

REPUBLIC OF TUNISIA  
MINISTRY OF EDUCATION  
CURRICULA AND TRAINING DEPARTEMENT

# Curriculum OF ENGLISH

FOR PRIMARY EDUCATION

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## 1. Introduction

This curriculum of English as a foreign language takes account of the aims of education developed in the Tunisian General Curriculum, namely, the “knowledge of different codes, systems, rules, signs, and symbols to think and communicate” through the “mastery of at least two foreign languages” (*Curriculum Général Tunisien* (2017)<sup>1</sup>, p.6). Exposing young learners to various languages not only helps convey societal values such as openness to diversity and respect for others, but also raises the children’s awareness of “universal cultures” – and thus of their own (ibid). Because English is an international and intercultural language, it should be introduced at an earlier stage of primary school to help develop what Kramsch and Sullivan (1993) call a “sphere of interculturality”, one that promotes intelligibility by and of other speakers of the language.

Broadly speaking, English is taught and learnt for the following macro-objectives and end results :

1. to use English for study and recreation
2. to use English proficiently at work
3. to use English efficiently for international communication and dialogue.

Hence, this curriculum targets the development of the young learners’ competence in English for communicative purposes via spoken and written interaction channels with a particular focus on the aural/oral medium. To focus on the development of speaking and listening first, and then on reading and writing, is to favour the activation of the same mechanisms occurring when learning one’s native language.

Targeting the broadening of the students’ range of experiences and their empowerment to take responsibility for their own growth, this English curriculum is conceived as a foundation program for future learning in preparatory and secondary school. Its aims are to :

- foster a dynamic and forward-thinking mindset that helps learners thrive in the 21<sup>st</sup> century.
- create a high level of interest and motivate children to carry on studying English in subsequent cycles.
- gain pleasure and fulfillment from language activities that help develop an appreciation of the value of language in spoken, read and written modes.
- promote positive attitudes and values
- increase intercultural awareness and understanding.
- develop confidence and competence in listening, speaking, reading and writing through a variety of familiar and simple learning situations.
- develop cognitive, personal, and interpersonal skills through appropriate, accurate and fluent language use.

Throughout this three-year programme, English is taught as a distinct regular school subject and is time-tabled for an hour per week for the 4<sup>th</sup> year and two separate hours a week for the 5<sup>th</sup> and 6<sup>th</sup> years primary spread out into periods of instruction during the 9-month school year.

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<sup>1</sup> Hereafter referred to as CGT

This curriculum is predicated on two main premises :

1. **a view of language** that is communicative/functional, thus requiring that new vocabulary and basic language forms be introduced and practiced in meaningful contexts and for a purpose.
2. **a view of language learning** that considers the learners as socio-culturally and conceptually 'sophisticated' human beings whose learning will be affected by social, affective, cognitive and linguistic variables.

## Objectives :

As this curriculum is concerned with teaching basic literacy in English, it mainly aims at developing the child's phonemic (skills in 'decoding' and 'encoding' text) and phonological awareness. Having been introduced to the Roman script through the French language for at least a year<sup>2</sup> , the child's orthographic awareness and directionality of print in reading and writing (from left to right) are fairly developed. Thus, it becomes relatively easier for him / her not only to recognize letters and certain words but also to establish a phoneme–grapheme (and of sound-letter) relationship in English.

Upon completion of this three-year English curriculum, the child should be able to :

- ✓ notice, think about, and work with the individual sounds in spoken words.
- ✓ identify the 26 letters of the alphabet and the 44 phonemes.
- ✓ demonstrate understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language.
- ✓ use phonic strategies to decode unfamiliar words.
- ✓ develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture.
- ✓ develop the skill of reading a text accurately, quickly, and with expression.
- ✓ develop the skill of reading a text silently to demonstrate understanding of main idea and details.
- ✓ expand his/her vocabulary and develop some command of grammar, spelling and punctuation.
- ✓ communicate age-appropriate ideas and experiences.
- ✓ demonstrate understanding of the conventions of oral language interaction and use oral language in a number of social situations.
- ✓ express feelings, ideas and reactions in response to real and imaginary situations through talk and writing.
- ✓ create and develop imaginary situations through talk, discussion and improvisational drama.

To support curriculum delivery, the Ministry of Education (MoE) will reinforce training and provide pedagogical help for teachers to familiarize them with the new curriculum and equip them with special skills to be able to better respond to their young learners' needs through the use of a wide variety of active pedagogies. Platforms will be created to spread pedagogical expertise, showcase effective practices, and share materials (pictures, maps, videos, illustrations, etc.).

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<sup>2</sup> (This concerns only the first year of this programme where students have only started learning French in their third year. Starting from the school year 2020-2021, every student will have learnt French for at least 2 years before embarking on studying English as a school subject)

## 2. Overarching Guiding Principles

The following principles are beliefs and assumptions about teaching, learning and assessing English. They should guide and impact on the construction, implementation and evaluation of the curriculum.

### ❖ **Motivation is a driving force and a prerequisite for effective learning**

- Activate both internal and external factors that motivate the learners to embark on learning.
- Guide them to engage in new experiences, stimulate their curiosity and their need for achievement via responding to their cognitive, emotional, affective and linguistic needs according to their levels.
- Diversify the teaching aids, the activities, the interaction patterns, the teaching approaches, methods, and techniques to meet the different learning styles.
- Set SMART objectives (Specific, Measurable, Achievable, Realistic, Time-bound).
- Praise and value the learners' achievements in and outside class and give positive feedback to boost their self-esteem.
- Encourage learner autonomy.
- Listen, watch and respond to the learners in a caring and interesting way.

### ❖ **Activities shall be designed and implemented to provide better opportunities for language learning**

- Conceive real-life, authentic and semi-authentic activities.
- Consider a range of factors including the previous experience of the learner, the degree of complexity of the activity, the language required to undertake it and the degree of support provided.
- Opt for activities that are graded, enjoyable, motivating, and which involve learners in real context and meaningful communication.
- Foster active involvement, positive reinforcement, meaningful practice and communicative interaction to ensure activity success and learners' linguistic, cognitive and social development.
- Encourage both convergent and divergent thinking.
- Promote independent learning.
- Adopt an action-oriented approach when designing activities.

### ❖ **Purposeful assessment drives the curriculum**

- Diagnose the learning problems, monitor progress, adjust learning and provide regular and constructive feedback.
- Take into account the learners' strengths and weaknesses and help them to improve through age-appropriate and child-friendly assessment tools.
- Use conventional test-based assessment tools as well as alternative assessment tools (projects, portfolios, e-portfolios, journals, quizzes, etc.).
- Make the test format, the item format, and assessment criteria known to the learners / test takers.
- Familiarize learners with formative and summative assessment.

