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Education

SELF STUDY MODULE
ENGLISH

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Introduction

The current Diploma Syllabus for all subjects including English has two main components. These are the Academic and pedagogy component. Both components have been given equal attention aimed at improving the knowledge and skills of the teaching and learning of the different subjects.

A student teacher instructional module for the pedagogy component has already been prepared based on the two years course. The self instructional module aims at equipping student teachers with necessary skills to effectively facilitate the topics indicated in the O' level syllabus.

The Self-Study Module for English, which in this case is a bit different in name and content from the instructional module for pedagogy, has been deliberately prepared to give academic support to student teachers, especially during their second year of their course, which is school based. The Self-Study Module is envisioned to help student teachers revise, remind and reflect on topics not versed with in preparation for their teaching career and final year exams.

Organisation of the Module

This Self-Study Module is divided into 7 main topic. Unit I, is practical oriented. It deals with the English Sound System. Topic 2, deals with Sentence Types and Punctuation.

Topic 3, looks at Word Formation and Meanings in English that could be different from other languages like Kiswahili; Topic 4, focuses on oral aspects which include conversations and discussions; Topic 5, deals with comprehension of a variety of informational texts; Topic 6, takes student teachers through the analysis of literary works. These include, Fiction, Poetry and Drama. Finally, topic 7 looks at a Variety Forms of Writing that a student teacher needs to be in constant practice to gain competency.

How to use the Module

This Module has been prepared with the assumption that you have already been introduced and exposed to the topics indicated in the syllabus. As such the activities given in this module are a kind of follow up exercises to make further revision and reflection on learnt topics.

A topic in this Module is divided into four main areas. These are: the Introduction, Competences, Activities and Self Assessment parts. The **introduction** gives you a brief explanation of what the topic is about; the **competences** part indicates the competences that you are to demonstrate after covering the activities in the topic. The **activities** part, takes you through what you are to do to attain the mentioned competences. This part requires you to have a thorough search for information from various sources in order to do the activities. For this part, there are two types of activities:

- Activities to be done meant for self and peer correction
- Activities to be done and assessed by your tutor as part of continuous assessment. These will remain in your portfolio for submission to your tutor at the end of your fieldwork. The activities for submission have been indicated using the following symbol ***
- You are advised to work closely with your colleagues and teachers in your school.

The time for doing the different activities has been left for you to decide. You are advised to utilize your time well so that you can accomplish the tasks within the scheduled period of stay at school.

The **Self-Assessment** part requires you to reflect upon all that you have gone through at the end of each topic. It gives you the opportunity to critically assess yourself on the understanding of each topic in the unit.

TOPIC ONE

THE ENGLISH SOUND SYSTEM

Introduction

As the saying goes: '*Practice makes perfect*'. This unit is intended to give you, steady practice and muscle training in pronouncing English sounds. In doing so, concerted personal efforts should be made to ensure that you practice pronouncing words in English well. This will enable you to teach pronunciation effectively in your classes.

Competences

This topic will help you develop ability to:

Articulate clearly English consonant and vowel sounds;

ACTIVITIES

- 1) Outline strategies would you use to teach vowel and consonant sounds in English to your students
- 2) a) Record yourself and identify the problems you face in pronouncing different words in English.
b) Listen again to your recording, note down outstanding features which cause problems in your pronunciation.
c) What efforts are you going make to get rid of the pronunciation problems that you are facing?
- 3) What do you think are the causes/factors of pronunciation problems to your students? List them down and show how you can help your learners pronounce well.

Self-Assessment

- 1) Which areas of English sounds do you think need to be emphasized in the teaching of English to students? Why?

TOPIC TWO:

SENTENCE TYPES AND PUNCTUATION

In this unit, you will have a closer look at the different types of sentences, which include the simple, compound and complex sentences. You are also given a chance to make revision on the use of punctuation

Competences

In the course of going through this topic, you will have:

- The ability to:
 - a) identify words and phrases
 - b) expand sentences with words and phrases.
 - c) combine sentences through coordination and subordination.
 - d) punctuate written sentences
 - e) Facilitate lessons on sentence types and punctuation.

Activities

1) Identify the type of sentences indicated in the following text.

2) Expand the following sentences with words and phrases.

- i. Juma saw the dog
- ii. Linda goes to school on foot.
- iii. It is raining.
- iv. The cat chased the rat.
- v. I saw her.

3) Punctuate the following text.

Paulina heard the car start she ate carefully forcing herself to finish and when Amina tapped at the window to take the tray away they exchanged such small courtesies as can be managed without a common language Paulina slept until the stiffness softened into a small ache all over her body and Amina gathered her cronies to tell them that martin soft he may have looked and spoken but my goodness, did he go for her and the mothers milk hardly dried on her lips poor young thing well see that she learns to give him something to think about wo'nt we just martin was late for work

was cautioned for being untidy and made several mistakes in calculation by the time he got home at 5.25 pm he was ravenously hungry wearied by two sleepless nights and spoiling for a row as he opened the door Paulina raised herself cautiously from the pillow and sat up lying in the bed till now he roared and no food ready

there is no water and no charcoal she replied meekly no..... you employ me as a bloody coolie to bring you water lying in bed till now he roared and no food ready there is no water

4) Plan and teach a lesson on sentence types. Show clearly the strategies you will use to effectively facilitate the lesson. Give an account of usefulness of the strategies that you used.

