRESSING CONTRAST

4.1 Expressing Contrast using “but” and “although”

Estimated time: 6 hours

Specific Objectives

By the end of this sub-topic, the student-teacher should be able to:

- a) Compare and contrast people, places and ideas using ‘but’ and ‘although’ in written and spoken forms.
- b) Identify contrasting ideas using ‘but’ and ‘although’.
- c) Read written texts with contrasting ideas.
- d) Write texts with contrasting ideas.

Teaching and Learning Strategies

- a) Think -Pair-Share on various texts which discuss contrast.
- b) Library search for texts with contrasting ideas.
- c) Role play contrasting situations.

Teaching and Learning Resources

- a) Written texts about contrasting ideas which use the words ‘but’ and ‘although’.
- b) Pictures depicting contrast.
- c) Realia depicting contrast.

Assessment

- a) Observation of oral discussions.
- b) Written exercises on texts with contrasting ideas.

4.2 Expressing Concession.

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express concessions in statements and questions using ‘in-spite of, despite and however’

- b) Identify main contrasting ideas from listening and reading texts.
- c) Write a variety of texts using concession.

Teaching and Learning Strategies

- a) Demonstrate expressing concession in meaningful contexts.
- b) Group discussion and presentation on main contrasting ideas.
- c) Simulation on the use of concessions.

Teaching and Learning Resources

- a) Pictures showing contrasting concepts.
- b) Recorded/written texts on using concessions.

Assessment

- a) Observations
- b) Written exercises

5.0 EXPRESSING POSSESSIONS

5.1 Using Auxiliaries ‘Have’ and ‘Has’.

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic the student teacher should be able to:

- a) Ask questions correctly using ‘have’ and ‘has’ in expressing possession.
- b) Answer questions correctly using ‘have’ and ‘has’ in expressing possession.
- c) Use ‘have’ and ‘has’ in oral and written expressions.
- d) Read texts using ‘has’ and ‘have’

Teaching and Learning/Strategies

- a) Games using ‘have’ and ‘has’.
- b) Demonstration on the use of ‘have’ and ‘has’.
- c) Role play /simulation.

Teaching and Learning Resources

- a) Materials for the game chosen
- b) Realia
- c) Written dialogues

Assessment

- a) Observations.
- b) Written dialogue on the use of 'have' and 'has'.

5.2 Expressing Possession using “whose” and “whom”

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Ask questions using 'whose' and 'whom'.
- b) Respond to questions with 'whose' and 'whom'.
- c) Use possessive pronouns in various situations appropriately.

Teaching and Learning Strategies

- a) Questions and answers
- b) Demonstration on the use of possessive pronouns.
- c) Role play /simulation on expressing possession.

Teaching and Learning Resources

- a) A jumbled dialogue to re-arrange.
- b) Substitution and matching tables.

Assessment

- a) Observations
- b) Written assignments

6.0 EXPRESSING LIKELIHOOD AND CERTAINTY

6.1 Expressing Likelihood

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express likelihood using ‘maybe’ and ‘perhaps’ orally.
- b) Write sentences which express likelihood.
- c) Respond to questions based on expressing likelihood

Teaching and Learning Strategies

- a) Question and answers.
- b) Demonstration on the use ‘may be’ and ‘perhaps’.
- c) Use cues to practice ‘may be’ and ‘perhaps’.

Teaching and Learning Resources

- a) Oral texts accompanied by questions.
- b) Matching /substitution tables.
- c) Prepared prompts.

Assessment

- a) Observation of oral performance.
- b) Written exercises.

6.2 Expressing Certainty

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express certainty in sentences using ‘of course’, ‘surely’ and ‘certainly’.
- b) Present accurate information using ‘of course’, ‘surely’ and ‘certainly.’
- c) Respond correctly to questions given from listening tasks expressing certainty.

Teaching and Learning Strategies

- a) In pairs/groups prepare dialogues.
- b) Role play dialogues.

Teaching and Learning Resources

- a) Information gap texts on weather, bus schedule and school timetables.
- b) Written texts.
- c) Matching/substitution tables

Assessment

- a) Observations.
- b) Written exercises

7.0 EXPRESSING CONDITION**7.1 First Conditional**

Estimated time: 2 hours

Specific Objectives

By the end of this sub-topic the student teacher should be able to:

- a) Analyze first conditional sentences in texts.
- b) Use first conditional sentences appropriately both orally and in writing.
- c) Write texts using first conditional sentences.
- d) Read texts expressing first conditional.

