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**English Syllabus for Pre-school trainees**

**In**

**Certificate program**

**(Eng 109)**

**Ministry of Education**

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**English Syllabus for Pre-school trainees in certificate program**

**Introduction to the English Syllabus for Pre-school Trainees in certificate program**

It is obvious that pre-school teacher education training has been running in a certificate program (10+1) for the past several years.

This program was mostly run by private institutions. Currently, having identified the problems in the certificate program, the Ministry of Education has decided to start the program by itself. As a result, this syllabus is believed to represent the English courses that one year pre-school certificate trainees need to cover.

Thus, this syllabus has one of the English courses for pre-school teacher education trainees. The course is teaching English in pre- school which is developed with the intention of filling the trainees’ knowledge and skill gaps prevailed in secondary school. In preparing the syllabus, an attempt has been made to consider the students’ linguistic background in relation to the English curricula for general secondary education. Moreover, special attention has also been given to make the contents in the courses relevant for pre-school education.

**Course Title: Teaching English in Pre-school**

**Course code**: Eng 109

**Credit Hours**: 2

**Contact Hours**: 2

**Eligibility**: All pre-school certificate trainees

**Course Description**

This course, which is designed with the aim of enhancing pre-school trainee teachers’ skills in English, is the first English course for all pre-school certificate trainees. It is considered to be a bridging course and focuses on presenting the English language skills trainees taught in grades 1-4. Thus, it attempts to provide the trainees with opportunity of practising different language skills in an integrated manner depending on selected skills from the aforementioned grades. Specifically, this course aims at dealing with listening skills(listening for gist, for specific information, comprehension, dictation etc.), speaking skills (greeting, parting, introducing oneself and others, listening and responding to questions, etc.), reading skills (, comprehension, reading for specific information, etc.), writing (making marks, writing patterns, colouring shape of letters ), and vocabulary (teaching range of words, singular and plural items and also positional vocabulary).

**Course Objectives:**

**After completing this unit, Prospective pre- school teachers are expected to:**

* Understand the concept of teaching listening, speaking, reading, writing and vocabulary for pre-school children.
* Apply different techniques of teaching listening, speaking, reading, writing and vocabulary skills.
* Know the role of music, play and art in English language skills.
* Recognize how to prepare and use locally available resources to teach these English language skills.
* Apply how to teach English alphabets.
* Understand the skills for planning and using music, play and art for effective English language teaching

**Unit One**: **Teaching Listening and speaking (8hrs)**

**Unit Outcomes**: After completing this unit, Prospective pre- school teachers are expected to:

* Recognize different techniques of teaching speaking and listening skill.
* Understand the general idea of the listening text.
* Produce and use locally available resources to teach listening.

| **Specific Objectives** | **Unit contents** | **Time** | **Methodology** | **Instructional Media** | **Assessment** |
| --- | --- | --- | --- | --- | --- |
| * Differentiate appropriate expressions (formal & informal) of greeting and parting.
* Identify songs and games to teach listening and speaking
* Identify how to greet people using appropriate language
* Introduce themselves to others.
* Tell and retell stories
* Listen and do varieties of activities
 | * Listening and responding to questions, and command instructions in songs and games( Greeting,

Parting, introduction, self-introduction )* Listening and telling stories
* Listening in a variety of contexts and then imagining, playing and singing
* Listening and telling personal news stories
 | 8hrs | * Pair work
* Role play
* Present model dialogues and motivate trainees to practice in pairs(controlled or guided activity)
* Trainees’ illustrations: ask trainees to draw pictures about home/family... and talk about what they have done
* songs and nursery rhymes
* play and word games
* question and answer
* storytelling and retelling
* listen-pair-share
 | * sample dialogues
* Writing, drawing, art and music materials
* Word walls
* Real Objects
* Flash cards
* Audio Visual materials (if possible)
* Children stories, songs and rhymes
* Pre-school text books and syllabus
* paintings
 | * Discussion
* oral questions and answers
* trainees actual performance

 (demonstration) * telling and retelling stories
* quizzes
 |

**References:**

Anderson, A. and T. Lynch. 1988. Listening. Oxford: OxfordUniversity Press.

