

ENGLISH TEACHING PROGRAMME

**OPTIONS:
TEACHER TRAINING (PEDAGOGIC)
HUMANITIES**

Options: - **Teacher Training (Pedagogic)**
- **Humanities**

INTRODUCTION

As an official and international language, English is to be taught in Rwanda so as to facilitate national and international communication for sharing experiences and for personal development.

Specifically, as one of the official languages in Rwanda, English serves different purposes, the most important being the following ones :

1. It is a means of communication with the national and international world of politics, diplomacy, business, science and technology.
2. It is one of the mediums of instruction in the present school system that caters for the English speaking as well as the French speaking Rwandan communities
3. The Knowledge of that language contributes to better understanding of other peoples and cultures.
4. It is an integrating factor for the present Rwandan society made up of people coming from a wide range of cultural and linguistic backgrounds.

To fulfil the above functions English is to be taught both in primary and throughout secondary education with emphasis on communicative competence.

The following programme builds upon the acquired knowledge in the three years of ORDINARY LEVEL and aims at developing the understanding of how English is used for HUMAN SCIENCES and EDUCATION purposes.

It is intended for students who have already mastered the common English sentence patterns but who need to learn how these patterns are used in the fields of HUMAN SCIENCES and EDUCATION to convey information, to carry out research, and to develop logical thinking.

The student's attention is to be directed to certain features of English which are:

- specific to writings about social issues and current affairs
- and specific to writings about education area.

Although the emphasis is on English used in HUMAN SCIENCES and Education areas, the basic elements of the language are not to be neglected. Patter practice is to be provided, particularly in grammar and paragraph writing.

Lastly, as a tool of communication, English is to develop the spirit of dialogue, promote tolerance and the culture of peace. It should as well inculcate into the learner the concern for the environment he/she lives in and make him/her aware of dangers of sexually transmitted diseases such as AIDS and other diseases resulting from the lack of hygiene.

GENERAL OBJECTIVES

At the end of his/her studies, the student should be able to fulfil his/her needs in English through the four skills :

1. Listening: The student should be able to:
 - listen with comprehension and attention
 - listen and appreciate stories, plays, speeches, discussions songs...
 - associate the intonation, rhythm and stress with the speaker's feelings
 - draw inferences from a story, novel, play, discussion, conversation

2. Speaking: The student should be able to:
 - speak clearly, correctly and appropriately the target language
 - narrate correctly what is heard, read, observed or experienced
 - speak about topics related to human sciences area (i. e: History, Sociology, Psychology Economy, Philosophy) and others related to the field of EDUCATION, using a clear language
 - participate in conversations, in debates
 - express one's feelings and opinions

3. Reading: The student should be able to:
 - read and understand books and documents written in English
 - read and understand materials dealing with Human Sciences (i.e. History, Sociology, Psychology, Philosophy and Economy) and others dealing with education
 - read a variety of materials for enjoyment of information

4. Writing: The student is expected to:

- write materials related to the Human Sciences and Education fields
- write descriptions narratives and discussions on a given topic
- sum up books read in or out of the classroom

Attitudes to be developed: As a tool for communication, English should develop in the learner's mind the ability:

- to feel at easy with other people and be attentive to them
- to acquire the habits of order, good care, memory and consistency
- to express clearly his opinions, his feelings and his emotions through speaking and writing
- to acquire a sense of concern for the society to which he belongs.

4th Form

OPTIONS: TEACHER TRAINING AND HUMANITIES

SKILL TO BE DEVELOPED: LISTENING

OBJECTIVES	CONTENT/ACTIVITY
<ul style="list-style-type: none"> - To listen with attention and concentration - to listen and assimilate an oral message - to develop the ability of understanding the message from recorded material - to develop the ability to recognise points of articulation - to develop the ability to recognize manner or articulation - to develop the ability to produce sounds and sound combinations peculiar to English 	<ul style="list-style-type: none"> - Oral description of events, incidents - Listening to stories - Conversations “Lecturattes” relating to problems of education and social fields (sociology, psychology, history, educational issues etc ...) - stories, listening tasks - Phonetic exercises

