



PGT 734: SUBJECT METHOD: ENGLISH

Developer: SOLOMON MUTALIANI

Program: POSTGRADUATE DIPLOMA IN EDUCATION



Hello,

Welcome to PGT 734: Subject Methods for English, a postgraduate Diploma in Education (PGDE) course designed to make you an effective teacher of English. This course highlights current trends in the teaching of English language at secondary school level; an assessment of the Secondary school syllabus; methods of teaching the various language skills listening, speaking, reading, writing and grammar; use of educational media and resources; and, a focus on specific competencies such as planning for instruction, and evaluation of taught skills. In essence, you will be prepared adequately to marry theory and practice in the language classroom for effective and exciting instruction.

COURSE PURPOSE

To enable learners to acquire knowledge, skills, values and attitudes in the teaching of English language in secondary schools.

COURSE EXPECTED OUTCOMES

At the end of this course, the learner should be able to:

1. Describe the process of instructional design and use of media in teaching English
2. Explore the Development of skills and **teacher cognition** necessary for the teaching of English as a second language in Kenya.
3. Design and implement engaging lesson plans that incorporate a variety of teaching methodologies and technologies.
4. Develop strategies for overcoming communication barriers among learners

COURSE CONTENT

COURSE CONTENT

Meaning of Language. Historical Development of English Language teaching in Kenyan Secondary Schools. Issues in English Language teaching in the Kenya Secondary Schools. **Teacher cognition and Language teaching**. Development of skills necessary for the teaching of English as a second language in Kenya. The syllabi for the English language in Secondary Schools. Planning for instruction: Schemes of work, Lesson Plans, Record of work. Methods of teaching English in an integrated approach. Media and resources for teaching English: Open Educational Resources. Developing instruments for measuring linguistic skills. Test, measurements, evaluation, and feedback, project work (e.g. creative writing, historical context, book review).

MODULE DESCRIPTION

This comprehensive online course introduces learners to an in-depth exploration of the English language teaching (ELT) practices in Kenyan Secondary schools. The course is distributed into 10 modules, and aims to inculcate knowledge, skills and cognitions that would enable them teach English language in the most professional way possible. The topics that constitute the modules include Historical Development of English Language Teaching in Kenya, teacher cognition and language teaching, Issues in English Language Teaching, development of effective instructional strategies, English Language Syllabus and Planning Resources for Teaching English and Measuring Linguistic Skills. These areas of instruction are aimed at enabling the student teacher to understanding the teaching and learning process of English as a second language (ESL) in Kenya, from planning lessons and developing skills to evaluating student progress. Every module in this course includes engaging content, and activities to ensure active learning. The are expected to complete all modules and assessment tasks, including reflective exercises designed to enhance critical thinking and application of knowledge learned. Coursework constitutes 60% of the final grade, assessed through quizzes, and assignments. The remaining 40% is evaluated through a final exam at the end of the course

Learners are advised to be flexible and accessible, so as to learn at their own pace but at the same time keep the set timelines. By the end of the course, learners will be well-grounded to participate in the practice of teaching English as a second language.

Estimated time commitment: 40 hours, including coursework and assessments

LIST OF MODULES

Module 1: Role of English Language in Instruction

Module 2: Historical Development of English Language Teaching in Kenya

Module 3: Issues in English Language Teaching in Kenyan Secondary Schools

Module 4: Development of Skills for Teaching English as a Second Language

Module 5: Development of Skills for Teaching English as a Second Language

Module 6: Understanding the English Language Syllabus and Planning

Module 7: Teaching Methods for English in an Integrated Approach

Module 8: Media and Resources for Teaching English

Module 9: Developing Tools for Measuring Linguistic Skills

Module 10: Test, Measurement, Evaluation, and Feedback

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MODULE 1: ROLE OF ENGLISH LANGUAGE IN INSTRUCTION

INSTRUCTIONAL HOURS: 4

1.1 MODULE OVERVIEW

Language is at the core of human interaction and education. It is not just words; it's a bridge that connects people, ideas, and cultures. This module will help you explore what language is, but most fundamentally, how it functions as a communication tool, how humans acquire it, and why it's essential in learning and teaching environments

1.2 LEARNING OUTCOMES

At the end of this module, you will be able to:

ELO 1: State the stages of language acquisition and, functions of language.

ELO 2: Describe the importance of language in education.

ELO 3: Employ effective communication strategies in an educational setting.

ELO 4: Assess the role of multilingualism in enhancing education and communication.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

1.3 MEANING AND FUNCTIONS OF LANGUAGE



Activity 1: Reading.



Language and
Education.doc

[Instruction to the digitizer: Attach this word document in open view]

Open the word document above and after reading the content on it answer the following questions:

- enumerate five functions of language;
- Describe the relationship between language and education

[use the scoring rubric below]

Enumerate Five Functions of Language

Question:

Which of the following are functions of language? (Select ALL that apply)

- A) Communication
- B) Cognitive development
- C) Cultural transmission
- D) Physical exercise
- E) Expression of identity
- F) Social interaction

Answers:

- **A) Communication**
- **B) Cognitive development**
- **C) Cultural transmission**
- **E) Expression of identity**
- **F) Social interaction**

b) Describe the Relationship Between Language and Education

Question:

Which of the following statements describe the relationship between language and education? (Select ALL that apply)

- A) Language is the primary medium of instruction in education.
- B) Language fosters critical thinking, literacy, and cognitive development.
- C) Education promotes cultural awareness and understanding through language.
- D) Language prevents socialization in the classroom.
- E) Language helps students communicate, share ideas, and collaborate.

Answers:

- **A) Language is the primary medium of instruction in education.**
- **B) Language fosters critical thinking, literacy, and cognitive development.**
- **C) Education promotes cultural awareness and understanding through language.**
- **E) Language helps students communicate, share ideas, and collaborate.**

1.4 IMPORTANCE OF LANGUAGE IN EDUCATION



Video: Activity 2

Click on the YouTube Video clip on language across the curriculum and answer the two multiple choice questions below:

<https://youtu.be/7AiKiMXKw4c>

[USE THE SCORING RUBRIC PROVIDED]

Question 1:

What does *Language Across the Curriculum* (LAC) primarily aim to achieve?

- A) Focusing only on grammar skills in language classes.
- B) Promoting the development of language skills in all subjects.
- C) Restricting language use to literature and language classes.
- D) Avoiding the integration of speaking and listening skills.

Answer: B) Promoting the development of language skills in all subjects.

Question 2:

Which of the following best represents the role of teachers in implementing *Language Across the Curriculum*?

- A) Only language teachers are responsible for improving students' language skills.
- B) Teachers of all subjects should incorporate reading, writing, and communication into their teaching practices.
- C) Mathematics and science teachers should avoid using language skills in their teaching.
- D) Students should develop language skills only in their language classes.

Answer: B) Teachers of all subjects should incorporate reading, writing, and communication into their teaching practices.

1.5 LANGUAGE ACQUISITION AND DEVELOPMENT



ONLINE DISCUSSION FORUM

Activity 3:

Look at the table below and evaluate the importance of English language teacher's knowledge of language acquisition stages. Present your views on this forum.

Stages of Language Acquisition:

Stage	Age Range	Characteristics
1. Pre-linguistic (Babbling Stage)	Birth to 12 months	- Sounds like crying, cooing, and babbling. - No clear words but experimentation with sounds.
2. One-Word Stage (Holophrastic)	12 to 18 months	- Single words (e.g., "mama," "milk"). - Words act as sentences to express needs or emotions.
3. Two-Word Stage	18 to 24 months	- Two-word phrases (e.g., "want cookie," "go park"). - Basic word combinations without grammar.
4. Telegraphic Stage	2 to 3 years	- Short, simple sentences (e.g., "I go home"). - Missing grammatical elements like articles and prepositions.
5. Multi-word Stage	3+ years	- More complex sentences with correct grammar. - Expanding vocabulary and understanding of syntax.
6. Fluency Stage	5+ years	- Full command of language structure. - Use of complex sentences, grammar, and tenses.

[USE THE SCORING RUBRIC PROVIDED]

Scoring Rubric: Importance of Knowing Stages of Language Acquisition for Teachers

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Understanding of Stages	Demonstrates a clear and thorough understanding of all stages of language acquisition.	Demonstrates a good understanding but lacks minor details about some stages.	Basic understanding of stages but lacks clarity or completeness.	Limited or incorrect understanding of language acquisition stages.
Importance to Teaching Practice	Clearly articulates how knowledge of stages directly impacts teaching methods, strategies, and learner outcomes.	Describes importance but with minor gaps in connecting to teaching strategies.	Provides some general importance but lacks specific teaching implications.	Fails to explain the importance or connect it to teaching practice.
Examples/Applications	Provides detailed and relevant examples of how to tailor teaching based on stages.	Includes good examples, though not detailed.	Provides minimal or unclear examples.	No examples or irrelevant applications provided.
Organization and Clarity	Ideas are organized logically with clear, concise explanations.	Well-organized but minor lapses in clarity.	Ideas are somewhat organized but lack flow.	Poorly organized with unclear explanations.
Depth of Analysis	Provides deep insight into the role of teachers and links to learner outcomes.	Good analysis but lacks some depth or connections.	Limited analysis with surface-level connections.	Little to no analysis or critical insight provided.

Scoring

- **20 Points:** Excellent understanding and articulation.
- **15-19 Points:** Good understanding with minor lapses.
- **10-14 Points:** Basic understanding but needs development.
- **Below 10 Points:** Needs improvement and lacks clarity.

This rubric can help assess a teacher's ability to explain the importance of language acquisition stages and connect it effectively to classroom practice.

1.6 IMPORTANCE OF LANGUAGE IN EDUCATION



Video: Practical activity 4

Open the YouTube link below and then prepare a PowerPoint presentation on "The Importance of Language in Education".

[HTTPS://YOUTU.BE/7AIKIMXKW4C?T=12](https://youtu.be/7AIKIMXKW4C?t=12)

[USE THE RUBRIC BELOW]

Why is language considered important in education?

- A) It is used to decorate classrooms.
- B) It serves as the primary tool for instruction, communication, and knowledge transfer.
- C) It limits students' ability to interact with others.
- D) It focuses only on teaching grammar rules.

Answer:

B) It serves as the primary tool for instruction, communication, and knowledge transfer



1.6 TAKE HOME MESSAGE/REFLECTION

Language plays an important role in the teaching and learning process. As a language teacher, you need to constantly reflect on the value of language as a communication tool in your instructional activities for the purpose of improving your output for the benefit your learners.



1.7 REFERENCE LIST AND FURTHER READING

Edward Sapir (1921). Language: An introduction to the study of speech. New York: Harcourt, Brace & Company. https://en.wikipedia.org/wiki/Language:_An_Introduction_to_the_Study_of_Speech

Fromkin, v., Rodman, R. & Hyams N. (2017). An Introduction to Language. London. Thomson/Henle. https://archive.org/details/an_introduction_to_language

Rabiah, s. (2018). Language as a Tool for communication and Cultural Reality.
<http://dx.doi.org/10.31227/osf.io/nw94m>

Saini, N. Language Across the Curriculum. YouTube channel
@sainilearningclasses

WHAT' S NEXT?

Thank you for completing this module. The next module will be about the Historical Development of English Language Teaching in Kenyan Secondary Schools.

MODULE 2: HISTORICAL DEVELOPMENT OF ENGLISH LANGUAGE TEACHING IN KENYAN SECONDARY SCHOOLS

INSTRUCTIONAL HOURS: 4

2.1 MODULE OVERVIEW

This module explores the evolution of English Language Teaching (ELT) in Kenyan secondary schools, emphasizing historical milestones, teaching methodologies, and curriculum developments. By examining key historical phases, you will understand how English instruction has adapted to meet educational goals over time.