Self-Assessment

- 1) Were you able to detect sources of learners' problems on the subject matter?
What helped you do this?
- 2) Briefly describe how useful this topic has been to you.

TOPIC THREE:

WORD FORMATION AND MEANINGS

The topic on Word formation and Meanings will focus on the revision of words formed through word derivation; word inflection and meanings arrived at as a result of the use of connotation, denotation and use of context.

Competences

This topic will help you develop the ability to:

- a) Use derivations, word inflections, analogies, connotations and denotative. Meanings appropriately.
- b) infer meanings from context.
- c) explain different ways of forming new words in English language.

Activities

- 1) With examples, explain the words derivation, connotations and denotative.
- 2) Show how inflection, connotation and use of context change meaning of words.
- 3) Give an elaborative explanation on the concepts affixation and compounding
- 4) Define analogy and provide a minimum of 3 examples.***
- 5) Write an activity for your students, which could help them infer meaning from context.***

Self-Assessment

Ask yourself these questions:

- 1) Do I understand each of the concepts mentioned above? What more, do I need to find out or seek help from other sources including the teachers at the school I am teaching?

TOPIC FOUR:
CONVERSATIONS AND DISCUSSIONS

Conversations and discussions are a means of communication in our daily life. In this topic, you will equip yourself with techniques of conducting discussions and conversations so that you can utilize them in your daily communication. You are also expected to use these techniques with your students in the process of teaching and learning.

Competences

Reference to this topic will enable you develop the capacity to do the following:

- a) communicate ideas and information orally in an organized and clear manner;
- b) use style appropriate to the listener in discussions and conversations.

Activities

1) Rearrange the following jumbled sentences

- a. I am sure you will agree that we need a common language which will bring us a sense of belonging.
- b. Without its own language, a nation lacks identity.
- c. We should be proud to say that Kiswahili is our national language but by adopting English, it will seem to other nations that we consider Kiswahili inferior.
- d. Why should we, who have a beautiful language of our own, bow down to another?

2) Formulate guidelines for effective group discussion in your class.

3) Make a list of 20 short forms used in Conversation and then match them with their long form.***

4) Construct and record a dialogue on any situation that interests you. Include the recorded tape in your portfolio. ***

5) Write a story and tell it to your class.

6) Suppose you are in a situation which requires you to seek assistance from another teacher of English to help you prepare a lesson that is not very clear to you. Imagine and write a dialogue between the two of you on the matter ***

Self-Assessment

Ask your self these questions:

1. Am I able to tell a story to my class? If not, what weaknesses do I still have so that I can correct myself?
2. What strengths do I have in conducting class discussions and conversing with different people?

TOPIC FIVE

COMPREHENSION OF A VARIETY OF INFORMATIONAL TEXTS

In this unit, you are given another chance to expose yourself more to the reading of a variety of informational texts for various purposes.

Competences

After going through this topic, you will develop an ability to:

- a) identify types of text structures;
- b) use words and phrases that help to organize a text;
- c) analyze a variety of informational texts for view point;
- d) summarize a variety of informational texts

Activities

- 1) Explain the different types of text structures
- 2) Write 10 words and phrases that can help organize a text. Using the words and phrases, write a text of about two pages.
- 3) a) Identify novels with different points of view.
b) What strategies would you use to help your students identify different points of view?
- 4) Read the following text: ***

Getting along with new workmates

Life in college is rather interesting, characterized, as it is both excitement and frustration. There is a great dichotomy between life in college and life after college. When you are a student in college, the future seems bright, with lots of promises. Those who perform well enjoy respect and high esteem. They are often showered with recognition and appreciation, not to mention their visibility in college. This, undoubtedly, helps raise their profile, and by extension, their expectations of how society ought to handle them “out there”.

The transition from college life to the working world is exciting. It reflects most of our expectations and the hope that other people will help us to sustain these. A new graduate joining a company expects some appreciation and the recognition he or she enjoyed in college. After all, they have been enjoying preferential treatment, not just at school, but for many at home or even in the

village. It is, therefore, justified for such a person to consider himself or herself special.

Such people take up their first jobs with gusto, hoping to transform their work environments. However, no sooner do they land at the office than they realize that they will not get the treatment they expected. This happens mainly for two reasons. The first is their expectations and the second is those who are already on the job, who help the new employee realize that work involves a lot more, than what is learnt at college.

However, this does not refer strictly to fresh graduates joining the workforce. It also applies to professionals moving from one job to another. The fact that you are new in a particular organization presents a new environment, to which we all carry certain expectations.

But for new graduates in particular, it is a rude awakening. At times, instead of being welcoming, some members of staff are hostile to the new graduates. This is due to a number of reasons.

First is the new employee's behavior. The fact that you are a graduate should not make you behave like a know-it-all.

