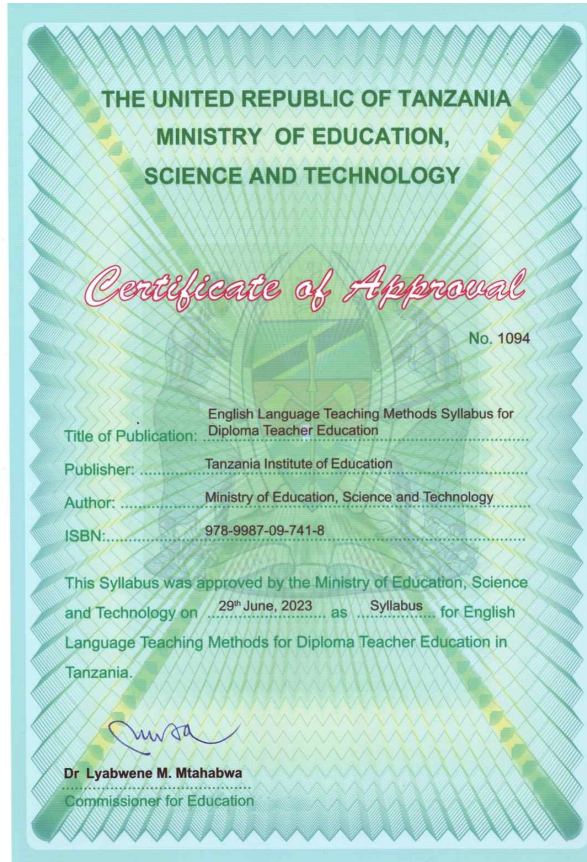


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ENGLISH LANGUAGE TEACHING METHODS SYLLABUS
FOR DIPLOMA TEACHER EDUCATION
2023**

© Tanzania Institute of Education, 2023
Published 2023

ISBN: 978-9987-09-741-8

Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P. O. Box 35094
14112 Dar es Salaam

Mobile numbers: +255 735 041 168 / 735 041 170
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

This document should be cited as The Ministry of Education, Science and Technology. (2023). *English language teaching methods syllabus for Diploma Teacher Education*. Tanzania Institute of Education.

All rights reserved. No part of this syllabus may be reproduced, stored in any retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the Tanzania Institute of Education.

Table of Contents

List of Tables.....	iv
List of Abbreviations and Acronyms	v
Acknowledgements.....	vi
1.0 Introduction	1
2.0 Main Objectives of Education in Tanzania	1
3.0 Objectives of Diploma in Teacher Education.....	2
4.0 General Competences for Diploma Teacher Education	3
5.0 Main and Specific Competences	4
6.0 Roles of Tutor, Student teacher and Parent/Guardian in Teaching and Learning	4
6.1 The tutor.....	5
6.2 The student teacher	5
6.3 The parent/guardian	6
7.0 Teaching and Learning Methods	6
8.0 Teaching and Learning Resources.....	6
9.0 Assessment	6
10.0 Number of Periods	7
11.0 Teaching and Learning Contents.....	7
First Year	8
Second Year.....	16
Bibliography	18

List of Tables

Table 1: Main and Specific Competences of English Language Teaching Methods	4
Table 2: Distribution of Continuous Assessment Marks in Percentage	7
Table 3: Detailed Contents for First Year.....	8
Table 4: Detailed Contents for Second Year	16

List of Abbreviations and Acronyms

ICT Information and Communication Technology

TIE Tanzania Institute of Education

Acknowledgements

The writing of the English Language Syllabus Teaching Methods for Diploma Teacher Education involved various experts from public and non government institutions. Therefore, the Tanzania Institute of Education (TIE) would like to thank all the experts who participated in the writing of this syllabus, namely, lecturers, tutors, school quality assurance officers, teachers and curriculum developers from TIE. The Institute is also grateful to the National Technical Committee that was formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for Pre-primary, Primary, Secondary and Teacher Education. The Committee discharged its responsibilities professionally by ensuring that the contents of this syllabus are in line with the main objective of the 2023 curricular review, which is to ensure that the graduates acquire skills, knowledge and attitude that will enable them to create self-employment, employ others, be employed and able to sustain themselves.

Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.



Dr Aneth A. Komba
Director General

Tanzania Institute of Education

1.0 Introduction

English Language Teaching Methods is a compulsory subject for a student teacher who is training to become an English teacher in Primary school from Standard I-VI. The purpose of learning English Language Teaching Methods is to enable student teachers to master English language teaching and learning methods for Primary Education. Therefore, the English Language Teaching Methods Syllabus is designed to guide the teaching and learning of English language teaching methods for Diploma Teacher Education in Tanzania Mainland. The syllabus interprets the competences indicated in the 2023 Diploma Teacher Education Curriculum. It provides information that will enable tutors to plan their teaching and learning processes effectively. It also provides teaching and learning opportunities that help tutors to apply different methods and strategies to promote student teachers' teaching and learning skills that develop 21st century skills, which include critical thinking, creativity, collaboration, communication and problem-solving. Moreover, student teachers learn on how to integrate crosscutting issues and ICT in facilitating the teaching and learning of the English Language.

