

**MINISTRE DES ENSEIGNEMENTS SECONDAIRES**  
**MINISTRY OF SECONDARY EDUCATION**

**INSPECTION GENERALE DES ENSEIGNEMENTS**  
**INSPECTORATE GENERAL OF EDUCATION**

**PROGRAMME OF STUDY: LITERATURE IN ENGLISH**  
**(ANGLOPHONE) SECONDARY GENERAL EDUCATION**  
***FIRST CYCLE: FORMS 3, 4 AND 5***



*Observing the environment in order to make informed choices on training options for a successful future*

**INSPECTION DE PEDAGOGIE CHARGEE DE L'ENSEIGNEMENT DES LETTRES, ARTS ET LANGUES**  
**INSPECTORATE OF PEDAGOGY IN CHARGE OF LETTERS, ARTS AND LANGUAGES**

*December 2014*

REPUBLIQUE DU CAMEROUN  
*Paix - Travail – Patrie*

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MINISTERE DES ENSEIGNEMENTS  
SECONDAIRES

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INSPECTION GENERALE DES ENSEIGNEMENTS  
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REPUBLIC OF CAMEROON  
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MINISTRY OF SECONDARY EDUCATION

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INSPECTORATE GENERAL OF EDUCATION  
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Order N° 419/14 /MINESEC/ IGE ..... *Sup* - 9 DEC 2014

To outline the syllabuses for Form III, Form IV and Form V of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of the Law N° 98/004 of 14 April 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N°2011/408 of 9 December 2011 to reorganise the Government;

Mindful of Decree N°2011/410 of 9 December 2011 to form the Government;

Mindful of Decree N°2012/267 of 11 June 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

**Article 1:** The syllabuses for Form III, Form IV and Form V of Secondary General Education shall be outlined as follows:

## PREFACE

### SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school ,prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **“The competence based approach with an entry through real life situations “**.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.

  
The Minister of Secondary Education  
*Louis Bapes Bapes*

## **FIRST CYCLE SYLLABUS REVIEW**

### **A PARTICIPATORY AND INNOVATIVE APPROACH**

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper(DSCE) .

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- a shift from a skill based approach to a competence based approach through real life situations;
- a shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities ;
- a shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.

The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

<b>Areas of learning</b>	<b>Disciplines</b>
1- Languages and Literature	<ul style="list-style-type: none"> <li>- French</li> <li>- English</li> <li>- Living Languages II</li> <li>- Ancient Languages</li> <li>- Literature(in English and in French)</li> </ul>
2- Science and Technology	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- The Sciences( Physics, Chemistry, Technology, Life and Earth Sciences)</li> <li>- Computer Science</li> </ul>
3- Social Sciences/Humanities	<ul style="list-style-type: none"> <li>- History</li> <li>- Geography</li> <li>- Citizenship Education</li> </ul>
4- Personal Development	<ul style="list-style-type: none"> <li>- Sports and Physical Education</li> <li>- Manual Labour</li> </ul>
5- Arts and National Cultures	<ul style="list-style-type: none"> <li>- National Languages</li> <li>- National Cultures</li> <li>- Arts</li> </ul>



For 4<sup>ème</sup> and 3<sup>ème</sup> (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (35 h) are displayed in the table below:

Domaines d'apprentissage	Volume horaire	Quota
Langues et Littérature	11 heures	31,42%
Sciences et Technologies	11 heures	31,42%
Sciences Humaines	06 heures	17,14%
Arts et cultures nationales	03 heures	08,57%
Développement personnel	03 heures	08,57%

For the Anglophone sub-system of education (Form III, Form IV and Form V) the same information is summarized in the table below:

Areas of learning	Weekly workload	Quota
Languages et Literature	11 hours	31,42%
Sciences et Technology	11 hours	31,42%
Social Sciences	06 hours	17,14%
Art, national languages and cultures	03 hours	08,57%
Personal development	03 hours	08,57%



L'Inspecteur Général des Enseignements

Dr Evelynne MPOUDI NGOLLE

### END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected , after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

N°	Domains/Areas of life	Families of situations to be treated in the 1 <sup>st</sup> cycle
1	Family and social life	<ul style="list-style-type: none"><li>• Participation in family life</li><li>• Healthy professional relationships</li><li>• Social integration</li></ul>
2	Economic life	<ul style="list-style-type: none"><li>• Discovery of income generating activities</li><li>• Discovery of the job market, social roles, jobs and professions</li><li>• Self confidence, aspirations, talents, self potential</li><li>• Practising healthy eating habits</li></ul>
3	Environment , health and well being	<ul style="list-style-type: none"><li>• Preservation of the Environment</li><li>• Quest for a healthy life style</li><li>• Choosing and practising a healthy life style</li></ul>
4	Citizenship	<ul style="list-style-type: none"><li>• Mastery of rules and regulations governing the Cameroonian society</li><li>• Discovery of cultural values and customs of the Cameroonian society</li></ul>
5	Media and Communications	<ul style="list-style-type: none"><li>• Discovery of the media world</li><li>• Discovery of Information and Communication Technologies</li></ul>

In order to achieve these objectives, the learner should be able to mobilise , within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1<sup>st</sup> cycle.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 <sup>st</sup> cycles
1-Languages and Literature	<b>Living languages:</b> English, French , German, Italian, Spanish, Chinese, Etc.	<b>French and English , L1</b> Receptive skills: reading and listening Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus; Listen and understand various texts related to the above mentioned areas of life Productive skills: speaking and writing Produce various types of texts , of average length related to these areas of life; Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;
	English to Francophone learners  French to Anglophone learners	Communicate accurately and fluently using all four basic skills in language learning; Be able to transfer knowledge learnt in class to real life situations out of the classroom; Be able to cope and survive in problem solving situations;
		<b>Living languages II</b> Receptive skills: reading and listening Read and understand simple texts on social life, citizenship, the environment, well being and health, media etc.. Listen and get oral information in order to simply interact during communication situations related the various domains of life. Productive skills: speaking and writing Sing, recite, dramatise , orally answer questions related to the various domains of life as defined in the syllabus; Write short passages on various familiar topics.



	<b>Ancient languages:</b> Latin, Greek <b>National languages</b>  <b>Literature</b> Cameroon Literature; French Literature; Francophone Literature; Other literatures	Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation.
2-Science and Technology	Mathematics, The Sciences Computer Science	Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).
		<b>The Sciences:</b> Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment.
		<b>Computer Science :</b> Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn.
<b>3- Social Sciences /Humanities</b>	<b>History</b>  <b>Geography</b>  <b>Citizenship Education</b>	Possess cultural references to better locate events in time and space within a democratic system and become a responsible citizen. <b>History:</b> Acquire a common culture ; be aware of heritage from the past and current challenges; <b>Geography :</b>

		<p>Develop one's curiosity and knowledge of the world; Get acquainted with landmarks to find your way and fit in the world.</p> <p><b>Citizenship Education:</b> Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.</p>
<b>4- Personal Development</b>	<p><b>Moral Education;</b></p> <p><b>Home Economics;</b></p> <p><b>Sports and Physical Education</b></p> <p><b>Health Education</b></p>	<p>Develop his / her physical abilities/skills ; Get ready for physical challenges , save and regain energy after physical efforts; Identify risk factors; possess basic knowledge and principles in hygiene and health education; Demonstrate a sense of self control and appreciate the effect of physical activities. Conceive and draw up sports and cultural animation projects; Acquire methods and develop a high sense of efforts; Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence.</p>
<b>5- Arts and National Cultures</b>	<p><b>Arts/Artistic Education;</b></p> <p><b>National Cultures</b></p>	<p><b>Artistic Education:</b> Observe and appreciate works of art; Carry out an artistic activity; Gradually acquire the love for personal expression and creativity; Possess a mastery of creativity in music, plastic arts and the performing arts. Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society; Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.</p> <p><b>National languages and Cultures</b> Demonstrate a mastery of Cameroon cultures; Visit the various cultural areas of the country in order to discover their characteristics; Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these</p>

		languages; Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.
Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning.		
<b>6- Cross curricular competences</b>	Intellectual and Methodological domains	Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion ; Support his/her opinion with strong arguments ; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking ; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.
	<b>Social and Personal Domains</b>	Interact positively and assert his/her personality while respecting that of other people; Join team work, fit in a common initiative project /group; Demonstrate interest in cultural activities ; Develop a sense of effort, love for work, perseverance in tasks or activities carried out ; Understand and accept others in intercultural activities; Accept group assessment.

The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extracurricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and become a responsible citizen.

**LITERATURE IN ENGLISH PROGRAMME OF STUDY  
FOR ANGLOPHONE SECONDARY SCHOOLS IN CAMEROON**

**FIRST CYCLE  
(FORM THREE)**

**ANNUAL WORKLOAD: 50**

<b>CYCLE</b>	<b>FORM</b>	<b>WKLY WKLOAD</b>	<b>ANNUAL WKLOAD</b>	<b>COEF</b>
<b>FIRST</b>	<b>FORM THREE</b>	<b>2</b>	<b>50</b>	<b>2</b>

**FORM FOUR AND FIVE**

**ANNUAL WORKLOAD: 50**

<b>CYCLE</b>	<b>FORM</b>	<b>WKLY WKLOAD</b>	<b>ANNUAL WKLOAD</b>	<b>COEF</b>
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<b>FIRST</b>	<b>FORM FOUR</b>	<b>2</b>	<b>50</b>	<b>2</b>
<b>FIRST</b>	<b>FORM FIVE</b>	<b>2</b>	<b>50</b>	<b>2</b>

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## **1.0 GENERAL CONSIDERATIONS**

### **1.1 CONTEXT AND STATUS OF LITERATURE IN ENGLISH IN CAMEROON**

Literature or literary art arguably features very high among the most vital register of the major ideas, concerns, feelings, aspirations, and hopes of the communities out of which it comes. To know literature, therefore, is to be familiar with the communities that have produced it. Equally, to be familiar with communities is to understand how they resemble each other and how they differ from each other. Alternatively, this means to understand the uniqueness of each. In a rapidly shrinking world this understanding becomes increasingly crucial and urgent as each community sees itself, on the one hand, as part of a large human family and, on the other, as a unique cultural context.

