



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

**DIPLOMA IN TEACHER EDUCATION  
PRE-PRIMARY AND PRIMARY**

**ENGLISH LANGUAGE  
CURRICULUM DESIGN**

**2024**

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## **INTRODUCTION**

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

### **Professional Learning areas**

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources

4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Ed-

ucation

10. Historical and Comparative Foundations of Educa-  
tion
11. Micro Teaching
12. Practicum

### **Integrated Content and Pedagogy Learning areas**

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies

9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/  
German/ Mandarin (Chinese)/ KSL

## **REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)**

### **Entry Requirements**

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC)). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

### **Duration of Training**

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

### **Subjects Offered**

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

### **Micro-Teaching and Practicum**

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

### **Award of the Diploma**

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

**Note:** If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

### **Grading**

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

**TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS**

	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TER M 8	TER M 9	TOTAL FOR PROGRAMME
<b>PROFESSIONAL LEARNING AREAS</b>												<b>PROFESSIONAL LEARNING AREAS (420 Hours )</b>
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
<b>SUB TOTAL</b>		<b>120Hrs</b>	<b>80Hrs</b>	<b>80Hrs</b>	<b>60Hrs</b>	<b>40Hrs</b>	<b>40Hrs</b>	<b>420Hrs</b>				

**TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)**

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	300 Hours	300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs)  + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS



## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

### **1. Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

### **2. Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

#### **a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

#### **b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

#### **c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

## **LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P)**

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

## **ESSENCE STATEMENT**

English is one of the official languages in Kenya and the medium of instruction from Grade Four to the higher levels of learning. English also serves as a lingua franca within the multilingual set-up in Kenya. The learning of English at Diploma in Teacher Education (DTE) is informed by the fact that apart from people acquiring language naturally, they also learn from one another through observation, imitation and modelling. This enhances communication and interaction within the society.

The English curriculum will equip the teacher trainee with appropriate competencies (knowledge, skills, attitudes and values) to facilitate the learning of English at the primary school level. The subject will expose the trainee to the four language skills (listening, speaking, reading and writing) and Grammar. This is expected to improve the teacher trainee's communicative competence. In addition, the trainee will be exposed to various aspects of language including a general introduction to language, the structure of language, literary appreciation, English language pedagogy and aspects of communication skills. The content will be delivered through formal, non-formal and informal teacher-guided experiences, including classroom interactions, research, projects, seminar presentations and assignments. Further, the curriculum prepares the teacher trainee for future academic and professional progression into higher levels of education.

## **GENERAL LEARNING OUTCOMES**

By the end of the English Diploma in Teacher Education course, the teacher trainee should be able to:

1. Communicate information effectively for personal development and professional practice
2. Apply the principles of language learning theories and approaches, and appropriate pedagogy in guiding the learner
3. Demonstrate a critical appreciation of the interrelationships between the theories and models of communication skills and their role in education
4. Facilitate learning of the English language skills and grammar in schools
5. Demonstrate critical appreciation of literary works including Children's Literature to foster critical thinking and creativity
6. Develop and use a wide range of resources, including ICTs, for learner engagement
7. Mainstream Core Competencies, Pertinent and Contemporary Issues, Values and Community Service Learning in learning
8. Appreciate the role of English as a medium for creativity and talent development.

## SUMMARY OF TIME ALLOCATION

	<b>STRAND</b>	<b>SUB STRAND</b>	<b>NUMBER OF HOURS</b>
1	Background to language and language learning	Overview of First and second language	3 hrs
		First language acquisition	3 hrs
		Language learning and development in children	2hrs
		Language situation in Kenya	2 hrs
		<b>Multiword Units (3 hours)</b>	3 hrs
	Listening and speaking	Oral skills 1	3hrs
	Reading	Children’s literature 1	3 hrs
	Grammar	Word classes	4hrs
			24hrs
2	Background to language and language learning	Theories of language acquisition and learning	4hrs
	Listening and speaking	Oral skills 2	3hrs
	Reading	Reading for younger children	5hrs
		Reading for older children	4hrs
	Grammar	Verbs: tense, aspect, auxiliary verbs	3hrs
	Writing	Writing skills	6hrs
		Types of writing 1	4hrs
Theories and models of communication	Conceptualisation, evaluation and roles of models of communication	2hrs	
			34HRS
3	Background to language and language	Approaches and methods to language	3hrs

	learning	learning	
		Language acquisition and learning difficulties	4hrs
	Listening and speaking	Listening comprehension	5hrs
	Reading	Intensive reading 1	10hrs
	Grammar	phrases	2 hrs
		clauses	3hrs
	Writing	Types of writing 2	5hrs
	Communication skills	The communication process	2hrs
			34HRS
4	Background to language and language learning	Phonology	4hrs
		Morphology	3hrs
	Listening and speaking	Speaking fluency skills	4hrs
	Reading	Intensive reading 2	5hrs
		Intensive reading 3	6hrs
	Grammar	Functional classification of sentences	5hrs
	Writing	Mechanics of writing	4hrs
		Paragraphing	3hrs
			35HRS
5	Background to language and language learning	syntax	4hrs
	Listening and speaking	Conversational skills	6hrs
	Reading	Children's literature 2	6hrs
	Grammar	Structural classification of sentences	4hrs
	Writing	Functional writing	8hrs
			29Hrs

6	Background to language and language learning	Semantics and pragmatics	2hrs
	Listening and speaking	Extended oral work	7hrs
	Reading	Extensive reading 1	6hrs
		Extensive reading 2	4hrs
	Grammar	Conversion of sentences	5hrs
	Writing	Creative writing	6hrs
			30Hrs
	Project	Creative writing Oral literature	6 hrs
			6 hrs



## STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.1 Background to language and language learning</b>	<b>1.1.1 Overview of first and second language (2 hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) explore the functions and properties of language,</p> <p>b) compare and contrast first and second language acquisition and learning for content knowledge,</p> <p>c) describe the order in which language skills are developed,</p> <p>d) distinguish between the productive and receptive language skills for information,</p> <p>e) discuss the implications of the</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm the meaning of language using a concept map,</li> <li>• listen and respond to an audio-visual recording on the meaning and characteristic of language,</li> <li>• contribute to a discussion on the properties and functions of language,</li> <li>• conduct research on how children learn their first language and how this can aid the learning of the second language,</li> <li>• research the difference between the acquisition of first language and the learning of second language, and their implications to second language learning then present findings at plenary,</li> <li>• list the productive and receptive language skills and the</li> </ul>	<ol style="list-style-type: none"> <li>1. What is language?</li> <li>2. How do we acquire language?</li> <li>3. Why do we study language?</li> </ol>

		<p>essence statements for Pre Primary Language Activities and Primary English curriculum designs on the learning of English,</p> <p>f) acknowledge the role of first language in learning of the second language for effective learning of English.</p>	<p>characteristics of each,</p> <ul style="list-style-type: none"> <li>• work with peers and makes a presentation on the order in which language skills are developed,</li> <li>• download the BECF and discuss the issues articulated in the essence statement with regard to learning of English.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge as the teacher trainee acquires knowledge on the nature of language.</li> <li>• Digital Learning Skills as the teacher trainee listens and responds to an audio recording on the meaning of language.</li> <li>• Critical thinking and problem solving as the teacher trainee critiques the essence statement.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Unity as teacher trainees discuss the meaning of language.</li> <li>• Respect as teacher trainees compare differences between first and second language acquisition and learning.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explore the functions and properties of language	Skillfully explores the functions and properties of language accurately	Explores the functions and properties of language almost all the time	Partially explores the functions and properties of language accurately	Partially explores the functions and properties of language accurately with assistance
Ability to compare and contrasting LI and L2 acquisition and learning and their implications	Consistently compares and contrasts LI and L2 acquisition and learning and their implications correctly	Compares and contrasts LI and L2 acquisition and learning and their implications correctly	Sometimes compares and contrasts LI and L2 acquisition and learning and their implications correctly	Compares and contrasts LI and L2 acquisition and learning, and their implications with assistance
Ability to distinguish between the productive and receptive language skills for information.	Distinguishes between the productive and receptive language skills with ease	Distinguishes between the productive and receptive language skills.	Distinguishes between the productive and receptive language skills. Partially.	Struggles to distinguish between the productive and receptive language skills.
Ability to discuss the implications of the essence statements for Pre Primary Language Activities and Primary English curriculum designs.	Elaborately discusses the implications of the essence statements for Pre Primary Language Activities and Primary English curriculum designs.	Discusses the implications of the essence statements for Pre Primary Language Activities and Primary English curriculum designs.	Discusses some implications of the essence statements for Pre Primary Language Activities and Primary English curriculum designs.	Discusses some implications of the essence statements for Pre Primary Language Activities and Primary English curriculum designs when prompted.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>Background to language and language learning</b>	<b>1.1.2 Stages of Language Development</b>  <b>(5 Hours)</b>	<b>By the end of the sub strand the trainee teacher should be able to:</b> a) analyse the stages of language development in children, b) apply knowledge of the stages of language development to facilitate differentiated instruction, c) appreciate the importance of the stages of language development in language learning.	<b>The teacher trainee to:</b> <ul style="list-style-type: none"> <li>• use ICTs to search for information on the stages of language development,</li> <li>• prepare a PowerPoint using the information obtained from the research and present it,</li> <li>• work with peers to assess the PowerPoint presentations and give feedback,</li> <li>• watch videos on the stages of language development and summarise the content,</li> <li>• design relevant learning experiences for the different stages of language development, in pairs.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do children learn language?</li> <li>2. Why is it important to learn about the stages of language development?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• <b>Learning to Learn and Reflective Practice</b> as teacher trainee listens to presentations and give each other constructive peer feedback</li> <li>• <b>Digital Literacy Skills</b> as teacher trainee conducts online research on stages of language development</li> </ul>				
<b>Values:</b> <b>Responsibility and respect</b> as teacher trainee engage in group discussions and presentations				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicators</b>	<b>Exceeds</b> <b>Expectations</b>	<b>Meets</b> <b>Expectations</b>	<b>Approaches</b> <b>Expectations</b>	<b>Below</b> <b>Expectations</b>
Ability to analyse the stages of language development in children and applying it to facilitate differentiated learning for content knowledge	Analyses the stages of language development in children and applies the knowledge to facilitate differentiated learning with confidence	Analyses the stages of language development in children and applies the knowledge to facilitate differentiated learning	Analyses the stages of language development in children and applies the knowledge to facilitate differentiated learning in some instances	Analyses the stages of language development in children but struggles to apply the knowledge to facilitate differentiated learning

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>Background to language and language learning</b>	<b>1.1.3 Language Learning and Development in Children</b>  <b>(2 Hours)</b>	<b>By the end of the Sub strand the learner should be able to:</b> a) analyse factors that affect language learning in children, b) adapt and adopt appropriate pedagogical strategies for the language classroom, c) design relevant learning experiences to enhance language learning, d) assess the implication of various factors on language learning.	<b>Teacher trainee to:</b> <ul style="list-style-type: none"> <li>• work with peers and research the that affect language development such as:               <ul style="list-style-type: none"> <li>- personality</li> <li>- intelligence</li> <li>- motivation</li> <li>- teaching style</li> <li>- learning style</li> <li>- environment (school and home)</li> <li>- gender,</li> </ul> </li> <li>• adapt language teaching and learning methods such as:  <i>Play based learning, Story-telling and Narratives, Practical work, Project based learning, Reflective learning practice, Thematic Approach, Songs, Rhymes and Poems.</i> </li> <li>• discuss ways of enhancing language learning in young children,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to learn about factors that affect language learning in young children?</li> <li>2. How can one ensure the language classroom is conducive for learning?</li> <li>3. How can we enhance language development in young children?</li> </ol>

			<ul style="list-style-type: none"> <li>• search for information about factors that affect language learning from the internet,</li> <li>• create relevant tasks to enhance language learning in young children,</li> <li>• watch relevant videos on the internet on how to overcome challenges of language learning in young children.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• <b>Pedagogical Content knowledge</b> as teacher trainee acquires knowledge and skills on factors affecting language learning and development</li> <li>• <b>Digital Literacy</b> as teacher trainee conducts online research</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Responsibility and integrity</b> as teacher trainee identifies and acknowledge credible sources of information during research</li> <li>• <b>Unity and respect</b> as teacher trainee learns to work with others</li> </ul>				

### Suggested Formative Assessment Rubrics

<b>Level</b> <b>Indicators</b>	<b>Exceeds expectation</b>	<b>Meets expectation</b>	<b>Approaches Expectations</b>	<b>Below expectation</b>
Ability to analyse factors that affect language learning in children	Analyses factors that affect language learning in children skillfully	Analyses factors that affect language learning in children	Analyses factors that affect language learning in children with some difficulty	Analyses factors that affect language learning in children with assistance from others
Ability to adapt and adopt appropriate pedagogical strategies for the language classroom	Creatively adapts and adopts appropriate pedagogical strategies for the language classroom	Adapts and adopts appropriate pedagogical strategies for the language classroom	Adapts and adopts some pedagogical strategies for the language classroom	Adapts and adopts some pedagogical strategies for the language classroom with the assistance of others
Ability to design Relevant learning experiences to enhance language learning	Designs relevant learning experiences to enhance language learning and integrates appropriate ICTs	Designs relevant learning experiences to enhance language learning	Designs some relevant learning experiences to enhance language learning	Designs a few learning experiences to enhance language learning with assistance from others



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>Background to language and language learning</b>	<b>1.1.4 Language situation in Kenya (3 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explain the role accorded to English in Kenya,</p> <p>b) discuss the implications of the Constitution and the Language in Education Policy in Kenya,</p> <p>c) interrogate the differences in the standard varieties of English and their implications in learning,</p> <p>d) explore the Basic Education Curriculum Framework (BECF) and identify the values that should be nurtured at the primary school level,</p> <p>e) evaluate the role of English</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• conduct an online research on the role of English in Kenya and shares ideas in class,</li> <li>• discuss the Constitution and the Language in Education Policy in Kenya and their implications to language learning,</li> <li>• describe the standard varieties of English (<i>Standard British English and American English</i>), and their differences and implications in English language learning in Kenya,</li> <li>• read the Basic Education</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the role of English in Kenya?</li> <li>2. What is the difference between American English and British English?</li> </ol>

		as articulated in the Constitution and the Language in Education Policy.	Curriculum Framework (BECF) and identifies the values that should be nurtured at the primary school level, <ul style="list-style-type: none"> <li>• suggest how patriotism can be inculcated during an English lesson and present the suggestions on a chart or poster.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Citizenship and Leadership Competency as teacher trainees acquire knowledge on policy issues in language education.</li> <li>• Digital Learning Skills as teacher trainees conduct online research on the role of English in Kenya and share ideas in class.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as teacher trainees discuss the Language in Education Policy in Kenya.</li> <li>• Patriotism is enhanced through discussions on the Language in Education Policy in Kenya and its implications for language learning.</li> </ul>				

### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to discuss language variation and its implications to learning with relevant examples,	Confidently discusses language variation and its implications to learning: all examples are relevant	Discusses language variation and its implications to learning: most examples are relevant	Discusses language variation and its implications to learning: some examples are relevant	Discusses language variation and its implications to learning: a few examples are relevant
Ability to describe and assess the aspects of the Language Policy and the Language in Education Policy and their implication on learning.	Describes and assesses all the aspects of the Language Policy and the Language in Education Policy and their implication on learning with ease	Describes and assesses most aspects of the Language Policy and the Language in Education Policy and their implication on learning	Describes and assesses some aspects of the Language Policy and the Language in Education Policy and their implication on learning	Describes and assesses some aspects of the Language Policy and the Language in Education Policy and their implication on learning with assistance
Ability to address language learning challenges	Excellentlly addresses all language learning challenges	Addresses most language learning challenges	Addresses some language learning challenges	Addresses some language learning challenges with assistance from peers
Ability to identify and critique the elements of the essence statement	Identifies and critiques all the elements of the essence statement with ease	Identifies and critiques the elements of the essence statement	Identifies and critiques most elements of the essence statement	Identifies and critiques all the key elements of the essence statement

Ability to integrate the core competency of citizenship and the value of responsibility in language learning.	Integrates the core competency of citizenship and the value of responsibility in all learning experiences with ease	Integrates the core competency of citizenship and the value of responsibility in most learning experiences	Integrates the core competency of citizenship and the value of responsibility in some learning experiences	Integrates the core competency of citizenship and the value of responsibility in some learning experiences but with assistance
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.2 Vocabulary</b>	<b>1.2.1</b> <ul style="list-style-type: none"> <li>• <b>Multiword Units</b></li> <li>• <b>Polite Words and Phrases</b></li> </ul> <p><b>(3 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>a) distinguish between single words and proverbs, idioms and phrasal verbs</li> <li>b) describe common collocations in print and digital texts</li> <li>c) use proverbs, idioms and phrasal verbs appropriately in oral and written communication</li> <li>d) infer the meaning of phrasal verbs and idioms using contextual clue,</li> <li>e) use polite language in conversations/dialogues,</li> <li>f) research pedagogical strategies for facilitating vocabulary learn-</li> </ol>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• identify common collocations (words which occur together) such as <i>by the way, day by day, make money, make room, have lunch</i></li> <li>• discuss why one should not over use proverbs, phrasal verbs or idioms in a text</li> <li>• listen to a television or radio programmer and identify proverbs, idioms or phrasal verbs used by the speakers</li> <li>• practise using proverbs, idioms and phrasal verbs in sentences</li> <li>• look up the meaning of words from the dictionary</li> <li>• search for proverbs, idioms and phrasal verbs from the internet, newspapers and magazines and create a list</li> <li>• write and share articles on social</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we use polite words and expressions?</li> <li>2. How do proverbs, idioms and phrasal verbs enhance oral communication?</li> <li>3. How do proverbs, phrasal verbs and idioms differ from single words?</li> </ol>

		<p>ing, g) value the role of proverbs, phrasal verbs and idioms in enhancing communicative competence.</p>	<p>media on the importance of using a wide range of vocabulary.</p> <ul style="list-style-type: none"> <li>• create word lists of the <i>high and low frequency words</i> in English,</li> <li>• discuss ways of reinforcing new vocabulary such as: <ul style="list-style-type: none"> <li>○ writing a story</li> <li>○ building a wordlist</li> <li>○ word trees</li> <li>○ word pockets</li> </ul> </li> <li>• design innovative activities for the oral skills classroom,</li> <li>• research strategies such as: <i>use of contextual clues, jumble up letters activity, offline/online matching games, crossword puzzles, code words, matching games and topic games</i>, among others and make a presentation</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy</b> – as teacher trainee searches for examples of proverbs, idioms and phrasal verbs from the internet</li> <li>• <b>Learning to Learn and Reflective Practice</b> – as teacher trainee writes and shares articles on social media on the importance of using a wide range of vocabulary</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• <b>Unity</b>– as teacher trainee works with peers to create word lists of the high and low frequency words in English</li> </ul>				