2.2 LEARNING OUTCOMES

At the end of this module, you will be able to:

ELO 1: Describe key historical events that influenced English Language Teaching in Kenya.

ELO 2: Explain how colonial policies shaped the teaching of English in Kenya.

ELO 3: Analyze the impact of curriculum reforms on the quality of English education over different historical periods.

ELO 4: Apply knowledge of historical developments to propose improvements in modern English Language Teaching.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

2.3 COLONIAL INFLUENCES ON ENGLISH LANGUAGE EDUCATION



Video: Activity 1

Click on the YouTube link below to watch a short video on the history of English in Kenya. [HTTPS://YOUTU.BE/HTLU-G6M2-M](https://youtu.be/HTLU-G6M2-M)

2.4: POST INDEPENDENCE DEVELOPMENTS IN THE TEACHING OF ENGLISH



Reading: Activity 2

Read the ppt slides on post-independence developments in the teaching of English language and then answer the following MCQs:

Slide 1: Title Slide

- **Title:** Post-Independence Developments in Teaching English in Kenya
- **Subtitle:** Key Educational Reforms and Progress
- **Image/Visual:** Kenyan flag, classroom visuals, or educational symbols

Slide 2: Historical Context

- **Heading:** Pre-Independence Legacy
- **Content:**
 - English introduced during British colonial rule.
 - Used as a medium of instruction in schools.
 - Marginalized indigenous languages.
 - Education primarily benefited colonial administrators.
- **Visuals:** Colonial-era classrooms or text-based statistics.

Slide 3: Independence and Policy Shifts

- **Heading:** Post-Independence Policies (1963–1970s)
- **Content:**
 - Emphasis on **English as the medium of instruction** for national and global integration.
 - Adoption of **Kenya Education Commission Report** (1964, Ominde Report):
 - Promoted English as a unifying language.
 - Indigenous languages retained at early levels.
 - Expansion of formal education to rural areas.
- **Visuals:** Ominde Report reference or timeline graphic.

Slide 4: Curriculum Changes (1980s–2000s)

- **Heading:** Development of the English Curriculum
- **Content:**
 - Introduction of **8-4-4 system** in 1985:
 - English as a core subject from primary to tertiary education.
 - Focus on grammar, literature, oral communication, and writing skills.
 - Efforts to make English **practical** for workplace communication.
- **Visuals:** Sample curriculum table or timeline chart.

Slide 5: Teacher Training and Challenges

- **Heading:** Teacher Training Programs
- **Content:**
 - Establishment of **Teacher Training Colleges** and universities.
 - Training emphasized English pedagogy and modern teaching techniques.
- **Challenges Faced:**
 - Insufficient resources in rural areas.
 - Teacher shortages and varying proficiency levels.

- o Conflict between English dominance and local languages.
- **Visuals:** Photo of teacher training in Kenya or rural classrooms.

Slide 6: Technology and Modern Trends (2000s–Present)

- **Heading:** Modern Developments in Teaching English
 - **Content:**
 - o Integration of **ICT** and digital learning tools in English education.
 - o Rise of **English proficiency tests** (e.g., TOEFL, IELTS) for international studies.
 - o Emphasis on communication skills for **globalization** and career readiness.
 - o Reforms under **CBC (Competency-Based Curriculum)** promoting practical English use.
 - **Visuals:** Screenshots of e-learning platforms or CBC logo.
-

Slide 7: Conclusion and Key Takeaways

- **Heading:** Key Takeaways
- **Content:**
 - o Post-independence reforms prioritized English for **national unity** and **global competitiveness**.
 - o Progress in training, resources, and modern pedagogy.
 - o Ongoing challenges include balancing English and indigenous languages.
- **Visuals:** Summary bullet points or a “progress vs challenges” graphic.

[INSTRUCTION TO DIGITIZER: PLACE THIS INFORMATION IN OPEN VIEW]

[FACILITATOR TO USE THE RUBRIC BELOW]

Multiple Choice Questions

1. **What was the main purpose of teaching English during the pre-independence era in Kenya?**
 - A) To promote national development
 - B) To prepare students for international careers
 - C) To serve colonial administration and missionary needs
 - D) To foster cultural integration

Answer: C) To serve colonial administration and missionary needs

2. **Which of the following changes occurred in the teaching of English in post-independence Kenya?**
 - A) Emphasis on rote memorization over communication skills
 - B) Inclusion of Kenyan literature and cultural contexts in the curriculum
 - C) Restriction of English education to the elite
 - D) Use of English only in early childhood education

Answer: B) Inclusion of Kenyan literature and cultural contexts in the curriculum

2.5 ENGLISH LANGUAGE TEACHING: FOCUS ON KEY EDUCATION COMMISSIONS AND POLICY CHANGES



Activity 3: QUIZ.

Click on the link below to read the journal article on education commissions in Kenya and their recommendations. Analyze the implications of recommendations made by the education commissions on the teaching of English Language in Kenya.

<https://files.eric.ed.gov/fulltext/EJ1165041.pdf>

[use the Rubric for Multiple-Choice Questions (MCQs) below]

The following rubric aligns with standard levels of understanding and cognitive complexity.

Level	Description	Score
Exemplary (4)	Answer is correct; shows clear understanding of the concept and reasoning.	4
Satisfactory (3)	Answer is correct but lacks clear reasoning or is partially explained.	3
Developing (2)	Answer is incorrect but shows some understanding of the concept.	2
Needs Work (1)	Answer is incorrect with no clear reasoning or understanding shown.	1

Sample Multiple-Choice Questions with Answers

1. Which education commission first recommended the use of English as the medium of instruction in Kenya from Grade 4?

- a) Mackay Report (1981)
- b) Koech Report (1999)
- c) Gachathi Report (1976)
- d) Ominde Commission (1964)

Answer: d) Ominde Commission (1964)

2. What is the primary role of English in the Kenyan curriculum, as recommended by education commissions?

- a) To promote cultural diversity
- b) To prepare learners for communication and global participation
- c) To replace indigenous languages
- d) To focus on grammar only

Answer: b) To prepare learners for communication and global participation

2.6 CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING

Practical Activity 4:

Click and open the link below. It is a presentation on the trends in the teaching of English language.

<https://ijci.net/index.php/IJCI/article/view/1358>

Thereafter, design a lesson plan for teaching at a specified class in secondary school.

[USE THE FOLLOWING RUBRIC- TENTATIVELY, THE DEVELOPER INTENDS TO REVIEW IT]

GRADE 8 CBC LESSON PLAN - LANGUAGE ACTIVITIES

Subject: Language Activities (English) **Grade Level:** 8 **Learning Area:** Speaking and Listening Skills **Strand:** Oral Communication **Sub-Strand:** Public Speaking and Presentation Skills **Duration:** 1 Hour (40 minutes)

1. General Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Develop effective public speaking skills.
2. Use clear articulation, tone, and gestures to deliver a presentation.
3. Organize ideas and information logically.
4. Listen to and provide constructive feedback on peer presentations.

2. Key Competencies to Develop:

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Self-Efficacy
- Digital Literacy (if ICT tools are used)

3. Learning Resources:

- Textbooks (relevant oral communication sections)
- A sample speech or presentation (teacher-prepared or recorded)
- Audio-visual tools (projector, laptop, or phone)
- Chart papers and markers
- Rubrics for evaluating presentations

4. Introduction (5 minutes):

Learning Activity:

- Begin by asking learners to brainstorm and define *public speaking*.
- Show a short, 2-minute video clip of an excellent public speaker delivering a speech (e.g., motivational speaker or TED Talk clip).
- Ask learners: *What makes this speaker effective?* Focus on tone, pace, posture, and clarity.

Link to Previous Learning: Learners previously practiced storytelling and informal speaking.

Expected Responses:

- "The speaker speaks loudly and clearly."
- "They use their hands to emphasize ideas."

- "They maintain eye contact."

5. Lesson Development (30 minutes):

Activity 1: Features of Effective Public Speaking (10 minutes)

- Teacher lists key elements of effective public speaking on the board:
 1. Clarity of speech
 2. Appropriate tone and volume
 3. Gestures and posture
 4. Eye contact
 5. Organization of ideas (introduction, body, conclusion)
- Learners, in pairs, discuss how each of these features contributes to a good presentation.

Learner Activity: Learners share their ideas aloud while the teacher takes notes on the board.

Activity 2: Preparing a Short Speech (10 minutes)

- Learners are assigned a simple topic: *"The Importance of Teamwork"* or *"Why Reading Is Important"*.
- In pairs, they draft a 2-minute speech outline using the structure:
 - **Introduction:** Greet audience and introduce the topic.
 - **Body:** 2-3 main points with examples.
 - **Conclusion:** Summarize and end with a strong statement.

Support: Teacher circulates to help learners organize their ideas.

Activity 3: Peer Presentations (10 minutes)

- Learners present their short speeches in front of the class.
- Classmates provide feedback using a simple rubric:
 1. Clarity of speech
 2. Eye contact
 3. Gestures
 4. Content organization

Teacher Role:

- Facilitate and guide constructive peer feedback.
- Encourage learners to focus on positives and suggest improvements.

6. Conclusion (5 minutes):

Wrap-Up Activity:

- Teacher recaps the importance of public speaking and key strategies for success.
- Ask learners to reflect on one area they performed well in and one area they can improve.

Assessment:

- Oral presentations and peer feedback.

- Observation of participation and engagement during activities.

Reflection:

- Learners write a short reflection on what they learned about public speaking.

7. Home Learning:

- Learners prepare a 2-minute speech on *"A Role Model in My Life"* to present in the next lesson.

8. Assessment Rubric:

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)
Clarity of Speech				
Eye Contact				
Gestures and Posture				
Content Organization				

Scoring Rubric for Assessment

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)
Correct Use of Tense	All sentences correctly use the tense.	Most sentences are correct; minor errors.	Some sentences correct, but errors are common.	Many sentences incorrect; lacks understanding.
Sentence Structure	Sentences are clear and grammatically correct.	Sentences are mostly clear; minor mistakes.	Sentences are somewhat clear; several grammatical issues.	Sentences lack clarity and have major errors.
Clarity of Ideas	Ideas are coherent and well-organized.	Ideas are clear but less organized.	Ideas are somewhat clear but disorganized.	Ideas are unclear and poorly organized.
Participation in Class Activity	Actively participated; provided clear examples.	Participated well; some effort shown.	Minimal participation; reluctant responses.	Did not participate in class activities.

Total Score: /16

Grading Scale:

- 16-14 = Excellent (A)
- 13-10 = Good (B)
- 9-6 = Average (C)
- Below 6 = Needs Improvement (D)

Reflection

- Did the learners achieve the lesson objectives?
- What areas need improvement in future lessons?
- How effective were the teaching strategies and resources?

Homework Assignment

Write a paragraph describing:

1. Your daily routine (use Simple Present Tense).
2. What you are doing today (use Present Continuous Tense).



2.7 TAKE HOME/REFLECTION

This module focused mainly on the historical developments in education sector and how they have influenced the teaching of English language in Kenya. As a key player in the practice of language teaching, always pay attention to emerging trends and policies that affect the teaching of English language. That way, you will remain relevant in the game.



2.8 REFERENCE LIST AND FURTHER READING

Njoroge, M.C, and Gathiga, M.G. (2010). The treatment of indigenous languages in Kenya's pre- and post-independence Education commissions and in the constitution of 2010. *Advances in Language and Literary Studies*.
<https://files.eric.ed.gov/fulltext/EJ1165041.pdf>

Matere, A. (2024). From 8-4-4 to CBC: Emerging issues of Transition in Education in Kenya. *International Journal of Curriculum and Instruction*.
<https://ijci.net/index.php/IJCI/article/view/1358>

Journal Articles

Mutuku, M. M., & Njoroge, M. C. (2014). "Historical Development of English as a Medium of Instruction in Kenya." *International Journal of Humanities and Social Science*, 4(7), 254-262.

