



Kingdom of Saudi Arabia
Ministry of Education
The General Administration of Scholarships



English Language for Early Learners

(First – Second – Third) Grade

Training Program

Trainers' Package



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Introduction

Language acquisition at a young age is more effective than that which occurs at an older age. The Ministry of Education carried out a pilot experiment of teaching EFL to first and second graders in public schools and found that the results were extremely satisfying.

In accordance with the Kingdom of Saudi Arabia's Vision 2030 , the Ministry of Education sought out to develop and improve learning outcomes for all learners. It gave grave importance to Early Education development and introduced EFL this year to first , second and third graders in all public schools. It is a well- known fact that the more attention we give to young learners and their learning outcomes the retention of skills and information will be more productive in the following stages of education.

This training package focuses on the main aspect and areas that are relevant to teaching and learning of EFL in the basic three years of the Elementary stage education. It covers the characteristics of early learners of EFL in the Elementary stage, the major differences between students, how to assess these learners as well as how to build and assign tasks and activities. It also provides trainees' with practical training tasks that will help them in developing their Teaching abilities. It will be given in three consecutive days for all early learning teachers and supervisors.

Package Guide

Target Audience:

The targeted audience of this training program are the early Elementary stage school English language teachers /supervisors

Number of Training Days: Three consecutive days

Type of Training: Online synchronized training.

Time: 8:30 AM -12:30 PM

Training Hours: Four training hours daily (Total of 12 Training hours)

Training Materials:

Zoom platform – Breakout rooms – Computer-Padlet – Mic- Various Educational Apps- Whiteboard – Video clips- Charts- Text Books.

Methods of Training:

- Braining storming.
- Q/A.
- Open Discussion.
- Role-Play.
- Think-Pair-Share.
- Inductive / Deductive Strategy.
- Practical Application.
- Surveys.

Training Goals

General Goal

Develop Teachers Professional and Educational Skills in Teaching EFL to Early Learners (First, Second and Third Graders) in Saudi Schools.

Specific Goals

This Training Program Aims at:

- Developing teaching skills in the first three starter years in the Elementary stage.
- Promote effective teaching techniques in the first three starter years in the Elementary stage.
- Provide teachers with the best practices for teaching students in the first three starter years in the Elementary stage.

Learning Outcomes

At the end of the training program, teachers will be able to:

- Appreciate the significance of learners' characteristics.
- Identify the differences between learners.
- Differentiate Instructional Teaching based on learner differences.
- Identify the relevant task for each and every learner.
- Classify learners according to their abilities, levels and needs.
- Choose the correct effective tasks and activities
- Suggest the proper feedback for early learners of EFL
- Reflect on effective learning practices for early learners of EFL.

Instructions for Trainees

The Ministry of Education and the General Administration of Scholarships appreciate your participation in this program, and commitment to the following instructions:

1. Attend the sessions on time. The session begins at 8.00 and ends at 12.30.
2. Act in accordance with the guidelines stated at the beginning of the training package.
3. Behave in a courteous, responsible and professional manner.
4. Participate actively in all tasks , discussions and activities.
5. Be proactive in seeking opportunities for experience and advancement.
6. Ask questions that are in accordance with the training being given.
7. Accept different and opposing opinions and differences.
8. Give elaborate and appropriate feedback on the training.
9. Turn webcams and mics off during training (online).
10. Relate all the information and skills you acquired to the targeted audience when you train.
11. Adhere to the training package material and content.
12. Training is a must for all those who attend this training.

Training Schedule

Day	Session Number	Session Topic	Time	Presenter
One	Session 1/1	Characteristics of Young Learners	110 Minutes	Badriah Aleidan
	Session 1/2	Differentiated Learning	110 Minutes	Fatimah Al-Ghamdi
Two	Session 2/1	Assessment and Learning Outcome Measurement	110 Minutes	Nora Sayer
	Session 2/2	Building Tasks and Activities	110 Minutes	Fatimah Al-Ghamdi
Three	Session 3/1	Practical Application	110 Minutes	Abeer Alhamidi
	Session 3/2	Trainees' Application	110 Minutes	All Trainers

Index of Training Tasks

Day	Session	Task Number	Title of Task	Time
One	1/1	1/1/1	Icebreaker	5 minutes
		1/1/2	Brainstorming	5 minutes
		1/1/3	Group work	10 minutes
		1/1/4	Discussion	10 minutes
	1/2	1/2/1	Q/A	5 Minutes
		1/2/2	Think - Share -Write	10 Minutes
		1/2/3	Information Table	10 Minutes
		1/2/4	Brainstorming	10 Minutes
		1/2/5	Brainstorming	10 Minutes
		1/2/6	Brainstorming	10 Minutes
Two	2/1	2/1/1	T/F Statements	2 Minutes
		2/1/2	Discussion	5 Minutes
		2/1/3	Compare/Contrast	5 Minutes
		2/1/4	Discussion	5 Minutes
		2/1/5	Discussion	10 Minutes
		2/1/6	Brainstorming	3 Minutes
	2/2	2/2/1	Table of Information	5 Minutes
		2/2/2	Think - Share -Write	10 Minutes
		2/2/3	Think – Share - Write	10 Minutes
		2/2/4	Post it Gallery Walk	10 Minutes
		2/2/5	Think – Share - Write	10 Minutes
		2/2/6	Writing Task	10 Minutes
Three	3/1	3/1/1	Oral Discussion	5 Minutes
		3/1/2	Graphic Organizer	5 Minutes
		3/1/3	Diagram	3 Minutes
	3/2	3/2/1	Plan a Lesson	10 Minutes



Session 1/1

Characteristics of Young Learners

Task No.	Objective	Training Method	Time
1/1/1	To warm-up before the training session.	Icebreaker-Individual	5 min

Task Instructions:

- Trainer should use an icebreaker activity at the beginning of the meeting to set a positive tone for the rest of training session .It is important to choose an activity that matches the method and the objectives of your meeting. It will help to break down social barriers, make trainees feel more comfortable, stimulate

interaction and engagement .

- It could be done by using an online applications such as : Wordwall ,EdApp ,Quizlet,Padlet , Quiz Maker,Kahoot ,Google forms, Nearpod ,Fyrexbox , ProProfs ,QuizGameetc .

An icebreaker is an activity ,event ,or game .

The following website has 50 icebreaker games which you can use .

<https://m.signupgenius.com/#!/resources/articles/groups/get-to-know-you-games-icebreakers>

the following link has 100 icebreaker questions

<https://www.quizbreaker.com/ice-breaker-questions>

Answer the following questions :

- What is your favorite quote?
- Have you been surprised by anything pleasant lately?
- What was the first thing you bought with your own money?

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Task No.	Objective	Training Method	Time
1/1/2	To Brainstorm the importance of characteristic of the young learners.	Brainstorming	5 min

Task Instructions:

- Trainer gives trainees 5 minutes at the start of the task to write down as many of their own ideas as they can about the importance of the characteristics of young learners .
- Trainer will ask participants to share their ideas, while giving everyone a fair opportunity to contribute.
- Brainstorming can be carried out by individuals or groups . It provides a free and open environment that encourages everyone to participate.

Why is it important for a teacher to know the characteristics of their students?



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Task No.	Objective	Training Method	Time
1/1/3	To analyse the quote by using critical thinking techniques	Group work	10 min

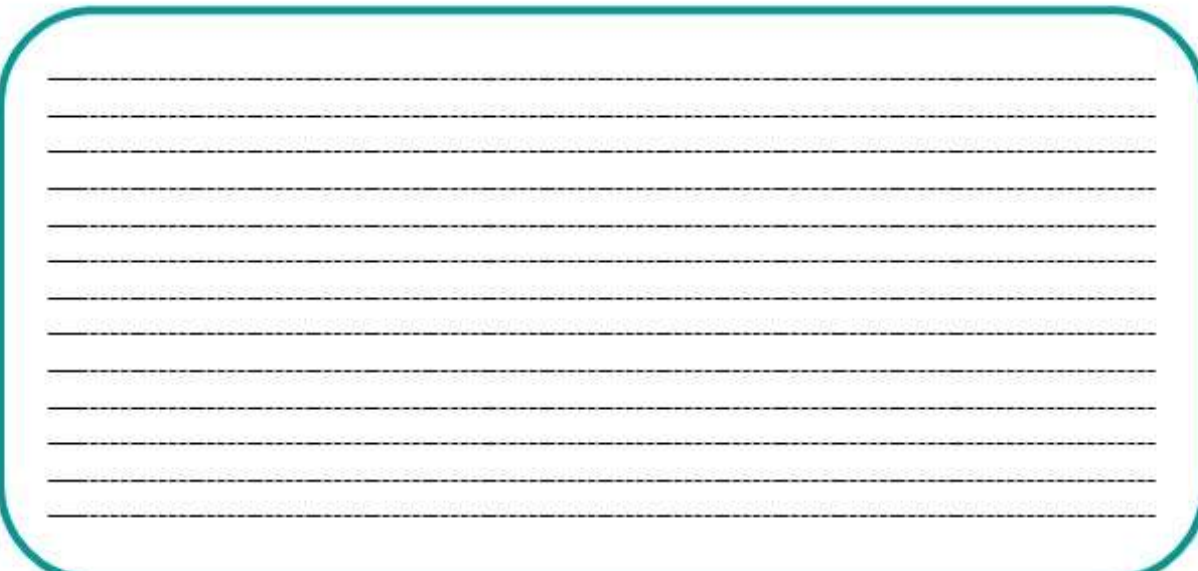
Task Instructions:

- Trainer divides the participants into 4 or 5 groups .
- Trainer gives the trainees time to read the quote and to discuss their opinion about it, which will help them to understand the impact of young learners characteristics on their physical development , for five minutes.
- Trainer mentors the discussions and elaborates when necessary.
- Trainer can make the quote into questions in order to make the conversation flow, if they desire.



Group work

Dr . Haim Ginott

A large rectangular box with rounded corners and a teal border, containing ten sets of horizontal dashed lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the width of the box.

Task No.	Objective	Training Method	Time
1/1/4	Trainees will be able to : process the characteristics of young learners in a way that's natural to them and remember it better.	Discussion	10 min

Task Instructions:

- Trainer can use any video that shows an interactive classroom between a teacher and young learners or they can use this video (link)

<https://youtu.be/2GOdShwnMlo>

Trainees are asked to watch the video to :

- describe and distinguish the characteristics of young learners .
- explain how young learners learn language
- describe what kind of classroom environment and activities are appropriate for young learners based on their characteristics and how they learn language

1- Watch the following video .



2- Discuss what are the techniques and strategies the teacher uses to get her students attention

[illegible]

Informational Material

Definition of Learner Characteristics

The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn.

Learner characteristics can be personal, academic, social/emotional and cognitive in nature. Personal characteristics often relate to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group such as particular skills and disabilities for and impairments to learning.

Academic characteristics are more education or learning related such as learning goals, prior knowledge, educational type, and educational level. Social/emotional characteristics relate to the group or to the individual with respect to the group. Examples of social/emotional characteristics are group structure, place of the individual within a group, sociability, self-image (also feelings of self-efficacy and agency), mood, et cetera.

Finally, cognitive characteristics relate to such things as attention span, memory, mental procedures, and intellectual skills which determine how the learner perceives, remembers, thinks, solves problems, organizes and represents information in her/his brain. With respect to learner characteristics, there are often large differences between the characteristics of different learners and groups of learners. These groups differ in their motivation, prior knowledge, expertise level, study time, and physical abilities. The differences within the learner characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process

The Importance of Learners Characteristics

After reflecting on yourself as a child , you have probably remembered what it was like to be a six-year-old child reminds us of how differently we think and learn as adults. In order to teach young learners effectively, it is important to know them in depth and be able to put ourselves in their shoes .Teaching English to young learners is different from adult . Teaching young learners English requires an approach that is developmentally appropriate, which means that learning is dependent on the stage of a child's physical, social, emotional, and mental maturity (Coltrane, 2003; Nissani, 1990). Therefore, as teachers, especially English teachers should know young learners' characteristic and how they learn a foreign language. Teachers' knowledge of learner's age and characteristics can help them successfully in implementing their teaching methods ,style ,plans and materials in the classroom. Teachers teaching young learners are expected to be able to find various and interesting methods since children are easily to be bored. Teaching methods and learning materials given to young learner must be enjoyable and interesting in order to maintain their interest in learning. According to Cameron (2005) the teacher of children needs to be highly skilled to reach into children's world and lead them to develop their misunderstandings towards more formal, more extensive and differently organized concepts. It means that the teachers need to understand how children make sense of the world and how they learn. To be able to enter the young learners' world, the teacher should recognize their characteristics. All of these characteristics can make teaching young learners exciting and inspiring; however, the same characteristics can present challenges for some teachers . It is important to look at these characteristics in a positive way and use them to develop an effective teaching approach.

The Differences Between Young and Adults learners

Age is a very significant factor in language learning. The first fact that teachers should take into consideration is that young learners differ from older ones in the way they learn new languages. We need to identify these differences between learners :

Autonomy

Adult learners are very independent, while Young Learners aren't. It is possible – and even beneficial – to give adults more autonomy in their lessons. You can do this by letting adults work things out for themselves rather than giving them the answers, asking them to organize themselves into pairs or groups instead of allocating partners, and even giving input into the topics or activities of the lessons. With Young Learners, on the other hand, it is necessary to plan the lesson as you see fit, give clear instructions, monitor the learners closely, and deal effectively with any issues of classroom management.

For example, when teaching adults you don't need to think about bathroom breaks (they can worry about that themselves!) but with Young Learners you will need to ask them regularly if they need to go to the bathroom. With online learners, you can expect your adult learners to do more while you need to lead your Young Learners step-by-step in whatever you are doing.

Learning

Another difference between teaching adults and Young Learners is when it comes to learning. In terms of learning, Young Learners need to be given a wide variety of activities which relate to the different senses. Young Learners are sensory learners and respond well to activities which incorporate Total Physical Response (TPR) or similar teaching techniques. Their attention span is also short, so activities in a Young Learner classroom shouldn't take too much time. With adults, it is possible to spend more time on learning tasks so they can engage more deeply

with the learning materials. This means you need fewer activities for your lessons but you can utilize your learning texts more.

As you can imagine, with Young Learners physical activities and games work well, even in the online classroom. If you are teaching a Young Learner 1-to-1 online, make sure you include songs, pictures, props, and energy into your lessons to keep them engaged.

Anxiety

Believe it or not, adults are generally more nervous in the classroom than Young Learners. Young Learners seem to have no fear and are willing to try anything – as long as they perceive it to be fun. Young Learners will mirror the energy of the teacher, so you need to be as upbeat and enthusiastic as you can manage.