Teaching and Learning Strategies

- a) Brainstorming on the meaning and use of conditional type 1.
- b) Discussion of personal experiences.
- c) Demonstrate the uses of first conditionals in settings like market place, shop, airport, school and home.
- d) Reading comprehension

Teaching and Learning Resources

- a) Pictures in series.
- b) Prepared matching/substitution tables.
- c) Written texts.
- d) Realia.

Assessment

- a) Observations
- b) Written exercises

7.2 Second Conditional

Estimated time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Analyze second conditional sentences in text.
- b) Use the second conditional appropriately.
- c) Read texts using second conditional

Teaching and Learning Strategies

- a) Brainstorming on the meaning and use of second conditional.
- b) Discussion of personal experiences.
- c) Demonstration on the use of second conditional in settings like market place, shop, airport, school and home.
- d) Reading comprehension

Teaching and Learning Resources

- a) Pictures in series.
- b) Written texts.
- c) Chain drills.

Assessment

- a) Observations.
- b) Written exercises.

8.0 EXPRESSING TIME OF ACTION**8.1 Using Phrases such as ;in June;’ and on Monday’**

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express time in statements when the action takes place in the present.
- b) Express time in questions when the action takes place in the present.
- c) Write texts expressing time of action.

Teaching and Learning Strategies

- a) Story telling.
- b) Discussion on the school calendar and different time schedules.
- c) Groups to write compositions.
- d) Dialogues

Teaching and Learning Resources

- a) School Calendar
- b) Clock faces
- c) Flight schedule
- d) Home daily routine schedule

Assessment

- a) Observations
- b) Written assignment.

8.2 Telling Time in English

Estimated time: 3 hours

Specific Objectives

By the end of this sub-topic, student teachers should be able to:

- a) Use 'a.m.' and 'p.m.' correctly.
- b) Tell time using 'past' and 'to' in various situations.
- c) Read texts telling time.
- d) Write texts telling time.

Teaching and Learning Strategies

- a) Discussion about daily routines, referring to time.
- b) Conduct a drill using a face of a clock.
- c) Practice telling time using school timetable/pictures in series.

Teaching and Learning Resources

- a) School timetable
- b) Pictures in series
- c) Clock face
- d) Bus/flight schedules

Assessment

- a) Observations
- b) Oral tests.

9.0 EXPRESSING FREQUENCY

9.1 Expressing Frequency using Adverbs

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teachers should be able to:

- a) Differentiate words expressing frequency such as 'always', 'usually', 'never' and 'sometimes'.

- b) Use the words expressing frequency in contexts.
- c) Read texts expressing frequency
- d) Write sentences expressing frequency correctly.

Teaching and Learning Strategies

- a) Demonstration on the use of words expressing frequency in a meaningful context.
- b) Cue practice and simulation.
- c) Pair work in dialogue writing.

Teaching and Learning Resources

- a) Dictionaries.
- b) Picture cues.
- c) Reading texts.
- d) Written dialogues.

Assessment

- a) Oral practice.
- b) Written exercises on expressing frequency.

10.0 EXPRESSING PURPOSE AND RESULT.

10.1 Expressing Purpose using ‘in order to’ and ‘to’.

Estimated time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Express purpose in statements both in spoken and written form
- b) Read texts expressing purpose.
- c) Write short texts expressing purpose.

Teaching and Learning Strategies

- a) Demonstration on the usage of words expressing purpose.

- b) Word cues.
- c) Group practice writing texts on expressing purpose.

Teaching and Learning Resources

- a) Pictures showing different situations/activities.
- b) Word cue cards.
- c) Written texts.

Assessment

- a) Written exercises.
- b) Oral presentations

10.2 Expressing Result using ‘so that’, ‘enough to’

Estimated time: 3 hours

Specific Objectives

By the end of this sub-topic the student teacher should be able to:

- a) Express result in different situations correctly.
- b) Write short text expressing result.

Teaching and Learning Strategies

- a) Demonstration on the contexts expressing result.
- b) Role-play situations to express result.
- c) Pairs to write composition expressing result.

Teaching and Learning Resources

- a) Pictures showing different situations/activities.
- b) Written texts.
- c) Word cue cards.

Assessment

- a) Oral presentation.
- b) Written exercises.