Barasa, P. L., & Omulando, C. A. (2018). "Historical and Policy Perspectives of English Language Teaching in Kenya." *Journal of Educational Research*, 6(1), 45-56.

Web-Based Resources

1. **British Council: Teaching English in Africa.**
<https://www.teachingenglish.org.uk>
2. **Kenya National Examinations Council (KNEC) Reports.**
<https://www.knec.ac.ke>
3. **Global Partnership for Education (GPE) Reports on Kenya.**
<https://www.globalpartnership.org>

WHAT' S NEXT?

My gratitude for your active engagement during this module. Let's engage even more as we embark on module 3: Issues in English Language teaching in Kenyan Secondary Schools.

MODULE 3: TEACHER COGNITION IN LANGUAGE TEACHING

INSTRUCTIONAL HOURS: 4

3.1 MODULE OVERVIEW

Have you ever wondered how teachers think and what influences their decisions in the classroom? This module dives into *teacher cognitions*—the thoughts, beliefs, attitudes, and knowledge teachers bring to their practice—and their impact on *English language teaching*. We'll explore how teachers' prior experiences, training, and classroom realities shape their teaching methods and choices. By understanding teacher cognitions, you'll gain insights into why classrooms look and feel the way they do and how these cognitive processes can inform professional growth.

3.2 LEARNING OUTCOMES

At the end of this module, you will be able to:

ELO 1: Explain key concepts related to teacher cognition, such as beliefs, attitudes, and knowledge, in the context of English language teaching.

ELO 2: Describe the relationship between teachers' prior experiences, their beliefs, and their instructional practices.

ELO 3: Examine how teacher cognitions influence decision-making and teaching behaviors in diverse classroom settings.

ELO 4: Assess the impact of teacher beliefs and attitudes on English language learners' outcomes and propose strategies for reflective teaching and cognitive change.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

3.3: KEY CONCEPTS RELATED TO TEACHER COGNITION



Activity 1: Reading

Read the notes provided for you in the link below:

https://eprints.whiterose.ac.uk/1652/1/borgs1_Language_Teaching_36-2.pdf

Explain the key concepts related to teacher cognition. Feedback can be posted on the interactive platform.

[USE THE SCORING RUBRIC BELOW]

1. Which of the following best describes "teacher cognition"?

- a) Teachers' instructional decisions based purely on textbooks.
- b) Teachers' thoughts, knowledge, beliefs, and decision-making processes.
- c) A set of rigid rules teachers follow during instruction.
- d) Teachers' ability to control student behavior in the classroom.

Answer: b) Teachers' thoughts, knowledge, beliefs, and decision-making processes.

2. How do past experiences as learners influence teacher cognition?

- a) They provide insights that form teachers' beliefs and perceptions about teaching.
- b) They force teachers to strictly replicate their own learning experiences.
- c) They help teachers completely disregard their past methods of learning.
- d) They ensure teachers adopt new teaching methods without reflection.

Answer: a) They provide insights that form teachers' beliefs and perceptions about teaching.

3.4 RELATIONSHIP BETWEEN TEACHERS' PRIOR EXPERIENCES, THEIR BELIEFS, AND THEIR INSTRUCTIONAL PRACTICES.



Activity 2: study skills

https://eprints.whiterose.ac.uk/1652/1/borgs1_Language_Teaching_36-2.pdf

Open the link provided above again and carefully look Figure1. Describe the connection between teachers' prior experiences, their beliefs and their instructional practices.

[USE THE RUBRIC FOR MCQs BELOW]

1. How do teachers' prior experiences as students influence their instructional practices?

- a) They always adopt innovative teaching strategies regardless of past experiences.
- b) They form beliefs that can unconsciously influence how they teach.
- c) They ensure all teachers teach in exactly the same way.
- d) They completely replace professional training.

Answer: b) They form beliefs that can unconsciously influence how they teach.

2. What is the “apprenticeship of observation” in teacher cognition?

- a) Teachers learning through formal training programs.
- b) Teachers reflecting on their current classroom practices.
- c) Teachers observing and forming beliefs based on their experiences as students.
- d) Teachers studying education policies and curricula.

Answer: c) Teachers observing and forming beliefs based on their experiences as students.

3. Why might teachers' beliefs and instructional practices sometimes conflict?

- a) Teachers rarely think about their teaching strategies.
- b) Modern pedagogical approaches may differ from their prior experiences.
- c) Teachers only follow their personal beliefs without question.
- d) Instructional practices are unaffected by beliefs.

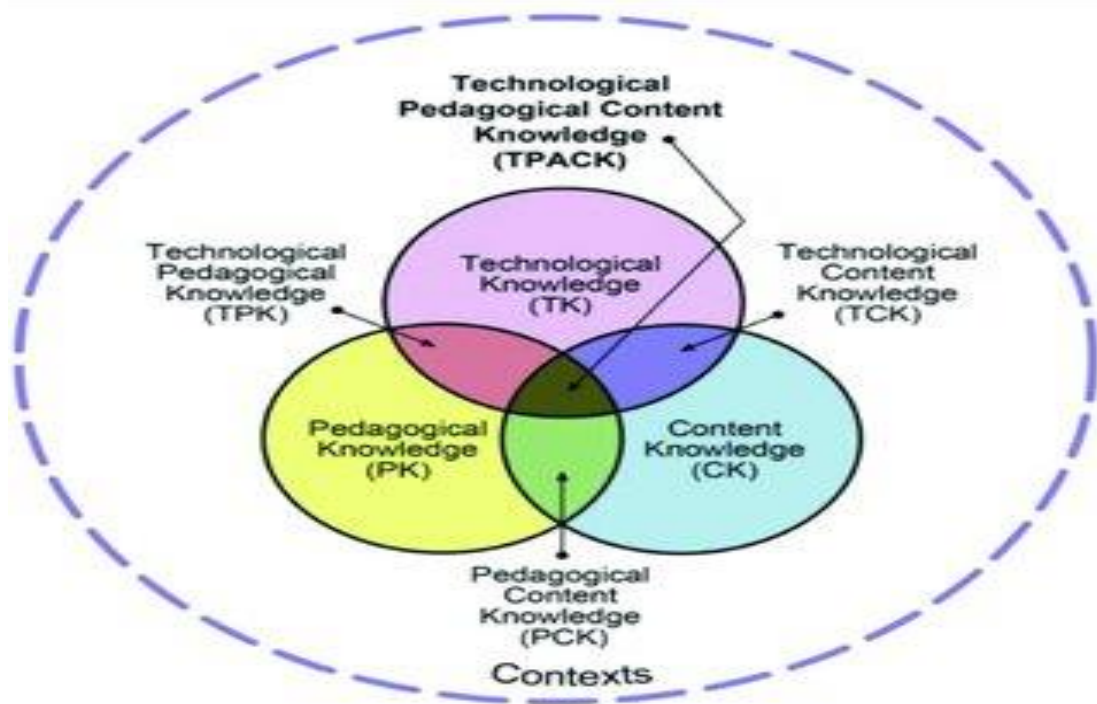
Answer: b) Modern pedagogical approaches may differ from their prior experiences.

3.5 INFLUENCE OF TEACHER COGNITION ON DECISION-MAKING AND TEACHING BEHAVIORS IN DIVERSE CLASSROOM SETTINGS.



Activity 3: Study Skills.

Study the figure below carefully. Thereafter, examine how teacher cognitions influence decision-making and teaching behaviors in diverse classroom settings.



[SOURCE: https://eprints.whiterose.ac.uk/1652/1/borgs1_Language_Teaching_36-2.pdf]

[USE THE RUBRIC BELOW FOR SCORING]

1. How do teachers' beliefs about student capabilities affect their decision-making in a diverse classroom?

- a) Teachers with high expectations provide the same instruction to all students.
- b) Teachers with lower expectations may avoid challenging students from diverse backgrounds.
- c) Teachers with high expectations adapt their teaching strategies to individual student needs.
- d) Teachers' beliefs about student capabilities have no impact on instructional choices.

Answer: c) Teachers with high expectations adapt their teaching strategies to individual student needs.

2. Which of the following is an example of a teacher adapting their behavior to meet the needs of a culturally diverse classroom?

- a) Using only one teaching method for all students, regardless of background.
- b) Selecting culturally relevant teaching materials to engage students.
- c) Focusing on academic achievement without considering students' backgrounds.
- d) Ignoring cultural differences and teaching in a uniform manner.

Answer: b) Selecting culturally relevant teaching materials to engage students.

3. How does teacher reflection impact decision-making in diverse classrooms?

- a) Reflection has no effect on decision-making in classrooms.
- b) Teachers who reflect on their practice can adapt their teaching methods to better address the

needs of diverse students.

c) Reflection only helps teachers improve their classroom management strategies.

d) Reflection is only helpful when teaching homogeneous classes.

Answer: b) Teachers who reflect on their practice can adapt their teaching methods to better address the needs of diverse students.

3.6 IMPACT OF TEACHER COGNITIONS ON LANGUAGE TEACHING

Activity 4: Practical/transferability.

Reflecting on views about teacher cognitions and their impact on ELT as advanced by Prof. Simon Borg's coupled with your personal experiences, design a strategy for language teaching to address cognitive change.

[USE THE RUBRIC BELOW FOR SCORING]

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Clarity of Objectives	Objectives are clear, specific, and well-defined for cognitive change.	Objectives are clear but could be more specific to the cognitive development.	Objectives are somewhat clear but lack focus on cognitive change.	Objectives are vague and lack clear focus on cognitive development.
Engagement and Active Learning	Engages students throughout the lesson with interactive, task-based activities.	Students are generally engaged, with a few passive moments.	Some activities engage students, but many remain passive.	Activities fail to engage students, with minimal active participation.
Scaffolding and Support	Provides strong scaffolding that gradually reduces as students become independent.	Provides some scaffolding, but there are missed opportunities for gradual release.	Scaffolding is inconsistent, and students are often left unsure.	No scaffolding provided, or students are expected to work entirely independently.
Metacognitive Reflection	Students reflect deeply on their learning, improving awareness of their cognitive processes.	Students engage in reflection but with minimal depth or clarity.	Limited reflection; students don't fully assess their own learning processes.	No reflection; students don't consider their cognitive strategies.
Differentiation for Learners' Needs	Tailors' tasks and support to individual learner needs, ensuring cognitive change for all.	Differentiates for most learners, but some may need additional support.	Some differentiation, but the lesson may not fully address diverse learner needs.	No differentiation; tasks do not cater to the diverse needs of students.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Assessment and Feedback	Continuous assessment with clear feedback that promotes cognitive growth.	Assessment is provided, but feedback lacks depth or clarity.	Assessment occurs, but feedback is minimal or not focused on cognitive development.	No clear assessment or feedback provided.

Total Score: /24

Grading Scale:

- 24-20: Excellent (A)
- 19-15: Good (B)
- 14-10: Satisfactory (C)
- Below 10: Needs Improvement (D)



ONLINE DISCUSSION

Activity 5: Join me on this interactive platform for a discussion of the following subject:

"How do you think your own cognitions have influenced the way you view language teaching?"



3.7 TAKE HOME/REFLECTION

The cognitions we have about teaching influence our teaching of English language.

SELF-REFLECTION: Do you think the cognitions you have about teaching English language affect you positively or negatively?