Adults may feel anxious because of the fact that they are not the age of the “typical” learner and so they will approach activities with a sense of apprehension if they do not feel comfortable. Because of this, they will need more positive encouragement. This can be especially evident in an online teaching situation, when learners may not know other people in the class. There may be times of silence, but don’t let that worry you. Make sure you give your learners plenty of opportunities to get to know one another and feel comfortable with each other and they will soon lose any inhibitions they may have.

Motivation

Having said that, adults are more likely to be more motivated than Young Learners. Adults are generally in the classroom because they choose to or because they need to learn English for work or study, which means their motivation levels are naturally high. Young Learners usually have no choice, which means that they may lose enthusiasm if they are not interested in what is happening in the classroom.

This highlights the importance of tailoring your lessons not only to the needs but also to the interests of your learners. Find out from your learners what they are interested in and plan lessons around those topics. This also relates to homework, as it is more likely for learners to complete homework activities they are interested in.

Discipline

Probably the most obvious difference between teaching adults and Young Learners is that of discipline. Teaching Young Learners is all about being able to deal with discipline calmly and effectively. If you're lucky, you might have a teacher's assistant or a co-teacher to help you if you are teaching Young Learners in a physical classroom. When teaching adults, disciplines should not be an issue because, well, they're adults.

When teaching online, discipline can be very tricky. Again it shouldn't be an issue with adults, and if it is, it's usually best not to engage with the difficult behavior and try to move on. The worst thing that can happen is the learner leaves the lesson, which may affect your teacher rating if you are working for a company, but at least you won't have to deal with the student any longer! For Young Learners, if a learner is acting out in an online lesson, it may be necessary to speak to the parents privately about the situation.

Life experience

Finally, the biggest difference between teaching adults and Young Learners is what the students bring to the classroom. Young Learners bring enthusiasm, curiosity, and energy, while adults bring life experience. While Young Learners are still learning about the world around them, adults have already had a lifetime of experiences and have their own ideas and opinions.

With both Young Learners and adults you can use this to your advantage. Your lessons with Young Learners (both online and face-to-face) will be so energetic and lively that the time will pass really quickly, and your lessons with adults will be interesting and engaging for you as well as your learners.

As you can see, though there are a number of differences between teaching English as a Foreign Language to adults and Young Learners, the fundamental practices will remain the same. Encourage communication and authentic language use, utilize your students' previous knowledge and, above all, maintain a fun atmosphere in the classroom and you will be successful no matter the age of your learners.

The Similarities Between Young Learners and Adult Learners

- First of all, both groups need to be given clear instructions from their teachers.
- both should get praise from the teacher as good feedback can provide a great deal of motivation for learners of all ages.
- both groups should have some amount of challenge in their lessons better learning outcomes
- the atmosphere in the class needs to be warm, fun and friendly, and every lesson should be thoroughly planned in advance to ensure continuing success for all students

The Characteristics of Young Learners

1. Children are energetic and physically active :

Teachers at the primary level need to consider how to harness the dynamic energy of young learners and use it toward effective learning. Therefore, teachers should utilize children's natural tendency to be physically active and not get frustrated with the fact that young children cannot sit still for long periods of time. You might incorporate kinesthetic activities that encourage young learners to get up and move around. For example, Total Physical Response (TPR) is a commonly used method with children because it connects language to movement (Asher, 1977). In TPR you would give a physical command, such as "Sit down," and sit down while saying it. Children at even the lowest level of English language proficiency can connect the oral utterance with the movement and can follow the commands through repetition. The game Simon Says is a perfect example of a fun activity that uses TPR.

2.Children are spontaneous and not afraid to speak out or participate :

Young learners are not very inhibited. Older learners can be more self-conscious and concerned with how people judge them. Young learners are much more willing to participate in activities and speak out in English without feeling embarrassed. They are good imitators of languages in part because they are not afraid to repeat after the teacher or sing along to fun songs, even if their use of the language isn't exactly right or even if they don't understand every word. Teachers can use simple songs, rhymes, chants, and dialogs with kids because they are ready to follow along. Because they are not afraid to speak out and participate, activities like these are very effective for improving students' oral proficiency through repetition that is not boring and that gives young learners a chance to be expressive.

3.Children are curious and receptive to new ideas Young learners have a natural curiosity :

The world is a new place for them, and they want to know more about it. Teachers should prepare activities that arouse students' curiosity. For example, the Mystery Bag game is a commonly used activity for fun at parties or in class to teach English.

In addition, teaching about new and interesting topics like exotic animals and plants that don't exist in their local environment can capture young learners' attention. Unusual animals like kangaroos or bizarre plants like Venus flytraps can keep learners interested and teach them about the amazing world we live in. Introducing international cultures can also arouse their curiosity and introduce them to the world where they may be using English in the future. It is important to expose students to lots of different cultures, not just American and British cultures that are usually associated with English. Cultural topics that are particularly interesting for young learners are food, dress, music, holidays, celebrations, greeting customs, and folktales.

4. Children are imaginative and enjoy make-believe :

Young learners love activities that encourage them to use their imagination. Using role plays and drama games allows them to play "make-believe" and pretend they are someone or something else. For example, children can learn new vocabulary about animals and have fun pretending to be an elephant, lion, or giraffe, making the movements with their bodies and sounds with their voices. This can be the basis for a fun game of charades in which the children take turns picking the name of an animal from a bag and acting it out until their classmates can guess what animal they are imitating. Teachers can also use stories or plays to create an imaginary world for students while learning new language. Many popular children's stories and TV shows take place in a fantasy world with fairy godmothers wizards, superheroes, monsters, or animals that talk. Students can use their imagination and creativity to make and use their own pictures or puppets to retell a story. They can also play make-believe by dressing up in costumes and pretending to be characters to reenact a story using English.

5. Children are easily distracted and have short attention spans :

Young learners are known for being easily distracted. Although children have short attention spans, they can concentrate on longer activities if they are fun and interesting to them. Teachers should try to engage children with fun activities that arouse their curiosity and imagination. Teachers can also capture their attention with brightly colored pictures, photos, and posters. Incorporating different kinds of audio-visual aids such as playing songs, TV or movie clips, or YouTube videos can help keep children's attention and interest. In addition, it is a good idea to plan lessons as a series of short activities. Shin (2006) points out that, "As children get older, their ability to concentrate for longer periods of time increases. So for students ages 5—7, you should try to keep activities between 5 and 10 minutes long. Students ages 8-10 can handle activities that are 10 to 15 minutes long. It is always possible to revisit an activity later in class or in the next class" . However, these time limits are not

written in stone. It all depends on the particular activity. Although teachers may have longer tasks they would like their young learners to accomplish, it is recommended that teachers try their best to break long activities down into smaller steps and check on progress or give students a short break. For example, if there is a story-writing activity for ten-year old students that may take more than 15 minutes, the teacher might break the task down into parts and check on students' progress after each part in order to keep them focused and on track. In addition, teachers could have students take a break after concentrating very hard on the activity. The break could be one minute long and would require students to stand up and move their bodies around with some TPR, or even play a quick game of Simon Says to get students up, moving, and laughing.

6. Children are egocentric and relate new ideas to themselves :

Young learners are egocentric, centered on themselves and their immediate surroundings. They have difficulty perceiving things from another person's perspective. As they get older, they improve in this area, but they still have a tendency to relate new ideas to themselves while at primary school ages. Teachers need to provide opportunities for young learners to personalize what they are learning. This means to connect new information and language to themselves. For example, if you are teaching children about adjectives to describe people, they will enjoy writing an acrostic name poem about themselves. See the example below for a young learner named (Minh)

Musical

Intelligent

Nice

Happy

An activity like this is engaging for children because it is about them, and it helps them practice new vocabulary by relating it to themselves. The teacher could have students draw or bring in pictures of themselves to put on the paper with the poem and have them decorate the poem using their own creativity. Then the teacher can post students' acrostic name poems around the room and have them present their poems and pictures to the class. These activities reinforce the language and cater to children's

egocentric nature. Not only is personalizing a good strategy to use with young learners; it is also good to relate cultural topics to their own native culture. If the teacher uses stories or topics from other international cultures, it helps young learner when they get a chance to relate it to their own culture or immediate context. This can help teachers see if students understand the information, help students remember the information, and build their understanding of cultural.

7. Children are social and are learning to relate to others :

Young learners are like to talk to each other. They are learning how to relate to others as part of their socialization process to their culture. They love to play games with each other and can cooperate to do activities. Teachers should have a balance of activities that allow students to have various types of interaction, such as student-student in pairs, students—students in groups, teacher—student one-on-one, and teacher—students as a whole class. First, varying the kinds of interaction from activity to activity, including ones that encourage students to work alone, is important to keep the class engaging. It is also important for students to experience all types of social interaction with each other and the teacher, because communicating in different contexts is like real life. Learning how to communicate with and work with peers is an important part of personal growth and development for each child. Finally, plenty of interaction with the teacher is very important for young learners because the teacher has the role of supporting students through the process of learning English.

As the examples associated with each characteristic show, taking advantage of the characteristics of young learners will create a classroom environment that is exciting and dynamic. Although a class full of energetic, spontaneous, curious, imaginative, easily distracted, egocentric, and social learners can be challenging, teachers can cater to those characteristics to keep learners engaged in order to teach English effectively.

References

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Session1/2

Differentiated Learning

Task No.	Objective	Training Method	Time
1/2/1	Defining "Differentiated Learning"	Q/A	5 Minutes

Task Instructions:

- In your own words and from your experience define 'Differentiated Learning'.
- How is 'Differentiated Learning' different from Traditional Learning?
- Write your answers on the page below then discuss with the rest of the trainees

Instructions for Trainer :

- Have trainees write their own definition of 'Differentiated Learning'.
- Ask them to discuss in pairs then in groups their answers
- Have random participants share their groups answers.
- You can also use any app to register trainees answers .

According to various sources ' Differentiated Learning ' Can be defined as follows:

Mariam Webster's Dictionary defines ' Differentiation' as:

adj. 1.made different (especially in the course of development) or shown to be different; as, the differentiated markings of butterflies; the regionally differentiated results. Opposite of undifferentiated.

The edglossary website (Blog) defines it as:

'Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.'**(eduglossary.com)**

Differentiated Learning is applying strategies and methods of teaching and all that helps in the learning process according the different needs and levels and abilities of learners that in the end will help students to perform better and retain skills and knowledge more effectively. It is inclusive of all differences between students in a classroom and caters to each and every student.

Another term that is coined with 'Differentiated Learning' is 'Differentiated instruction. 'Differentiated Instruction' is when teachers adjust and adapt their instructional strategies that include parts of a lesson between different groups of students, so that they meet the needs of students .It allows students to grasp concepts, get personalized assistance from teacher while those who other students who have grasped a concept can move onto different tasks of activities or onto a new concept in a lesson. Learning activity or move on to a new concept or lesson. Differentiated Instruction happens in three major areas:

- How the teacher delivers the lesson.
- The process of the lesson.(activities and tasks)
- The products the students are required to complete.
- Content. (Material used in class or out of class).
- Assessment. (Measurement of learning outcomes and tools used.)
- Grouping. (heterogeneous / homogeneous)

The following comparison chart will help illustrate the differentiation concept and its major component strategies:

Element	Traditional Example	Differentiated Example
Practice	An English teacher explains how to pronounce five new words to the entire class and gives students a task sheet to practice.	An English teacher pre-tests students to determine their ability to pronounce targeted vocabulary and then arranges students into groups based on their learning progress and abilities. Some students work online to practice the skills, some work in groups with the teacher, and some work individually with occasional teacher support.
Process	In an art class, students complete the following activities in order: write an artist statement, critique a peer's work, and then compile artifacts for a portfolio of their art.	Students determine the order in which they will write an artist statement, critique a peer's work, and compile artifacts for a portfolio of work. Some tasks can be done at home and some in class, and some can be done collaboratively and some individually.
Products	In a social studies class, students write a four-page essay arguing a position related to free speech that uses supporting evidence drawn from historical and contemporary sources.	Students may elect to write an essay, , or persuasive speech, or they may create a short documentary arguing a position related to free speech that uses supporting evidence drawn from historical and contemporary sources.
Content	In English class, students read <i>The Adventures of Huckleberry Finn</i> and discuss the messages it conveys about race and racism in the United States.	Students choose between <i>The Adventures of Huckleberry Finn</i> , <i>Uncle Tom's Cabin</i> , and <i>Invisible Man</i> to discuss different messages about race and racism in the United States. The three groups share their knowledge with each other.
Assessment	In a math class, students take an exam and are given a percentage grade based on how many answers were correct.	Students take an exam and receive feedback on which mathematics standards they have mastered, which standards they are making progress on, and which standards need more attention. The feedback suggests remedies for students with learning gaps and new projects for students who have mastered all the required skills and knowledge.

Element	Traditional Example	Differentiated Example
Grouping	Students are either grouped as a full class or they work independently most of the time.	Teachers use grouping strategies to address distinct learning needs. Students may be working independently, in small groups, in pairs, or using technology. Some groupings are by choice and some are assigned based on common learning needs. Some groupings or individual students work closely with the teacher and others have more independence.
Interest	In a social studies class, the teacher assigns a single topic, such as the Civil War, for a unit or project, and all students research the same historical event.	The teacher poses a question, such as “Why do nations go to war?” Students may select a military conflict that interests them most and address the question in different ways—for example, one student may choose to read historical literature about World War II, while another student may research films about the Vietnam War.
Readiness	In an English course, the teacher plans out the course topics and reading assignments in advance, and all students work through the same series of readings, lessons, and projects at the same pace.	The teacher evaluates students to determine what they already know, and then designs lessons and projects that allow students to learn at different levels of difficulty, complexity, or independence. For example, teachers may determine reading levels and then assign a variety of texts, reflecting different degrees of difficulty, to ensure an appropriate level of reading challenge for each student.
Learning style	In an English course, every student receives the same problems and assignments, which are all structured in the same way.	The teacher assigns a topic: Healthy Food. Some students choose to work with a software program that uses visual representations and simulations, other students work in teams to write recipes from cook books that increase in difficulty, and still others watch an online tutorial that can be viewed multiple times until the concept becomes clear.

Task No.	Objective	Training Method	Time
1/2/2	Identifying the Importance of Differentiated Learning	Think - Share - Write	10 Minutes

Task Instructions:

Watch the following video then:

<https://www.youtube.com/watch?v=Kg38A1ggYiE>



Answer the following questions:

- Is ' Differentiated Learning' Important?
- Back up your answer with valid reasons. (Why?)
- Share your answers with all the trainees.
- Write your answers on the note below .
- Elaborate and share further opinions.

