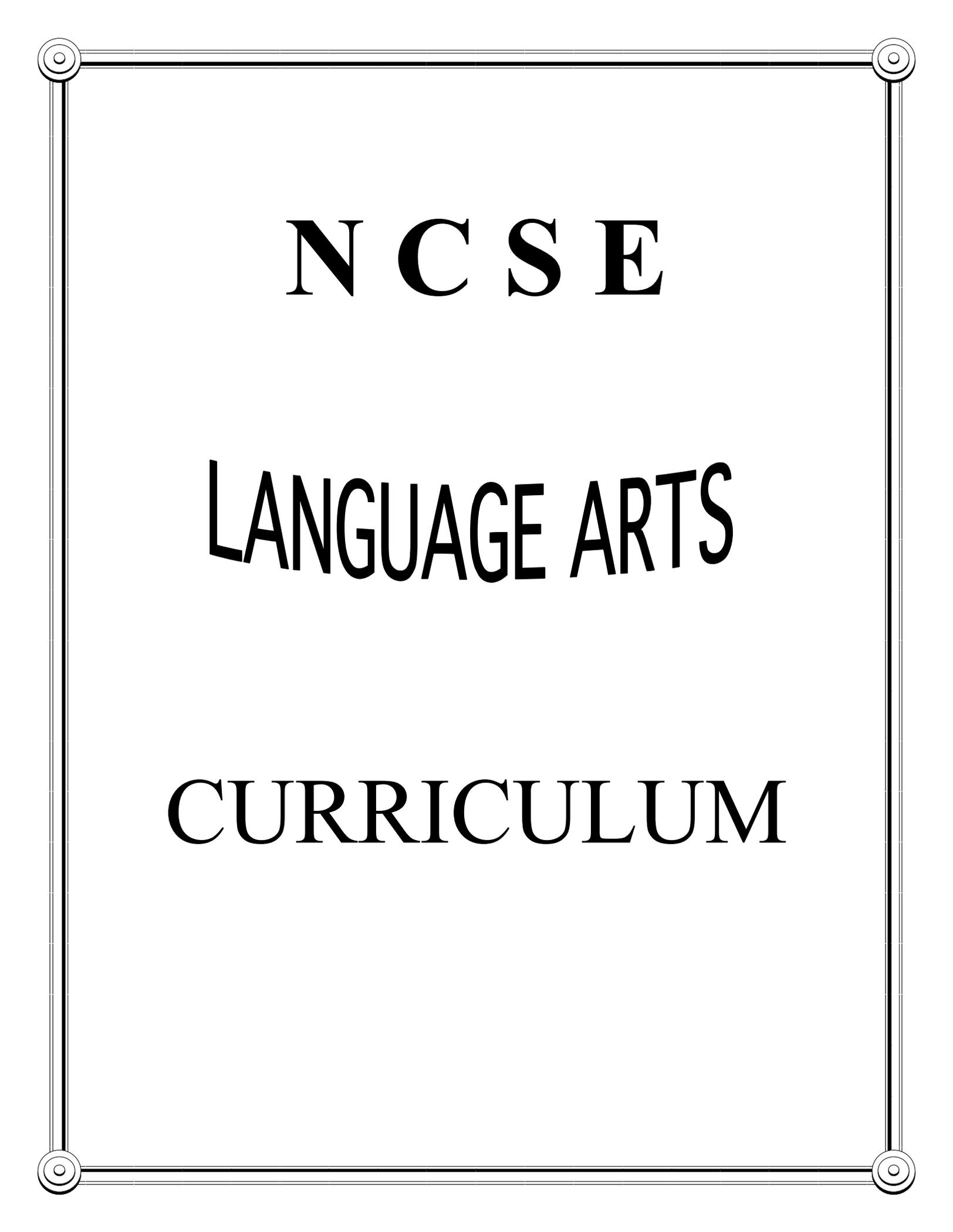


# NCSE

## LANGUAGE ARTS CURRICULUM



**N C S E**

**LANGUAGE ARTS**

**CURRICULUM**

## **THE LANGUAGE ARTS CURRICULUM Overview**

In the New Secondary Education Language Arts Curriculum Guide, an integrated language arts approach is taken, based on the belief that such an approach would result in greater competence in and production of the language. Previously, there was a heavy reliance on Reading and Writing to the neglect of Listening and Speaking. Viewing is introduced as one of the Language Arts skills because it is considered a medium of communication. In addition, in today's highly visual world, it is one skill which cannot be ignored. Literature is included as part of the programme, for Literature is viewed as the production of language in a highly stylistic and creative form. Literature also demands a level of reading skills which goes beyond knowledge and mere comprehension. It moves students beyond the mechanics of reading to the appreciation of language, which has been