Forming a link between the community and literary art is the artist who interprets facets of the life of the community in imaginative structures. These structures encompass the personal, social, and the universal; consequently, the study of literature promotes understanding of both the individual in particular and mankind in general. Nothing that is human is foreign to literature, for literature participates with other disciplines in commenting on, clarifying, and enhancing the human condition. To study literature, therefore, is to understand how the human imagination, the creative faculty, works as it responds to diverse experiences.

Through its varied treatment of the facets of human experience, literature uniquely prepares individuals for living and working in the world. The study of literature provides individual learners with communicative, organisational, interpretative, analytical, critical and creative ability, with the skills of enquiry, which will enable them to succeed in their academic careers and the world of work. These skills create career opportunities in a variety of fields: education, the media, the film world, human resource management, corporate communications, advertising, and law.

Cameroon, like Africa, is a historical, social, and cultural mosaic, with its own fair share of rich and varied literature which has earned and continues to earn a crucial place in the global family of literatures in English. Consequently, the literature from Cameroon and Africa forms an important facet of world literatures in English. This literature also assists significantly in moulding the ideal Cameroonian and/or African person – that personality who displays a high level of self-esteem, who lives in harmony with the environment, who values human life, and who takes pride in Cameroon's /Africa's cultural heritage and diversity.

Law N° 98 / 004 of 14<sup>th</sup> April, 1998 provides guidelines for education and Section 5 Articles 1, 2, 5, 6 and 7 spells out objectives of teaching and learning Literature in English in secondary schools in Cameroon. This syllabus is designed to enable students appreciate literature as an important part of their overall educational process. It aims at enabling the students to enjoy literature as entertainment, to study it for its didactic fall-outs, to cultivate the ability to make value judgments and develop critical skills for independent assessment of human issues; also especially, this syllabus is designed to train the ability to write and to encourage a penchant for creating new literary pieces in all genres of art. In other words, this syllabus encourages the teaching of literature with the aim of enhancing learners' understanding of literal and literary meanings, of meta-language, of considerations like situation or setting, subject matter, character and role played, form and structure, tone, atmosphere or attitude, etc. It equally encourages the teaching of literature that will help in moulding and forming the intellectual, moral and psychological character of learners.

Therefore, through the study of Literature, students should be trained to recognize and appreciate the ways in which writers use English to achieve varying effects, and be able to present an informed, personal response to material studied. As such, this programme of study encourages a teaching ethic in which students are led to a better understanding of themselves and of the world around them as well as to an exploration of wider, universal, more far-reaching issues.

## 1.2 LITERATURE IN ENGLISH IN THE SECONDARY SCHOOL SYLLABUS

Literature is a very important tool in the acquisition of language, since the one provides diverse authentic contexts for the learning of the other. Conversely, language provides the raw material for the production and acquisition of literature. Literature therefore is language in use. Literature brings language into life and gives it essence and vitality. Edward Sapir (1921) states it succinctly: *Language is the medium of literature as marble or bronze or clay is the materials of the sculptor*. Style, whether sense or sound, is conditioned by language. For instance, figurative devices are special uses of language while prosody and the poetic are conditioned by the phonetic dynamics of a language. Therefore teachers will benefit more and become more successful if they take an interest in both English Language and Literature in English, since literature uses language and ideas as its raw materials. It follows, therefore, that studying literature basically is studying language in use. The journey through reading, understanding and interpreting a literary text exposes the students to the following:

- a. the use of language to create pictures or images that give the impression of realism;
- b. the use of language for different purposes - to give information, express feelings, persuade, and organise thinking, etc.;
- c. the use of language to refer to actual things, situations or relationships;
- d. the use of language to create imaginary or hypothetical situations;
- e. a wide range of vocabulary used in very authentic situations- adjectives, nouns, adverbs, verbs;
- f. a variety of sentence structures from simple through complex and compound to complex-compound, etc.

Literature, unlike history, does not simply inform but provides learners with an extension or projection of imaginative experience. It has a great potential to promote discussion, stimulate and nurture the imagination, stimulate students individually, in pairs or groups, to exploit the world created by the text. This in turn enables the students to formulate their own feelings about characters, ideas, situations, and issues in the literary texts, thus allowing them to develop their own responses and sensitivities. Indigenous literary texts expose students to some of the realities of the historical, socio-political, economic and religious landscape of the country. Literature therefore

- a. offers the opportunity for language enrichment, since learner-enthusiasts who constantly read works of art invariably find themselves working through good, standard and memorable English Language structures;
- b. offers the opportunity for the exploitation of valuable, authentic material, while at the same time consciously and unconsciously making for useful personal involvement [Collie and Slater, *Literature in the Language Classroom* (1991)];
- c. moulds the students' personal qualities such as patriotism, perseverance, resourcefulness, love of nature, morality and the faculties of imagination and creativity – when a proper, appropriate choice of texts is made;

- d. confronts students with fresh and unpredictable experiences which provide an excellent preparation for later life where they would have to take on, evaluate and make decisions about a whole range of diverse problems;
- e. as a window on the world, affords cultural enrichment by exposing and raising awareness and enhancing appreciation of indigenous cultural values, by giving learners glimpses of other worlds, cultures and customs, by acquainting them with the world's great literary minds and personalities in this era when globalisation is a common metaphor.
- f. opens up their minds to an understanding of various aspects of human thought, perceptions, motivations, and relations; to philosophical ideas like, freewill, determinism, good and evil, social issues such as environmental protection, HIV/AIDS, education on ethical financial management, racism, feminism, human rights, cultural heritage and world peace.
- g. as one of the arts, prepares students to eventually take up creative writing, journalism, performing arts in the theatre and film industry, etc, as professions;
- h. enhances students' ability to extract meaning from sophisticated syntax, to infer information about the audience and purpose, thus preparing them to be able to interpret the complex and often veiled messages encountered in real life, in law, diplomacy, business and the media.

### 1.3 THE PRINCIPLES OF LITERATURE LEARNING AND TEACHING

This syllabus is governed by the following learning and teaching principles:

- a. **Learner-centred teaching:** This means that the learners' needs and abilities are considered first. The teacher looks for opportunities to maximise the active participation of the students. Rather than explaining things to the class, the teacher encourages students to read, reflect on, discuss and respond to literary texts with critical appreciation and reasoned personal responses. The teacher also trains learners to question assumptions behind what they read and support their viewpoint with textual and extra-textual evidence. The place of the teacher remains central. S/he acts as a guide, facilitator and consultant.
- b. **Autonomy and Team Spirit:** Students' work in the literature classroom should be both independent and collaborative, allowing them to express a diverse range of perspectives and opinions. This will enable students to learn how to formulate and refine their responses to texts, how to defend their viewpoints as well as how to accept and respond consensually to the informed opinions of others.
- c. **Extensive Reading:** Literature should promote a love for reading and should expose the students to the three genres - prose, poetry and drama from the onset. Students should be encouraged to read not only the set texts but also other texts of similar or contrasting nature so as to broaden their range of experiences and open their minds to create new links with the students' own schemata.
- d. **The use of a variety of media:** Audio and visual resources, ICT, film and internet can be used to make literature lessons more interesting and stimulating; the film version of a novel or short story being studied will enhance post-reading discussion of characterisation, form or story adaptation, setting, dramatization of episodes, study of symbols, themes and so on.
- e. **Integrated skills:** Developing the skill of writing is an essential part of literature learning and teaching. This enables the students to be able to:
  - i. Construct coherent and thoughtful arguments supported by evidence from the text.
  - ii. Produce writing that reflects engagement with the text and an understanding of how language is used to create literary effects.

These principles can be succinctly summarised into three: **personal engagement**, **critical appreciation** and **meaningful connections**. Thus teachers will create a positive classroom environment where literary texts are discussed, enjoyed and valued; and structure classroom interaction to enable students to engage with texts, develop individual responses to texts and share and evaluate different viewpoints and perspectives. They will also model the use of key

skills for critical appreciation of texts and provide specific feedback to guide students in developing critical responses that are substantiated by textual evidence. Finally, teachers will guide students to explore connections between literary texts and students' own lives, the rest of the world and other texts as well as encourage a love of Literature through providing opportunities for students to engage with the range of literary texts across the three genres of drama, prose, and poetry.

While raising awareness to the “what” and the “how”, Collie and Slater pointedly illustrate useful approaches (in such memorable sections of their very useful text cited above as “First Encounters”, “Maintaining Momentum”, “Exploiting Highlights”, etc), approaches that maintain interest and involvement by using a variety of learner-centred activities; that supplement usually plain-looking literary text pages; that tap the resources of knowledge and experience within learner groups (and enhance peer collaboration); that help students to explore their own responses to literature; that insist on usage (inputs and/or responses) in the target language and that integrate language and literature.