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers
-

Differentiated Learning/ Instruction is very important because of the following reasons:

- It allows all learners to learn in spite of their differences.
- It provides equity among learners.
- It improves learning outcomes.
- It saves teacher's time.
- It keeps students' engaged and interested.
- It promotes deep learning.
- It monitors and records students' progress.
- It motivated students to learn.
- It allows teachers' to cater to student's needs.
- It focuses on strengthens and weaknesses.

Why use differentiated learning?

- Learners forget what they have learned because the learning process is not linear. This is called the ' the forgetting curve based on what researchers have found and documented. Differentiated learning / instruction helps in reducing this trend through the use of various and numerous teaching techniques.
- Learners progress differently. Some learn faster than others. This, however, does not mean that learners who learn faster retain what they have learned longer. Deep learning at times happens with slow learners more often than with fast learners. Differentiated learning/ instruction strategies include addressing learner deficiencies in both speed and depth..
- Active learning promotes faster growth than passive learning. Many studies have shown that active learning promotes greater knowledge retention than passive learning. Differentiated

instruction allows students to actively practice what they've learned from course lecture components. Prompting the application of recently covered material helps students understand their studies more proficiently.

- Team-based learning isn't trivial. Healthy, team-based learning environments are just one of the many benefits of differentiated instruction. Collaborative learning, peer mentoring, and conflict resolution skills all boost a student's overall ability to learn.
- Your primary role as an instructor is to design educational experiences. Effective educators don't just inform and assess students. Rather, the best teachers guide students toward and cleverly evaluate mastery.

<https://www.cipcourses.com/advantages-of-differentiated-instruction/>

Task No.	Objective	Training Method	Time
1/2/3	Understanding Baseline Assessment of Learning	Information Table	10 Minutes

Task Instructions:

- Imagine you are in a classroom and are about to teach the first lesson. Look at the table below then complete it.

What to teach	
How to teach	
When to teach	
Why teach it	

- After you complete the table please post it on the board / app
 - Discuss your answers with all the trainees.
-

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers.

WHAT IS BASELINE ASSESSMENT?

QUICK REFERENCE

The instrument for collecting baseline data and the method used by teachers to find out a pupil's learning needs, their natural ability, and potential.

They can also function to highlight specific issues such as whether a pupil should be placed on the gifted and talented register, or whether they are underachieving in relation to their potential. Teachers can use baseline data to plan effectively for each pupil's learning needs and, for this reason, baseline.

Baseline assessment can also be used on a whole-school level to measure the quality of education which the school is providing, by comparing a pupil's performance with their baseline assessment. The results of baseline assessments are formally registered.

The baseline data that are generated form part of each pupil's school records. Subsequent data are then added to this, such as the results of Standard Tasks.

Baselines should be both reliable and valid to enable statistical validity.

<https://www.oxfordreference.com>

https://serc.carleton.edu/NAGTWorkshops/time/baseline_assess.html

<https://www.cem.org/blog/baseline-assessment-make-it-work-for-you>

Cycle of Baseline Assessment



Baseline Assessments are given to assess a student's knowledge on a subject prior to instruction. These assessments can be very informative and valuable in a teacher's planning and implementation. By assessing your students' prior knowledge you are able to compare results.

Students enter our classrooms with a wide range of backgrounds. One strategy for finding out where your students are starting from is to give them a "baseline assessment" at the beginning of the term. While this assessment should not be graded, you can offer students credit for completing it. The assessment questions below are designed to allow you to assess your students' prior knowledge about geologic rates and time (including misconceptions they may have), and also the math skills and chemistry they are likely to need as they learn about rates and time. This is not intended to be a definitive list; rather, it is intended to serve as a set of example questions. You may wish to use some or all of these as is, modify them, add your own, or make an entirely new assessment,

depending on your students and course content. Additional questions may be found in the Geologic Concept Inventory (GCI) .

It is vital that teachers have access to reliable information to support them in making the best decisions, so they can transform the academic outcomes of the children they teach.

Baseline assessments helps to understand their students' needs, to get a measure of each individual's aptitude for learning and their potential, as well as to measure the impact they have on learners as they progress through school.

Understanding student needs

There are many ways that schools can get an understanding of students' starting points, including observation, quizzes, projects, essays, exams, formative assessment and so on. However, this can be time-consuming and while each teacher may have an understanding of the students in their class, it doesn't give a consistent, comprehensive and whole school profile of student needs.

Using a good, standardised baseline assessment from an external provider that is founded on really robust research will help you understand students' knowledge, skills and attitudes, and use the best possible data to set realistic and motivational targets and focus on progress.

Transforming learning

Standardised, baseline assessments can help improve teaching and learning in so many ways when used alongside other data (e.g. in-class assignments and observations) when making instructional decisions.

We know that a good baseline assessment should:

Complement teacher assessment and observation

Provide information on what students know and can do that may not be picked up through observation alone .Help teachers identify areas for improvement and additional support

Use baseline assessments as part of the overall school approach to assessment

The increased use of a variety of assessments, as well as more sophisticated technology, has made more data available in schools than ever before, and the use of multiple data sources allows teachers to form a more comprehensive picture of the students' understanding.

Baseline assessments will show you how students performed on one test, on one day. They give you just a snapshot and should form just one diagnostic aspect of a school's overall approach to assessment, alongside a whole range of formative and summative assessments and teacher observations and judgements.

Use assessments that are objective, valid and reliable

Good quality baseline assessments provide a trusted external reference of a pupil's starting-point performance, indicating what students already know and what they can do, and whether it is below, above or broadly in line with the national average.

By using a baseline assessment, you get immediate and accurate information to help you find out where your students are on their learning journey.

Use assessment data to diagnose and act on learning needs

A new class can be a mystery. We know that students can always surprise us, and it can take some time to reveal their learning needs and potential.

Without reliable baseline data, how do you know if what you are doing is right? And how can you measure the progress students make?

A high-quality on-entry baseline assessment provides information on what your students know and can do right from the start, therefore saving you and the student time and providing greater opportunities for adding educational value.

Use the baseline data to inform your teaching strategies and learning activities .Baseline data helps teachers to adjust planning and inform decisions about a whole range of strategies such as deciding student groups, seating plans, and teaching and learning activities.

Using baseline assessment data, you can more efficiently focus effort and resources on ensuring students are supported and sufficiently challenged, and help you to teach effective and differentiated lessons and ensure rapid progress for all students.

Use baseline data to set targets and monitor progress

Once you have discovered students' current learning stage you can determine the amount of progress that students should make to help them reach where they want to be. Accurate data will help to set appropriate and challenging targets for a whole class, differentiated groups, or individual students.

Success in the classroom

A baseline assessment should complement the data you already have. It must be remembered that a single assessment can only provide some of the information which you need to build an approach for each student in your care. Skilled and careful triangulation of information from a range of sources will provide the best platform for success in the classroom.

Task No.	Objective	Training Method	Time
1/2/4	Determining Learner Differences	Braining Storming	10 Minutes

Task Instructions:

- Watch the following video then determine the similarities and differences between students you noticed in the table below :

HYPERLINK "https://youtu.be/4cscJcRKYxA"
<https://youtu.be/4cscJcRKYxA>://youtu.be/4cscJcRKYxA

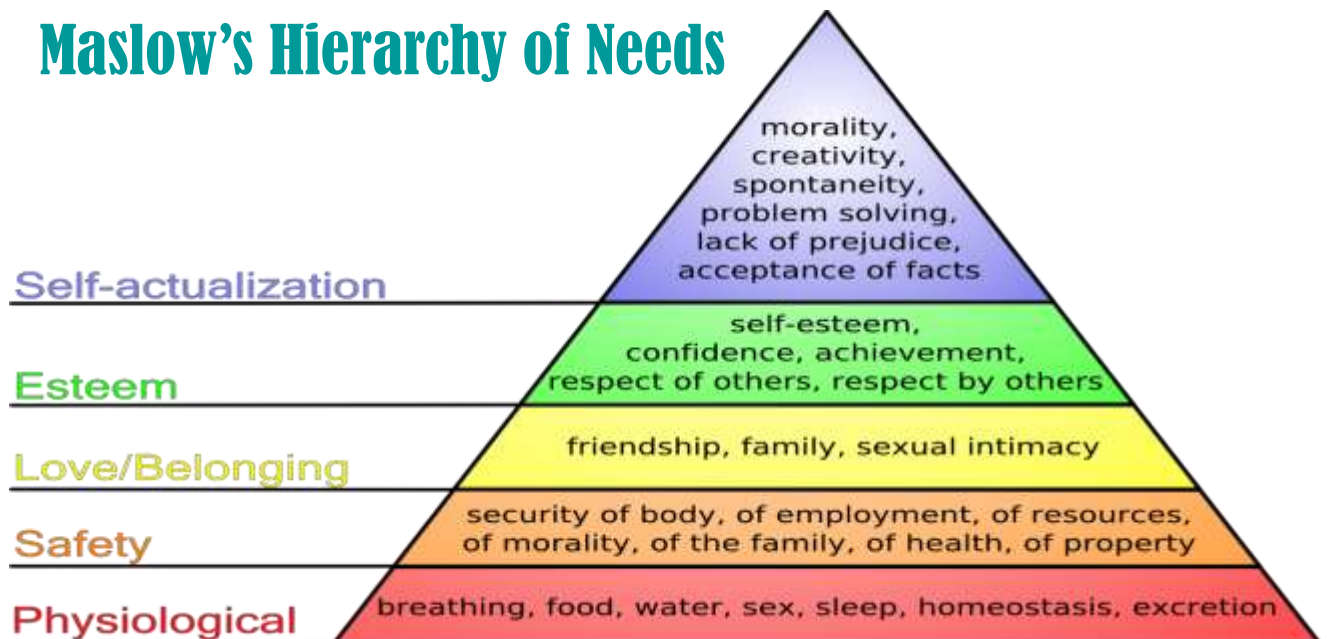
Similarities between students	Differences between students

- Share your answers with the rest of the trainees.

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers.

Maslow's Hierarchy of Needs



All students are the same in basic needs . They need food , sleep and basic needs according to Maslow's Hierarchy of needs. They also need the following :

- Appreciation
- Affirmation
- Confidence
- Support
- Social Interaction
- Privacy
- Safety
- Security
- Challenges
- A Voice and other character related attributes.

Students are different in the following :

Learning styles	Needs	Social Background	Culture	Intelligences
Levels	Prior Knowledge	Pace of Learning	Opinions	Skills
Attitudes	Interests	Values	Morals	Likes
Dislikes	Hobbies	Experiences	Preferences	Attention span

What are the benefits of differentiated instruction for students and teachers?

Differentiated instruction is proactive.

In a differentiated instruction model, the teacher does not wait for students to fall behind before employing new learning strategies. Instead, with differentiated instruction, the instructor is proactive and takes a motivational and positive approach. Teachers prepare differentiated instructional techniques before the course begins, which helps prevent many students from ever falling behind. Instructors assume varied learning needs to accommodate for the various ways students master course material.

Differentiated instruction is qualitative.

Differentiated instruction doesn't mean that teachers give more work to advanced students and less work to students that might struggle. Each student completes the same amount of work. However, the quality of the

work required may vary according to ability, interest, or previous content knowledge.

Differentiated instruction is rooted in assessment.

Educators using differentiated instruction begin the class with an assessment. The results of the assessment determine the teacher's instructional approach. Throughout the course, teachers continue to assess student learning through one-on-one conversations, student work, classroom observations, and formal assessments. Teachers then iteratively design course content and instructional strategies based on the results of each assessment. With differentiated instruction, assessments not only help evaluate student mastery, but also gauge teaching effectiveness.

Differentiated instruction takes multiple approaches.

With differentiation in the classroom, instructors can manage what students learn, how students learn, and how students are assessed. With its flexibility, differentiated instruction allows teachers to maximize individual growth in the course content.

Differentiated instruction is student-centered.

Differentiated instruction presupposes that students learn in different ways and at different paces. Teachers using this instructional model cultivate and facilitate diverse educational experiences designed to advance each student's learning, regardless of their learning style and background.

Differentiated instruction blends individual, small group, and whole-group strategies. A common misconception about differentiated learning is that the approach only works for individuals or small groups.

However, the advantages of differentiated instruction extend to larger groups of students. University instructors can bring the benefits of differentiated instruction to classrooms of various sizes—from individual students to large groups of students

Differentiated instruction is dynamic and organic.

In a differentiated learning space, teachers and students learn together. Students focus on learning the course content while teachers tailor their instructional strategies to student learning styles

Three broad, related concepts that indicate the need for a differentiated approach to instruction have emerged from brain research (Subban, 2006):

- A safe and non-threatening learning environment encourages learning. Learners who experience discomfort in connection with rejection, failure, pressure, or intimidation may not feel safe in the learning context.
- Learners must be appropriately challenged. The content of new learning should be neither too difficult nor too easy, so that learners can be comfortable enough to accept the challenge that new learning offers.
- Learners must be able to make meaning of new ideas and skills through significant association with elements of previous knowledge and experience.

Task No.	Objective	Training Method	Time
1/2/5	How to Collect Evidence of Learning	Braining Storming	10 Minutes

Task Instructions:

- 1- How do you know your students learned?
- 2-What evidence do you collect and how do you collect it?
- 3- Please share your answers with your group. Then share it with everyone

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers.
- Display the most applicable answers.

Collecting Evidence helps in achieving the following :

- Determine level and needs of learners.
- Helps teachers plan for what to teach and how to teach it.
- State students starting point. Where to start with each and every student.
- Allows teachers to follow the progress of students learning outcomes.
- Enables a teacher to build tasks and activities based on the students' individual learning outcomes.

What Does Evidence Look Like?

Evidence can come in many forms. It must be observable and recordable behaviour that can be collected for interpretation. In defining evidence, we need to distinguish it from inference.

According to Griffin (2014) all classroom evidence of student learning falls into four categories: what students do, say, make or write. These are observable activities that cannot be questioned based on inference or intuition.



Planning for evidence collection and use:

There are several steps one can go through to plan for the collection and use of evidence. These procedural steps are

- 1- Purpose : determining the purpose of collecting a certain piece of evidence of learning.
- 2- Collect: collecting the evidence through whatever type of assessment is used It could be a quiz , homework , task , activity , game , presentation , chant , songetc.
- 3- Record: record your observations or grades or indicator of learning like what a student can *say , do , make or write*.
- 4- Interpret : analyse and define and explain the evidence through graphs or signs or observations that show students progress
- 5- Use : use the evidence to target students needs , levels and learning styles in order to develop their learning progress.

General Evidence Principles

Appropriateness:

Is the evidence the right kind of evidence for making the decisions that need to be made?

Is it supportive of the inference that is to be drawn from the data?

Is it ethical to gather these data?