## ❖ Differentiating and individualizing instructional and learning strategies and tools are vital for success

“One size doesn’t fit all, so in classrooms one way isn’t the way.” (Gregory and Chapman) What follows from this consideration is that “learners don’t all learn the same thing in the same way on the same day.” (ibid) So, take into account their knowledge, skills, past experiences, interests, learning styles, preferences and needs and respond to them by differentiating content, materials, interaction patterns, activities, teaching and learning strategies and techniques.

## ❖ Values guide behaviour and children learn what they live

- Create opportunities for learners to learn about, experience and share universal positive human values such as love, respect, friendship, patience, caring, tolerance, peace, thoughtfulness, voluntary work, empathy, cooperation, relational trust, etc.
- Empower the learners to be reflective, deal with everyday issues and become effective learners and active citizens.
- Help raise the learners’ academic achievement through values education.

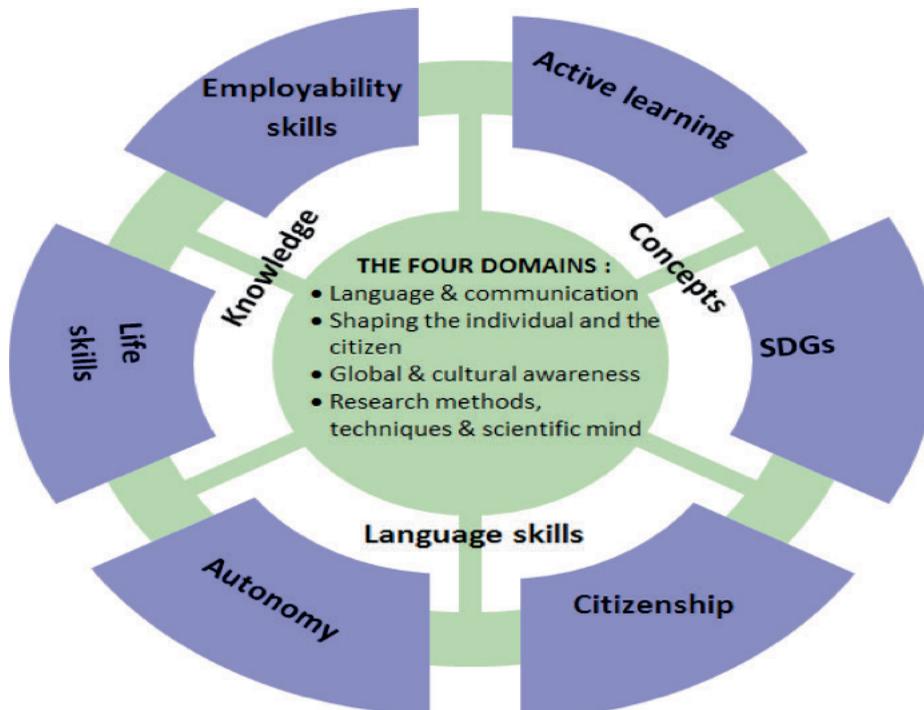
## ❖ The learner is at the core of the learning process

- The learner is not a passive recipient of information; he/she constructs and reconstructs knowledge through active involvement, experiencing and reflection.
- Attention is given to his/her needs, interests, preferences and different skills.
- The teacher is a facilitator, an activator, a mediator, a coordinator and a professional manager of activities and learning processes to help learners achieve the intended learning goals.
- The class of young learners is a community with a number of shared goals, needs and concerns.
- Learners are educated for active, creative and meaningful learning, active citizenship, autonomy, self-directedness and self-management, employability skills as well as some of the goals of the SDGs (Sustainable Development Goals) of the 21<sup>st</sup> century (see “education for...” component).

## ❖ English is a system and a means of communication

- English is a system that has lexis, grammatical structures, functions and language skills. The ultimate purpose of knowing these elements is effective language use both in its spoken and written forms in both formal and informal situations.
- English is a means of communication. Learners are involved in short and simple communicative activities.
- Interaction reflecting real-life situations is ensured through pair, group and whole-class work.
- Language skills (Listening / Speaking / Reading / Writing) are taught in an integrated way in meaningful contexts and situations.
- Selecting teaching materials is based on an understanding of how children learn familiar, unprejudiced and appealing theme-based content.

- Multimedia technology should be purposefully integrated into teaching-learning situations.
- Frequent revisiting and constant consolidation of language items and skills in age-appropriate varied situations and contexts are recommended.
- Mistakes are natural and learners learn from them. Making mistakes is a proof that they are learning.
- Knowledge, concepts, language skills, life skills, active learning, autonomy, active citizenship, employability skills, the SDGs, and the four domains (language and communication, shaping the individual and the citizen, global and cultural awareness and research methods, techniques and scientific mind) are interrelated, influence one another and operate in a coherent system.



#### ❖ Life skills are crosscurricular and transferrable skills for learning

- Life skills empower learners to develop as individuals, cope with life changes and challenges and communicate effectively with others as active and responsible citizens.
- Life skills should be age-appropriate, holistic, active, experiential and integrated in the learning activities.
- Teaching and training learners in personal, cognitive, interpersonal and digital literacy skills enables them to take responsibility and find directions in their own lives.

#### ❖ Digital literacy skills enhance learning in and outside the classroom

Digital literacy is a key factor in education nowadays. The following considerations are central to its development :

- Engaging learners in age-appropriate, motivating and purposeful technology-based learning activities.

- Creating learning opportunities that help learners become digitally able to access, explore and use information and data, think critically, solve problems, think creatively, collaborate and communicate.
- Empowering learners to be not only efficient digital natives (able to use and interact with technology effectively and easily) but also responsible digital citizens (able to act appropriately and ethically and interact with the outer world).
- Customizing activities and promoting individualised instruction.
- Fostering autonomous learning.
- Sensitizing learners to the added value of incorporating digital multimodal resources and technology-based activities into their learning.
- Making conventional and digital literacy go hand in hand in the classroom.

### **3. Methods and techniques**

Three main theoretical principles inform the curriculum. First, children are active learners and thinkers (Piaget, 1970). Second, children learn through social interaction (Vygotsky, 1962). Third, children learn effectively through scaffolding by adults (Bruner, 1983).

The pedagogical orientations that operationalize these premises and theoretical principles are those that treat the learner as an agent, i.e., an active user of English in the contexts and communicative tasks proposed throughout the programme rather than a passive recipient of input from the teacher. These orientations account for the multiplicity of the ways of learning and the “diversity of methods in their complementarity” (CGT, pp. 21-2). It stands to reason, thus, that pedagogies that tap their practices in approaches and methods as diverse as constructivism, socio-constructivism, cognitivism, action-oriented approach, Discovery Learning, Total Physical Response (TPR), the humanistic approaches, etc., are highly promoted to enable young learners to construct their learning and find deeper meaning in it.