- **Integrity** – as teacher trainee writes and shares articles on social media on the importance of using a wide range of vocabulary

### Suggested Assessment Rubric

<b>Indicator</b>	<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use polite words, phrases, proverbs, idioms and phrasal verbs appropriately in oral and written communication		Uses polite words, phrases, proverbs, idioms and phrasal verbs appropriately with ease	Uses polite words, phrases, proverbs, idioms and phrasal verbs appropriately	Uses polite words, phrases, some proverbs, idioms and phrasal verbs appropriately	Uses some polite words, phrases, proverbs, idioms and phrasal verbs appropriately with assistance from peers
Ability to describe common collocations in print and digital texts for content knowledge		Excellent describes common collocations in print and digital texts	Describes common collocations in print and digital texts	Describes some common collocations in print and digital texts	Describe some common collocations in print and digital texts with assistance
Ability to infer the meaning of phrasal verbs, idioms and proverbs using contextual clues		Infers the meaning of phrasal verbs, idioms and proverbs using contextual clues confidently	Infers the meaning of phrasal verbs, idioms and proverbs using contextual clues	Infers the meaning of proverbs, some phrasal verbs and idioms using contextual clues	Infers the meaning of some proverbs using contextual clues
Ability to research pedagogical strategies for facilitating vocabulary learning,		Researches varied pedagogical strategies for facilitating vocabulary learning,	Researches pedagogical strategies for facilitating vocabulary learning.	Researches some pedagogical strategies for facilitating vocabulary learning.	Researches some pedagogical strategies for facilitating vocabulary learning but with some difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.3 Reading</b>	<b>1.3.1 Children’s Literature I</b>  <b>(4 hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a)examine the importance of Children’s Literature in the learning of English,</p> <p>b)describe the characteristics of children’s literature and its contribution to the learning of English,</p> <p>c)use a criterion to select children’s materials for facilitating learning of the language skills and Grammar,</p> <p>d) design activities to promote learning to learn in the English lessons,</p> <p>e)reflect on the role of Children’s Literature in language learning.</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>•share ideas during a brainstorm on the meaning of the term ‘Children’s Literature’ within the Kenyan context,</li> <li>•discuss how Children’s Literature contributes to the learning of English,</li> <li>•share ideas on how Children’s Literature differs from that of more mature learners with focus on structure, content and language,</li> <li>•source for information on the nature/characteristics of Children’s Literature, and discusses the key points,</li> <li>•discuss the criteria used for selecting children’s learning materials,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is Children’s Literature important in the learning process?</li> <li>2. How do we determine the appropriateness of Children’s Literature?</li> </ol>



			<ul style="list-style-type: none"> <li>• use the criteria to select children’s materials for different grades,</li> <li>• collect newspaper cuttings featuring children’s reading material and creates a working portfolio.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration as teacher trainees discuss in groups the importance of Children’s Literature.</li> <li>• Pedagogical Content Knowledge as the teacher trainee acquires knowledge and skills on how to select Children’s Literature.</li> </ul>				
<p><b>Values</b></p> <p>Teacher trainees will be exposed to values such as respect and integrity as the children’s books deal with varied values.</p>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Examining importance of Children's Literature in the learning of English	Consistently examines the importance of Children's Literature in the learning of English accurately	Examines the importance of Children's Literature in the learning of English accurately	Partly examines the importance of Children's Literature in the learning of English accurately	Examines the importance of Children's Literature in the learning of English with difficulty
Describing the characteristics of Children's Literature	Consistently describes the characteristics of Children's Literature appropriately	Describes the characteristics of Children's Literature appropriately	Describes some characteristics of Children's Literature appropriately	Struggles to describe the characteristics of Children's Literature
Using a criteria to select children's materials for facilitating learning of the language skills and grammar	Uses a criteria to select children's materials for facilitating learning of the language skills and grammar appropriately and with ease	Uses a criteria to select children's materials for facilitating learning of the language skills and grammar appropriately	Uses a criteria to select some children's materials for facilitating learning of the language skills and grammar appropriately	Uses a criteria to select some children's materials for facilitating learning of the language skills and grammar with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.4 Grammar</b>	<b>1.4.1 Word classes</b>  <b>(4 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) assign word classes to words in a text,</p> <p>b) discuss how to teach grammar using the inductive and integrated approaches,</p> <p>c) integrate critical thinking and problem solving in the learning process,</p> <p>d) adhere to correct use of words in sentences for effective communication.</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>•listen to audio-visual materials and identifies word classes: <i>nouns, verbs, adjectives, adverbs, prepositions, determiners, pronouns, conjunctions, interjections,</i></li> <li>•categorise words into word classes using varied texts e.g. dialogue, short passages, sentences, stories, in groups,</li> <li>•construct sentences using words from various word classes,</li> <li>•interact with digital content on word classes and completes the tasks given on the same,</li> <li>•search for and shares information on the approaches of teaching grammar (<i>inductive and integrated</i>),</li> <li>•design an appropriate activity that integrates critical thinking and problem solving in a grammar lesson.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use correct grammar?</li> <li>2. How should grammar be taught?</li> </ol>

**Core competencies to be developed**

- Pedagogical Content Knowledge as the teacher trainee acquires knowledge on inductive and integrated approaches to teaching grammar.
- Digital Learning Skills as the teacher trainee completes specified tasks using digital devices.
- Communication and collaboration as teacher trainees discuss the approaches of teaching grammar.

**Values**

- Integrity as the teacher trainee completes individual and group tasks on use of word classes.
- Responsibility as the teacher trainee completes assignments on identifying and using word classes.

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Assigning word classes to words in a text	Assigns word classes to words in a text with ease	Assigns word classes to words in a text	Assigns some word classes to words in a text	Has difficulty assigning word classes to words in a text
Discussing how to teach grammar using the inductive and integrated approaches	Consistently discusses how to teach grammar using the inductive and integrated approaches correctly	Discusses how to teach grammar using the inductive and integrated approaches correctly	Sometimes discusses how to teach grammar using the inductive and integrated approaches correctly	Has difficulty discussing how to teach grammar using the inductive and integrated approaches correctly
Integrating critical thinking and problem solving in the learning process	Integrates critical thinking and problem solving in the learning process with ease	Integrates critical thinking and problem solving in the learning process	Integrates critical thinking and problem solving in the learning process partly	Partly integrates critical thinking and problem solving in the learning process with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.1 Background to language and language learning</b>	<b>2.1.1 Theories, Approaches and Methods to Language Teaching and Learning I (4 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) analyse the tenets of selected theories of First and Second Language Acquisition and Learning,</p> <p>b) apply principles of First and Second Language Acquisition and Learning theories to enhance language learning,</p> <p>c) explore the relationship between the theories of language learning and the language Activities /English Language Classroom,</p> <p>d) appropriate methods to foster language learning</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• work with peers and research selected first and second language acquisition theories,</li> <li>• share views on how children learn their first language,</li> <li>• debate how proficiency in the first language enhances the learning of a second language,</li> <li>• discuss the tenets of the selected theories <ul style="list-style-type: none"> <li>○ <i>Monitor Model by Stephen Krashen</i></li> <li>○ <i>Mentalist theory: Universal Grammar by Noam Chomsky</i></li> <li>○ <i>Behaviourist Theory – Leonard Bloomfield)</i></li> <li>○ <i>Cognitivist theory by Jean Piaget</i></li> <li>○ <i>Language acquisition</i></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How is language acquired?</li> <li>2. What are the advantages of learning a first and second language?</li> <li>3. What factors influence second language acquisition?</li> <li>4. What is a theory?</li> </ol>

		<p>in preprimary, lower and upper primary,</p> <p>e) research the difference between first and second language acquisition and learning for pedagogical content knowledge,</p> <p>f) appreciate the implications of the principles of the selected language theories to classroom practice.</p>	<p><i>support system (LASS) by Jerome Bruner</i></p> <ul style="list-style-type: none"> <li>○ <i>Social cultural learning theory by Vygotsky and Albert Bandura</i></li> <li>● propose activities for promoting collaborative learning and communication in the language classroom,</li> <li>● research the following methods and present a PowerPoint or chart showing a language skill each method can facilitate: <i>Play based learning, Storytelling and Narratives, Practical work, Project based learning, Reflective learning practice, Thematic Approach, Songs, Rhymes and Poems.</i></li> </ul>	
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### Core Competencies to be developed

- Pedagogical Content Knowledge as the teacher trainee applies knowledge on the theories of second language acquisition and learning.
- Digital Learning Skills as the teacher trainee conducts research on the selected theories, using non-print sources.
- Critical Thinking and Problem Solving as teacher trainees share ideas on how the tenets of various theories relate to language learning in the context of CBC.

### Values

- Peace as teacher trainees discuss the tenets of the selected theories.
- Respect as teacher trainees ‘fact storm’ on the implications of the selected theories.

### Suggested Assessment Rubric

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse the tenets of selected theories of Second Language Acquisition and learning for content knowledge	Critically analyses the tenets of selected theories of Second Language Acquisition and learning with ease.	Analyses the tenets of selected theories of Second Language Acquisition and learning with ease.	Analyses some tenets of selected theories of Second Language Acquisition and learning.	Analyses some tenets of selected theories of Second Language Acquisition and learning with assistance.
Ability to apply tenets of first and Second Language Acquisition and learning theories in language learning	Applies all tenets of first and Second language Acquisition and learning theories confidently	Applies all tenets of first and Second Language Acquisition and learning theories in language learning	Applies some tenets of first and Second Language Acquisition and learning theories in language learning	Applies some tenets of first and Second Language Acquisition and learning theories in language learning with assistance

Ability to research the differences and similarities between first and second language learning and assessing their implications to classroom practice	Researches the differences and similarities between first and second language learning, assesses their implications to classroom practice critically	Researches the differences and similarities between first and second language learning and assesses their implications to classroom practice	Researches the differences and similarities between first and second language learning and assesses some implications to classroom practice	Researches the differences and similarities between first and second language learning but is unable to assess their implications to classroom practice
Ability to explore the relationship between the theories of language learning and the language Activities /English Language Classroom.	Creatively explores the relationship between the theories of language learning and the language Activities /English Language Classroom.	Explores the relationship between the theories of language learning and the language Activities /English Language Classroom.	Explores somewhat the relationship between the theories of language learning and the language Activities /English Language Classroom.	Attempts to explore the relationship between the theories of language learning and the language Activities /English Language Classroom but struggles a lot.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.2 Listening and speaking</b>	<b>2.2.1 Oral skills (3hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) describe types of listening.</li> <li>b) uses verbal and non-verbal cues strategically in communicative contexts,</li> <li>c) design appropriate tasks to enhance listening comprehension,</li> <li>d) adopt and adapt appropriate methods to facilitate the learning and assessment</li> </ul>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• brainstorm reasons of teaching listening and speaking,</li> <li>• watch a video, and make notes on the verbal and nonverbal cues used, that is, eye contact, facial expressions, gestures, paralinguistic features among others,</li> <li>• prepare a chart or PowerPoint presentation on the types of listening and share with peers,</li> <li>• listen and respond to short texts on various types of listening (active, passive and selective, responsive, extensive, critical) and intensive listening,</li> <li>• research the strategies of effective listening and speaking, for example, <i>speaking clearly, right speed, prosody (rhythm, stress and intonation), paying attention, avoiding distractions, being aware of body language, seeking clarification, visualising what a speaker is saying,</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to build one's range of vocabulary and language structures?</li> <li>2. How can one learn the meaning of words?</li> <li>3. How can we assess mastery of oral skills?</li> </ol>

		<p>of oral skills,</p> <p>e) relate the general learning outcomes for English to the specific learning outcomes in the learners' designs,</p> <p>f) appreciate the importance of speaking effectively in communication.</p>	<ul style="list-style-type: none"> <li>• work with peers to recite poems and narrate stories,</li> <li>• listen to narrations and recitations of poems and pick out the verbal and nonverbal strategies used,</li> <li>• model an activity showing how citizenship and patriotism can be developed when handling a listening and speaking lesson.</li> <li>• fact storm ways of remediating the learning of oral skills for struggling learners,</li> <li>• develop a sample lesson plan for an oral skills lesson,</li> <li>• compare various ways of assessing oral skills such as questioning, sentence construction, teacher-made tests, sentence-completion, matching exercises, language games among others,</li> <li>• write two specific learning outcomes for a lesson on oral skills,</li> <li>• make notes on the correct procedure for conducting an oral lesson: <ul style="list-style-type: none"> <li>○ teaching vocabulary and sentence structures</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>○ introduction</li> <li>○ presentation</li> <li>○ imitation</li> <li>○ meaningful practice and reinforcement.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>● Self -Efficacy as the teacher trainee acquires knowledge and skills on how to conduct lessons on oral skills.</li> <li>● Pedagogical Content Knowledge as the teacher trainee acquires strategies of facilitating learning of oral skills.</li> <li>● Digital Learning Skills as teacher trainees interact with digital materials and suggest ways of enhancing learning of oral skills.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Social justice as teacher trainees suggest ways of assisting learners who are struggling to catch up on various oral skills.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe types of listening.	Describes various types of listening.	Describes types of listening.	Describes some types of listening.	Describes some types of listening when prompted.
Ability to use verbal and non-verbal cues strategically in communicative contexts,	Aptly uses verbal and non-verbal cues strategically in communicative contexts,	Uses verbal and non-verbal cues strategically in communicative contexts.	Uses some verbal and non-verbal cues strategically in communicative contexts.	Struggles to use some verbal and non-verbal cues strategically in communicative contexts,
Ability to creatively designs activities for enhancing the learning of oral skills.	Creatively designs activities for enhancing the learning of oral skills.	Designs activities for enhancing the learning of oral skills.	Designs some activities for enhancing the learning of oral skills.	Designs some activities for enhancing the learning of oral skills with a little difficulty.
Ability to adopt and adapt appropriate methods to facilitate the learning and assessment of oral skills,	Adopts and adapts appropriate methods to facilitate the learning and assessment of oral skills, with ease	Adopts and adapts appropriate methods to facilitate the learning and assessment of oral skills.	Adopts and adapts appropriate methods to facilitate the learning and assessment of oral skills with some difficulty.	Struggles to adopt and adapt appropriate methods to facilitate the learning and assessment of oral skills.
Ability to relate the general learning outcomes for English to the specific learning outcomes in the learners' designs.	Accurately relates the general learning outcomes for English to the specific learning outcomes in the learners' designs.	Relates the general learning outcomes for English to the specific learning outcomes in the learners' designs.	Relates the general learning outcomes for English to the specific learning outcomes but falters in some instances.	Relates few of the general learning outcomes for English to the specific learning outcomes and falters in some instances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>2.3 Reading</b></p>	<p><b>2.3.1 Reading for younger children</b> <b>(5hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) describe the reading readiness (pre reading) skills to be developed in young children,</li> <li>b) design and model formal and informal activities to facilitate the learning of reading readiness skills,</li> <li>c) use appropriate methods and procedures to facilitate reading lessons,</li> <li>d) research and practise appropriate ways of assessing reading readiness,</li> <li>e) advocate for the use of varied methods in facilitating reading lessons.</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• fact storm reasons for encouraging reading aloud at lower grades and silent reading in upper primary,</li> <li>• discuss the requisite pre-reading skills for young children: <i>visual discrimination, auditory skills, visual memory, auditory memory and attitudinal skills,</i></li> <li>• suggest ways of helping the learner to read, for example, recognising different colours, beginning at the front of a book among others,</li> <li>• model ways of introducing reading such as name cards, picture labels, labels and captions on classroom objects and displays,</li> <li>• collaboratively assess reading readiness using tools such as checklists, observation schedules among others,</li> <li>• write the procedure, activities, strengths and weaknesses of the look and say and</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use several methods when teaching reading in English?</li> <li>2. Why should young children learn reading skills?</li> <li>3. How can the teaching of reading be made systematic?</li> </ol>

			<ul style="list-style-type: none"> <li>• phonic methods,</li> <li>• record video reading lessons/ podcasts on: <i>look and say and phonic methods</i>,</li> <li>• present the procedure for facilitating reading: <i>oral preparation, word recognition activities, guided reading, checking understanding</i> and practise using the procedure,</li> <li>• design two learning experiences which incorporates self-efficacy and love during a reading lesson and share them with peers through email.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge as the teacher trainee acquires knowledge and skills on how to facilitate reading lessons.</li> <li>• Communication and Collaboration as teacher trainees discuss methods of facilitating reading lessons.</li> <li>• Creativity and innovation as the teacher trainee models various methods of facilitating reading using a variety of resources.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Integrity is enhanced as teacher trainees prepare and practise using a reading readiness checklist.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the pre-reading skills to be developed in younger children	Consistently describe the pre-reading skills to be developed in younger children	Correctly describe the pre-reading skills to be developed in younger children	Describe some of the pre-reading skills to be developed in younger children	Requires assistance to describe the pre-reading skills to be developed in younger children
Ability to design and model formal and informal activities to facilitate the learning of reading readiness skills,	Designs and models formal and informal activities to facilitate the learning of reading readiness skills, accurately and with ease.	Designs and models formal and informal activities to facilitate the learning of reading readiness skills, accurately.	Designs and models some formal and informal activities to facilitate the learning of reading readiness skills, accurately.	Designs and models some formal and informal activities to facilitate the learning of reading readiness skills, with assistance.
Ability to use appropriate methods and procedure to facilitate reading lessons	Critically uses appropriate methods and procedure to facilitate reading lessons	Uses appropriate methods and procedure to facilitate reading lessons	Sometimes uses appropriate methods and procedure to facilitate reading lessons	Has difficulty using appropriate methods and procedure to facilitate reading lessons
Ability to research and apply appropriate ways of assessing reading readiness	Researches and applies appropriate ways of assessing reading readiness with ease	Researches and applies appropriate ways of assessing reading readiness	Researches and applies some appropriate ways of assessing reading readiness	Researches and applies some appropriate ways of assessing reading readiness when prompted.

