

# Teaching and Assessing English and Literature



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# Teaching English

English is a compulsory subject from Senior 1 to Senior 4.

## Time allocation

ENGLISH	S1&2	S3&4
	6 periods a week	5 periods a week


- ☐ Teach through a variety of activities / learner-centred/active learning strategies:
- ☐ Use BOPPPS stands for Bridge –In, Outcomes, Pre-assessment, Participatory learning activity, Post-assessment and Summary

# Rationale for Teaching English

- It is the **official language** and **medium of instruction** at the secondary level of education.
- It is the **language** which learners **use to learn all the other subjects** on the curriculum.
- It is the subject which provides learners with **communication skills** in English/Sign Language.

# Tentative Structure of English Paper-LSC

- There are two papers in a standard English Language examination: Paper One assesses both functional and creative writing, while Paper Two assesses summary, comprehension and grammar.
- N.B. You should ensure that the paper set for S 1 & 2 learners at this level is an integrated one: having a blend of both papers. Please note that the skills and learning outcomes per section must be integrated.

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- The paper consists of short (Resource-based items) and an extended response items (situational-based items)
  - A learner is expected to spend a maximum of 3 minutes on each short response item and 40 minutes on the extended response item.
  - Total time allocated to this paper is 2 hours.



# Teaching Literature

Literature in English is an elective subject from Senior 1 to Senior 4.

## Time allocation

LITERATURE IN ENGLISH	S1&2	S3&4
	2 periods a week	3 periods a week

SENIOR 1 & 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1-3	Oral Literature	10
	Poetry	20
	Drama	21
	Prose	21
	Total	72

SENIOR 3 & 4	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1-3	Poetry	72
	Drama	72
	Prose	72
	Total	216

# Rationale for Teaching Literature

- To **develops** the learner's literary **skills of comprehension, interpretation, analysis, evaluation, application and organization** which can be used in other disciplines.
- It also prepares the learner to have **inquiry and critical thinking skills.**

# Scope of Lit. in English

- ❑ Oral Lit.
- ❑ The learner applies the techniques of oral literature and persuasive speaking creatively.

## Forms of Oral Literature

- |             |              |                   |              |
|-------------|--------------|-------------------|--------------|
| • Lullabies | • Work songs | • Sayings         | • Myths      |
| • Lyrics    | • War songs  | • Puns            | • Legends    |
| • Rhymes    | • Puzzles    | • Tongue twisters | • Parables   |
| • Chants    | • Proverbs   | • Fairy tales     | • Allegories |
| • Dirges    |              | • Folk tales      |              |

- ❑ Let learners speak, Listen, Read, Write, Act, Mime, Critique, etc.



# Poetry:

**The learner understands form and structure in poetry, responds to poetic techniques and thinks critically about a poem's meaning**

- Definition of Poem/poetry
- Structure of a Poem
- Forms of Poetry
- Basic Types of Poems(Narrative, Descriptive, Lyric)
- Meaning
- Title
- Setting & Context
- Point of View
- Speaker
- Subject matter & message
- Themes
- Tone
- Mood
- Feelings
- Atmosphere
- Figurative language
- Basic Poetic devices
- Sound Features
- Likes & Dislikes
- Intention
- Relevance

S 1 & 2 Learners should be able to:

- a. understand basic poetic features such as stanzas, rhythm and rhyme schemes. (k, u)
- b. compare poems with a similar theme. (u, s, v)
- c. think critically about what is unique about African poetry (u, v)
- d. analyse their response to poetry with reference to a particular poem. (u, s, v)

**S 3 & 4 learners should be able to:**

- a. understand in more depth how poetic forms and techniques are employed to create an effect on a reader, particularly rhythm and rhyme. (u)**
- b. analyse poems to determine how they create an impact on the reader, including characterisation and various types of language effects. (u, k, v)**
- c. write in the voice and style of a poet, using their techniques. (s, u)**
- d. write poems on a given theme that create a strong reader response. (s, u, k)**
- e. convert a poem into prose or a play, demonstrating an understanding of the poem's underlying story. (u, s)**
- f. use their understanding of how a poem works to teach the class about the effectiveness of a poem. (k, s, u)**
- g. co-operate in the choral performance of a poem to highlight and dramatise its impact. (s)**

## Scope of Drama

The learner understands basic dramatic terms and techniques, and can assess their application in a performance