carefully crafted by the writer. Its position within the document is also meant to highlight the language – literature connection and to encourage the teacher to make full use of this in delivery of the programme.

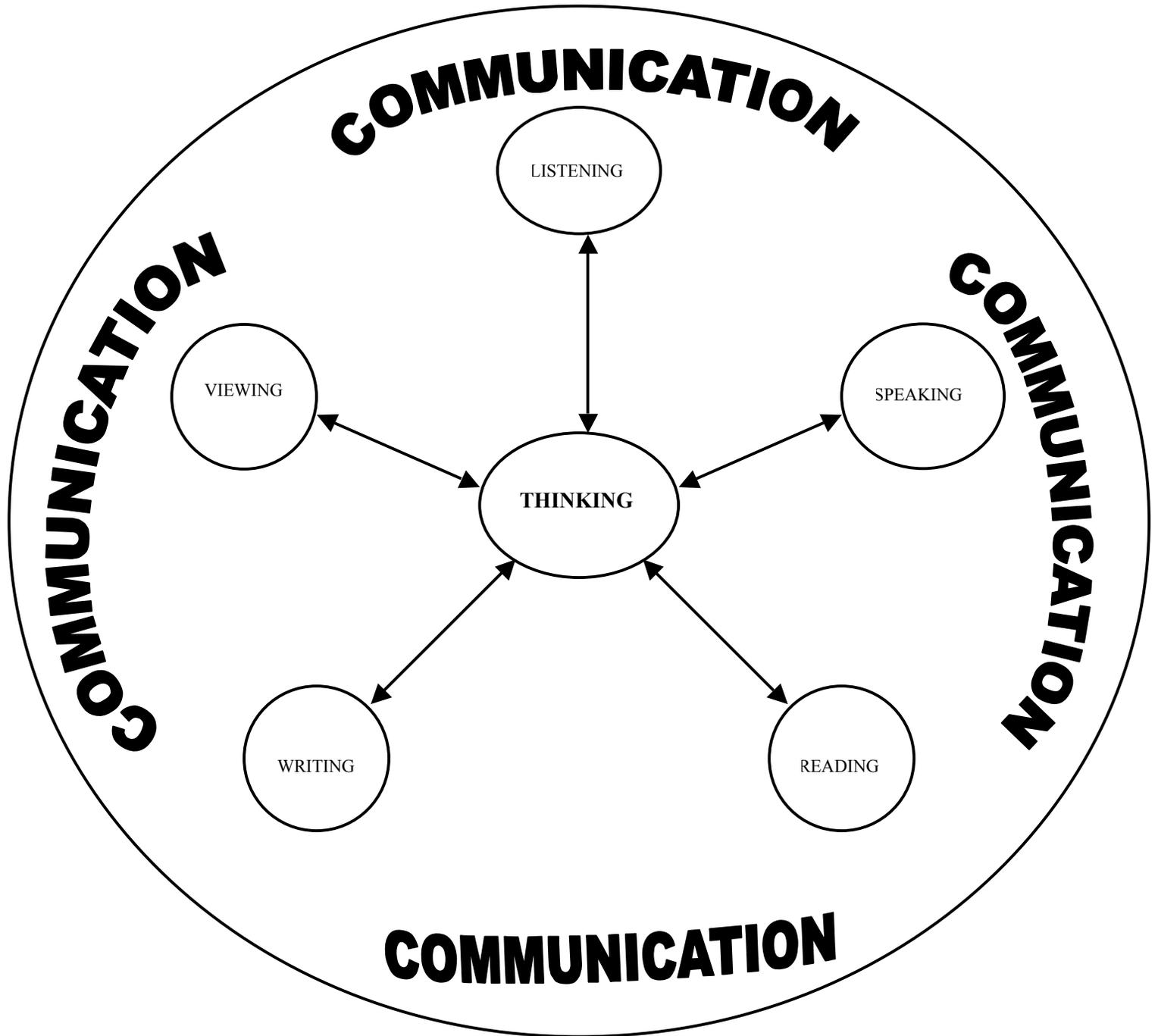
In the document, language use is viewed as engagement in the Communication process. The teaching of Language Arts, then, aims at the development of the linguistic competence of students. Students are to be encouraged to produce and respond to the language in all its forms. Therefore, the teaching/learning strategies employed are participatory, performance-based and authentic. The emphasis is on **learning to do** and not on **learning to know**. The programme also aims at equipping students with skills which they can transfer across curricular areas. The assessment strategies suggested in the document are aligned to the teaching/learning strategies outlined above. At the end of the programme, therefore, students will acquire skills which will endure beyond the walls of the classroom.