## **1.4 LITERATURE AND LIFE SKILLS**

Literature is a primary vehicle to widen and extend students' experience, to make them more aware of other individuals, issues, cultures and attitudes. It moves them out of their personal spheres and extends their understanding as they change. In many schools, students take part in club activities – drama, journalism, music, etc – which when taken seriously, always invariably provide useful pastimes, and even in many cases, provide dependable sources of sustenance in the film, journalistic and music professions. Finally, literature exposes students to the fact that individuals view events in a variety of ways based on their own frames of reference, beliefs, environment and experiences.

## **1.5 AREAS OF LIFE AND EMERGING GLOBAL ISSUES**

The areas of life and emerging global issues covered by this study are:

- Family and social life;
- Economic life and occupations;
- Health education and safety;
- Citizenship, human rights and duties, and gender issues;
- ICT, Communication and media;
- Environment – global warming, desertification, etc;
- Science, Technology and Research,
- Arts and Culture.

The literature in English syllabus aims to enable learners to engage with and make informed responses to a selection of texts from different literary traditions and genres. It also aims to enhance their aesthetic sense and moral awareness. Furthermore, it aims at developing critical and creative thinking, as

well as raising awareness of and the ability to operate in the above domains or areas of life. Other essential skills that literature learning should hone include *time management, life-long learning, interpersonal and multicultural sensitivity, organising, questioning, persuading* and *problem solving*.

## 1.6 SKILLS DEVELOPMENT IN LITERATURE

The literature syllabus develops a wide spectrum of skills that should enable learners to read and respond to the text through the different areas of study. These skills include creative thinking, analytical and organisational skills. They should therefore be introduced and reinforced at every level. However, the level of their mastery will vary according to the ability of the students. Similarly the skills overlap each other and some skills will invariably lead to the teaching of others and so make for integrated teaching, which is en vogue in language and literary studies. The table below presents the skills, indicating what is expected of learners as well as the learning outcomes.

Skills	Examples of Actions	Performance indicators/ Learning outcomes	Resources
Knowledge or recall skills	Recall or remember what has been read/learned/studied; list details; remember ideas, phenomenon; identify or define; collect information; recall information; memorise, etc.	Rewrite or retell a story; define words; recite a poem; list stage props; identify figurative language, etc.	Reading of set text, viewing films, TV, internet, etc.
Information-gathering skills	Gather information from set text and other relevant sources – internet, film, TV, etc.	Observe and note details; formulate questions about text in order to justify, clarify and add information; obtain relevant information from text and other sources, etc.	Set texts and other sources.
Organising skills	Order elements according to a given criterion; sequence details or events chronologically; classify and categorise information, etc.	-Compares and/or contrast elements, characters, viewpoints, setting, styles within a text or between texts; classify and categorise information in order to draw conclusions or justify responses; sequence details and events; order elements according to a given criterion of significance, rank events in order of importance, etc.	Set text or from other texts or sources.
Focusing skills	Define and clarify concepts, issues; direct attention to relevant information by identifying appropriate examples, etc.	Identify and/or clarify concepts, notions or themes; direct attention to relevant information by identifying appropriate examples, etc.	Set text and other sources.
Integrating skills or application	Build meaningful connections between new information; modify and/or extend	Apply rules, methods, concepts, theories to new situations; use knowledge of text to find solutions to	Set text, society and ordinary everyday

skills	existing ideas and perspectives in the light of new information; apply existing knowledge to new situations, etc.	practical life problems; modify and/or extend existing ideas and perspectives in the light of new information; create/establish meaningful link between new and existing knowledge; illustrate a point with examples from experiences or other texts, etc.	experiences;  National cultures and cultures of other countries, etc..
Analysing skills	Ability to break things down into their component parts; to identify attributes in (a) text(s) in terms of its elements; plot, structure, setting, style and its genre; to identify patterns and relationships (e.g. with respect to characters, events, style, view point) within a text or between texts; to examine points of agreement and disagreement in opinion; to compare and contrast the life of a doctor and that of a teacher in the text; to simplify ballet into its basic movements, etc.	<ul style="list-style-type: none"> <li>-Break things down into their component parts</li> <li>-Identify attributes in (a) text(s) in terms of its elements</li> <li>-Identify patterns and relationships</li> <li>-Make comparisons and contrast</li> <li>-Simplify ballet into its basic movements</li> <li>-Determine the distinguishing factors of ..., etc.</li> </ul>	Set texts, real performance on stage in films or TV programme, classroom discussion or debate, etc.
Generating or synthesis skills	Think creatively (about divergences); combine givens into a new or original creation; formulate new patterns or structures; redesign or blend the old and the new; predict or hypothesize, etc.	Combine elements of drama, music, dance into a stage presentation; infer from details; interpret examples in order to draw generalisations; predict outcomes based on available information; support an argument/opinion with appropriate examples and information, etc.	Local myth, folk songs, sketches; textual material from set texts; extracts from set drama texts, etc.
Evaluation skills	Make judgements in terms of internal evidence; make judgement in terms of external evidence; judge the value of material based on definite criteria; rate ideas, conditions, objects; accept or reject “things” based on standards; convince someone of the value or worth of something; point out strengths and weaknesses (pluses and minuses).	Decide which person would best fill a position; judge which solution is better; assess the quality of a work based on established criteria; evaluate the reasonableness of a writer’s intentions; assess the value and appeal of ideas held by one’s peers, etc.	Life experiences; set texts, drama, poetry or novel; traditional dances; cultural festivals; religious ceremonies, etc.

As teachers teach, therefore, they should keep an eye on the following checklist of skills, which is not exhaustive. These are macro skills that subsume other enabling skills and micro-skills. The skills, which range from elementary to higher, will necessarily overlap, as they are not mutually



exclusive. Note however should be taken that the three levels of reading – literal, interpretive and critical – are vital for links in all successful literature classrooms. Thinking is a paramount skill, fundamental to literary studies. Classroom activities should therefore be geared towards developing and enhancing it. Skills imparted in Literature in English should train students to be able to:

- Identify details of plot (so reading for main ideas, scanning, skimming, intensive reading etc are all advised).
- Identify secondary and supportive ideas.
- Identify sequence of events – plot and development, cause and effect – what happened (why), what followed as a consequence, etc.
- Identify and discuss character – students should be able to guess what motivates characters' actions as well as be able to express their reasoned opinions about whatever they read.
- Compare and contrast – are things, events, characters, etc alike or different?
- Identify context clues – reading and guessing meaning from context/items that collocate (language focus).
- Use discourse/transition markers (conjunctions, sequencers, etc) appropriately.
- Use reference words – place, ellipses, prolepsis.
- Ably manipulate narrative tenses.
- Recognize simple stylistic, comparative devices, imagery, simile, metaphor, personification.
- Summarise selected information.
- Predict what is likely to follow (what is possible and probable).

## **2.0 THE GOALS OF THE SECONDARY SCHOOL LITERATURE IN ENGLISH SYLLABUS**

The aims or goals of the secondary school Literature in English syllabus are to help learners to

- a) develop and demonstrate a sensitivity to the ways in which writers manipulate language to convey meaning;
- b) demonstrate an ability to use the vocabulary of literary criticism at an appropriate level;
- c) demonstrate understanding of the elements of style and of differences in style and structure among the literary genres;
- d) demonstrate the ability to appreciate and criticise works of different genres written in different periods from different cultures;
- e) demonstrate understanding of the relationship between form and content;
- f) develop and demonstrate competence in critical as well as in creative thinking;
- g) develop and demonstrate informed, sensitive, and balanced responses to the complexity of human nature as portrayed in literary works;
- h) develop and demonstrate the ability to discern and grasp attitudes, values, feelings, and ideas illustrated in literary works;
- i) develop and demonstrate the ability to write coherent, well-reasoned argumentative essays;
- j) develop and demonstrate the ability to write informed and analytical essays on literature;
- k) develop and demonstrate the mature ability to appreciate and accommodate different critical interpretations of works of literature.

## **2.1 GENERAL LEARNING OUTCOMES**

Upon completion of the Literature in English course for Form Three, students should be able to do the following in a clear, coherent and effective manner:

- a. collect, discuss and react to folklore of oral literature samples – folktales, riddles and jokes, proverbs, aetiological tales, legends and myths, etc;
- b. read and react to selected works of art in the three main genres to show understanding of basic concepts within the work itself and essential to its understanding (what happened; where it happened; when it happened; the number of persons involved; their names; any given dates, etc)
- c. master basic concepts of meta-language and points of view in the text, as well as the significance of issues raised, their implications, the conclusions that could be drawn and their relevance to personal experiences;
- d. appreciate to some measure both the literary and linguistic elements of the text: the effects of words, images, episodes and character in enhancing the desired message of the text as well as the type of language used and its implications;
- e. demonstrate an understanding of the relationship between history, culture and art and of the relationship between different literatures and the ability to compare and contrast shared human experience within and between cultures;;
- f. respond critically and creatively (to some measure) to moral, social, psychological, ethical and ideological issues that contribute to various types of conflict in human society and beyond;

## **2.2 SPECIFIC LEARNING OUTCOMES**

The outcomes are again broken down into micro aspects or skills here (and these are by no means exhaustive) to show the limitlessness of what teachers can be doing in class. By the end of the year, literature teaching and learning should enable learners to:

- a. demonstrate the love of reading and enjoyment of literature;
- b. identify and differentiate between the various genres of literature;
- c. identify cultural values, ideas and societal and family issues portrayed in a literary work;
- d. retell/give sequenced or chronological accounts of key events in stories and/or texts;
- e. demonstrate an understanding of character and functional roles in literary texts;
- f. infer moral lessons from written forms of literature;
- g. identify, describe and explain the range of literary elements, devices and styles;
- h. analyse, interpret and discuss themes, issues and concerns;
- i. synthesise and evaluate techniques, points of view and ideologies;
- j. increase and reinforce active and passive vocabulary;
- k. respond personally to ideas and feelings generated by the literary work;
- l. display knowledge of stagecraft to be able to produce simple sketches/plays
- m. create works of art of all genres – stories, sketches and/or film scripts, poems.