11.0 READING LITERARY WORKS**11.1 Forms of Literary Works**

Estimated Time: 2 hours

Specific Objectives

By the end of this subtopic, the student teacher should be able to:

- a) Name the forms of literary works.
- b) Make a distinction between the different forms (novel, play and a poem).
- c) Describe devices used in literary works.

Teaching and Learning strategies

- a) Brainstorming the form of literary works
- b) Library search on differences between the forms of literature.
- c) Group presentation on devices used in literary works

Teaching and Learning Resources

- a) Novels
- b) Short stories
- c) Plays
- d) Poems
- e) Encyclopedias
- f) On-line materials

Assessment

- a) Observation
- b) Written presentation

11.2 Interpreting Novels and Short Stories

Estimated Time: 8 hours

Specific Objectives

By the end of this subtopic, the student teacher should be able to:

- a) Make a distinction between a novel and short story.
- b) Relate the themes in a novel with the contemporary situation.
- c) Analyse the style used in a novel/short story
- d) Write s short story.

Teaching and Learning strategies

- a) Library search on the differences between a novel and short story.
- b) Discussion on themes of the novel.
- c) Group presentation on the style used in a novel/short story.
- d) Dramatise some episodes in the novel.

Teaching and Learning Resources

- a) Novels/Short stories
- b) On-line materials

Assessment

- a) Observation
- b) Written presentation

11.3 Interpreting Plays

Estimated Time: 8 hours

Specific Objectives

By the end of this subtopic, the student teacher should be able to:

- a) Extract messages from plays.
- b) Explain the relevance of plays studied in contemporary social changes
- c) Dramatise plays
- d) Write short plays

Teaching and Learning strategies

- a) Discuss messages from plays.
- b) Group assignment on the relevance of plays in contemporary social changes

Teaching and Learning Resources

- a) Plays
- b) On-line materials

Assessment

- a) Observation of oral presentation
- b) Written assignments/presentation

11.4 Interpreting Poems

Estimated Time: 8 hours

Specific Objectives

By the end of this subtopic, the student teacher should be able to:

- a) Tell from the title what a poem is about.
- b) Extract messages from a poem.
- c) Analyse the style used in a poem
- d) Write a poem

Teaching and Learning strategies

- a) Discussions on titles of poems.
- b) Group presentation on messages from plays.
- c) Gallery tour on styles used in different poems.
- d) Group and individual assignment on writing poems

Teaching and Learning Resources

- a) Poems
- b) On-line materials

Assessment

- a) Observation of oral presentation
- b) Written exercises
- c) Portfolio

PART II: PEDAGOGY

Competences

By the end of the two years course, student teachers should be competent in:-

- (a) Using interactive methods, strategies and techniques in the teaching and learning of English.
- b) Designing, developing and using appropriate teaching and learning aids.
- a) Assessing pupils' progress in English language to intervene and disseminate the information to the relevant stakeholders.
- b) Identifying and assisting pupils with special needs in the teaching and learning of English.
- c) Integrating cross-cutting issues into English language teaching and learning.
- d) Carrying out action research for improving teaching and learning of English Language.
- e) Use media and instructional technology appropriately.

Objectives

By the end of the two year course, student teachers should be able to:

- a) Analyse the pedagogical content of the Primary School Syllabus.
- b) Use interactive methods, strategies and techniques in teaching English language
- c) Design, develop and use appropriate materials, media and technology for teaching and learning English.
- d) Assess and evaluate pupils' progress and performance in using the language.
- e) Assist pupils with special needs in English Language teaching and learning.
- f) Incorporate cross-cutting issues in the teaching and learning of English language.

1.0 THE ROLE OF ENGLISH LANGUAGE

1.1 The Role of English Language in Tanzania

Estimated Time: 6 hours.

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Discuss the role of English language in Tanzania.
- b) Explain the importance of teaching and learning English as a foreign language in Primary schools in Tanzania.
- c) Analyze the problems of teaching and learning English as a foreign language in Tanzanian Primary schools
- d) Carry out action research to solve some of the problems facing teaching and learning of English.

Teaching and Learning Strategies

- a) Think-Pair-Share on the role of English Language in Tanzania.
- b) Group discussion and presentations on the importance of teaching and learning English as a foreign language in Primary schools.
- c) Questions and answers to analyze the problems of teaching and learning of English in Primary schools in Tanzania.
- d) Organize and conduct action research.

