



FOREIGN LANGUAGES

Junior Secondary Curriculum

May 2022

Session Objectives



By the end of the session, the participant should be able to:

- a) explain the essence of learning foreign languages in Junior Secondary.
- b) plan skill-based language instruction using a variety of pedagogical approaches.
- c) embrace facilitating the development of core competencies and values in foreign language learning.



KWL

- 1. What *I know* about
- 2. What *I want to know* about



SUBJECTS AND TIME ALLOCATION



| No. | Subject | No. of lessons (per week) |
|-----|----------|---------------------------|
| 1 | Arabic | 3 lessons |
| 2 | French | 3 lessons |
| 3 | German | 3 lessons |
| 4 | Mandarin | 3 Lessons |



ARABIC

ESSENCE STATEMENT



Arabic is one of the oldest living and active languages in the world. It is one of the official languages of the United Nations (UN) and the African Union (AU). It is also the official language of more than 22 countries, which constitute the Arab League, and the mother tongue of millions of native speakers. Arabic is a sacred language to over one and a half billion Muslims around the world. It has influenced linguistically and culturally many local languages, such as Kiswahili and Somali.

Proficiency in Arabic language will empower the learners socially, economically, politically, intellectually and culturally hence promoting intercultural understanding for peaceful coexistence as well as fostering the principle of global citizenship. Arabic builds on the language skills developed in upper primary and forms the basis for further language development and specialization in the subsequent levels of learning.

GENERAL SUBJECT LEARNING OUTCOMES



By the end of Junior Secondary School, the learner should be able to:

- a) respond to spoken and written Arabic for effective communication
- b) access information written in Arabic for further learning
- c) write simple composition on daily experiences
- d) use language structures to communicate efficiently
- e) appreciate the culture of Arabic speaking people to promote national and international relationship for peaceful co-existence.

ALIGNMENT OF SUBJECT GENERAL OUTCOMES TO NATIONAL GOALS OF EDUCATION

| SUBJECT GENERAL LEARNING OUTCOME | NATIONAL GOALS OF EDUCATION |
|--|---|
| a) respond to spoken and written Arabic for effective communication | Promote the social, economic, technological and industrial needs for national development. (2) |
| b) access information written in Arabic for further learning | Promote sound moral and religious values. (4) |
| c) write simple composition on daily experiences | Promote individual development and self-fulfillment (3) |
| d) use language structures to communicate efficiently | Foster nationalism and patriotism and promote national unity. (1) |
| e) appreciate the culture of Arabic speaking people to promote national and international relationship for peaceful co-existence | <p>Promote respect for and development of Kenya's rich and varied cultures. (6)</p> <p>Promote international consciousness and foster positive attitudes towards other nations. (7)</p> |

ORGANISATION

Strands include:

1. Listening and Speaking
2. Reading
3. Writing
4. Language structures

The four language skills and language structures will be developed using the following thematic areas:

1. School
2. Description of people and places
3. My home
4. Food and shopping
5. Health
6. Leisure time and festivities
7. Transport and media

Transformative Methodologies

Inquiry-Based Learning



Inquiry Based Learning involves experiences that enable the learner to develop understanding about aspects of the world around them through the development and use of investigative skills.

The inquiry-based approach to learning is more focused on using content as a means to develop information-processing and problem-solving skills.

Example: *in sub strand 2.2* the learner explores the pros and cons of different professions.

Project Based Learning



Project Based Learning is a teaching method in which the learner shall gain knowledge and skills by working collaboratively to investigate and respond to an authentic, engaging, and complex question, problem, or challenge and demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

Example: *Sub strand 2.5* the learner researches how different hospital equipment work and discuss findings with peers in an online forum

Intercultural Awareness



It is important for learners learning a foreign language to have an awareness of that culture, and how that culture relates to their own first language/first culture.

Learners shall be exposed to a variety of situations that exposes them to various cultures.

Example: *Sub strand 2.3* the learner searches for pictures of varied room arrangements from different cultural backgrounds using digital devices for example, (Arabic, Swahili) and creates a digital portfolio

ASSESSMENT METHODS



Assessment methods have been provided as an appendix in the Curriculum Design and have been customized to each Strand.

The list is exhaustive and takes care of all types of learners After each sub strand there is also an assessment rubric that assesses whether each of the Specific Learning Outcome has been achieved and to which level.







