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الجمهورية الجزائرية الديمقراطية الشعبية

People’s Democratic Republic of Algeria

وزارة التربية الوطنية

Ministry of National Education

المجلس الوطني للبرامج

CNP

الدليل الديداكتيكي للغة الإنجليزية

في السنة الثالثة من مرحلة التعليم الابتدائي

DIDACTIC GUIDE OF ENGLISH FOR 3rd YEAR PRIMARY EDUCATION

2022

فروض واختبارات مع الحلول لكل المستويات — مجاناً

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Presentation

This didactic guide is exclusively meant to help the users (inspectors, teachers and heads) to implement the contents of the syllabus in the classroom practice in terms of what the learners should know and are able to do. It aims at making the components readable, accessible, usable and transferable. These criteria should by no means be neglected while developing workshops for the different stakeholders. The presentation of the 3rd Primary Education Syllabus will get you acquainted with the notions of domains, competences, components of the competences, the resources and the cross- curricular resources.

A thorough reading will help you understand the framing. The guide does provide users with concepts related to pedagogy, didactics, assessment for learning, and the characteristics of young learners and the strategies through which they learn English effectively in Primary Education.

Time Allocation:

Level	Yearly timing	Weekly timing	Annual amount
3rd year primary education	28weeks	1h30 /week	42 hours

Table1: Time Allocation

N.B. The time allotted for assessment and remediation is four (04) weeks.

Framing of the Syllabus

It is worth to introduce a terminology related to the components of the 3rd Primary Education Syllabus to facilitate its readability.

A. **Exit profile**: What the learners are able to do at the end of the ***key stage*** (3rd and 4th year Primary Education) according to their age, needs and immediate environment.
B. **Global Competence**: What the learners are able to do at the end of year 3 primary school according to their age, needs and immediate environment.
C. **Value**: A value is a demonstration of an attitude in a given context. It aims to internalize social norms in individuals to help them display acceptable social behaviors.
D. **Cross-Curricular Competences**: The cross-curricular competences are of various types, highlighting different facets of the capacity to act effectively: **intellectual, methodological, personal and social, and communication-related**. They **complement**

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each other, so that when one of them is applied, it generally opens doors to the others.

- **Intellectual:** ***use*** information; ***solve*** problems; ***exercise*** critical thinking; ***use*** creativity.
- **Methodological** refers to ***adopting effective work methods,*** using information and communications technologies.
- **Communicative refers to** establishing the ***purpose of the communication****;* selecting its mode; and carrying it out.
- **Personal and social:** to ***interact*** with an open mind in various contexts; to contribute to team efforts; to use ***teamwork effectively***.

E. **Domains**: There are four main domains: **oral comprehension**, **oral production**, **written comprehension** and **written production**.

F. **Target competences**: There are four target competences. They are derived from the ***global competence***. Each target competence is composed of three components: ***knowledge, skills and attitudes.***

G- **Resources:** There are two types.

1-**Linguistic resources**: They deal with lexis, grammar and pronunciation. These resources are used to develop one of the competence components related to ***knowledge.***

2- Cross-Curricular Resources: They are set in an intellectual, methodological, communicative, personal and social order to contribute to the structure of the learner's personality and attitude. They complement each other to develop a ***specific learning competence which is related to a specific domain.***

Primary School Syllabus

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KEY STAGE 1 **YEAR3**

Exit Profile	**Global competence**	***Interact orally, comprehend oral messages and identify the meaning of words, decode symbols, read simple messages and write letters, words and simple sentences.***	
	Values	**National Identity**	➢ The learner is proud of being Algerian, Muslim, Arab and Amazigh.
		National Conscience	➢ S/he respects her/his nation's constant fundamental tenets.
		Citizenship	➢ S/he demonstrates respect towards others.
		Openness to the World	➢ S/he Exchanges and communicates with friends from English-speaking countries to widen her/ his friendship.
	Cross-curricular competences	**Intellectual Competence**	**The learner can** ▪ discover the relationship between the context, paralinguistic features and the meaning of words and expressions. ▪ discover the importance of words and chunks used in oral interaction. ▪ demonstrate understanding of the strategies of decoding symbols. ▪ demonstrate understanding of the features of writing.
		Methodological Competence	**The learner can** ▪ make use of the context and paralinguistic features to identify the meaning of words and expressions. ▪ exploit the linguistic repertoire and paralinguistic features to interact orally. ▪ employ the strategies of decoding symbols as required. ▪ implement the features of writing letters appropriately.
		▪ **Communicative Competence**	**The learner can:** ▪ react to verbal and non-verbal messages to show understanding ▪ select the appropriate words and chunks to interact orally. ▪ communicate the decoding strategies to peers. ▪ achieve readability through the appropriate use of the features of writing.
		▪ **Personal and Social Competence**	**The learner can:** ▪ respond to oral messages. ▪ consider speech acts when interacting. ▪ consider the strategies of decoding symbols to achieve others' understanding. ▪ value others' writings.