2.0 Main Objectives of Education in Tanzania

The main objectives of Education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights; attitudes and inclusive actions;
- (c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;

- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Recognise and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice according to the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 The Main Objective of Teacher Education

The main objective of teacher education is to prepare a professional and competent teacher who can embrace teaching and learning that correspond with the scientific, technological and social changes for the purpose of preparing a Tanzanian citizen who is well equipped with knowledge, skills, and positive attitudes, and who respects human rights, equality and lifelong learning.

3.2 Specific Objectives of Teacher Education

The specific objectives of teacher education are to enable a student teacher to:

- (a) Develop a theoretical understanding of teacher education, ethics of the teaching profession, life ethics, and teaching foundations;
- (b) Develop competence in teaching and learning methods;
- (c) Develop competence in assessment and evaluation methods based on the concept of competence development;
- (d) Develop innovation and creativity in teaching and learning while considering pupils' needs;

- (e) Apply ICT and assistive technology to teaching and learning;
- (f) Develop skills for early identification of pupil with special needs and provide appropriate intervention;
- (g) Strengthen the use of language in teaching and learning; and
- (h) Develop skills that focus on improving teaching, learning and assessment (i.e., classroom-based research).

4.0 General Competences in Teacher Training for Diploma in Primary Education

The general competence in Teacher Training for Diploma in Education aims at enabling a student teacher to:

- (a) Apply teaching theories and foundations in teaching and learning;
- (b) Master teaching and learning methods;
- (c) Master the methods for assessment and evaluation based on competence development;
- (d) Master the methods for innovation and creativity in teaching and learning based on pupil's needs;
- (e) Use ICT and assistive technology in teaching and learning;
- (f) Identify a pupil with special needs and provide appropriate intervention;
- (g) Use a relevant language appropriately in teaching and learning;
- (h) Apply leadership skills in academics (i.e., instructional leadership); and
- (i) Demonstrate mastery of the skills for improving teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences of English Language Teaching Methods*

Main competence	Specific competence
1.0 Master English language teaching and learning methods for Primary Education	1.1 Analyze English language teaching and learning methods for Primary Education 1.2 Demonstrate mastery of grade level methods of teaching listening skills 1.3 Demonstrate mastery of grade level methods of teaching speaking skills 1.4 Demonstrate mastery of grade level methods of teaching pronunciation 1.5 Demonstrate mastery of grade level methods of teaching vocabulary 1.6 Demonstrate mastery of grade level methods of teaching reading skills 1.7 Demonstrate mastery of grade-level methods of teaching writing skills 1.8 Demonstrate mastery of skills for improvising and using technology and other assistive media in teaching and learning 1.9 Demonstrate mastery of grade-level methods of teaching grammar 1.10 Demonstrate mastery of various methods for teaching and learning outside the classroom

6.0 Roles of Tutor, Student Teacher and Parent/Guardian in Teaching and Learning

A good relationship between a tutor, student teacher and parent or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning English language.

6.1 The tutor

The teacher is expected to:

- (a) Promote teaching and learning based on the 21st century skills;
- (b) Create an enabling teaching and learning environment including improvisation of resources;
- (c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
- (d) Identify student teachers special requirements and provide them with appropriate support.

6.2 The Student teacher

- (a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas including classroom management, instructional and assessment methods that will enable him to determine student's progress and improve the teaching and learning process;
- (b) Participate in continuous training through schools in the neighborhood of the college to put the learning theories into practice. Some of the learning theories are personality, lesson preparation, teaching and learning methods, preparation and use of teaching and learning resources and learning assessment; and
- (c) Participate in one year internship under the experienced teachers to strengthen competence and professionalism/expertise in the teaching profession
- (d) Collaborate with student teachers and the tutor in the learning process; and
- (e) Comply with the college rules and regulations.

6.3 The parent/guardian

The parent/guardian expected to:

- (a) Supervise and monitor student teacher's behaviour and academic/learning progress; and
- (b) Provide the student teacher with the necessary requirements and learning materials.

7.0 Teaching and Learning Methods

English teaching methods are instrumental in enhancing the student teacher's competences through the acquisition of knowledge and skills, and the development of attitudes. The English teaching methods aim at making student teachers interact with contents which include listening to and/or watching live or recorded materials, engaging with a written or visual text, engaging with multimedia, or a combination of all these to help them develop listening, speaking, reading, writing and develop vocabulary and grammar. However, the tutor is advised to use other appropriate methods depending on the environment or context.