FRENCH

ESSENCE STATEMENT



- Learning foreign languages is a prerequisite for global citizenship; the national goals of education advocate promoting international consciousness and fostering positive attitudes towards other nations.
- Proficiency in foreign languages empowers one and provides limitless opportunities to enjoy the privileges, rights, and benefits of global citizenship and contribute positively to its very existence

- French at Junior Secondary builds on the linguistic competencies acquired in upper primary. The proposed learning experiences provide the opportunity to experiment with and explore the language in contextualized communication situations.
- The content is delivered using interactive and participatory methods of learning aimed at unlocking the learners' multiple intelligences.



- The learner will exit Junior Secondary as an intermediate user of the language. Importantly, this will form a crucial foundation for those advancing in French to Senior Secondary.

GENERAL SUBJECT LEARNING OUTCOMES

By the end of the Junior Secondary, the learner should be able to:

1. Listen actively to varied audio stimuli on issues relating to day-to-day life;
2. Use spoken language to interact with others on various topics;
3. Read simple texts on everyday contexts with comprehension;
4. Create simple written texts on various topics using varied media;
5. Utilise digital literacy skills responsibly in learning and communication;
6. Address pertinent and contemporary issues using relevant knowledge, skills and attitudes acquired;

GENERAL SUBJECT LEARNING OUTCOMES CONT...D

7. Transform their learning experiences into service learning in the community;
8. Align their learning experiences to the development of the core competencies;
9. Appreciate cultural diversity for national cohesion and international consciousness.

Interrelationship between the level outcomes, subject general learning outcomes and national goals of education



| SUBJECT GENERAL LEARNING OUTCOMES | LEVEL LEARNING OUTCOME(S) | NATIONAL GOAL(S) OF EDUCATION |
|--|---|--|
| 1.Listen critically and respond appropriately to a variety of audio stimuli | Outcome 1:Protect, preserve and improve the environment for sustainability. Outcome 9 :Demonstrate appreciation of diversity in people and cultures.. | Goal 6: Promote respect for and development of Kenya's rich and varied cultures. |
| 2. Use spoken language to communicate effectively | Outcome 1: Communicate effectively and utilise information and communication technology across varied contexts | Goal 2: Promote social ,economic, technological and industrial needs for national development. Goal 5: |
| 3.Read to analyse texts on a variety of themes | Outcome3.Apply and promote health care strategies in day to day life. Outcome 7: Protect, preserve and improve the environment for sustainability. | Goal 8: Promote positive attitudes towards good health and environmental protection. |
| 4. Create various forms of written communication using varied media; | Outcome 1. Communicate effectively and utilise information and communication technology across varied contexts. Outcome 4. | Goal 2:Promote social ,economic, technological and industrial needs for national development. |
| 5.Exhibit digital literacy skills responsibly in learning and communication | Outcome 1.Communicate effectively and utilise information and communication technology across varied contexts. | Goal 2 Promote...technological and industrial needs for national development.: Goal 3;Promote individual development and self-fulfilment. |
| 6. Apply acquired knowledge and skills to address pertinent and contemporary issues; | Outcome 10. Manage pertinent and contemporary issues responsibly. Outcome 3. Apply basic research and scientific skills to manipulate the environment and solve problems. Outcome 6: Apply and promote health care strategies in day to day life. | Goal 8: Promote positive attitudes towards good health and environmental protection. |
| 7.Exhibit desired values and attitudes in all forms of communication; | Outcome 5:Uphold national, moral and religious values and apply them in day to day life. | Goal :Promote sound moral and religious values. |
| 8.Appreciate cultural diversity for cohesive existence and global citizenship; | Outcome 8: Demonstrate active local and global citizenship for harmonious coexistence. Outcome 9:demonstrate appreciation of diversity in people and cultures | Goal 1: Foster nationalism and patriotism and promote national unity |

HOW ARE THE FRENCH CURRICULUM DESIGNS ORGANISED?

The French curriculum designs are organised into strands and sub strands.

Strands

1. Listening and speaking
2. Reading
3. Writing
4. Language structures

Sub strands

Under the four language skills there are subskills that the teacher is supposed to deliberately focus on. For example in sub-strand 2.2 the subskill is reading for fluency. The teacher should guide learners using learning experiences that focus on practicing reading for fluency.