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Domains	*Target Competence*	*Components of the Competence*	*Resources*	*Cross-Curricular Resources*	*Timing*
Oral comprehension	***Comprehend oral messages and identify the meaning of words in familiar context using paralinguistic features.***	**The learner can:** 1. recognise the meaning of words and expressions. 2. use the context and paralinguistic features to deduce the meaning of words and expressions. **3.** be an attentive listener.	**Supports:** Videos, songs, cartoons, posters, pictures, short stories, etc. **<u>Key Vocabulary</u>** Words and chunks related to the learners' interests, immediate environment and needs. ▪ Salutations. ▪ Numbers (0-10) ▪ Days of the week ▪ Family members, friends, and mates. ▪ Languages. ▪ Colours. ▪ School things. ▪ School subjects. ▪ Home (flat/ house...). ▪ Toys. ▪ Pets. ▪ Adjectives ▪ Lexis related to parties **<u>Grammar</u>** Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs. ▪ The imperative (classroom commands) ▪ Contracted forms of to be and to have: ('m=am, 's=is/has, 're=are, 've=have) ▪ Present simple (To be / to have / to	***Intellectual*** -Discover the relationship between the context, paralinguistic features and the meaning of words and expressions. ***Methodological*** -Make use of the context and paralinguistic features to identify the meaning of words and expressions. ***Communicative*** -React to verbal and non verbal messages to show understanding. ***Personal and Social*** -Respond to oral messages.	**29h**
Oral production	***Interact orally in communicative situations related to the learner's daily concern and interests using simple words and expressions.***	**The learner can:** 1. identify simple words and expressions to interact orally. 2. use simple words and expressions to interact orally. 3. respect the interlocutor.		***Intellectual*** -Discover the importance of words and chunks used in oral interaction. ***Methodological*** -Exploit the linguistic repertoire and paralinguistic features to interact orally. ***Communicative*** -Select the appropriate words and chunks to interact orally. ***Personal and Social*** -Consider speech acts when interacting.	

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			live / to love...) ▪ Statements ▪ Questions: *Wh-questions (how ,what, where, when) *yes/no questions ▪ Prepositions: *time: in, on *location: in, next to / opposite ▪ Articles (a, an) ▪ Pronouns		
Written comprehension	***Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphophonic knowledge and visuals.***	**The learner can:** 1. identify reading basics and decoding strategies. 2. use reading basics and decoding strategies. 3. show respect to his peers' readings.	**Supports:** Videos, songs, cartoons, posters, pictures, short stories, etc. **-Words, expressions and short texts.** **<u>Phonics (Sound and Spelling)</u>** - sounding letters of the alphabet - sounding numbers -vowel sound/i/ in 'live, in..' - consonant sound discrimination: -vowel sound /æ/-/ɒ /-/e/-ʌ **<u>Capitalization / Punctuation</u>** ❖ **Capital letters**: -Beginning of sentences, names of people, places and languages, days of the week personal pronoun subject 'I/ ❖ **Punctuation:** -Full stop, question mark, comma, apostrophe in contracted forms.	***Intellectual*** **-**Demonstrate understanding of the strategies of decoding symbols. ***Methodological*** -Employ the strategies of decoding symbols as required. ***Communicative*** -Communicate the decoding strategies to peers. ***Personal and Social*** -Consider the strategies of decoding symbols to achieve others' understanding.	**8 h**

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Written production ***(Most of the time, the domains are integrated)***	***Write letters, words and simple sentences using correct handwriting and punctuation.***	**The learner can:** 1. recognize the features of writing letters (sizing, spacing and alignment). 2. use features of writing letters correctly. 3. respect the features of writing letters.	**<u>Handwriting</u>** ▪ Fine motor skills through geometric lines and shapes. ▪ Numbers as numerals. ▪ Script/print style ▪ Script lower case/Script upper case ▪ Numbers ▪ script handwriting practice at letter and short word/sentence/text levels **<u>Punctuation</u>** • English question mark **(?)** • English comma **(,)**	***Intellectual*** -Demonstrate understanding of the features of writing. ***Methodological*** -Implement the features of writing letters appropriately. ***Communicative*** -Achieve readability through the appropriate use of the features of writing. ***Personal and Social*** -Value others' writings.	**5 h**
My Project : My Pictionary					

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TOPICS AND COMMUNICATIVE OBJECTIVES

TOPICS	COMMUNICATIVE OBJECTIVES
ME, MY FAMILY AND MY FRIENDS	- Greeting people/Leave taking - Introducing oneself, family, friends - Saying numbers - Asking about age and place of residence
MY SCHOOL	- Naming school objects - Naming colours - Asking about and locating school objects - Naming days of the week - Asking about school timetable
MY HOME	- Naming rooms - Asking about their location - Locating people inside a house - Following instructions
MY PLAYTIME	- Naming and asking about favourite toys - Identifying toys - Asking about colours
MY PETS	- Naming pets - Describing pets: identifying their size and parts - Asking and giving information about pets
MY FANCY BIRTHDAY	- Naming objects and foods related to birthday celebration - Naming different face parts - Expressing offers and thanks - Responding to offers and thanks - Expressing wishes, feelings and emotions - Following instructions

Table2: Topics and Communicative Objectives

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General Classroom Guidelines

1. Planning Learning:

A learning plan is an action plan that defines how learning objectives can be achieved. It ensures clarity so that the progress is orderly and efficient.

Learners have English ***class twice a week***. The amount of time and effort required to complete a particular ***section*** depends on level, language background. Each ***section*** requires 3 hours of study over a period ***2 weeks.***

a. The Learning Sequence:

There are is one ***learning sequence*** along the 3rd Year Primary Education. It includes six **(06)** ***unit***. Each unit is dealt with through ***2 sections.***

At the end of the each 03 units, there is a ***phase*** of 3hours for ***assessment***, ***remediation*** and ***standardization.***

Units 1,2 and 3	Pause	Units 1,2 and 3	Pause
6 sections	***Assessment, Remediation & standardization.***	6 sections	***Assessment, Remediation & standardization.***
18 hours		18 hours	

Table3: The Learning Sequence

b. The section:

A ***section*** includes 4 ***sessions*** of 45 minutes each. In each session, there is either one or 2 ***learning objectives*** to be achieved through a set of ***tasks***.

