ENGLISH LANGUAGE ACADEMIC SYLLABUS FOR DIPLOMA IN SECONDARY EDUCATION

2009
APPROVAL

Secondary Education Diploma course is a two years course which has been designed to prepare professional teachers who will teach at ordinary level secondary schools. A student teacher will be recognized as a teacher when he/she successfully completes a secondary education diploma course for two years within which he/she successfully performed teaching practice.

This document is hereby declared as the **Syllabus of English Language for Secondary Education Diploma Course of 2009**.

Approved by [Signature]

Date: 14th September, 2009

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Introduction
This 2009 English Language Academic syllabus for diploma in secondary education is an improved version of the 2007 English Language Syllabus which replaced the 1997 syllabus. The syllabus focuses on developing and strengthening the student teachers’ English language competence and proficiency. It also suggests the teaching and learning strategies to be applied by the tutor.

However, tutors are at liberty to use any additional materials and strategies to support particular situations in classroom interactions. The time to be spent on each sub-topic has also been suggested in the syllabus.

English subject academic content description
The course focuses on developing student teachers’ proficiency in the use of English language. It is a two years’ college based program to be covered for 32 weeks each year. That is a total of 64 hours per year. The distribution of the hours is found in the content part.

This Academic language syllabus will be used together with the Pedagogical syllabus which focuses on developing the student teachers’ professional skills. The two parts of the syllabus are vital in the preparation of competent and qualified English language teacher.

The goals of teaching English language academic content in teacher education
The general goals of teaching English language academic content at diploma are:
   a) To enhance student teachers’ competence and proficiency in the use of English language in different contexts.
   b) To enable student teachers make basic description of the constituent parts of the English language.
   c) To enable student teachers upgrade their English language competence.

Competences
By the end of the course student teacher should be competent in:
   a) Communicating effectively using English language in speaking and writing.
b) Applying English language grammatical items appropriately in various social contexts.
c) Demonstrating sufficient knowledge in the use of English language for lifelong learning.
d) Analyzing literary works.

**Objectives**
The general objective of teaching English language academic content at Diploma Level are to:

a) Use English in a variety of social contexts.
b) Apply proper English language speech sounds in various words and sentences.
c) Develop skills for describing different aspects of English language.
d) Make a stylistic analysis of English language.
e) Apply intermediate and advanced reading, writing and speaking skills of the English language.

**English language course rationale**

According to the current educational demands, English language has become an important tool to facilitate both national and international communication in the areas of business, science and technology, education, foreign relations as well as other matters. This being the case, it is important to expose and equip student teachers with appropriate knowledge and skills to enable them upgrade their English language competence.

**Organization of the Course**
The syllabus consists of two main parts. Part one consists of a brief introduction, course description, course rationale, goals, objectives, competences, organization of the course, assessment and evaluation of the course. Part two consists of the content in topics and subtopics. Each subtopic has objectives, teaching and learning strategies, resources and assessment procedures.

**Assessment and Evaluation**
The final examination and continuous assessment of this English course will focus on the use of English. Oral/Aural as well as written assessment is recommended. Use of a variety of assessment techniques including paper and pencil (written exercises)
assessment, interviews, observation, portfolios, projects and questionnaires is recommended. Continuous assessment will carry 25% of the total marks and the Final National Examination will carry the other 25%. In the continuous assessment the following items will be considered:

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THE COURSE ACADEMIC CONTENT

1.0  SENTENCE TYPES

1.1  Simple Sentences

Estimated Time: 4hrs

The student-teacher should be able to:

a) describe the structure of a simple sentence in English language.

b) produce simple sentences.

Teaching and Learning Strategies

a) Practical activities

b) Discussions.

Teaching and Learning Resources

Samples of texts with various simple sentences.

Assessment Procedures

a) Written assignments to construct simple sentences.

b) Tests

1.2  Compound Sentences

Estimated Time: 2hrs

The student-teacher should be able to:

a) identify the structure of a compound sentence.

b) use compound sentences.

Teaching and Learning Strategies

a) Discuss the compound sentences.

b) Individual exercises.