As “there is no best method” (Prabhu 1990) that suits all learning situations and contexts, there is a need to understand the young learners’ linguistic, cognitive, social, emotional and physical features in order to involve them in the learning process. To be able to meet the different needs, profiles, styles and preferences, we need to seek and use a diverse range of active methodologies that complement one another.

#### **Characteristics of young learners :**

##### **Young learners**

- are very active, i.e., have a need to learn by doing, construct personal meaning through action, playing, moving, touching things, etc.
- are versatile, i.e., have a wide range of different skills and abilities.
- are curious about the world and learn from things they see, hear, touch and interact with.
- have short limited attention span. So, they find it difficult to concentrate on the same thing for a long time and get distracted easily.
- enjoy repeating, imitating and mimicking.

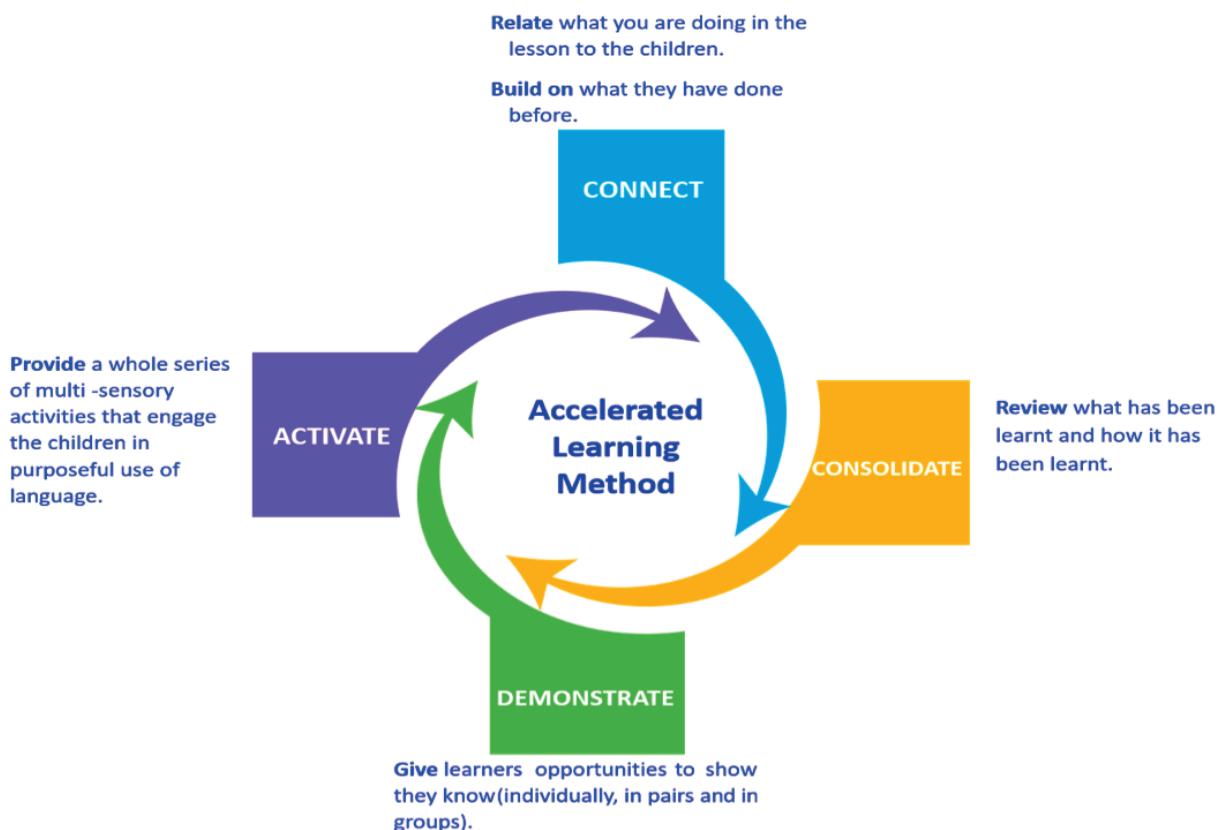
- are imaginative and creative
- achieve well when challenged and engaged.
- learn more when they use their preferred learning style (visual /auditory / kinesthetic, etc.).
- show a great motivation when they do things that appeal to them.
- are happy to talk about themselves and like living experiences which involve and relate to their own lives.
- want to feel they are making progress.
- need reasons and purposes for doing things.
- need safety, being loved, belonging, self-esteem, support and an engaging environment to make their learning more successful.
- respond well to praising and rewards.
- enjoy learning through games / playing.
- like to work together and socialize with one another.
- are at the Concrete Operational Stage (from 7-11 years ) in which they begin to conceptualize and do some abstract problem solving ; can understand some abstract concepts and symbols and can generalize , though they still learn best by doing and from concrete things around them.
- are sometimes stressful and exhausting to work with due to class size, space and time constraints.
- may have different cultural attitudes towards learning a foreign language.
- are not yet sufficiently self-aware or psychologically developed to manage the feelings caused by stress and anxiety.

### **Recommended pedagogical practices :**

- Teach English in English : the lesson is conducted in English (giving instructions, explaining, giving feedback, organizing pair or group work,...) but accompany words with gestures, body language, eye contact, facial expressions, visual demonstrations and reinforcement, etc.
- Bear in mind that children develop at different speeds and in different ways.
- Comprehension comes first.
- Listening and speaking have priority for beginners.
- Be aware of the learning objectives.
- Use suitable materials: age-appropriate, clear, simple, pleasant, in different contexts, of different types and from a variety of sources, etc.
- Design activities which link English learning to physical activities and actions: play games, label pictures, draw pictures, match words with corresponding pictures, act out movements in response to instructions and commands, complete puzzles, sing chants and songs, enact dialogues, etc.
- Design short, varied and sequenced activities.
- Provide visual contextual support.
- Teach language in chunks, not as isolated items.
- Suggest technology-based English teaching activities.
- Embed the teaching of language and skills into multisensory activities that require learners to do other things as well.
- Provide opportunities and vary the modes of interaction (individual work / pair work / small group work / whole class work).