Adequacy:

Do we have enough evidence to make the conclusions that we need to make? One observation or test score is not enough, they need to be moderated or supported by other pieces of evidence

Accuracy

What efforts are being made to control noise in the data? Have the influences of student behaviour been controlled? Are teacher attitudes to the assessment considered? Are there other factors that could have an impact such as time, conditions, context?

Authenticity:

Can it be verified that the evidence being used to make the decision is linked directly to the student being assessed? Is there a method or process of authentication to ensure that the evidence presented is produced by that student?

Aptly timed:

Is the evidence being collected contemporaneous to the teaching and learning?

Will it enable the teacher to plan upcoming instruction?

Reliability:

In regards to reliability we want to make sure that the evidence that we collect is replicable .

Does the student perform in a similar manner across various pieces of evidence collected?

An assessment is reliable if:

The student achieves a similar score if the repeat the test

The group of teachers assessing the same task give a similar score

Task No.	Objective	Training Method	Time
1/2/6	Scaffolding	Braining Storming	10 Minutes

Task Instructions:

- 1-what does scaffolding involve? (Use a mind map to show your answer.)
- After you complete the task please put it on display on the board
- Explain your answer to the trainees.
- Discuss further and exchange further ideas on ‘ Scaffolding’ .

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to display their mind map on board
- You can also use any app to register trainees answers.
- Display all mind maps and have trainees walk around and give opinions

What is Scaffolding?

It Based on Lev Vygotsky's Theory of ZPD ("zone of proximal development.")

"At the beginning of the scaffolding process, the teacher provides a lot of support. That support is then removed in stages. This gradual decrease in the level of support is what constitutes the scaffolding process. Step by step, this process imparts confidence and facility with the new concept or skill ".<https://www.gcu.edu/>

Specific Scaffolding Strategies in Education

Implementing scaffolding strategies in the classroom becomes second nature to most teachers. You can implement various methods of scaffolding to help learners become autonomous learners and independent learners.

Model

Teaching students how to do something by showing them how to do it can be an effective way to scaffold learning. You can problem-solve by walking students through the steps or by talking them through the process. You can also have some students model for their classmates.

Use Prior Knowledge

Students are not blank slates. They come to class with knowledge of and experience with many different topics. Teachers who connect new learning to prior life experiences help students integrate information more quickly. Students understand and retain new information more readily when they can connect it to something they already know.

Talk About It

Since people need time to reflect on their learning, it can be beneficial to give students time to absorb what they have just seen before they apply the knowledge to their independent work. Sometimes this kind of reflection is facilitated by putting students in pairs or small groups to talk to each other.

Share Important Vocabulary

Scaffolding is valuable across all educational subject areas. One area where students may need extra scaffolding is reading. Before approaching a particularly complex text, a teacher can share specific vocabulary items that may pose challenges. This scaffolding should focus on words that are essential for full comprehension of the text yet not easy for the students to figure out from the context.

Show What You Mean

Graphic organizers can be extremely important in helping students organize their thinking about complex or interrelated pieces of information. These visual aids help students organize how they think about one idea in connection with others. Graphic organizers can remind students about and guide them through a new process or task. They can also help students translate abstract ideas into concrete ways of thinking.

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Session 2/1

**Assessment and Learning
Outcome Measurement**

Task No.	Objective	Training Method	Time
2/1/1	Define the characteristic of assessment	Discussion	5 min

Task Instructions:

Read the following then decide which statement is true and which one is false.

Which of the statements below do you think characterize assessment?

1. **Assessment is the Same as Testing.**
2. **All We Have to Do is Assess Harder.**
3. **Assessment and evaluation are the same.**
4. **Assessment is one-way communication: the teacher gives feedback on student work.**
5. **Student work should be given a grade or a mark.**
6. **Assessment is a broad term that includes Testing.**

Instruction for trainer

1. Have trainees read the statements.
2. Ask trainees to put true or false in front of each sentence.
3. Discuss with trainees their opinions

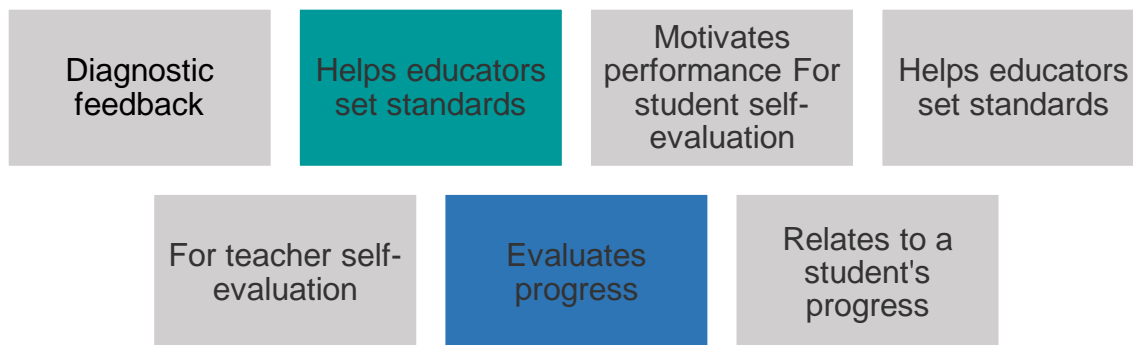
Task No.	Objective	Training Method	Time
2/1/2	list at least 4 reasons about the importance of assessment .	Discussion-Brainstorming	3 min

Task Instructions:

Answer the following question after reading the definitions of assessment.

Why do you think assessing learners is important?

Assessment provides the following :-



Instruction for the trainer:

- 1- Have trainees read the question .
- 2- Tell the trainees to brainstorm their ideas.
- 3- Have them list the reasons .(at least 4 reasons)

Task No.	Objective	Training Method	Time
2/1/3	To compare between Assessment for Learning and Assessment of Learning.	Discussion	5 min

Task Instructions:

Compare Assessment for Learning and Assessment of Learning as means of assessment.

Formative assessment	Summative assessment

Instructions for the trainer:

1-Ask the trainees to compare assessment for learning to assessment of learning.

2-Discuss with them the similarities and differences.

Task No.	Objective	Training Method	Time
2/1/4	To fill in the blanks using https://wordwall.net .	Think-ink-share	10 min

Task Instructions:

Click on the following YouTube link then answer the question below:

Which key assessment principles are defined below?

<https://youtu.be/LLVj3Fr6TnQ>

Fill in the blanks :-

1- **Reliability** :the extent to which a test yields consistent and dependable results .

2- **Authenticity** : the degree of correspondence of a given language test task to the features of the target language .

3- **Practicality** :the extent to which resources and time available to design , develop, and administer a test are manageable and feasible .

4-**Washback**: the effect of assessment on classroom teaching and learning .

5-**Validity** :the extent to which inferences made in terms of the purpose of the assessment .

Instructions for the trainer :

1. Have trainees watch the video about the principles of assessment.
2. Ask them to fill in the blanks.
3. Discuss with them the principles of assessment.

Task No.	Objective	Training Method	Time
2/1/5	To mention assessment apps used efficiently by teachers	One – Minute strategy	3 min

Task Instructions:

You can :

Ask one or two of the following questions

- 1-Can you give examples of assessment apps that teachers efficiently use?
- 2-What apps are used to assess listening, speaking, reading and writing skills?
- 3-Wordwall.net is used for quizzes, match ups, word games, and more. How can you persuade your teachers to use for young learners?

Instructions for the trainer:

- 1-Ask trainees to give examples of assessment apps .
- 2-Show interactive apps and use with trainees.
- 3-Post their answers on padlet or any other app

Task No.	Objective	Training Method	Time
2/1/6	To write about how assessment can be fun.	Brainstorming	3 min

Task Instructions:

Read then comment on the following statement:

Assessment can be fun.

Instructions for the trainer:

- 1-Have trainees read the statement “assessment can be fun”.
- 2-Prove their point of views.

Assessment and Learning Outcome Measurement

Introduction

Assessment is considered one of the most important factors in the learning process. How do you know students are learning?

Assessment has a vital and a crucial role in the teaching course. Through proper assessment, teachers can categorize and evaluate their students, give feedback and hence construct their teaching. Recently, educators and scientists have been becoming more interested in the requirements of assessment procedures in the scope of foreign language teaching and the learning process, as forms of assessment have been changing. The assessment procedures relate to authenticity, practicality, reliability, validity and wash back, and are considered the basic principles of assessment in foreign language teaching and learning. The main value of these above-mentioned principles is to distinguish the effects of assessment and review any classroom-based issues between the teacher and the student. As the assessment process affects both teachers and students, significance and consideration should be given to assessment procedures in foreign language teaching.

Assessing Students' Learning

What is assessment?

Several definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Evaluation, assessment and testing

The terms of evaluation, assessment and testing are often confused. However, they are different. Test is a part of assessment. Evaluation and assessment are more general.

Evaluation

Evaluation is the process of making judgments based on criteria and evidence.

Tests

Tests are used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached.

Assessment

Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. The goal of assessment is to make improvements, as opposed to simply being judged. In an educational context, assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning.

Why is assessing learners important?

Assessment focuses on the opportunities to develop students' ability to evaluate themselves, to make judgements about their own performance and improve upon it. It also provides:

1) diagnostic feedback

- What is the student's knowledge base?
- What is the student's performance base?
- What are the student's needs?
- What has to be taught?

2) Helps educators set standards

- What performance demonstrates understanding?
- What performance demonstrates knowledge?
- What performance demonstrates mastery?

3) Evaluates progress

- How is the student doing?
- What teaching methods or approaches are most effective?
- What changes or modifications to a lesson are needed to help the student?

4) Relates to a student's progress

- What has the student learned?
- Can the student talk about the new knowledge?
- Can the student demonstrate and use the new skills in other projects?

5) Motivates performance for student self-evaluation:

- Now that I'm in charge of my learning, how am I doing?
- Now that I know how I'm doing, how can I do better?
- What else would I like to learn?

6) For teacher self-evaluation:

- What is working for the students?
- What can I do to help the students more?
- In what direction should we go next?

Resources and programs to support the providing of feedback

Although *assessment* and *evaluation* have different meanings, both offer a means by which we can receive feedback on our work.

What skills do we assess?

There are four basic language skills: listening, speaking, reading and writing. All of them are related to each other.

Language academics and educators frequently state that the four different means of communication are: listening, reading, writing, and speaking. The receptive skills (listening and reading) and the productive skills (speaking and writing).

1-**Listening**:The act of concentrating on hearing something.(
<https://www.collinsdictionary>)

Listening skills:

- Listening for gist: It is extensive listening for skimming.
- listening for specific information
- Listening in detail
- Listening for attitude.
- Extensive listening.
- Listening for individual sounds.

2-**Speaking** : is the activity of giving speeches and talks. Speaking skill are

- Fluency
- Vocabulary
- Grammar.
- Pronunciation

Speaking skills :

Intonation

Rhythm :The use of the individual sounds of a language.

3- **Reading**: is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words.

(<https://study.com/academy>)

Reading skills:

Skimming

Scanning

Extensive reading

Intensive reading

4- **Writing**: The act or art of forming visible letters or characters specifically.

Writing skills:

grammar

spelling / Orthography

punctuation

word order

assessment approaches

1-Assessment for Learning (Formative Assessment)

The philosophy behind assessment for learning is that assessment and teaching should be integrated into a whole. The power of such an assessment doesn't come from intricate technology or from using a specific assessment instrument. It comes from recognizing how much learning is taking place in the common tasks of the school day – and how much insight into student learning teachers can mine from this material.

McNamee and Chen 2005, p. 76

2-Assessment of Learning (Summative Assessment)

Assessment of learning is the snapshot in time that lets the teacher, students and their parents know how well each student has completed the learning tasks and activities. It provides information about student achievement. While it provides useful reporting information, it often has little effect on learning.

3-Assessment as learning

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals. (Formative)

Comparing Assessment for Learning and Assessment of Learning

Formative assessment	Summative assessment
Ongoing and flexible evaluation which is incorporated into the lesson	Fixed, end of lesson/module/course evaluation
Informal process, designed to give feedback and affect lesson	A formal process, which is highly structured
Focuses on the individual performance and needs of students	Normalizes scores for comparison against a pre-decided standard
Produces feedback to meet those needs	Evaluates the end result, not the process
Opens communication and focuses on growth, not grades	Produces a grade

Examples of formative and summative assessment

Formative assessment
Questions, observation, class discussion, journals , assignments , projects , quizzes , multiple-choices , answer ,peer / self-assessment ...
Summative assessment
End-of-term or midterm exams, Collective work over an extended period such as a final project or creative portfolio, Standardized tests that demonstrate school accountability are used for pupil admissions

Formative assessment can be a part of every teacher's toolbox. They needn't be difficult or time-consuming. There are, however, a few things that are vital to their effectiveness. The characteristics of effective formative assessment

Formative assessment should have the following facets:

- 1- It should be goal-oriented, and derivative from what we do every day.
- 2-It must focus on higher-order thinking skills.
- 3-It should hold students accountable for individual performance.
- 4-It should be seamless, and you don't need to change your routine to fit the test.

Types of assessment :

- 1- Diagnostic Assessment: Prior to instruction, assessing a student's strengths, areas of improving, weaknesses, previous knowledge and skills preceding to teaching.
- 2- Formative assessment: Assesses a student's performance during instruction , helps track how student knowledge is growing and changing in the classroom in real-time, and usually occurs regularly throughout the instruction process.
- 3- Summative Assessment: Measures a student's achievement at the end of instruction , assessing a student's performance or achievement
- 4- Norm-Referenced Assessment: During the school year ,Compares a student's performance against other students (a national group or other "norm".

e.g. The SAT " scholastic Assessment Test"

5- **Criterion-Referenced Assessment**: Usually towards the end of the term, measures a student's performance against a goal, specific objective, or established standard.

E. g Advanced Placement exams.

6-**Interim/Benchmark Assessment** : Evaluates student performance at periodic intervals, frequently at the end of a grading period (for example, every six or eight weeks) , can predict student performance on end-of-the-year summative assessments.

The principles of assessment:

The National Framework for the recognition of training has identified the key principles of assessment that should be applied to the assessment process. These are:

1-Validity:

An assessment is seen as valid when it assesses what it claims to assess. It is achieved when the assessment used is:

- related to the learning outcome or competency
- demonstrates that the performance criteria have been met.
- is sufficient to cover the requirements of the competency.

2- Reliability

An assessment is seen as reliable when it effectively interprets the competency and can be consistently applied from learner to learner.

3- Flexibility:

An assessment is seen as flexible when it can be used effectively across a range of delivery sites and still meet the learner's individual needs.

4- Fairness

An assessment is flexible when it is designed in such a way that it does not limit or stop a learner from completing it simply due to personal factors. For example; age, gender, educational level, ethnic background etc.