This language development must be done in an environment which reflects the cultural diversity of the students, the linguistic situation within which the development of the language takes place and the individual needs, interests and differences of the students.

The main tenets which underpin the Language Arts programme, therefore, are that **language learning is:**

- **an holistic, interactive, multi-sensory process;**
- **the dynamic integration of interdependent skills;**
- **a meaning-making process**

# DYNAMICS OF THE COMMUNICATION PROCESS



**Ministry of Education  
Curriculum Development Division  
MODERN SHIFTS IN CLASSROOM TEACHING**

<b>TRADITIONAL CLASSROOM</b>	<b>MODERN CLASSROOM</b>
<p><b>Teachers as sage:</b> Total focus on teacher Teacher as source of knowledge</p>	<p><b>Teacher as guide:</b> Students</p> <ul style="list-style-type: none"> <li>- sharing</li> <li>- consulting</li> <li>- making choices</li> </ul>
<p><b>Teacher provided all the answers</b></p>	<p>Teacher</p> <ul style="list-style-type: none"> <li>- <b>encourages</b> student initiative/student inquiry</li> <li>- <b>nurtures</b> natural curiosity</li> <li>- <b>emphasizes</b> performance and understanding</li> <li>- <b>provides</b> the opportunity to construct new knowledge</li> </ul>
<p><b>Transmission mode of learning</b> Students</p> <ul style="list-style-type: none"> <li>- listening,</li> <li>- writing,</li> <li>- reading</li> </ul>	<p><b>Transformational mode of learning</b> Students</p> <ul style="list-style-type: none"> <li>- debating</li> <li>- researching</li> <li>- demonstrating</li> <li>- discussing</li> <li>- explaining</li> </ul>
<p><b>Learning is abstract</b></p> <ul style="list-style-type: none"> <li>- based on textbook materials,</li> <li>- far removed from students' experiences.</li> </ul>	<p><b>Learning is contextual</b></p> <ul style="list-style-type: none"> <li>- linked with real life activities and real life needs.</li> <li>- learning more relevant/meaningful</li> </ul>
<p><b>Learning pitched at the average child</b> Students who fell outside this range either left unattended.</p>	<p><b>Interests and differences addressed</b></p> <ul style="list-style-type: none"> <li>- varied teaching strategies</li> <li>- varied activities</li> <li>- varied assessment strategies</li> </ul>
<p><b>Teacher – authoritarian</b></p> <ul style="list-style-type: none"> <li>- Dictated the content/Pace of learning</li> <li>- Controlled activities</li> </ul>	<p><b>Decentralizing the power structure</b></p> <ul style="list-style-type: none"> <li>- Classroom more democratic</li> <li>- Students partners/co-planners of the classroom activities</li> <li>- Students responsible for their learning</li> </ul>

## **TEACHERS OF ENGLISH**

### **Agents for Change**

You are ... engaged in a political,  
empowering act when you  
teach English.