Teaching and Learning Resources

Samples of various texts with compound sentences.
Assessment Procedures
   a) Written assignments to construct compound sentences.
   b) Tests.

Complex Sentences
Estimated Time: 2hrs
The student-teacher should be able to:
   a) identify the structure of a complex sentence
   b) use complex sentences

Teaching and Learning Strategies
   a) Brainstorming.
   b) Discussion.
   c) Role play.

Teaching and Learning Resources
Samples of various complex sentences in different contexts.

Assessment Procedures
   a) Written assignments to construct complex sentences.
   b) Tests.

1.4 Punctuation
Estimated Time: 4hrs
The student-teacher should be able to:
   a) identify the functions of various punctuation marks.
   b) write and punctuate texts.

Teaching and Learning Strategies
   a) Role play.
   b) Conduct dictation
   c) Pair discussion to punctuate written texts.
Teaching and Learning Resources
   a) Unpunctuated Texts.
   b) Models of appropriately punctuated texts.
   c) Dictation text.
   d) Written dialogues.

Assessment Procedures
Oral/Written assignments.

2.0 The English Sound System
2.1 Vowels

Estimated time: 6hrs
The student-teacher should be able to:
   a) identify types of English language vowels and their place and manner of articulation.
   b) draw the English vowel trapezium.
   c) articulate clearly English vowel sounds

Teaching and Learning Strategies
   a) Demonstrate.
   b) Discuss types of vowels

Teaching and Learning Resources
   a) A drawing of the English vowel trapezium
   b) Dictionary

Assessment Procedures
   a) Observation.
   b) Individual assignments.
2.2 Consonants

Estimated time: 4hrs

The student-teacher should be able to:

a) identify types and manner of articulation of English language consonants.

b) draw the English consonant chart.

c) articulate clearly different consonant sounds.

d) transcribe English words in texts.

Teaching and Learning Strategies

a) Demonstration.

b) Brainstorming.

c) Practice the consonant sounds.

Teaching and Learning Resources

a) Consonant chart

b) Dictionaries with phonetic transcriptions

c) IPA (alphabet) chart.

Assessment Procedures

a) Observation of student teachers use of English consonant sounds through oral exercises.

b) Written assignment (eg. draw an English consonant chart).

2.3 Stress and Intonation

Estimated Time: 6hrs

The student-teacher should be able to:

a) explain the meaning and use of stress and intonation.

b) identify stressed and unstressed syllables.

c) use stressed and unstressed syllables appropriately.

d) interpret the meaning of words depending on the stress, tone, and intonation used.

e) use appropriate intonation for intended meaning.
Teaching and Learning Strategies
   a) Discussion.
   b) Demonstrations.

Teaching and Learning Resources
   a) Diagrams of rising and falling tones.
   b) Dictionaries.
   c) Recorded texts on intonation and stress.

Assessment Procedure
   a) Observation of student teachers’ use of stress and intonation.
   b) Oral practice exercises.
   c) Peer assessment.

3.0 WORD FORMATION
3.1 Morpheme, root and stem

Estimated Time: 4hrs
The student-teacher should be able to:
   a) explain the meaning of morpheme, root and stem.
   b) identify the morpheme, root and stem of a word.
   c) construct a variety of words using different morpheme, root and stem.

Teaching and Learning Strategies
   a) Brainstorming
   b) Discussions
   c) Demonstrations

Teaching and Learning Resources
   a) List of words.
   b) Cards with morpheme, root and stem of a word
   c) Dictionaries.
Assessment Procedures
   a) Library research for different words with morpheme, root and stem of a word.
   b) Quiz

3.2 Processes of forming words.
Affixation, compounding, blending, acronym, borrowing, clipping, conversion.
Estimated Time: 4hrs
The student-teacher should be able to:
   a) explain different processes of forming words.
   b) construct words through different processes of forming words.
   c) use the knowledge gained to interpret unfamiliar words.

Teaching and Learning Strategies
   a) Brainstorming.
   b) Discussion.
   c) Library search to collect a glossary of words with different morphemes, roots and stems.