- Definition of Drama
- Forms of Dramas
- Examples
- Title
- Playwright
- Plot
- Setting
- conflict
- Characters
- Themes
- Dramatic features
- Basic drama techniques
- Likes & Dislikes
- Relevance & moral lessons

**S 1 & 2 learnerS should be able to:**

- a. analyse the themes and techniques of a range of selected plays using basic drama terminology. (k, u, v)**
- b. understand how drama skills and techniques are used to create characterisation, mood and atmosphere. (u)**
- c. analyse events in plays to deepen understanding of themes and characters, and to enrich a performance. (u, k)**
- d. write short plays (one scene) of their own, and know how to set out dialogue. (k, s,)**

**S 3 & 4 learners should be able to:**

- a. understand the decisions required in order to turn a play script into a stage performance. (u)**
- b. understand how a play is different from prose and poetry, and use specialist drama terminology. (k,u)**
- c. explore their own responses to a play, citing words and actions from the script. (u)**
- d. summarise the plot of a play succinctly and accurately. (s)**
- e. be able to analyse a play in order to identify its themes (s, v)**
- f. understand the importance of non-verbal communication in the staging of a play. (u)**
- g. form written opinions of a play based on all the techniques used. (s, k, u, gs)**
- h. understand how character is portrayed in drama, and practice creating characters. (u, s)**
- i. bring all their knowledge and understanding of dramatic themes and techniques to bear in writing and performing a three-act play. (k, s, u)**

## Prose:

**The learner responds to a variety of prose, demonstrating understanding and creativity with regard to literary techniques.**

- Definition of Prose
- Types of Prose
- Descriptive and narrative stories
- Genres: crime, thriller, drama, adventure, horror, romance, etc.
- short prose such as short stories, micro-stories and novelettes or abridged series
- Storyline/plot
- Characterisation/Characters
- Climax
- Resolution
- Message/themes
- Structure
- Language effects: adjectives, imagery, metaphor, simile
- Point of View
- Setting
- Diction
- Style
- Atmosphere
- Likes & Dislikes
- Relevance



**S 1 & 2 Learners should be able to:**



- a. use them when discussing a variety of prose texts. (u)**
- b. form opinions about a book in a review and other formats based on specific character and plot points. (s, v)**
- c. analyse prose in order to identify themes and structures. (k, s)**
- d. understand and employ literary language effects in order to describe setting and character. (u, s)**
- e. demonstrate understanding of language effects and characterisation in prose by being able to read/act scenes dramatically. (u, s)**
- f. write a short story that reflects their best understanding of literary techniques. (k, s, u)**

**S 3 & 4 learners should be able to:**

- a. read and enjoy prose texts with comprehension and understanding, and communicate their opinions about them. (u, v)
- b. understand the value of the oral tradition of storytelling, and hearing stories aloud. (u)
- c. communicate what they have learned and enjoyed about books. (s, v)
- d. analyze the differences between written/fictional accounts and real life. (u)
- e. know how to identify the theme of a text, and how to analyse its intended effect on the reader. (k, s)
- f. understand why a novel uses a particular structure. (u)
- g. analyse how setting is used to convey atmosphere and emotion, and to apply this knowledge to their own description of a setting. (u, s)
- h. explore the way characters are portrayed through actions, dialogue and relationships in order to understand characterization techniques. (u)
- i. explore plot development to understand how conflict and tension builds to a climax. (u)
- j. identify and analyse the effects of different language and dialogue techniques. (s, u, v)
- k. employ all the literary techniques studied in the composition of an original short story. (k, s, u)

# Tentative Structure of The Literature Paper- LSC

- 1. There is one paper in a standard Literature in English examination with different sections: **Oral/general structured literature questions, poetry** and the readers (**novels and plays**).
- 2. You should ensure that the paper set for S 1 & 2 learners at this level is an integrated one; having a blend of different sections. Please note that the skills and learning outcomes per section have been integrated.

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- 3. A learner is expected to spend a maximum of five minutes on each short response item and 30 minutes on the extended response item.
  - 4. Total time allocated for this paper is 1 hour and 30 minutes.