3.8 REFERENCE LIST AND FURTHER READING

Borg, S. (2003). Teacher cognitions in language: A review of research on what language teachers think, know, believe and do. *Language Teaching*, 36(2). Pp.81-109 retrieved from https://eprints.whiterose.ac.uk/1652/1/borgs1_Language_Teaching_36-2.pdf



END OF MODULE ASSESSMENT

Distinguish between:

- a) Technological cognition
- b) Pedagogical cognition
- c) Content cognition

WHAT' S NEXT?

Thank you for your active participation during this module. I hope you enjoyed yourself and benefitted a lot from the session. Now let's gear up for an exciting module four, in which we shall focus on issues in English language teaching in Kenyan secondary schools.

MODULE 4: ISSUES IN ENGLISH LANGUAGE TEACHING IN KENYAN SECONDARY SCHOOLS

INSTRUCTIONAL HOURS: 4

4.1 MODULE OVERVIEW

Welcome to this module, where we dive into the real challenges of teaching English in Kenyan secondary schools! We'll explore why English teaching isn't as smooth as it should be, looking at practical issues like teacher preparedness, classroom dynamics, resource shortages, and how cultural and linguistic diversity impacts learning. By the end of this module, you'll understand the key obstacles and how they influence teaching outcomes, offering you insights into improving your own teaching practice or understanding of the situation.

4.2 LEARNING OUTCOMES

At the end of this module, you will be able to:

ELO 1: Identify the major issues affecting English language teaching in Kenyan secondary schools, such as inadequate resources, overcrowded classrooms, and low teacher morale.

ELO 2: Explain how cultural and linguistic diversity in Kenya can act as both a barrier and an advantage to English learning, enhancing your understanding of multilingual classrooms.

ELO 3: demonstrate how effective teaching strategies (e.g., differentiated instruction or integration of technology) can address identified challenges, improving English proficiency among students.

ELO 4: assess the effectiveness of existing government policies and programs (like CBC) in tackling these issues and provide reasoned recommendations for improving English language teaching outcomes in Kenyan schools.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

4.3 THE MAJOR ISSUES AFFECTING ENGLISH LANGUAGE TEACHING IN KENYAN SECONDARY SCHOOLS



Activity 1: Reading

Below are some of the factors affecting English language teaching in Kenya. Read the information keenly.

Major Issues Affecting English Language Teaching in Kenyan Secondary Schools

English language teaching in Kenyan secondary schools faces several challenges that impact learners' proficiency and performance. These issues stem from factors such as teacher training, availability of resources, cultural dynamics, and policy implementation. Below is a summary of key issues:

1. **Teacher Training and Competence:** Many English language teachers in Kenya lack adequate training in modern teaching methodologies, particularly in integrating technology and student-centered approaches. Teachers often rely on traditional rote-learning methods, which hinder active language acquisition and creativity in students.
2. **Overloaded Curriculum and Time Constraints:** The integrated English curriculum combines English language and literature. However, insufficient time allocation and an overloaded syllabus make it difficult to cover all required content effectively.
3. **Inadequate Teaching and Learning Resources:** Schools, particularly in rural areas, often lack essential resources such as textbooks, multimedia tools, and language labs. This makes it challenging to teach English effectively and offer students opportunities to practice reading, speaking, and listening skills.
4. **Cultural and Linguistic Diversity:** Kenya's multilingual environment means students often speak their native languages or Kiswahili at home and in informal settings. This affects their exposure to English, resulting in poor pronunciation, grammar errors, and limited vocabulary development. Additionally, cultural aspects of English are rarely addressed, making the learning process less engaging for students.
5. **Large Class Sizes:** Overcrowded classrooms, due to policies like Free Secondary Education, hinder individualized attention. Teachers struggle to manage classrooms effectively and monitor student progress.
6. **Student Attitudes and Motivation:** Students often lack motivation to learn English due to its perceived difficulty and lack of support from parents and communities. Negative attitudes towards English affect overall language learning outcomes.

7. **Influence of Technology:** While technology can aid learning, its misuse (e.g., reliance on social media slang) affects formal English skills. Many schools, especially in underprivileged areas, also lack access to digital tools that support language learning.

[INSTRUCTION FOR DIGITIZER: PLACE THE ABOVE NOTES IN OPEN VIEW]



ONLINE DISCUSSION

Activity 2: Join me on the interactive platform for a discussion.

As a language teacher, identify the factors from the list in the notes above that reflect your work context. Think about and list any other factors that affect teaching of English, which may not have been captured in the above document. Post your work in the discussion forum.

4.4 CULTURAL AND LINGUISTIC DIVERSITY IN KENYA: BARRIER OR ADVANTAGE TO LANGUAGE LEARNING?



Video: Activity 3

Listen to the video clip on tips for teaching in a culturally diverse classroom.

<https://youtu.be/aXHTEJyMOU?t=8>

[USE THE RUBRIC BELOW]

1. Which of the following strategies best supports culturally responsive teaching in a diverse classroom?

- A) Providing students with the same resources regardless of background
- B) Ensuring all students speak only in English during lessons
- C) Incorporating students' cultural backgrounds into lessons and activities
- D) Focusing solely on standardized testing preparation

Answer: C) Incorporating students' cultural backgrounds into lessons and activities

2. How can a teacher address cultural bias in their teaching?

- A) By treating all students, the same, regardless of their cultural background
- B) By encouraging students to conform to the dominant culture's norms
- C) By becoming aware of their own biases and making adjustments to their teaching practices
- D) By allowing students to speak only one language in the classroom

Answer: C) By becoming aware of their own biases and making adjustments to their teaching practices

3. What is the primary benefit of using culturally diverse materials in a classroom?

- A) They ensure students have a uniform educational experience.
- B) They help students feel validated and represented in the curriculum.
- C) They increase the time spent on each subject.
- D) They eliminate the need for differentiated instruction.

Answer: B) They help students feel validated and represented in the curriculum

4.5 TEACHING STRATEGIES THAT ADDRESS CHALLENGES FACED BY LEARNERS IN ENGLISH LANGUAGE CLASSROOMS



Activity 4: Reading

Open the provided link below and read about essential strategies for teaching English language.

<https://pce.sandiego.edu/11-essential-strategies-for-teaching-english-language-learners-for-any-teacher/>



ONLINE DISCUSSION FORUM

Activity 5:

welcome to the interactive platform for a discussion

On the basis of the article you have read in activity 6 (strategies for teaching English language), assess how the strategies discussed apply to your classroom teaching.

4.6 GOVERNMENT POLICIES AND PROGRAMS FOR TACKLING ISSUES IN ELT



Practical Activity 6:

The link given below provides you with information on some of the policies and programs designed to address issues affecting English language teaching in Kenya.

<https://www.worldbank.org/en/country/kenya/publication/lessons-from-kenya-s-education-reforms>

From the several policies and programs, generate a debate with specific areas for the government to apply in resolving persistent ELT issues.

[USE THE RUBRIC FOR MCQs BELOW]

1. Which of the following is a key challenge in English Language Teaching (ELT) in Kenya?

- A) Lack of English proficiency among students
- B) Overemphasis on local languages in the curriculum
- C) Adequate training of teachers in English language skills
- D) Limited access to digital learning resources

Answer: A) Lack of English proficiency among students

2. What is one of the most effective strategies to improve English language proficiency in Kenyan classrooms?

- A) Encouraging students to speak only in their mother tongues
- B) Focusing solely on rote memorization of vocabulary
- C) Implementing interactive and communicative language teaching methods
- D) Using only textbooks and written exercises

Answer: C) Implementing interactive and communicative language teaching methods

3. How can the Kenyan education system address the shortage of qualified English language teachers?

- A) By promoting bilingual education programs in schools
- B) By offering professional development and in-service training for teachers
- C) By reducing the curriculum load for teachers to focus on English
- D) By limiting English instruction to urban areas only

Answer: B) By offering professional development and in-service training for teachers



4.7 TAKE HOME/REFLECTION

This module presented to you information about issues affecting teaching and learning of English; teaching in culturally and linguistically diverse classrooms; strategies for addressing challenges of teaching English language; and, policies and programs for tackling ELT issues.



4.8 REFERENCE LIST AND FURTHER READING

YouTube. Culturally Responsive Teaching. <https://youtu.be/aXHTEJyMOU?t=8>

university of San Diego, Professional and Continuing Education. 11 Essentials for Teaching English Language Learners [For Any Teacher]; Blog

World Bank (2022). Kenya Economic Update: Lessons from Kenya's Education Reforms. World Bank: Nairobi. <https://www.worldbank.org/en/country/kenya/publication/lessons-from-kenya-s-education-reforms>

WHAT'S NEXT?

Congratulations to all of you for your commitment. Indeed, we have come to the end of module four. Module five will introduce you to methodologies for teaching English as a second language

MODULE 5: METHODOLOGIES AND SKILLS FOR TEACHING ENGLISH AS A SECOND LANGUAGE

INSTRUCTIONAL HOURS: 4

5.1 MODULE OVERVIEW

This module equips you with essential skills, methodologies, and tools for teaching English as a Second Language (ESL). It focuses on understanding language acquisition theories, designing effective lesson plans, fostering communicative competence, and implementing learner-centered approaches. Through practical and reflective activities, participants will gain hands-on experience in applying best practices for diverse classroom settings.

5.2 LEARNING OUTCOMES

At the end of this module, you will be able to:



ELO 1: Explain key theories of second language acquisition and their implications for teaching ESL.

ELO 2: Develop effective lesson plans that integrate communicative language teaching and address students' diverse needs.

ELO 3: Evaluate different teaching strategies for ESL classrooms and analyze their effectiveness in specific learning contexts.

ELO 4: Design and deliver microteaching sessions, demonstrating the integration of theoretical knowledge with practical ESL teaching skills.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

5.3 KEY THEORIES OF SECOND LANGUAGE ACQUISITION AND THEIR IMPLICATIONS FOR TEACHING ESL



Activity 1: Reading

Read notes on key theories of language acquisition by clicking on the link below.

<https://sanako.com/8-leading-theories-in-second-language-acquisition>



ACTIVITY 2: QUIZ

Describe the implications of second language acquisition theories on teaching English.

[USE THE RUBRIC BELOW]

Multiple Choice Questions and Answers

1. **Which theory emphasizes the role of *comprehensible input* in second language acquisition?**
 - A. Behaviorist Theory
 - B. Krashen's Input Hypothesis
 - C. Sociocultural Theory
 - D. Innateness Theory

Answer: B. Krashen's Input Hypothesis

-
2. **According to Vygotsky's Sociocultural Theory, what is essential for language learning?**
 - A. Memorization of vocabulary through repetition
 - B. Social interaction and scaffolding within the Zone of Proximal Development
 - C. Drill-based practice and habit formation
 - D. Direct translation of sentences between the first and second languages

Answer: B. Social interaction and scaffolding within the Zone of Proximal Development

5.4 INTEGRATED SKILLS LESSON PLAN

Due to diverse needs of learners in the second language classrooms, it is advisable that ESL teachers embrace the use of Integrated Lesson Plans through Communicative Language Teaching (CLT)

Integrated Lesson Plans through Communicative Language Teaching (CLT)

1. What is Communicative Language Teaching (CLT)?

- CLT emphasizes interaction as both the means and goal of language learning.
- The focus is on **real-life communication** and developing learners' **communicative competence**, not just grammar or isolated skills.

2. Key Features of CLT:

- **Task-based activities:** Students engage in real-world tasks such as role-plays, interviews, or problem-solving.
- **Integration of the four skills:** Reading, writing, listening, and speaking are taught together to reflect real communication.
- **Learner-centered approach:** Students actively participate and collaborate, while teachers act as facilitators.
- **Focus on fluency and accuracy:** Balance is maintained between practicing correct forms and fostering natural communication.

3. Integrated Lesson Planning Using CLT

An integrated lesson combines multiple language skills (listening, speaking, reading, writing) in a **thematically coherent** way. Each activity builds on the others, enhancing communicative competence.