- Activate and build on what learners already know from real life.
- Describe what is good about what has been done; not just praise.
- Make learning enjoyable. Involve them in playing learning games, role playing dialogues and competing for fun.
- Scaffold learning: provide guidance and support, facilitate learning by providing the right kind of activities, make learners interested in the activity, get them to experience things in stages and break the activity down into small, logical and achievable steps, keep them focused by reminding them what the goal of the activity is and show them other ways to do the activity.
- Constantly assess your own performance to respond to learners'needs.
- Establish and develop good rapport.
- Vary the activities to accommodate the three main learning styles :
  - **Visual** : through pictures, photos, realia, flash cards, visual stimulus cards, videos, colourfully decorated classroom, visual media, body language, acting, etc.
  - **Auditory** : music, songs, chants, dialogues, conversations, announcements, instructions, short stories, etc.
  - **Kinesthetic** : physical activities, running dictation, drawing, jumping, playing games, etc.

The **Accelerated Learning Cycle** is one of the recommended methods that capitalizes on the young learners' potential and their latent capacities.



## 4. Domains

The following four domains are interrelated and complement one another.

Domain 1.	Language and communication
Domain 2.	Shaping the individual and the citizen
Domain 3.	Global and cultural awareness
Domain 4.	Research methods, techniques and scientific mind

Domains	Different aspects
<b>1. Language and communication</b>	<ul style="list-style-type: none"> <li>- Learners use English as a system of rules, codes, signs, and symbols (words, images, body language, sounds, etc.) necessary for thought and communication.</li> <li>- Learners create meaning and interact in English using a variety of skills and strategies in different, formal and informal, social contexts in spoken and written modes.</li> <li>- Learners construct meaning through auditory, visual and written materials, using a variety of skills and strategies.</li> </ul>
<b>2. Shaping the individual and the citizen</b>	<ul style="list-style-type: none"> <li>- Children learn about, experience and share universal positive human values</li> <li>- Learners deal with everyday issues and become responsible and active citizens.</li> </ul>
<b>3. Global and cultural awareness</b>	<ul style="list-style-type: none"> <li>- Students recognize, appreciate, learn and experience global awareness of how environmental, social, economic and political factors impact the world and peoples.</li> <li>- Learners cultivate an informed awareness of global cultures, languages and the multidimensionality of individuals.</li> <li>- Learners discover the Self and the Other and how they relate to each other.</li> </ul>
<b>4. Research methods, techniques and the scientific mind</b>	<p>Learners use a variety of methods and techniques to :</p> <ul style="list-style-type: none"> <li>- develop processes associated with discovering, inquiring, observing, inferring, formulating, hypothesising, predicting and communicating.</li> <li>- create and reconstruct meaning.</li> <li>- access, plan, organize and evaluate information.</li> <li>- get involved in planning, conducting, assessing and reflecting on their learning.</li> <li>- explore and interact judiciously with digital media.</li> <li>- develop strategies of autonomous learning.</li> <li>- think critically and creatively.</li> <li>- practice English for a purpose.</li> <li>- make use of descriptive, narrative, argumentative and aesthetic language.</li> </ul>

## 5. Life Skills and education for...

Life skills and education for... are developed to support knowledge acquisition in English as a subject area. They need to be integrated with the different language skills and curricular and extra-curricular activities.

### A. Life Skills

*Life skills are psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life ... and facilitate their physical, mental and emotional well-being. (WHO, 1997).*

**Psychosocial** : the dynamic relationship between the psychological dimension and the social dimension of a person.

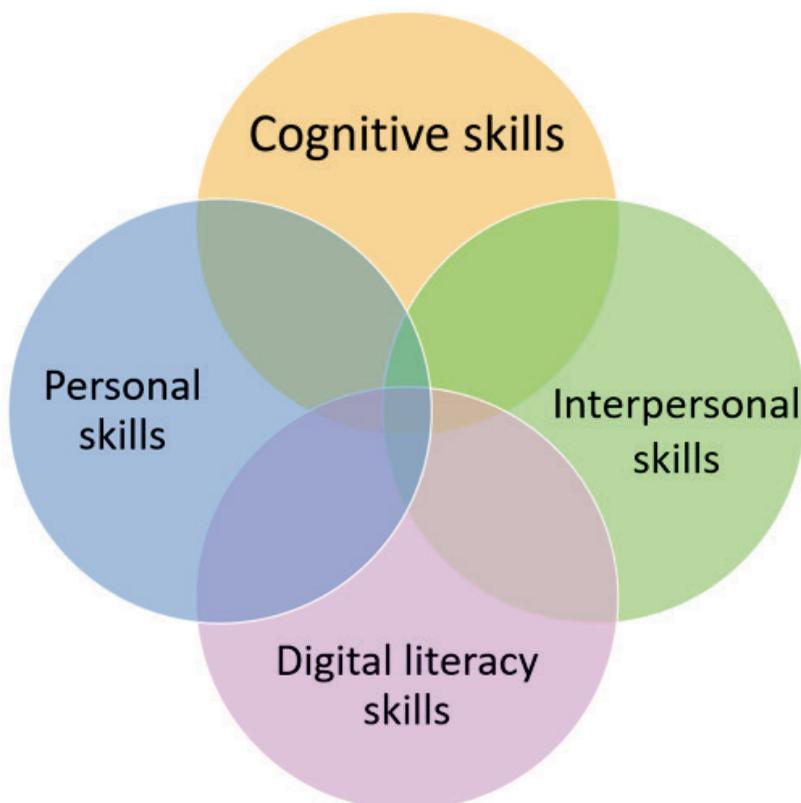
The **psychological** dimension includes the internal, emotional and thought processes, feelings and reactions.

The **social** dimension includes relationships, community network, social values and cultural practices.

Life skills are interrelated and influence one another and many skills are used simultaneously.

Life skills should be :

- > **age-appropriate** : according to learner age with its special characteristics
- > **integrated** : incorporated in classroom lessons and projects
- > **holistic** : involving the child as a whole person, not just particular aspects
- > **active and experiential** : learners are involved and they establish ownership of the skills



	Descriptors	Year 4	Year 5	Year 6
<b>Personal skills</b> enable learners to	be self-confident	√	√	√
	foster a positive self-image	√	√	√
	be self-aware (understand one's own thoughts, feelings and abilities)		√	√
	identify personal weaknesses and strengths		√	√
	manage feelings		√	√
	cope with changes and challenges		√	√
	empathize		√	√
	set goals		√	√
	develop trust in others	√	√	√
	show initiative	√	√	√
	make decisions		√	√
<b>Cognitive skills</b> enable learners to	solve problems	√	√	√
	use imagination	√	√	√
	explore	√	√	√
	adapt		√	√
	think critically		√	√
	think creatively and innovate	√	√	√
	know how to find relevant information	√	√	√
	analyse information		√	√
	analyse a situation		√	√
	express opinion		√	√
	formulate simple questions	√	√	√
	negotiate meaning		√	√
	identify different views		√	√
	take part in discussions and debates		√	√
reflect upon different ideas, opinions, beliefs and values			√	
justify choices		√	√	
<b>Interpersonal skills</b> enable learners to	communicate effectively	√	√	√
	cooperate	√	√	√
	care for others	√	√	√
	solve conflicts		√	√
	have a sense of belonging to a group / team / community	√	√	√
	practice cultural activities and traditions		√	√
	participate in social activities	√	√	√
	socialize	√	√	√
	take action to try and influence others		√	√