<p>Creating appropriate learning experiences to facilitate the learning of reading in lower primary</p>	<p>Creates appropriate learning experiences to facilitate the learning of reading in lower primary with ease</p>	<p>Creates appropriate learning experiences to facilitate the learning of reading in lower primary</p>	<p>Creates some appropriate learning experiences to facilitate the learning of reading in lower primary</p>	<p>Creates appropriate learning experiences to facilitate the learning of reading in lower primary with assistance</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p><b>2.3.2 Reading for Older Children</b> <b>(4 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) identify reading difficulties and propose remedies for pedagogical content knowledge,</p> <p>b) describe varied strategies for enhancing reading proficiency in older children, strategies to assist learners with reading difficulties,</p> <p>c) use word attack skills to enhance the reading proficiency of older children and those with reading difficulties,</p> <p>d) design tools for assessing the reading proficiency of learners with varied methods and tools,</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm reading difficulties experienced learners and possible remedies,</li> <li>• <i>use word attack skills to assist struggling readers</i>, namely, phonics (sound clues), context clues, picture clues, syllabification, comparison with known words, analysing compound words,</li> <li>• outline and demonstrates the procedure for teaching reading for older children such as: <i>language preparation, motivation for reading, silent and independent reading, checking understanding and follow-up,</i></li> <li>• prepare assessment tools such as an observation schedule,</li> <li>• assess reading competency through read aloud tasks, dictations, oral interviews or questioning, teacher</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the benefits of intensive reading?</li> <li>2. What activities can we carry out to help learners understand what they read?</li> </ol>

		<p>e) formulate sample Key Inquiry Questions for a reading lesson,</p> <p>f) reflect on the use of varied instructional strategies in the language classroom.</p>	<p>made tests, closed items, sentence completion items, peer assessment, standardised reading tests among others,</p> <ul style="list-style-type: none"> <li>• write 3 Key Inquiry Questions for a reading lesson and share with peers.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge as the teacher trainee acquires knowledge and skills on appropriate procedure for facilitating reading in upper primary.</li> <li>• Critical Thinking and Problem Solving as teacher trainees engage in discussions on reading problems and their remedies, in order to assist learners with reading challenges.</li> <li>• Communication and Collaboration as teacher trainees share ideas on how working in groups brings out self-efficacy and respect among peers.</li> <li>• Assessment Competence as teacher trainees practise assessment methods that can be used to assess reading.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Social justice as teacher trainees acquire skills to assist learners with reading challenges.</li> <li>• Respect is enhanced as teacher trainees discuss and practise the use of word attack skills.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify reading difficulties and proposing remedies for pedagogical content knowledge.	Clearly identifies reading difficulties and proposes novel remedies	Identifies reading difficulties and proposes remedies	Identifies some reading difficulties and somehow proposes remedies	Identifies some reading difficulties when prompted and somehow proposes remedies
Ability to describe varied strategies for enhancing the reading proficiency in older children, and those with reading difficulties.	Describes varied strategies for enhancing reading proficiency in older children, and those with reading difficulties. With ease,	Describes strategies for enhancing reading proficiency in older children, and those with reading difficulties.	Describes some strategies for enhancing reading proficiency in older children, and those with reading difficulties.	Has difficulty describing some strategies for enhancing reading proficiency in older children, and those with reading difficulties.
Ability to use word attack skills to enhance the reading proficiency of older children and those with reading difficulties,	Uses varied word attack skills to enhance the reading proficiency of older children and those with reading difficulties,	Uses word attack skills to enhance the reading proficiency of older children and those with reading difficulties,	Uses word attack skills to enhance the reading proficiency of older children and those with reading difficulties,	Uses some word attack skills to enhance the reading proficiency of older children and those with reading difficulties when supported by peers.

Ability to assess the reading proficiency of learners with varied methods and tools.	Accurately assesses the reading proficiency of learners with varied methods and tools	Assesses the reading proficiency of learners with varied methods and tools	Somehow assesses the reading proficiency of learners with varied methods and tools	Somehow assesses the reading proficiency of learners with varied methods and tools when prompted.
Ability to formulate sample Key Inquiry Questions.	Consistently thought provoking sample Key Inquiry Questions.	Formulates thought provoking sample Key Inquiry Questions.	Formulates somewhat thought provoking sample Key Inquiry Questions	Formulates somewhat thought provoking sample Key Inquiry Questions with guidance.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.4. Grammar</b>	<b>2.4.1 Verbs: Tense, aspect, auxiliary verbs</b>  <b>(3 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> <li>category and use main and auxiliary verbs in sentences,</li> <li>use tense and aspect appropriately in sentences,</li> <li>express different moods using modals,</li> <li>apply appropriate pedagogical strategies and ICTs to enhance the learning of grammar,</li> <li>value the correct use of tense and aspect in communication.</li> </ol>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• discuss and practises varied <i>strategies of teaching</i> tense and aspect e.g. sentence construction exercises, dialogue building, writing poems and short stories, use of songs, peer correction and creating meaningful contexts,</li> <li>• develop online worksheets on verbs (main, auxiliaries), tense and aspect,</li> <li>• identify main verbs, auxiliary verbs (to be, to have, to do and modal auxiliaries) from audio-visual materials,</li> <li>• construct correct sentences using the: <ul style="list-style-type: none"> <li>○ present, and past tense, and future time</li> <li>○ progressive and perfective aspect</li> <li>○ main verbs, auxiliary</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>How do we talk about events that happen at different times?</li> <li>How do we express future time?</li> </ol>

			<p>verbs – to be, to have, to do and modal auxiliary verbs (must, should, can, could, shall, will, would, ought to, may, might)</p> <ul style="list-style-type: none"> <li>• create dialogues, poems and short stories,</li> <li>• participate in language games, dictations, singing, role play, recitations among others.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Self -Efficacy as teacher trainee is equipped with skills on correct use of tense and aspect.</li> <li>• Learning to Learn and Reflective Practice as the teacher trainee discusses and practises varied strategies of teaching grammar.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Peace enhanced as teacher trainees design activities online.</li> <li>• Responsibility as teacher trainee writes texts using the identified language items.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching expectations</b>	<b>Below Expectations</b>
Ability to categorise and using main and auxiliary verbs in sentences,	Categorises and uses main and auxiliary verbs in sentences in varied contexts	Categorises and uses main and auxiliary verbs in sentences	Categorises and uses some main and auxiliary verbs in sentences in some contexts	Categorises and uses some main and auxiliary verbs in sentences in some contexts
Ability to use tense and aspect appropriately in sentences	Consistently uses tense and aspect appropriately in sentences.	Uses tense and aspect appropriately in sentences	Uses tense and aspect appropriately in some sentences	Uses tense and aspect appropriately in some sentences when prompted.
Ability to express meaning using main and auxiliary verbs	Expresses different meanings using main and auxiliary verbs	Expresses meaning meanings using main and auxiliary verbs	Expresses some meanings using main and auxiliary verbs	Struggles to expresses some meanings using main and auxiliary verbs
Ability to apply appropriate pedagogical strategies and ICTs to enhance the learning of grammar.	Systematically applies appropriate pedagogical strategies and ICTs to enhance the learning of grammar.	Applies pedagogical strategies and ICTs to enhance the learning of grammar.	Applies some pedagogical strategies and ICTs to enhance the learning of grammar.	Struggles to apply some pedagogical strategies and ICTs to enhance the learning of grammar.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.5 Writing</b>	<b>2.5.1 Writing Readiness Skills</b>  <b>(6 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) describe the building blocks necessary to develop writing readiness (pre-writing)</li> <li>b) address writing readiness difficulties that children face</li> <li>c) use appropriate pedagogical strategies to foster prewriting skills.</li> <li>d) design interesting learning activities for pedagogical content</li> </ol>	The teacher trainee to: <ul style="list-style-type: none"> <li>• work with peers to define and identify various writing readiness skills (pre writing skills): hand and finger strength, crossing the mid-line, pencil grasp, hand eye, coordination, bilateral integration, upper body strength, object manipulation, visual perception, hand dominance, hand division</li> <li>• outline methods facilitating writing readiness,</li> <li>• research the following aspects of writing readiness and share:               <ul style="list-style-type: none"> <li>○ book handling,</li> <li>○ writing posture,</li> <li>○ eye-hand coordination</li> <li>○ left-right orientation</li> </ul> </li> <li>• craft interesting pre writing activities for children such as</li> <li>• identify common <i>hand writing problems</i> and suggests ways of addressing them,</li> <li>• use appropriate activities to facilitate the learning of handwriting: <i>print and</i></li> </ul>	<ol style="list-style-type: none"> <li>1. What are pre-writing skills?</li> <li>2. How do we teach writing skills?</li> <li>3. Why do we emphasise on a good handwriting?</li> </ol>



		<p>knowledge</p> <p>e) design appropriate tools for assessing writing readiness,</p> <p>f) recognise the importance of writing skills in learners' language development.</p>	<p><i>cursive writing and how to assist left-handed learners,</i></p> <ul style="list-style-type: none"> <li>• <i>research online writing readiness difficulties for children such as awkward pencil grasp, difficulty controlling a pencil for colouring, drawing or writing, manipulating objects with whole hand rather than just a few fingers, poor endurance for pencil based activities, messy and/or slow handwriting,</i></li> <li>• <i>suggest remedies for the following challenges: difficulty staying within the lines when colouring, applying inappropriate pressure to the paper for pencil based activities (either too heavy and frequently breaks the pencil, or too light and 'spidery'), poor upper limb strength (weak shoulders), difficulty coordinating both hands together for two handed tasks, poor hand-eye coordination,</i></li> <li>• <i>model lesson on teaching handwriting to younger children using this procedure: revision of already learnt letters, pattern</i></li> </ul>	
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			<i>practice, demonstration and imitation, individual practice of the individual letters and practice of letters in words.</i>	
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**Core competencies to be developed**

- Pedagogical Content Knowledge as the teacher trainee acquires knowledge on appropriate methodology for facilitating the writing skills.
- Creativity and Innovation as the teacher trainee designs and displays handwriting worksheets.
- Assessment Competence as the teacher trainee participates in peer assessment of activities that are appropriate in enhancing pre-writing skills.

**Values**

- Respect as teacher trainee designs and displays handwriting worksheets individually, and analyses those of his or her peers.
- Responsibility as teacher trainees discuss and practise the procedure of teaching handwriting.
- Social justice as teacher trainees acquire skills necessary for assisting learners in pre-writing and handwriting skills.

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the building blocks necessary to develop writing readiness (pre-writing).	Vividly describes the building blocks necessary to develop writing readiness (pre-writing).	Describes the building blocks necessary to develop writing readiness (pre-writing).	Describes some of the building blocks necessary to develop writing readiness (pre-writing).	Describes some of the building blocks necessary to develop writing readiness (pre-writing) when prompted.
Ability to address writing readiness difficulties that children face.	Aptly addresses writing readiness difficulties that children face.	Addresses writing readiness difficulties that children face.	Addresses writing readiness difficulties that children face but falters slightly.	Addresses writing readiness difficulties that children face but falters a lot.
Ability to use appropriate pedagogical strategies to foster prewriting skills.	Creatively uses appropriate pedagogical strategies to foster prewriting skills.	Uses appropriate pedagogical strategies to foster prewriting skills.	Uses somewhat appropriate pedagogical strategies to foster prewriting skills.	Uses somewhat appropriate pedagogical strategies to foster prewriting skills with guidance from peers.
Ability to design interesting learning activities for pedagogical content knowledge.	Designs interesting and varied learning activities for pedagogical content knowledge.	Designs interesting learning activities for pedagogical content knowledge.	Designs somewhat interesting learning activities for pedagogical content knowledge.	Designs learning activities for pedagogical content knowledge.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p><b>2.5.2</b>  <b>Types of writing I</b>    <b>(4 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) describe the stages of the writing process for content knowledge,</p> <p>b) compose narrative and descriptive compositions on varied topics,</p> <p>c) illustrate how pertinent and contemporary issues can be integrated in narrative and descriptive writing,</p> <p>d) use collaborative pedagogical techniques to</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• ‘fact storm’ the characteristics of narrative and descriptive writing,</li> <li>• outline the writing process: brainstorming. <i>planning (. brief shared experiences/generating ideas), drafting, editing, revising and publishing,</i></li> <li>• use the writing process and compose narrative and descriptive compositions,</li> <li>• collaborate with peers to write a narrative and descriptive paragraph,</li> <li>• edit the writing of peers to identify common errors e.g. spelling, split infinitives, sentence fragments, run-on sentences, comma splice, misplaced modifiers, dangling modifiers, subject verb agreement, clipping, a lack of parallelism,</li> <li>• describe the procedure for composition writing: <i>introduction, oral preparation/discussion, individual writing, marking and correction and follow-up,</i></li> </ul>	<p>1. Why is creative writing important?</p> <p>2. How do we teach creative writing?</p>

		facilitate guided composition writing, e) value the importance of writing fluency in lifelong learning.	<ul style="list-style-type: none"> <li>• generate learning experiences for teaching narrative and descriptive compositions, and makes presentations during plenary,</li> <li>• create a narrative or descriptive essay featuring a pertinent and contemporary issue.</li> </ul>	
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**Core competencies to be developed**

- Creativity and Imagination as the teacher trainee creates samples of creative writing.
- Pedagogical Content Knowledge as the teacher trainee acquires knowledge on writing skills and the appropriate methodology for facilitating composition writing.
- Digital Learning Skills as the teacher trainee uses digital software e.g. bloom to create a digital story.
- Self -efficacy as teacher trainees create narratives featuring pertinent and contemporary issues.

**Values**

- Responsibility as teacher trainees create samples of creative writing items, in writing circles.
- Respect as teacher trainees participate in a variety of activities in groups.
- Integrity as teacher trainees edit each other’s creative writing.

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the stages of the writing process for	Confidently explains in-depth the characteristics of narrative and	Explains the characteristics of narrative and	Explains some characteristics of narrative and	Has difficulty explaining the characteristics of narrative and

content knowledge,	descriptive writing in relation to form, purpose and audience	descriptive writing in relation to form, purpose and audience	descriptive writing in relation to form, purpose and audience	descriptive writing in relation to form, purpose and audience
Ability to compose narrative and descriptive compositions on varied topics.	Consistently composes narrative and descriptive compositions creatively.	Composes narrative and descriptive compositions creatively.	Composes narrative and descriptive compositions somewhat creatively.	Requires assistance to compose narrative and descriptive compositions .
Ability to illustrate how pertinent and contemporary issues can be integrated in narrative and descriptive writing lessons	Illustrates how pertinent and contemporary issues can be integrated in narrative and descriptive writing lessons appropriately and with ease	Illustrates how pertinent and contemporary issues can be integrated in narrative and descriptive writing lessons appropriately	Sometimes illustrates how pertinent and contemporary issues can be integrated in narrative and descriptive writing lessons appropriately	Has difficulty illustrating how pertinent and contemporary issues can be integrated in narrative and descriptive writing lessons appropriately
Ability to use collaborative pedagogical techniques to facilitate guided composition writing.	Creatively uses collaborative pedagogical techniques to facilitate guided composition writing.	Uses collaborative pedagogical techniques to facilitate guided composition writing.	Uses some collaborative pedagogical techniques to facilitate guided composition writing.	Struggles to use some collaborative pedagogical techniques to facilitate guided composition writing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.6 Theories and Models of Communication</b>	<b>2.6.1 Theories and Models of Communication</b>  <b>(2 Hours)</b>	By the end of sub strand, the teacher trainee should be able to: a) describe the key tenets of the theories and models of communication, b) apply the tenets of the theories and models of communication to foster language learning, c) use ICTs conduct research on the theories and models of communication, d) value contributions of theories of communication to teaching and learning.	<b>The teacher trainee to:</b> <ul style="list-style-type: none"> <li>• brainstorm the tenets of the following models of communication:               <ul style="list-style-type: none"> <li>○ Linear Model</li> <li>○ Interactive Model</li> <li>○ Transactional Model</li> </ul> </li> <li>• research the key tenets of the following theories of               <ul style="list-style-type: none"> <li>○ Symbolic Interactionism</li> <li>○ Social Exchange Theory</li> <li>○ Cultivation Theory</li> <li>○ Agenda Setting Theory</li> <li>○ Uses and Gratifications Theory</li> </ul> </li> </ul>	1. Why are the theories and models of communication important in day-to-day interactions? 2. How do the theories and models of communication relate to teaching and learning?