Bowen, B. M. 1982. Look Here! Visual Aids in Language Teaching.London: Macmillan

Brown, G. and G. Yule, 1983.Teaching the Spoken Language.Cambridge: CUP

Dalton, C. and B Seidlhofer. 1994. Pronunciation. Oxford: OUP.

Myhill, Debra, Susan Jones and Rosemary Hopper. 2006. Talking, Listening, Learning: Effective Talk in the Primary Classroom. Open University Press.

Klipped , F. 1983. ***Keep Talking : Communicative Fluency Activities for language Teaching*** .

GeremewGebre&AtrsawTassew . 1996. ***English Conversation***. Addis Ababa : Mega publishing

Pre-school Syllabus, 2001, Ministry of Education

Taylor, L. 1993. Pronunciation in Action New York: Prentice Hall.

**Unit Two: Teaching Reading (7hrs)**

**Unit Outcomes**: After completing this unit, Prospective pre- school teachers are expected to:

* Understand the skills for planning and using music, play and art to teach reading
* Recognize letter- sounds and the Fidel sound(s) as building blocks for reading.
* Produce and use locally available resources to teach reading.
* Improve basic literacy through the development of students’ reading skill.

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| **Specific Objectives** | **Unit Contents** | **Time** | **Methodology** | **Instructional Media** | **Assessment** |
| * Identify the shape of letters and their sounds
* Practice helping children differentiate small letters from capital letters
* Demonstrate how to teach reading sight words, simple phrases clauses and sentences
* Demonstrate correct letter formation
* Identify the basic strokes used to print English letters
* Show how to teach writing marks, dots, zigzag, letters, words, etc.
* Produce letters using different locally available materials
* Identify the difference in writing upper and lower case letters
* Say letter names properly
 | * 1. Recognizing shape of different of letters sound; developing phonetic awareness through songs and games
* Small and Capital letters
* ‘Look and say’ Activities
* Matching pictures and sounds/words
* Sequencing pictures, words into sentences
* Reading sight words, simple phrases, clauses and sentences

2.2. Formation of letter* Scribbling
* Basic strokes and slants
* Tracing Dots
* Skywriting
* Drawing letters
	1. Features of letters
* Size
* Shape
* Upper and Lower Case Letters
 | 7hrs | * songs and nursery rhymes
* Mass Response
* play and word games
* visualizing
* demonstrations
* question and answer
* Re telling stories followed by peer reflection
* KWL(What I  **know**, what I **want** to know, what I **learned**) table
* role play
* discussions
* individual, pair and group works
* building letters: help trainees make letters in appropriate shapes from local materials
* marking and colouring
* cutting and pasting
* alphabet fun and games
 | * Word walls and other visual aids
* Real Objects
* Flash cards
* Children stories, songs and rhymes
* Pictures
* Charts/ tables
* Pre-school text books and syllabus
* Writing and drawing materials
* Locally available resources such as mud, sand, plastic, cartoon, etc.
* Colour and marker
* English alphabet charts
* Pictures
* Handwriting instructional video
* Letter pronunciation chart
 | * observation
* demonstration
* reflection
* quizzes
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**References:**

Bowen, B. M. 1982. Look Here! Visual Aids in Language Teaching.London: Macmillan

Dalton, C. and B Seidlhofer. 1994. pronunciation. Oxford: OUP.

Morrow, Lesley Mandel. 2007. Developing Literacy in Pre-school.New York: The Guilford Press

Pre-school Syllabus, 2001, Ministry of Education

Sadoski, Mark. 2004. Conceptual Foundations of Teaching Reading. New York: The Guilford Press

**Unit Three: Teaching Vocabulary (9hrs)**

**Unit Outcomes**: After completing this unit, Prospective pre- school teachers are expected to:

* Understand parts of the body that are used when reading.
* produce and use locally available resources to teach vocabulary
* Recognize different techniques Use to teach vocabulary.