SKILL TO BE DEVELOPED: SPEAKING

OBJECTIVES

- a) To speak English correctly and clearly when addressing the teacher, the class or any other interlocutor
- b) To establish and maintain social relations :
expressing wishes for special occasions, polite enquiries, making arrangements, giving directions, apologies
- c) To re-tell stories in your own words after having listened to them or read them
- d) To describe an incident that happened to you, your Relatives, friends, etc... in some places
- e) To describe any kind of event read, heard, observed or experienced personally

CONTENT/ACTIVITY

- Correct and clear pronunciation and intonation
- Mini dialogue, conversations on real situations
- stories
- oral descriptions of events or incidents
- Discussions
- Language games
- Various topics in the area of education and social sciences

f) To participate in discussions and express your opinions
and
feelings clearly

g) To play language games

h) To speak about a given topic in the area of education or
social science (according to special studies of the student

SKILL TO BE DEVELOPED: READING

OBJECTIVES	CONTENT/ACTIVITY
a) To read silently texts and sorties with speed and comprehension	- Texts and stories
b) To read and understand informal material	- Correspondences, notices, newspapers headings, advertisements
c) Fluent, direct reading of all kinds of material	- Slight novels, biography, newspapers or magazines
d) Read and understand simple texts or documents dealing with education (school of Teacher Training Education)	- Texts or documents dealing with education
c) Read and understand simple texts or documents dealing with social field (school of Human Sciences)	- Texts or documents dealing with social field (Psychology, Sociology, Philosophy, History)

SKILL TO BE DEVELOPED: WRITING

OBJECTIVES	CONTENT/ACTIVITY
<ul style="list-style-type: none"> a) To fill in forms and applications b) To practice note-taking c) To write personal letters d) To write to companies and officials 	<ul style="list-style-type: none"> - Forms, applications, declarations - “Lecturettes”, talks - Informal letters - Formal letters
<ul style="list-style-type: none"> e) To write about personal experiences inside or outside the school 	<ul style="list-style-type: none"> - Personal experiences
<ul style="list-style-type: none"> f) To write simple descriptions related to social sciences (School of Human Sciences) 	<ul style="list-style-type: none"> - Descriptions related to social sciences
<ul style="list-style-type: none"> g) To write simple descriptions of events especially those seen during teaching experience. (School of Teacher Training Education) 	<ul style="list-style-type: none"> - Descriptions of events relating to teaching experience
<ul style="list-style-type: none"> h) To summarize a text dealing with education or social sciences 	<ul style="list-style-type: none"> - Summaries of texts (students deal with texts relating to their special studies)

STRUCTURES

TOPIC	CONTENT/ACTIVITY
Nouns	<ul style="list-style-type: none"> - Review : using nouns as modifiers e.g. It is vegetable soup I had a two-hour test
Pronouns	<ul style="list-style-type: none"> - Pronoun agreement with collective nouns e.g. My family is loving and supportive They are always happy to help me My family are loving and supportive They are always happy to help me
Adjectives	<ul style="list-style-type: none"> - Reduction of adjective clauses to adjective phrases. e.g. The boy who is talking to John is from Kenya
Prepositions	<ul style="list-style-type: none"> - Review
Adverbs	<ul style="list-style-type: none"> - Review

TOPIC	CONTENT/ACTIVITY
VERBS	<ul style="list-style-type: none"> - Review of all tenses - Review of the passive voice - Use of gerund <ul style="list-style-type: none"> as a subject : e.g. Reading French is easier than speaking it after prepositions : e. g He is good at telling lies after certain verbs : e. g : stop talking - Use of infinitive with or without “to” <ul style="list-style-type: none"> after verbs : e. g He promised to come here to express purpose : e. g He went to the USA to learn English after the “first, second, ... last” after adjectives expressing emotion e.g. I was surprised to meet him there after “too”, “enough”

TOPIC	CONTENT/ACTIVITY
	<ul style="list-style-type: none">- Reported speech (review)<ul style="list-style-type: none">Indirect commands : e.g :<ul style="list-style-type: none">Come hereHe asked me to go there - Subordinate clauses :<ul style="list-style-type: none">Noun clauses e.g He looked at what I had writtenAdjectival clause : e.g This is the boy who has the right size Adverbial clause : degree, concession, purpose, result, condition - Subjunctive : - present - past