<b>Digital literacy skills</b> enable learners to	search for facts and information using digital technologies and media	√	√	√
	watch (educational) videos	√	√	√
	listen to songs, dialogues, stories conversations and other types of listening input	√	√	√
	read a variety of digital materials	√	√	√
	use 'Word' to create documents	√	√	√
	write short paragraphs and comments		√	√
	assess their learning	√	√	√
	revise and edit written work	√	√	√
	create multimedia presentations		√	√
	connect with teachers		√	√
	express what they know in multimodal ways	√	√	√
	receive instant feedback	√	√	√
	interact with peers	√	√	√
	conduct mini-projects	√	√	√
	engage with a global community		√	√
	become dynamically creative	√	√	√
	learn social responsibility	√	√	√
	document their own learning (e.g. portfolios)	√	√	√
	combine physical and virtual worlds	√	√	√
	be empathetic and build good relationships with others online		√	√
	communicate and collaborate with others using digital technologies and media	√	√	√
	share digital products online		√	√
	work at their own pace	√	√	√
	play learning games	√	√	√
be aware of acceptable online behaviour (netiquette)		√	√	
navigate safely		√	√	

## B. Education for ...

### **Autonomy, self-directedness and self-management**

A certain degree of autonomy raises learners' motivation, speeds up their progress and "steers them a few steps in the direction of their own self-help capability." (Serdechny Yu, 2011)

Empower the learners to :

- take responsibility for what they learn and how they learn it.
- make decisions about what they learn and take initiative.
- develop their own strategies.
- become more self-directed, self-reliant and less dependent on teacher supervision.
- take an active role in monitoring and reinforcing their own behaviour, setting goals and assessing their own progress.

When they are :

- offered choices and decision-making opportunities.
- actively involved.
- provided with options and resources.
- engaged in age-appropriate, meaningful and purposeful teaching-learning situations and familiar contexts.
- guided by a teacher who is more of a counsellor, resource manager and negotiator.

### **Active, meaningful and creative learning**

Learners are active in the learning process when they :

- construct and reconstruct knowledge and concepts.
- make meaning rather than just remember facts.

Active learning :

- fosters autonomy and understanding rather than rote learning.
- is learner-centered, inquiry-based, problem-based and experiential.
- is developmental, therefore it should be age-appropriate.
- is relevant and situated within a meaningful context.
- prepares learners for further education and the work place.

The teacher is an activator who provides learning environments, opportunities, interactions, purposeful and meaningful activities that foster deep learning.

### **Active citizenship**

Through a variety of motivating and purposeful teaching-learning activities and mini-projects, in and outside school, support, engage and empower learners to :

- be active and committed citizens.
- create a set of shared objectives and values for a better society.
- be aware of rights, social, economic and environmental concerns and responsibilities.

### **Employability skills**

The workplace is changing and career progress is no longer viewed as a linear thing. People need to be much more versatile and flexible and need to keep on learning. In addition to teaching English, we also need to help learners to develop employment skills : Collaboration, team work, communication,

critical thinking, creativity, leadership, digital literacy, self-management, problem solving, emotional intelligence, service orientation, planning and organising.

### The Sustainable Development Goals (SDGs) (simplified)

The multidimensional aspect of education is encapsulated in the SDGs. Through simple, short and age-appropriate activities, initiate learners to the following goals :

1. **People** : Goal 4. *Quality education and Goal 5. Gender equality*
2. **Planet** : Goal 13. *Climate change and Goal 15. Life on land*
3. **Prosperity** : Goal 10. *Reduced inequalities*
4. **Peace** : Goal 16. *Peace, justice and strong institutions*
5. **Partnership** : Goal 17. *Partnerships for the goals*

## 6. Language Skills

### Listening and speaking

**Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.**

Descriptors	Year 4	Year 5	Year 6
Listen and pronounce words correctly.	√	√	√
Listen to and recite simple rhymes.	√	√	√
Match sounds to letters.	√	√	√
Sound out new words.	√	√	√
Listen and practise sounds.		√	√
Group words that have the same sound.		√	√
Listen to a variety of songs and chants.	√	√	√
Listen and respond to instructions and questions.	√	√	√
Use basic greeting and leave-taking expressions.	√	√	√
Ask how people are and react to news.		√	√
Ask people for things.	√	√	√
Handle numbers, quantities, cost and time.	√	√	√

Ask and answer questions about themselves and other people, where they live, people they know, things they have.	√	√	√
Reply to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	√	√	√
Describe oneself; describe what one does and where one lives.	√	√	√
Listen and follow simple instructions.	√	√	√
Listen and respond to simple questions.	√	√	√
Practise dialogues in pairs.	√	√	√
Listen to simple stories and show the main ideas with drawings.		√	√
Make up simple rhymes.		√	√
Role-play simple stories.		√	√
Express needs, emotions, likes and dislikes.		√	√
Perform simple role-play.	√	√	√
Use singular and plural forms of words in simple sentences.	√	√	√
Ask questions using who, what, when, where, why and how.	√	√	√
Use simple sentence structures such as statements, questions and requests.	√	√	√
Ask yes/no questions to get information.	√	√	√
Use appropriate gestures and facial expressions.		√	√
Listen to acquire information and identify main idea.	√	√	√
Describe a picture, object or friend.	√	√	√
Use descriptive language such as adjectives and adverbs.	√	√	√
Complete jigsaw puzzles of new vocabulary.		√	√

## Reading and writing

**Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.**

Descriptors	Year 4	Year 5	Year 6
Identify main ideas in simple texts.		√	√
Read and illustrate a simple story.		√	√
Complete grammar and vocabulary exercises.	√	√	√
Play games with flashcards to make short sentences.	√	√	√
Identify the topic, purpose and audience for a greeting card.		√	√
Write simple letters, messages, invitations and greeting cards.		√	√
Write about likes and dislikes.		√	√
Answer simple questions about simple texts.		√	√
Make simple sentences using prompts.	√	√	√
Use a picture dictionary to check meanings of some words.		√	√
Skim-read and scan for information.		√	√
Handle numbers, quantities, cost and time.	√	√	√
Describe oneself; describe what one does and where one lives.	√	√	√
Describe favourite characters from short stories.		√	√
Recognize and use regular comparatives.		√	√
Recognize and use punctuation such as full stops, commas and question marks.	√	√	√
Read simple stories and identify main ideas.		√	√
Use appropriate vocabulary in short sentences.	√	√	√
Write simple recounts of personal experience.			√
Write and display notices and posters to convey information.		√	√
Write descriptions of people, animals and places.	√	√	√
Use singular and plural forms of words in simple sentences.		√	√
Ask questions using who, what, when, where, why and how.	√	√	√
Use simple sentence structures such as statements, questions and requests.	√	√	√
Ask yes/no questions to get information.	√	√	√
Create comic strips with illustrations.		√	√
Describe a picture, object or friend.	√	√	√
Use descriptive language such as adjectives and adverbs.	√	√	√