			<ul style="list-style-type: none"> <li>○ Critical Theory</li> <li>• make a PowerPoint presentation showing how the tenets of selected theories may be applied to foster language learning,</li> <li>• debate how the tenets of the theories and models of communication may be applied in the language classroom,</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <p><b>Self-efficacy</b> as the teacher trainee debates about the importance of the theories of communication in teaching and learning</p> <p><b>Pedagogical content knowledge</b> as the teacher trainee makes connections between theories and models of communication and the teaching and learning environment</p>				
<p><b>Values</b></p> <p><b>Responsibility</b> is developed as teacher trainee debates about the importance of the theories of communication in day-to-day interaction within the learning environment</p>				



### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the key tenets of the theories and models of communication.	Describes the key tenets of the theories and models of communication convincingly.	Describes the key tenets of the theories and models of communication.	Describes somewhat the key tenets of the theories and models of communication.	Describes some key tenets of the theories and models of communication when prompted.
Ability to apply the tenets of the theories and models of communication to foster language learning.	Accurately applies the theories and models of communication to foster language learning.	Applies the theories and models of communication to foster language learning.	Applies the theories and models of communication to foster language learning in some instances.	Struggles to apply the theories and models of communication to foster language learning in some instances.
Ability to use ICTs conduct research on the theories and models of communication.	Objectively uses ICTs conduct elaborate research on the theories and models of communication.	Uses ICTs conduct elaborate research on the theories and models of communication.	Uses ICTs conduct somewhat elaborate research on the theories and models of communication.	Uses ICTs conduct research on the theories and models of communication.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>3.0 Background to language and language learning</b>	<b>3.1.1 Theories, Approaches and Methods to Language Teaching and Learning II</b>  <b>(3 hours)</b>	<b>By the end of the sub strand, the teacher trainee should be able to:</b> a) distinguish selected approaches and methods to language learning using relevant examples b) compare different approaches and methods to language teaching and learning c) adapt approaches and methods to suit the needs of language learners, d) formulate relevant key inquiry questions during language learning, e) use varied pedagogical approaches and methods in the language classroom, f) appreciate the importance of using relevant ap-	<b>Teacher trainee to:</b> <ul style="list-style-type: none"> <li>• conduct research and write a report on the principles of each of the selected approaches and methods to language teaching and learning: <i>Situational Language Teaching, Communicative Language Teaching, Task-based Language Teaching, Presentation, Practice Production (PPP), Competency-Based Language Teaching</i></li> <li>• share ideas on the strengths and weaknesses of each of the selected approaches and methods in the context of the Competency Based Curriculum,</li> <li>• generate appropriate key inquiry questions in groups,</li> <li>• blend various approaches and methods to suit different categories of learners,</li> <li>• discuss the importance of integrating pertinent and contemporary issues in</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we blend different approaches and methods?</li> <li>2. How do we select appropriate approaches and methods for facilitating learning?</li> <li>3. Why should we use varied methods and approaches in language learning?</li> </ol>

		<p>proaches and methods in language learning.</p>	<ul style="list-style-type: none"> <li>• the learning of English,</li> <li>• work with peers and research how the following methods may be used with different learners: Activity-Based Learning (ABL), Blended learning, Child-led learning), Experiential learning, collaborative and cooperative learning, Experiential Learning, Experiments and Practical work, differentiated learning. Group Work and Collaborative Learning, guided discovery learning, Inquiry based learning, Problem Based learning, Play based learning, Storytelling and Narratives, Project based learning, Reflective learning practice, Thematic Approach, Songs, Rhymes and Poems,</li> <li>• shares ideas on the need to integrate pertinent and contemporary issues in the learning of English.</li> </ul>	
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<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• <b>Pedagogical Content Knowledge</b> – as teacher trainee acquires knowledge and skills on approaches and methods to language acquisition and learning</li> <li>• <b>Communication and Collaboration</b> – as teacher trainee shares ideas on the advantages and disadvantages of the selected approaches and methods of language learning</li> </ul>
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• <b>Social justice</b>-as teacher trainee brainstorms on the best approaches and methods to use for different categories of learners</li> <li>• <b>Unity</b>-as teacher trainee participates in group discussions</li> </ul>

**Suggested Assessment Rubric**

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to distinguish selected approaches and methods to language learning	Distinguishes selected approaches and methods to language learning with confidence	Distinguishes selected approaches and methods to language learning	Distinguishes some of the selected approaches and methods to language learning	Distinguishes some of the selected approaches and methods to language learning with assistance
Ability to compare different approaches and methods to language teaching and learning	Compares different approaches and methods to language teaching and learning critically	Compares different approaches and methods to language teaching and learning	Compares some approaches and methods to language teaching and learning	Compares a few different approaches and methods to language teaching and learning with assistance

Ability to adapt and approaches and methods to language learning to suit the needs of learners	Adapts and uses all approaches and methods to language learning to suit the needs of learners creatively.	Adapts and uses all approaches and methods to language learning to suit the needs of learners	Adapts and uses some approaches and methods to language learning to suit the needs of learners	Adapts and uses some approaches and methods to language learning to suit the needs of learners with assistance
Ability to formulate relevant key inquiry questions to enhance creativity and problem solving skills during language Learning.	Formulates relevant key inquiry questions to enhance creativity and problem solving skills with a lot of ease	Formulates relevant key inquiry questions to enhance creativity and problem solving skills	Formulates some relevant key inquiry questions to enhance creativity and problem solving skills	Formulates some relevant key inquiry questions to enhance creativity and problem solving skills with assistance from peers

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Background to language and language learning</b>	<b>3.1.2 Language Acquisition and Learning Difficulties (4 Hours)</b>	<p><b>By the end of the sub strand the trainee teacher should be able to:</b></p> <p>a) describe characteristics of various language learning difficulties in learners,</p> <p>b) differentiate between linguistic deprivation and special needs in language learning,</p> <p>c) design varied and appropriate learning activities to accommodate different learning styles,</p> <p>d) promote awareness about language learning difficulties.</p>	<p><b>Teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• read, prepare and make power-point on forms of linguistic deprivation such as vocalisation, regression, sub- vocalization, lack of memory and slowness in talking,</li> <li>• discuss the differences between linguistic deprivation and special needs,</li> <li>• make posters showing different learning styles,</li> <li>• learn more about special needs in the language classroom such as <b>dyslexia, aphasia, autism, linguistic retardation, stammering/stuttering</b> among others,</li> <li>• discuss ways of making a learning environment conducive for learning,</li> <li>• design varied and appropriate learning activities to foster differentiated learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can teachers overcome language learning challenges in young learners?</li> <li>2. How can learning experiences help achieve differentiated learning?</li> <li>3. Why should we ensure the language classroom is conducive for learning?</li> </ol>

**Core Competencies to be developed:**

- **Assessment Competency** as teacher trainee discusses and make connections between the language learning difficulties and appropriate remedies
- **Creativity and Innovation** as teacher trainee designs posters showing different learning styles

**Values:**

- **Social justice** as teacher trainee develops an non discriminative attitude towards learner with language learning difficulties
- **Unity** as teacher trainee works collaboratively with peers

### Suggested Assessment Rubrics

<b>Level Indicators</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Ability to describe characteristics of various language learning difficulties	Describes all characteristics of various language learning difficulties with ease	Describes all characteristics of various language learning difficulties	Describes some characteristics of various language learning difficulties	Describes some characteristics of various language learning difficulties with assistance
Ability to differentiate between linguistic deprivation and special needs in language learning	Differentiates between linguistic deprivation and special needs in language learning with confidence	Differentiates between linguistic deprivation and special needs in language learning	Differentiates between linguistic deprivation and special needs in language learning with some difficulty	Differentiates between linguistic deprivation and special needs in language learning with a lot of difficulty
Ability to design varied and appropriate learning activities to accommodate different learning styles	Creatively designs varied and appropriate learning activities to accommodate different learning styles	Designs varied and appropriate learning activities to accommodate different learning styles	Designs some varied and appropriate learning activities to accommodate different learning styles	Designs some varied and appropriate learning activities to accommodate different learning styles with assistance



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.2 Listening and speaking</b>	<b>3.2.1 Listening Comprehension (5 hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) listen passively to texts music, narrations, drama for enjoyment</li> <li>b) distinguish sounds, phonemes, and non-verbal cues for listening comprehension</li> <li>c) analyse an oral text on pertinent and contemporary issues critically for lifelong learning,</li> <li>d) use appropriate strategies to facilitate listening comprehension lessons,</li> <li>e) appreciate the role of listening comprehension in communication.</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm the meaning of listening comprehension and contrast it with reading comprehension,</li> <li>• list to text such as music, a poem, story, drama among others and say what made it enjoyable,</li> <li>• pick out sounds, words, phrases, phonemes, sentences and non-verbal cues from the text above,</li> <li>• work in pairs, listen to a text on PCIs and: <ul style="list-style-type: none"> <li>○ find the main idea,</li> <li>○ look for specific details</li> <li>○ make notes,</li> <li>○ summarise the information,</li> <li>○ infer the meaning of words/phrases</li> <li>○ sequence the information</li> <li>○ retell the story or para-</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we critique the information we listen to?</li> <li>2. How can we improve our understanding of the texts we have listened to?</li> </ol>

			<p>phrase a text in own words,</p> <ul style="list-style-type: none"> <li>• give title to a text they have listened to,</li> <li>• summarise a text with a saying or proverb,</li> <li>• identify statements or details in an audio story that provide evidence to support claims or conclusions.</li> <li>• design inclusive listening comprehension activities for visual, auditory, tactile learners,</li> <li>• model an oral lesson through: role play, dramatisation, storytelling, hot seating, oral interviews, recitation, news telling, imitation, miming among others.</li> </ul>	
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**Core Competencies to be Developed**

- Pedagogical Content Knowledge as the teacher trainee acquires knowledge and skills on strategies that can be used to facilitate listening comprehension lessons.
- Digital Learning Skills as the teacher trainee conducts research using print and online sources on activities that can be used to facilitate listening comprehension lessons.
- Communication and Collaboration as the teacher trainees collaborate to search online for the benefits of effective listening in the learning process.

**Values**

- Unity as teacher trainees collaborate in various tasks.
- Integrity as teacher trainees search for information online.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to listen passively to texts music, narrations, drama	Consistently listens passively to texts music, narrations, drama and visibly enjoys the texts.	Listens passively to texts music, narrations, drama and visibly enjoys the texts.	Listens passively to texts music, narrations, drama and somewhat visibly enjoys the texts.	Has difficulty listening passively to texts music, narrations, drama and rarely seems to enjoy the texts.
Ability to distinguish sounds, phonemes, and non-verbal cues .	Distinguishes sounds, phonemes, and non-verbal cues with ease.	Distinguishes sounds, phonemes, and non-verbal cues.	Distinguishes some sounds, phonemes, and non-verbal cues.	Distinguishes some sounds, phonemes, and non-verbal cues. With difficulty
Ability to analyse an oral text on pertinent and contemporary issues critically.	Analyses an oral text on pertinent and contemporary issues critically and convincingly.	Analyses an oral text on pertinent and contemporary issues critically.	Analyses some aspects an oral text on pertinent and contemporary issues critically.	Struggles to analyse some aspects an oral text on pertinent and contemporary issues.
Ability to use appropriate strategies to facilitate listening comprehension lessons creatively.	Creatively and consistently uses appropriate strategies to facilitate listening comprehension lessons.	Creatively uses appropriate strategies to facilitate listening comprehension lessons.	Uses appropriate strategies to facilitate listening comprehension lessons somewhat creatively.	Uses some appropriate strategies to facilitate listening with prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.3 Reading	3.3.1 Intensive Reading – African Novel  (10 hours)	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) outline the plot of novel for information,</p> <p>b) discuss the conflict, point of view and setting of a novel for content knowledge,</p> <p>c) describe the character traits in a novel for content knowledge,</p> <p>d) analyse the themes, in a novel using appropriate techniques for pedagogical content knowledge,</p> <p>e) value the role of reading in lifelong</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• research the meaning: setting, characterisation, plot and structure, narrator and point of view, conflict, theme, style</li> <li>• read the prescribed novel from Africa, twice or thrice</li> <li>• annotate key sections/write explanatory notes to or supply with critical comments</li> <li>• create a synopsis of the novel,</li> <li>• study the: <ul style="list-style-type: none"> <li>○ time the story was written? (present, the past, or the future?)</li> <li>○ effect of the time period on language, atmosphere or social circumstances of the novel\,</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Why is an understanding of the conflict in a novel important?</li> <li>2. How do characters, the language and style affect the message in a novel?</li> </ol>

			<ul style="list-style-type: none"><li>○ use of dialogue, way they speak, physical appearance, thoughts and feelings, and interactions to describe characters,</li><li>○ whether characters are static or they do change/ develop later in the story,</li><li>○ type of characters, qualities that stand out, use of stereotypes, and whether they are believable,</li><li>○ most important events, plot structure, if linear, chronological or moves back and forth, the turning points, climax and/or an anticlimax? is the</li></ul>	
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			<p>plot believable?</p> <ul style="list-style-type: none"><li>○ the narrator or speaker in the story, if the narrator is the main character, or the author speaks through one of the characters, is the story written in the first, second or third person?</li><li>○ conflict: is the conflict internal or external?</li><li>○ themes: key themes, elements that are repeated that may suggest a theme,</li><li>○ style: figurative language used, symbolism, other stylistic techniques among others</li><li>○ which elements</li></ul>	
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			made the greatest impression on you and which characters you liked best or least and why?	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and Problem Solving as the teacher trainee engages in active reading and analysis of the novel.</li> <li>• Creativity and innovation as teacher trainees use graphic organisers in analysis of themes and characters.</li> <li>• Creativity and innovation as teacher trainees dramatise sections of the novel.</li> <li>• Self efficacy as teacher trainees analyse the novel.</li> </ul>				
<p><b>Values</b> Values such as responsibility and peace feature in novels thus teacher trainees will be exposed to these values.</p>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to outline the plot of novel.	Logically and clearly outlines the plot of novel.	Clearly outlines the plot of novel.	Outlines somewhat clearly the plot of a novel.	Outlines somewhat clearly the plot of a novel with a lot of prompting.
Ability to discuss the conflict, point of view and setting of a novel.	Elaborately discusses the conflict, point of view and setting of a novel.	Discusses the conflict, point of view and setting of a novel.	Discusses the conflict, point of view and setting of a novel but leaves out some details.	Discusses the conflict, point of view and setting of a novel but leaves many details.
Ability to describe the characters in a novel for content knowledge,	Vividly describes the characters in a novel.	Describes the characters in a novel.	Describes some characters in a novel.	Describes some characters in a novel.
Ability to analyse the themes, in a novel for content knowledge.	Critically analyses the themes, in a novel.	Analyses the themes in novel.	Analyses some of the themes, in a novel.	Analyses some of the themes, in a novel with prompts.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.4 Grammar</b>	<b>3.4.1 Phrases (2 hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) describe the structure of different types of phrases in sentences</li> <li>b) use phrases in sentences correctly</li> <li>c) research information on different phrases using digital devices,</li> <li>d) design tasks for facilitating the learning of grammar using appropriate strategies,</li> <li>e) acknowledge the importance of using phrases correctly in spoken and written language.</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• identify the constituent parts of phrases,</li> <li>• categorise the following types of phrases while working with peers: <ul style="list-style-type: none"> <li>○ <i>noun phrase</i></li> <li>○ <i>adverb phrase</i></li> <li>○ <i>adjective phrase</i></li> <li>○ <i>verb phrase</i></li> <li>○ <i>prepositional phrase</i></li> </ul> </li> <li>• work with peers and role play scenarios featuring phrases and PCIs such as social cohesion,</li> <li>• find information on phrases from digital sources,</li> <li>• complete varied exercises using different types of phrases, for example, gap filling and sentence completion,</li> <li>• model a lesson on phrases using strategies such as role play, PPP among others.</li> </ul>	<p>Why is it important to use phrases correctly when communicating in English?</p>

**Core Competencies to be developed**

- Pedagogical Content Knowledge as the teacher trainee acquires knowledge on phrases.
- Communication and collaboration as the teacher trainees discuss how values can be brought out when constructing sentences.

**Values**

- Responsibility as teacher trainees complete varied exercises using different types of phrases.
- Peace as teacher trainees collaborate in varied class activities.

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### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the structure of different types of phrases in sentences	Describes the structure of different types of phrases in sentences clearly.	Describes the structure of different types of phrases in sentences .	Describes the structure of some phrases clearly.	Barely describes the structure of some phrases clearly.
Ability to use phrases in sentences correctly	Consistently uses phrases to construct sentences correctly based on a variety of contemporary issues	Uses phrases to construct sentences correctly based on a variety of contemporary issues	Uses phrases to construct some sentences correctly based on a variety of contemporary issues	Uses phrases to construct a few sentences correctly based on a variety of contemporary issues
Ability to research information on different phrases using digital devices,	Consistently researches information on different phrases using digital devices.	Researches information on different phrases using digital devices.	Researches some information on different phrases using digital devices.	Researches some information on different phrases using digital devices but struggles a lot.
Ability to design tasks for facilitating the learning of grammar using appropriate strategies.	Creatively designs tasks for facilitating the learning of grammar using appropriate strategies.	Designs tasks for facilitating the learning of grammar using appropriate strategies.	Designs tasks for facilitating the learning of grammar using appropriate strategies somewhat creatively.	Designs some tasks for facilitating the learning of grammar using appropriate strategies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p><b>3.4.2 Clauses</b></p> <p><b>(3 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) categorise various clauses and their functions in sentences,</p> <p>b) joins clauses to construct compound and complex sentences,</p> <p>c) design activities that learners can carry out within the community to promote the correct use of grammar,</p> <p>d) appreciate the importance of clauses in sentence construction.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• discuss the types and functions of clauses: <ul style="list-style-type: none"> <li>- <i>Noun clauses – types: that-clause and wh- clause</i></li> <li>- <i>Relative – types: defining and non-defining clauses</i></li> <li>- <i>Adverbial – types: time, place, manner, reason, purpose, degree, concession, condition</i></li> </ul> </li> <li>• join clauses to construct compound and complex sentences,</li> <li>• practise using various types of clauses, in speech and writing,</li> <li>• share ideas on how the knowledge and skills they have acquired on clauses can be applied to general learning of grammar,</li> <li>• formulate varied activities that learners can carry out in the community to promote correct use of grammar e.g. creating poems and reciting them during community events.</li> </ul>	<p>How do we construct compound and complex sentences?</p>

**Core Competencies to be developed**

- Creativity and innovation as the teacher trainee formulates activities that learners can carry out in the community to promote correct use of grammar.
- Pedagogical Content Knowledge as the teacher trainee acquires knowledge on clauses.

**Values**

Respect and responsibility as teacher trainees carry out discussions on types and functions of clauses.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to categorise various clauses and their functions in sentences	Confidently categorises various clauses and their functions in sentences correctly	Categorises various clauses and their functions in sentences correctly	Categorises some clauses and their functions in sentences correctly	Has difficulty categorising various clauses and their functions in sentences correctly
Ability to use clauses to construct sentences	Uses clauses with ease to construct sentences correctly	Uses clauses to construct sentences	Uses some clauses to construct sentences	Struggles to use clauses to construct sentences
Ability to join clauses to construct compound and complex sentences	Joins clauses to construct compound and complex sentences with ease	Joins clauses to construct compound and complex sentences	Joins clauses to construct compound and complex sentences with assistance	Joins clauses to construct a few compound and complex sentences
Ability to design activities that learners can carry out within the community to promote the correct use of grammar	Creatively designs activities that learners can carry out within the community to promote the correct use of grammar	Designs activities that learners can carry out within the community to promote the correct use of grammar	Designs some activities that learners can carry out within the community to promote the correct use of grammar	Has difficulty designing activities that learners can carry out within the community to promote the correct use of grammar

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.5 Writing	3.5.1 Types of Writing  (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) explain the characteristics of expository and argumentative writing in relation to form, purpose and audience, b) apply the writing process to facilitate writing of expository and argumentative writing, c) articulate thoughts, arguments and ideas effectively in writing for various audiences, d) use grammatical conventions, styles and organisation effectively in various writing contexts, e) embrace ICT in creating, composing and presenting various types of writings, f) collaborate in creating pieces of expository and argumentative essays.	The teacher trainee to: •participate in a jigsaw group activity to discuss the characteristics of <i>expository and argumentative writing</i> , •discuss the process of facilitating expository and argumentative writing: <i>planning (e.g. brief shared experiences/generating ideas), drafting, editing, revising and publishing</i> , •create samples of expository and argumentative writing in writing circles, types and shares them with peers using digital devices, •edit peer’s expository and argumentative writing to identify common errors in writing, and guide them with love and respect, •design a task that can be	1. What are the qualities of creative writing? 2. How do you learn how to manipulate a new device?