## RE: LITERATURE IN ENGLISH SET BOOKS FOR SENIOR THREE (3), 2023

The Ministry of Education and Sports through NCDC, rolled out the competence based curriculum in 2020. The New Curriculum Menu resulted in the re-organisation of the specific subject content, teaching methodology and assessment modalities. Accordingly, this re-organisation brought about the reduction in the number of Literature in English set books to be studied by learners for the Lower Secondary cycle. Although the current set books are still running (2020-2025), there is need to guide the teachers on how to select the preferred text per genre, from the prescribed list.

The current texts on the list of the set books are:

### Section A:

<b>Either:</b>	Francis Imbuga:	<i>The Return of Mgofu</i>	(Play)
<b>Or:</b>	William Shakespeare:	<i>The Merchant of Venice</i>	(Play)
<b>Either:</b>	John Steinbeck:	<i>The Pearl</i>	(Novel)
<b>Or:</b>	Lawrence Darmani:	<i>Grief Child</i>	(Novel)

### Section B:

Sylvester Onzivua:	<i>The Heart Soothers</i>	(Play)
Okiya Omatatah Okiiti:	<i>Voice of the People</i>	(Play)
Victor Byabamazima:	<i>Shadows of Time</i>	(Novel)
Chinua Achebe:	<i>Things Fall Apart</i>	(Novel)
Daniel Mengara:	<i>Mema</i>	(Novel)

**Poetry Section:**

David Rubadiri:

*Growing up with Poetry*

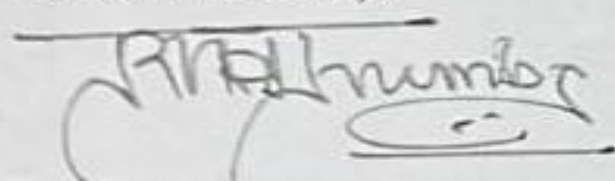
A.D. Amateshe:

*An Anthology of East African Poetry*

This circular serves to give further guidance as follows:

1. The above set books shall be maintained up to 2025.
2. By the end of the cycle, learners are expected to have studied three texts in all: **one (1) play, one (1) novel, one (1) poetry anthology**- in addition to the general literature knowledge.
3. Only **one (1) text** should be studied in each section. If a play is selected from section A, then a novel **MUST** be selected from section B. However, if a novel is selected from section A, then a play **MUST** be selected from section B.
4. Learners should study a variety of poems from one of the prescribed poetry set books.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Richard Irumba', with a horizontal line above it and a circular flourish below it.

Dr. Richard Irumba

For DIRECTOR



# Activities / Learner-Centred Strategies for Teaching English & Literature

- Silent wall,
- group work,
- roleplay,
- post-it-parade,
- quecussion,
- KWL,
- Fish Bowl,
- debates,
- think, pair & share,
- One Minute Paper,
- Show it and Tell,
- Circus Workshop,
- Jigsaw,
- Ask-it-Basket,
- Start, Stop & Continue
- Educative games
- Use stimulus material
- Use learners' experiences
- Problem solving & project based learning
- Field work
- group discussions, pair work, debates,
- Narration & sharing
- Carrying out research
- Presentation in class
- Demonstrations, etc.

# Assessing English and Literature-School Based Assessment

20

## ➤ Learner

### Class Activities

- Discovery
- Explanatory
- Analysis
- Application

### Projects

### Activity of Integration

EoY

EoC

Formative

Summative

## ➤ Teacher/Facilitator

Observation

Triangulation

Product

Conversation

# Formative Assessment Strategies

## Formal

- Short Ungraded Quizzes
- Homework Assignments
- Classwork
- Open Class Discussions
- Practice Exercises/Assignments
- Skits and short drama
- Mini Presentations/demonstrations
- Debates
- Roleplay
- Displays etc

Open ended questions,

## Informal

Simulations  
Recitations  
Interviews  
Draft Work  
Writing Projects  
Puzzles  
Fieldwork  
Displays  
Exemplar work

- In-class question and answers
- Teacher Observations
- Conversations
- Peer assessment
- Self assessment
- Unplanned Comments and responses
- Behaviour monitoring, etc.

## Conclusion

- There are a variety of methods that can be used for assessment *of, for* and *as* learning.
- The most important thing to clarify is to **identify the purpose of the assessment, and then select the method that best serves the purpose in the particular context.**
- A useful way of refining assessment is to **consider how to use it to inform children's learning, teachers' teaching, and links with home and school improvement.** Unless such benefits are visible assessment may be pointless? Grant Bage (2000) *Thinking history*. London, Routledge Falmer 4-14, p. 107