## 2.3 THE LEARNING OUTCOMES STATED IN TERMS OF COMPETENCES IN REAL LIFE SITUATIONS

Generally, a good literature learner should be knowledgeable, open-minded, caring, principled, balanced, daring, inquisitive, and reflective. He or she should be a communicator and a good thinker. For the purpose of clarity, the profile of the learner at the end of the course is described below in terms of the demonstrable competencies acquired. Upon completion of the first cycle course in Literature in English therefore, the learner is expected to:

N°	Areas of Life	Receptive Competence	Productive Competence
1	Family and Social Life	<p><b>Listen</b> to texts related to</p> <ul style="list-style-type: none"> <li>- family life and personal relationships;</li> <li>-stories, poems and plays, advertisements;</li> <li>-Family history, legends;</li> <li>-and understand a number of television programmes and films;</li> <li>-praise songs, traditional and satirical songs.</li> </ul> <p><b>Read</b> and exploit basic informative texts related to everyday life: Read:</p> <ul style="list-style-type: none"> <li>- stories, novels, poems, plays, etc;</li> <li>-family sagas, history;</li> <li>-advertisements and posters related to family life;</li> <li>-postcards, invitation cards, etc;</li> <li>-magazines, journals, newspapers.</li> </ul>	<p><b>Interact orally and produce</b> basic literary texts related to family life and personal relationships:</p> <ul style="list-style-type: none"> <li>-display basic knowledge and some understanding of life and insight into human character and behaviour which will guide him/her in human relationships and decision making;</li> <li>-display a caring, respectful, friendly and cooperative attitude in the family and society;</li> <li>-tell stories, recite poems, act plays;</li> <li>-talk about basic daily family activities, hobbies, problems, hopes, ambitions, and dreams;</li> <li>-talk about some current events, experiences and family and personal plans;</li> <li>-use simple but vivid expressions to describe their environment and people around them, etc.</li> </ul> <p><b>Write</b> basic factual, informative and literary texts related to family life and personal relationships:</p> <ul style="list-style-type: none"> <li>-stories, poems, plays, etc.</li> <li>-family saga and histories;</li> <li>-short postcards, advertisements, etc;</li> <li>-family tree;</li> <li>-postcards, invitation cards, etc.</li> </ul>
2	Economic Life	<p><b>Listen</b> effectively to basic texts, radio and television programmes related to economic life and the</p>	<p><b>Interact orally and produce</b> basic factual, informative and literary texts related to economic life, activities, products, etc:</p>

		<p>morals/ethics therein:</p> <ul style="list-style-type: none"> <li>-stories, poems, plays;</li> <li>-advertisements, news;</li> <li>-praise songs, talks, speeches;</li> </ul> <p><b>Read</b> and exploit basic informative texts related to economic life:</p> <ul style="list-style-type: none"> <li>- stories, poems, novels;</li> <li>-advertisements, news;</li> <li>-praise songs, talks, speeches;</li> <li>-posters, etc.</li> <li>-popular drama.</li> </ul>	<p>-Integrate basic creative and innovative ideas into oral and written works of literature at the elementary level:</p> <ul style="list-style-type: none"> <li>- stories, poems, plays;</li> <li>-advertisements, news;</li> <li>-praise songs, talks, speeches;</li> <li>-posters, etc.</li> </ul> <p>-exercise initiative in the conception and management of economic projects; independently explore new roles and ideas for inculcation of personal critical-cum-creative and/or economic purposes; act and mime plays and produce comic shows to inculcate a love for and train reflexes (as a life skill)</p> <p><b>Write</b> basic factual, informative and literary texts related to economic life:</p> <ul style="list-style-type: none"> <li>- (short) stories, poems, plays; articles, advertisements, praise songs (for entertainment, etc), ads, posters, fliers, etc for publication in school/other magazines and journals or in newspapers;</li> <li>-integrate creative and innovative ideas into literary and public writing for inculcation of life-saving habits, e.g. advertisements, songs, posters;</li> <li>-act in films, comic shows and plays as a life skill</li> </ul>
3	Science and Technology	<p><b>Listen</b> to simple</p> <ul style="list-style-type: none"> <li>-stories on science fiction that serve as source of entertainment and inspiration for scientific inventions;</li> <li>-information on staging and film production, script writing, etc;</li> <li>-advertisements, news,</li> <li>- other radio or television programmes,</li> <li>-talks, lecture, etc.</li> </ul> <p><b>Read</b> basic texts on science fiction that serve as source of entertainment and inspiration for scientific inventions:</p> <ul style="list-style-type: none"> <li>- stories, poems, plays, etc;</li> </ul>	<p><b>Interact orally and produce</b> simple</p> <ul style="list-style-type: none"> <li>- science fiction stories, poems and plays that serve as source of entertainment and inspiration for scientific inventions;</li> <li>- posters, advertisement, etc;</li> </ul> <p><b>Write</b> simple science fiction stories/texts that serve as source of entertainment and inspiration for scientific inventions:</p> <ul style="list-style-type: none"> <li>- stories, poems, plays, etc;</li> <li>- posters, advertisements, etc;</li> <li>- songs and jingles, etc;</li> <li>- composition / essays;</li> <li>- articles</li> </ul>

		<ul style="list-style-type: none"> <li>- posters, advertisements, etc;</li> <li>- songs and jingles, etc;</li> <li>- news, articles</li> </ul>	
4	Environment, Health and Safety	<p><b>Listen</b> to basic information related to the protection and care of the environment and the promotion of health; to information about health situations/illnesses – HIV/AIDS, etc and healthy attitudes towards the sick:</p> <ul style="list-style-type: none"> <li>-talks, news, speeches;</li> <li>-stories, poems, plays, films;</li> <li>-advertisements;</li> <li>-radio and television programmes.</li> </ul> <p><b>2-Read</b> and exploit basic informative texts related to the protection and care of the environment and the promotion of health; related to information about health situations/illnesses – HIV/AIDS, etc and healthy attitudes towards the sick:</p> <ul style="list-style-type: none"> <li>-stories, poems, plays;</li> <li>-advertisements;</li> <li>-posters</li> <li>-magazines, brochures, flyers, etc.</li> </ul>	<p><b>Interact orally and Produce</b> basic factual, informative texts related to the protection and care of the environment and the promotion of health/ healthy attitudes towards the sick:</p> <ul style="list-style-type: none"> <li>-songs;</li> <li>-stories, poems, plays;</li> <li>-advertisements;</li> <li>-radio and television programmes</li> <li>-posters.</li> </ul> <p><b>Write</b> simple factual and informative texts related to the protection and care of the environment and promotion of health:</p> <ul style="list-style-type: none"> <li>-compositions/essay</li> <li>-stories, poems, plays;</li> <li>-advertisements;</li> <li>-radio and television programmes</li> <li>-posters.</li> </ul>
5	Citizenship, Human Rights	<p><b>Listen</b> to basic factual, informative, and literary texts about people of various cultures, how they behave, live, live and let live, etc:</p> <ul style="list-style-type: none"> <li>-stories, news, films, plays, comic shows;</li> <li>-radio and television programmes;</li> <li>- lectures talks, etc;</li> </ul> <p><b>Read</b> simple books on other people and cultures:</p> <ul style="list-style-type: none"> <li>-Stories, poems, plays, articles, posters and advertisements, print media:</li> <li>- gender equity</li> <li>- patriotism and good citizenship</li> <li>- cultural heritage</li> </ul>	<p><b>Interact orally and Produce</b></p> <ul style="list-style-type: none"> <li>-Basic factual, informative and literary texts related to citizenship and human rights: tell stories, talk about compositions, recite poems, act plays, compose songs or act comic shows on: <ul style="list-style-type: none"> <li>• right and wrong, good and evil, retribution and reward;</li> <li>• love for homeland and cultural heritage;</li> </ul> </li> </ul> <p>In speech and action:</p> <ul style="list-style-type: none"> <li>- demonstrate emotional stability (integrate smoothly into the society): <ul style="list-style-type: none"> <li>• -Display the spirit of initiative and responsibility;</li> <li>• -Respect the rights and properties of the others;</li> <li>• -Exhibit attitudes like dignity, honour, honesty, self-</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- human rights and world peace</li> </ul>	<p>discipline, and integrity in their daily interactions with others.</p> <p><b>Write</b> basic factual, informative and literary texts related to citizenship and multicultural practices:</p> <ul style="list-style-type: none"> <li>- stories, poems, plays, compositions, posters and advertisements to promote</li> <li>• gender equity</li> <li>• patriotism and good citizenship</li> <li>• cultural heritage</li> <li>• human rights and world peace.</li> </ul>
6	Media and Communication	<p><b>Listen</b> to basic factual, informative and literary texts related to the media:</p> <ul style="list-style-type: none"> <li>- understand the majority of films, plays news, stories;</li> <li>-understand the main points in many radio and television programmes;</li> <li>-discuss, explain, and give opinions on familiar topics;</li> <li>-understand speeches, lectures and follow arguments if the topic is fairly familiar.</li> </ul> <p><b>2-Read</b> and obtain basic information from texts related to information and communication technology;</p> <ul style="list-style-type: none"> <li>-read articles in the printed media;</li> <li>-Read stories, poems on the radio or during celebrations;</li> <li>-read articles and reports about common topics.</li> <li>-Demonstrate the ability to read oral and written works of art (prose, poetry and drama) in English and infer, interpret, evaluate, enjoy and relate literature to real life situations</li> </ul>	<p><b>Interact orally and Produce</b> texts for various media:</p> <ul style="list-style-type: none"> <li>-develop language competence and be able to communicate effectively in English in local, national and international contexts in formal and informal situations,</li> <li>-articulate perceptive and logical thinking when discussing about Literature;</li> <li>- express ideas confidently and creatively; participate in games and say riddles and jokes</li> <li>-report or comment on events.</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>- radio stories, poems and plays;</li> <li>- songs for films and advertisements;</li> <li>- articulate perceptive and logical thinking when writing about literature;</li> <li>- simple postcards and invitations;</li> <li>- posters, advertisements, flyers;</li> <li>- letters;</li> <li>- riddles and jokes.</li> <li>- exploit knowledge of oral literature in writing texts.</li> </ul>