You teach people  
to negotiate meaning harmoniously,  
to speak tactfully,  
to read critically, and  
to write persuasively.

You are not merely a language teacher.

You are an agent for change,  
Change from competition to cooperation,  
From powerlessness to empowerment,  
From conflict to resolution,  
From prejudice to understanding.

**Teaching by Principles**  
**an interactive approach**  
**to language pedagogy**  
**Douglas H. Brown**

## **A PRINCIPLE TO GUIDE LANGUAGE LEARNING/TEACHING**

Teachers of English aim to get ... learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

**Teaching by Principles  
an interactive approach  
to language pedagogy  
Douglas H. Brown**

# APPROACHES TO LANGUAGE TEACHING

## THEME-BASED APPROACH

- ⊖ WELLNESS
- ⊖ VIOLENCE
- ⊖ LOVE

## PROJECT-BASED APPROACH

- ⊖ Creating a newspaper/newsletter/school magazine.
- ⊖ Mounting an exhibition
- ⊖ Establishing a cooperative
  - agricultural
  - fishing

## LITERATURE-BASED APPROACH

- ⊖ Prose extract
- ⊖ Drama extract
- ⊖ Poem

## TASK-BASED APPROACH

- ⊖ Hosting a fashion show
- ⊖ Planning an outing
- ⊖ Organizing a career day

## DRAMATIC PLAY APPROACH

- ⊖ A lost child
- ⊖ A student who is being bullied
- ⊖ Playing truant

## LANGUAGE ARTS

### SAMPLE UNIT PLAN

**TOPIC: PERSUASIVE LANGUAGE SKILLS**

**YEAR:** 200\_ - 200\_

**TERM:** I

**FORM:** 3

**TEACHER:** \_\_\_\_\_

**DURATION:** 4 Weeks

**NO. OF LESSONS:** 6

### SECTION A

#### GENERAL LEARNING OBJECTIVES

**COGNITIVE:** Develop persuasive language skills.

**AFFECTIVE:** Appreciate the use of persuasive language.

**PSYCHO-MOTOR:** Demonstrate the power of persuasive language through performance.

#### LANGUAGE ARTS STRANDS INVOLVED:

Listening, Speaking, Reading, Writing, Viewing.

#### PRE-REQUISITE SKILLS/CONCEPTS

##### Ability to:

- identify main idea;
- identify explicit details;
- identify supporting details;
- recognize the difference between literal and figurative language;
- understand the concept of "audience."

## SECTION B

### LIST OF LESSONS:

#### 1. FACT AND OPINION:

##### Objectives:

- \_ Differentiate between fact and opinion.
- \_ Critique subjective language.
- \_ Perceive bias in writing.
- \_ Be sensitized to the power of subjective language.

#### 2. INFERENCE:

##### Objectives:

- \_ Infer meaning from texts – proverb, fiction, non-fiction.
- \_ Become aware of implicit meanings.
- \_ Respond sensitively to implicit meanings.

#### 3. PERSUASIVE WRITING:

##### Objectives:

- \_ Identify persuasive devices/techniques used in advertisements.
- \_ Assess the impact of devices used.
- \_ Create an advertisement for print media.

#### 4. APPEAL TO THE SENSES:

##### Objectives:

- \_ Identify language in poetry that appeals to the senses.
- \_ Create written texts using language that appeals to the senses.
- \_ Analyse writer's use of language to create effect.

#### 5. JINGLES:

##### Objectives:

- \_ Define the term "jingle."
- \_ Identify the associations that are made in jingles.
- \_ Identify the target groups aimed at.
- \_ Indicate the purposes for which jingles are used.
- \_ Give examples of the devices used in jingles.
- \_ Use devices identified in the creation of their own jingles.