Teaching and Learning Resources

- a) Newspaper articles.
- b) Education and Training Policy (1995).
- c) Research guidelines.

Assessment

- a) Written assignment.
- b) Oral presentations.
- c) Portfolio.

2.0 PRINCIPLES OF ENGLISH LANGUAGE TEACHING AND LEARNING

2.1 Principles of English Language Teaching

Estimated Time: 12 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify the principles of English language teaching.
- b) Describe the importance of the principles in teaching and learning.
- c) Apply the principles in teaching and learning English language.

Teaching and Learning strategies

- a) Brainstorming on the principles of language teaching
- b) Discussion on the importance of principle in English Language teaching.
- c) Jigsaw on the use of the principles in teaching and learning.
- d) Library/internet search on principles of Language teaching and learning.

Teaching and Learning Resources

- d) Written texts on principles of language teaching and learning.
- e) Online materials

Assessment

- a) Essay writing.
- a) Observations.
- b) Portfolio.

2.2 Building a Rich Environment

Estimated Time: 6 hours.

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Describe the importance of creating a rich environment for learning a new language

- b) Suggest ways of developing a rich environment in the English language classroom.
- c) Create a rich environment in language teaching and learning.

Teaching and Learning Strategies

- a) Journal writing on experiences of learning mother tongue, Kiswahili and English.
- b) Group presentations to share ideas and derive the best ways to learn a language.
- c) Discussion of ways of developing a rich environment.

Teaching and Learning Resources

Textual and internet resources

Assessment

- a) Written exercises.
- b) Observation of oral presentations.
- c) Portfolio.

2.3 Developing Communicative Language

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Describe the principle of communicative language in teaching and learning.
- b) Identify the importance and ways to develop communicative language activities in the classroom.
- c) Design communicative activities considering cross-cutting issues.
- d) Use communicative activities in teaching English.

Teaching and Learning Strategies

- a) Brainstorm on the meaning and importance of communicative language.

- b) Group discussions and presentations on ways to develop communicative language activities in the classroom.
- c) Demonstrations on communicative language activities.

Teaching and Learning Resources

- a) Textual and internet resources
- b) Samples of written communicative language activities

Assessment

- a) Written exercises
- b) Oral presentations

2.4 Developing Correct Grammar

Estimated time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain the importance of developing correct grammar in meaningful context.
- b) Describe ways to develop correct grammar.
- c) Use correct grammar in teaching

Teaching and Learning Strategies

- a) Brainstorm on the importance of developing correct grammar.
- b) Discussion of activities for developing correct grammar.
- c) Micro-teaching.

Teaching and Learning Resources

- a) Textual and internet resources
- b) Sample of written activities

Assessment

- a) Group tasks on the use of correct grammar.

- b) Observations.

3.0 TEACHING PRONUNCIATION

3.1 Kiswahili /Mother Tongue Effects on English Language Pronunciation

Estimated Time: 12 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify English sounds which are difficult for Kiswahili and mother tongue speakers.
- b) Develop activities to discriminate individual sounds within a word
- c) Plan a pronunciation lesson.
- d) Teach pronunciation lessons.

Teaching and Learning Strategies

- a) Brainstorming on sounds which are difficult to produce in English.
- b) Demonstration of various activities for teaching pronunciation.
- c) Discuss steps to be followed in teaching pronunciation.
- d) Micro-teaching.

Teaching and Learning Resources

- a) Dictionaries.
- b) Audio and audio-visual materials.
- c) Model pronunciation lesson.

Assessment

- a) Observation
- b) Oral tests.

3.2 Teaching Vowel and Consonant Sounds

Estimated Time: 12 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify ways of helping pupils with pronunciation problems.
- b) Establish when to teach and correct the pronunciation of words.
- c) Teach vowel and consonant sounds within the context of a word.

Teaching and Learning Strategies

- a) Group reading and discussion on the procedure used to teach correct pronunciation of sounds within the context of a word.
- b) Questions and answers on when to teach and correct pronunciation of words
- c) Peer teaching of sounds within the context of word/sentences.
- d) Group reflections on peer teaching.

Teaching and Learning resources

- a) Word/sentence cards
- b) Vowels and consonant charts
- c) Written texts, audio and audio-visual materials.
- d) Online materials.

Assessment

- a) Observation of peer teaching
- b) Oral tests and quizzes

3.3 Teaching Stress and Intonation

Estimated Time: 9 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Describe where the stress is in various words.