HOW ARE THE FRENCH CURRICULUM DESIGNS ORGANISED? CONT...D



| Listening and Speaking | Reading | Writing | Grammar |
|---|---|--|--|
| <ul style="list-style-type: none">• Listening comprehension• Oral expression | <ul style="list-style-type: none">• Reading aloud• Reading for fluency• Reading comprehension | <ul style="list-style-type: none">• Guided writing• Descriptive writing• Creative writing• Functional writing | <ul style="list-style-type: none">4.1 Informal language structures4.2 Possessive adjectives (plural)4.3 Adjectives and prepositions4.4 Nouns and verbs4.5 Prepositions4.6 Indefinite and partitive articles4.7 Present tense4.8 The interrogative |

The content is organised into 8 thematic areas, namely:

- 1.Social interactions
- 2.Family
- 3.Home
- 4.Media

- 5.School
6. Shopping
7. Hobbies
- 8.Health

FRENCH?



Each of the 7 core competencies has smaller subskills. When developing a given competency, it would be important to narrow down on a specific subskill to achieve an outcome that is clear and specific.

For example in sub strand 1.1 listening and speaking: social interactions, the competency to be developed is communication and collaboration, and the subskills are active listening and adaptive speaking.

To develop these subskills learners could simulate simple dialogues on informal interactions in pairs. Choose a subskill that is most relevant to the sub strand.

WHAT ARE THE PEDAGOGICAL APPROACHES TO USE?

Use a variety of approaches especially those that auger well with the competency-based curriculum. These are approaches that emphasis on learner autonomy, constructing knowledge, discovery learning, doing tasks and practical application of acquired knowledge, skills and attitudes.

TRANSFORMATIVE METHODOLOGIES

In CBC, the learner is a responsible, active player in the learning process, making decisions and constructing new knowledge and skills autonomously, but with the help from the teacher. The teacher is simply a facilitator in this hands-on kind of learning experience. The teacher will therefore need to blend at any given moment any number of the broad transformational approaches to teaching the French language.

Inquiry-Based Learning

Inquiry-based learning is the primary method of learning in CBC. Learners develop and make use of investigative skills, which help them understand aspects of the world around them. Asking questions is how this method works to help an individual focus on learning.

WHAT ARE THE PEDAGOGICAL APPROACHES TO USE? CONTD

Collaborative Approach

The principal idea here is to have individuals or groups do activities together. Whether it is learner-learner, teacher-learner, or learner-community-based activities, they work together to solve a problem, complete a task or create a product. In language learning, *role plays*, in particular, bring teamwork skills to the fore.

WHAT ARE THE PEDAGOGICAL APPROACHES TO USE? (CONTD)

Inter-cultural awareness

Language is an aspect of culture and one of the mediums through which the latter finds expression. It is essential for learners of French to be aware of the French culture and how it relates to their own culture.

Learning French as a foreign language calls for an appreciation of the French culture on which the language itself is anchored. In this case, the Intercultural learning approach involves exposing the learners to various aspects of the way of life in the francophone world before requiring them to compare these with what goes on in their own cultures.

You could expose them to virtual visits to sites of interest in the francophone world to enrich their experiences. Guide them to explore the internet for useful language learning applications and create communities of learning to develop their intercultural awareness skills. Such practice will help in developing positive attitude and a good measure of tolerance of other cultures.

WHAT ARE THE UNIQUE FEATURES ?

Intercultural Awareness

This approach enables the learners to observe, to compare, and to contrast their culture and the French culture, thereby raising their awareness and understanding these will make them accept and appreciate cultural differences. For instance, in substrand 1.7 Listening Comprehension and Oral expression: Hobbies, you could engage the learners in learning activities where they compare hobby activities in Kenya and France.

WHAT ARE THE PEDAGOGICAL APPROACHES TO USE? (CONTD)

Task-Based Approach

This approach is an offshoot of the communicative approach. It considers language as a means of social interaction in particular contexts. You give a language-based task to the learner, who is forced to mobilise relevant language competencies already acquired to carry out the task. The task is complex in its formulation. For it to be satisfactorily accomplished, the learner would have to borrow from a whole spectrum of skills and competencies in comprehension, making sentences, collaborating with others, and interpreting texts.

HOW DO YOU INCORPORATE DIFFERENTIATED LEARNING IN FRENCH LANGUAGE LEARNING?

You could identify those areas where learners have strength and weaknesses. Focus on an individual learner needs, allowing each learner to acquire knowledge, skills attitudes and values at their own pace. In language learning you could develop an individualised education programme with a speech therapist and an SNE specialist for learners with speech disorders like stammering and stuttering.



Merci!