Assessment Tools:

- 1-Tests: Tests can be short or long answers. They can be ticking a response, matching, multiple choice or essay type response.
- 2-Observation: a close watching used to identify the learner's ability
- 3-Question and answer
- 4-Role play
- 5-Written reports
- 6-Verbal reports
- 7-Portfolios/samples of work

Activities for assessing young learners:

Listening skill

1. Yes/No cards—The teacher will ask a question. Students respond by holding up the appropriate card, whether they know the answer or not. In this way, they self-assess their assuredness on a topic. The teacher reviews what is needed, or gives differentiated help to those in need.
2. Thumbs up/Down—This works the same as Yes or No cards. Instead, students just use their thumbs.
3. Color Cards—Students rate their knowledge.
 - Red (I'm completely lost)
 - Yellow (Slow down, I'm struggling a bit)
 - Green (I've got it, it's all good)
- 4-oral/Aural cloze: The teacher reads once the complete text aloud. Then read it again with items deleted. The number of gaps should be more limited due to the memory span of young learners. After that teacher reads the text at normal speed and have learners fill in the gaps.
5. Noting down specific information
- 6..Completing grids and charts
7. Matching tasks
8. Spot the mistake
- 9..true/false tasks

Speaking

1-Think-Ink-Pair-Share: Time is given to think about a topic. Students then write down their thoughts, pair up with another student and share what they've written.

2-Talking: Difficult to forget the good old talking while knowledge sharing?

Face-to-face interaction remains the best engagement and collaboration way for students.

3- Four Corners: Corners of the room are labeled "Strongly Agree, Agree, Disagree, Strongly Disagree." Statements are read aloud and students go to their respective corner. This is then followed by open discussion

4- Turn and Talk—This simple discussion tactic is used to great effect in lectures and keynotes. The teacher asks a thought-provoking question about the topic. Students "turn" to the person beside them and discuss the answers with each other.

5-News telling: What your students have done recently.

6-Story telling: Supported with pictures and drawings.

7-Picture talks: The picture shows something related to the lesson to talk about.

8-Oral Presentations: Supported with pictures or objects.

Reading skill :

1-Read-and-do' tasks .

2- Reading and retelling .

3-Read-and-do' tasks requiring a short-written answer.

4- Reading and picture-matching

5-Reading and completing charts – information transfer.

6-True or false.

7-Missing letters, words, sentences.

Writing skill

- 1-Mind Map—Mind Maps should be taught, so plan this ahead of time. It's a great self-assessment tool to use as students get older.
- 2-Writing in speech bubbles.
- 3-Writing in response to a picture.
- 4-Completing a story.
- 5-Re-forming a text.
- 6- KWL (Know, Want, Learn) Charts—KWL charts let students organize and analyze information from a lesson. They are also great critical thinking tools that get students interested in new topics. They ask these three questions: What do you know already? What do you want to know? What did you learn?
- 7-321 Charts—These charts ask students to record 3 things they learned, 2 things they found interesting, and 1 question they still have. Teacher can add variations to each of these as well.

Free Assessment Apps :

Use technology like : Canvas, survey tools, and classroom response systems "Classroom polling" will measure some of the data for you and provide graphs that you can then share with students. Here are some technology interactive apps:

1-<http://www.mentimeter.com/>



2- Vox Vote free and easy Mobile Voting tool for any speaker or teacher.
<http://www.voxvote.com/>



3-<http://www.conferences.io/>

4- <https://wordwall.net> Quizzes, match ups, word games, and much more.

5- <https://www.pixton.com/>

Use tools like Pixton or Make Beliefs to illustrate a concept. Or again, go old school and draw freehand.



6-<https://www.commonsense.org/education/website/abcya>

Tons of options to practice skills. Practice core subject skills with fun games at school or at home.

7-<https://www.commonsense.org/education/website/classdojo>

With thoughtful implementation, it can help teachers and parents support students' growth through goal-setting, feedback, and celebration.

8-Edpuzzle.com :Allows teachers and learners to create interactive videos including open questions ,multiple choices ,notes or comments on that videos. Teachers can follow up their students learning progress.

9-epic-unlimited-books-for-kids :Free, expansive digital library

10-Flipgrid : A simple way for students and teachers to create online discussion

11- <https://kahoot.com/>: *Kahoot!* is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device.

12-<https://nearpod.com/> interactive lessons, interactive videos, gamification, and activities

13-<https://ar.padlet.com/> :Padlet is **an online virtual “bulletin” board**, where students and teachers can collaborate.

14-My Class Talk application is an educational technology that offers communication, collaboration and coaching tools for K-12 school.

15-<https://www.classkick.com> :Classkick is a great whiteboard-type app that allows the teacher to monitor students' work in real time.

16-mimiomobile-school-app

You can push out a Mimio lesson page to up to 50 devices at once, and students can work on the lesson page on their device individually or in a small group sharing a device.

17-<https://www.socrative.com/>

Socrative is a quick and easy formative assessment tool.

18- <https://www.plickers.com> : Plickers is a rapid-response classroom-polling app that lets **teachers use one mobile device to scan paper cards for student responses**.

19-<https://www.educrations.com> : This simple, fun whiteboard app allows students to use the onscreen whiteboard and drawing tools along with the recording feature to demonstrate their understanding.

20-<https://es.liveworksheets.com>: Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into **interactive online exercises with self-correction**, which we call "interactive worksheets".

Resources and References : -

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- <https://www.peergrade.io/blog/difference-formative-and-summative-/assessment>
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- https://www.teachingenglish.org.uk/sites/teacheng/files/Assessing_young_learners_TEv10.pdf



Session 2/2

Building Tasks and Activities

Task No.	Objective	Training Method	Time
2/2/1	Determining Students' Needs	Table of Information	5 Minutes

Task Instructions :

1-In the table below are a series of objectives you want to achieve as a teacher that are relevant to the curriculum content .How are you going to align them with the students needs when designing your tasks and activities?

Objective	Lesson Content	Alignment
Identify Shapes	Shapes	
Classify words	Nouns and Pronouns	

2- Share your answer with the person on your write.

3-Share your answers with your group then with everyone.

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers.

What are Learner Needs?

The needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm (Noessel, 2003).

Students' needs fall into four different domains : cognitive, social, affective, and psychomotor. When facilitators establish a new learning Environment, it is important that they assess preparedness of students in all four domains . This entitles creating a quality learning environment for all involved in the learning process.

Cognitive domain	Everything that has to do with knowledge acquisition according to the six levels of Bloom's Taxonomy
Social	Everything that has to do with activities that build social skills
Affective	Everything that has to do with activities that target emotions and feelings.(Build confidence and self worth ..etc)
Psychomotor	Everything that has to do with activities that have to do with movement

Determining Students' Needs



Respect Without Prejudgin

Choosing and Designing Assessment Tasks

At the heart of designing or choosing assessment tasks for our unit is remembering that in addition to promoting student learning, their purpose is to provide opportunities for students to demonstrate how well they have achieved, or are progressing towards achieving the intended learning outcomes of the unit.

Decisions about the sort of task to use, and the criteria to use to measure student achievement are interrelated. Therefore, you may find that defining criteria to measure ILOs comes first, and task design comes second, vice versa, or that the process is a cyclical one with each influencing and leading to modifications of the other.

When choosing the best assessment task(s) for your unit, evaluate their suitability against the following criteria (as outlined by Boud, 1998). These same criteria should be used to guide design or modification decisions.

-
1. The task is **authentic** and set in a **realistic context** (i.e., oriented towards the world external to the course itself)
-
2. They are **worthwhile** learning activities in their own right. (i.e., each separate act of assessment can be credibly regarded as a worthwhile contribution to learning)
-
3. The assessments permit a **holistic** rather than a fragmented approach
-
4. The tasks are not repetitive for either student or assessor - they should work as a **productive use of time** for all those involved. (There are some limited situations in which practice, which might appear to be repetitive, can be justified.)
-
5. The assessment **prompts student self-assessment**. (i.e., the range of assessment tasks leaves students better equipped to engage in their own self-assessment now and in the future. They shift the emphasis from students looking to teaching staff for judgements to looking to themselves and the nature of the task.)
-
6. The tasks are sufficiently **flexible** for students to tailor them to their own needs and interests
-
7. The assessment is not likely to be **interpreted** by students in a way fundamentally different to that of the designer
-
8. The task does not make **assumptions** about the subject matter or the learner which are **differentially perceived** by different groups of students, and which are irrelevant to the task (e.g., use of unnecessarily gender-specific examples, assumptions about characteristics, references relevant to upbringing in a particular country or state).

Identifying students' needs

School staff need to work together to identify the health and physical education learning needs that affect all or many of the students at their school. The critical-action approach could be used for this purpose.

When class teachers know about their students, they can provide them with appropriate learning programmes. Teachers should develop an understanding of the physical, mental and emotional, and social developmental needs of their students. They should recognise needs that arise from each student's culture, gender, and abilities or disabilities, and they should also be aware of new challenges that students will soon meet, such as the onset of puberty, changing schools, or their first school camp. These contexts, and other specific needs of students that may influence their well-being, are outlined on pages 50–51 of *Health and Physical Education in the New Zealand Curriculum (1999)*. It is important that teachers take their students' specific needs into account when they plan ways to help students develop a belief in their own capabilities. When students have this belief, it enables them to take reasonable risks and to act with optimism and self-confidence, building their sense of self-worth. Teachers can identify those needs of their students that relate to their well-being, and recommend learning goals that are appropriate to their students, in a range of ways. For example, they can do so by:

- observing the students' behaviour;
- assessing the students, formally or informally, to determine their current knowledge, skills, and attitudes, and then noting the needs revealed by the assessment information;
- discussing issues with the students and asking them questions;
- discussing the students' needs with their parents or caregivers;
- talking to the students' previous teachers and reading the information they have provided about the students' learning achievements;
- considering the content of the key areas of learning and the achievement objectives at the levels that students appear to be working within;

- using diagnostic tools to confirm that these levels are appropriate for the students;
- reviewing their own teaching practice and reflecting on the effectiveness of their programmes (including their teaching and learning approaches);
- referring to the school's mission statement and strategic plan;
- referring to the latest review of their school by the Education Review Office;
- keeping in touch about local community issues and wider issues that affect people's well-being (for example, about the lack of a suitable place for local skateboarders to practise or the use of drugs among local young people);
- talking to colleagues, attending conferences, and reading research to keep in touch with nationally identified issues relating to health education, physical education, and home economics.

Sound planning should enable all students to learn in all the key areas of learning, to meet relevant achievement objectives, and to develop essential skills. However, plans also need to be flexible so that teachers can capture student enthusiasm and capitalise on unplanned events and teachable moments.

[Identifying students' needs / School-wide programme / Philosophy to practice / Action for well-being / Key collections / Home - Health & PE \(tki.org.nz\)](#)

What are Learner Needs?

The needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm (Noessel, 2003).

The teacher must identify potential learning needs in four different domains: cognitive, social, affective, and psychomotor. When facilitators establish a new learning environment, it is important that they assess preparedness of participants in all four domains.

Why Identify Learner Needs ?

Each learner is unique, and brings to the learning situation his or her own different learning style, knowledge set, pool of past experiences, and motivation. In learner-centered instruction, it is important for instructors to consider the level of knowledge and skill development attained by the learners prior to instruction (Dick, Carey, & Carey ,2004)

The best way to get this information is by asking the learners themselves. To determine the readiness of participants for learning, the instructor/facilitator should decide, prior to the first class , how to collect and use data on learner needs. The process of collecting and playing back these data can raise the level of participant excitement about the learning experience .The instructor can use this knowledge throughout the rest of the educational process to customize instructional strategies to enable learners to reach shared educational objectives (Facilitation Methodology).

Develop group vision—Instructors can probe learner needs by having students individually list their positive and negative experiences in prior courses. Teams of students then refine these lists, synthesizing similar items. The facilitator generates a list of the team results on the board and responds to the list by indicating what from the positive list he or she can accept as suggestions and what from the negative list he or she will avoid. This provides a good opportunity to point out how the course syllabus speaks to these needs.Survey—It can be useful to construct a survey to explore students' learning preferences such as learning style, their prior experience, and their motivation to learn the subject matter (Davis, 2001). It is useful to conduct surveys before or at the beginning of workshops in

which the learners might be at very different skill or experience levels .

Identify lessons learned—Students often enjoy reading and responding to tips collected from former students about what content was most challenging and what learning strategies were most effective. This can also be helpful in addressing social and affective domain issues that might otherwise impede learning (ProviteraMcGlynn, 2001) .

Publicly record and synthesize—This technique can be applied in situations in which groups or individuals share goals and expectations. As instructors or facilitators compile responses, they have an opportunity to rephrase and classify learner needs into broad categories. During this process the instructor/facilitator can help students reflect on what might be required for them to meet their stated goals.

Pre-assess—At any time during a course or workshop ,the instructor or facilitator may conduct a pre-assessment at the beginning of a new learning segment to determine whether the participants are ready cognitively, socially ,affectively, or physically. This assessment can be done in class or as homework, and can be completed individually or in teams.

Task No.	Objective	Training Method	Time
2/2/2	Types of Tasks and Activities	Plan an Activity	10 Minutes

Task Instructions:

1-Complete the table below for what you believe the best tasks are for each lesson

Lesson	Suggested Task
Words Associated with Family	
Phonics (F- G-H-I-J)	

2- Share your suggested tasks / activities with group.

3- Write the best ideas that each group came up with for activities /tasks.



Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Ask them to write their answers and post them on board / app.
- You can also use any app to register trainees answers.

8 STRATEGIES IN TEACHING THE ALPHABET

There are many ways to teach your child the alphabet. As mentioned, there is no fixed nor the 'perfect' method. However, here are some strategies adapted from the book "Phonics from A-Z":

1 TEACH LETTER NAMES THEN LETTER SOUNDS

Some recommend going straight to letter sounds. For a while, I thought they had a pretty strong argument- they do not want to confuse the child and children only need to know letter sounds to read. But, for myself, I prefer letter names first because:

- Teaching letter names along with letter sounds will not confuse them as long as they are introduced at a suitable pace for children
- It will help them understand that each letter stands for a sound
- Most of the letter names, with few exceptions, are related to the letter sounds (e.g. *The letter name of M is /em/ with the sound of /m/*)
- Saying out the letter name will help children with letter sounds (e.g. asking "*what is the sound of letter M?*" is a better prompt than "*what is the sound of this letter?*")

2 TEACH UPPERCASE THEN LOWERCASE

Those who recommend the lowercase first argue that they are commonly found in books and other printed texts. However, I prefer uppercase first because:

- they are easier to distinguish visually
- in early years, they will most likely encounter the uppercase letters first as this is what they are introduced in most preschools
- only half of the letters have very different shapes (e.g. Aa, Bb), while the rest are the same (e.g. Ss, Cc)

3 INTRODUCE SIMPLE SOUNDS THEN COMPLEX

Okay, so there are 26 letters and 44 sounds in the English language. This means that one letter can have more than 1 sound. So how do you teach your kids all of these?