Steps to Create an Integrated Lesson Plan (CLT-Based):

1. Select a Real-Life Theme or Topic

- Examples: Travel, Food, Job Interviews, Health, or Shopping.
- Choose topics that connect to students' real-life needs and interests.

2. Define Communicative Objectives

- Example: "By the end of the lesson, learners will be able to book a hotel room over the phone."

3. Integrate Skills in Sequence

- Start with **receptive skills** (listening/reading) to expose learners to the language.
- Transition to **productive skills** (speaking/writing) for practice and application.

4. Use Task-Based Activities

- Role-plays, pair discussions, simulations, information gap tasks, etc., to promote communication.

Sample Integrated CLT Lesson Plan

Topic: "Travel and Booking Accommodation"

Level: Intermediate

Stage	Skill	Activity
Warm-Up	Speaking	Students discuss their last vacation in pairs or small groups.

Stage	Skill	Activity
Listening Task	Listening	Listen to a dialogue about booking a hotel room. Identify key details.
Vocabulary Focus	Reading	Read a list of hotel-related vocabulary (e.g., "reservation," "check-in").
Controlled Practice	Speaking	Role-play: In pairs, students practice booking a hotel using prompts.
Task-Based Activity	Speaking & Writing	Students design and present their "dream vacation" plan, writing key details.
Wrap-Up	Speaking/Feedback	Reflect on new vocabulary and share challenges faced during role-plays.

[Instructions to the digitizer: PLACE THIS CONTENT IN OPEN VIEW]



ONLINE DISCUSSION FORUM

Activity 3:

Carefully study at the example of the integrated CLT lesson plan above. Discuss with fellow students on this platform about the merits of using such a lesson plan in your language classrooms. Drop your views in the chat box.

5.5 TEACHING STRATEGIES FOR ESL CLASSROOMS



Video: Activity 4

Watch the YouTube video provided in the link below on teaching strategies for ESL classrooms. Analyze these strategies to determine their effectiveness in the language classroom.

<https://youtu.be/YRiV2TyxKtY?t=195>

[USE THE RUBRIC BELOW]

1. Which of the following is the most effective strategy for improving speaking skills in an ESL classroom?

- A) Focusing on grammar drills and writing exercises
- B) Using role-play and group discussions to practice real-life communication
- C) Asking students to memorize vocabulary lists
- D) Relying solely on textbook reading activities

Answer: B) Using role-play and group discussions to practice real-life communication

2. What is the primary benefit of using Task-Based Language Teaching (TBLT) in ESL classrooms?

- A) It focuses solely on grammatical accuracy without the need for real-world application.
- B) It helps students use English in practical, real-world tasks, promoting both fluency and

communication skills.

C) It limits interaction between students, focusing on individual work.

D) It prioritizes textbook exercises over interactive learning.

Answer: B) It helps students use English in practical, real-world tasks, promoting both fluency and communication skills

5.6 INTEGRATION OF THEORETICAL KNOWLEDGE WITH PRACTICAL ESL TEACHING SKILLS

Practical Activity 5:

Design an integrated communicative language teaching lesson plan to be implemented during microteaching session.

[USE THE SCORING RUBRIC BELOW]

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Lesson Objective and Focus	Clear, specific objectives that are fully addressed throughout the lesson.	Objectives are clear but could be more specific or need further development.	Objectives are somewhat clear but are not fully addressed.	Objectives are unclear or not addressed.
Engagement and Interaction	Highly engaging activities that promote student interaction and communication.	Good engagement, with sufficient student interaction but some moments of passivity.	Somewhat engaging but lacks enough student interaction or engagement.	Activities are not engaging, and student interaction is minimal.
Language Focus and Integration	Effectively integrates all aspects of language (speaking, listening, vocabulary) in a communicative context.	Integrates language well but could use more balanced focus on speaking, listening, or vocabulary.	Focus on language is not well-integrated, with some imbalance between skills.	Language skills are not effectively integrated, with little communicative focus.
Use of CLT Methods	Excellent use of Communicative Language Teaching principles, including real-life scenarios and student-centered activities.	Good use of CLT, but some activities could be more student-centered or realistic.	Limited use of CLT; activities are too teacher-centered or lack real-world connection.	CLT methods are not evident; the lesson feels more traditional.
Time Management	Perfectly paced lesson with smooth transitions between activities.	Good pacing, but a few transitions were a bit rushed or slow.	Time management could be improved; some activities ran over or were cut short.	Poor time management; activities were rushed or unfinished.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Student-Centered Approach	Activities are fully student-centered, allowing students to lead most of the lesson.	Mostly student-centered, with minor teacher control.	Somewhat teacher-centered, with little student-driven learning.	Teacher-centered throughout; little opportunity for student input.
Feedback and Reflection	Provides detailed, constructive feedback and encourages student self-reflection.	Provides adequate feedback, but reflection could be more focused or specific.	Feedback is minimal or general; lacks opportunity for student self-reflection.	No feedback or reflection provided.



5.7 TAKE HOME/REFLECTION

This module presented you with the desired skills to design and execute language teaching sessions that meet your learners' diverse needs.



5.8 REFERENCE LIST AND FURTHER READING

YouTube (2015). English in Kenya: A Colonial Legacy

Giblin G. (2005). *ESOL Strategies for teaching content*. Pearson Education

Jodi Reiss.

Sanako (2024). 8 Leading theories in second language acquisition. Blog.

<https://sanako.com/8-leading-theories-in-second-language-acquisition>

YouTube. Taniateachertraining. <https://youtu.be/YRiV2TyxKtY?t=195>

WHAT'S NEXT?

Remarkable!! With module five successfully done, let's all look ahead to an exciting module 6 in which we shall learn about the syllabi for ELT in secondary schools.

MODULE6: THE SYLLABI FOR ENGLISH LANGUAGE IN SECONDARY SCHOOLS

INSTRUCTIONAL HOURS: 4

6.1 MODULE OVERVIEW

Welcome to this module. The module will enable you understand that the English syllabus in Kenyan secondary schools is designed to equip students with the skills

to communicate effectively in English, a key requirement for academic and professional success. It aligns with the Competency-Based Curriculum (CBC) goals of enhancing learners' ability to think critically, solve problems, and express themselves confidently, while also promoting national values and global citizenship. The syllabus progresses from foundational literacy skills to advanced comprehension, grammar, and oral communication.

6.2 LEARNING OUTCOMES

At the end of this module, you will be able to:



ELO 1: explain the foundational grammar rules, vocabulary, and sentence structure

ELO 2: Using acquired language skills in real-life contexts.

ELO 3: Analyze literary texts and identifying themes, tone, and purpose.

ELO 4: Develop creative and coherent pieces of writing or speech.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

6.3 TEACHING THE FOUNDATIONAL GRAMMAR RULES, VOCABULARY, AND SENTENCE STRUCTURE



Activity 1: video

Listen to the video provided in the link below. It has a 10-minutes presentation on how to construct sentences in English.

<https://youtu.be/BObyE-TukNg?t=25>



Activity 2: QUIZ

Identify any three grammar rules you have captured from the video presentation.

[USE THE RUBRIC BELOW]

1. Which of the following sentences uses the correct form of the verb "to be"?

- A) She are going to the market.
- B) They is playing soccer.
- C) He am studying English.
- D) I am reading a book.

Answer: D) I am reading a book.

2. Choose the sentence with the correct use of punctuation.

- A) I love to read, books are my passion.
- B) She likes cooking, and she loves baking too.
- C) He went to the store and, bought some milk.
- D) They enjoy hiking, biking, and swimming.

Answer: D) They enjoy hiking, biking, and swimming.

3. Which sentence correctly uses the past tense of the verb "go"?

- A) She gone to the store yesterday.
- B) They will goes to the park tomorrow.
- C) He went to the meeting last week.
- D) I am go to the movies later.

Answer: C) He went to the meeting last week.



Activity 3: [Further reading]

Open the document below for further reading on teaching foundational skills. Any inquiries derived from the reading may be channeled through the interactive platform



Teaching
foundational skills.c

6.4 TEACHING LANGUAGE SKILLS IN REAL-LIFE CONTEXTS



Activity 4: video

The video clip below contains a brief lecture on how to teach language in real contexts. Click on the link to view it as you listen.

<https://youtu.be/dEe6MnvZrP4?t=191>



ONLINE DISCUSSION

Activity 5:

Welcome to the interactive platform. Using the Communicative Language Teaching approach, describe how you would teach the listening skill to your ESL learners, so as to bring out the real-life context. Think about simulations such as booking a ticket at a bus station, ordering for food a restaurant or seeking an appointment etc.

6.5 TEACHING LITERARY TEXTS IN THE ENGLISH LANGUAGE CLASSROOM



Activity 6: video

Click on the link below to listen to the facilitators on how to use literary texts in the language classroom. Afterwards, evaluate ways of using literature materials in your language classroom.

<https://youtu.be/hgSEodWGIQY?t=71>

[USE THE RUBRIC BELOW]

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)
Relevance of Question	Aligns directly with literary goals and classroom objectives.	Mostly aligns with objectives.	Somewhat aligns; lacks clarity.	Irrelevant or unclear.
Depth of Knowledge	Tests higher-order thinking (analysis/evaluation).	Tests comprehension/application skills.	Tests recall of facts only.	Lacks purpose; too simplistic.
Clarity of Question and Options	Question and all options are unambiguous.	Minor ambiguity in phrasing.	Some options unclear or irrelevant.	Vague or confusing phrasing.
Answer Key Accuracy	Correct answers are clear and justified.	Mostly accurate answers.	Ambiguous correct options.	Incorrect or poorly justified.

6.6 DEVELOPING SKILLS IN WRITING AND SPEECH

PRACTICAL ESL TEACHING SKILLS

Practical Activity 7:

Attempt the given task below. Send your completed task to the facilitator through the interactive platform.

Journaling: Keeping a diary to write about daily experiences or reflections

[USE THE SCORING RUBRIC BELOW]

Criteria	Excellent (4)	Good (3)	Average (2)	Needs Improvement (1)
Content and Reflection	Entries are detailed, insightful, and reflective; clear connection to personal experiences and emotions.	Entries are clear with some reflection and relevant details.	Entries contain basic descriptions with minimal reflection.	Entries are vague, lack details, and show little to no reflection.
Organization and Structure	Entries are well-organized with a clear beginning, middle, and end; logical flow of ideas.	Entries are mostly organized; ideas are generally clear but may lack flow.	Entries have limited organization; ideas may appear disjointed.	Entries lack organization; thoughts are unclear or scattered.
Creativity and Expression	Demonstrates creativity and originality; tone and style are engaging and expressive.	Shows some creativity; tone is appropriate but less engaging.	Limited creativity; tone is basic and lacks expressiveness.	Little to no creativity; tone is dull or inconsistent.
Grammar and Mechanics	Few or no grammatical, spelling, or punctuation errors; language is appropriate and varied.	Some grammatical or spelling errors, but they don't hinder understanding.	Noticeable errors in grammar and mechanics that affect clarity.	Frequent errors make understanding difficult.
Consistency and Effort	Entries are consistently written with effort and thought put into each entry.	Most entries are thoughtful but may show some inconsistency.	Entries are occasionally missing or lack significant effort.	Entries are incomplete, missing, or show minimal effort.

Scoring Guide

- **20-18 Points (Excellent):** Diary demonstrates deep reflection, creativity, clear organization, and minimal errors.

