

ENGLISH

INTRODUCTION

English is not only the official language of communication but also the medium of instruction in the upper primary classes, secondary schools, colleges and universities. It is also one of the main languages of international communication. Consequently, students who master English stand to reap many academic, social and professional benefits.

The Primary Teacher Education English syllabus adopts an integrated approach to the teaching of English language where literary skills and aspects of Drama are integrated with the language skills of listening, speaking, reading and writing. This approach is expected to create meaningful and realistic learning contexts that encourage learner interaction, self-expression and application of language skills. It is hoped that this will enhance the development of language skills, learners' creativity, imagination and innovativeness. It should also develop the learners' critical and analytical skills necessary for their academic, professional and personal purposes.

Library Science skills have been integrated in the teaching of English to enhance the students' readership and facilitate faster access to information. The skills will enable them to efficiently process information required for the study of English and other subjects across the curriculum.

GENERAL OBJECTIVES OF ENGLISH

At the end of the course, the learner should;

- (1) Have acquired sufficient knowledge, attitudes and skills of English, to enable them to interpret and implement the primary English curriculum effectively.
- (2) Be able to teach, at the primary school level, the basic English language skills of listening, speaking, reading and writing effectively.
- (3) Have acquired the proficiency in English language required to communicate appropriately for academic, professional, social and personal purposes.
Develop critical and analytical approaches to issues and appreciate a variety of literary works.
- (5) Be able to use the library to access, source and process print and non print information for various uses.

SUMMARY OF SYLLABUS CONTENT AND TIME ALLOCATION

The syllabus is divided into seven (7) main sections focusing on the five General objectives of teaching English in the Primary Teachers' Colleges.

These are:

	TOPICS	HOURS
A	INTRODUCTION TO LANGUAGE LEARNING (a) Language and its uses (b) Basic Language skills (c) Mother Tongue acquisition and second language learning and development (d) Language policy in the Primary School (e) Objectives of teaching English in Primary schools	8
B	THE STRUCTURE OF ENGLISH	13
B1	Grammar I (a) Principal word classes (b) Sentence elements (c) Basic sentence patterns (d) Basic sentence forms	
B2	Grammar II (a) The verb group (b) The noun group (c) Adjectival (d) Adverbials (e) Combining simple sentences	23
	TOPICS	HOURS
B3	English Speech (a) models of pronunciation	17

	(b) Speech organs (c) Sounds of English (d) Stress (e) Intonation	
C C1	TEACHING ENGLISH IN PRIMARY SCHOOLS: The English Syllabus (a) The English syllabus (b) Course materials for English	7
C2	Specific Methods in Lower Primary (a) Pre-reading skills (b) Teaching listening and speaking (c) Teaching reading skills (d) Pre-writing skills (e) Teaching handwriting (f) Teaching writing (g) Literary works (h) Preparation of appropriate teaching materials	35
C3	Specific Methods in Upper Primary (a) Developing the elements of English language (b) Practising listening and speaking skills (c) Teaching reading skills (d) Teaching writing skills (e) Using audio-visual programmes (f) Literary works	35

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integrated within the syllabus topics, should compliment the teaching and learning of basic language skills.

Teacher Trainers are advised to identify links between various syllabus areas which allow for integration of teaching and skill development. It may be necessary to introduce aspects of Reading and Study skills earlier to allow learners utilize some of these skills in their study period in college.

Suggested Approach

The recommended approach is one of active involvement and participation of learner in practical tasks, and other learning activities in and out of the classroom. The tutor should, as much as possible use relevant and authentic resource materials. Locally available resource materials should appropriately be utilized. For each topic area, the following information is included:-

- **Learning experiences** – which put emphasis on observing, analyzing, reading, writing, discussing, interactive learning, collaborative learning, reflective teaching and classroom talk. Passive listening and mere copying of notes should be reduced to a bare minimum.
- **Resources** such as pupils' and teachers' course books, tests and examination papers, samples of pupils' written work, audio-visual programmes, library and library equipment, and relevant human resource.

- **Assessment**

This syllabus puts emphasis on immediate, meaningful and supportive feedback on the assessment of learners' work. Suggested assessment procedures are included at the end of each topic. The assessment takes the form of continuous assessment tests (CATS), projects, written assignments, tests and examinations.

- **Remedial work**

The college tutors are expected to identify and address specific language difficulties using a variety of recommended approaches. Students with special needs in Education should be helped to learn with ease together with their peers. When the need for remedial practice becomes apparent while handling any section or topic of the syllabus, it should be carried out either individually or as a class activity.