5th Form

SKILL TO BE DEVELOPED: LISTENING

OBJECTIVES	CONTENT/ACTIVITY
<p>1. Listening ability : receive and assimilate and oral message At the end of 5th Form, the student should be able to listen with attention and concentration to :</p> <ul style="list-style-type: none"> a) description of events made up by the teacher or classmates ; b) stories told by the teacher or classmates c) discussions performed by classmates d) any recorded material developed for teaching listening at that level e) debates and panel discussion by classmates f) English-language newscasts for personal information and pleasure 	<ul style="list-style-type: none"> - description of events, incidents - stories - discussions - stories, discussions, tasks information on various subjects - debates on various subjects relating to education or social fields - radio or T.V news documentary films

SKILL TO BE DEVELOPED: SPEAKING

OBJECTIVES	CONTENT/ACTIVITY
<p>a) To speak English correctly and clearly when addressing the teacher, the class or any other interlocutor</p>	<p>- Correct and clear pronunciation and intonation</p>
<p>b) To establish and maintain social relations expressing refusals, excuses, conventional expressions of agreement and polite disagreements, encouragement ;</p>	<p>- Mini-dialogues, conversations - Real or simulated situations</p>
<p>c) To re-tell stories after having listened to them or read them</p>	<p>- Stories</p>

OBJECTIVES	CONTENT/ACTIVITY
d) To describe any kind of event read, heard or observed or experienced personally	- Oral descriptions of events of incidents
e) To participate in discussions and express opinions and feelings clearly	- Discussions
f) To speak about a given topic in the area of education or social sciences	- Discussions
g) To give, after listening or reading, an oral summary of a text dealing with education or social sciences	- Summaries of texts dealing with education a social sciences
h) To seek and give information	- Interview

SKILL TO BE DEVELOPED: READING

OBJECTIVES	CONTENT/ACTIVITY
a) To read silently texts and stories with speed and comprehension	- Texts and stories
b) To read and understand informal material	- Correspondences, notices, newspapers headings, advertisements
c) Fluent, direct reading of all kinds of material	- Slightly serious novels, biographies, newspapers
d) Read and understand texts of documents dealing with education (School of Teacher Training education)	- Texts of documents dealing with education
e) Read and understand texts or documents dealing with social field (School of Human Sciences)	- Texts or documents dealing with social fields (Psychology, Sociology, History, etc ...)

SKILL TO BE DEVELOPED: WRITING

OBJECTIVES	CONTENT/ACTIVITY
<p>a) To practice note taking</p> <p>b) To write personal and business letters</p> <p>c) To translate graphs</p> <p>d) To write descriptions related to social sciences)</p> <p>e) To write descriptions of events especially those seen during teaching experience (School of Teacher Training Education)</p> <p>f) To summarize a text dealing with education or social sciences</p> <p>g) To write about problems and solutions</p>	<ul style="list-style-type: none">- Lectures/talks- Letter-writing- Graphs, charts- Descriptions related to social sciences- Descriptions of events relating to teaching experience - Summaries of texts (students deal with texts relating to their special studies)- Case studies, expository writing

STRUCTURES

TOPIC	CONTENT/ACTIVITY
<ul style="list-style-type: none"> - Nouns - Pronouns - Verb 	<ul style="list-style-type: none"> - Review of nouns which are countable or uncountable according to context e.g. rain, soup, fish - Defining relatives : expressions that require "THAT" : superlatives all, any, only, it is e.g. She is the finest woman that ever lived - After an interrogative : e.g. Who that understands music could say his playing was good - After much, little, few e.g. The few that carom were enthusiastic - Double relative : e.g. : You're the only person I've ever met who could do it - Tag questions : to express a sarcastic or incredulous comment or another person's remark e.g. I won't eat it ! Oh, you won't! Won't you?