Introduce simple sounds then complex sounds

- short vowels before long vowels (*e.g. teach the 'A' sound in 'cat' before 'cake'*)
- consonants (*e.g. b, k, l*) before blends (*e.g. st, cl*) and digraphs (*e.g. th, ch*)

4 USE MEMORY DEVICES SUCH AS PICTURES, KEYWORDS, RHYMES, ACTIONS

Memory devices are tools to help children to remember alphabets. Plus, it makes learning fun!

- **Using pictures and keywords will help your child to remember letter sounds**
e.g. A as in Ant, S as in Sun
- **Using actions to remember letter sounds**
e.g. making the action of biting an apple as you make the /a/ sound as in "apple"
- **Using rhymes as a guide for writing letters**
e.g. writing letter E:
Pull one line down for capital E
Then add some shelves, 1, 2, 3!

5 ADJUST PACE ACCORDING TO THE CHILD'S NEEDS

The beauty of teaching your own kids is that you can progress as fast as you can or work on certain areas before moving on. Don't rush it.

6 PROVIDE HANDS-ON AND MULTI-SENSORY ACTIVITIES

Hands-on multi-sensory activities can be any activity where they can use their senses to make learning more fun and lasting. It's all up to your creativity.

For example:

Taste: Learning about letter A? Grab some apples for a bite.

Touch: Make a sensory bin by dumping some magnetic letters and mix it with other stuff (such as water, sand, jelly, dry pasta or anything else you have). Here is an example.

Smell: Learning about letter L? Play a guessing game. Get some lemons and ask your kids to close their eyes to smell the mystery fruit

7 USE ALPHABET BOOKS

8 USE EXPLICIT INSTRUCTIONS IN YOUR LESSONS

Some studies have recommended reading lessons to be explicit. This will give your child clarity in every aspect of learning how to read, which includes the alphabet. This means that you have to choose your words and ensure that your lessons are clear, no matter how simple or obvious it may be.

Example: *This is letter A, it stands for the sound /a/ as in apple or ant*

WHY IS MY CHILD GETTING CONFUSED AND WRITING SOME LETTERS IN REVERSE?

Your child can and will get confused with recognizing the upper and lowercase letters. If your child is confused with the letters “b” and “d” or “p” and ‘q’, it does not mean that they are dyslexic or have any learning problem.

Okay, but why is it difficult for some children?

For the longest time, kids understood that objects remain the same no matter which way they are placed. For example, a cup is still a cup whether you place it upside down or turn it around any other way.

Recognizing letters takes *good visual processing* as they have to take in every detail such as the lines and directions of the letter shapes. Therefore, what they need is more exposure and practice.

Using the following guidelines will help your child distinguish letter shapes better:

- describe the shapes of letters explicitly while tracing (e.g. letter ‘B’- one line down, one curve above, and another curve below)
- help to see similarities and differences between letter shapes (e.g. letters ‘b’ and ‘d’)
- provide letter writing practice

- use a memory device as mentioned in strategy #4 to help your child write letters (check out: this [alphabet formation rhymes](#) or this [“b and d” poster](#))

- allow opportunities for independent writing by tracing and copying

EXAMPLE OF A LESSON:

To give you a clearer picture let me show you how you can teach you kids the alphabet.

1. Give a clear introduction of the letter, sound, and shape

1. Letter name: *“This is letter B”*
2. Letter-sound: *“It stands for the /b/ sound as in bbbb-bus, bbb-big.”*
Add a gesture to help your child remember the sound like the action of driving a bus when saying the /b/ sound.
3. Letter shape: *Trace the shape of letter B with your finger as you make the /b/ sound for every stroke*
4. *Describe its shape, “one line down, one curve above, and another curve below”*

2. Allow your child to recap by asking questions

What letter is this?

What sound does the letter M make?

Can you trace it with your finger just like me?

3. Introduce the lowercase

This is also the letter ‘F’. Big F, little f.

4. Conduct different hands-on and multi-sensory activities to reinforce the lesson

Children need many opportunities to enhance their memory of the letter names, shapes, and sounds. Below are a few examples of what you can do with them:



Letter shape: Making a collage of the letter S.

Source

Letter-sound: Show pictures and talk about words beginning with the letter S (Sand, sea, starfish, seashells, sunny)

Uppercase and lowercase: Alphabet matching games- Lay down a few lowercase letters on the floor. Flash out the uppercase and ask your child to jump on the lowercase letters on the floor. (E.g. Show them a picture of uppercase 'D' and they will have to find the lowercase 'd' on the floor and jump on it)

WHAT NEXT?

Okay, so now that I'm done with all the ABCs, should I start with blending those letters to make simple words?

Like /c/ /a/ /t/ for cat? mat? Cat on the mat?

Source : [8 Strategies for teaching children the alphabet/ Alphabet Knowledge \(ummiandkids.com\)](http://8 Strategies for teaching children the alphabet/ Alphabet Knowledge (ummiandkids.com))

Ideas to Teach Vocabulary on “ Family”

1. Climbing the Family Tree

Introducing the vocabulary to talk about family is the most important. When teaching about family, it is easiest to teach it with a family tree. You will need a large family tree, illustrating mother, father, sisters, brothers, grandparents, children, grandchildren, aunts, uncles and cousins. Each branch should have a picture and the title of the person clearly written. You will need to go over the family tree slowly and clearly, reviewing as you go along to make sure the students are picking up the pronunciation and meaning of the words.

2-Cu to the Chase

To reinforce the family vocabulary, start with a review of the family tree. After that, introduce a cut and paste activity. You will need to make a worksheet that is a smaller version of the family tree you presented in the last activity with the pictures in it, but leave the titles blank. Put all the titles on a separate page. Have the students cut out the titles and place them in the correct positions. Have students volunteer to read the titles to review pronunciation of the family words.

3-What's in a Name?

This activity will help your students to learn the many different titles there are in English for various family members. For example, a grandmother can be called:

- Grandma
- Grandmother
- Nana
- Grammy

1. Your lists will vary depending on where you live. Start by explaining that there are many names that various family members go by in English. Make several columns: one each for mother, father, grandmother, grandfather and any other title you are going to include. Show students the alternate titles on cards, and have them guess in which column they should go, correcting them as necessary. Discuss as you go. Then take cards down, and have students place the cards in the correct columns on their own.
-

4-It's All in the Family

Your students will want to know the vocabulary to talk about their extended family as well. Titles such as stepmother and father-in-law are necessary for everyday conversation. Present this vocabulary with your family tree again. You can show them the relationships on the tree and label them as such. Afterwards, take off the titles and have students try to put them in the right spots. This could also be a great time **to review** the original family tree vocabulary.

5-How Can You Compare?

The topic of family can be a good time to introduce comparisons. Statements like, "My brother is older than me," or "My grandmother is shorter than my cousin," are good examples of this. Have various pictures of families available, and have students come up with similar statements. If necessary, teach the word "than" before starting this activity as well. For a more advanced class, you may want to have students come up with statements that may or may not be true of the pictures, and then the others will need to decide if it is true or false.

6-Go Fish

Another way to reinforce the titles of family members is to play Go Fish with family cards. You will need to make these cards. Make a blank grid about the size of playing cards. Take the titles and pictures from your original family tree (add the extended members if possible—if you think that is too advanced for your class, just take them out as necessary), and put one on each “card” on your grid. Now make two copies of this for each deck of cards you want to make. Do this on card stock and/or laminate them if possible to make them more like playing cards. The rules for Go Fish can easily be found by

7- Family Feud

Choose ten people (or a more appropriate number for you, depending on your class size) to participate. Divide them into two groups of five. Have them each name their team. You will need to have questions prepared where the answers are the vocabulary terms from the family tree, and a bell or some type of noisemakers for each team. For each question, one member from each team comes up to you. You ask the question, and the first one to ring their bell gets to answer. If that person is right, his team gets the point. If he is wrong, the opposing member gets a chance to answer it. The first team to get ten points wins. This game can become competitive and is fun for the students.

8-Last One Standing

Stand with the class in a circle. You will need a large ball to play this game. Begin by saying the title of a family member and throwing the ball to a student. As soon as he catches it, that student must say a different title of a family member, and then immediately throw the ball to another student. That student in turn must throw to another who gives yet another family member title. This continues until a student catches the ball and

cannot immediately think of a family member title, and that student is then “out.” He must leave the circle. This continues at a rapid pace until there is just one student left. That student is the winner. Students of all ages enjoy this fast-paced game.

9- Hot Seat

In this game, one student sits in a chair facing the board, and another sits in a chair directly behind him. The rest watch until it is their turn. You show the first student the picture and title of a family member, and that student must describe the family member to the second student without actually naming the title. If the first student accidentally names the title, he is out, and another student from the class sits there and describes. When the student with his back to the class guesses the title, he gets to face the board in the hot seat, and another student is chosen to be the one who guesses. This game is a lot of fun, and allows students to use their language skills from previous lessons when giving a description.

10-Family Reunion

This activity is for students who are able to ask simple questions of each other. The classroom should be set up like a party, with items labeled (such as pretzels) that have not yet been covered in class. Each student should be assigned a family member and wear that title on his back. The students will talk to each other, trying to figure out what name is on their back from the questions they ask one another. For example, “Do I have grandchildren?” If the answer is yes, they are either a grandmother or a grandfather. Once they have guessed their title, they can move it to their front so everyone knows that they know who they are. When everyone has guessed their family member, the students should **interact** at the reunion in character. This is a fun activity which can be a culmination to the topic of family.

[It's All Relative: 10 Ways to Teach about Family \(busyteacher.org\)](https://www.busyteacher.org/its-all-relative-10-ways-to-teach-about-family/)

Task No	Objective	Training Method	Time
2/2/3	Choosing Tasks and Activities	Think/Share/Write	10 Minutes

Task Instructions :

Choose the best possible task for a choice lesson for 3 Levels

Based on the table of information on the next slide. Share your answers

Lesson Topic	Choice A	Choice B
Spelling Words	Running Sentences	Rearrange Activity
Word Meanings	Matching with the Picture	Trace the Letter
Colours	Mix and Match	Find something
Body Parts	Draw and Write	Say and do
Hello / Good Bye	Say and do	Colour and Say
Instructions	Chant	Draw and Write
Yes/No Q.	Bingo	Picture Game

Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- You can also use any app to register trainees answers.

If the student has difficulty learning by listening, then try...

Before the lesson:

- Pre-teach difficult vocabulary and concepts
- State the objective, providing a reason for listening
- Teach the mental activities involved in listening — mental note-taking, questioning, reviewing
- Provide study guides/worksheets
- Provide script of film
- Provide lecture outlines

During the lesson:

- Provide visuals via the board or overhead
- Use flash cards
- Have the student close his eyes and try to visualize the information
- Have the student take notes and use colored markers to highlight
- Teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet)
- Give explanations in small, distinct steps
- Provide written as well as oral directions
- Have the student repeat directions
- When giving directions to the class, leave a pause between each step so student can carry out the process in his mind
- Shorten the listening time required
- Provide written and manipulative tasks
- Be concise with verbal information: "Jane, please sit." instead of "Jane, would you please sit down in your chair."

If the student has difficulty expressing himself verbally, then try...

- To accept an alternate form of information sharing, such as the following:
 - Written report
 - Artistic creation
 - Exhibit or showcase
 - Chart, graph, or table
 - Photo essay
 - Map
 - Review of films
 - Charade or pantomime
 - Demonstration
 - Taped report
- Ask questions requiring short answers
- Provide a prompt, such as beginning the sentence for the student or giving a picture cue
- Give the rules for class discussion (e.g., hand raising)
- Give points for oral contributions and preparing the student individually
- Teach the student to ask questions in class
- Specifically teach body and language expression
- Wait for students to respond — don't call on the first student to raise his hand
- First ask questions at the information level — giving facts and asking for facts back; then have the student break in gradually by speaking in smaller groups and then in larger groups

If the student has difficulty reading written material, then try...

- Find a text written at lower level
- Provide highlighted material
- Rewrite the student's text
- Tape the student's text

- Allow a peer or parent to read text aloud to student
- Shorten the amount of required reading
- Look for same content in another medium (movie, filmstrip, tape)
- Provide alternative methods for student to contribute to the group, such as role playing or dramatizing (oral reading should be optional)
- Allow extra time for reading
- Omit or shortening the reading required
- Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment
- Motivate the student, interesting him
- Provide questions before student reads a selection (include page and paragraph numbers)
- Put the main ideas of the text on index cards which can easily be organized in a file box and divided by chapters; pre-teaching vocabulary
- Type material for easier reading
- Use larger type
- Be more concrete-using pictures and manipulatives
- Reduce the amount of new ideas
- Provide experience before and after reading as a frame of reference for new concepts
- State the objective and relating it to previous experiences
- Help the student visualize what is read

If the student has difficulty writing legibly, then try...

- Use a format requiring little writing
 - Multiple-choice
 - Programmed material
 - True/false
 - Matching
- Use manipulatives such as letters from a Scrabble™ game or writing letters on small ceramic tiles

- Reduce or omit assignments requiring copying
- Encourage shared note-taking
- Allow the use of a tape recorder, a typewriter, or a computer
- Teach writing directly
 - Trace letters or writing in clay
 - Verbalize strokes on tape recorder
 - Use a marker to space between words
 - Tape the alphabet to student's desk
 - Provide a wallet-size alphabet card
 - Provide courses in graph analysis or calligraphy as a motivator
- Use graph paper to help space letters and numbers in math
- Use manuscript or lined ditto paper as a motivation technique (brainstorm the advantages of legibility with the class)

If the student has difficulty expressing himself in writing, then try...

- Accepting alternate forms of reports:
 - Oral reports
 - Tape-recorded report
 - Tape of an interview
 - Collage, cartoon, or other art
 - Maps
 - Diorama, 3-D materials, showcase exhibits
 - Photographic essay
 - Panel discussion
 - Mock debate
 - Review of films and presentation of an appropriate one to the class
- Have the student dictate work to someone else (an older student, aide, or friend) and then copy it himself
- Allow more time
- Shorten the written assignment (preparing an outline or summary)

- Provide a sample of what the finished paper should look like to help him organize the parts of the assignment
- Provide practice using:
 - Story starters
 - Open-ended stories
 - Oral responses (try some oral spelling tests)

If the student has difficulty spelling, then try...