7	Arts and Culture	<p><b>Listen</b> to basic forms of oral and written literature and</p> <ul style="list-style-type: none"> <li>-identify cultural values, ideas and societal issues portrayed in the literary work;</li> <li>-accept cultural values and their differences;</li> <li>-follow up films, scripts, plays, etc;</li> <li>-relax and enjoy works of art.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>- and exploit basic informative texts related to Arts and Culture;</li> <li>-discover the joy of reading Literature and become aware of new ways of perceiving the world around them;</li> <li>- demonstrate the ability to read oral and written works of art (prose, poetry and drama) in English and infer, interpret, evaluate at the elementary level, and relate literature to real life situations.</li> </ul>	<p><b>Interact orally and produce</b> texts related to Arts and Culture:</p> <ul style="list-style-type: none"> <li>- display basic knowledge of the main literary genres and their related elements and concepts;</li> <li>-tell stories, recite poems and compose songs and dances;</li> <li>-act and mime sketches and scenes in a play;</li> <li>-exploit some of the wealth of their cultural heritage such as folklore (short stories, songs and dance) for entertainment in the family at school.</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>-factual and informative literary texts related to Arts and Culture:</li> <li>-produce written works of art at the elementary level (prose, poetry and drama, compositions,) in English;</li> <li>- riddles and jokes, songs, etc;</li> <li>- advertisements, posters, etc</li> </ul>
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### 3. 1 LITERATURE IN ENGLISH - FORM THREE

In Form Three, the intermediate class at the secondary level which at once is the end of the junior and the threshold of the senior, the aim of teaching and learning Literature in English is to arouse students' interest in, and create a positive attitude towards fiction. Literature teaching here will also aim at inculcating a pleasure in the reading, enjoyment and writing of the imaginative art. Thus learners should be taught to read and enjoy/appreciate as well as to create art – novels, plays and poems.

Consequently, literature teaching and learning at this level will be geared towards deepening learners' awareness of and exposing them to the power of language, as well as preparing them for daily interaction, for end of course examinations and for sustenance and survival in society. It will further aim at acquainting young learners with a wide range of human cultures and creating an awareness of and pride in indigenous cultural values. Selections of literary works from multicultural contexts will invariably bring learners or students into contact with some of the world's great minds and personalities - great teachers and thinkers of all ages.

#### 3.1.1 TIME ALLOCATION AND MODULES

The minimum of timetable curriculum for Literature in English at the lower secondary level is 2 hours per week. Thus Form Three, Literature in English, will have **50 hours taught in 5 modules of 10 hours each.**

### 3.1.2 PRESENTATION OF THE CONTENT OF THE MODULES

This section presents the modules proposed for Form Three:

- a. Re-visiting oral African literary forms for entertainment and education, oral literature as a vehicle of socio-cultural values, moral and civic education, oral literature and creativity in the use of language – proverbs, riddles, tongue twisters, folk songs, folktales, lullabies etc.; exploring and enjoying literature in print and other media – audio/visual, films, theatrical performances, etc.
- b. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – background, setting/situations/scenes and/or societal perspectives that are substance/subject matter for literature.
- c. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – plot and storyline issues and structural issues (divisions into chapters, scenes/acts with varied intention and effects – logical, analogical, contrastive, enumerative, climactic, anti-climactic, topographical), etc.
- d. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – thematic and stylistic considerations, character and role play, dramatisation.
- e. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – point of view, transforming verse into prose or sketch/drama and vice-versa (mimetic paraphrase), stage-crafting in written literature.
- f. Focus on more sample mimetic paraphrase in view of honing learners' creative reflexes and leading them into (original/initial) creativity.

### 3.1.3 SUMMARY IN TABLE FORM OF MODULES AND GENERAL TIME ALLOCATION

LEVEL	YEAR	MODULES	STATUS	TIME ALLOCATION
First Cycle	Year 3	1.Re-visiting oral African literary forms for entertainment and education, oral literature as a vehicle of socio-cultural values, moral and civic education, oral literature and creativity in the use of language – proverbs, riddles, tongue twisters, folk songs, folktales, lullabies etc.; exploring and enjoying literature in print and other media – audio/visual, films, theatrical performances, etc	Compulsory	50 hours
		2. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – background, setting/situations/scenes and/or societal perspectives that are substance/subject matter for literature		
		3. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – plot and storyline issues and structural issues (divisions into chapters, scenes/acts with varied intention and		

		effects – logical, analogical, contrastive, enumerative, climactic, anti-climactic, topographical), etc		
		4. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – thematic and stylistic considerations, character and role play/dramatisation		
		5. Exploring literary elements as apply to novellas (short novels), dramatic pieces, poems – point of view, transforming verse into prose or sketch/drama and vice-versa (mimetic paraphrase), stage-crafting in written literature		
		6. Using three-level guides for the honing incipient critical reflexes, on more samples of mimetic paraphrase, on the original crafting of pieces of art (creativity)		

### 3.1.4 CONTENT SPECIFICATION FOR FORM THREE OF THE FIRST CYCLE OF SECONDARY EDUCATION

#### MODULE 1: EXPLORING TRADITIONAL ORAL LITERARY FORMS FOR ENTERTAINMENT AND EDUCATION, AS A VEHICLE OF SOCIO-CULTURAL VALUES, OF MORAL AND CIVIC EDUCATION

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Revisiting oral forms	Exploring literary forms for ideas and feelings generated; appreciating the aesthetic (entertainment and pleasure) and didactic (education) function of art; examining characteristics of comic and tragic art; exploring differences between literary and non-literary discourse, etc.	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Classify art into genres/into text types – prose, poetry, drama/into comic and tragic, etc; classify stories according to the morals they teach / classify cultural practices into good and bad; interpret riddles and jokes, and proverbs; / retell and/or summarise a story or sequence of ideas; describe a scene from a story or a character, etc; identify basic literary techniques – comparisons, etc; identify aspects of local colour; classify ideas found into themes, characters, setting, etc and make value judgements; role play; tell /re-write	<p><b>A. AREA OF STUDY</b> Story-line issues, characterisation, setting (time, place, period); themes; style; performance (artistic)</p> <p><b>B.RELATED SKILLS</b> Read, recall, gather, organise, act, judge and (re)create information/literary material, etc</p> <p><b>C.CONCEPTS/LITERARY TERMS</b> Proverbs, riddles, folktales, fables, myth and/legend. ceremonial/civic drama, didactic / moralistic tales, oral tradition, folklore, mime,</p>	Emphasise positive social, moral and civic behaviour, e.g. empathy, love, honesty, duty-consciousness, etc. - Make reasonable moral judgements	<p><b>A. RESOURCES</b> <b>i) Human:</b> Teachers, peers, parents, relatives, etc.</p> <p><b>ii) Material:</b> aids of all sorts, oral text types (Nursery rhymes and lullabies, folk songs, dirges, panegyrics or praise songs, invocation chants, conjurations rituals, incantations, social satires, lyrics, serenade, etc), short stories, novellas, poetry collections – audio-visual (electronic) material,</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects</p>

			/transform /create stories; dramatise story/or part of a story; mimic specific characters; create/compose and sing (folk) songs, nursery rhymes, lullabies, etc	fairy tale, praise singer, nursery rhymes, lullabies, characterization, hero, theme/message, moral lesson, setting, place time, figurative Language / imagery: simile, metaphor , personification		there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or live (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc
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## MODULE 2: EXPLORING LITERATURE AS MEDIUM FOR ENTERTAINMENT AND EDUCATION, AS A CARRIER OF SOCIO-CULTURAL VALUES, AS A VEHICLE FOR MORAL AND CIVIC EDUCATION AND AS LANGUAGE IN USE