- b) Identify intonation patterns in various words/sentences.
- c) Teach stress and intonation.

Teaching and Learning Strategies

- a) Brainstorming on the different ways of pronouncing words with different words with stress in different positions.
- b) Demonstration of the teaching of stress and intonation patterns
- c) Group discussion of the procedure of teaching stress and intonation.
- d) In groups plan the teaching of stress and intonation.
- e) Micro teaching

Teaching and Learning Resources

- a) List of words and sentences demonstrating various stress and intonation patterns.
- b) Dictionaries.
- c) Recorded texts
- d) Tape/cassette recorders
- e) Model pronunciation lesson.

Assessment

- e) Observations.
- f) Oral tests.

4.0 TEACHING VOCABULARY

4.1 Techniques of Teaching Vocabulary

Estimated time: 4 hours.

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain the purpose of teaching vocabulary.
- b) Use various techniques of teaching vocabulary.
- c) Develop activities for teaching vocabulary.

- d) Teach vocabulary.

Teaching and Learning Strategies

- c) Discussion on the purpose of teaching vocabulary.
- d) Brainstorming on the techniques and activities for teaching vocabulary.
- e) Demonstration of some of the activities and techniques for teaching vocabulary.
- f) In Groups practice and presentations on activities for teaching vocabulary.
- g) Micro teaching

Teaching and Learning Resources

- d) Dictionaries.
- e) Pictures and cards.
- f) A list of activities to develop students' vocabulary.

Assessment

- a) Written exercises.
- b) Observations.
- c) Portfolio.

5.0 DEVELOPING ENGLISH LANGUAGE SKILLS

5.1 Listening

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain the different types of listening.
- b) Describe the sub-skills of listening.
- c) Identify stages of a listening lesson.
- d) Design various activities to develop listening skills considering special needs of learners.
- e) Teach a listening lesson.

Teaching and Learning strategies

- (a) Brainstorming on types of listening.
- (b) Discussion on listening sub – skills and stages of listening lesson.
- (c) Groups design activities for developing listening.
- (d) Demonstration of a listening lesson.
- (e) Micro-teaching.

Teaching and Learning Resources

- a) Taped materials.
- b) Model listening lessons.

Assessment

- a) Observations.
- b) Written tasks.
- c) Micro-teaching.

5.2 Speaking

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain different types of speaking.
- b) Describe the sub-skills of speaking.
- c) Design various activities to develop speaking skills considering developing entrepreneurship skills.
- d) Teach a speaking lesson.

Teaching and Learning Strategies

- (a) Brainstorming on the types and sub-skills of speaking
- (b) Discussion on activities that develop speaking skills.
- (c) Demonstration of the teaching of speaking skills.

- (d) Groups design activities for teaching speaking skills.
- (e) Micro-teaching.

Teaching and Learning Resources

- a) Written dialogues.
- b) Songs.
- c) Motions for debates.

Assessment

- a) Observations.
- b) Oral tests.
- c) Micro-teaching.

5.3 Reading

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Describe types and sub-skills of reading.
- b) Identify stages of a reading lesson.
- c) Design various activities to develop reading skills.
- d) Teach a reading lesson.
- e) Establish a class library.
- f) Use a class reader

Teaching and learning strategies

- a) Discussion of types and sub-skills of reading
- b) Experimenting on activities that develop reading skills.
- c) Demonstration of teaching a reading lesson.
- d) In groups design activities for developing reading skills.
- e) Micro-teaching
- f) Library search on establishing a class library and using a class reader

Teaching and Learning Resources

- a) Written texts
- b) Story cards
- c) Class Readers
- d) Class Library books

Assessment

- a) Observations
- b) Written exercises
- c) Micro teaching
- d) Portfolio for activities for developing reading skills

5.4 Writing

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Describe different types and sub-skills of writing.
- b) Design various activities to develop writing skills.
- c) Identify stages of a writing lesson.
- d) Teach a lesson focusing on developing writing skills.

Teaching and Learning Strategies

- a) Brainstorm of writing types and sub-skills.
- b) Discussion on activities that develop writing skills.
- c) Demonstration of teaching writing skills, from controlled, guided to free practice.
- d) Groups design activities for teaching writing skills.
- e) Micro-teaching practice.