GERMAN

Essence Statement



Foreign language proficiency enables one to be an effective member of the global world. German language learning at Junior Secondary builds on the linguistic competencies developed at Upper Primary. Additionally, it focuses on further development of the four basic language skills; listening, speaking, reading and writing.

Cultural knowledge, contextual topical content and applied grammar are the vehicles through which the four skills are developed. Emphasis is on the functional use of language as well as acquisition of the necessary oral, intensive and extensive reading and writing skills on varied contexts through collaborative approaches.

Learners are expected to attain the intermediate level of proficiency in German language (equivalent to A2 of the Common European Framework of Reference for Languages) in order to transit to Senior School. The learner will be empowered to respect, appreciate and participate in the opportunities within their own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the course, the learner should be able to:

- 1) Listen actively to speakers in varied contexts and respond appropriately.
- 2) Interact with others on familiar topics.
- 3) Read texts of medium complexity on familiar matters for information and enjoyment.
- 4) Write texts of medium complexity on subject matter relating to their everyday experiences.
- 5) Use varied media to access and create information to enhance german language learning.
- 6) Appreciate own and other people's culture for national cohesion and international consciousness.
- 7) Apply acquired knowledge and skills to address challenges in everyday life.

Interrelationship of Learning Outcomes

| Subject General Learning Outcome | National Goals of Education it corresponds to |
|---|--|
| Listen actively to speakers in varied contexts and respond appropriately. | Foster nationalism and patriotism and promote national unity. |
| Interact with others on familiar topics. | Promote sound moral and religious values. |
| Read texts of medium complexity on familiar matters for information and enjoyment | Promote respect for and development of Kenya's rich and varied cultures. |
| Write texts of medium complexity on subject matter relating to their everyday experiences | Promote respect for and development of Kenya's rich and varied cultures. -Promote individual development and self-fulfillment |

Interrelationship of Learning Outcomes

Apply media and technology to enhance German language learning.

Promote the social, economic, technological and industrial needs for national development.

Solve everyday challenges using critical thinking and problem-solving skills.

Promote individual development and self-fulfillment

Appreciate our own and other people's cultures for national cohesion and international consciousness.

Promote respect for and development of Kenya's rich and varied cultures.

ORGANISATION



Strands

Based on the four language skills and grammar. They include;

Listening and Speaking

Reading

Writing

Language Structures

Sub Strands

These are set of sub skills for each of the language skills and specific grammar topics that will be handled in the designs.

The sub strands have adopted a spiral approach to build on the knowledge and skills that the learners already have.

The four language skills, sub skills and language structures will be developed using the following thematic areas:

1. Shopping
2. School
3. Leisure Time Activities
4. Family
5. My House and Pets
6. Health
7. Media

How is the German Language unique?



Gender (Geschlecht):

In the German language, nouns are known by their gender as masculine, feminine and neutral represented by the articles “der”, “die”, “das”

Case (Kasus):

The German language has four cases, namely Nominative, Accusative, Dative and Genitive. Learners need to observe the correct case in their communication. At this level however, the Genitive case shall be taught implicitly.

Conjugation

- Conjugation refers to the subject-verb-agreement in a German sentence. Learners therefore should pay close attention to the conjugation of regular and irregular verbs. Correct conjugation contributes greatly to good oral and written skills.

Word order and inversions:

- German parts of speech take specific positions in statements and questions. The finite Verb will always take the second position in a statement while past participles, separable prefixes and infinitive forms in conjunction with modal verbs will always take the last position.

Transformative Methodologies

Inquiry-Based Learning



Inquiry Based Learning involves experiences that enable the learner to develop understanding about aspects of the world around them through the development and use of investigative skills.

The inquiry-based approach to learning is more focused on using content as a means to develop information-processing and problem-solving skills.

Example: *in sub strand 1.7* the learner interviews peers in school to ascertain the percentage of the learners who can competently handle the most commonly used digital devices.

Project based learning



Project Based Learning is a teaching method in which the learner shall gain knowledge and skills by working collaboratively to investigate and respond to an authentic, engaging, and complex question, problem, or challenge and demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

Example: *Sub strand 1.7* the learner carries out an online research on simple tips for handling a digital device of their choice and posts the findings in a digital forum.

Intercultural Awareness



It is important for learners learning a second language to have an awareness of that culture, and how that culture relates to their own first language/first culture. Learners shall be exposed to a variety of situations that exposes them to the German culture.

Example: *Sub strand 2.4* learner researches (online and through other means) and reads on family relations in Kenya and Germany.