8.0 Teaching and Learning Resources

In the teaching and learning of this subject, different resources shall be required. In that regard, both the tutor and student teacher should work together to collect or improvise alternative resources available in the college and surrounding environment when needed. The tutor is expected to constantly seek information from various sources to teach the topics successfully. However, a list of approved resources or materials for references shall be provided by the Tanzania Institute of Education.

9.0 Assessment

Assessment is an important process in teaching and learning. The assessment of English Language teaching methods will be held in parallel with other subjects taught in Diploma in Teacher Education. The assessment will enable the tutor to measure the competence of the student teacher and identify different groups of students in an inclusive class. In addition, it will enable the student teacher to use appropriate methods and aids in teaching and learning for students with special needs. Assessment

of learning progress will be based on the criteria defined in each learning activity. Therefore, student teachers will be assessed through exercises, face-to-face questions, tests, questionnaires, portfolios, project work, exams and block teaching practice.

The tutor is required to develop various assessment activities to promote learning. Summative assessment will carry 70% and continuous assessment will carry 30% of the total marks. The student teacher to be awarded a certificate, he/she should get at least 50% of the continuous assessment and 50% of summative assessment marks. If a student teacher fails to get the required marks, he/she may repeat the assessment twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Continuous Assessment Marks in Percentage*

No.	Assessment	Percentage (%)
1	First Year Terminal Examination	6.0
2	First Year Annual Examination	6.0
3	Second Year Terminal Examination	6.0
4	Project	7.0
5	Portfolio	5.0
	Total	30

10.0 Number of Periods

This syllabus provides estimates of the time that will be spent in teaching and learning in consideration of the complexity of the specific competences and the learning activities. Five periods of 60 minutes (one hour) per week have been allocated for this subject.

11.0 Teaching and Learning Contents

The contents of this subject are presented in matrix form with six columns which include main competences, specific competences, learning activities, assessment criteria, resources and the number of periods as presented in Tables 3 & 4.

First Year

Table 3: *Detailed Contents for First Year*

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
1.0 Master English language teaching and learning methods for primary education	1.1 Analyse English language teaching and learning methods for primary education	Describe English teaching and learning methods for primary education	Teaching and learning methods for primary education are accurately described	Realia, flashcards, real objects audio/ audiovisual materials with teaching methods	20
	1.2 Demonstrate mastery of grade level methods of teaching listening skills	(a) Demonstrate mastery of the application of sports, arts and games for teaching listening skills	Mastery of applying sports, arts and games for teaching listening skills is properly demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	20
		(b) Demonstrate mastery of using various methods to teach listening skills to a large class	Mastery of using various methods to teach listening skills to a large class is properly demonstrated		
		(c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching listening skills	Mastery of methods for embedding various cross-cutting issues in teaching listening skills is demonstrated		

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(d) Demonstrate mastery of methods for embedding ICT in teaching listening skills	Mastery of the methods for embedding ICT in teaching listening skills is properly demonstrated		
		(e) Demonstrate mastery of using other methods for teaching listening skills	Mastery of using other methods for teaching listening skills is appropriately demonstrated		
	1.3 Demonstrate mastery of grade level methods of teaching speaking skills	(a) Demonstrate mastery of the application of sports, arts and games for teaching speaking skills	Mastery of the application of sports, art and games in teaching speaking skills is well demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	20
		(b) Demonstrate mastery of using various methods to teach speaking skills to a large class	Mastery of using various methods to teach speaking skills to a large class is well demonstrated		

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching speaking skills	Mastery of methods for embedding various cross-cutting issues in teaching speaking skills is properly demonstrated		
		(d) Demonstrate mastery of methods for embedding ICT in teaching speaking skills	Mastery of the methods for embedding ICT in teaching speaking skills is rightly demonstrated		
		(e) Demonstrate mastery of using other methods for teaching speaking skills	Mastery of using other methods for teaching speaking skills is demonstrated		
	1.4 Demonstrate mastery of grade level methods of teaching pronunciation	(a) Demonstrate mastery of the application of sports, arts and games for teaching pronunciation	Mastery of the application of sports, art and games in teaching pronunciation is correctly demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	30
		(b) Demonstrate mastery of using various methods to teach pronunciation to a large class	Mastery of using various methods used to teach pronunciation to a large class is properly demonstrated		

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching pronunciation	Mastery of the methods for embedding various crosscutting issues in teaching pronunciation is well demonstrated		
		(d) Demonstrate mastery of methods for embedding ICT in teaching pronunciation	Mastery of the methods for embedding ICT in teaching pronunciation is properly demonstrated		
		(e) Demonstrate mastery of using other methods for teaching pronunciation	Mastery of using other methods for teaching pronunciation is adequately demonstrated		
	1.5 Demonstrate mastery of grade level methods of teaching vocabulary	(a) Demonstrate mastery of the application of sports, arts and games for teaching vocabulary	Mastery of the application of sports, art and games in teaching vocabulary is correctly demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	21