Teaching and Learning Resources

- a) Variety of written texts
- b) A model writing lesson

Assessment

- a) Observations.
- b) Written exercises.
- c) Micro teaching.
- d) Portfolio for activities to developing writing skills.

6.0 TEACHING A STRUCTURAL PATTERN

6.1 Meaningful Contexts for Teaching Structural Pattern and Vocabulary

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain the meaning of a structural pattern and a meaningful context.
- b) Choose a situation/context and target vocabulary that matches a structural pattern.
- c) Design various activities for teaching structural patterns and vocabulary.

Teaching and Learning Strategies

- a) Demonstration of how to build a meaningful context for a structure lesson.
- b) Discussion on the development of meaningful contexts in teaching structural patterns from a variety of English textbooks used in Primary schools.
- c) In pairs establish contexts and target vocabulary to match structural patterns in a text.
- d) Group presentations.

Teaching and Learning Resources

- a) A variety of English textbooks used in Primary Schools.

- b) Articles.
- c) Realia.

Assessment

- a) Observation
- b) Written tests
- c) Portfolio.

6.2 General Stages of a Structure Lesson

Estimated time: 16 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify the stages of teaching a structure lesson
- b) Plan a structure lesson.
- c) Teach a structure pattern.

Teaching and Learning Strategies

- a) Discussion of stages of a structure lesson.
- b) In pairs plan for a structure lesson
- c) Demonstration of a structure lesson
- d) Micro-teaching

Teaching and Learning Resources

- a) A variety of English text books used in primary schools
- b) Pictures
- c) Models of lesson plans.

Assessment

- a) Oral presentations.
- b) Written tasks.
- c) Peer assessment.

7.0 ANALYZING THE PRIMARY SCHOOL ENGLISH LANGUAGE SYLLABUS

7.1 Preliminary Information

Estimated Time: 4 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify the components of the introductory part.
- b) Define the key terms used in the syllabus
- c) Analyse the information and usage of the preliminary section of the syllabus.

Teaching and Learning Strategies

- a) Discussion on the preliminary information in the syllabus.
- b) Think-Pair-Share on key terms and usage.
- c) Questions and answers on the usage of information read.

Teaching and Learning Resources

English Language Syllabus for Primary Schools in Tanzania

Assessment

- a) Observation.
- b) Portfolio

7.2 Content Part

Estimated Time: 8 hours

Specific Objectives

By the end of this sub-topic the student teacher should be able to:

- a) Analyse the content of the primary school syllabus for each class.
- b) Use the primary school syllabus components appropriately to prepare for teaching.

Teaching and Learning Strategies

- a) In Pairs go through the content sections of the syllabus.
- b) Group discussion on the development of each content components.
- c) Jigsaw on alternative ways in which the components could be presented in the content part.

Teaching and Learning Resources

- a) English Language Syllabus for Primary Schools.
- b) English Text books for Primary Schools.
- c) Online materials

Assessment

- a) Oral tasks
- b) Written presentations.

8.0 PREPARATION FOR TEACHING

8.1 Preparing a Scheme of Work

Estimated Time: 10 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify parts of a scheme of work.
- b) Use the syllabus to prepare a Scheme of Work for any class.
- c) Write a Scheme of Work.

Teaching and Learning Strategies

- a) Brainstorming on the parts of a scheme of work.
- b) Discussion on different components of a scheme of work.
- c) Practice writing a scheme of work.

Teaching and Learning Resources

- a) Syllabus.

- b) Model scheme of work.
- c) Various English text books.
- d) On-line material.

Assessment

Portfolio for written scheme of work

8.2 Preparing a Lesson Plan

Estimated Time: 12 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify parts of a lesson plan.
- b) Prepare a lesson plan based on the planned scheme of work.
- c) Write a lesson plan

Teaching and Learning Strategies

- a) Brainstorm parts of a lesson plan.
- b) Discussion of models of various lesson plans.
- c) In groups write a lesson plan
- d) Group presentations.

Teaching and Learning Resources

- a) Model lesson plans
- b) Schemes of work.
- c) Text books.
- d) Other textual and non textual materials.

Assessment

- a) Written lesson plans
- b) Portfolio.

8.3 Selecting Appropriate English Language Text Books

Estimated Time: 4 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify the criteria for selecting a text book for teaching English language.
- b) Analyze the strengths and weaknesses of a variety of text books.
- c) Choose appropriate text books which support the topics in the syllabus.
- d) Identify class readers and class library books that are suitable for the different levels in primary schools.