- **17-14 Points (Good):** Diary shows thoughtful reflection with good effort, minor errors, and reasonable organization.
- **13-10 Points (Average):** Diary includes basic reflections, inconsistent effort, and noticeable errors.
- **9-5 Points (Needs Improvement):** Diary lacks effort, organization, and reflection, with frequent errors



6.7 TAKE HOME/REFLECTION

In this module you were introduced to the principles of planning for instruction, teaching the foundational skills: grammar, vocabulary and sentence structure; teaching in real life contexts since the children you teach exist in the said contexts; and teaching of literary texts in the language classroom.



6.8 REFERENCE LIST AND FURTHER READING

YouTube.COM. Constructing Sentences in English. <https://youtu.be/BObyE-TukNg?t=25>

YouTube (2024). Teaching English in real world context.

<https://youtu.be/dEe6MnvZrP4?t=191>

YouTube. (2017).How to Teach Literature in Language Classrooms.

<https://youtu.be/hgSEodWGIQY?t=71>



END OF MODULE ASSESSMENT

1. List the foundational skills in language.
2. Discuss how you can combine all four language skills (listening, speaking, reading, writing) in a single task or project using the integrated language skills in context.

WHAT' S NEXT?

Great! Congratulations for completing module six. Join me next for module 7 on how you can prepare for instruction in a language classroom.

MODULE 7: METHODS OF TEACHING ENGLISH IN AN INTEGRATED APPROACH

INSTRUCTIONAL HOURS: 4

7.1 MODULE OVERVIEW

Welcome to *Language Teaching Methodology in ESL Classrooms*. In this module, we'll explore the various methodologies and strategies that can be used to teach English effectively to second language learners. Whether you're a new ESL teacher or looking to refine your skills, this course will equip you with practical tools for designing and delivering engaging lessons. By focusing on proven teaching methods, you'll gain confidence in helping your students develop their English skills across speaking, listening, reading, and writing. In this module, we'll examine the role of communicative methods, task-based learning, and other approaches that make learning interactive and student-entered. Get ready for hands-on practice and exciting discussions as we explore how to bring these methods into your classroom

7.2 LEARNING OUTCOMES

By the end of this module, you will be able to:



- ELO 1: Identify different language teaching methodologies and their underlying principles.
- ELO 2: Explain how specific ESL teaching methodologies can be adapted for diverse learner needs and classroom contexts.
- ELO 3: Apply key teaching strategies in designing ESL lesson plans that align with different methodologies.
- ELO 4: Evaluate the effectiveness of various teaching methods in improving language acquisition in ESL classrooms.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

7.3 LANGUAGE TEACHING METHODOLOGIES AND THEIR UNDERLYING PRINCIPLES.



Activity 1: Reading.

Read notes on teaching methods, Approaches and techniques by clicking on the link below:

<https://magicearsuniversity.teachable.com/courses/672322/lectures/12419342>



ACTIVITY 2: QUIZ

- i. Distinguish between method, approach, and technique.
- ii. Identify any four language teaching methods.

[USE THE SCORING RUBRIC BELOW]

Question 1

What is the key focus of the Direct Method in language teaching?

- A. Memorization of grammar rules
- B. Translation from L1 to L2
- C. Oral communication and natural language use
- D. Focus on writing skills

Answer: C

Rubric:

Criteria	Points
Correctly identifies oral communication as the focus of the Direct Method	1 point
Chooses an incorrect option	0 points

Question 2

Which method emphasizes repetition and drills for habit formation?

- A. Communicative Language Teaching
- B. Direct Method
- C. Audio-Lingual Method
- D. Grammar-Translation Method

Answer: C

Rubric:

Criteria	Points
Correctly identifies "Audio-Lingual Method" as the answer	1 point
Chooses an incorrect option	0 points

7.4 ADAPTING SPECIFIC ESL TEACHING METHODOLOGIES FOR DIVERSE LEARNER NEEDS AND CLASSROOM CONTEXTS



ONLINE DISCUSSION

Activity 3:

Having been introduced to the different teaching methods available to you as a language teacher, join me and your peers to discuss how to adapt specific ESL methodologies for the diverse learners in our classrooms out there in the field.

7.5 TEACHING STRATEGIES FOR ALIGNING ESL LESSON PLANS WITH DIFFERENT METHODOLOGIES

Activity 4: VIDEO

Watch the YouTube video by clicking on the link below.

<https://youtu.be/UFyCpEpiKY>

Activity 5:



QUIZ/QUESTIONS

1. Explain how you would apply the strategies discussed in the video when teaching in your own language classroom.

[USE THE SCORING RUBRIC BELOW]

Question 1

Which teaching strategy is most effective for accommodating students with varying levels of English proficiency in a diverse classroom?

- A. Using standardized tests to evaluate all students equally
- B. Incorporating differentiated instruction tailored to individual needs
- C. Relying solely on teacher-led lectures
- D. Assigning the same reading level materials to all students

Answer: B

Rubric:

Criteria	Points
Correctly selects "Incorporating differentiated instruction" (B)	1 point
Chooses an incorrect option	0 points

Question 2

What strategy promotes inclusivity in a culturally diverse English language classroom?

- A. Avoiding discussions about students' cultural backgrounds
- B. Integrating multicultural content into lessons and materials
- C. Encouraging only native English speakers to lead group discussions
- D. Using a single teaching style regardless of student diversity

Answer: B

Rubric:

Criteria	Points
Correctly selects "Integrating multicultural content" (B)	1 point
Chooses an incorrect option	0 points

7.6 DETERMINING EFFECTIVENESS OF TEACHING METHODS IN IMPROVING LANGUAGE ACQUISITION IN ESL CLASSROOMS

Practical Activity 6:

Using the knowledge gained in this module, formulate an integrated skills lesson plan in which you can use any given methodology to implement your English language lesson.

[USE THE SCORING RUBRIC BELOW]

Skill Assessed	Criteria	Points
Reading Comprehension	Correctly answers <i>True/False</i> questions	5 points
Listening Comprehension	Answers specific questions accurately	5 points
Speaking (Presentation)		
- Clear delivery of content	Speaks fluently and stays on topic	4 points
- Group collaboration	All members contribute to the discussion	3 points
Writing (Meal Plan)		
- Content and clarity	Logical and relevant meal plan written	5 points
- Grammar and vocabulary	Correct use of key vocabulary/grammar	3 points
Participation	Engages actively in group and class tasks	5 points

Total Points: 30



7.7 TAKE HOME/REFLECTION

In this module, you have been introduced to methodology, approaches and techniques for teaching. Think about how you can execute your lessons using the most appropriate methods for your diverse learners to bring the best out of them.



7.8 REFERENCE LIST AND FURTHER READING

Sameem, M (2013). Methods, Approaches and Techniques of Teaching English: A Comprehensive Review. Elementary Education Online, 2013; Vol. 12 (Issue 1): pp.314 – 323. <https://ilkogretim-online.org/index.php/pub/article/download/5366/5195/10281>

YouTube (2024). Teaching Diversity in the classroom. <https://youtu.be/UFyCpEpiKYY>

WHAT' S NEXT?

Module eight is now successfully completed. Thank for your active participation. Module nine will cover use of media and resources in teaching English.

MODULE 8: PLANNING FOR INSTRUCTION: SCHEMES OF WORK, LESSON PLANS, AND RECORDS OF WORK

INSTRUCTIONAL HOURS: 5

8.1 MODULE OVERVIEW

Welcome to this module on *planning for instruction in the English language classroom*! Whether you're an experienced teacher or just starting out, this module will help you organize, prepare, and deliver effective lessons. We'll explore three essential tools: schemes of Work, lesson Plans and records of work covered. By the end of this module, you'll feel confident creating and using these tools to support your students' English language development.

8.2 LEARNING OUTCOMES



At the end of this module, you will be able to:

- ELO 1: Describe the basic principles of effective instructional planning in a language classroom
- ELO 2: Explain the components of a scheme of work, lesson plan, and record of work covered.
- ELO 3: Analyze a scheme of work to identify how it aligns with learning objectives and curriculum goals.
- ELO 4: Design an effective of a lesson plan and suggest improvements based on learner needs and feedback.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

8.3 BASIC PRINCIPLES OF EFFECTIVE INSTRUCTIONAL PLANNING IN A LANGUAGE CLASSROOM



Activity 1: Reading.

Read notes below on principles of instructional planning.

Basic Principles of Effective Instructional Planning in a Language Classroom

When planning for instruction in a language classroom, it's essential to keep a clear focus on the learners, the goals of learning, and the methods you'll use to achieve those goals. Here are some key principles to guide your planning:

1. Set Clear and Achievable Learning Objectives

- **Why it matters:** Objectives define what learners are expected to achieve by the end of the lesson.
 - **How to apply it:** Use action verbs from Bloom's Taxonomy (e.g., *identify, describe, apply, analyze*) to ensure objectives are measurable.
 - **Example:** "By the end of the lesson, students will be able to use the past tense to describe events."
-

2. Focus on Learner-Centered Instruction

- **Why it matters:** Students learn best when they are active participants in the process.
 - **How to apply it:** Plan activities that involve collaboration, critical thinking, and communication, such as pair work, group discussions, or role-playing.
 - **Example:** In a speaking activity, students pair up to practice asking and answering questions in English.
-

3. Incorporate Differentiation and Inclusivity

- **Why it matters:** Learners come with varying abilities, learning styles, and backgrounds, so planning should accommodate everyone.
 - **How to apply it:** Use a mix of instructional strategies—visual aids, hands-on activities, audio materials, and peer learning—to meet diverse needs.
 - **Example:** Provide visuals for vocabulary, audio clips for pronunciation practice, and group tasks to encourage peer support.
-

4. Ensure a Balance of Skills and Language Components

- **Why it matters:** Language learning involves four skills (listening, speaking, reading, and writing) and components like grammar, vocabulary, and pronunciation.
 - **How to apply it:** Plan activities that integrate multiple skills. For instance, a reading activity can lead to a speaking or writing task.
 - **Example:** Students read a short story, discuss the plot in groups, and then write an alternative ending.
-

[INSTRUCTIONS TO DIGITIZER: PLACE THE NOTES IN OPEN VIEW]



Activity 2: Supplementary Reading

Click on the link below for further information on planning for instruction



ACTIVITY 3: QUESTION

Describe the basic principles of effective instructional planning in a language classroom.

[USE THE SCORING RUBRIC BELOW]

MCQ 1: What is the first step in effective instructional planning for a language classroom?

- A. Developing assessment tools
- B. Setting clear learning objectives
- C. Choosing relevant teaching materials
- D. Preparing a lesson plan

Correct Answer: B. Setting clear learning objectives

Scoring Rubric for MCQ 1

Criteria	Points Awarded	Explanation
Correct answer (Option B)	2 points	Student identifies the first step as setting clear objectives.
Incorrect but relevant reasoning	1 point	Student selects a related but non-primary step (e.g., C).
Incorrect and irrelevant answer	0 points	Option A or D reflects a lack of understanding.

MCQ 2: Why is scaffolding important in a language classroom?

- A. It allows teachers to test students' knowledge immediately.
- B. It supports gradual learning by building on prior skills.
- C. It ensures teachers can cover all the material quickly.
- D. It eliminates the need for assessments.

Correct Answer: B. It supports gradual learning by building on prior skills

Scoring Rubric for MCQ 2

Criteria	Points Awarded	Explanation
Correct answer (Option B)	2 points	Student understands the role of scaffolding in learning.

Criteria	Points Awarded	Explanation
Incorrect but partially relevant	1 point	Selected A (partial connection to assessment/testing).
Incorrect and irrelevant answer	0 points	Selected C or D (misconception of scaffolding's role).

Total Scoring:

- Each question carries a total of **2 points**.
- Maximum possible score: **4 points**.

This rubric evaluates both accuracy and partial understanding, ensuring a fair assessment of student responses.