TOPIC	CONTENT/ACTIVITY
- Verbs (followed)	<p>- Future : - will expressing a request e.g. Will you come tomorrow ? - Will asking for someone's co-operation e.g. If you will wait here a moment, I'll fetch a chair - Shall : expressing obligation e.g. Shall he meet her as well ?</p> <p>- Conditional : . expressions of past tense used for something unreal or wished for now, or in the past used with : I wish, if, if only, would to God, suppose to express a doubtful view e.g. should he refuse you, refer him to me . to express greater improbability e.g. If you were to come tomorrow, I might have time to you.</p> <p>- perfect infinitive : the form to have + past participle used as infinitive with "is to, ought to, like" e.g. He was to have come yesterday</p>

TOPIC	CONTENT/ACTIVITY
- Verbs with certain meaning	<ul style="list-style-type: none"><li data-bbox="1083 427 1625 505">- Get : used for “become” (in the past) e.g. The boy got hurt <li data-bbox="1083 553 1650 667">- Do and make e.g. What are you making ? A cake What are you doing? - Writing a letter <li data-bbox="1083 716 1793 870">- Auxiliary “need” didn’t need to : It was not necessary needn’t have : It was not necessary, but done nevertheless <li data-bbox="1083 919 1793 997">e.g. My tea was already sweetened, so I needn’t have put any sugar in

6th Form

SKILL TO BE DEVELOPED: LISTENING

OBJECTIVES	CONTENT/ACTIVITY
<p>1. Listening ability : receive and assimilate an oral message At the end of the 6th Form, the student should be able to listen with attention</p> <p>a) description of events made up by the teacher or classmates. b) any recorded material developed for teaching listening at that level c) documentary films d) debates and discussions by classmates</p>	<p>- Description of events, incidents</p> <p>- Stories, discussions on various subjects</p> <p>- Information on various topics of interest debates on various subjects relating to education and social field</p>

OBJECTIVES	CONTENT/ACTIVITY
e) English-language newscasts for personal information and pleasure	- Radio or T.V news
f) Lectures by visiting speakers of English on topics of interest	- Lectures relating to problems of education and social fields (sociology, psychology, philosophy, history, etc ...)

SKILL TO BE DEVELOPED: SPEAKING

OBJECTIVES	CONTENT/ACTIVITY
<p>a) To speak English correctly and clearly</p> <p>b) To establish and maintain social relations : discouraging and persuading others, expressing impatience, surprise, dismay, making promises,</p> <p>c) To describe any kind of event read, heard, observed or experienced personally</p> <p>d) To participate in discussions and express opinions and feelings clearly</p> <p>e) To speak about a given topic in the area of education or social sciences</p> <p>f) To seek and give information</p> <p>g) To engage in debates and discussions on controversial subject</p> <p>h) To give, after listening or reading, an oral summary of a text dealing with education or social sciences</p>	<ul style="list-style-type: none"> - Correct and clear pronunciation and intonation - Mini-dialogues/conversations - Oral descriptions of events or incidents - discussions - Discussions - Interviews - Debates and discussions - Summaries of texts dealing with Education social sciences

SKILL TO BE DEVELOPED: READING

OBJECTIVES	CONTENT/ACTIVITY
a) To read silently authentic texts with speed and comprehension	- Authentic texts
b) To read and understand informal material	- Notices news papers headings, advertisements
c) Fluent, direct reading of all kinds of material	- Serious novels, newspapers of magazines
d) Read and understand texts or documents relating to education (School of Teacher Training Education)	- Texts or documents dealing with education
e) Read and understand texts of documents dealing with social field (School of Human sciences)	- Texts of documents dealing with social field (psychology, sociology, history, etc)

SKILL TO BE DEVELOPED: WRITING

OBJECTIVES	CONTENT/ACTIVITY
a) To practice note taking	- Lectures, talks
b) To write descriptions related to social sciences	- Descriptions related to social sciences
c) To write descriptions of events especially those seen during teaching experience (School of Teacher Training Education)	- Descriptions of events relating to teaching experience
d) To summarize a text dealing with education or social sciences	- Summaries of texts (student deal with texts relating to their special studies)
e) To translate graphs	- Graphs and charts
f) To write about problems and solutions	- Case studies, expository writing

STRUCTURES

TOPIC	CONTENT
<ul style="list-style-type: none"> - Nouns - Adjectives - Pronouns - Adverbs - Verbs - Sentence 	<ul style="list-style-type: none"> - Review of phrasal nouns - Word order with several adjectives - Review - Review - Review of all tenses - Passive voice-all tenses - Review of the conditional - Review of reported speech : difficult forms - Review of subordinate clauses - Special constructions

N.B.: *Language usage is to be studied through the texts seen in class*

METHODOLOGY

As it has been stated in the introduction, English is taught for communication and for personal development. The role of the teacher is therefore to help the students acquire the knowledge of the language and proper communicative competence i. e to help them to be able to interact with others, to understand what others wish to communicate in the broadest sense and to be able to convey to others what they themselves wish to share. With the assumption that at the end of “ORDINARY LEVEL” the students understand how language works and that they are able to make the interrelated changes, the emphasis is now to be put on achieving maximum competence in the four skills.