Section	Session 1 45mn	Lesson	♫ I Sing and Have Fun	10 mn
		Lesson	I Listen and Repeat	35mn
	Session 2 45mn	Lesson	I Read and Discover	45mn
	Session 3 45mn	Lesson	I Read and Write	35mn
		Lesson	♫ I Sing and Have Fun	10mn
	Session 4 45mn	Lesson	I Play Roles	45mn

Table4: **The** **Section**

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The Section Components:

The Learners should go through each ***session*** as follows:

♫ I sing and Have Fun ☺ ***10 mn***



It is the starting activity of any teaching/learning ***section*** and it must be purposeful. As young learners are full of vitality, songs are valuable pedagogical tools. They increase learners' enjoyment of learning a foreign language and maintain motivation. 'Songs can help young learners improve ***their listening skills*** and ***pronunciation***, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in ***the learning of vocabulary, sentence structures, and sentence patterns***' (Murphey, 1992).

Using Songs effectively to Teach English to Young Learners

Using Songs effectively:

- ♫ Songs should be/comprise simple, easy vocabulary, short and related to the topic dealt with, consisting of monosyllabic words, many of which are repeated several times, the phrases are short with relatively long pauses between each one .
- ♫ Teachers deal with one song in every two sections as follows:
  - ♫ Gather the learners into the large group area
  - ♫ Introduce the song.
  - ♫ Tell the students one interesting fact about it.
  - ♫ Sing the whole song to the class (or use CD/ smartphone, …)
  - ♫ In a large group discussion, talk about the song.
  - ♫ Sing the song or play it, one more time. Have students listen to the rhythm and different pitches.
  - ♫ Have the students sing the whole song with you (don't expect perfection)
  - ♫ Let the students have the opportunity to sing the song without the teacher while they are singing walk around and listen to the voices of individual students to hear the different pitches.

www. eduref.org

N.B.

ⓘ Have students sing the **same** song in session 3.

ⓘ ***The same song is to be set along the whole unit.***

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I Listen and Repeat 🗣 ***35 mn***



The teacher needs to choose topic appropriate pictures *or* ***very short texts / dialogues*** to practice language items such as colours, clothes, animals, a house, etc…

Phase1 (1ST listening): Learners listen to the short text which is supported by pictures once to engage learners and trigger their imagination/ achieve harmony between what is said and the learners' imagination. The teacher can either read the story or play a CD, a Smartphone, etc. When reading, the teacher needs to pronounce words clearly and adjust the speed to learners, exaggerate body gestures, face learners and avoid any distractors.

Phase2 (listening for a purpose): The learners carry out ***activity/activities*** to ensure understanding.

The teacher deals with visuals as follows:

- 🗣 They are displayed to learners as much time as needed for the purpose of giving learners the opportunity to process and reflect on what they see.
- 🗣 The teacher describes the picture (pronounces words clearly and adjusts the speed to learners).
- 🗣 The teacher repeats because learners need a lot of listening before being able to learn English we teach them.
- 🗣 Teachers should allow choral then individual repetition.
- 🗣 Learners may be asked to draw/sketch the pictures.

Visuals: Whether comic strips or pictures/images or props, or GIFs -can be either small or enlarged formats-and short videos or puppets for demonstration are valuable and purposeful pedagogical tools. They represent/show situations from real life. They engage learners and help them understand key concepts and visualize them. They also encouragelearners to think about the words they are reading or hearing. They reveal the representations and perceptions of the learner and reduce teacher's talking time.

Suggested Game: Do this if you hear...

Ask the pupils to put their hand on their head if they hear a certain sound in a word, for example 's'. Slowly say the following words, and after each word, confirm whether it has the's' sound: bin, bet, cat, sit, sun, banana, Sam, sing.

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📖 ***I Read and Discover*** 🕯 ***45 mn***



Reading is one of the most important skills. It is not a skill that comes naturally; it's a learning journey. Children need essential components of reading to become self-confident and fluent readers. Reading can be developed and acquired through fun and word games especially for this age range.

There are five **key components of reading** for every child:

- 📖 **Phonics:** is the process of matching the sounds of spoken English with individual letters or groups of letters. It is referred to as **the alphabetic principle.**
- 📖 **Phonemic awareness:** is the ability to hear, identify and manipulate these individual units of sound.(lessons are oral)
- 📖 **Vocabulary:** The more words we know, the better we become at reading and understanding the texts that we read.
- 📖 **Fluency:** There is a range of different skills that build reading fluency in young children. These include strong phonic decoding skills, an expanding bank of high frequency words recognised at sight, and the amount of time that children spend reading books at an appropriate level. The more children read, the better they are at understanding and reading with speed and accuracy. Fluency enables readers to quickly span the gap between recognising a word and understanding its meaning.
- 📖 **Reading comprehension:** It is the culmination of the reading process and the ultimate goal of learning to read. The purpose of mastery of each of the previous skills is to enable comprehension.

https://readingeggs.co.za/articles/2016/06/10/five-components-of-reading/

To achieve complementarity between the activities in the teaching/learning section, teachers use **songs/ chants**, or simple **word cards**. Children hear sounds and syllables in words.

Clapping rhythmically together and read words or recite songs in unison is an effective way to build **phonemic awareness**. This playful and bonding activity is a fantastic way for learners to develop the literacy skill successfully.

Another way to develop the reading skill is to cut out simple cards and write a word containing three sounds on each one (e.g.: van, sat, dig, top, sun, fin, pot).

- Invite learners to choose a card, and then read the word together.
- Hold up three fingers

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- Ask them to say the first sound they hear in the word, and then the second, and then the third.