8.4 THE COMPONENTS OF A SCHEME OF WORK, LESSON PLAN, AND RECORD OF WORK COVERED



Activity 4: Reading

Click on the link provided below. You will find notes and samples for schemes of work, lesson plan and record of work covered. Look at the sample of a scheme of work for English language.

https://wikieducator.org/Professional_Documents

Activity 5:



MASTERY EXERCISE

Explain the components of a scheme of work, lesson plan, and record of work covered

[USE THE SCORING RUBRIC BELOW]

Question 1

Which of the following is NOT a component of a scheme of work?

- Topics to be covered
- Time allocation
- Specific teaching strategies
- Assessment methods

Answer: C. Specific teaching strategies

Explanation: A scheme of work is a long-term plan outlining topics, time allocation, and assessments, while specific teaching strategies are usually part of a lesson plan.

Question 2

What is the main purpose of a lesson plan?

- A. To record students' attendance and progress
- B. To outline daily teaching activities and objectives
- C. To summarize all topics to be covered in a term
- D. To assign homework and exams

Answer: B. To outline daily teaching activities and objectives

Explanation: A lesson plan focuses on the teacher's daily objectives, activities, and methods for achieving specific learning outcomes.

Question 3

What key information is typically included in a record of work covered?

- A. Time allocation for each lesson
- B. Topics taught and date covered
- C. Details of lesson objectives
- D. Students' homework scores

Answer: B. Topics taught and date covered

Explanation: A record of work covered provides documentation of topics completed and the dates on which they were taught for accountability and future planning.

8.5 ALIGNING A SCHEME OF WORK WITH LEARNING OBJECTIVES AND CURRICULUM GOAL



Activity 6: Reading

Aligning a **scheme of work** with **learning objectives** and **curriculum goals** ensures effective teaching and learning by creating coherence between what is planned, taught, and assessed. Key components of this process include:

1. **Defining Clear Learning Objectives:** Learning objectives are specific, measurable statements describing what students should know or be able to do by the end of a lesson, unit, or course. These objectives should align with broader curriculum goals at institutional, national, or international levels. Biggs and Tang highlight the importance of "constructive alignment," where learning outcomes, teaching methods, and assessments are integrated to promote high-level learning outcomes.

2. **Mapping the Curriculum Goals:** Curriculum goals outline overarching learning expectations for students. A scheme of work, which breaks these goals into smaller, manageable units or lessons, must align to ensure consistency. Wiggins and McTighe emphasize that curriculum design should go beyond topics and materials to include learning activities and assessments that meet these goals.
3. **Aligning Teaching Strategies:** Teaching methods must cater to diverse learning styles while supporting the objectives. Strategies like differentiated instruction and student-centered approaches ensure learners achieve the desired outcomes
4. **Assessments Aligned to Objectives:** Assessments (both formative and summative) should directly measure the learning objectives. Formative assessments gauge ongoing understanding, while summative assessments validate mastery of the objectives

[Instruction to digitizer: PLACE THE ABOVE INFORMATION IN OPEN VIEW]

8.6 EVALUATE THE EFFECTIVENESS OF A LESSON PLAN

Practical Activity 7:

Design a lesson plan for a suitable level of learning, to be used for a microteaching session for English language.

[USE THE RUBRIC BELOW]

Criteria	Excellent (5)	Good (4)	Average (3)	Needs Improvement (2)
Clarity of Objectives	Objectives are clear, specific, and achievable.	Objectives are clear but slightly broad.	Objectives are somewhat vague.	Objectives are unclear or missing.
Lesson Content	Content is well-organized, relevant, and engaging.	Content is relevant but somewhat rushed.	Content lacks depth or flow.	Content is confusing or incomplete.
Time Management	Activities are well-paced and timed perfectly.	Slight adjustments needed for pacing.	Timing is uneven with some delays.	Poor use of time; lesson feels rushed or incomplete.
Student Engagement	Activities actively involve all learners.	Most learners are engaged.	Some learners show limited participation.	Very few learners are involved or engaged.
Assessment of Learning	Assessment effectively measures objectives.	Assessment measures most objectives.	Assessment is basic but lacks depth.	Assessment does not align with objectives.
Use of Teaching Aids	Aids are used effectively and creatively.	Aids are used appropriately but minimally.	Aids are present but not well integrated.	Aids are absent or poorly utilized.



8.7 TAKE HOME/REFLECTION

In this module, you have learned the principles of planning for instruction. You have also been introduced to the professional documents that you should prepare and keep reviewing in your professional life as a teacher.



8.8 REFERENCE LIST AND FURTHER READING

Kutz, K.G. (2013). *Instructional Planning: Concept, Need and Importance*. Boston: Pearson. <http://sdcollegeinstitutions.org/sdcollegeeducation/ncte/665.pdf>

wikipedia educator (2024). Professional documents, https://wikieducator.org/Professional_Documents

WHAT'S NEXT?

Congratulations! We have now come to the end of module seven. Coming next is module eight which will introduce you to methods of teaching English.

MODULE 9: MEDIA AND RESOURCES FOR TEACHING ENGLISH: OPEN EDUCATIONAL RESOURCES (OER)

INSTRUCTIONAL HOURS: 5

9.1 MODULE OVERVIEW

Welcome to the *Media and Resources for Teaching English* module. This module explores the exciting world of Open Educational Resources (OER) and how they can be used effectively to teach English. By the end of this module, you will gain practical skills to access, evaluate, and apply OER materials for engaging English language instruction. For you, as a teacher of English language, this module will provide strategies for using media tools, open-access resources, and creative materials to meet the diverse needs of your learners.

9.2 LEARNING OUTCOMES

At the end of this module, you will be able to:



to

ELO 1: Identify various Open Educational Resources (OER) relevant teaching English.

ELO 2: Analyze the quality and effectiveness of OER materials for different English proficiency levels.

ELO 3: Demonstrate how to integrate OER and media resources into a lesson plan for teaching English.

ELO 4: Create an engaging lesson plan using appropriate OER and multimedia tools for English language instruction.

ELO 4: Design microteaching sessions, demonstrating the integration of theoretical knowledge with practical ESL teaching skills.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

9.3 OPEN EDUCATIONAL RESOURCES (OER) RELEVANT TO TEACHING ENGLISH



Activity 1: Video

Watch as you listen to the following short video on Open Education Resources.

<https://youtu.be/uhKm-8Ju1T4?t=108>

9.4 QUALITY AND EFFECTIVENESS OF OER MATERIALS



Activity 2: Reading

Read the journal article below on quality assurance for open educational resources. The link is provided:

https://www.researchgate.net/publication/323882739_Quality_Assurance_for_Open_Educational_Resources_The_OERTrust_Framework



ONLINE DISCUSSION

Activity 3:

Based on what you have read in the article on the quality of OER, describe ways in which quality and effectiveness of OER materials can be ensured. Share your points with your peers on this platform.

[USE THE RUBRIC FOR SCORING MCQs BELOW]

Question 1:

Question: What is the primary advantage of using Open Educational Resources (OER)?

A. They are copyrighted and costly.

B. They are free and openly accessible for reuse and modification.

- C. They restrict collaboration among educators.
D. They are only available in physical formats.

Correct Answer: B

Rubric for Evaluation:

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Clarity of Question	Clearly worded; no ambiguity.	Mostly clear; minor issues.	Confusing or ambiguous wording.
Correctness of Answer Options	Only one correct answer; plausible distractors.	One distractor is weak.	More than one correct answer or poorly constructed options.
Relevance to Learning Objective	Aligns perfectly with the goal (e.g., benefits of OER).	Partially aligned.	Irrelevant or misaligned.
Cognitive Level	Evaluates understanding effectively.	Slightly too easy/simple.	Too basic or inappropriate.

Question 2:

Question: Which of the following ensures the quality of OER materials?

- A. Avoiding peer review processes.
B. Ensuring materials align with learning objectives.
C. Excluding user feedback mechanisms.
D. Ignoring accessibility principles.

Correct Answer: B

Rubric for Evaluation:

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Clarity of Question	Clear and concise; no ambiguity.	Somewhat clear.	Ambiguous or poorly phrased.
Correctness of Options	One clear correct answer, others plausible.	Some distractors are weak.	Multiple correct answers or irrelevant options.
Relevance to Learning Objective	Fully aligned with topic (e.g., quality of OER).	Partially relevant.	Not aligned or off-topic.
Cognitive Level	Tests critical thinking or understanding.	Too simple or factual.	Lacks depth or appropriateness.

9.5 PREPARING LESSON PLAN USING APPROPRIATE OER AND MULTIMEDIA TOOLS FOR LANGUAGE

INSTRUCTION

Activity 4: Reading

Read the materials on teaching strategies for ESL classrooms.

<https://www.irrodl.org/index.php/irrodl/article/download/3394/4771/28417>

Activity 5:



TAKE AWAY ASSIGNMENT

Analyze the information in the article and take note of how you can prepare a lesson using OER and multimedia tools.

[USE THE RURIC BELOW]

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Alignment with Learning Objectives	Lesson fully aligns with clear, measurable learning objectives.	Mostly aligns with objectives, with minor gaps.	Somewhat aligns with objectives but lacks focus.	Poor alignment with unclear or missing objectives.
Quality of OER Materials	High-quality, relevant OER materials selected; appropriate for students' level.	Good quality but with minor gaps in relevance or appropriateness.	OER materials are somewhat relevant but inconsistent in quality.	OER materials are irrelevant, outdated, or poorly chosen.
Integration of Multimedia Tools	Multimedia tools enhance learning and engage students effectively.	Tools are integrated well but could be more engaging.	Tools are used but lack effective integration or engagement.	Tools are missing or poorly implemented.
Organization of Lesson Content	Lesson is logically structured and easy to follow; activities are seamless.	Lesson is organized but slightly disjointed in parts.	Lesson lacks clear organization, and transitions are unclear.	Lesson is disorganized and hard to follow.
Interactivity and Engagement	Interactive activities promote high student engagement and participation.	Activities are engaging but could be improved.	Limited interactive activities; student engagement is minimal.	No interactive components; lesson is passive and unengaging.
Accessibility and Inclusivity	Lesson fully adheres to accessibility standards (e.g., captions, alt-text).	Most accessibility features are included; minor improvements needed.	Some accessibility features are missing.	Lacks accessibility features, excluding certain students.
Assessment and Feedback	Assessments effectively measure learning; feedback mechanisms are robust.	Assessments are present but lack depth; feedback is adequate.	Assessments are weak or insufficient; feedback is minimal.	No assessments or feedback mechanisms included.

Total Scoring Guide:

- **28–24 Points:** Excellent Lesson Plan
- **23–19 Points:** Good Lesson Plan
- **18–14 Points:** Satisfactory Lesson Plan
- **13–7 Points:** Needs Improvement

9.6 INTEGRATING THEORETICAL KNOWLEDGE WITH PRACTICAL ESL TEACHING SKILLS

Practical Activity 6:

Work in small groups to select an OER resource and integrate it into a sample lesson plan. Groups will present their lesson plans, explaining how the resource addresses learning goals.