Teaching and Learning Resources
Models of word roots with their derivations
Dictionaries.

Assessment Procedures
   a) Portfolio.
   b) Project work.

3.3 Word Inflection (inflexion)
Estimated Time: 2hrs
The student-teacher should be able to:
   a) explain the meaning of inflection
   b) identify words with inflection
   c) use inflection appropriately
   d) explain the change of meaning due to inflection.
Teaching and Learning Strategies

a) Brainstorming.
b) Discussing
c) Demonstrations.
d) Discussions.

Teaching and Learning Resources

Samples of texts with inflections.

Assessment Procedures

Group/Individual exercises
a) Portfolio
b) Library research
c) Projects.

3.3 Analogies

Estimated Time: 2hrs

The student-teacher should be able to:

b) explain the meaning of analogy.
c) identify words with analogies.
d) explain how analogies help to promote comprehension of texts.
e) make analogies.

Teaching and Learning Strategies

a) Brainstorming.
b) Discussions
c) Demonstrations

Teaching and Learning Resources

Samples of texts in which analogies can be identified.

Assessment Procedures

Written assignments on analogies.
3.4 Figurative language

Estimated Time: 2hrs

The student-teacher should be able to:

a) explain the meaning of figurative language.
b) identify words used figuratively in given texts.
c) use language figuratively.
d) explain the effect of figurative language on the reader.

Teaching and Learning Strategies

a) Brainstorming.
b) Demonstrations.
c) Discussions.

Teaching and Learning Resources

Written texts where figurative language is used.

Assessment Procedures

Written assignments on figurative language

3.5 Connotation

Estimated Time: 2hrs

The teacher trainee should be able to:

a) explain the meaning of connotation.
b) identify words with a connotative meaning.
c) make use of connotations.
d) explain the effect of connotative words.

Teaching and Learning Strategies

a) Brainstorming.
b) Discussions.
c) Demonstrations.
d) Debate the effect of connotative words.
Teaching and Learning Resources
Texts with connotations

Assessment Procedures
Written assignments on connotative words and sentences.

3.6 Denotation
Estimated Time: 2hrs
The teacher trainee should be able to:
   a) explain the meaning of denotation.
   b) identify words with a denotative meaning.
   c) make use of denotations.

Teaching and Learning Strategies
   a) Use think, pair and share (TPS).
   b) Library search on words with denotative meaning.
   c) Discussions.
   d) Demonstrations.

Teaching and Learning Resources
   a) Prepared texts with denotative meanings.
   b) Internet search.

Assessment Procedures
   a) Written assignments on denotations
   b) Project work.

3.7 Use of context
Estimated Time: 2hrs
The teacher trainee should be able to:
   a) explain the meaning of context.
   b) derive meaning of words/phrases from various contexts.
Teaching and Learning Strategies
a) Brainstorming.
b) Demonstrations.
c) Role play.

Teaching and Learning Resources
e) Prepared written texts
f) Pictures
g) Real objects

Assessment Procedures
Assignments to read texts and get meanings of words using given contexts.

3.8 Word reference

Estimated Time: 2hrs

The teacher trainee should be able to:
a) explain the meaning of word reference materials.
b) identify appropriate word reference materials.
c) use word reference materials.

Teaching and Learning Strategies
a) Use think pair, and share (TPS).
b) Demonstrations.
c) Practice on word referencing.

Teaching and Learning Resources
Dictionaries, thesauruses, glossaries, online sources

Assessment Procedures
a) Library search on word meaning, pronunciation and origin of words.
b) Observations
c) Written exercises.
4.0 CONVERSATIONS, DISCUSSIONS AND ORAL PRESENTATIONS

4.1 Conversations

Estimated Time: 4hrs

The teacher trainee should be able to:

a) explain the meaning of conversation.
b) use appropriate vocabulary and style for conversation
c) communicate ideas and information orally in an organized and clear manner.
d) seek elaboration and clarification of ideas.
e) make supportive statements to communicate agreement with other people’s ideas.