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Written considerations in works of art (but also oral where they come up): : background & setting; themes, style	Exploring modern (and traditional) art for entertainment and instruction; / as a vehicle of socio-cultural values, moral and civic education / basic meta-language (to enhance meaning and create varied effects); /to relate to personal experiences; to consolidate differences between comic and tragic, between literary and non-literary, etc.	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Retell a story; / describe positive & negative traits; / describe a scene from a story; /summarise a story / talk about themes, characters, setting, etc; / discuss morals; / identify author's point of view on issues such as child abuse, early marriages, the environment ,etc; /tell or write stories with specific moral values as themes;/ dramatise story or part of story to bring out specific positive or negative moral, civic or cultural value; / mimic specific characters to bring out good/bad character traits etc	<p>A.AREA OF STUDY *Plot/Character/Setting (Time and place)/Themes /Style /Acting /Creativity</p> <p>B.RELATED SKILLS Read, recall, gather, organise, act, judge and (re)create information/literary material, etc.</p> <p>C.CONCEPTS/TERMINOLOGY - Any oral elements that feature/come up in literary texts under study.</p> <p>Moral/Theme/message Setting/place, time Narrative/Point of view first person, third person</p> <p>FIGURATIVE LANGUAGE Simile/Metaphor/personification</p>	<p>- Make reasonable moral judgements - Develop positive social, moral and civic behaviour, etc</p>	<p><b>i) Human:</b> Teachers, peers, parents, relatives, etc</p> <p><b>ii) Material:</b> aids of all sorts, oral text types (sample list in module one above – note that some will appear in the written texts you are treating) short stories. novellas, poetry collections – audio-visual (electronic) material,</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or life (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc</p>

### MODULE 3: EXPLORING LITERATURE AS ENTERTAINMENT MEDIUM, AS VEHICLE OF SOCIO-CULTURAL AND HISTORICAL REALITY, AS VEHICLE FOR MORAL AND CIVIC EDUCATION AND AS LANGUAGE IN USE

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Written considerations in works of art (but also oral where they come up): plot/storyline issues; structural issues..., etc.	Exploring modern artistic forms for characteristics of comic and tragic art, etc /for literary considerations; in a bid to call attention to special uses of language / to meta-language; for honing of creativity; for the production of snippets and/or wholes etc	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Retell a story; / describe positive & negative traits; / describe a scene from a story; /summarise a story / talk about themes, characters, setting, etc; / discuss morals; / identify author's point of view on issues such as child abuse, early marriages, the environment ,etc; /tell or write stories with specific moral values as themes;/ dramatise story or part of story to bring out specific positive or negative moral, civic or cultural value; / mimic specific characters to bring out good/bad character traits etc	<p>A.AREA OF STUDY Theme Style, dramatisation</p> <p>B.RELATED SKILLS Read, recall, gather, organise, act, judge and (re)create information/literary material, etc.</p> <p>C. CONCEPTS/LITERARY TERMS - Any oral elements ... Ritual/rites - Praise or halo poetry, didactic or moralistic tales - Story, Storyline, Plot, etc - Characterization, hero, anti-hero, etc - Moral, Theme/message - Setting/place, time - Structure (divisions into chapters, scenes / acts with varied effects – logical, analogical, contrastive, enumerative, climactic, anti-climactic, topographical, etc, - imitating, re-creating, etc</p>	<ul style="list-style-type: none"> <li>- Make reasonable moral judgements.</li> <li>- Develop positive social and moral and civic behaviour,</li> <li>- Develop reasoned, personal responses etc</li> </ul>	<p><b>i) Human:</b> Teachers, peers, parents, relatives,</p> <p><b>ii) Material:</b> teaching aids of various types, oral text types (sample list in module one above – note that some will appear in the written texts you are treating) short stories. novellas, poetry collections – audio-visual (electronic) material,</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or life (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc</p>

## MODULE 4: EXPLORING LITERATURE AS ENTERTAINMENT MEDIUM, AS SPRINGBOARD FOR ENTERTAINING, AS VEHICLE FOR MORAL AND CIVIC EDUCATION AND AS LANGUAGE IN USE

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Written considerations in works of art: thematic and stylistic considerations, character and role play/dramatisation	Exploring modern artistic forms for literary elements or considerations (meta-language); in bid to call attention to special uses of language; for honing of creativity; for the production of snippets and/or wholes etc; to train problem solving, etc	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Retell a story; / describe positive & negative traits; / describe a scene from a story; /summarise a story / talk about themes, characters, setting, etc; / discuss morals; / identify author's point of view on issues such as child abuse, early marriages, the environment ,etc; /tell or write stories with specific moral values as themes;/ dramatise story or part of story to bring out specific positive or negative moral, civic or cultural value; / mimic specific characters to bring out good/bad character traits, etc	<p>A.AREA OF STUDY *Plot / Character / Setting (Time and place) / Themes / Style / Dramatisation and Role play</p> <p>B.RELATED SKILLS Read, recall, gather, organise, act, judge and (re)create information /literary material /Recall prior knowledge, feelings and experiences in reasoned response to literary texts, etc</p> <p>C. CONCEPTS -theme/moral/message -protagonist/antagonist -Verse/Stanza Sound devices/ Rhyme -onomatopoeia: - Sense and sound devices Structure (divisions into chapters, scenes / acts with varied effects – logical, analogical, contrastive, enumerative, climactic, anti-climactic, topographical, etc - imitating, re-creating</p>	<p>Develop positive social and moral and civic behaviour -Develop reasoned personal responses to characters, situations, works, etc</p>	<p><b>i) Human:</b> Teachers, peers, parents, relatives,</p> <p><b>ii) Material resources</b> Teaching aids of various types, text types prose, poetry and drama (samples of text types mentioned in module one above), short stories, novella/novel, simplified readers or collection of short stories to be studied in entirety, texts with Cameroonian/African setting to provide students with a familiar, accessible content/context (RLS); for poetry, exposure to a substantial number of poems by different poets to make for greater exposure to different poetic forms and styles. poetry collections – audio-visual (electronic) material</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or life (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc</p>



## MODULE 5: EXPLORING LITERATURE AS LANGUAGE IN USE, AS SPRINGBOARD FOR ENTERTAINING, AS VEHICLE FOR MORAL AND CIVIC EDUCATION AND AS A SPRINGBOARD FOR CREATIVITY

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Written consideration s in works of art; point of view, transforming verse into prose or sketch/drama and vice-versa (mimetic paraphrase), stage-crafting in written literature	Exploring literary elements for reasoned response to art; for sharing of reasoned responses to literary works; for appraisal of life and/or audio-visual perspectives, etc	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Retell a story; / describe positive & negative traits; / describe a scene from a story; /summarise a story / talk about themes, characters, setting, etc; / discuss morals; / identify author's point of view on issues such as child abuse, early marriages, the environment ,etc; /tell or write stories with specific moral values as themes;/ dramatise story or part of story to bring out specific positive or negative moral, civic or cultural value; / mimic specific characters to bring out good/bad character traits etc	<p><b>A.AREA OF STUDY</b> The different points of view, imitative or mimetic writing (recreating), creativity</p> <p><b>B.RELATED SKILLS</b> Read, recall, gather, act, organise, judge and (re)create information/ literary material /Recall prior knowledge, feelings and experiences in response to literary texts, etc</p> <p><b>CONCEPTS/TERMINOLOGY</b> - imitating, re-creating, creating - dialogue, - stage properties - actors / audience, - performance dynamics, etc - Sense and sound devices - Incipient criticism (e.g., three-level guide perspective) - imitating, re-creating, creating</p>	<p>Develop positive social and moral and civic behaviour -Develop reasoned personal responses to characters, situations, works, etc</p>	<p><b>i) Human:</b> Teachers, peers, parents, relatives,</p> <p><b>ii) Material resources</b> Teaching aids of various types, text types prose, poetry and drama (samples of text types mentioned in module one above), short stories, novella/novel, simplified readers or collection of short stories to be studied in entirety, texts with Cameroonian/African setting to provide students with a familiar, accessible content/context (RLS); for poetry, exposure to a substantial number of poems by different poets to make for greater exposure to different poetic forms and styles. poetry collections – audio-visual (electronic) material</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or life (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc</p>

## MODULE 6: ENJOYING LITERATURE AND EXPLORING LITERARY ELEMENTS CARRIERS OF RELEVANT MESSAGES WITH MORAL SIGNIFICANCE

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Focus on the use of three-level guides for the honing incipient critical reflexes, on more samples of mimetic paraphrase, on the original crafting of pieces of art (creativity)	Exploring literary elements for reasoned response to art; for sharing of reasoned responses to literary works; for appraisal of life and/or audio-visual perspectives, etc	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, etc	Retell a story; / describe positive & negative traits; / describe a scene from a story; /summarise a story / talk about themes, characters, setting, etc; / discuss morals; / identify author's point of view on issues such as child abuse, early marriages, the environment ,etc; /tell or write stories with specific moral values as themes;/ dramatise story or part of story to bring out specific positive or negative moral, civic or cultural value; / mimic specific characters to bring out good/bad character traits etc	<p>A.AREA OF STUDY</p> <ul style="list-style-type: none"> <li>- Review of literary considerations studied,</li> <li>- Incipient critical commentary (three-level guides);</li> <li>- imitating, re-creating, creating</li> </ul> <p>B.RELATED SKILLS</p> <p>Read, recall, gather, organise, act, judge and (re)create information/literary material /Recall prior knowledge, feelings and experiences in response to poetic text/Identify relationships, etc</p> <p>CONCEPTS/TERMINOLOGY</p> <p>major, minor characters -dialogue,</p> <ul style="list-style-type: none"> <li>- Literary elements reviewed</li> <li>- Incipient criticism (e.g., three-level guide perspective)</li> <li>- imitating, re-creating, creating</li> </ul>	<p>Develop positive social and moral and civic behaviour</p> <ul style="list-style-type: none"> <li>-Develop reasoned personal responses to characters, situations, works, etc</li> </ul>	<p><b>i) Human:</b> Teachers, peers, parents, relatives,</p> <p><b>ii) Material resources</b></p> <p>Teaching aids of various types, oral text types (sample list in module one above – note that some will appear in the written texts you are treating); Text types prose, poetry and drama (samples of text types mentioned in module one above), short stories, novella/novel, simplified readers or collection of short stories to be studied in entirety, texts with Cameroonian/African setting to provide students with a familiar, accessible content/context (RLS); for poetry, exposure to a substantial number of poems by different poets to make for greater exposure to different poetic forms and styles. poetry collections – audio-visual (electronic) material</p> <p><b>B.STRATEGIES</b></p> <p>Teacher leads learners to read and react in various ways art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b></p> <p>Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ; judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or life (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects etc</p>