## 7. Components of Language teaching

### A. Topics :

Below are some topic areas that the learners are going to be familiar with throughout this three-year programme. The materials meet the following requirements:

- > Topic choice is in line with the cognitive, emotional, and imaginative development of the child.
- > A number of topic areas are recurrent throughout the three years of the programme but these topics gain in linguistic and thematic complexity as learning progresses throughout the different levels.

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- Introducing myself</li> <li>- Describing my school</li> <li>- Describing my family</li> <li>- Talking about my daily routines</li> <li>- Describing my pets</li> </ul>	<ul style="list-style-type: none"> <li>- Describing people and places</li> <li>- Introducing others</li> <li>- Enjoying myself in the playground</li> <li>- Celebrating my birthday</li> <li>- Eating habits</li> <li>- Using means of transport</li> </ul>	<ul style="list-style-type: none"> <li>- Entertaining myself</li> <li>- Keeping fit</li> <li>- Having fun in the seasons</li> <li>- Caring</li> <li>- Celebrations</li> <li>- Going shopping</li> <li>- Around the world</li> </ul>

### B. Grammar :

Structures	Year 4	Year 5	Year 6
Personal subject pronouns ( I, you, he, she, it, we , you, they )	√	√	√
Be : Present	√	√	√
Definite / indefinite articles ( a / an / the )	√	√	√
Object pronouns (me, you, him, her, it, us, them)		√	√
Possessive adjectives: Singular : (my, your, his, her)	√	√	√
Possessive adjectives : Plural (our, your , their)		√	√
Simple sentence structure : subject + verb + complement (a noun or an adjective) / Subject + verb + object in affirmative, negative and interrogative forms	√	√	√
Yes / No questions	√	√	√
Basic question words ( What , Who, Where, How )	√	√	√
How many, How much		√	√
There is / there are	√	√	√
Have got (affirmative / negative / interrogative) forms	√	√	√

Imperative (affirmative)	√	√	√
Imperative ( negative) Don't + verb for singular and plural		√	√
Contracted forms	√	√	√
Basic connectors in compound sentence structure (and , but, or, because)		√	√
Demonstrative pronouns / adjectives ( this, that, these, those )	√	√	√
Can / can't	√	√	√
Must / mustn't		√	√
Should / shouldn't			√
May / may not			√
Possessive 's'			√
Countable / non-countable nouns	√	√	√
Regular plural nouns	√	√	√
Irregular plural nouns		√	√
Basic quantifiers ( some / any / many / much )			√
Comparatives : regular forms : adjective + er + than			√
Comparatives : irregular forms: bad / worse; good / better; far / farther; little / less ; much, many / more			√
Superlatives : adjective + -est			√
Present simple (affirmative, negative, interrogative)	√	√	√
Present continuous (affirmative, negative, interrogative)		√	√
Simple past (affirmative, negative, interrogative)			√
Simple future (affirmative, negative, interrogative)			√
Adverbs of manner / place / time	√	√	√
Adverbs of frequency		√	√
Possessive pronouns ( mine, your, his, her, ours, yours, theirs)			√
Exclamations (with basic forms)		√	√
Want to		√	√
Would like to			√
Prepositions of time : at / in / on	√	√	√
Prepositions of location : in /at / near/ under/ on/ in front of / behind/ next to	√	√	√
Prepositions of movement : to / from / into / out of		√	√

### C. Communicative functions :

Functions	Exponents	Grade	Grade	Grade
		4	5	6
Greeting	Hello / hi / Good morning / Good afternoon / Good evening	√	√	√
Introducing	My name is... / This is .../ Nice to meet you /	√	√	√
	Pleased to meet you / Do you know ....Can I introduce you to ...			√
Thanking	Thanks / Thank you / Thank you very much / Thank you so much	√	√	√
Asking for information	What / who / when / Where / Is this ...? / Are these...? What time ....., please?	√	√	√
	How many ... How old	√	√	√
	How much... .... Why...		√	√
Asking permission	Can I ...	√	√	√
	May I ...		√	√
Making suggestions	Let's ... How about ...?		√	√
Requesting	Would you ....., please?			√
Apologizing	I am (very / so) sorry	√	√	√
Agreeing	That's right. / Yes, that is true / Exactly		√	√
Asking for help	Could you possibly / Would you mind ....			√
Asking for opinions	What do you think... What about you....			√
Congratulating	Congratulations on .... Well done			√
Disagreeing	I'm sorry I don't agree		√	√
Ending conversations	It was so nice to ...			√
Expressing certainty	I'm sure ...		√	√
Expressing preferences	I prefer			√
	I like ..... better than ....			√
Giving advice	You should ...			√
Inviting somebody to something	Would you like... / How about ...		√	√
Making requests	Can I have...	√	√	√
Offering help	Can I help you....	√	√	√
Opening conversations	Excuse me ...		√	√
Warning somebody	Look out / Watch out		√	√
	Be careful	√	√	√
Wishing somebody luck	Good luck	√	√	√
	The best of luck...			√