Teaching and Learning Strategies

a) Brainstorming.
b) Demonstration.
c) Simulations/role play.
d) Plenary discussions
e) Practical activities

Teaching and Learning Resources

Prepared guides to communicate situations, for example, telephone conversations, and face to face conversations on a variety of issues.

Assessment Procedures

Oral exercises

4.2 Discussions

Estimated Time: 4hrs

The teacher trainee should be able to:

a) explain the meaning of discussions.
b) use style appropriate to the listener in discussions.
c) communicate ideas and information orally in an organized manner in discussions.
d) seek elaboration and clarification of ideas in discussions.
e) make supportive statements to communicate disagreement with others.
f) use non-verbal skills such as eye-contact, posture and gestures in discussions.

Teaching and Learning Strategies
a) Conduce think, pair and share activities.
b) Display a video show on people discussing an issue and lead a discussion on the verbal and non-verbal skills used.
c) Conduct discussions.

Teaching and Learning Resources
a) Video show
b) T.V
  c) Recorded, sounds depicting discussions

Assessment Procedures
a) Cooperative group learning.
b) Observation using a checklist.

4.3 Oral Presentations
Estimated Time: 7hrs
The teacher trainee should be able to:
  a) explain the meaning of oral presentation.
b) mention types of oral presentations.
c) identify techniques used in oral presentations.
d) make an oral presentation.
e) use non-verbal skills such as eye-contact, posture and gestures in presentations.

Teaching and Learning Strategies
a) Questions and answers.
b) Display a video/TV show on short and long oral presentations and lead a discussion on the skills employed.
c) Oral presentations.

Teaching and Learning Resources
Prepared Video/TV shows on Oral presentations

Assessment Procedures
Oral exercises

5.0 COMPREHENSION OF A VARIETY OF INFORMATION IN TEXTS
5.1 Text structures
Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the meaning of comprehension of texts
   b) analyse different types and purposes of texts
   c) answer comprehension questions from a variety of texts read.

Teaching and Learning Strategies
   a) Brainstorming.
   b) Discussions.
   c) Questions and answers.

Teaching and Learning Resources
   a) Prepared written texts
   b) Newspaper cuttings.

Assessment Procedures
   a) Assignments
   b) Written assignments
   c) Quizzes.

5.2 Words and Phrases in texts
Estimated Time: 6hrs
The teacher trainee should be able to:
   (a) explain the concepts of words and phrases in texts.
(b) identify words and phrases that help to organize a text
(c) use words and phrases to organize texts.

Teaching and Learning Strategies
a) Discussions
b) Use Think-Pair-Share to organize jumbled texts.

Teaching and Learning Resources
Prepared written jumbled texts

Assessment Procedures
a) Written assignments
b) Observation
c) Portfolio

5.3 Distinguishing facts from opinions in texts

Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the meaning of facts and opinion.
   b) distinguish facts from opinions.
   c) analyse a variety of informational texts for facts and opinions.
   d) write texts with facts and opinions.

Teaching and Learning Strategies
a) Brainstorming
b) Discussing.
c) Debate on a topic seeking opposing ideas.

Teaching and Learning Resources
a) Written texts
b) Pictures

Assessment Procedures
a) Observation.
b) Essay writing on given topics.

5.4 Synthesizing information in texts
Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the meaning of synthesizing information.
   b) explain the skills of synthesizing information.
   c) synthesize a variety of informational texts.

Teaching and Learning Strategies
   a) Brainstorming.
   b) Discussions.
   c) Practice on synthesizing information.

Teaching and Learning Resources
   a) Prepared written texts
   b) Newspaper cuttings

Assessment Procedures
   a) Written assignments.
   b) Portfolio

5.5 Making Inferences
Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the meaning of inference.
   b) analyse a variety of informational texts for inference.
   c) draw inferences based on given information.

Teaching and Learning Strategies
   a) Brainstorming.
   b) Demonstrations.
   c) Library search on drawing inferences.
Teaching and Learning Resources
A variety of written texts

Assessment Procedures
a) Written assignments.
b) Observation checklist.