## **4.0 THE LITERATURE IN ENGLISH SYLLABUS FOR FORMS 4 and 5**

### **4.1.1. THE GOALS OF THE FORMS FOUR AND FIVE LITERATURE IN ENGLISH SYLLABUS**

The aims or goals of the higher secondary school Literature in English syllabus are to help learners to

- l) develop and demonstrate a sensitivity to the ways in which writers manipulate language to convey meaning;
- m) demonstrate an ability to use the vocabulary of literary criticism at an appropriate level;
- n) demonstrate understanding of the elements of style and of differences in style and structure among the literary genres;
- o) demonstrate the ability to appreciate and criticise works of different genres written in different periods from different cultures;
- p) demonstrate understanding of the relationship between form and content;
- q) develop and demonstrate competence in critical as well as in creative thinking;
- r) develop and demonstrate informed, sensitive, and balanced responses to the complexity of human nature as portrayed in literary works;
- s) develop and demonstrate the ability to discern and grasp attitudes, values, feelings, and ideas illustrated in literary works;
- t) develop and demonstrate the ability to write coherent, well-reasoned argumentative essays;
- u) develop and demonstrate the ability to write informed and analytical essays on literature;
- v) develop and demonstrate the mature ability to appreciate and accommodate different critical interpretations of works of literature.

### **4.1.2. GENERAL LEARNING OUTCOMES**

Upon completion of the secondary school course, students should be able to do the following in a clear, coherent and effective manner:

- g. retrieve basic information contained within the work itself and essential to its understanding (what happened; where it happened; when it happened; the number of persons involved; their names; any given dates, etc)
- h. master various concepts and points of view in the text, as well as the significance of issues raised, their implications, the conclusions that could be drawn and their relevance to personal experiences;
- i. appreciate both the literary and linguistic elements of the text: the effects of words, images, episodes and character in enhancing the desired message of the text as well as the type of language used and its implications;
- j. respond critically and creatively to moral, social, psychological, ethical and ideological issues that contribute to various types of conflict in human society and beyond;
- k. demonstrate an understanding of how factors like history, sociology, culture, gender and so on influence and give meaning to literature.
- l. analyse diverse literatures, to identify and compare common human experience within and between cultures;

### 4.1.3 THE LITERATURE IN ENGLISH SYLLABUS FOR FORMS FOUR AND FIVE

Forms four and five are considered senior secondary classes because students grapple here with the exigencies of their first secondary school end-of-course examinations, the General Certificate Ordinary Levels (OL). The Literature in English teacher still aims at arousing students' interest in, and creating a positive attitude towards literary art, in inculcating pleasure in the reading and enjoyment of the imaginative experience. Literature teaching and learning at this level is still geared towards deepening learners' awareness of and exposing them to the power of language, towards preparing them for daily interaction and for survival in society. It still aims at acquainting young learners with a wide range of human cultures, at creating an awareness of and pride in indigenous cultural values, at bringing learners into contact with some of the great minds and personalities of all ages. Nevertheless the teacher now has the added responsibility of leading learners through the "hidden" or coded vistas of sublime artistic reality **while consciously preparing learners for the GCE O/L examinations**. At this examination threshold, Literature focuses on the study of whole and sustained literary texts from the three main genres: prose, poetry and drama. Thus teachers will lead students in analyzing and responding to these genres of literary texts in the different Areas of Study. The teacher has as task to explore and exhaust the gamut of skills that make teaching interesting and successful while equally honing learners' examination and question-tackling skills.

The key is skills-based, activity-oriented and practice-driven teaching, a winning combination that keeps the learners doing things themselves, with the teacher as a worthy guide or even active participant. Of course the fear that when it is too student-based, there is much time wasting. Yet the truth is that when the teacher always prepares well in advance, and always meticulously drills the students from studied teaching and testing perspectives, there is no doubt that teaching will become most exciting and most fulfilling. Whether the teacher uses the Socratic Method or a mixture of the Lecture, and Discussion methods, or a purely student-based approach that gets students to perform tasks – exposés, debates, trial scenes, memorisation (a sadly forgotten aid!) and dramatisation, creative writing exercises etc, while simply coming in to goad learners on to more practice or simply check for lacunae, the final word is still that no matter the approach used, rewards can only be reaped and reaped in abundance if there is prior planning (thinking and re-thinking) of all lessons.

### 4.1.4 TIME ALLOCATION AND MODULES

The minimum of timetable curriculum for Literature in English at the lower secondary level is 2 hours per week. Thus Literature in English in Forms Four and Five will, in each form, has **50 hours taught in 5 modules of 10 hours each**.

## 4.2 PRESENTATION OF THE CONTENT OF THE MODULES

The Areas of Study broached here, which are considered applicable for Form Four and Form Five, refer to the various elements that make up a literary text. Note should be taken that they are not presented in any particular order of importance or difficulty and that although seemingly separate, they are best broached together, the changing variable being the different texts on the programme. The areas of study applicable for Form Four and Form Five include:

- g. The Storyline, the Plot:** This refers to how events are linked through cause and effect relationships within a text. In poetry, the situation in each poem should be raised.

- h. **True to life human representations - Characters:** Character refers to the representation of a person, with motivations and intellectual, moral and emotional qualities.
- i. **Background and Situational or Context issues - the Setting and Atmosphere:** Setting refers to the time, place, physical details and circumstances in which a situation occurs. Atmosphere refers to the mood or emotional quality of the writing, usually created through the setting.
- j. **Social issues and other concerns - Themes:** Themes refer to the central idea(s) in the literary piece or text. The different facets of poetic meaning also come up for consideration here.
- k. **The moving, the pleasing, the intriguing in art - its Style:** This refers to the writer's purposeful use of language to achieve certain effects. In this syllabus, style covers the range from drama through prose to poetry.
- l. **Imitation in art and art as imitation - Stagecraft and Creativity issues:** Stagecraft refers to aspects like costume, props, lighting, actions and reactions, etc while creativity refers to that ability to create. Stage-craft issues are generally appreciated either from the perspective of the producer or from that of the audience, to judge success or interest. On its part, creativity runs the range from prediction (pre- and post plot) through imitating and re-writing to creating,

In teaching these modules, teachers should lead their learners to a holistic and meaningful appreciation of the texts being studied, without giving them the feeling that some genres are more important than others. They should equally help students understand that the different study areas are complimentary, that they are parts that combine to give each work artistic unity (unity of impression). Finally, as they prepare lessons and teach, teachers should always keep in mind three considerations of literature teaching and learning mentioned in Section 1.3 above: **personal engagement, critical appreciation and meaningful connections.**

#### SUMMARY IN TABLE FORM OF MODULES AND GENERAL TIME ALLOCATION

LEVEL	YEAR	MODULES	TIME ALLOCATION
SECONDARY	FOUR AND FIVE	<b>The Storyline, the Plot</b>	<b>50 hours</b>
		<b>True to life human representations - Characters</b>	
		<b>Background and Situational or Context issues – Setting, atmosphere, others</b>	
		<b>Social issues and other concerns – the Themes</b>	
		<b>The moving, the pleasing, the intriguing in art - its Style</b>	
		<b>Art as imitation and imitation in/of art, etc - Stagecraft and Creativity issues</b>	

### 4.3 CONTENT SPECIFICATION FOR FORM FOUR AND FIVE OF SECONDARY GENERAL EDUCATION

The content in Forms Four and Five has a bias for the examination that comes at the end of Form Five. However, teachers are advised to keep their eyes on the infinite teaching perspectives that are proposed in the syllabuses of the previous forms so as to avoid teaching only for the examination. Also, the fact that the time allocated logically caters for five rather than six areas of study means that teachers will have to be as thoughtful and as flexible as possible in lesson planning and teaching.

