Languages contribute to the development of young people as:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

Rationale
South Sudan is a country inhabited by people of diverse linguistic backgrounds. For the first three years of primary school, the medium of instruction is the appropriate national language for the location of the school. From the fourth year of primary school, English is the medium of instruction.

To enable the people of South Sudan to communicate with those in neighbouring countries and around the world and to help the nation extend its participation in the global economy, proficiency in other languages is important.

Arabic is the compulsory language for all learners from P5 to P8. French and Kiswahili are options in S1-2 and S3-4. Kiswahili is an important world language giving access to a rich range of literature, learning and culture. It is also the national language of many of our partner African nations.

Languages within the Framework
Languages make an important contribution to the development of all four of the Framework competencies. Language learning involves a high degree of critical thinking as learners build their understanding and establish cross-links between the languages they are learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along with communication. Languages reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation.

Teaching and Learning Languages
Language learning in South Sudan has to be considered in the context of the diverse national languages of the population. There are over sixty different languages spoken, some by a large proportion of the population and others limited to relatively small communities. Some of these languages do not have a written form. In the early years and in the first three years of primary school, children are taught in the national language most appropriate to the location of the school. English is a national language of South Sudan as well as the medium of instruction for all learners from Primary 4 onwards.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

Target Grades
To ensure parity in terms of progress in different languages, target proficiency levels have been set, based upon the grades in the internationally recognized Language Ladder. These are as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>S2</th>
<th>S4</th>
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<tbody>
<tr>
<td>Secondary option languages</td>
<td>Grade 7</td>
<td>Grade 10</td>
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</tbody>
</table>
**Strands**

Learning is set out in four strands in the Overview:

- Speaking and listening
- Reading
- Writing
- Knowledge about Language

Some of the learning experiences will be designed to address just one of these strands but learners should frequently face realistic challenges calling for a range of language skills from across the strands. The Units of Study detail some of these real-life challenges which enable learners to integrate their learning, deepen their proficiency and build their confidence. Detailing the requirements under each strand separately ensures that all essential learning in Languages is covered.

<table>
<thead>
<tr>
<th>Speaking and listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Knowledge about language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak clearly, fluently and confidently to different people and listen, understand and respond appropriately to others</td>
<td>Read a variety of texts with fluency, accuracy, understanding and enjoyment</td>
<td>Write with appropriate structure, vocabulary, punctuation and spelling for a range of purposes and audiences</td>
<td>Understand how the language works and how to manipulate it</td>
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<tr>
<td>KISWAHILI SECONDARY (S1-S4)</td>
<td>S-1</td>
<td>S-2</td>
<td>S-3</td>
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<tr>
<td><strong>[Speaking and Listening]</strong></td>
<td>Demonstrate expertise through riddles, sayings, similes, metaphors and stories. Take part in discussion giving and justifying ideas creatively and confidently.</td>
<td>Understand the main points of spoken passage or conversation involving one or more speakers. Give a presentation effectively on a chosen theme and answer readily to questions.</td>
<td>Understand the main points of authentic spoken passages and conversations in a range of different context. Give a presentation fluently on a chosen theme and argue viewpoints with some degree of success.</td>
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<tr>
<td><strong>KUSIKILIZA NA KUZUNGUMZA</strong></td>
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<tr>
<td><strong>[Reading]</strong></td>
<td>Understand texts including some unfamiliar materials. Understand a wide range texts in familiar contexts.</td>
<td>Understand authentic written texts of moderate length and complexity, produce a summary covering the majority of points.</td>
<td>Understand texts of some degree of complexity and abstractions produce a summary covering most essential points.</td>
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<tr>
<td><strong>KUSOMA</strong></td>
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<td><strong>[Writing]</strong></td>
<td>Produce formal and informal texts on familiar topics. Communicate ideas creatively and accurately in an appropriate style.</td>
<td>Structure writing to produce a coherent text in an appropriate register for specific purposes (e.g. An application letter for a job or an account of a visit).</td>
<td>Write coherent text in an appropriate register for different purposes (e.g. a review, an article or a report).</td>
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<tr>
<td><strong>KUANDIKA</strong></td>
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<tr>
<td><strong>LANGUAGE USE.</strong></td>
<td>Adapt sentence construction for different purposes and readers; Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately Use punctuation appropriately to create effects Spell words containing unstressed vowels.</td>
<td>Develop the use of complex sentences using connectives and subordinate clauses effectively; Use grammatical structures correctly (tense, agreement, plural) Understand and use abstract nouns, adverbs, adjectives, nouns substitutes, prepositions and conjunction appropriately Use a range of strategies to spell difficult and unfamiliar words; use a range of strategies to correct their own work;</td>
<td>Apply complex language elements in all ways of life to make oneself well understood in an efficient manner, drawing on a full range of punctuation to clarify meaning, aid cohesion and create a variety of effect.</td>
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<td><strong>(MATUMIZI YA LUGHA)</strong></td>
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