This simple activity builds essential phonics and decoding skills (helping children learn how to sound out words). The teacher should focus on the sound each letter makes, more so than letter names.

From reading to reading comprehension:

To achieve the comprehension of a reading passage (a very short one in our case) for young learners, they go through different steps:

Step1: **Teach the sounds of individual letters**

Recognize individual sounds and understanding the relationship between letters and spoken sounds (phonics) and create phonemic awareness. (see above)

Emphasize the beginning and ending sounds.

Step2: Teach whole words

-Recognize whole words using the sound-symbol relationships.

-Give special attention to vowels in this stage especially short /i/ and short /e/ as in /pit/ and /pet/.

Step3: Present meanings

-Make sure learners understand the meaning of each word they read.

-Use drawings, pictures, miming, etc.

-Check the understanding of meanings frequently.

Step 4: Put words in contexts

-Encourage learners to put each word in context is a powerful strategy that helps them demonstrate a mastery of reading and language usage.

📖I Read and Write✍

In the process of acquiring writing, learners need first to match the sounds of spoken English with individual letters or groups of letters, identify and manipulate these individual units of sounds (phonics and phonemic awareness). Acquiring writing goes through different stages:



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Stage 1: Single letter and number formation

We believe that learners are good at handling a writing tool (pen/pencil). They can use the tripod grip and are developing **gross and fine motor skill**. In this perspective, drawing helps learners in acquiring a good handwriting.

We teach letter formation in **groups and families** rather than in alphabetical order because they have a designated start point and a set of directional pushes and pulls of the pencil to reach the designated finish point. This consequently helps to limit **letter reversals** such as '**b**' and '**d**'.

Once the ***letters/numbers can be formed,*** the child can then focus on ***size and accuracy***. The size and accuracy of the letter/number shape increase as the child's gross and fine **motor skills** develop.

For a good handwriting style, learners need to know ***how to form the letters*** correctly, i.e. recognize the ***features of writing letters: sizing, spacing and alignment***.

Learners start with lower-case letters, and then capital letters.

Learning the correct lower-case letter formation makes the transition from single letter formation ***to joined letter handwriting*** much easier.

Stage 2 – Joined handwriting

Since the child's fine motor skills develop, they enable her/him to form more refined versions of the letters/numbers using lined paper. Once, learners have learnt to form lower-case letters correctly, they can move to the following step which is joined handwriting.

Learning to join letters for handwriting enables children to develop a speedy, fluid and legible handwriting style.

N.B.

- **Capital letters** are introduced through both handwriting and their semantic function as initials indicating proper nouns (names of people, places, languages, days and months, etc.).
- In handwriting practice, the learners should be aware of the differences in the direction of writing and position on the line of some **punctuation marks**:
  - Arabic question mark (؟) — English question mark (?)
  - Arabic comma (،) — English comma (,)

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Tips to Teaching Writing:



1. Teacher ***modelling*** of the correct ***formation, sizing and placement*** of letters. For early learners, copying a letter from a correct model is helpful (Graham, 2010).
2. Teacher explanations on how to form letters and words must accompany the modeling.
3. The introduction of ***letters of the alphabet in formation groups*** rather than in ABC order. This method removes the chance for the visual confusion of letters that are closely positioned within the alphabet (b/d and p/q). This means letters can be taught in the following groups:
   - **anticlockwise letters** (a, c, d, g, q, e, o, f, s)
   - **clockwise letters** (m, n, r, x, z, h, k, p)
   - **the i family letters** (i. t, l, j)
   - **the u family letters** (u, y, v, w, b)

✍ Regardless of what order letters are chosen to be taught, it is important that students know the ***names of individual letters*** and the ***sounds that can represent each one***. (Graham, 2010).

✍ ***Linking handwriting to other skills*** so that it is meaningful rather than just skill and drill.

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Games and Activities– Alphabetical Awareness

There is a great deal to know about letters. **Letters** have **shapes, direction and names, and they represent sounds.** Learning the names and sounds of letters is an important first step, and learning about how letters make syllables helps pupils to view the writing system as a series of patterns that are organised at a syllable level.

✍ **What's next?**

The teacher says a series of four or five letters and the pupils have to ***say which letter comes next.*** Example: D E F G? (H)

✍ **Clap clap**

The teacher tells the pupils what they will be expected to do when the music stops (example***: "When the clapping stops, you will trace the letter 'a' where I tell you***").
The teacher then starts clapping his/her hands. When the teacher stops clapping, he/she gives an instruction (example: "Trace the letter 'a' in the air!" or "Trace the letter 'a' on your leg!").

✍ **Pass the pencil**

The teacher distributes five pencils around the room. The teacher then sings a song, or beats a drum, or plays music on the radio while the pupils pass the pencil amongst themselves. When the music stops, the pupils with ***a pencil in their hand must answer a question from the teacher.***

✍ **Guess my sound**

The teacher says several words that have a common syllable (beginning, middle or end) and the pupils must identify the syllable and say the syllable, ***say the letters that make it, and write the syllable.***

✍ **Change that letter**

The teacher gives a word and asks the pupils to ***change a letter:*** either the first letter (cat = bat), the last letter (cat = cab), or the middle letter (cat = cut).

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✍ **Letter picture match**

The teacher chooses a key word that begins with a specific letter and the pupils match pictures of things that begin with that letter.

Example: the letter F as in FISH: fork, foot, fire, fence, five, fan, four....

♫ **I sing and Have Fun☺**



The same song is to be set again for the purpose of creating a lively atmosphere, learning vocabulary, improving pronunciation and developing the listening skill.