			<p>undertaken in the environment of the college to complement the learning of expository writing.</p>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration as teacher trainees discuss the process of facilitating expository and argumentative writing.</li> <li>• Self -Efficacy as the teacher trainees develop confidence as they express themselves through creative writing.</li> <li>• Creativity and Imagination as the teacher trainee creates samples of expository and argumentative writing.</li> <li>• Digital Learning Skills as teacher trainee creates samples of expository and argumentative writing and types them on a digital device.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility as teacher trainees create samples of creative writing items, in writing circles.</li> <li>• Respect as teacher trainees participate in discussions on the writing process.</li> <li>• Integrity as teacher trainees edit each other’s creative writing.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain the characteristics of expository and argumentative writing in relation to form, purpose and audience	Consistently explains the characteristics of expository and argumentative writing in relation to form, purpose and audience with clarity	Explains the characteristics of expository and argumentative writing in relation to form, purpose and audience	Explains some of the characteristics of expository and argumentative writing in relation to form, purpose and audience	Explains a few characteristics of expository and argumentative writing in relation to form, purpose and audience
Ability to articulate thoughts, arguments and ideas effectively in writing for various audiences	Creatively and confidently articulates different thoughts, arguments and ideas effectively in writing for various audiences	Articulates thoughts, arguments and ideas effectively in writing for various audiences	Attempts to articulate some thoughts, arguments and ideas effectively in writing for various audiences	Rarely demonstrates the ability to articulate thoughts, arguments and ideas effectively in writing for various audiences
Ability to use grammatical conventions, styles and organisation effectively in formulating written documents for various contexts.	Imaginatively and correctly uses grammatical conventions, styles and organisation effectively in formulating written documents for various contexts.	Uses grammatical conventions, styles and organisation effectively in formulating written documents for various contexts.	Occasionally uses grammatical conventions, styles and organisation effectively in formulating written documents for various contexts..	Hardly uses grammatical conventions, styles and organisation effectively in formulating written documents for various contexts.
Ability to apply the writing process to facilitate writing of expository and argumentative writing	Applies the writing process to facilitate writing of expository and argumentative writing with ease	Applies the writing process to facilitate writing of expository and argumentative writing	Applies the writing process to facilitate writing of expository and argumentative writing to some extent	Applies the writing process to facilitate writing of expository and argumentative writing to a limited degree



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.6 Communication skills</b>	<b>3.6.1 The communication process</b>  <b>(2 Hour)</b>	By the end of sub strand, the teacher trainee should be able to: a) analyse the communication process to establish how meaning is created, b) identify barriers to communication in learning, c) use suitable strategies to overcome barriers to communication in teaching and learning, d) embrace effective communication for facilitation of learning.	The teacher trainee to: <ul style="list-style-type: none"> <li>• discuss the elements of communication to explore how meaning is created,</li> <li>• design a flowchart with peers to contextualise the communication processes,</li> <li>• dramatise various situations to illustrate how different messages are delivered from the sender to the receiver,</li> <li>• critique the scenarios presented during the dramatisation to determine the probable causes of communication break down during the communication process, focusing on changes in the message from the sender until the receiver acts,</li> <li>• share personal experiences about barriers to communication and discusses how to overcome them in teaching and learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should practicing teachers consider the elements of communication during the teaching and learning process?</li> <li>2. What can hinder communication?</li> </ol>

**Core Competencies to be developed**

- **Critical Thinking and Problem Solving** as teacher trainees critique the scenarios presented to establish the probable causes of communication break down during the communication process.
- **Communication and Collaboration** as trainees discuss elements of communication to explore how meaning is created

**Values**

**Social justice** is encouraged as trainees explore suitable strategies to overcome barriers of communication in teaching and learning.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to apply elements of the communication process to enhance teaching and learning	Consistently and appropriately applies elements of the communication process to enhance effective teaching and learning.	Applies elements of the communication process to enhance effective teaching and learning.	Applies some elements of the communication process to enhance effective teaching and learning.	Has difficulty applying elements of the communication process to enhance effective teaching and learning.
Ability to uses suitable strategies to overcome barriers of communication identified during teaching and learning.	Regularly and correctly uses suitable strategies to overcome barriers of communication identified during teaching and learning.	Uses suitable strategies to overcome barriers of communication identified during teaching and learning.	Occasionally uses suitable strategies to overcome some barriers of communication identified during teaching and learning.	Rarely uses suitable strategies to overcome barriers of communication identified during teaching and learning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.1 Background to language and language learning</b>	<b>4.1.1 Phonology</b>  <b>(4 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>describe English sounds in relation to place, manner of articulation, and voicing,</li> <li>transcribe and articulate English sounds for pedagogical content knowledge,</li> <li>explain how self-efficacy and unity can be developed in learning English,</li> <li>apply syllabic stress and intonation in English sentences,</li> <li>use appropriate strategies to facilitate the learning of pronunciation,</li> <li>predict pronuncia-</li> </ol>	The teacher trainee to: <ul style="list-style-type: none"> <li>draw the speech organs and explains their role in the production of speech in groups,</li> <li>access an online source for diagrams on speech organs and vowel chart (Received Pronunciation),</li> <li>work with peers to transcribe - <i>vowels (pure and diphthongs) and consonants</i>,</li> <li>discuss how the English consonant sounds are produced (<i>Place and manner of articulation, and voicing</i>),</li> <li>classify <i>vowels into pure vowels and diphthongs</i>,</li> <li>transcribe English words <i>phonemically</i>,</li> <li>listens to online and offline audio materials on</li> </ul>	<ol style="list-style-type: none"> <li>Why should we pronounce English sounds accurately?</li> <li>How do we produce sounds?</li> <li>Where are sounds produced?</li> <li>Which sounds do you find difficult to produce?</li> </ol>

		<p>tion challenges on the basis of the first language of the learner,</p> <p>g) value correct pronunciation of English sounds in everyday communication.</p>	<p>production of English sounds,</p> <ul style="list-style-type: none"> <li>• use a digital device to record his or her pronunciation of English sounds,</li> <li>• apply <i>stress</i> appropriately on the syllables of given words,</li> <li>• use appropriate <i>intonation</i> in speech,</li> <li>• share experiences on <i>pronunciation challenges</i> experienced by learners and suggests remedies,</li> <li>• identify problematic sounds among peers and suggests possible remedies while upholding respect for peers,</li> <li>• discuss how unity and self - efficacy can be developed during a lesson on pronunciation and vocabulary.</li> </ul>	
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**Core Competencies to be developed**

- Digital Learning Skills as teacher trainees use a digital device to record their pronunciation of English sounds.
- Self Efficacy as the teacher trainee acquires pronunciation skills.

**Values**

- Unity as teacher trainees use a digital device to record their pronunciation of English sounds in pairs.
- Respect as teacher trainees share experiences on pronunciation challenges experienced by peers.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe English sounds in relation to place, manner of articulation, and voicing	Describes English sounds in relation to place, manner of articulation, and voicing accurately and with ease	Describes English sounds in relation to place, manner of articulation, and voicing accurately	Describes English sounds in relation to place, manner of articulation, and voicing	Describes a few English sounds in relation to place, manner of articulation, and voicing
Ability to transcribe the English words	Correctly transcribes the English words with ease	Transcribes the English words correctly	Transcribes some English words correctly	Transcribes few English words correctly
Ability to articulate English sounds	Confidently articulates English sounds accurately and with ease	Articulates the English sounds accurately	Articulates some English sounds accurately	Articulates few English sounds correctly
Ability to use stress and intonation appropriately in both words and sentences	Consistently uses stress and intonation appropriately in both words and sentences	Uses stress and intonation appropriately in both words and sentences	Uses stress and intonation appropriately in some words and sentences	Uses stress and intonation in both words and sentences with difficulty
Ability to diagnose pronunciation problems learners	Critically diagnoses pronunciation problems learners are likely to	Diagnoses pronunciation problems learners are likely to	Diagnoses some pronunciation problems learners are likely to	Has difficulty diagnosing pronunciation problems

are likely to experience and their remedies	experience and their remedies	experience and their remedies	experience and their remedies	learners are likely to experience and their remedies
Ability to explain how self-efficacy and unity can be developed in learning English	Consistently and accurately explains how self-efficacy and unity can be developed in learning English	Explains how self-efficacy and unity can be developed in learning English	Partly explains how self-efficacy and unity can be developed in learning English	Explains how self-efficacy and unity can be developed in learning English with difficulty

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p><b>4.1.2 Morphology</b> <b>(3 hours)</b></p>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) use knowledge of prefixes, roots and suffixes to analyse the internal structure of words</li> <li>b) distinguish free and bound morphemes in language</li> <li>c) apply word formation processes to facilitate learning</li> <li>d) use ICTs to conduct research on word formation processes</li> <li>e) compare and contrast closed and open word classes in oral and written texts</li> <li>f) exemplify the importance of correct usage of English words for effective communication</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm the meaning of the term morphology using mind maps</li> <li>• search the Internet for information about: <ul style="list-style-type: none"> <li>○ prefixes</li> <li>○ roots</li> <li>○ suffixes in different word classes</li> </ul> </li> <li>• categorise words from a sample print or digital text into either closed or open word classes</li> <li>• conduct a jig saw activity on different word formation processes</li> <li>• make video recordings on the definition of the following word formation processes and share them with peers through social media: <ul style="list-style-type: none"> <li>○ prefixation and</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How are words formed in the English language?</li> <li>2. How can ICTs enhance our knowledge of words?</li> </ol>

			<p>suffixation compounding; affixation</p> <ul style="list-style-type: none"> <li>○ clipping</li> <li>○ conversion</li> <li>○ reduplication</li> <li>○ coinage</li> <li>○ acronyms</li> </ul> <ul style="list-style-type: none"> <li>● reate a power point presentation explaining prefixation and suffixation, coinage, compounding, examples: <i>affixation</i> – (educate – educative, good – goodness, befriend), <i>compounding</i> e.g. mother-in-law, classroom, <i>clipping</i> e.g. gym – gymnasium, <i>blending</i> – breakfast and lunch combine to form brunch; smoke and fog combine to form smog, reduplication, conversion and clipping and present it to peers..</li> </ul>	
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**Core Competencies to be developed**

Communication and Collaboration as the teacher trainee communicates and collaborates with peers during discussions.

pedagogical Content Knowledge as the teacher trainee acquires knowledge on the English word.

digital Learning Skills as the teacher trainee listens to an audio recording to identify the different ways in which words are formed



**Values**

unity is enhanced as teacher trainees participate in the brainstorming sessions.  
responsibility is enhanced as teacher trainees carry out the tasks assigned to them

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use knowledge of prefixes, roots and suffixes to analyse the internal structure of words	Uses knowledge of prefixes, roots and suffixes to analyse the internal structure of words with ease	Use knowledge of prefixes, roots and suffixes to analyse the internal structure of words	Uses knowledge of roots prefixes and suffixes to analyse the internal structure of some words	Uses knowledge of roots prefixes and suffixes to analyse the internal structure of words with assistance
Ability to distinguish free and bound morphemes	Distinguishes free and bound morphemes	Distinguishes free and bound morphemes	Distinguishes some free and bound morphemes	Distinguishes a few free morphemes but is unable to identify any bound morpheme
Ability to apply word formation processes appropriately	Apply knowledge of word formation processes appropriately with ease	Apply knowledge of word formation processes appropriately	Apply knowledge of some word formation processes (acronyms, compounding, prefixation, suffixation) to create words	Apply knowledge of the commonest word formation processes (prefixation, suffixation ) to create words

Ability to compare and contrast closed and open word classes in oral and written texts	Compares and contrasts closed and open word classes in oral and written texts comprehensively	Compares and contrasts closed and open word classes in oral and written texts	Compares and contrasts closed and open word classes in oral and written texts but leaves out some characteristics	Compares and contrasts closed and open word classes in oral and written texts but leaves out most of the characteristics
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.2 Listening and speaking</b>	<b>4.2.1 Speaking Fluency Skills</b>  <b>(4 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> <li>a) describe the indicators of speaking fluency for content knowledge,</li> <li>b) apply strategies for facilitating speaking fluency,</li> <li>c) assess speaking fluency skills during oral skills lessons,</li> <li>d) advocate for the need to speak fluently for effective communication.</li> </ul>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• watch and discuss a video to distinguish a fluent speaker from a non-fluent speaker,</li> <li>• work with peers to research the role of speed, accuracy and expression in speaking,</li> <li>• research on speaking fluency skills (indicators) and makes a presentation to the class: <ul style="list-style-type: none"> <li>- <i>Coherence</i></li> <li>- <i>Grammatical accuracy</i></li> <li>- <i>Appropriate vocabulary</i></li> <li>- <i>Speech rate</i></li> <li>- <i>Intelligibility in pronunciation</i></li> <li>- <i>Supra-segmental features: loudness, tonal variation, stress</i></li> <li>- <i>Relevance to topic</i></li> </ul> </li> <li>• model speaking fluency using texts featuring a variety of pertinent issues: health, integrity, terrorism, animal welfare and gender,</li> <li>• engage in activities such as hot seating, role play, storytelling, debates, poetry</li> </ul>	<ol style="list-style-type: none"> <li>1. What is speaking fluency?</li> <li>2. What can we do to improve our speaking fluency?</li> </ol>

			<p>recitation, dialogues, sentence pile on, drama, running dictation that facilitate speaking fluency,</p> <ul style="list-style-type: none"> <li>• participate in a brainstorm on challenges learners face in speaking fluently and suggest possible remedies,</li> <li>• assess speaking fluency using varied methods such as developing a checklist, giving feedback on performance and evaluating an oral text for accuracy, speed and expressiveness.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Digital Learning Skills as teacher trainees watch and discuss a video on speaking fluency.</li> <li>• Creativity and innovation as the teacher trainee models speaking fluency.</li> <li>• Assessment Competence as the teacher trainee develops a checklist for assessing learners’ speaking fluency.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Respect as teacher trainee develops a checklist for assessing speaking fluency and gives feedback on performance.</li> <li>• Integrity and patriotism as teacher trainees model speaking fluency on a variety of topics such as integrity and terrorism.</li> </ul>				

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the indicators for speaking fluency	Describes the indicators for speaking fluency with ease	Describes the indicators for speaking fluency	Describes some indicators for speaking fluency	Describes few indicators for speaking fluency
Ability to apply strategies for facilitating speaking fluency effectively	Consistently applies strategies for facilitating speaking fluency effectively	Applies strategies for facilitating speaking fluency effectively	Applies some strategies for facilitating speaking fluency effectively	Applies a few strategies for facilitating speaking fluency effectively
Ability to assess speaking fluency skills during oral skills lessons	Excellent assesses speaking fluency skills during oral skills lessons	Assesses speaking fluency skills during oral skills lessons	Partly assesses speaking fluency skills during oral skills lessons	Assesses a few speaking fluency skills during oral skills lessons with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.3 Reading	4.3.1 Intensive Reading II  (5 hours)	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) outline the reading comprehension strategies for content knowledge,</li> <li>b) use comprehension strategies to make sense of a text,</li> <li>c) employ innovative teaching and learning methods to enhance reading comprehension,</li> <li>d) designs tasks and model a lesson on reading comprehension,</li> <li>e) create assessment tools for assessing reading comprehension,</li> <li>f) prepare a scheme of work covering the language skills and grammar in the learner's</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• watch and responds to a video demonstrating reading comprehension strategies,</li> <li>• take part in reading games and competitions to develop thinking skills through, clarification, selecting and organizing,</li> <li>• discuss the components of reading fluency: <i>accuracy, prosody and speed</i>,</li> <li>• read a text of choice and practise using the reading comprehension strategies as they read a text: <ul style="list-style-type: none"> <li>○ prediction</li> <li>○ questioning</li> <li>○ making connections (drawing inferences and making conclusions)</li> <li>○ visualising</li> <li>○ monitoring</li> <li>○ summarising</li> </ul> </li> <li>• create at least two learning outcomes and self-assessment</li> <li>• prepare a one-week scheme of work</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we read at a reasonable speed?</li> <li>2. Why should we read accurately and with expression?</li> </ol>

		design, g) appreciate the importance of fluency in reading.	on the four language skills and grammar, <ul style="list-style-type: none"> <li>design tools such as checklist, observation schedule, anecdotal records among others to assess for reading comprehension.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>Pedagogical Content Knowledge as the teacher trainee acquires knowledge on comprehension strategies and reading fluency.</li> <li>Digital Learning Skills as the teacher trainees watch and respond to a video demonstrating strategies for reading comprehension.</li> <li>Self- Efficacy as teacher trainees are equipped with knowledge and skills on comprehension strategies.</li> </ul>				
<p><b>Values</b> Love and respect as teacher trainees discuss and practise comprehension strategies.</p>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use comprehension strategies to make sense of a text	Uses varied comprehension strategies to make sense of a text.	Uses comprehension strategies to make sense of a text.	Uses some comprehension strategies to make sense of a text.	Uses some comprehension strategies to make sense of a text with guidance.
Ability to employ varied teaching and learning methods.	Employs innovative and varied teaching and learning methods to enhance reading comprehension.	Uses varied teaching and learning methods to enhance reading comprehension.	Uses somewhat varied teaching and learning methods to enhance reading comprehension.	Has difficulty employing teaching and learning methods to enhance reading comprehension.
Ability to design tasks and model a lesson on reading comprehension.	Designs tasks and models a lesson on reading comprehension strategies to make sense of a text regardless of its level of complexity.	Designs tasks and models a lesson on reading comprehension strategies to make sense of a text.	Designs some tasks and models a lesson on reading comprehension strategies to make sense of a text.	Designs some tasks and attempts to model a lesson on reading comprehension strategies to make sense of a text.
Ability to create assessment tools	Creates varied assessment tools for assessing reading comprehension.	Creates assessment tools for assessing reading comprehension.	Creates some assessment tools for assessing reading comprehension.	Creates some assessment tools for assessing reading comprehension with support from the teacher or peers.
Ability to prepare a scheme of work	Prepares a scheme of work with interesting tasks.	Prepares a scheme of work with interesting tasks.	Prepares a scheme of work with somewhat interesting tasks.	Prepares a scheme of work with somewhat interesting tasks when supported.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	<p><b>4.3.2 Intensive Reading</b></p> <p><b>(6 hours)</b></p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explain the salient features of poems,</p> <p>b) analyse and recite poems for development of literary and analytical skills,</p> <p>c) discuss methods of assessing comprehension during intensive reading,</p> <p>d) create items for assessing intensive reading,</p> <p>e) advocate for the reading of poems for enjoyment.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• analyse poems from print and online sources, paying attention to aspects such as persona, message, tone and style,</li> <li>• recite the selected poems,</li> <li>• contribute to a brainstorm on various methods that can be used to assess comprehension during an intensive reading lesson e.g. oral question and answer, written responses, gap filling, paraphrasing among others,</li> <li>• develop questions for assessing intensive reading e.g. recall and inferential questions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we analyse poems?</li> <li>2. How can we use poems to teach English?</li> </ol>

**Core Competencies to be developed**

- Self-Efficacy as the teacher trainee analyses poems to develop competencies such as critical thinking.
- Creativity and Imagination as the teacher trainee recites poems and develops graphic organisers.
- Pedagogical Content Knowledge as the teacher trainees discuss and practise methods of assessing intensive reading skills.