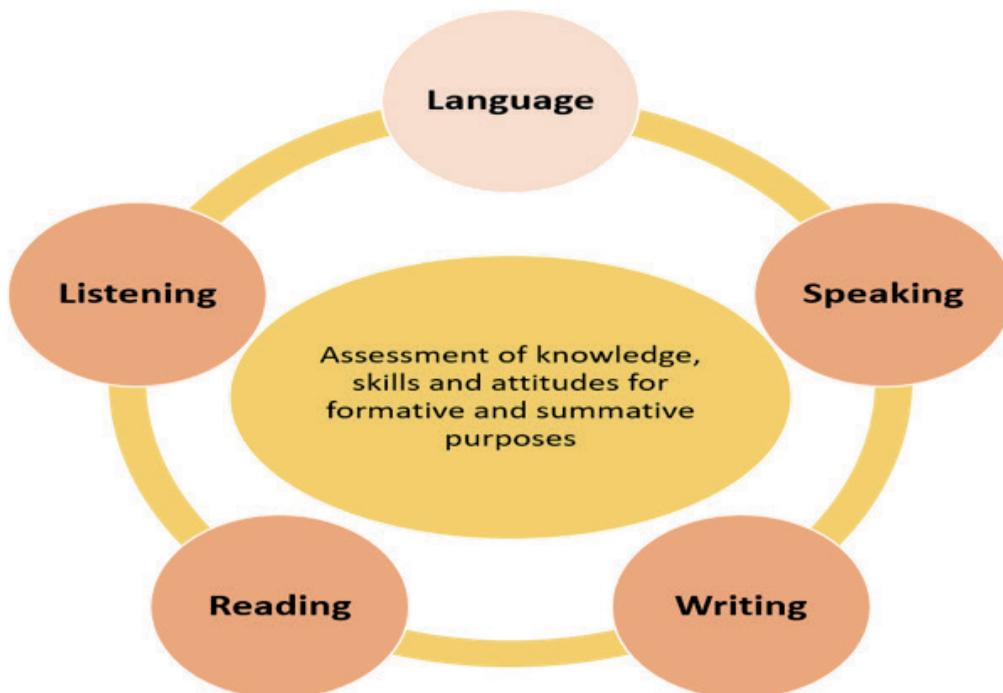
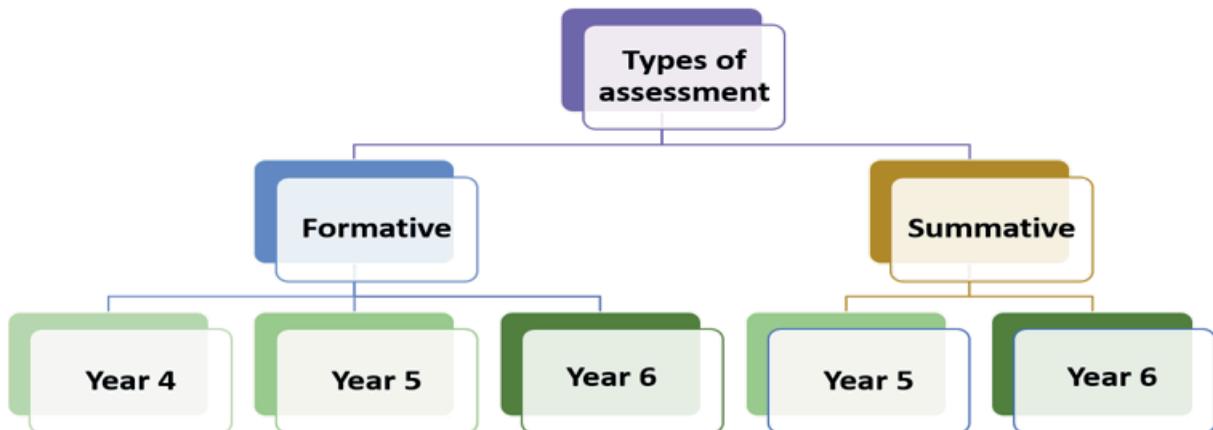
## 8. ASSESSMENT : What ? How ?

**General context :** Education ; first cycle of basic education (primary cycle)

**Details of context :** Primary school pupils : 4<sup>th</sup> formers, 5<sup>th</sup> formers and 6<sup>th</sup> formers

**Purposes :**

- Collect and record information and evidence of learning and teaching using a variety of methods and a wide range of tools.
- Provide feedback on both learning progress and end-product via formative and summative assessment.

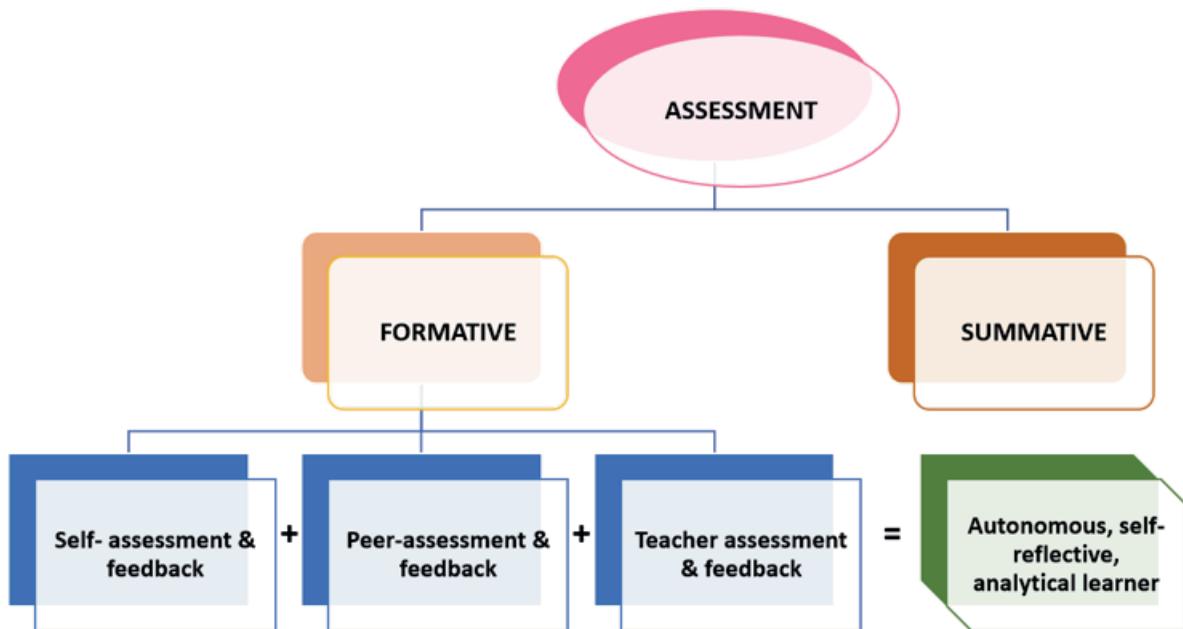


Apart from teacher assessment, students should benefit from self and peer evaluation.

**Self-evaluation** involves enabling students to consider their own performance and identify their strengths and weaknesses as well as areas that require improvement. **Peer evaluation** involves sharing work with peers who offer feedback and suggestions for improvement.

These alternative modes should be enhanced because they help learners become more autonomous, responsible and involved in their learning. Besides, they guide students to consider mistakes as opportunities for learning rather than failures. They, above all, help develop transferable skills, such as communication, reflection, critical thinking, analysis, and argument.

Students should be trained to use simplified versions of rubrics and checklists to make their evaluation more informed. For instance, a task as simple as asking learners to tick the items learnt upon completion of a lesson or a module can be a good exercise in autonomy and reflection. Similarly, guiding a learner to assess his/her performance or that of a peer by using emoticons, for example, can greatly enhance engagement and provide good training in these alternative modes of evaluation.