[USE THE SCORING RUBRIC BELOW]

Scoring Rubric for Integrating OER in the Lesson Plan

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Learning Objectives	Objectives are clear, measurable, and aligned with curriculum standards.	Objectives are clear but slightly vague in measurability.	Objectives are present but not aligned or measurable.	Objectives are missing or unclear.
Quality of OER Resources	Selected OER resources are high-quality, relevant, and age-appropriate.	Resources are good but not fully aligned with the lesson's goals.	Resources are somewhat relevant but inconsistent in quality.	Resources are poor quality, irrelevant, or outdated.
Integration of OER Resources	OER materials are seamlessly integrated into all parts of the lesson.	OER materials are well integrated but could be more cohesive.	OER materials are used but not integrated effectively.	OER materials are used poorly or sporadically.
Lesson Organization and Flow	Lesson is highly organized, logical, and flows smoothly from start to finish.	Lesson is organized but has minor gaps in flow.	Lesson has some structure but lacks logical progression.	Lesson is disorganized and lacks clear structure.
Student Engagement	Activities and resources highly engage students and promote active participation.	Activities are engaging but could use improvement.	Limited student engagement; some passive elements.	Students are not engaged; lesson lacks interaction.
Technology and Multimedia Use	Technology tools and simulations enhance learning	Multimedia tools are used effectively but with minor gaps.	Multimedia tools are present but not effectively used.	Technology tools are missing or irrelevant.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	and student understanding.			
Assessment and Reflection	Assessments effectively measure learning; reflection activities are meaningful.	Assessments are present but lack depth or variety.	Assessments are minimal or unclear; reflection is limited.	No assessments or reflection included.
Accessibility and Inclusivity	Lesson ensures accessibility for all learners (e.g., captions, alt-text).	Most accessibility features are included; minor improvements needed.	Some accessibility features are missing.	Accessibility features are completely lacking.

Scoring Guide:

- **32–28 Points:** Excellent integration of OER into the lesson.
- **27–23 Points:** Good integration, with minor areas for improvement.
- **22–17 Points:** Satisfactory integration; needs significant improvement.
- **16–8 Points:** Poor integration; lesson lacks alignment and effectiveness.

[TO THE DIGITIZER: ATTACH THE SAMPLE LESSON PLAN BELOW]



OER Sample Lesson Plan.doc



9.7 TAKE HOME/REFLECTION

This module blends theory and practice to empower you to use OER and media effectively in English teaching. Let's unlock the potential of open resources together



9.8 REFERENCE LIST AND FURTHER READING

YouTube. Open education resources. university of south Florida
<https://youtu.be/uhKm-8Ju1T4?t=108>

Almendro, D. (2018). Quality Assurance for Open Educational Resource: The OERTrust Framework. *International Journal of Learning, Teaching and Educational Research* 17 (3):1 – 14, https://www.researchgate.net/publication/323882739_Quality_Assurance_for_Open_Educational_Resources_The_OERTrust_Framework

Kim, D. (2018). Framework for Implementing OER-Based Lesson Design Activities for Preservice Teachers. *International Review of Research in Open and Distributed Learning*. Vol. 19, Novemer, 4. <https://www.irrodl.org/index.php/irrodl/article/download/3394/4771/28417>

WHAT'S NEXT?

- A brief overview of module 9
- Module 10:

MODULE 10: DEVELOPING INSTRUMENTS FOR MEASURING LINGUISTIC SKILLS

INSTRUCTIONAL HOURS: 5

10.1 MODULE OVERVIEW

Welcome to this exciting module on developing instruments for measuring linguistic skills! As a language teacher, understanding how to test, measure, and evaluate language abilities is crucial for assessing progress and providing effective feedback. This module takes you through the theory and practical steps needed to create and implement measurement tools—think of it as your toolkit for unlocking hidden linguistic potential.

10.2 LEARNING OUTCOMES

At the end of this module, you will be able to:



ELO 1: Identify the key principles of language testing, including reliability, validity, and practicality.

ELO 2: analyze instruments for measuring specific linguistic skills, such as reading, speaking, writing, or grammar.

ELO 3: Implement and evaluate the effectiveness of these measurement tools in real-life classroom or research contexts.

ELO 4: Provide constructive feedback based on test results to improve linguistic learning outcomes.

INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES

10.3 THE KEY PRINCIPLES OF LANGUAGE TESTING



Activity 1: video

Listen as you watch the video clip below on the principles of testing.

<https://youtu.be/Y2faht4fAj0?t=32>



MASTERY EXERCISE

Activity 2: Writing

After listening the video, describe the principles of testing and post your responses in the interactive platform.

[USE THE SCORING RUBRIC BELOW]

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Clarity of Questions	Questions are clear, concise, and unambiguous.	Questions are mostly clear but have minor wording issues.	Questions are unclear, ambiguous, or confusing.
Alignment with Learning Goals	Questions directly align with the intended learning objectives.	Questions mostly align with objectives but need slight refining.	Questions are not aligned with the learning objectives.
Relevance of Options	Options are plausible, with only one clear correct answer.	Options are mostly plausible but could be improved.	Options include multiple correct answers or irrelevant choices.
Cognitive Level	Questions effectively test understanding, application, or analysis.	Questions test understanding but may lack depth.	Questions test only basic recall without depth.
Difficulty Level	Questions include an appropriate mix of difficulty levels.	Questions are mostly appropriate but slightly unbalanced.	Questions are too easy or too difficult for the intended level.

Scoring Guide:

- **15–13 Points:** Excellent quality MCQs.
- **12–10 Points:** Good quality with minor revisions needed.
- **9–7 Points:** Satisfactory but requires significant improvement.
- **6–5 Points:** Poorly constructed; requires major revisions.

10.4 DESIGNING INSTRUMENTS FOR MEASURE SPECIFIC LINGUISTIC SKILLS



Activity 3: reading

Read the information below in readiness for an online discussion with the course facilitator.

Instruments That Measure Specific Linguistic Skills

1. Listening Skills

- **What It Measures:** Comprehension of spoken language, understanding main ideas, specific details, and inferences.
 - **Instruments:**
 - **Listening Comprehension Tests:** Learners listen to audio (dialogues, lectures, news reports) and answer multiple-choice or open-ended questions.
 - **Dictation Tasks:** Test accuracy in listening and reproducing language.
 - **Cloze Listening Tests:** Learners fill in blanks based on what they hear.
 - **Note-Taking Exercises:** Assess ability to capture key ideas from spoken input.
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2. Speaking Skills

- **What It Measures:** Oral fluency, pronunciation, grammar accuracy, coherence, and communicative competence.
 - **Instruments:**
 - **Oral Proficiency Interviews (OPI):** Structured interviews where learners respond to questions and describe scenarios.
 - **Picture Description Tasks:** Learners describe an image to assess vocabulary use, fluency, and coherence.
 - **Role-Play Scenarios:** Simulated real-life tasks like ordering food or job interviews.
 - **Story Retelling:** Learners listen to a story and retell it, assessing both comprehension and spoken production.
 - **Speech Rating Rubrics:** Analytical rubrics with criteria such as fluency, grammar, pronunciation, and vocabulary use.
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3. Reading Skills

- **What It Measures:** Ability to understand written texts, including skimming, scanning, inference, and critical reading.
- **Instruments:**
 - **Reading Comprehension Tests:** Learners answer questions (multiple-choice, open-ended) based on texts.
 - **Cloze Tests:** Blanks are inserted in a passage, and learners supply the missing words.
 - **True/False or Matching Tasks:** Tests understanding of key ideas and specific information.

[Instruction to the digitizer: Place the above document in open view]



ONLINE DISCUSSION

Activity 4:

On the basis of the information given on instruments for measuring specific language skills, analyze the information and suggest any other views you think were left out to enrich your teaching experience.

[USE THE SCORING RUBRIC BELOW]

Question 1:

Which of the following instruments is best suited to measure *listening comprehension*?

- A. A timed essay task on a familiar topic.
- B. A multiple-choice task based on an audio recording.
- C. A reading passage followed by comprehension questions.
- D. A conversation roleplay task.

Correct Answer: B

Question 2:

What principle ensures that a language testing instrument consistently produces the same results?

- A. Validity
- B. Reliability
- C. Fairness
- D. Practicality

Correct Answer: B

10.5 EVALUATING THE EFFECTIVENESS MEASUREMENT TOOLS IN AUTHENTIC LANGUAGE CLASSROOM



Activity 5: Video

Watch and listen to this video

<https://youtu.be/3R3jNzRgrXA?t=70>



Activity 6: TAKE AWAY ASSIGNMENT

2. Having been taught how to determine an effective measurement tool, get hold of a previous examination and evaluate its effectiveness. Post your response on the appropriate LMS platform.

[USE THE SCORING RUBRIC BELOW]

Criteria	Score	Description
Correct Answer	Full Marks	- The selected answer matches the correct answer.
Incorrect Answer	0 Marks	- The selected answer does not match the correct answer.

Criteria	Score	Description
No Response (Blank)	0 Marks	- The question is left unanswered.
Partial Credit (Optional)	<i>Half Marks</i>	- If applicable, for questions with multiple correct responses (e.g., "Select 2").

Example Scoring Table

Question	Correct Answer(s)	Student Response	Score
Q1	A	A	1
Q2	B	D	0
Q3	A, C	A, C	2
Q4	A, C	A	1
Q5	C	Blank	0

10.6 FEEDBACK BASED ON TEST RESULTS TO IMPROVE LINGUISTIC LEARNING OUTCOMES

Practical Activity 7:

Design a skit for a role play. In the role play, practice interpreting test results and delivering meaningful feedback to hypothetical learners.

[USE THE scoring RUBRIC BELOW]

Criteria	Score	Description
Understanding of Test Results	5	- Accurately interprets test results, identifying strengths and weaknesses clearly.
	4	- Accurately identifies most strengths and weaknesses but may miss some nuances.
	3	- Gives a basic summary of the results but lacks depth or clarity.
	2	- Misinterprets key aspects of the test results, leading to unclear conclusions.
	1	- Does not interpret the test results correctly or provides inaccurate conclusions.
Clarity of Feedback	5	- Feedback is clear, specific, and actionable. Provides detailed explanations.
	4	- Feedback is mostly clear but may be somewhat general. Provides some specific actions.
	3	- Feedback is vague or general with limited specific suggestions.
	2	- Feedback is unclear or lacking specificity. Misses important points.
	1	- Feedback is confusing, irrelevant, or lacks specificity.

Criteria	Score	Description
Empathy & Tone	5	- Delivers feedback in a supportive, respectful, and encouraging manner. Uses a positive, motivating tone.
	4	- Mostly empathetic, but may lack a bit of warmth or personalization.
	3	- Feedback is neutral or somewhat impersonal, but not harmful.
	2	- Tone may be perceived as harsh or distant, diminishing the learner's confidence.
	1	- Feedback is delivered in a dismissive or overly critical manner.
Actionable Next Steps	5	- Provides clear, specific, and realistic next steps for improvement.
	4	- Provides some concrete steps but could be more specific or practical.
	3	- Offers general suggestions but lacks practical guidance.
	2	- Offers vague or impractical next steps.
	1	- No actionable next steps are provided.
Encouragement & Motivation	5	- Effectively motivates the learner by recognizing progress and offering encouragement.
	4	- Provides some encouragement, but could be more positive and motivating.
	3	- Acknowledges some progress but lacks significant encouragement.
	2	- Provides little encouragement or fails to highlight positive aspects of performance.
	1	- No encouragement or motivation is provided.
Overall Effectiveness of Feedback	5	- The feedback is comprehensive, well-structured, and supports the learner's development.
	4	- Feedback is effective but could be more structured or comprehensive.
	3	- Feedback is somewhat effective but lacks clarity or depth.
	2	- Feedback is not very effective, with significant gaps or confusion.
	1	- Feedback is ineffective and fails to address key areas.



10.7 TAKE HOME/REFLECTION

This module has prepared to measure and evaluate linguistic skills effectively. Do your part effectively.



10.8 REFERENCE LIST AND FURTHER READING

YouTube. Principles of language testing. <https://youtu.be/Y2faht4fAj0?t=32>

YouTube. evaluating effectiveness of assessment.

<https://youtu.be/3R3jNzRgrXA?t=70>



END OF MODULE ASSESSMENT

1. What is a test.
2. explain the key principles of language testing.
3. identify any three language skills. Explain how you would evaluate them in the language classroom.

WHAT' S NEXT?

THE END

Thank you for your active participation in this course.