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| **Specific Objectives** | **Unit contents** | **Time** | **Methodology** | **Instructional Media** | **Assessment** |
| * Prepare the skills of teaching vocabulary using songs, games and pictures
 | 3.1. Teaching range of  vocabulary (parts of the  body, colours, days,  families, etc.) by using  songs, games, pictures, etc3.2. Simple singular and plural  vocabulary items (without  mentioning singular or  plural3.3. Positional vocabulary (e.g. on/ under/ near/ the table) using songs, actions, drawings and games | 9hrs | * Personal Words
* High Frequency Words
* Spelling patterns – sound patterns and
* letter patterns
* command
* gapped lecture
* songs and nursery rhymes
* Labelling pictures: give a picture with no parts labelled and ask trainees to label eg. Parts of body
* Snap: each trainee has a pile of vocabulary cards. They take turn the cards, when the cards turned are the same, they say snap. The first trainee who says snap takes the card. When the turned cards are different they keep playing. The one who takes all the cards is the winner.
* guessing game: give a clue about a word and ask trainees to guess the correct word
* word dominoes
* visualizing
* demonstrations
* question and answer
 | * Writing, drawing, art and music materials
* Word walls and visual aids
* Real Objects
* Flash cards
* Children stories, songs and rhymes
* Pre-school text books and syllabus
 | * observation
* demonstration
* reflection
* presentation
* quizzes
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**References:**

Allen, V.F. 1983. Techniques in Teaching Vocabulary.London: Heinemann.

Carter, R and M. Melarthy. 1988. Vocabulary and Language Teaching. London: Longman.

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Wallace, M. 1982. Teaching Vocabulary.Cambridge: CUPNolasco, R. and L. Arthur 1987. Conversation Oxford: OUP.

**Unit Four: Teaching Writing (8hrs)**

**Unit Outcomes**: After completing this unit, Prospective pre- school teachers are expected to:

* Demonstrate the skills for planning to teach writing.
* Apply various strategies to teach writing skill.
* Produce and use locally available resources to teach writing.
* Improve basic literacy through the development of students’ writing skill.

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| **Specific Objectives** | **Unit Contents** | **Time** | **Methodology** | **Instructional Media** | **Assessment**  |
| * Demonstrate how to teach writing marks, dots, zigzag, letters, words, etc.
* Practise teaching writing using different locally available materials
* Show the skills of teaching copying letters, words, short phrases and sentences
 | * Making marks e.g. in sand, mud, air, etc.
* Writing Patterns (like connecting dots, zigzag, etc
* Building objects by using sand and mud; doing and undoing buttons, etc. (to develop fine motor skills)
* Colouring shapes; drawing pictures the way they imagine them
* Copying and writing letters and words
* Spelling common words
 | 8hrs | * gapped lecture
* skywriting
* visualizing
* discussions
* shared writing
* songs and nursery rhymes
* play and word games
* letter guessing game: show writing a letter in the air and ask trainees to name it and do the same thing with their peers
* question and answer
* reflection
* individual, pair and group works
 | * Writing, drawing, art and music materials
* Word walls and visual aids
* Real Objects
* Flash cards
* Pedagogical resource centre
* Children stories, songs and rhymes
* Pre-school text books and syllabus
 | * observation
* presentation
* reflection
* demonstration
* quizzes
* final exam
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**References:**

Byrne, D. 1988. Teaching Writing Skills. London: Longman

Harris, J. 1993. Introducing Writing. London: Penguin.

Hedge, T. 1988. Writing. Oxford: Oxford University Press.

Pre-school Syllabus, 2001, Ministry of Education

**Overall Course Assessment Techniques**

* Continuous assessment (60%)
* Presentation
* Quizzes
* Pair work
* Group work
* Reflection
* Microteaching
* Class activity
* Final exam (40%)