N.B.

ⓘ Have students sing the **same** song in session 1.

I Play Roles



Role-play is a form of drama. It is the act of imitating the character and behavior of someone who is different from yourself, as a training exercise. Thus, learners take on another person's role to use language authentically in a situation similar to his/her real life – for example, greeting, introducing oneself...The learners either choose a scene from the text they ***read and perform*** a dialogue or ***play out a dialogue they listened to.***

c. The Learning Situation:

Learners are put in a '***problem solving situation'*** related to the ***global competence*** and thus to the ***4 target competences.*** The problem solving situation involves ***04 different tasks*** which aim at assessing the attainment of the ***04 target competences***. These tasks are tackled ***separately*** in sessions/ lessons that correspond to each target competence.

It is dealt with at **3** different stages:

Stage1*:** It is dealt with ***at the beginning of the sequence, that is to say; the beginning of the year: It is called the '**initial situation'** and is dealt with through 04 different tasks which are tackled *separately* in sessions/ lessons that correspond to each target competence.

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Stage2*:** During the **first pause** (after 3 units), the ***same situation is set to check progress using a grid of evaluation.

Stage3*:** It is dealt with during the **second pause** (at the end of the sequence). The learners are trained to ***learn to integrate in ***groups*** and then ***individually***. A ***global situation of integration*** should be set to check whether or not ***the global competence*** is attained.

1. **Initial Situation**: At the beginning of the year, learners of third year primary school are put into ***four problem situations***; each one corresponds to one of the **target competences**. These situations are presented as follows:
   - a- In a situation related to ***oral comprehension***, the learners may be asked ***to answer some questions*** about a very short oral text.
   - ***b-*** In a situation related to ***oral production***, the learners may be asked to ***introduce themselves.***
   - c- In a situation related to ***Written comprehension***, the learners may be asked to read the content of the last page of the textbook or any other text related to the target competence and do a task (***Matching, reordering, puzzle game…)***
   - d- In a situation related to ***written production***: the learners may be asked to ***write/reproduce letters and words from the whiteboard/ coursebook or any other document taking into account writing features***.

N.B.

ⓘThe tasks mentioned above should not take exceed 5 minutes as the objective behind is to motivate the learners and stimulate their curiosity to learn and discover.

ⓘThe answers of the learners should be recorded or kept in order to be used during the pauses to check the learners' progress towards the target competences.

Ultimately, these demands put learners in ***situations*** which they are unable to overcome because they do not possess the required resources and skills. Teachers may as well invite a learner from a higher level and ask him to perform the situations mentioned above in front of the absolute beginners so as to generate motivation.

The teachers discuss what happened, explain to their learners that by the end of the school year they will improve and will be able to handle ***the tasks*** successfully.

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N.B.

The ***same*** tasks are set during the first pause to check progress and adjust learning through remediation and standardization.

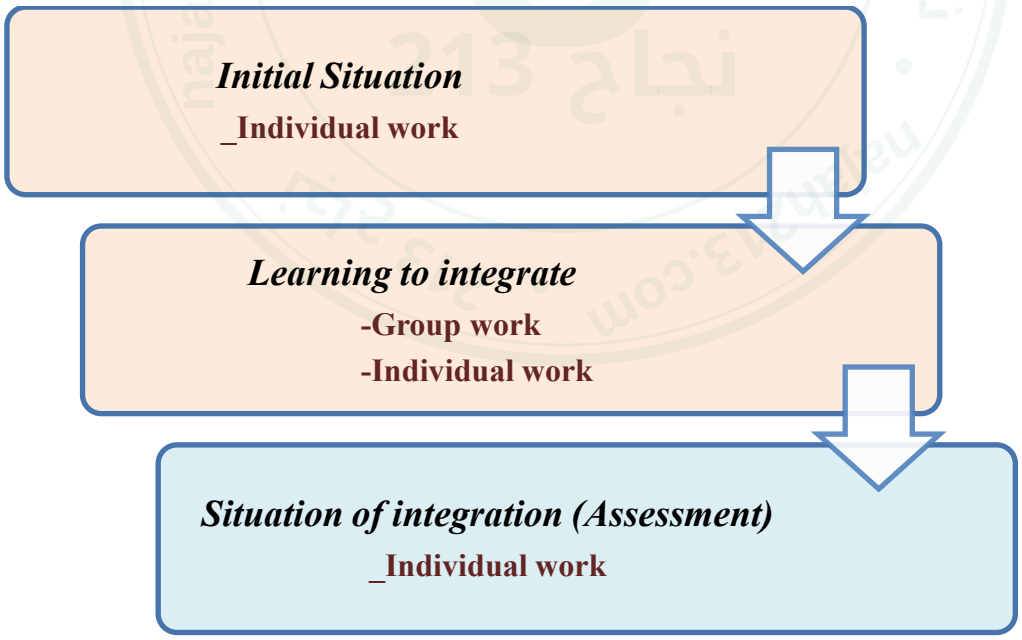
A ***grid of evaluation*** must be elaborated .

2. **Learning to Integrate:**
   a. **Learning to integrate in groups:** ***The same tasks*** (related to the 4 domains) are set to check the learners' progress. The learners should compare their present response with the previous one (the response related to the initial situation).
   b. **Learning to integrate individually:** ***Other tasks*** (related to the 4 domains) are set to check the learners' ability to integrate ***individually***.
3. **Situation of integration:** ***A global situation (a set of tasks)*** that is meant to serve the 04 target competences is set and dealt with ***individually.***

N.B.

Other tasks are set during the second pause to check progress and adjust learning through remediation and standardization.