6.0 LITERARY ANALYSIS
6.1 Novels/Short stories
Estimated Time: 6hrs
The teacher trainee should be able to:
   a) explain the meaning and importance of novels.
   b) explain ways in which FORM effectively conveys message
   c) evaluate the relevance of the novels to contemporary society.
   d) write short stories

Teaching and Learning Strategies
a) Brainstorm on the meaning, importance and types of fiction.
b) Discussion on the elements of novels and the relevancy of stories read to
   their own experiences.
c) Use library search for more information.

Teaching and Learning Resources
Samples of different types of novels.

Assessment Procedures
a) Written assignments.
b) Observation checklist on group presentation.

Poetry
Estimated Time: 6hrs
The teacher trainee should be able to:
   a) explain the meaning, importance and types of poetry.
b) analyse works of poetry.

c) show relevance of the poems to their real life experiences.

d) write simple poems.

Teaching and Learning Strategies

a) Brainstorming.

b) Discussions.

c) Use group work to compose simple poems.

d) Role play or recite poems.

Teaching and Learning Resources

Samples poems

Assessment Procedures

Written assignments on analysis and composing of poems.

Drama/plays

Estimated Time: 4hrs

The teacher trainee should be able to:

a) explain the meaning and relevance of Plays/Drama

b) extract messages from plays.

c) write plays

d) dramatize plays

e) analyse works of drama

Teaching and Learning Strategies

a) Brainstorming

b) Discussions.

c) Organise drama performance on identified plays.

Teaching and Learning Resources

a) Written Plays

b) Internet search
Assessment Procedures
   a) Group assignments.
   b) Observation checklist.

7.0 Writing in a variety of Forms
7.1 Narrative Writing
Estimated Time: 6hrs
The teacher trainee should be able to:
   a) explain the meaning of narrative writing.
   b) describe the main features of narrative writing.
   c) construct a variety of narrative pieces of writing.

Teaching and Learning Strategies
   a) Brainstorming.
   b) Think, pair and share (TPS).
   c) Discussions.

Teaching and Learning Resources
   a) Samples of written narrative texts.
   b) A list of topics for narrative writing.
   c) Cards with jumbled ideas.

Assessment Procedures
   a) Written assignments.
   b) Observation of oral practice.

7.2 Expository Writing
Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the meaning of expository writing
   b) explain the difference between narrative and expository writing.
   c) compose a variety of expository piece of writing.
Teaching and Learning Strategies
   a) Brainstorm
   b) Discuss

Teaching and Learning Resources
   a) Sample written texts of expository writing.
   b) List of topics for expository writing.

Assessment Procedures
   a) Portfolio
   b) Essay writing.

7.3 Descriptive Writing
Estimated Time: 4hrs
The teacher trainee should be able to:
   a) explain the main features of descriptive writing
   b) select a topic for descriptive writing.
   b) write a descriptive piece of writing.

Teaching and Learning Strategies
   a) Brainstorming
   b) Discussions.

Teaching and Learning Resources
   a) Samples of written descriptive texts.
   b) Cards and pictures.

Assessment Procedures
Essay writing.

7.4 Persuasive/Argumentative Writing
Estimated Time: 6hrs
The teacher trainee should be able to:
   a) explain the meaning of persuasive/argumentative writing.
b) describe the main features of persuasive/argumentative writing.
c) compose a variety of persuasive/argumentative pieces of writing.

Teaching and Learning Strategies
a) Brainstorm on the meaning of persuasive/argumentative writing.
b) Discuss the main features of persuasive/argumentative writing.
c) Discuss and develop persuasive/argumentative writing on a selected topic.
d) Debates.

Teaching and Learning Resources
Samples of written persuasive/argumentative writing

Assessment Procedures
a) Essay writing.
b) Portfolio.
c) Observation.
References


RECOMMENDED TITLES FOR NATIONAL EXAMINATIONS 2009-2011

For Diploma at Teacher Education Level:

Novels/short stories

Plays

Poetry