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(b) Demonstrate mastery of using various methods to teach vocabulary to a large class	Mastery of various methods used to teach vocabulary to a large class is properly demonstrated		
		(c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching vocabulary	Mastery of the methods for embedding various cross-cutting issues in teaching vocabulary is well demonstrated		
		(d) Demonstrate mastery of methods for embedding ICT in teaching vocabulary	Mastery of the methods for embedding ICT in teaching vocabulary is correctly demonstrated		
		(e) Demonstrate mastery of using other methods for teaching vocabulary	Mastery of using other methods for teaching vocabulary is properly demonstrated		
	1.6 Demonstrate mastery of grade level methods of teaching reading skills	(a) Demonstrate mastery of applying sports, arts and games for teaching reading skills	Mastery of applying sports, art and games in teaching reading skills is well demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	20

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(b) Demonstrate mastery of using various methods to teach reading skills to a large class	Mastery of using various methods to teach reading skills to a large class is well demonstrated		
		(c) Demonstrate mastery of methods for embedding various crosscutting issues in teaching reading skills	Mastery of the methods for embedding various crosscutting issues in teaching reading skills is well appropriately demonstrated		
		(d) Demonstrate mastery of methods for embedding ICT in teaching reading skills	Mastery of the methods for embedding ICT in teaching reading skills is adequately demonstrated		
		(e) Demonstrate mastery of using other methods for teaching reading skills	Mastery of other methods for teaching reading skills is demonstrated		

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	1.7 Demonstrate mastery of grade-level methods of teaching writing skills	(a) Demonstrate mastery of applying sports, arts and games for teaching writing skills (b) Demonstrate mastery of using various methods to teach writing skills to a large class (c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching writing skills (d) Demonstrate mastery of methods for embedding ICT in teaching writing skills (e) Demonstrate mastery of using other methods for teaching writing skills	Mastery of applying sports, art and games in teaching writing skills is appropriately demonstrated Mastery of using various methods to teach writing skills to a large class is correctly demonstrated Mastery of methods for embedding various cross-cutting issues in teaching writing skills is well demonstrated Mastery of methods for embedding ICT in teaching writing skills is properly demonstrated Mastery of using other methods for teaching writing skills is well demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	20

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
	1.8 Demonstrate mastery of skills for improvising and using technology and other assistive media in teaching and learning	(a) Demonstrate mastery of skills for improvising simple teaching and learning media	Mastery of skills for improvising simple teaching and learning media is appropriately demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with various issues	24
		(b) Demonstrate mastery of skills for using technology and other assistive media in teaching and learning	Mastery of skills for using technology and other assistive media in teaching and learning is properly demonstrated		

Second Year

Table 4: Detailed Contents for Second Year

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
1.0 Master English language teaching and learning methods for Primary Education	1.1 Demonstrate mastery of grade-level methods of teaching grammar	(a) Demonstrate mastery of the application of sports, arts and games for teaching grammar	Mastery of applying sports, art and games in teaching grammar is properly demonstrated	Realia, flashcards, real objects audio/ audiovisual materials with teaching methods	100
		(b) Demonstrate mastery of using various methods to teach grammar to a large class	Mastery of using various methods to teach grammar to a large class is adequately demonstrated		
		(c) Demonstrate mastery of methods for embedding various cross-cutting issues in teaching grammar	Mastery of methods for embedding various crosscutting issues in teaching grammar is correctly demonstrated		
		(d) Demonstrate mastery of methods for embedding ICT in teaching grammar	Mastery of methods for embedding ICT in teaching grammar is appropriately demonstrated		

Main Competence	Specific Competences	Learning Activities	Assessment Criteria	Suggested teaching and learning resources	Number of Periods
		(e) Demonstrate mastery of using other methods for teaching grammar	Mastery of using other methods for teaching grammar is adequately demonstrated		
	1.2 Demonstrate mastery of various methods for teaching and learning outside the classroom	Demonstrate mastery of the application of various methods for facilitating learning outside the classroom	Mastery of the application of various methods for facilitating learning outside the classroom is correctly demonstrated	Realia, flashcards, real objects audio/audiovisual materials with various issues	75

Bibliography

Edge, J. (1989). *Mistakes and Correction*. Longman.

Hubbard, P., Jones, H., Thornton, B & Wheeler, B. (1986). *A training course for TEFL*. Oxford University Press.

Ghana Ministry of Education (2018). *National pre-tertiary education curriculum framework*. Ghana.

Tanzania Institute of Education (2013). *Module for English language pedagogy for teacher education certificate course for Primary Education*. Tanzania Institute of Education.