A ***grid of evaluation*** must be elaborated ***(see page 21).***



The Problem Solving Situations

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Units	*Sections*	*Sessions*	*Lessons*	*Timing*
ME, MY FAMILY AND MY FRIENDS	①	❶	✓ Initial Situation *(Oral comprehension) Task 1*	
			✓ Initial Situation *(Oral production) Task 2*	
			▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	✓ Initial Situation *(Written comprehension) Task 3*	
			▪ I Read and Discover	45mn
		❸	✓ Initial Situation *(Written production) Task 4*	
			▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
Pause1 : ASSESSMENT / REMEDIATION & STANDARISATION -The ***same*** tasks is set to check progress using a grid of evaluation. ***Task 1- Task 2- Task 3- Task 4***				**3 hours**
Pause2 : ASSESSMENT / REMEDIATION & STANDARISATION				**3 hours**
Learning to integrate			**Integration**	
Group work To set the same initial situation **(same tasks)** for the sake of checking progress. ***Task 1- Task 2- Task 3- Task 4***	**Individual work** To set a different situation **(tasks)** for the sake of checking progress.		**Individual work:** To set a global situation for the sake of checking progress and adjusting learning.	

Table5: The 03 Situations

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Learners' Performance Grid of Evaluation

Domain	Criteria	Full Mastery	Partial Mastery	Minimum Mastery
Oral comprehension	Understand the general meaning of an oral message and identify the meaning of words in familiar context.	Understands the general meaning of an oral message and identifies the meaning of words in familiar context.	Understands part of the general meaning of an oral message and find difficulties to identify the meaning of some words in familiar context.	Finds difficulties to understand the general meaning of an oral message and to identify the meaning of words in familiar context.
Oral production	Interact and communicate orally in communicative situations related to the learner's daily concern and interests.	Interacts and communicates orally in communicative situations related to his/her daily concern and interests.	Interacts orally but finds difficulties to communicate in communicative situations related to his/her daily concern and interests.	Finds difficulties to interact orally and to communicate in communicative situations related to his/her daily concern and interests.
Written comprehension	Read simple messages of about 30 words, understand the meaning of words and structures and pronounce sounds and words correctly.	Reads simple messages of about 30 words, understands the meaning of words and structures and pronounces sounds and words correctly.	Reads some simple messages of about 30 words, understands the meaning of some words and structures and pronounces some sounds and words correctly.	Finds difficulties to read simple messages of about 30 words, and to understand the meaning of most of the words and structures and mispronounces most of the sounds and words.
Written production	Write correctly and appropriately letters, words and simple sentences using correct handwriting and punctuation.	Writes correctly and appropriately letters, words and simple sentences using correct handwriting and punctuation.	Writes correctly and appropriately most of the letters, words and simple sentences using correct handwriting and punctuation.	Find difficulties to write correctly and appropriately letters, words and simple sentences using correct handwriting and punctuation.

Table6: Learners' Performance Grid of Evaluation

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Formative Assessment:

It refers to a wide variety of tools that teachers use to conduct in-process evaluations of students' learning progress during a lesson, section, or unit. Formative assessment helps teachers identify learners' strengths and weaknesses so that adjustments can be made.

Formative Assessment Tools

When we think of assessment, we often think about tests. But good assessment is much more than tests - it's a chance to discover what our students understand so that we can help them learn and grow.

"The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work.
- Help teachers recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have low or no point value.

cmu.edu

- **Nonverbal Assessment**

  This type of assessment is very useful with the young learners. It helps teachers to determine whether the individual truly understands concepts by asking him to physically demonstrate his understanding of words and text ***through physical demonstration*** or the creation of a visual representation such as a drawing or a model.

- **Emoji self /peer Assessment**

  This technique involves the students to assess themselves or their peers by showing the appropriate ***emoji*** that reflects their performance in a given task.

- **K-W-L Chart**

  The K-W-L chart is a simple way to ask questions concerning "who" and "what" questions. The ***K*** category asks the learners to state what they knew before they began the course to check their pre-requisites. The ***W*** section provides learners with the opportunity to state what they want to know or gain from the instruction provided. The ***L*** category provides students with an area to state what they have learned in the class.

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- **Think- Pair – Share**

  Students do the task individually (***think***).Then, they pair up with a classmate and discuss their answers (***pair***).Finally, they discuss their answers in groups (share).

- **Portfolio assessments**

  Portfolios are practical ways of assessing student work throughout the entire year. With this method, you can systematically collect ***descriptive records*** of a variety of student work over time that reflects growth toward the achievement of the objectives set before. Portfolios include information, ***sample work***, and evaluations that serve as indicators for student performance. By documenting student performance over time, portfolios are a better way to crosscheck student progress than just one measure alone. Portfolios can include:

  - Samples of students' handwriting.
  - Re-ordered short stories images.
  - Tasks sheets.
  - Drawings representing student content knowledge.
  - Teacher descriptions of student accomplishments, such as performance on oral tasks.
  - Checklists.
  - Drafts related to the initial situation.