#### MODULE 1: THE STORYLINE, THE PLOT

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Plot and its elements	Telling and retelling stories; exploring other story elements in newspapers, mags, journals, etc; sharing ideas and opinions; appreciating the aesthetic (entertainment and pleasure) and didactic (education) functions of art;.	Retelling, Identifying, Classifying, Judging, Summarising, Dramatising, Discussing, Debating, Acting and Reacting, Anticipating, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting/Writing or Creating, etc	Discuss opening scenes; give account of; identify conflicts, plot points and time indicators; discussing what happened before or after; dramatise to show chronology; identify/discuss actions that provoke other actions; show how given conflicts move the plot forward; (for cause-effect links), discussing plot dynamics – introduction, development, climax, resolution; identify stories within the story; recapitulate events or storyline;	<p><b>A. AREA OF STUDY</b> Plot and/or storyline; Elements of plot Plot devices and dynamics; Conflict; Flashback &amp; Foreshadowing; Relationship between acts and scenes, plot and subplots; narrative structure; suspense; Dramatic Effect; etc.</p> <p><b>B.RELATED SKILLS</b> Read, recall, gather, organise and (re)create information/literary material; act, create, etc</p> <p><b>C.CONCEPTS/ LITERARY TERMS</b> <b>See A here above</b></p>	Demonstrate objectivity, openness of spirit and fairness; inculcate positive social, moral and civic behaviour, e.g. empathy, love, honesty, duty-conscientiousness, etc; make reasonable moral judgements	<p><b>B. RESOURCES</b> <b>i) Human:</b> Teachers, peers, parents, relatives, etc.</p> <p><b>ii) Material:</b> aids of all sorts, drama pieces, sketches, film scripts, short stories, novellas, poetry collections – audio-visual (electronic) material,</p> <p><b>B.STRATEGIES</b> Teacher leads learners to read and react in various ways to art forms of all genres/types (with activities that are useful in <b>First Encounters</b>, in <b>Maintaining Momentum</b>, in <b>Exploiting Highlights</b> and in <b>Finishings</b>, and with special attention to <b>pre-, while and post-reading activities</b>); methods should be as natural and participatory as possible, with extensive use of conversational situations (monologues, dialogues, role plays, projects, problem solving, etc). Finally, teacher talk should be reduced to the barest minimum.</p> <p><b>C. ACTIVITIES</b> Class collecting and classifying; engaged in role play, in discussions and debates about artistic works and/or aspects there-from // Comparing and contrasting // study and memorisation, dramatisation // dramatic readings // ;</p>

			write reports, diary entries, witness statements, interviews, etc; write notes about/around text, etc			judge and praise/reward or condemn, // judge for verisimilitude, //carry out creative exercises with students writing samples of the different genres for publication in class literary corner, on class notice boards or school magazines/journals //watch or listen to video or live (re-)enactments of texts; create fun and animate with humorous literatures; carry out group projects, etc
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## MODULE 2: TRUE TO LIFE HUMAN REPRESENTATIONS - CHARACTERS

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES STRATEGIES
Character	Examining true-to-life and/or unrealistic characters; Different societal types; Character lessons we learn from them; studying characters as vehicles of socio-cultural, moral and civic values /to relate to personal experiences; etc.	Retelling, Identifying, Classifying, Judging, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels; Crafting/Writing or Creating, etc	Discuss character names; retell a character's side of the story; /judge for credibility or realism/ describe positive & negative traits;; /discuss character actions, motivations, decisions; / discuss author's attitude towards characters;/ mimic or cast specific characters to illustrate virtues and/or vices; /assess part played and gauge character's function in story, /write story painting a character you like/dislike; discuss language and character; interview characters; vividly portray characters only evoked; write out/prepare obituaries; rank characters according to status, grade, qualification, profession, etc; examine character relationships; write reports, diary entries, witness statements, interviews, etc; write notes about/around text, etc	<b>A.AREA OF STUDY</b> Roles and Purposes of Characters; Role reversals; Characterisation & Character Traits; Character Development Character Relationships, Conflicts; Pathos, etc.  <b>B.RELATED SKILLS</b> Read, recall, gather, organise and (re)create information/literary material; act, create, etc  <b>C.CONCEPTS/LITERARY TERMINOLOGY</b> See A here above	- Demonstrate objectivity, openness of spirit and fairness in judging characters; make reasonable moral judgements; develop positive social, moral and civic behaviour, etc	<b>See Module One</b>

### MODULE 3: BACKGROUND AND SITUATIONAL OR CONTEXT ISSUES – SETTING, ATMOSPHERE, OTHERS

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Setting and Atmosphere	Studying pictures and drawings for characteristic features; studying cover and title designs; painting true-to-life settings &/or symbolic settings; appreciating song & dance; taking part in ritual; etc	Drawing, Situating, Identifying, Classifying, Dramatising, Discussing, Debating, Acting & Reacting, Interpreting, Analysing, Critiquing, Comparing & Contrasting, Drawing parallels; Crafting/Writing; Creating, etc	Describe a scene from a story or an imaginary scene (as prelude to creative work); Discuss opening scenes and effects; list, identify and/or collect props to build up atmosphere; situate aspects and discuss implications of physical, temporal, psychological setting, etc; dramatise story or part of story to bring out mood and/or convey/create atmosphere; discuss stage directions; write reports, diary entries, witness statements, interviews, etc; write notes about / around text, etc	<b>A.AREA OF STUDY</b> Time; Place; Physical Details; Situations; Mood and context, Atmosphere; Song and Dance; Ritual; Dramatic effect; etc  <b>B.RELATED SKILLS</b> Read, recall, gather, organise and (re)create information/literary material; act, create, etc  <b>C. CONCEPTS/LITERARY TERMS</b> See A here above	Demonstrate poise and level-headedness to recall that art is make-belief; demonstrate maturity and cool-headedness to cope in all kinds of situations, etc	See Module One above

### MODULE 4: SOCIAL ISSUES AND OTHER CONCERNS – THEMES/THEMATIC CONSIDERATIONS

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Themes	Social criticism; talking about societal institutions; writing texts etc about social issues; holding press conferences to discuss societal	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing,	Identify themes or concerns from a story; talk about themes and their manifestations in works; discuss author's attitude towards issues and/or concerns; write artistic piece with given themes; discuss critical incidents; working on headlines; write reports, diary entries, witness statements,	<b>A.AREA OF STUDY</b> Language; Tone; Central Ideas or main concerns; Social and other issues represented; Statements made/implied about life, etc (Note these three general levels:	- Demonstrate objectivity, openness of spirit and fairness in judging thematic issues; make mature, reasonable statements and judgements; develop a sense of civic responsibility; develop	See Module One above



	issues/concerns; training in problem solving, etc	Critiquing, Comparing and Contrasting, Drawing parallels; Crafting or Creating, Writing, etc	interviews, etc; write notes about / around text, etc.	<b>1. Personal-cum-psychological;</b> <b>2. Family, society and nation;</b> <b>3. Natural, cosmic and supernatural</b>  <b>B.RELATED SKILLS</b> Read, recall, gather, organise, act and (re)create information /literary material /Recall prior knowledge, feelings and experiences in reasoned response to literary texts  <b>C.CONCEPTS/LITERARY TERMS</b> <b>See A here above</b>	positive social, moral behaviour, etc.	
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## MODULE 5: THE MOVING, THE PLEASING, THE INTRIGUING IN ART - ITS STYLE

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Style and stylistic devices	Discussing and explaining riddles and jokes, puzzles; exploring literary (narrative, dramatic and poetic) devices	Retelling, Identifying, Classifying, Dramatising, Discussing, Debating, Acting and Reacting, Interpreting, Analysing, Critiquing, Comparing and Contrasting, Drawing parallels;	Identify dramatic devices, narrative devices and strategies, poetic (sense and sound) devices – generally referred to as literary devices; talk about/analyse and comment on use/effectiveness; comment on authorial point of view; appreciate the aesthetic qualities of a text and the effects; write reports, diary entries, witness statements, interviews, etc; write notes about/around text; explore differences between	<b>A. AREA OF STUDY</b> Diction and Syntax (Language); Tone; Figurative Language, Sense and Sound (Imagery), Point of View, Irony; Contrast; Form (and Structure); Song & Dance  <b>B.RELATED SKILLS</b> Read, recall, gather, organise, act and (re)create information/ literary	Demonstrate a sense of maturity and composure in reading, interpreting and analysing, etc, meta-language; etc	<b>See Module One above</b>

		Crafting/Writing or Creating, etc	literary and non-literary discourse, etc	material; recall prior knowledge, feelings and experiences in response to literary texts  <b>C. CONCEPTS/LITERARY TERMINOLOGY</b> <b>See A here above</b>		
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## MODULE 6: ART AS IMITATION AND IMITATION IN/OF ART, ETC - STAGECRAFT AND CREATIVITY

CONTEXTUAL FRAMEWORK				PEDAGOGIC FRAMEWORK		
CONTEXT						
TOPIC AREAS	EXAMPLES OF RLSs	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE/SKILLS	ATTITUDES	RESOURCES, ACTIVITIES /STRATEGIES
Stagecraft and Creativity	Watching plays and/or films of texts for discussion and/or commentary; witnessing real life activity in any/all domains of life (prelude to credible casting);	Memorising, Dramatising, Acting and Reacting, Comparing and Contrasting, Analysing and Critiquing; Crafting or Creating,( Writing, Editing, Re-writing) etc	Mime a scene; re-enact a scene (market, farming, classroom, etc) in pantomime; retell or re-create a story in the same or different genre making sure to use conventional devices and strategies – description, stage directions etc; act story/play (or extracts of it) for performance effect; write reports, diary entries, witness statements, interviews, etc; analyse and critique for success and/or interest on stage; etc	<b>A.AREA OF STUDY</b> Stage directions; Positioning, movement, speed of action; Review of literary elements/ considerations studied; Incipient critical commentary (three-level guides); Imitating, re-creating, creating  <b>B.RELATED SKILLS</b> Read, recall, gather, organise, act and (re)create information/literary material ii. Recall prior knowledge, feelings and experiences in response to poetic text/Identify relationships  <b>C. CONCEPTS /LITERARY TERMINOLOGY</b> <b>See A here above</b>	Develop and demonstrate boldness and maturity; a sense /an indicator of responsibility which comes with commitment to art when earlier love and enthusiasm later translates itself into professional production, etc.	<b>See One above</b>

**Article 2:** The syllabus presented in article one here above shall be implemented as from the beginning of the 2016-2017 school year;

**Article 3:** All previous provisions repugnant hereto are hereby repealed;

**Article 4:** Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, - 9 DEC 2014

THE MINISTER OF SECONDARY EDUCATION



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