Communicative Approach



The concept of communicative competence brings out the importance of fundamental aspects of language use. They include knowledge of language forms (grammar), appropriate use of language in various social contexts, use of cohesion and coherence devices, and knowledge of verbal and non-verbal communication strategies.

Example: *Sub strand 1.6* learner presents with peers a song/poem on body parts

ASSESSMENT METHODS



Assessment methods have been provided as an appendix in the Curriculum Design and have been customized to each Strand.

The list is exhaustive and takes care of all types of learners

After each sub strand there is also an assessment rubric that assesses whether each of the Specific Learning Outcome has been achieved and to which level.





MANDARIN

ESSENCE STATEMENT



- Kenya and China have deepened mutual political and economic engagement over the years.
- This presents a need and an opportunity for Kenyans to develop proficiency in Mandarin to be effective players in the global world.
- Learning Mandarin at Junior Secondary encourages learners to improve proficiency and build on the linguistic competencies developed at Upper Primary.
- It further develops the four basic language skills; listening, speaking, reading and writing through cultural sensitivity,

ESSENCE STATEMENT

contextual topical content and applied grammar.

- Emphasis is on the functional use of language as well as acquisition of the necessary language skills through collaborative approaches.
- Learners are expected to attain an equivalent of YCT 4 (Young Chinese Test) or HSK 3 (*Hànyǔ Shuǐpíng Kǎoshì* - Chinese proficiency test) which are international standardized tests of Chinese language proficiency in order to transit to Senior School.
- The learner will be empowered to respect, appreciate and participate in the opportunities within own and the international community.

SUBJECT GENERAL LEARNING OUTCOMES



By the end of the Junior Secondary School, the learner should be able to:

- a) communicate effectively about everyday issues in a range of contexts.
- b) develop writing skills relating to their everyday experiences.
- c) listen, comprehend and respond appropriately to Mandarin texts in varied contexts.
- d) read varied texts of moderate complexity on familiar matters and everyday issues.



- e) use varied media to access and create information to enhance learning.
- f) appreciate one's and other people's culture for national cohesion and international consciousness.
- g) apply acquired knowledge, skills and attitudes to address challenges in everyday life.

INTERRELATIONSHIP TO THE NATIONAL GOALS OF EDUCATION

| SUBJECT GENERAL LEARNING OUTCOMES | LEVEL LEARNING OUTCOME(S) | NATIONAL GOAL(S) OF EDUCATION |
|--|--|---|
| Appreciate one's and other people's culture for national cohesion and international consciousness. | Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility | Foster nationalism, patriotism, and promote national unity |
| Use varied media to access and create information to enhance learning. | <p>Apply literacy, numeracy skills and logical thinking appropriately in self-expression</p> <p>Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development</p> <p>Apply digital literacy skills appropriately for communication and learning.</p> | Promote social, economic, technological and industrial needs for national development |
| <p>Communicate effectively about everyday issues in a range of contexts.</p> <p>Develop writing skills relating to their everyday experiences.</p> <p>Listen, comprehend and respond appropriately to Mandarin texts in varied contexts.</p> | Communicate effectively, verbally and non-verbally, in diverse contexts | Promote individual development and self-fulfillment |
| Appreciate one's and other people's culture for national cohesion and international consciousness. | <p>Demonstrate social skills, spiritual and moral values for peaceful co-existence</p> <p>Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility</p> | Promote sound moral and religious values |

INTERRELATIONSHIP TO THE NATIONAL GOALS OF EDUCATION

| SUBJECT GENERAL LEARNING OUTCOMES | LEVEL LEARNING OUTCOME(S) | NATIONAL GOAL(S) OF EDUCATION |
|--|---|--|
| <p>Use varied media to access and create information to enhance learning.</p> <p>Apply acquired knowledge, skills and attitudes to address challenges in everyday life.</p> | <p>Manage pertinent and contemporary issues in society effectively</p> | <p>Promote social equity and responsibility</p> |
| <p>Appreciate one's and other people's culture for national cohesion and international consciousness.</p> | <p>Appreciate the country's rich, diverse cultural heritage for harmonious co-existence</p> | <p>Promote respect for and development of Kenya's rich and varied cultures</p> |
| <p>Appreciate one's and other people's culture for national cohesion and international consciousness.</p> | <p>Appreciate the country's rich, diverse cultural heritage for harmonious co-existence</p> | <p>Promote international consciousness and foster positive attitudes towards other nations</p> |
| <p>Apply acquired knowledge, skills and attitudes to address challenges in everyday life.</p> <p>Read varied texts of moderate complexity on familiar matters and everyday issues.</p> | <p>Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development</p> <p>Practise relevant hygiene, sanitation and nutrition skills to promote health</p> <p>Manage pertinent and contemporary issues in society effectively</p> | <p>Promote positive attitudes towards good health and environmental protection</p> |