Some fresh graduates have got into the work environment with the desire to transform the work place immediately. In the process, they criticize the systems in place and hence start their job by finding fault with the status quo. This attitude determines how the other work-mates react towards you.

In the past, a graduate joining an organization or company was hailed and the companies felt honored to have such a high-standing person in society join them. Not any more. The moment you join the organization, you realize that there are many other more educated and experienced staff than yourself, so you cannot expect preferential treatment. Learn to slow down and study the people you will be working with.

The same applies to experienced professionals. Regardless of the amount of experience you have in a particular sector, the moment you join a different organization, you are still a new staff member. The company you have joined has established rules and systems that were before you joined, so you need to spend time understanding the company culture.

Every one in the organizational hierarchy has a lesson to offer you as you go through the familiarization process. Even the very lowly in the organization will be of help as you settle down. In most cases, these are the people who know a lot about the organization's history, hence the need to respect them and their role in helping you settle down.

In many instances, old employees are hostile towards new recruits. There are many reasons for this. It could be that you are replacing a former colleague that the rest liked but had to be transferred or laid off in circumstances they did not agree with.

If this is the case, you will be viewed as an enemy. And if you join the company and move around with an air of self-importance, always keeping to yourself, your workmates will also keep their distance.

Slow down when you join a company and first try to understand other people before expecting them to understand you. It takes your initiative to help the people you work with bond well with you. Remember that they have been together for a while and that you are the stranger.

It takes your effort to integrate at the work place, whether you are a fresh graduate or a seasoned professional joining a new company.

By Karanga Kariuki

- a. What type of text is this?
- b. Where do you think this text came from?
- c. Write a summary of text using not more than half a page
- d. How relevant are the issues indicated in the text with your own context in the school you are teaching?

Self-Assessment

Ask yourself these questions:

- 1) What should I do to enable my students summarize texts?
- 2) Can I identify and write the different types of informational texts?

TOPIC SIX:

LITERARY ANALYSIS

In this unit, you are given a further chance of analyzing literary works consisting of poetry, fiction and drama.

Competences

After going through this topic, you are expected to have the ability to:

- a) describe the elements of fiction, poetry and drama
- b) analyze literary works
- c) show relevance of the fiction, poetry and drama to their own experience

Activities

- 1) Differentiate a poem from a play.
- 2) Make a literary analysis of the following poem. Show whether the poem has any relevance to our current situation.***

A freedom son

Atieno washes dishes,

Atieno plucks the chicken

Atieno gets up early,

Beds her sacks down in the kitchen,

Atieno eight years old

Atieno yo

Since she is my sister's child

Atieno needs no pay

While she works my wife can sit

Sewing every sunny day,

With her earnings I support

Atieno yo.

Atieno's sly and jealous
Bad example to the kids
Since she minds them, like a schoolgirl
Wants their dresses, shoes and beads.

Atieno ten years old.

Atieno yo.

Now wife has gone to study
Atieno is less free,
Don't I feed her, school my own ones,
Pay the party, union fee
All for progress?

Are'nt you grateful,

Atieno yo?

Visitors need much attention,
Specially when I work nights.
That girl stays too long at market
Who will teach her what is right?

Atieno rising fourteen,

Atieno yo.

Atieno's had a baby
So we know that she is bad
Fifty-fifty it may live
To repeat the life she had,
Ending in post partum bleeding

Atieno yo.

Atieno's soon replaced
Meat and sugar more than all
She ate in such a narrow life
Were lavished on her funeral
Atieno's gone to glory

Atieno yo.

Marjorie Oludhe Macgoye

3. Read the play '**I will marry when I want**' by Ngugi wa Thiongo and Ngugi wa Mirii. Discuss its plot, characters, conflict, setting and theme.
4. Read the novel "*Unanswered Cries*" by _____ and find out the main conflict in the story, the climax, the way the conflict is resolved, its characters and setting. Explain the point of view from which the story is told.

Self-Assessment

Ask yourself these questions:

- 1) Can I make a distinction between a play, a poem and a novel?
- 2) Can I describe the devices used to analyze literary works?

TOPIC SEVEN:

WRITING IN A VARIETY OF FORMS

In this unit, you will get more exposed to narrative, expository, descriptive and persuasive writing through practice.

Competences

In the course of studying this topic, you will develop an ability to:

- a) differentiating narrative, descriptive, expository and persuasive written texts.
- b) writing narrative, descriptive, expository and persuasive texts.

Activities

- 1) Conduct an information search and write notes on: narrative, descriptive, expository and persuasive writing.
- 2) Write a story to illustrate the saying that: where there is a will, there is a way..
- 3) Describe a teacher you will always live to remember.
- 4) Write an article to appear in the Daily News, which attempts to persuade people to stop smoking. ***
- 5) Write an article informing the people in the villages about the current status of HIV/AIDS. ***

Self- Assessment

Ask your self these questions:

- 1) Can I tell the differences between the various forms of writing?
- 2) What am I really good at? Am I good at writing narratives, descriptions, expository or persuasive?