Teaching and Learning Strategies

- a) Think-Pair-Share on criteria for selecting a text book.
- b) Group analysis of text books.
- c) Library tour to identify textbooks, class Readers and class library books to support the topics in the syllabus.
- d) Group presentations of the task above.

Teaching and Learning Resources

- a) Text books
- b) Class Readers/library books
- c) Book selection Guide
- d) Collection of internet material.

Assessment

- a) Observation of group work
- b) Practical task on book selection

8.4 Selecting and Making Appropriate Teaching Aids

Estimated Time: 10 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify the criteria for selecting appropriate teaching aids.
- b) Make appropriate selection of teaching aids.
- c) Use teaching aids in teaching and learning process.

Teaching and Learning Strategies

- a) Group discussion.
- b) Making various teaching aids.
- c) Micro-teaching using prepared teaching aids.

Teaching and Learning Resources

A variety of materials for making teaching aids.

Assessment

- a) Selection of teaching aids.
- b) Micro-teaching using appropriate teaching aids.

9.0 ASSESSMENT

9.1 Types of Assessment in English Language Teaching and Learning

Estimated Time: 10 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Identify various types of assessment tools that can be used for assessing English language teaching and learning.
- b) Analyze the appropriateness of different types of items that can be used for the assessment of the four language skills.
- c) Use the various levels of Blooms Taxonomy to design assessment items.

Teaching and Learning Strategies

- a) Brainstorm types of assessment tools.
- b) Discuss the appropriateness of the various items for assessment of language skills.
- c) Groups design assessment items.

Teaching and Learning Resources

- a) Samples of assessment tools and items.
- b) Observation checklists.
- c) Table/chart of the Bloom Taxonomy hierarchy.

Assessment

- a) Observations
- b) Portfolio on assessment items

9.2 Correcting and Giving Feedback of Pupils' work

Estimated Time: 6 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Justify the importance of self, peer, group and teacher correction/feedback on pupils' English work.
- b) Mention ways of giving feedback/correcting pupils' oral and written work.
- c) Correct pupils' oral and written work.

Teaching and Learning Strategies

- a) Brainstorm on ways of correcting/giving feedback to pupils work.
- b) Think Pair Share on the importance of self, peer, group and teacher correction of work.
- c) Practise and presentations correcting and giving feedback on the samples of pupils' oral and written work.

Teaching and Learning Resources

- a) Samples of pupils' written work.
- b) List of symbols used for correcting.

Assessment

- a) Observations.
- b) Written task on correcting pupil's written work.

9.3 Record Keeping

Estimated Time: 3 hours

Specific Objectives

By the end of this sub-topic, the student teacher should be able to:

- a) Explain the importance of record keeping.
- b) Identify different ways of keeping pupils' records.

- c) Write pupils' performance records.

Teaching and Learning Strategies

- a) Display various ways of keeping students' records.
- b) Discuss the various ways of keeping students' records.
- c) Presentation of appropriate record keeping procedures.

Teaching and Learning Resources

Samples of pupils' records

Assessment

- a) Observation
- b) Portfolio on pupils records.

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- Tanzania Institute of Education, (1997); *Resource Pack for Preset Tutors of the English Diploma Course*, MOEC; Dar es Salaam, Tanzania.
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RECOMMENDED TITLES FOR NATIONAL EXAMINATIONS 2009-2011

For Certificate at Teacher Education Level:

Novels/short stories

1. S. N. Ndunguru, 2004, *Spared*, Mkuki na Nyota.
2. Osman Conteh, 2002, *Unanswered* Cries, Macmillan
3. Kulet, H.R, Ole 1970, *Is it Possible?* Longman
4. Ousmane, S.1970, *God's Bits of Wood*, Heinemann

Plays

1. Ngugi wa Thiongo, 1968, *The Black Hermit*, Heinemann
2. Mbia Oyono, 1974, *Three Suitors One Husband*, Eyre Muthuen
3. Ngugi wa Thiongo, 1962, *This Time Tomorrow*, Heinemann.

Poetry

1. Cook, D. et al. 1971, *Echoes of Silence*, Heinemann
2. Rubadiri, D. (ed) , *Growing up with Poetry*, Heinemann
3. P. Bitek, 1979, *Songs of Lawino and Ocol*, EAPH.