**Values**

Teacher trainees will acquire values such as integrity as they interact with poems.

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse poems for development of literary and analytical skills	Analyses poems for development of literary and analytical skills with ease	Analyses poems for development of literary and analytical skills	Analyses some aspects of poems for development of literary and analytical skills	Analyses poems for development of literary and analytical skills with difficulty
Ability to discuss methods of assessing comprehension during intensive reading	Excellently discusses methods of assessing comprehension during intensive reading	Discusses methods of assessing comprehension during intensive reading	Discusses some methods of assessing comprehension during intensive reading	Discusses a few methods of assessing comprehension during intensive reading
Ability to create items for assessing intensive reading	Creates varied items for assessing intensive reading exceptionally	Creates varied items for assessing intensive reading	Creates some items for assessing intensive reading	Requires assistance to create items for assessing intensive reading

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>4.4 Grammar</b>	<b>4.4.1 Functional classification of sentences</b>  <b>(5 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) categorise the various functional types of sentences,</p> <p>b) construct a variety of grammatically correct sentences,</p> <p>c) develop a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity,</p> <p>d) value the use of well-formed sentences in communication.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• discusses the different types of sentences: <ul style="list-style-type: none"> <li>- <i>Declarative</i></li> <li>- <i>Imperative</i></li> <li>- <i>Interrogatives</i></li> <li>- <i>Exclamatory</i></li> </ul> </li> <li>• search for information on the different types of sentences online and shares findings,</li> <li>• play language games to practise using the different functional types of sentences,</li> <li>• write dialogues, short stories and posters using the four types of sentences,</li> <li>• prepare a lesson plan for facilitating learning of language structures, integrating the core competency of communication and collaboration and the value of unity.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which types of sentences do you know?</li> <li>2. Why is it important to use sentences for the correct function?</li> </ol>

**Core competencies to be developed**

- Creativity and Imagination as teacher trainees write dialogues, short stories and posters using the four types of sentences.
- Professional Content Knowledge as the teacher trainee acquires knowledge on how to facilitate lessons on sentence types.
- Critical thinking and problem solving as teacher trainees play language games to practise using different types of sentences.

**Values**

- Unity as teacher trainees search online for information on various types of sentences.
- Love as teacher trainees play language games.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to categorise the various functional types of sentences	Consistently categorises the various functional types of sentences correctly	Categorises the various functional types of sentences correctly	Categorises some of the functional types of sentences correctly	Has difficulty categorising the various functional types of sentences
Ability to construct a variety of sentences	Consistently constructs a variety of sentences	Constructs a variety of sentences	Constructs some sentences	Constructs a few sentences
Ability to develop a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity	Confidently develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity accurately	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity accurately	Develops some sections of a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity accurately	Develops a lesson plan on language structures integrating the core competency of communication and collaboration and the value of unity with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.5 Writing	4.5.1 Mechanics of Writing  (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) identify and spell commonly misspelt words in writing, b) use punctuation marks in a text for clarity in communication, c) describe common English language spelling rules and patterns, d) apply effective instructional strategies in spelling and model a lesson for pedagogical content knowledge, e) adopt varied activities to facilitate lessons on punctuation and spelling,	The teacher trainee to: <ul style="list-style-type: none"> <li>• discuss the importance of learning punctuation,</li> <li>• carry out research activities that can be used to enable learners punctuate their work properly,</li> <li>• write passages from listening texts using the correct <i>punctuation marks: full stop, comma, semi colon, colon, exclamation mark and quotation marks,</i></li> <li>• discuss the common English language spelling rules and patterns,</li> <li>• spell and read commonly misspelt words including borrowed words (e.g. <i>alumnus/alumni</i>),</li> <li>• practise spelling activities using varied <i>strategies</i> : phonetic spelling, rule-based, visual spelling, use of affixes, dictation, onset rhymes, word families, syllable segmentation, proof reading texts with spelling errors, spelling games, crossword puzzles, jumbled up letters, letter boxes, gap filling exercises, sounding out words,</li> <li>• use dictionaries, spell-check functions and</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is correct punctuation important?</li> <li>2. What strategies can we use to spell words correctly?</li> <li>3. What makes it difficult to spell some words correctly?</li> </ol>

		f) embrace the need to spell words correctly for effective communication.	electronic devices to confirm the spellings or locate the meanings of unfamiliar words, <ul style="list-style-type: none"> <li>engage in an authentic task, for example, identifying misspelt words in and out of school for four months and writes a report.</li> </ul>	
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**Core competencies to be developed.**

- Self-Efficacy as the teacher trainee develops confidence when he or she spells words correctly.
- Pedagogical Content Knowledge as the teacher trainee gains knowledge and skills on the strategies for facilitating lessons on spelling.
- Learning to Learn and Reflective Practice as the teacher trainees use dictionaries, spell-check functions and electronic devices to confirm the spellings of words.
- Creativity and Innovation as teacher trainees create a spelling game.

**Values**

- Unity as teacher trainee models a lesson incorporating unity.
- Respect as teacher trainees practise varied spelling activities.

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to spell words correctly	Spells a variety of words correctly and with ease	Spells words correctly	Spells some words correctly	Spells a few words correctly
Ability to use effective instructional strategies that enhance the learning of spelling	Uses effective instructional strategies that enhance learning of correct spelling exceptionally	Uses effective instructional strategies that enhance learning of correct spelling	Uses some instructional strategies that enhance learning of correct spelling	Uses some effective instructional strategies that enhance learning of correct spelling with assistance
Ability to model a lesson on spelling and incorporating activities that enhance unity and learning to learn, as well as using a variety of resources	Skillfully models a lesson on spelling and incorporates activities that enhance unity and learning to learn, as well as using a variety of resources	Models a lesson on spelling and incorporates activities that enhance unity and learning to learn, as well as using a variety of resources	Models a lesson on spelling and incorporates a few activities that enhance unity and learning to learn, as well as using a variety of resources	Models a lesson on spelling but fails to incorporate activities that enhance unity and learning to learn, as well as a variety of resources

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
Writing	<b>4.5.2 Writing: Paragraphing</b>  <b>(3 Hours)</b>	<b>By the end of the Sub strand, the trainee teacher should be able to:</b> <ol style="list-style-type: none"> <li>a) recognise the structure and features of paragraphs in print and digital texts,</li> <li>b) develop a coherent and unified paragraph for clarity,</li> <li>c) design learning experiences to enhance paragraphing skills,</li> <li>d) assess the unity and coherence of a paragraph collaboratively with peers using a rubric.</li> </ol>	<b>Teacher trainee to:</b> <ul style="list-style-type: none"> <li>• identify the transition words and phrases used to develop a paragraph,</li> <li>• brainstorm on the components of a well-developed paragraph: <ul style="list-style-type: none"> <li>- topic sentence</li> <li>- supporting sentences</li> <li>- concluding sentence</li> </ul> </li> <li>• design varied learning experiences to enhance paragraphing skills,</li> <li>• think-pair-write-share on the importance of using transition words and phrases in paragraph development,</li> <li>• create a coherent and unified paragraph: <ul style="list-style-type: none"> <li>- arranging ideas logically</li> <li>- combining ideas using transitional words and phrases</li> <li>- varying sentences and vocabulary</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. How do we organise ideas in paragraphs?</li> <li>2. Why should we create unified and coherent paragraphs?</li> </ol>



			<ul style="list-style-type: none"> <li>• develop a rubric to assess paragraphs written by self and peers.</li> </ul>	
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment Competency</b> as teacher trainee develops rubrics for assessing developed paragraphs that are cohesive and unified</li> <li>• <b>Communication and Collaboration</b> as teacher trainee participates in group work</li> <li>• <b>Creativity and Imagination</b> as teacher trainee becomes adept at creating well developed paragraphs</li> </ul>				
<p><b>Value:</b></p> <ul style="list-style-type: none"> <li>• <b>Peace</b> as develop a rubric to assess paragraphs written by self and peers</li> </ul>				

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### Suggested Assessment Rubric

<b>Indicator Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to recognize the topic, supporting and clincher sentences of a paragraph	Recognises the topic, supporting and clincher sentences of a paragraph confidently	Recognises the topic, supporting and clincher sentences of a paragraph	Recognises the topic, sentence, supporting and clincher sentences but lacks confidence	Recognises the topic, sentence but is unable to differentiate the supporting and clincher sentences
Ability to develop a coherent and unified paragraph for clarity	Develops a coherent and unified paragraph for clarity and uses language creatively	Develops a coherent and unified paragraph for clarity	Develops a coherent paragraph but deviates from the main point	Develops a paragraph which deviates from the main point. The ideas are not logical
Ability to design varied learning experiences to cater for auditory, visual, kinaesthetic and tactile learners	Designs varied learning experiences to cater for auditory, visual, kinesthetic and tactile learners with ease	Designs varied learning experiences to cater for auditory, visual, kinesthetic and tactile learners	Designs varied learning experiences to cater for auditory, tactile and visual learners but leaves out one category	Designs learning experiences to cater for auditory and visual learners but leaves out the other categories
Ability to assess the unity and coherence of a paragraph collaboratively with peers using a rubric	Critically assesses the unity and coherence of a paragraph collaboratively with peers using a rubric	Assess the unity and coherence of a paragraph collaboratively with peers using a rubric	Assess the unity and coherence of a paragraph collaboratively with peers using a rubric but some aspects of feedback are not well communicated	Assess the unity and coherence of a paragraph collaboratively with peers using a rubric but most aspects of feedback are not well communicated

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>5.1 Background to language and language learning</b>	<b>5.1.1 Syntax  (4 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) relate the concept of syntax to the analysis of English sentences,</li> <li>b) break down simple English sentences into constituent parts using tree diagrams,</li> <li>c) discuss the relevance of syntax to the learning of English,</li> <li>d) develop a record of work as a professional document,</li> <li>e) recognise the need to use correct sentences for effective communication.</li> </ol>	The teacher trainee to: <ul style="list-style-type: none"> <li>• participate in a brainstorming exercise on the meaning of the term syntax,</li> <li>• research from print and non-print sources different diagrams used to analyse sentences,</li> <li>• break down simple sentences using tree diagrams,</li> <li>• share ideas on the relevance of syntax to the learning of English,</li> <li>• review peers' tree diagrams through a gallery walk,</li> <li>• develop a record of work showing work covered for two weeks.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is a good sentence made up of?</li> <li>2. Why is it important to use grammatically correct sentences in communication?</li> </ol>
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>• Assessment Competence as teacher trainees assess/review each other's tree diagrams.</li> <li>• Learning to Learn as teacher trainee develops a record of work.</li> </ul>				

**Values**

- Peace is enhanced as teacher trainees work together in harmony as a whole class.
- Social justice as teacher trainees work together to improve each other's work.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to relate the concept of syntax to the analysis of English sentences	Always relates the concept of syntax to the analysis of English sentences with ease	Relates the concept of syntax to the analysis of English sentences most of the times	Occasionally relates the concept of syntax to the analysis of English sentences	Struggles to relate the concept of syntax to the analysis of English sentences
Ability to break down simple English sentences using tree diagrams	Correctly breaks down simple English sentences using tree diagrams with ease	Correctly breaks down simple English sentences using tree diagrams	Breaks down some simple English sentences using tree diagrams	Breaks down simple English sentences using tree diagrams with assistance
Ability to discuss the relevance of syntax to the learning of English	Confidently discusses the relevance of syntax to the learning of English	Discusses the relevance of syntax to the learning of English	Discusses the relevance of syntax to the learning of English with assistance	Discusses the relevance of syntax to the learning of English with difficulty
Ability to develop a record of work	Creatively develops a record of work	Develops a record of work	Develops a record of work but omits some sections	Develops a record of work with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>5.2</b> <b>Listening and speaking</b>	<b>5.2.1</b> <b>Conversational skills</b>  <b>(6 hours)</b>	<b>By the end of the sub strand, the teacher trainee should be able to:</b> a) describe types of conversational skills for content knowledge, b) use conversational skills appropriately in varied communicative contexts, c) design activities that integrate conversational skills and model a lesson, d) research appropriate pedagogical and assessment strategies to enhance listening and speaking skills, e) acknowledge the role of conversational	<b>The teacher trainee to:</b> <ul style="list-style-type: none"> <li>• conduct research from print and online sources on skills that enhance effective communication and makes presentations in class,</li> <li>• discuss common inappropriate mannerisms that occur in conversation and possible remedies (<i>focus on telephone etiquette, polite forms, interviews, turn taking, negotiation skills, interrupting and disagreeing politely, appropriate choice of register, respecting personal space and non-verbal cues,</i></li> <li>• work with peers to prepare a presentation on teaching/learning methods as well as assessment strategies for the language classroom,</li> <li>• listen and respond to recorded audio-visual materials on interviews, etiquette and appropriate choice of register, among others,</li> <li>• prepare and give a speech on creativity and imagination, and social justice,</li> </ul>	1. What contexts can we use to develop our conversational skills? 2. How would you tell that someone is listening to you?

		skills in English.	<ul style="list-style-type: none"> <li>• practise the selected forms of conversational skills using activities such as role play, oral responses and panel group interviews,</li> <li>• organise panel/group interviews to practise conversational skills,</li> <li>• design and practice varied methods to assess progress in listening and speaking e.g. oral responses, sound production, distinguishing between different sounds, dictation of minimal pairs or sentences containing sounds, observation, reciting and storytelling,</li> <li>• prepare resources and uses them to model a lesson on one of the listening and speaking skills, and incorporates creativity and imagination, and social justice.</li> </ul>	
<p><b>Core Competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• Digital Learning Skills as the teacher trainee listens and responds to recorded audio-visual materials.</li> <li>• Self- Efficacy as the teacher trainee develops skills such as etiquette and negotiation skills.</li> <li>• Pedagogical Content Knowledge as the teacher trainee learns how to use integration in language learning.</li> <li>• Communication and Collaboration as the teacher trainees discuss the selected forms of conversational skills.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility is enhanced as teacher trainees organise panel/group interviews</li> <li>• Social justice is enhanced as teacher trainees model conversational skills such as turn taking, respect and negotiation skills.</li> </ul>				

### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe and use conversational skills required in varied contexts.	Describes and uses conversational skills required in varied contexts with ease.	Describes and uses conversational skills required in varied contexts.	Describes and uses some conversational skills required in varied contexts .	Describes and uses some conversational skills required in varied contexts with difficulty
Ability to design activities that integrate conversational skills and model a lesson.	Creatively designs activities that integrate conversational skills and model a lesson.	Designs activities that integrate conversational skills and model a lesson.	Designs some activities that integrate conversational skills and model a lesson.	Designs some activities that integrate conversational skills and model a lesson with prompts.
Assessing progress in listening and speaking	Consistently assesses progress in listening and speaking	Assesses progress in listening and speaking	Sometimes assesses progress in listening and speaking	Sometimes assesses progress in listening and speaking with assistance
Ability to research pedagogical and assessment strategies to enhance conversational skills competency.	Researches innovative pedagogical and assessment strategies to enhance conversational skills competency.	Researches pedagogical and assessment strategies to enhance conversational skills competency.	Researches some pedagogical and assessment strategies to enhance conversational skills competency.	Researches some pedagogical and assessment strategies to enhance conversational skills competency in response to prompts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.3 Reading	5.3.1 Children's Literature II  (6 hours)	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) analyse varied samples of Children's Literature,</p> <p>b) use materials to design activities that enhance learning of language skills and Grammar,</p> <p>c) conduct a micro lesson using samples of Children's Literature,</p> <p>d) advocate for reading and using a variety of Children's Literature.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• analyse Children's Literature (including <i>stories, storybooks, poems, songs and cartoon strips</i>) used for different levels, featuring pertinent issues such as environment, HIV and Aids, healthy relationships among others,</li> <li>• design activities using relevant Children's Literature to facilitate learning of language skills,</li> <li>• conduct a micro lesson on one of the language skills or grammar using samples of Children's Literature.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which types of Children's Literature do we know?</li> <li>2. How can the various types of Children's Literature be used in the English language classroom?</li> </ol>

**Core Competencies to be developed**

- Pedagogical Content Knowledge as the teacher trainee acquires knowledge and skills on how to use Children's Literature in language learning.
- Critical Thinking and Problem Solving as teacher trainee analyses level-appropriate readers.
- Creativity and Innovation as teacher trainees design learning activities using relevant Children's Literature.



**Values**

Teacher trainees will be exposed to values such as peace and love, as the children's books deal with several values

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to analyse a variety of Children's Literature	Confidently always analyses a variety of Children's Literature accurately	Analyses a variety of Children's Literature accurately	Sometimes analyses Children's Literature accurately	Analyses Children's Literature with of difficulty
Ability to use materials to design learning activities	Creatively uses materials to design learning activities with ease	Uses materials to design learning activities	Uses materials to design some learning activities	Uses materials to design a few learning activities
Ability to conduct a micro lesson using samples of children's literature	Conducts a micro lesson using samples of children's literature appropriately and with a lot of creativity	Conducts a micro lesson using samples of children's literature	Conducts some parts of a micro lesson appropriately using samples of children's literature	Conducts a micro lesson using samples of children's literature with difficulty

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>5.4 Grammar</b>	<b>5.4.1 Structural classification of sentences</b>  <b>(4 hours)</b>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) analyses various types of sentences in English language,</p> <p>b)construct a variety of sentences for effective communication,</p> <p>c) employ varied activities to facilitate teaching of sentence types,</p> <p>d)critique a sample record of work based on the language skills and grammar,</p> <p>e) appreciate the importance of using varied activities in teaching of sentence types.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> <li>• generate various types of sentences: <i>simple, compound and complex,</i></li> <li>• analyse sentences featuring the sentence patterns: <i>SV, SVO, SVOO, SVC, SVA, SVOA, SVOC,</i></li> <li>• play language games to practise using different types of sentences</li> <li>• write dialogues and short stories paying attention to correct sentence formation,</li> <li>• outline the various <i>activities used in facilitating learning of sentence types</i> e.g. gap filling exercises, focused questions, organising jumbled up texts, dictation,</li> <li>• record self as he or she practises using various activities for facilitating learning of sentence types and shares with peers,</li> <li>• analyse a peer’s record of work and provides feedback.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use a variety of sentences in communication?</li> <li>2. Why is it important for a teacher of English to keep a record of work?</li> </ol>

**Core competencies to be developed**

- Self-Efficacy as the teacher trainee gains competence in correct use of grammar.
- Digital Learning Skills as teacher trainees record themselves and share the recording with peers.
- Creativity and Innovation as teacher trainees write dialogues and short stories.
- Learning to Learn and Reflective Practice as teacher trainees analyse sample records of work.