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Planning Learning Canvas

Units	Sections	Sessions	Lessons	Timing
UNIT 1 ME, MY FAMILY AND MY FRIENDS	①	❶	✓ Initial Situation *(Oral comprehension)*	
			✓ Initial Situation *(Oral production)*	
			▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	✓ Initial Situation *(Written comprehension)*	
			▪ I Read and Discover	45mn
		❸	✓ Initial Situation *(Written production)*	
			▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
UNIT 2 MY SCHOOL	①	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10 mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
UNIT3 MY HOME	①	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10 mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
Pause1 : **ASSESSMENT / REMEDIATION & STANDARISATION**				**3 hours**

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UNIT 4 *MY PLAYTIME*	①	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10 mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
UNIT 5 *MY PETS*	①	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
UNIT 6 *MY FANCY BIRTHDAY*	①	❶	▪ I Sing and Have Fun	10 mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn
	②	❶	▪ I Sing and Have Fun	10mn
			▪ I Listen and Repeat	35mn
		❷	▪ I Read and Discover	45mn
		❸	▪ I Read and Write	35mn
			▪ I Sing and Have Fun	10mn
		❹	▪ I Play Roles	45mn

Pause2 : ASSESSMENT / REMEDIATION & STANDARISATION			
Learning to integrate		**Integration**	**3 hours**
Group work: To set the **same tasks** of the initial situation for the sake of checking progress.	**Individual work:** To set **different tasks** related to the global competence for the sake of checking progress.	**Individual work:** To set a **global situation** for the sake of checking progress and adjusting learning.	

Table7: Planning Learning Canvas

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Basic Notions

1. Characteristics of English Young Learners

1.1 Child Growth and Development (7 to 11):

Children in the ***concrete operational*** stage, ages ***7 to 11***, develop the ability to ***think logically*** about the physical world. Middle childhood is a time of understanding concepts such as ***size, distance, and constancy of matter, and cause and effect relationships***. A child knows that a scrambled egg is still an egg and that 8 ounces of water is still 8 ounces no matter what shape of glass contains it.

Child Growth and DevelopmentParis, Ricardo, Rymond, and Johnson, College of the Canyons

1.2 How Young Learners Learn:

Young children, especially those up to the ages of ***nine and ten***, learn differently from older children, adolescents and adults in the following ways:

- They ***respond to meaning*** even if they don't understand individual words.
- They often learn indirectly rather than directly-that is they take the information from all sides, ***learning from everything*** around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they ***see and hear, and crucially, have a chance to touch and interact with.***
- They find abstract concepts such as ***grammar rules difficult to grasp***.
- They generally display ***enthusiasm for learning*** and a curiosity about the world around them.
- They have a need for ***individual attention*** and approval from the teacher.
- They are ***keen to talk about themselves*** and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited ***attention span***; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Teachers of young learner….. need ***good oral skills in English*** since speaking and listening are the skills which will be used most of all at this age. ***The teacher's pronunciation*** really matters here, too, precisely because, as we have said, ***children imitate it so well.***

(J. Harmer, p. 83)

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1.3 What a classroom for young children should look like:

- ☺ -Bright and colorful, with windows.
- ☺ -With enough room for different activities to be taking place.
- ☺ Allowing work in groups in different parts of the classroom and changing activity every ten minutes or so.
- ☺ Mamixing play and learning in an atmosphere of cheerful and supportive harmony.

J. Harmer, (2007).The Practice of English Teaching. p. 83

2. Learning Styles & Multiple Intelligences

2.1 Learning Styles

The basic types of learning are ***visual, auditory kinaesthetic and tactile***. However, every student may have a combination of learning styles and strategies or only one dominant way of foreign language assimilation.

-Visual ;Visual learners are better able to ***retain information*** when it presented to them in ***graphic depiction, such as arrows, charts, diagrams, symbols*** and more to emphasize specific design elements, visual learners thrive with clear pictures for information.

-Auditory: Auditory refers to as aural learners, auditory learners prefer ***listening to information*** that is presented to them vocally. These learners work well in ***group settings where vocal collaboration is present and may enjoy reading aloud*** to themselves, too.

-Kinesthetic: Taking a ***physical active role***, kinaesthetic learners are hands-on and thrive when ***engaging all of their senses during course work***. These learners tend to work well in scientific studies due to the hands-on lab component of the course.

-Tactile: Students like to ***experience*** the world and act out event. To remember a phone number for example, tactile learners may remember the pattern, of their fingers as they press the number of a phone. They are good at sports. ***They can't sit still for long***. They are not good at spelling. They don't have the skill of handwriting and like role-play

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2.2 Multiple Intelligences:

Sample activities addressing 'Multiple Intelligences'

Intelligence Type	Capability and Perception	Sample Activities
Verbal/Linguistic	▪ words and language, ▪ speak on a subject, ▪ write a speech	Let's talk. Let's write. Write the questions. You want to make a cake. Write what you need and what you don't need? Name the game pieces. Say what you do and what you don't do yourself?
Logical-Mathematical	▪ logic and numbers, create a process	Number the parts. Put the sentences in order. Do you know any words with two meanings in English? Do the puzzle. Unscramble the sentences. Choose the right answer. Recognize the beginning sound of each word
Musical	▪ music, sound, rhythm	Let's sing. Listen to the numbers and sing. Chant.
Bodily-Kinesthetic	▪ body movement control, touch and feel	Clap once for each syllable. Give commands and do the action. Let's act. Let's play. Walk, run, jump.
Visual-Spatial	▪ images and space, design a table	Draw gifts. Match the sentences. Join the dots to help the animal find its home. Make the same picture and color. Listen and draw hands on the clock.

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Interpersonal	▪ other people's feelings, communication, team work.	Work in pairs, ask and answer. Talk to your family members and write their opinions. Do you know a riddle? Ask your friend. Interview your grandparents to find out more about them
Intrapersonal	▪ self-awareness, self-discovery	Write about what you want to be in future. Describe yourself (How do you look like?). Write fruits and vegetables you like the most.
Naturalist	▪ natural environment	Look outside the classroom window. What's the weather like?