- Dictate the work and then asking the student to repeat it (saying it in sequence may eliminate errors of omitted syllables)
- Avoid traditional spelling lists (determine lists from social needs and school area needs)
- Use mnemonic devices ("A is the first capital letter," "The capitol building has a dome")
- Teach short, easy words in context:
 - On and on
 - Right on!
 - On account of
- Have students make flashcards and highlight the difficult spots on the word
- Give a recognition level spelling test (asking the student to circle correct word from three or four choices)
- Teach words by spelling patterns (teach "cake," "bake," "take," etc. in one lesson)
- Use the Language Master for drill
- Avoid penalizing for spelling errors
- Hang words from the ceiling during study time or posting them on the board or wall as constant visual cues
- Provide a tactile/kinesthetic aid for spelling (sandpaper letters to trace or a box filled with salt or cereal to write in)

Why is it important to identify and meet individual learner needs when teaching?

Every teacher must believe and understand that all their learners ought to acquire equal hopes, education and future aspirations from their learning. On the other hand, the teacher must know that they will meet learners with different dynamics during their teaching career. The main difference is that some students will learn fast, and others will be slower. Again, they will teach learners that are challenged or disabled in some way. In the light of this, it is crucial that a teacher identify and meet the needs of every learner without discrimination. The following are 5 reasons why it is important to identify and meet individual learner needs when teaching.

1. Achieving Quality

In the classroom, there are children with behavioural, emotional, social or other challenges that may limit their learning abilities. Therefore, when the teacher identifies their weaknesses and applies measures to overcome them, their learners acquire education without any barriers. This ensures that the challenged learners do not feel left out or discriminated from the rest.

2. Developing Talents

The needs in the classroom are not always negative. Learners, especially young ones, are usually undergoing the process of understanding their skills. The teacher, however, is experienced enough to tell that a certain learner has a particular skill or talent. In this case, skills and talents become needs too because they require nurturing to develop. Therefore, once the teacher identifies them and provides the essential support to develop them, they help the learners to discover and grow them.

3. Creating Interest

Identifying and meeting individual learner needs boosts their morale and encourages them. In some cases, the learner does not gain much from mass instruction. As such, when the teacher provides individually prescribed instruction (IPI) it significantly helps many learners to understand and grasp educational concepts. This applies more to subjects such as mathematics and art. If a student feels supported by their tutor, they develop rather than lose interest in learning.

4. Planning Classroom Activities

Once the teacher is familiar with the personal needs of their learners, they can easily plan their day-to-day classroom activities, so they cater to all of them. For instance, the teacher will know how to plan the timetable for counselling, individual tutoring, group interactions and general supervision. In short, each activity targets the needs of specific students such that by the end of the day, every learner's needs are fully met.

5. Organizing the Classroom

The best way for a teacher to organize the classroom is by first identifying the characteristics of each learner. The learners that need more personalized instruction can sit closer to the teacher. If a student has visual difficulties, the teacher can sit him or her closer to the blackboard. They can also sit near a door or window where there is an abundance of light. In a nutshell, the needs of the learners should determine the availability of supplementary material, accessibility of equipment and supplies, as well as the seating arrangements.

Evidently, it is paramount that the teachers identify and meet individual learner needs when teaching. This is because it allows them to devote their energies beyond regular teaching into effective education that is supportive and considerate for each learner. In this way, the students are motivated, supported, empowered, and developed because optimum learning conditions are created.

By an iQualify UK staff writer

Task No.	Objective	Training Method	Time
2/2/4	Examples of Tasks and Activities	Post it Gallery Walk	10 Minutes

Task Instructions:

1-Can you provide further examples of tasks/activities for teaching EFL to young learners?

2- Write your answers on the a post and stick it on the board.



Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- You can have trainees stick the post its on the board.
- Have trainees walk around and see answers.
- Further discuss various answers.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is actually more important than what the teacher does. (Schuell, 1986, p.429)

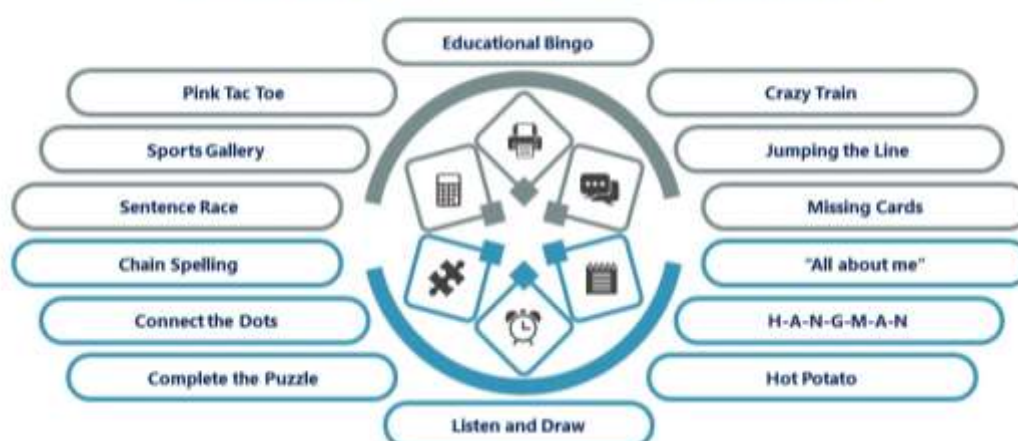
Every learning activity in your unit should be **intentional, meaningful and useful**.

In any learning outcome, each learning activity in your unit should be aligned to the Learners needs and lesson objectives, as well as to the more specific learning outcomes of each session or module that you teach. The **intent** of the activity is then clear to both you and your students.

It is equally important that each activity is **meaningful**, and ensures student development and advancement through the unit. Activities should build on previous activities and avoid being repetitive, they should enable students to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

Useful learning activities are ones where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose. For example, students are able to directly apply the skills or knowledge they acquired to an assessment task, or to the next activity in your unit.

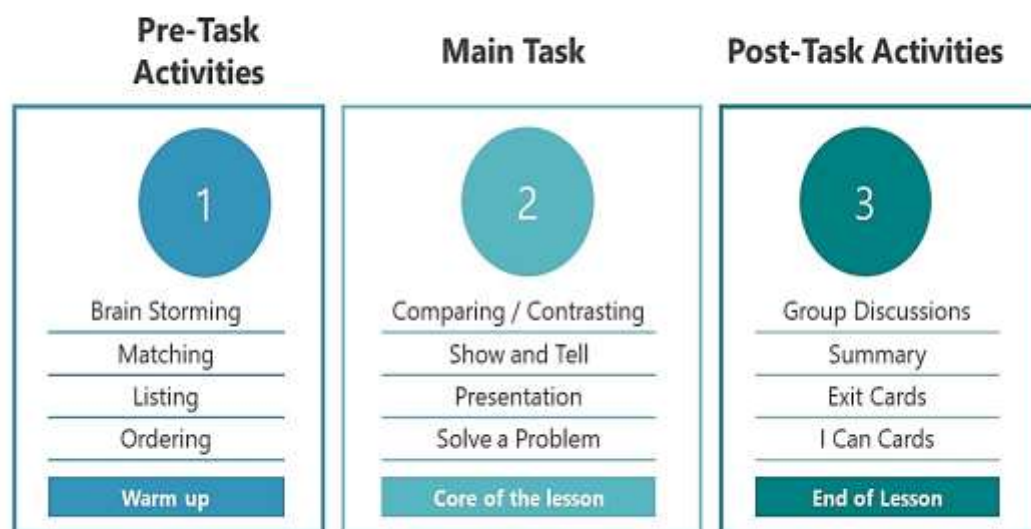
Samples of Tasks and Activities



Components of a Good Activity/Task



Types of Tasks and Activities (Timing)



[The Real World: Classroom Edition! 5 Task-based Language Teaching Activities to Simulate Key Situations | General Educator Blog \(fluentu.com\)](https://www.fluentu.com/blog/general-educator/5-task-based-language-teaching-activities-to-simulate-key-situations/)

Task No.	Objective	Training Method	Time
2/2/5	Effectiveness of Tasks/Activities	Think/Share/Write	10 Minutes

Task Instructions:

- 1-How do you measure the effectiveness of a task or activity?
- 2- Write your answers on the flip chart and explain it.
- 3- Discuss answers with the rest of trainees.

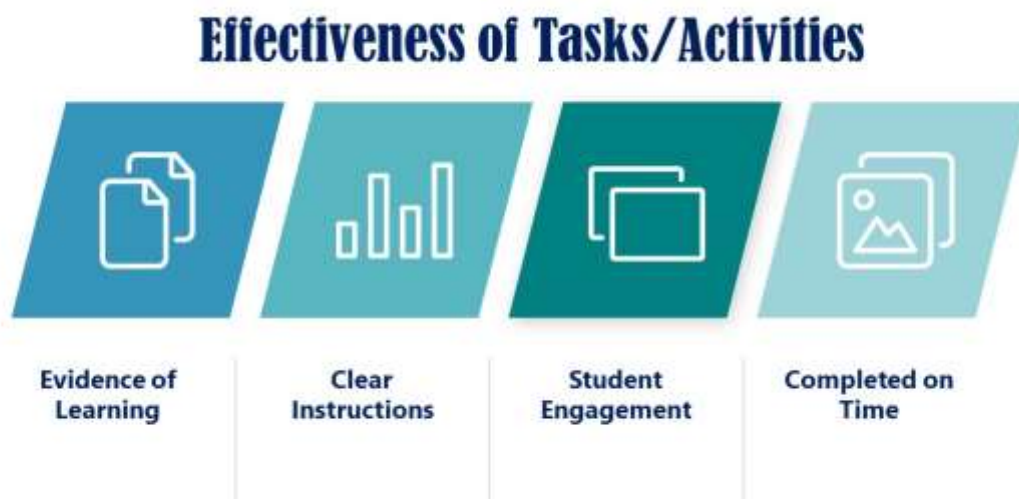
Instructions for Trainer :

- Have trainees discuss their answers with everyone.
- Have each group look at other groups answers.
- Discuss the various ideas further with all.

Effectiveness of Tasks/Activities

- directly relate to the learning intentions or particular learning outcome.
- are explicit about what learners are required to do.
- are time efficient and manageable.
- include clear and explicit assessment criteria.
- provide challenge for the full range of learners being assessed.
- are fair to all students including those with additional needs.
- are appropriate to where learners are in their learning.

<https://www.education.vic.gov.au/>



Task No.	Objective	Training Method	Time
2/2/6	Build a Task /Activity	Writing Task	10 Minutes

Task Instructions:

- 1-Choose any Lesson Topic .
- 2-Write or upload the best possible task or activity for that topic.
- 5- Write your answers on a sheet of paper with clear instructions and explain how you would implement it to different types / levels of students.
- 6- Discuss with rest of trainees

Instructions for Trainer :

- 1- Have trainees work in groups .
- 2- Ask each group to choose a lesson of their choice.
- 3- Have them build a task for 3 levels in the class : weak students , average and advanced.
- 4- Have groups exchange tasks .
- 5- Have each group critique tasks and give feedback.

References and Resources

<https://www.teaching-learning.utas.edu.au/assessment/choosing-and-designing-assessment-tasks>

[Examples of Learning Activities | Teaching & Learning | UTAS](#)

<https://www.professorjackrichards.com/methods-and-techniques-for-young-learners/>

<https://practicalpbla.weebly.com/skill-building-activities.html>

[Teaching for understanding: Schema-building and generative learning. | teacherhead](#)

[pub_B369-Young-Learners-Activity-Book_v10.pdf](#)
(teachingenglish.org.uk)

[*Face2face Pre-intermediate* by Chris Redstone & Gillie Cunningham](#)
(Cambridge University Press 2005)

[Total English Starter by Jonathan Bygrave \(Pearson Longman 2007\)](#)

[18 Fun Classroom Activities for Students \[Updated\] | Edsys](#)



Session 3/1

Practical Application

Task No.	Objective	Training Method	Time
3/1/1	Justify their opinion	Oral Discussion	5 min.

Task Instructions:

The trainer will show the sentence and ask the trainers about their opinions

The key to making your students' learning experiences worthwhile is to focus your planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that you want to develop in your students.

What do you think? Why?

The oral discussion will help the trainer review the trainees' background on the topic.

The trainer can share this list or any other information about the importance of a proper preparation which is built on essential skills.

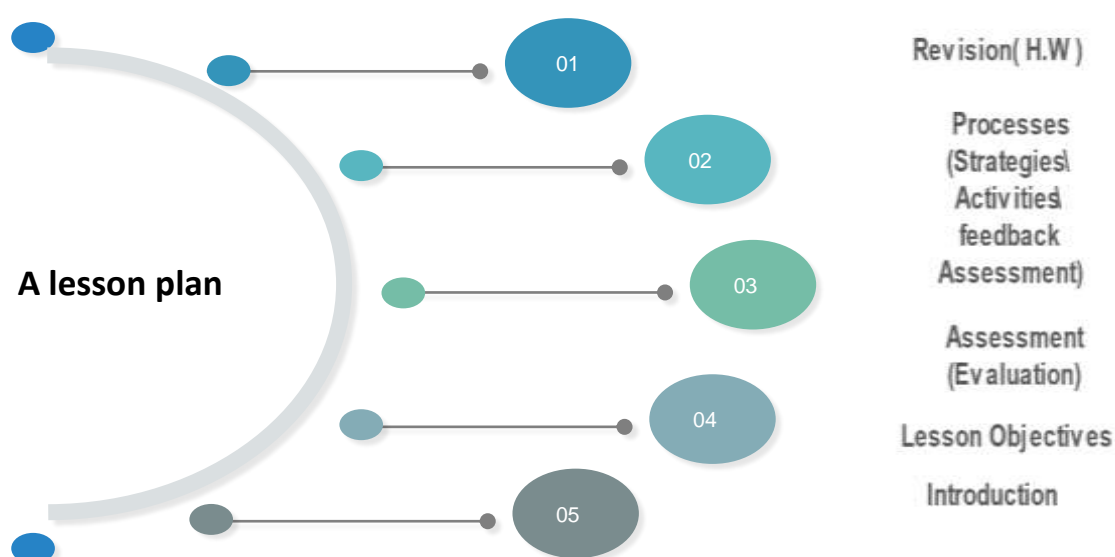
A list of essential teaching skills

- Planning and preparation: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.
- Lesson presentation: the skills involved in successfully engaging pupils in the learning experience, particularly in relation to the quality of instruction.
- Lesson management: the skills involved in managing and organising the learning activities taking place during the lesson to maintain pupils' attention, interest and involvement.
- Assessing pupils' progress: the skills involved in assessing pupils' progress, covering both formative (i.e. intended to aid pupils' further development) and summative (i.e. providing a record of attainment) purposes of assessment.
- Reflection and evaluation: the skills involved in evaluating one's own current teaching practice in order to improve future practice.