**Values**

- Love as teacher trainees provide positive feedback.
- Unity as teacher trainees record themselves and share the recording with peers.

**Suggested Formative Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify various types of sentences	Always identifies with ease various types of sentences in texts	Identifies various types of sentences in texts	Identifies some types of sentences in texts	Has difficulty identifying various types of sentences in texts
Ability to analyse a variety of sentences	Consistently analyses a variety of sentences correctly	Analyses a variety of sentences	Analyses some sentences	Analyses only a few sentences
Ability to employ varied activities to facilitate teaching of sentence types	Exceptionally employs varied activities to facilitate teaching of sentence types	Employs varied activities to facilitate teaching of sentence types	Employs some activities to facilitate teaching of sentence types	Employs a few activities to facilitate teaching of sentence types
Ability to critique a sample record of work	Confidently critiques a sample record of work	Critiques a sample record of work	Partially critiques a sample record of work	Critiques a sample record of work with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.5 Writing	5.5. 1 Functional writing  (8 hours)	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) describe the formats and characteristics of different types of functional writing,</li> <li>b) compose samples of functional writing in line with the format and purpose,</li> <li>c) research and model varied pedagogical strategies for facilitating functional writing,</li> <li>d) use varied tools and methods to assess functional writing and prepare learner progress record for pedagogical content knowledge,</li> <li>e) appreciate the importance of functional writing for learners.</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• discuss the differences between personal and official written forms of communication,</li> <li>• draw an inventory of the characteristics of different types of functional writing in relation to form, purpose and audience: <ul style="list-style-type: none"> <li>- <i>Formal letters</i></li> <li>- <i>Curriculum vitae</i></li> <li>- <i>Reports</i></li> <li>- <i>Minutes</i></li> <li>- <i>Memo</i></li> <li>- <i>Filling in forms</i></li> <li>- <i>Notices</i></li> <li>- <i>Emails</i></li> <li>- <i>Speeches</i></li> <li>- <i>Posters</i></li> <li>- <i>Budget</i></li> <li>- <i>Diary and personal journal</i></li> <li>- <i>Programme</i></li> <li>- <i>Advertisement</i></li> </ul> </li> <li>• create samples of the functional writing listed above and keeps them in their</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is functional writing important?</li> <li>2. How do we teach various skills in writing?</li> </ol>

			<ul style="list-style-type: none"> <li>portfolio,</li> <li>• write formal letters with focus on: <i>job application, making requests, complaints, letters of inquiry, appreciation, apology, invitation, letter of interest,</i></li> <li>• participate actively in a mock meeting and write minutes thereafter,</li> <li>• participate in peer conferences to critique samples of functional writing,</li> <li>• use digital devices to search, create and share functional writing items,</li> <li>• discuss ways of assessing progress in functional writing and other writing exercises e.g. through the use of portfolio assessment, self-assessment, peer correction, written assignments among others,</li> <li>• keep a learner’s progress record for one week.</li> </ul>	
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**Core competencies to be developed**

- Assessment Competence – teacher trainee assesses progress in functional writing.
- Digital Learning Skills – teacher trainee uses ICT devices and internet platforms to search, create and share creative writing samples.
- Pedagogical Content Knowledge – teacher trainee develops knowledge and skills for facilitating the learning of functional writing.
- Learning to Learn and Reflective Practice – teacher trainees participate in peer conferences to critique samples of functional writing.

**Values**

- Integrity and patriotism as teacher trainees learn how to fill in forms.
- Love as teacher trainees create samples of writing items, in writing circles.

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the formats and characteristics of different types of functional writing.	Vividly and elaborately describes the formats and characteristics of different types of functional writing.	Vividly describes the formats and characteristics of different types of functional writing.	Somewhat vividly describes the formats and characteristics of different types of functional writing.	Describes the formats and characteristics of different types of functional writing.
Ability to compose samples of functional writing in line with the format and purpose,	Composes exceptional samples of functional writing and adheres to the format and purpose.	Composes samples of functional writing and adheres to the format and purpose.	Composes samples of functional writing which is in line with the purpose but slightly deviates from the format.	Composes samples of functional writing but deviates from the purpose and format.
Ability to research and model varied pedagogical strategies for facilitating functional writing.	Comprehensively researches and models varied pedagogical strategies for facilitating functional writing.	Researches and models varied pedagogical strategies for facilitating functional writing.	Researches and models pedagogical strategies for facilitating functional writing.	Researches and models some pedagogical strategies for facilitating functional writing.
Ability to use varied tools and methods to assess functional writing and prepare learner progress record.	Uses varied tools and methods to assess functional writing and prepare learner progress record with ease.	Uses varied tools and methods to assess functional writing and prepare learner progress record.	Uses somewhat varied tools and methods to assess functional writing and prepare learner progress record.	Uses tools and methods to assess functional writing but is unable to prepare learner progress record.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.1 Background to Language and language learning</b>	<b>6.1.1 Semantics and Pragmatics</b>  <b>(2 Hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) explain how meaning is conveyed through words and sentences in oral and written texts,</p> <p>b) apply knowledge of semantics and pragmatics to enhance language learning,</p> <p>c) distinguish between synonyms, antonyms, hyponyms, homonyms and polysemes for content knowledge,</p> <p>d) use knowledge of sense relations to facilitate the learning of vocabulary,</p> <p>e) develop appropriate Suggested Key Inquiry Questions for teaching a sub strand in language activities,</p>	<p><b>Teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• research the similarity and differences between semantics and pragmatics from digital and print texts</li> <li>• present your work in a venn diagram</li> <li>• describe and illustrate the following types of meaning: <ul style="list-style-type: none"> <li>- denotative</li> <li>- connotative</li> </ul> </li> <li>• prepare a write up on: <ul style="list-style-type: none"> <li>- synonyms</li> <li>- antonyms (gradable e.g. small-big and converse e.g. trainer-trainee)</li> <li>- homophones</li> <li>- homonyms</li> </ul> </li> <li>• research on synonyms, antonyms, hyponyms, homonyms and polysemes and their role in learning new words,</li> <li>• interact with digital and print texts and categorises synonyms,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell the meaning of unknown words?</li> <li>2. How do words relate with each other at the level of meaning?</li> </ol>

		f) appreciate the use of English words to convey meaning in a variety of contexts.	antonyms, hyponyms, homonyms and polysemes using word lists, <ul style="list-style-type: none"> <li>• interact with digital and print texts and categorise homophones and homonyms using word lists,</li> <li>• play language games featuring synonyms, antonyms, homophones and homonyms,</li> <li>• discuss and write key inquiry question for teaching a Sub strand in Language Activities.</li> </ul>	
<b>Core Competences to be developed</b> <ul style="list-style-type: none"> <li>• Learning to learn and Reflective Practice as teacher trainee conducts research on different aspects of semantics and pragmatics.</li> <li>• Critical Thinking and Problem Solving as teacher trainee infers the meaning of words from contextual clues.</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• <b>Peace</b> as teacher trainee works harmoniously to accomplish group tasks.</li> <li>• <b>Responsibility</b> as teacher trainee assumes different roles during group and pair work</li> </ul>				

### Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain how meaning is conveyed through words and sentences in oral and written texts.	Explains how words and sentences convey meaning with ease	Uses examples to explain how words and sentences convey meaning	Uses some examples to explain how words and sentences convey meaning	Uses some examples to explain how words and sentences convey meaning with assistance



Ability to apply knowledge of semantics and pragmatics to enhance language learning.	Creatively applies knowledge of semantics and pragmatics to enhance language learning.	Applies knowledge of semantics and pragmatics to enhance language learning.	Applies some knowledge of semantics and pragmatics to enhance language learning.	Applies some knowledge of semantics and pragmatics to enhance language learning when prompted.
Ability to distinguish between synonyms, antonyms, hyponyms, homonyms and polysemes and their role in learning new words.	Consistently, distinguishes between synonyms, antonyms, hyponyms, homonyms and polysemes for content knowledge.	Distinguishes between synonyms, antonyms, hyponyms, homonyms and polysemes for content knowledge.	Distinguishes between synonyms, antonyms, hyponyms, homonyms and polysemes but falters in some instances for content knowledge.	Attempts to distinguish between synonyms, antonyms, hyponyms, homonyms and polysemes but falters in almost all instances.
Ability to use knowledge of sense relations to facilitate the learning of vocabulary.	Uses knowledge of sense relations to facilitate the learning of vocabulary with ease.	Uses knowledge of sense relations to facilitate the learning of vocabulary.	Uses knowledge of sense relations to facilitate the learning of vocabulary but struggles in some instances.	Attempts to use knowledge of sense relations to facilitate the learning of vocabulary but struggles in some instances.
Ability to develop appropriate Suggested Key Inquiry Questions for teaching a sub Strand in Language Activities	Develops appropriate Suggested Key Inquiry Questions innovatively	Develops appropriate Suggested Key Inquiry Questions	Develops some appropriate Suggested Key Inquiry Questions	Develops some appropriate Suggested Key Inquiry Questions with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.2</b> <b>Listening and speaking</b>	<b>6.2.1 Extended oral work</b> <b>(7 hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) appraise the importance of extended oral work in the learning of English in schools,</p> <p>b) explain how to conduct the various types of extended oral work in class,</p> <p>c) participate in activities that enhance oral skills in learning,</p> <p>d) prepare a class register as a professional record,</p> <p>e) value the role of oral skills practice in the learning of English.</p>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• discuss the importance of the various types of extended oral work s, that is, <ul style="list-style-type: none"> <li>- <i>Speeches</i></li> <li>- <i>Debates</i></li> <li>- <i>Giving directions and instructions</i></li> <li>- <i>Storytelling</i></li> <li>- <i>Drama</i></li> <li>- <i>Radio lessons</i></li> <li>- <i>Poetry recitation</i></li> </ul> </li> <li>• practise the selected forms of extended oral work, and records self-using digital devices,</li> <li>• conduct debates, gives timed speeches, dramatises, tells stories and recites poems on a variety of pertinent issues such as family and nature of parenting, gender, female genital mutilation, radicalisation, making savings and investments, good governance and animal welfare (e.g. care for animals, fear and distress in animals),</li> <li>• discuss how to conduct the various types of extended effectively,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is oral skills practice important?</li> <li>2. How can we develop oral skills?</li> <li>3. What is the importance of storytelling in the learning of English?</li> </ol>

			<ul style="list-style-type: none"> <li>• keep a class register for one week and shares it with peers for feedback.</li> </ul>	
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration as teacher trainees practise the selected forms of extended oral work.</li> <li>• Citizenship and Leadership Competency as teacher trainees talk about pertinent and contemporary issues.</li> <li>• Self-Efficacy as teacher trainee develops skills such as public speaking.</li> <li>• Assessment Competence as teacher trainees share the class register with peers for feedback.</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• Integrity and patriotism as teacher trainees make timed speeches on a variety of pertinent issues.</li> <li>• Unity as teacher trainees conduct various extended oral work activities such as debates.</li> </ul>				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to appraise the importance of extended oral work in the learning of English in schools	Exhaustively appraises the importance of extended oral work in the learning of English in schools	Appraises the importance of extended oral work in the learning of English in schools	Partially appraises the importance of extended oral work in the learning of English in schools	Struggles to appraise the importance of extended oral work in the learning of English in schools
Ability to explain how to conduct the various types of extended oral work	Explains how to conduct the various types of extended oral work with ease	Explains how to conduct the various types of extended oral work	Explains some steps on how to conduct the various types of extended oral work	Has difficulty explaining how to conduct the various types of extended oral work

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
6.3 Reading	6.3.1 <b>R e a d - i n g : Fluency (6 Hours)</b>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) use fluency strategies while reading materials on varied themes</li> <li>b) read texts related to various pertinent and contemporary issues accurately, at the right speed and expressively</li> <li>c) acknowledge the role of fluency in reading.</li> </ul>	<p><b>Teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• discuss/research the meaning of the term <i>reading fluency</i>,</li> <li>• work with peers and find out more information about the importance of speed, accuracy and expression in reading,</li> <li>• read a text by doing the following: <ul style="list-style-type: none"> <li>- <i>preview</i></li> <li>- <i>scan</i></li> <li>- <i>skim</i></li> <li>- <i>ignoring unknown words</i></li> </ul> </li> <li>• use fluency strategies such as modelled reading, use of audio recordings, sight words, paired reading, echo reading, choral reading, repeated reading, timed reading and phrased reading,</li> <li>• read grade level appropriate texts on varied issues: environmental issues in education, financial literacy</li> <li>• participate in a readers’ theater involving poems, narratives among others</li> <li>• read speeches on varied topics at the right speed, accurately and with expression.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we read a text accurately and with expression?</li> <li>2. How can we improve our reading speed?</li> </ol>

**Core Competencies to be developed**

- Learning to Learn and Reflective Practice – as trainee practises reading more fluently
- Self-Efficacy – as teacher trainee becomes more proficient readers
- Assessment Competency-as teacher trainee assess the mastery of fluency in reading
- Communication and Collaboration – as learners take part in a reader’s theatre

**Values**

- Integrity - as teacher trainee reads texts related to integrity

**Suggested Formative Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to use fluency strategies while reading on varied themes	Uses fluency strategies such as previewing, scanning, skimming and ignoring unknown words while reading a text with ease	Uses fluency strategies such as previewing, scanning, skimming and ignoring unknown words while reading a text	Uses fluency strategies such as previewing, scanning, skimming but is slowed down by unknown words	Uses fluency strategies such as previewing and scanning, but struggles to skim through the text and ignore unknown words
Ability to read texts related to various pertinent and contemporary issues accurately, at the right speed and expressively	Reads texts related to various PCIs accurately, at the right speed and expressively with a lot of ease	Reads texts related to various PCIs accurately, at the right speed and expressively	Reads texts related to various PCIs accurately, at the right speed but is not able to fully display required expressions	Reads texts related to various PCIs, hesitates at times, tends to read at an uneven speed and is also unable to read expressively

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
Reading	6.3.2 Extensive Reading II  (4 hours)	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <ul style="list-style-type: none"> <li>a) select and read a variety of materials from print and online sources,</li> <li>b) prepare substitute materials for use during extensive reading,</li> <li>c) conduct an extensive reading lesson for learners and support learners with reading challenges,</li> <li>d) access library resources use reference materials for content knowledge,</li> <li>e) advocate the role of extensive reading in life-long learning.</li> </ul>	<p><b>The teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• brainstorm on the benefits of extensive reading,</li> <li>• explain the procedure of conducting extensive reading lessons: <i>introduction, selection of materials, motivation, individual reading, follow-up activities,</i></li> <li>• suggest activities to engage in during an extensive reading lesson: writing book reports and reviews, timed reading, joining group discussions, creative writing and building a vocabulary list,</li> <li>• select and read a variety of materials (from print and online sources) on topical issues such as child abuse, importance of paying taxes, integrity, life skills among others for enjoyment and information,</li> <li>• discuss the importance of</li> </ul>	<ol style="list-style-type: none"> <li>1. How does the use of supplementary materials enhance language learning?</li> <li>2. How do we help learners with reading challenges?</li> <li>3. How do we conduct a library lesson?</li> </ol>

			preparing substitute materials for extensive reading, <ul style="list-style-type: none"> <li>• use reference materials such as dictionary, encyclopaedia, Thesaurus, Atlases, Year Books.</li> </ul>	
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>• Pedagogical Content Knowledge – as the teacher trainee models classroom scenarios depicting learners being assisted to overcome reading challenges.</li> <li>• Pedagogical Content Knowledge as teacher trainee acquires skills of conducting a library lesson.</li> <li>• Digital Learning Skills as teacher trainee selects and reads a variety of materials from online sources.</li> <li>• Creativity and Innovation – as the teacher trainee prepares substitute materials for extensive reading.</li> </ul>				
<b>Values</b> Values such as integrity and patriotism are inculcated as the learner selects materials selected during extensive reading.				

### Suggested Formative Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to select and read a variety of materials from print and online sources	Skillfully selects and reads a variety of materials from print and online sources	Selects and reads a variety of materials from print and online sources	Selects and reads some materials from print and online sources with assistance	Selects and reads a few materials from print and online sources
Ability to discuss the importance of preparing substitute materials for extensive reading	Consistently discusses the importance of preparing substitute materials for extensive reading	Discusses the importance of preparing substitute materials for extensive reading	Partially discusses the importance of preparing substitute materials for extensive reading	Struggles to discuss the importance of preparing substitute materials for extensive reading
Ability to prepare supplementary materials for use during extensive reading	Prepares supplementary materials for use during extensive reading creatively and with ease	Prepares supplementary materials for use during extensive reading creatively	Prepares some supplementary materials for use during extensive reading creatively	Prepares a few supplementary materials for use during extensive reading
Ability to conduct an extensive reading lesson for learners and support learners with reading challenges.	Creatively conducts an extensive reading lesson and supports learners with reading challenges.	Conducts an extensive reading lesson and supports learners with reading challenges.	Conducts an extensive reading lesson and supports learners some of their reading challenges	Has difficulty conducting an extensive reading lesson and supporting learners. with reading challenges
Ability to access library resources and use reference materials for content	Accesses varied library resources and aptly uses reference materials.	Accesses library resources and uses reference materials.	Accesses some library resources and uses reference materials in some instances.	Accesses some library resources and uses reference materials with support from peers.