Table8: Sample activities addressing 'Multiple Intelligences'

Tips for Teaching Children:



- ***Praise and encourage*** children for trying and when successful.
- **Praise** with ***words and through gestures***.
- Try to ***link*** lessons with children's ***experiences*** and everyday life.
- Use ***group or paired work*** so that children can learn from their classmates.
- ***Read*** out what you have written on the board.
- ***Face the class*** when speaking.
- Speak ***clearly*** and loudly but don't shout.
- Try to ***ensure children*** practice their skills using different materials, for example, reading words on flashcards, writing words, reading words in books.
- ***Check*** the children's ***understanding*** before moving on to a new topic.
- Encourage children to watch and ***listen to their peers***.
- Make sure you have the ***class attention*** when teaching.
- Encourage the child to use a pointer or their finger when reading to help them keep their place.

Furhter Reading

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Teaching English through Games

Games and fun activities are a vital part of **teaching English as a foreign language**. Games will liven up your lesson and ensure that your students will leave the classroom wanting more. Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. There are literally hundreds, probably thousands, of games that you can play with your students.

This list of seven classic EFL games every teacher should know will help get you started and feeling prepared. Having these up your sleeve before stepping into the classroom will ensure your lessons run smoothly, and, should things get a little out of control, you'll be able to pull back the attention of the class in no time.

Want to jump right into the list? Here are the top seven games we think your students will love:

1. Board Race

Most EFL teachers use this game in the classroom. Board Race is a fun game that is used for revising vocabulary, whether they are words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

- **Why use it?** Revising vocabulary
- **Who it's best for:** Appropriate for all levels and ages.

How to Play:

- Split the class into two teams and give each team a colored marker.
- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race.
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

2. Simon Says

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This is an excellent game for **young learners**. Whether you're waking them up on a Sunday morning or sending them home on a Thursday afternoon, this one is bound to get them excited and wanting more.

- **Why use it?** Listening comprehension; Vocabulary; Warming up
- **Who it's best for:** Young learners

How to Play:

- Stand in front of the class (you are Simon for the duration of this game).
- Do an action and say Simon Says [action]. The students must copy what you do.
- Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
- Then, do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
- The winner is the last student standing.
- To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

3. Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading.

- **Why use it?** Grammar; Word Order; Spelling
- **Who it's best for:** Adaptable to all levels/ages.

How to Play:

- Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
- Cut up the sentences so you have a handful of words.
- Put each sentence into hats, cups,boxes or any objects you can find, keeping each separate.
- Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
- Teams must now put their sentences in the correct order.
- The winner is the first team to have all sentences correctly ordered.

4. Hangman

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This classic game is a favorite for all students but it can get boring quite quickly. This game is best used for 5 minutes at the start to warm the class up or 5 minutes at the end if you've got some time left over. It works no matter how many students are in the class.

- **Why use it?** Warming up / winding down class
- **Who it's best for:** Young learners

How to Play:

- Think of a word and write the number of letters on the board using dashes to show many letters there are.
- Ask students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.
- Continue until the students guess the word correctly (they win) or you complete the diagram (you win).

5. Pictionary

This is another game that works well with any age group; children love it because they can get creative in the classroom. Pictionary can help students practice their vocabulary and it tests to see if they're remembering the words you've been teaching.

- **Why use it?** Vocabulary
- **Who it's best for:** All ages; best with young learners.

How to Play:

- Before the class starts, prepare a bunch of words and put them in a bag.
- Split the class into teams of 2 and draw a line down the middle of the board.
- Give one team member from each team a pen and ask them to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to shout the correct answer gets a point.
- The student who has completed drawing should then nominate someone else to draw for their team.
- Repeat this until all the words are gone - make sure you have enough words that each student gets to draw at least once!

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6. The Mime

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with **minimal resources** or planning time, or teachers who want to break up a longer lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

This game works with any age group.To keep them engaged, relate what they will be miming to your groups' personal interests as best as possible.

- **Why use it?** Vocabulary; Speaking
- **Who it's best for:** All ages; best with young learners.

How to Play:

- Before the class, prepare pictures of the learnt vocabulary - like family members, pets…etc - and put them in a bag.
- Split the class into two teams.
- Bring one student from each team to the front of the class and one of them chooses an picture from the bag.
- Have both students mime the key word to their team.
- The first team to shout the correct answer wins a point.
- Repeat this until all students have mimed at least one picture/one key word.

7. Hot Seat/Back to the Board

This game is always at the top of the list when students are asked what they want to play..Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

- **Why use it?** Vocabulary; Speaking and Listening
- **Who it's best for:** All ages and levels

How to Play:

- Split the class into 2 teams or more if you have a large class.
- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.

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- Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.
- Continue until each team member has described a word to the student in the Hot Seat.

Source:*https://www.gooverseas.com/blog/10-best-games-esl-teachers#paragraph-item-41683*

Glossary:

- **Fine motor skills involve** small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. (Eating, writing, manipulating objects and getting dressed**).**
- **Gross motor skills** are foundational skills that involve bigger movements using large muscle groups - arms, legs, feet and trunk- to move the body. Children learn to develop and use gross motor skills to move with balance, coordination, ease and confidence.
- **Learning sequence** refers to the organization and presentation of activities of a teaching-learning period in a complete structure, carried out by both teachers and pupils, with the aim of creating situations that enable to develop meaningful learning.
- **Letter reversals**: refers to reversing letters in reading or writing such as forming a letter '**b'** as a letter '**d**' or letter '**p'** as a letter '**q**'.
- **Paralinguistic features** refer to times when we convey meaning without using verbal language: using tone of voice, pitch, facial expressions, gestures, proximity, posture and echoing.

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