STRANDS

Listening and Speaking, Reading, Writing, Grammar

The topical content used to develop the four language skills and language structures are:

1. My Home
2. Eating and drinking
3. Holidays and travel
4. Weather and climate
5. School
6. Health and wellness
7. Shopping
8. Media

SUMMARY OF SUB STRANDS

| Listening and speaking skills | Reading skills | Writing skills | Language structures |
|---|--|--|---|
| Oral expressions Listening comprehension Listening for details Speaking fluency Listening for information Appreciative listening | Reading aloud Reading for fluency Reading comprehension Reading silently Extensive reading | Guided writing Descriptive writing Functional writing Creative writing Narrative writing | Noun classifiers Prepositions Sentence structure Adverbs of degree Conjunctions |

Transformative Methodologies

Intercultural awareness

The Chinese language forms a huge part of Chinese culture thus culture teaching/ cultural awareness in Mandarin is an essential supplement as it enhances trainees' excitement in learning the language as well as enabling them to acquire the various intercultural awareness skills and attitudes.

For example:

Strand Listening and speaking Sub strand 1.3 , Transport: Learner researches online/offline the types of transportation in Kenya and China and discuss the differences and similarities in class.

Collaborative Approach

Communicative proficiency among the trainees should be encouraged. Use of role play and dialogue, preferably reflecting real world scenarios and using cultural input, and a range of activities including individual, pair and group work should be emphasized including a variety of visual, auditory and kinaesthetic activities. For example:

Strand Writing Sub strand 3.2 , Describing foodstuff : Learner composes short character passages/texts describing their favourite food with the correct stroke order.

Inquiry Based Learning



Learning where knowledge is built from experience and process, especially socially based experience .Progress and outcomes are generally assessed by how well trainees develop experimental and analytical skills, and often how well they work in groups. For example:

Strand Listening and speaking Sub strand 1.3 , Transport:
Learner carries out a class survey to find out their peers' preferred mode of transportation.

Project Based Learning

Learning where trainees gain knowledge and skills by working collaboratively to investigate and respond to an authentic, engaging, and complex question, problem, or challenge and demonstrate their knowledge and skills by creating a public product or presentation for a real audience. For example:

Strand Reading Sub strand 2.7 , Currency exchange: Learner organises a literacy field trip to exchange reading materials with peers to encourage extensive reading in the school.

UNIQUE FEATURES OF MANDARIN



- It's writing system is syllabic, has no alphabets.

Writing Chinese characters requires knowledge on the different strokes that form a character, emphasis on the order of strokes and the rules of writing Chinese characters.

It is imperative that trainees understand how radicals make up a key part of each character by providing meaning or pronunciation.

UNIQUE FEATURES OF MANDARIN



- It is a tonal language. Tones indicate variations in the pronunciations of the combined initials and finals. E. g.
 - 摸 (mō) – touch
 - 磨 (mó) – to grind something
 - 抹 (mǒ) – to wipe
 - 墨 (mò) – ink
- It does not mark tense on the verb. It almost entirely lacks inflection and grammatical markers of tense.

UNIQUE FEATURES OF MANDARIN



- Measure words/ Noun classifiers

It is imperative trainees are introduced to measure words systematically as well as the rules that apply when using them in Mandarin. Different nouns have different measure words i.e.

Number + Measure word + Noun (phrase)

For example:

一张桌子 yì zhāng zhuōzi - a table

ASSESSMENT



- Use of alternative assessment.
- Include such practices as teacher anecdotal/observation records, teacher and learner reflective journals, learner reading logs, tape recordings of learner oral reading (substrand 2.4: reading fluency), teacher- learner -parent conferences, portfolios etc.
- Sub strand 2.7: extensive reading i.e. learners write in journals about their reading books of choice, teachers can take this information, observe associated behaviours, and make a diagnosis about learner instructional needs.



Self-Reflection

1. I learnt.....
2. I need to learn more about.....
3. How I will apply what I have learnt

Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses: <https://tinyurl.com/KWL-Facilitators>

谢谢
Xièxie