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.3. Grammar in Use</b>	<b>6.4.1 Conversion of sentences</b>  <b>(5 hours)</b>	<b>By the end of the sub strand, the teacher trainee should be able to:</b> a) explain the rules of writing passive and active voice, and direct and indirect speech, b) use passive and active voice, direct and indirect speech and inversions in varied contexts, c) employ appropriate procedures and pedagogical strategies to facilitate the learning of grammar, d) adopt and adapt varied methods and tools to assess sentence conversion concepts, e) model a grammar lesson	<b>Teacher trainee to:</b> <ul style="list-style-type: none"> <li>• discuss contexts in which the passive and active voice are used e.g. in reports, minutes,</li> <li>• make a presentation the rules of using direct and indirect speech,</li> <li>• search for examples of sentences with inversions from the internet, magazines, newspapers among others, then writes inversions of sample sentences,</li> <li>• complete substitution tables using inverted sentences and passive/active voice,</li> <li>• practise the procedure for teaching grammar: language preparation, presentation, practise (oral and written), follow-up,</li> <li>• design and share with peers assessment activities such as: constructing sentences, use of substitution tables, re-writing exercises and cloze tests,</li> <li>• model a grammar lesson using Pedagogies; such as:</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we re-write sentences?</li> <li>2. Which sentences do we usually rewrite?</li> <li>3. Why is it important to use varied sentences in communication?</li> </ol>

		that integrates communication and collaboration and the values of social justice, f) embrace the use of collaborative learning strategies in language lessons.	<ul style="list-style-type: none"> <li>○ <i>Activity-Based Learning (ABL),</i></li> <li>○ <i>Group Work and Collaborative Learning,</i></li> </ul>	
<b>Core Competencies to be developed</b> <ul style="list-style-type: none"> <li>• <b>Learning to Learn and Reflective Practice</b> – as trainee teacher identifies different types of sentences from an audio visual text</li> <li>• <b>Critical Thinking and Problem Solving</b> - as teacher trainee conducts online research on when to use the passive voice</li> </ul>				
<b>Values</b> <ul style="list-style-type: none"> <li>• <b>Respect</b> - as teacher trainee brainstorms rules of using direct and indirect speech</li> <li>• <b>Responsibility</b> - as teacher trainee performs various roles during group discussions</li> </ul>				

### Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain the rules of writing passive and active voice, and direct and indirect speech.	Clearly explains the rules of writing passive and active voice, and direct and indirect speech with ease.	Clearly explains the rules of writing passive and active voice, and direct and indirect speech.	Explains somewhat clearly the rules of writing passive and active voice, and direct and indirect speech.	Explains the rules of writing passive and active voice, and direct and indirect speech.

Ability to use passive and active voice, direct and indirect speech and inversions in varied contexts.	Consistently uses passive and active voice, direct and indirect speech and inversions in varied contexts	Uses passive and active voice, direct and indirect speech and inversions in varied contexts	Uses passive and active voice, direct and indirect speech and inversions in limited contexts	Uses passive and active voice, direct and indirect speech and inversions in few contexts
Ability to employ appropriate procedures and pedagogical strategies to facilitate the learning of grammar.	Employs varied appropriate procedures and pedagogical strategies to facilitate the learning of grammar.	Employs appropriate procedures and pedagogical strategies to facilitate the learning of grammar.	Employs somewhat appropriate procedures and pedagogical strategies to facilitate the learning of grammar.	Has difficulty employing somewhat appropriate procedures and pedagogical strategies to facilitate the learning of grammar.
Ability to adopt and adapt varied methods and tools to assess sentence conversion concepts,	Uses varied activities to assess grammar appropriately and with ease	Uses varied activities to assess grammar appropriately	Uses some activities to assess grammar appropriately	Uses a few activities to assess grammar appropriately
Ability to model a grammar lesson that integrates communication and collaboration and the values of social justice	Confidently models a grammar lesson that integrates communication and collaboration and the values of social justice	Models a grammar lesson that integrates communication and collaboration and the values of social justice	Models a grammar lesson but skips some steps that integrates communication and collaboration and the values of social justice	Struggles to model a grammar lesson that integrates communication and collaboration and the values of social justice

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>6.5 Writing</b>	<b>6.5.1 Creative Writing</b>  <b>(6 hours)</b>	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> <li>a) explore the features of various genres of creative writing,</li> <li>b) create grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning</li> <li>c) employ editing and proofreading skills in writing tasks,</li> <li>d) research and select oral literature and grade appropriate factual and fictional texts to support language learning,</li> <li>e) acknowledge the role of creativity and editing in writing.</li> </ol>	The teacher trainee to: <ul style="list-style-type: none"> <li>• participate in a brainstorm, using a mind map, on the main features of various genres of creative writing,</li> <li>• work with peers and create children’s stories, songs and poems,</li> <li>• edit and proofread the works of art generated above paying attention to: form, content, word choice, grammar, paragraphing, voice, typographical errors and clarity,</li> <li>• prepare a portfolio on a selected genre for the writing project.</li> </ul>	<ol style="list-style-type: none"> <li>1. What kind of language should we use when writing for children?</li> <li>2. What are the benefits of collaborative writing?</li> <li>3. Why is it important to edit and proofread a piece of writing?</li> </ol>
<p><b>Core competencies to be developed</b></p> <ul style="list-style-type: none"> <li>• <b>Creativity and Innovation</b> as the teacher trainee participates in a writing workshop activity to create, edit and proofread children’s poems, songs and stories.</li> </ul>				

- **Digital Learning Skills** as the teacher trainee creates and types children’s stories, songs and poems and shares with peers.
- **Self-Efficacy** as teacher trainees develop confidence as they express themselves through creative writing.

**Values**

**Values** such as respect and peace are addressed as teacher trainees collaborate in creative writing tasks  
Responsibility as teacher trainees edit their work

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### Suggested Formative Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explore the features of various genres of creative writing	Explores the features of various genres of creative writing accurately and with ease	Explores the features of various genres of creative writing accurately	Explores some features of various genres of creative writing accurately	Explores the features of various genres of creative writing with difficulty
Ability to create children’s stories, songs and poems, skits for content knowledge.	Creates interesting stories, songs, poems, and skits for children on varied themes for content knowledge.	Creates interesting stories, songs, poems, and skits for children for content knowledge.	Creates somewhat interesting stories, songs, poems, and skits for children for content knowledge.	Creates some stories, songs, poems, and skits for children for content knowledge.
Ability to employ editing and proofreading skills to ensure quality in writing exercises.	Consistently employs editing and proofreading skills to ensure quality in writing exercises.	Employs editing and proofreading skills to ensure quality in writing exercises.	Employs some editing and proofreading skills to ensure quality in writing exercises.	Employs some editing and proofreading skills to ensure quality in writing exercises with guidance.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
<b>6.6 Writing</b>	<b>6.6.1 Project</b> <ul style="list-style-type: none"> <li>• <b>Creative Writing– Children’s Literature Project</b></li> <li>• <b>Oral Literature Project</b></li> </ul> <p><b>(6 Hours)</b></p>	<p><b>By the end of the sub strand, the teacher trainee should be able to:</b></p> <p>a) describe common features of children’s stories, songs and poems</p> <p>b) create grade appropriate factual, fictional texts or recordings for the language classroom,</p> <p>c) compile a school magazine, an anthology of stories, plays poems among others for enjoyment,</p> <p>d) collect oral literature material such as stories, songs, tongue twisters, riddles, proverbs, puns, poems among others for</p>	<p><b>Teacher trainee to:</b></p> <ul style="list-style-type: none"> <li>• use a mind map to bring out the main features of children’s stories, songs, riddles, tongue twisters and poems</li> <li>• critique samples of children’s poems, songs, riddles, tongue twisters and stories in print or digital format</li> <li>• conduct research on how various types of oral literature can be used to enhance learning</li> <li>• demonstrate/model how to use selected types of oral literature in the language classroom</li> <li>• work in groups to collect oral literature materials on citizenship and patriotism from resource persons in their immediate environment</li> <li>• create oral narratives, songs, riddles and tongue twisters</li> <li>• use the writing process outlined below to create, edit and proofread stories, songs and poems: <ul style="list-style-type: none"> <li>- <i>prewriting</i></li> <li>- <i>drafting</i></li> <li>- <i>revising</i></li> <li>- <i>editing</i>: focus on word choice,</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. What are the features of children’s stories, songs, tongue twisters, riddles and poems?</li> <li>2. Why should a language teacher create grade appropriate poems, stories, tongue twisters and riddles?</li> </ol>

		<p>content knowledge,</p> <p>e) use technology to collect, store or disseminate the materials for self-efficacy,</p> <p>f) perform and record recitations, dramatizations or narrations of the poems, songs, riddles, tongue twisters or narratives for enjoyment,</p> <p>g) appreciate the need to create grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning.</p>	<ul style="list-style-type: none"> <li>• language use, point of view (first person, second person, third person), length, typographical errors, clarity <ul style="list-style-type: none"> <li>○ publishing <ul style="list-style-type: none"> <li>▪ display the completed work and conduct a gallery walk. give and accept feedback from peers</li> <li>▪ share exemplary pieces of creative writing on blogs, social media platforms or face to face meetings.</li> </ul> </li> </ul> </li> <li>• Project: Project Based Learning (PBL)Tasks:</li> <li>• Hours)</li> <li>• Make a collection of the following oral literature genres: songs, proverbs, riddles, tongue twisters and narratives from the community</li> <li>• Create an anthology of children’s stories and poems in groups</li> <li>• Use technology to collect, store and disseminate collected material or recording on social media, blogs or face to face teacher forums.</li> </ul> <p>(6 Hours)</p>	
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**Core competencies to be developed:**

- **Creativity and Imagination** –as teacher trainee creates children’s, songs, stories, riddles, tongue twisters and poems

**Values**

- **Respect and peace**- as teacher trainees collaboratively complete a writing task
- **Responsibility** - as teacher trainee edits his



### Suggested Assessment Rubric

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe common features of children’s stories, songs and poems	Describes all common features of children’s stories, songs and poems with confidence	Describes most common features of children’s stories, songs and poems	Describes some common features of children’s stories, songs and poems	Hardly describes any features of children’s stories, songs and poems
Ability to create grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning	Skillfully creates grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning	Creates grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning	Creates some grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning	Creates some grade appropriate stories, songs, tongue twisters, riddles and poems to enhance language learning with a ssistance
Abilty to compile a school magazine, an anthology of stories, plays poems among others.	Creatively and comprehensively compiles a school magazine, an anthology of stories, plays poems among others.	Comprehensively compiles a school magazine, an anthology of stories, plays poems among others.	Compiles somewhat comprehensively a school magazine, an anthology of stories, plays poems among others.	Compiles some school magazine, an anthology of stories, plays poems with guidance

Ability to collect, perform and use oral literature genres: songs, poems, riddles, narratives, proverbs and tongue twisters) to facilitate the learning of oral skills	Collects, performs and uses a wide range of oral literature genres: songs, poems, riddles, narratives, proverbs and tongue twisters)	Collects, performs and uses oral literature genres: songs, poems, riddles, narratives, proverbs and tongue twisters)	Collects, performs and uses some oral literature genres: songs, poems, riddles, narratives, proverbs and tongue twisters)	Collects, performs and uses some oral literature genres: songs, poems, riddles, narratives, proverbs and tongue twisters)with assistance from peers
Ability to utilise technology to collect, store or dis-seminate the materials for self-efficacy	Utilizes varied technologies to collect, store or dis-seminate the materials for self-efficacy	Utilizes technologies to collect, store or dis-seminate the materials for self-efficacy	Utilizes some technologies to collect, store or dis-seminate the materials for self-efficacy	Utilizes some technologies to collect, store or dis-seminate the materials when prompted for self-efficacy

## SUGGESTED LEARNING RESOURCES AND ASSESSMENT METHODS

No.	Strand	Suggested Learning resources	Suggested assessment methods
1.	<b>Background to language and language learning</b>	<ul style="list-style-type: none"> <li>• English Language Activities and English curriculum designs (grades 1 – 6)</li> <li>• Audio-visual materials</li> <li>• Reference materials</li> <li>• Internet</li> <li>• Diagram of speech organs</li> <li>• Language laboratory</li> <li>• Print and online dictionaries</li> <li>• Resource persons</li> <li>• Digital devices</li> <li>• Charts</li> <li>• Flash cards</li> <li>• Rhyme books</li> <li>• Learning resource centres</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Observation</li> <li>• Question and answer</li> <li>• Continuous assessment tasks</li> <li>• Project</li> <li>• Essay writing</li> <li>• Identifying information from written and recorded sources</li> <li>• Written tests</li> <li>• Articulating English sounds</li> <li>• Drawing</li> <li>• Labelling</li> <li>• Transcribing the English vowel and consonant sounds</li> <li>• Classifying vowels and consonants</li> <li>• Oral and written reports</li> <li>• Compiling word lists</li> <li>• Portfolio</li> <li>• Word matching exercises</li> </ul>

			<ul style="list-style-type: none"> <li>• Compiling word lists</li> <li>• Language games</li> <li>• Sentence construction exercises</li> </ul>
<b>2.</b>	<b>Listening and speaking</b>	<ul style="list-style-type: none"> <li>• English Language Activities and English curriculum designs (grades 1 – 6)</li> <li>• Audio-visual materials</li> <li>• Library</li> <li>• Charts</li> <li>• Reference materials</li> <li>• Interactive digital content</li> <li>• Pocket charts</li> <li>• Letter cards</li> <li>• Print and online dictionaries</li> <li>• Vocabulary tree</li> <li>• Flash cards</li> <li>• Thesaurus</li> <li>• Resource persons</li> <li>• Photographs</li> <li>• Newspaper cuttings</li> <li>• E-learning materials</li> <li>• Checklist e.g. for assessing speaking fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral question and answer</li> <li>• Oral presentations</li> <li>• Role play</li> <li>• Dramatisation</li> <li>• Sound identification</li> <li>• Transcribing the English vowels and consonants</li> <li>• Articulating sounds</li> <li>• Marking word stress</li> <li>• Oral interviews</li> <li>• Creating word lists</li> <li>• Portfolios</li> <li>• Learner’s journal</li> <li>• Re-telling</li> <li>• Story telling</li> <li>• Dictation</li> <li>• Reciting poems</li> <li>• Timed speaking</li> </ul>

		<ul style="list-style-type: none"> <li>• Timer</li> </ul>	<ul style="list-style-type: none"> <li>• Class debates</li> <li>• Giving directions and instructions orally</li> <li>• Matching exercises</li> <li>• Sentence-completion items</li> <li>• Written tasks and tests</li> <li>• Preparing samples of professional documents</li> <li>• Preparing assessment tools</li> </ul>
<b>3.</b>	<b>Reading</b>	<ul style="list-style-type: none"> <li>• English Language Activities and English curriculum designs (grades 1 – 6)</li> <li>• Name tags and labels</li> <li>• Picture cut-outs and labels</li> <li>• Reading readiness checklist</li> <li>• Real objects</li> <li>• Storybooks</li> <li>• Flash cards</li> <li>• Letter cut-outs</li> <li>• Photographs</li> <li>• Posters</li> <li>• Word and picture cards</li> <li>• Word wheel</li> <li>• Phonic slides</li> </ul>	<ul style="list-style-type: none"> <li>• Making oral and written reports/presentations</li> <li>• Question and answer</li> <li>• Observation</li> <li>• Sound identification</li> <li>• Demonstration</li> <li>• Reading aloud</li> <li>• Language games</li> <li>• Structured test items</li> <li>• Portfolios</li> <li>• Written assignments and tests</li> <li>• Making predictions</li> <li>• Giving meaning of vocabulary</li> <li>• Observation</li> </ul>

		<ul style="list-style-type: none"> <li>• Word and sentence booklets</li> <li>• Texts from varied sources</li> <li>• Audio recorder</li> <li>• Recommended literary text(s)</li> <li>• Notice board</li> <li>• Library</li> <li>• Graphic organiser template</li> <li>• Audio-visual materials</li> <li>• Selection criteria</li> <li>• E-learning materials</li> <li>• Newspaper cut-outs</li> <li>• Samples of Children’s Literature</li> <li>• Dictionary</li> <li>• Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment tasks and tests</li> <li>• Developing graphic organisers</li> <li>• Dramatisation</li> <li>• Role play</li> <li>• Essay writing</li> <li>• Book reports and reviews</li> <li>• Designing</li> <li>• Preparing samples of professional documents</li> <li>• Preparing assessment tools</li> </ul>
<b>4.</b>	<b>Grammar in Use</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Digital cards</li> <li>• Charts</li> <li>• Reference materials</li> <li>• Flash cards</li> <li>• Picture cut-outs</li> <li>• Sentence strips</li> <li>• Sentence booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Writing dialogues, poems and short stories</li> <li>• Written tests</li> <li>• Language games</li> <li>• Cloze tests</li> <li>• Sentence completion exercises</li> <li>• Rewriting exercises</li> <li>• Word puzzles</li> <li>• Sentence construction exercises</li> </ul>

		<ul style="list-style-type: none"> <li>• English Language Activities and English curriculum designs (grades 1 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Rewriting exercises</li> <li>• Oral question and answer drills</li> <li>• Joining exercises</li> <li>• Transformation drills</li> <li>• Writing posters</li> <li>• Substitution drills</li> <li>• Jumbled up sentences</li> <li>• Completion exercises</li> <li>• Gap filling exercises</li> <li>• Preparing samples of professional documents</li> <li>• Preparing assessment tools</li> </ul>
<b>5.</b>	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Picture cards</li> <li>• Handwriting worksheets</li> <li>• Audio-visual materials</li> <li>• Letter/word/sentence cards</li> <li>• Samples of written work</li> <li>• Reference materials</li> <li>• Dictionaries</li> <li>• Internet</li> <li>• Display board</li> <li>• Thesaurus</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Sentence construction exercises</li> <li>• Gap filling exercises</li> <li>• Joining exercises</li> <li>• Tracing and copying</li> <li>• Labelling</li> <li>• Drawing</li> <li>• Scribbling</li> <li>• Modelling</li> <li>• Oral question and answer drills</li> <li>• Language games</li> </ul>

		<ul style="list-style-type: none"><li>• English Language Activities and English curriculum designs (grades 1 – 6)</li></ul>	<ul style="list-style-type: none"><li>• Essay writing</li><li>• Composition writing</li><li>• Rewriting exercises</li><li>• Spelling exercises</li><li>• Dictation</li><li>• Portfolio</li><li>• Report</li><li>• Peer assessment</li><li>• Self-assessment</li><li>• Project</li><li>• Preparing samples of professional documents</li><li>• Preparing assessment tools</li></ul>
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