What method should be used?

If we consider all the pedagogical theories that have been developed about the efficient way of teaching English as a second or foreign language, we notice that all approaches of requiring the use of one single method in the classroom, we encourage the use of an eclectic approach resulting from the combination of the best points in all the existing methods. In fact one method or approach may be not appropriate for the wide range of teaching and learning styles and situation

Suggested methodological guide lines

Reading: Reading is the heart of the course and it should be given a big share of time.

Intensive reading of short passages will be used to extract all the detailed meaning and to study how the Meaning is created by vocabulary and structure.

Extensive reading of class readers will be used to gain experience of language in various contexts especially

the areas of Human Sciences and Education.

Speaking: Correct speech should not only be practised in class but also extended to the out-class activities.

The following are recommended:

- a - classroom discussions and debates
- b - book reports especially those related to the fields of Human Sciences and Education.

Listening: We assume that this skill is practiced in classroom activities as well as out-class activities. Apart from those we recommend listening to tapes, records, films and songs.

Writing: The students must first be guided in writing by building confidence in them selves. Later on they will get less controlled activities which require them to think and say something of their own. Among other activities the following are recommended :

- a -guided composition: It should be encouraged and it can play a big role in grammar remedial work.
- b -free composition: The students must be allowed to write freely on various topics
- c -note-making; It is an exercise needed for content subjects and summaries.

Grammar: structure control is the backbone of all communication in language. The emphasis in teaching grammar should be on the function that grammar performs and all structural items should be contextualized.

EVALUATION

Evaluation and teaching should not be separated. Both are so closely interrelated that it is virtually impossible to deal with one field without being constantly concerned with the other. By and large two types of evaluation are used.

The first one, called normative evaluation, is primarily constructed to reinforce learning and to motivate the students. It is done regularly in order to enable the teacher to increase his own effectiveness by making adjustments in his teaching and also enable certain groups of students or individuals in the class to benefit more. A good classroom test will also help to locate the precise areas of difficulty encountered by the class or by the individual student.

The second type of evaluation, called summative testing aims primarily at assessing the student's performance in the language. It is usually given at the end of a specific period, a trimester or a year.

In any case, apart from the final examination, both evaluations should contribute to improving language teaching and learning. Unless the teacher is able to identify and analyse the errors a student makes in handling the target language, He will be in position to render any assistance at all through appropriate anticipation, remedial work and additional practice.

Lastly, it is to be emphasized that through the activity of evaluation, advice and encouragement from the teacher are always better to stimulate the students in their work.

For the pedagogic section, graded assignments should be done in this way:

- Oral quizzes on the previous lesson will have to be given frequently
- Written quizzes of about 10 to 15 minutes on a well defined point of the previous lesson will be given regularly.
- A minimum of 1 supervised test done in class and 2 home works corrected and marked by the teacher are Required each term, but home works, not necessarily to be marked will be given as frequently as possible.

It is up to the teacher to find other various exercises which would be suitable at this level.

- One general test on the main points of the material already covered will be done each term.
- Finally, a comprehensive term/year exam will evaluate the whole work of the students.

RECOMMENDATION

1. For this curriculum to be implemented in our schools, some prerequisites should be fulfilled:
 - Availability of qualified, competent and motivated teachers who will be undergoing in service Training/ education on regular basis
 - Provision of appropriate course books: The set books should be bought and made available before the curriculum is in circulation.
2. Reading and listening work and follow-up discussion should explore topics related to HIV disease and its impact on socio-economic life, hygiene and the protection of environment.
3. Setting up extra curricular activities in schools with the aim of maximising opportunities for the students to improve their competence of the language and exchange of varied experiences and attitudes:
 - Literature clubs
 - Drama club
 - Film shows e.g. The film of “The merchant of Venice”
 - Seminars on the subjects:
 - Literature in English
 - Language related to Human Sciences and Education fields.

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