<b>Language</b>	<ul style="list-style-type: none"> <li>- can <b>recognize</b> basic grammatical structures, functions and appropriate vocabulary at word, sentence and short paragraph levels</li> <li>- can <b>produce</b> basic grammatical structures, functions and appropriate vocabulary at word, sentence and short paragraph levels</li> </ul>
	<ul style="list-style-type: none"> <li>- can listen and do ( guess, classify, label, categorize, compare, contrast, complete, predict, match, draw, write, mime, colour, retell , react, ...)</li> </ul>

<b>Listening</b>	<ul style="list-style-type: none"> <li>- can listen and recognize familiar words and very basic phrases</li> <li>- can listen for gist ( general idea )</li> <li>- can listen and find out details</li> <li>- can listen to and construct meaning in familiar everyday expressions and very basic phrases ( input in CDs, videos, or teacher modeling, etc.)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- can read and recognize familiar words and very basic phrases</li> <li>- can read for gist (main idea)</li> <li>- can read and find out details</li> <li>- Can read and do (guess, classify, label, categorize, compare, contrast, transfer information, write, complete, retell, act, react ....)</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- can pronounce words correctly</li> <li>- can speak in an intelligible way (understands and makes himself/herself understood)</li> <li>- can ask and answer simple questions</li> <li>- can interact in a simple way</li> <li>- can initiate and respond to simple statements in areas of immediate need or on very familiar topics</li> <li>- can use correct and appropriate expressions and very basic phrases in short and simple situations (dialogues, conversations, role plays)</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- can write correct words / spell correctly</li> <li>- can write from dictation of words or short sentences</li> <li>- can write correct sentences in different forms (affirmative /negative / interrogative)</li> <li>- can write a short, correct and coherent paragraph</li> <li>- can use basic linkers / cohesive devices</li> <li>- can use accurate/appropriate punctuation marks</li> </ul>

## Glossary

- **Action-oriented learning** : “Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various contexts under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.”

- **Aesthetic** : relating to beauty.

- **Assessment** : The measurement of the ability of a person or the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation, etc.

- **Auditory** : of or related to hearing.

- **Autonomy** : learner autonomy: when students make decisions about their own learning.

- **Chunk (of language)** : They can be **words** that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. A listener or reader uses their knowledge of **chunks** to help them predict **meaning** and therefore be able to process **language** in real time.

- **Convergent thinking** : the ability to give the “correct” answer to standard questions, i.e., to see a limited, pre-determined number of options.

- **Customize** : change the way something looks or works so that it is exactly what you want or need.

- **Decode** : **decoding** is the process of trying to understand the meaning of a word, phrase, or sentence.

- **Differentiation** : tailoring instruction to meet individual needs. Whether teachers differentiate content, process, product, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

- **Digital literacy** : the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

- **Directionality of print** : knowing which way to move one's eyes across the page to read words (from left to right and from top to bottom).

- **Discourse** : a general term for examples of language use. i.e. language which has been produced as the result of an act of communication.

- **Divergent thinking** : generating creative ideas by exploring many possible solutions.

- **Encoding** : the process of turning a message into a set of symbols, as part of the act of communication.

- **Feedback** : negative or positive feedback. Comments or information learners receive on the success of a learning task (how well or how badly), either from the teacher or from other learners. The feedback is intended to help the learner do better.

- **Flash card** : a card having words, numerals, or pictures as an aid to learning. **Visual stimulus card** : a card having pictures as an aid to learning.

- **Grapheme** : the smallest unit of a writing system of any given language.

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English. We convert graphemes to phonemes when we are reading aloud (decoding written words).

**Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences :**

We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognize (‘sound out’) each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

- **Formative assessment** : monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

- **Input** : language which a learner hears or receives and from which he or she can learn. The language a learner produces is by analogy sometimes called **output**.

- **Inquiry-based learning** : learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypotheses, predicting and communicating.

Teachers use a teaching style which supports the processes of discovery and inquiry.

Textbooks are not the sole resources for learning.

Conclusions are considered tentative and not final.

Learners are involved in planning, conducting, and evaluating their own learning with the teacher playing a supportive role.

- **Intelligible. Intelligibility** : the degree to which a message can be understood.

- **Interpersonal** : Involving relationships between people.

- **Kinesthetic** : a kinesthetic learner: who learns best through movement and tactile sensation.

- **Label** : use a word or phrase to describe someone or something.

- **Literacy** : the ability to read and write.

“**Basic literacy learners**” : a basic literacy learner as “someone who is still learning to read a short simple text and struggles to write a simple sentence independently.”

- **Mime** : show meaning or tell a story silently, using only gesture, facial expression and action.

- **Multisensory. Sensory** : relating to the SENSES of sight, hearing, smell, taste, and touch.

- **Netiquette** : The polite way of expressing yourself or communicating with other people when you are using the Internet.

- **Phoneme** : the smallest unit of sound in a language which can distinguish two words.

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

- **Phonemic awareness** : The ability to notice, think about, and work with the individual sounds in spoken words.

- **Phonology** : the study of the pattern of speech sounds used in a particular language (and their meanings).

- **Phonological awareness** : A range of skills such as the ability to analyze words into their constituent speech sounds.

- **Rapport** : when teachers have a good professional relationship with their students.

- **Realia** : (in language teaching) actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia may include such things as photographs, articles of clothing, and kitchen objects.
- **Roleplay** : when we get learners to imagine they are in particular situations and we give them different roles to play.
- **Rote learning** : the learning of material by repeating it over and over again until it is memorized, without paying much attention to its meaning.
- **Scaffolding** :
  1. The amount of linguistic, social, emotional and procedural help and guidance given to the learner to support him/her.
  2. The building up of a target language structure over several TURNS in an interaction.
- **Self-esteem** : The feeling that you are as important as other people and that you deserve to be treated well.
- **Skill** : (**Language skills**) : Listening, speaking, reading and writing.
- **Social context** : the environment in which meanings are exchanged. (what is happening, including what is being talked about, the participants who are taking part in this exchange of meaning, who they are and what kind of relationship they have to one another, what part the language is playing in this particular situation, in what way the language is organized to convey the meaning, and what CHANNEL is used, written or spoken or a combination of the two.)
- **Strategy** : procedures used in learning, thinking, etc. which serve as a way of reaching a goal.
- **Summative assessment** : evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.
- **Task** : (in teaching) an activity which is designed to help achieve a particular learning goal. A number of dimensions of tasks influence their use in language teaching. These include goals, procedures, order, pacing, product, learning strategy, assessment, participation, resources, and the language used.