**6. ADVERTISEMENTS: Objectives:**

- \_ Identify technical devices used in advertisements.
- \_ Assess the impact of the devices used.
- \_ Create an advertisement for non-print media.

**SECTION C**

**METHODOLOGY:**

- \_ Whole group teaching.
- \_ Small group work.
- \_ Individual work.
- \_ Semantic mapping.
- \_ Presentations.
- \_ Demonstrations.

**SECTION D**

**RESOURCES:**

- \_ Texts – literary and non-literary.
- \_ Think sheets.
- \_ Checklists.
- \_ Video Recorder/Video Clips.
- \_ Cassette Recorder/Cassette.
- \_ Graphics.

**SECTION E**

**EVALUATION: 1. FACT AND OPINION**

- \_ Identify facts and bias in one of the following texts – newspaper article, advertisement, letter to the editor, speech, written conversation.
- \_ Oral presentation.

**EVALUATION: 2. INFERENCE**

- \_ Matching exercises - Matching vignettes with proverbs
- \_ Riddles.
- \_ Comprehension passage with inferential questions.

**EVALUATION:**

**3. PERSUASIVE WRITING**

- \_ Creation of an advertisement.
- \_ Assessment of an advertisement using one of the following: checklist, written response, oral presentation.

**EVALUATION:**

**4. APPEAL TO THE SENSES**

- \_ Poetry analysis.
- \_ Presentations using graphic organizers.

**EVALUATION:**

**5. JINGLES**

- \_ Creation of a jingle.
- \_ Creation of graphics to show:
  - purpose/function of jingles;
  - target groups.

**EVALUATION:**

**6. ADVERTISEMENTS**

- \_ Evaluation of product.
- \_ Evaluation of process.
- \_ Creation of a Venn diagram to show the common characteristics of media advertisements.

# LANGUAGE ARTS

## LESSON PLAN

### READING

**TOPIC:** Inference **DURATION:** 80-90 minutes

**CLASS:** Form 3

**OBJECTIVES:** Students will be able to:

- infer meaning from texts – proverb, fiction, non-fiction
- respond sensitively to implicit messages.

**PRE-REQUISITE SKILL/ KNOWLEDGE:**

- ability to identify main idea;
- ability to identify supporting details;
- ability to use context clues.

**RESOURCES:**

Texts - Reports on Science experiment.  
- Riddles.  
- Proverbs.  
- Vignettes.  
- Short stories

Realia - umbrella;  
- bowl;  
- chalkboard.

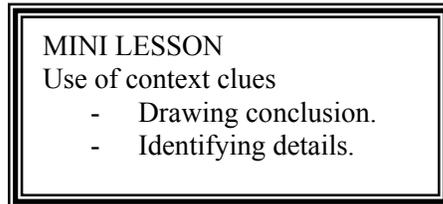
**SET INDUCTION:** Theatre Sports

- Some objects are placed on the teacher's table, e.g. an umbrella, a bandana, a bowl.
- A student selects one and uses it for a purpose other than the one intended.
- Class suggests what the object has become.

**STUDENT  
ACTIVITY:**

**Whole Group Work**

- Students are given copies of an experiment from a Science text.
- Class discussion on observations drawn from the activity which was done.
- Students use information given in experiment to draw inferences.
- Inferences are noted on the chalkboard.
- Students note factors which contribute to making accurate inferences.



**Whole Group Work**

- Teacher introduces a proverb in a meaningful and interesting way, e.g. *in a short story*.
- Students discuss use of actual proverb.

**Small Group Work**

- Students are given copies of proverbs.
- Students read proverbs and say or sketch the meaning.

**Whole Group Work**

- Students make presentations and discuss how they arrived at their conclusion.

**Individual Work**

- Students are given copies of an excerpt.
- Students identify the significant details.
- Students make pertinent links among details.
- Students make inferences.

**CLOSURE:**

Using a graphic, teacher and students review factors which contribute to making accurate inferences.

**EVALUATION:**

1. Match vignettes with proverbs.
2. Solve riddles.
3. Comprehension passage with inferential questions.