Task No.	Objective	Training Method	Time
3/1/2	Analyze the information	Graphic Organizer	5 min.

Task Instructions:

Use the following organizer to analyse a lesson plan according to your own experience



A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.

1\ Lesson objectives

Establishing learning goals.

Write the objectives on the board or display on screen. Use student friendly language. Make assessment and performance requirements clear (At the end of this lesson, students will be able to)

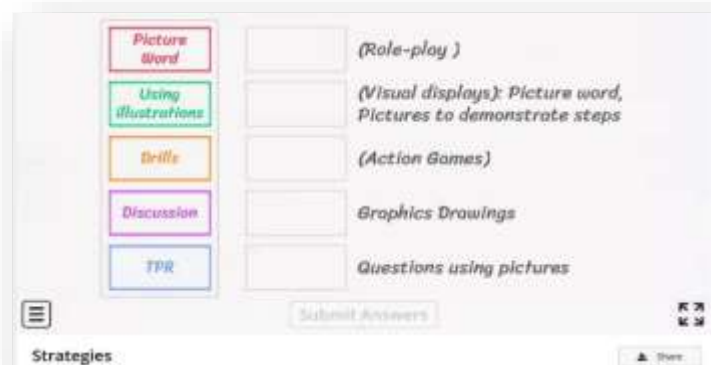
2\ Introduction

This introductory part exhibits previously learned material, introduces the lesson content and helps to prepare and make students ready for the new lesson. Teachers can use situations, pictures, a video, examples, questions or games.

Task No.	Objective	Training Method	Time
3/1/3	Illustrate lesson strategies	Diagram	3 min

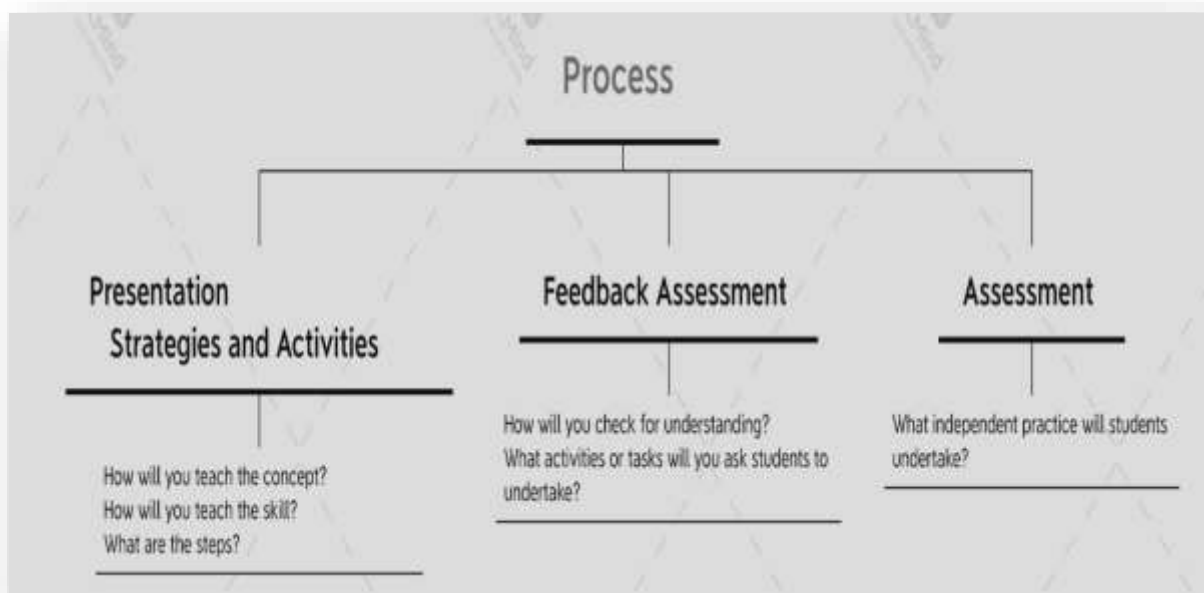
Task Instructions:

Ask the trainees to complete the diagram using mentimeter app and apply suitable activities for the shown strategies.



Strategies

1. Discussion : (using pictures)
2. Drills : (Action Games)
3. TPR : (Role-play)
4. Picture word : (Visual displays): Picture word, Pictures to demonstrate steps
5. Using illustrations: Graphics Drawings



Activities

According to Cameron (2001), there are three stages in language learning for young learners. Those stages are preparation, core activity, and follow up. In preparation stage, the teacher starts the class by activating the vocabulary of the learners. This may be achieved using a variety of approaches, depending on the teachers or class size. In activating vocabulary, teachers may use a human body image to evoke vocabulary. In core activity, teachers teach the class using appropriate chants depending on the topic. The last, follow up can be done by checking the students' vocabulary after memorizing the words through many activities such as songs (Antika, 2021).

- Clear instructions should be considered.
- Carefully structured activities.
- A combination of individual work & pair work.

According to Harmer (2012), if we consider children between the ages of five and seven, we can say that in general, they....

- are enthusiastic about learning (if it happens in the right way);
- learn best through play and other enjoyable activities
- use everything in the physical world (what they see, do, hear and touch, etc.) for learning and understanding things.
- like to do well and enjoy being PRAISED,
- will talk (and participate) a lot if they are engaged: they can tell you what they are doing
and what they have done,
- are very good at imitating people, so they pick up the teacher's INTONATION , etc.
- can't decide what to learn by themselves (or how to do it).

Strategies for teaching vocabulary for Young Learners:

Suitable strategies for the lesson should be demonstrated to engage the students of this level in the learning process. Familiar vocabulary and visual aids can encourage learners to better perceive and retain the new items. Choose the activity according to your students' needs and as time allows.

1 / Word grouping:

Word grouping allows students to create word bonding to prior vocabulary which leads to long-term memorizing of the items. At this stage, teachers' role is to facilitate consolidation, side lining vocabulary expectancy. To this respect, vocabulary should be introduced following certain patterns:

- Lexical sets, e.g. shops, fruit, clothes, house, etc. For example:
- Rhyming sets, e.g. bat, rat, hat, man, etc.
- Colour sets, e.g. things that are green: frog, pea, apple, leaf, etc.
- Grammatical sets, e.g. adjectives, verbs, nouns, prepositions, etc.
- Opposites or male and female, e.g. hot/cold, boy/girl (Vasiliki, 2019).

2 /Total physical response or TPR.

TPR was created by American psychologist Dr. James Asher. The idea of TPR is to create a neural link between speech and action. TPR method can be so efficient to teaching oral proficiency at beginning level for it activates comprehension as a means of speaking and uses action-based drills in the imperative form (Swaty, 2019).

- Children find support from the physical representation of their facilitator or their peers when Physical Response is used in teaching English vocabulary. It may also allow students to learn faster and easier in a zero stress and free- zone environment (J, Hounhanou, 2020).

The objectives of TPR method are:

- 1) Teaching oral proficiency at beginning level.
- 2) Using comprehension as a means of speaking.
- 3) Using action-based drills in the imperative form (Swaty, 2019).

Total physical response has a lot of benefits, particularly for the instructors who are teaching beginners and young learners (Oybekovna, 2021).

Such as: - The pairing of a movement with language is associated with effective learning. There is a basic method of teaching through total physical response in the classroom:

1. The teacher performs an action, both demonstrating and saying it. For instance, I am brushing my teeth.
2. Instructor call on the pupils to repeat the action.
3. Repeat once more.
4. Write the verb/phrase on the board.
5. Repeat with other verbs and return to them regularly during the class to check retention (Oybekovna, 2021).

Several activities used for summative assessment:

- A scrambled list of pictures to put in order as directed by the teacher or CD.
- A list of pictures to match with names, titles etc.
- A checklist of the key points to watch for so that they can check them off as they find them while listening.
- The use of colored pens to color the main words.
- Reciting or singing (chant) the information.
- Creating mnemonic devices (sounds, pictures ..)
- A list of pictures for students to agree or disagree with (1 for yes & 2 for No).

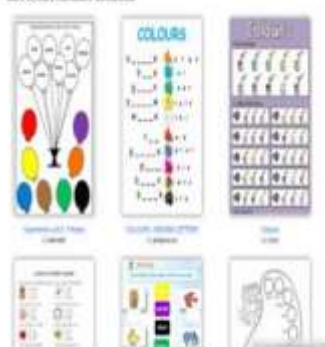
Lesson Application

Activities

Matching, Ordering, Circle, Underlining, Ticking, Word recognition

Create your activities using
apps or on - line programmes

Max Colours interactive worksheets



<https://www.teachingenglish.org.uk/resources/primary>

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Colours/Listen_and_choose_the_colour_hq260573_sx](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Colours/Listen_and_choose_the_colour_hq260573_sx)



Practical Application:

Revision

The students should say, "Hello! How are you?" to the teacher when they enter the classroom.

Chant a We Can!

chant of your choice that the students have previously learned.

Do the How Old Are You? activity from We Can 1, Student Book, page 7.



Introduction:

On-line :

Show two pictures of a known foods

(burger , fries , chocolate ..

and number them so it is easier for the class to choose.

Which one you like ? 1 or 2



Face to face :

Use the same activity or bring two types of food (dates , cookies , sandwich , milk try to choose a healthy snack

At this point the teacher can make use of the topic and introduces the moral objective (the importance of a healthy diet\ balanced meals: by choice and quantity....etc. The teacher can also use a verse from the holy Quran.

Objectives:

1\ Talk about food

2\ Express likes and dislikes

1 Listen and say. (CD1 14 Audio script page 56)

Have the students look at the picture on page 10.

Say, "Look at Safroota and Safroot."

Point to the food in the picture and ask, "What's this?" See if the students can tell you the names of any of the food items. Play the CD track and have the students listen. See if they could hear what foods Safroot and Safroota were talking about. If they couldn't, tell them Safroot and Safroota were talking about macaroni and pizza. See if the students can find the pizza and the macaroni in the picture. Point to Safroota and say, "Do you like pizza?"

Point to Safroot and in a happy voice with a happy expression on your face, say, "Yes, I like pizza." while making a thumbs up gesture and rub your stomach.

Point to Safroot and say, "Do you like macaroni?" Point to Safroota and say while shaking your head with a disgusted look on your face, "No, I don't like macaroni." while making a thumbs down gesture and wrinkle your nose and frown.

Listen to the CD again

and say the sentences along with the CD.



2 Practice the talks in pairs.

Have the students stand up and find a partner. They must decide who is Safroot and who is Safroota. Have them practice the talks. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.



3 Act out the talks in pairs.

Bring each pair to the front of the class and have them act out the talks in front of the class. Applaud each group for a job well done. (Teachers 'book).



Fun Time!

Revision :

The teacher can use Kahoot app.

Using pictures and the question :do you like?

And the question “Do you like pizza?” and Do you like macaroni?”

Or she can ask two students to ask each other and direct them using flash cards.

Objectives

Students will be able to express likes / dislikes.



4 Listen. Shout “I like!” CD1 15 Audio script page 56 or “I don’t like!”

- Have the students look at the pictures of the food on Student Book page 11.
- See if the students can say the names of any of the foods.
- (They should be able to at least tell you “pizza” and "macaroni".)
- Play the CD track. After the teacher on the CD says, “I like (food item).”, the students should shout, "I like (food item)!" if they like the food or "I don't like (food item)!" if they don't like the food.
- Have the students take out a piece of scrap paper and draw a smiley face on one piece and a frowny face on another.

- This time when they listen to the CD track, they have to say "I like (food item)!" or "I don't like (food item)!" and hold up their smiley or frowny face.
- Try this one more time with the CD, except this time, pause the CD after each "I like (food)." sentence is said.
- All of the students holding up the smiley face
- should stand up and say, "I like (food)."



Then, they should sit down and all of the students holding up the frowny face should say, "I don't like (food)." (Teacher's book).

Extra Activities:

Activity 1\ Pictionary:

- Give one of your students the marker and a word from the lesson.
- The student will draw a picture and the rest will try to figure out what she is portraying by asking her: do you like / and she can response with I do not like.... or I like divide your students into groups.
- You can ask one student to come Infront of the class (group work) or you pair two students and direct them as they switch the role one draws and the other asks and guess the answer vice versa.

This activity will activate:

- a. pair work as students works together (group or pair).
- b. speaking using the question (do you like?)
- c. visualization and creative thinking because they draw and guess the words.
- d. it reinforces students' knowledge of topics and vocabulary.

This activity is fun, exciting, and engaging.

Follow up suggestion

They can draw a couple of pictures of the food they like in to display on the board or in their papers. Then you say one type and ask them to colour. They can colour only the food you say. And if they colour another food; they need to say the name and then you direct them again and ask them to colour the one you say only.

To save time; this activity can also be done with a readymade drawings and students only cooler the words uttered by the teacher.

- The same activity can be applied using apps and creating or rearranging a puzzle to have a complete picture of food and then asking the class the same question. It can also be applied using Kahoot and asking students to replay with I like \do not like (the picture shown).



Activity 1

Activity 2\ The bag of goodies:

Aim:

- To introduce new vocabulary
- To practise expressions: 'I like
- To encourage individual speaking time

Materials:

A bag or cardboard box

A selection of small toys or any objects e.g. (plastic fruits).

Toy flashcards (optional)

- Bring into class a big bag or box that you can fit about five objects into. You could use a teddy, a ball, a toy car, a doll and a puppet. Use mime and actions to help express the words cuddle, bounce and play (for the car and puppet). Make a big show of putting your hand into the bag and feeling around for a toy. Once you have a toy in your hand ask 'Do you have a pet?' without showing them the toy. The idea is they try and guess if it is a pet or not? '?' Start by miming the sound if it is a toy or a pet ...etc.
- As you pull the toy out of the bag and say 'Yes, I do if you are holding a pet or 'No I don't' if you pull out a toy or an object.
- Give the bag to one of the students or ask one of them to come in front of the class to pick a toy herself. This way you can lead the questions e.g. 'Do you have a pet?' and they only have to answer yes or no.

Activity 3\ Vocabulary box

A small box, such as a shoe box, is a very useful tool in the classroom - it can become a vocabulary box. You also need some small blank cards or pieces of paper.

Procedure

At the end of each vocabulary lesson - for example 'Food' - either you or the students should write words from the lesson on different cards. So, you may end up with ten words on ten cards (bedroom, kitchen, roof, window, etc) and these cards are then placed in the vocabulary box.

This vocabulary box can then be used at any time to review the vocabulary studied over the weeks.

You could simply pick words from the box at random and ask for the word do you like? or guess the word \ draw and guess \ match \ choose \ say ...etc.

This can be done as a simple team game.

Or you may try something more active. For example, when you've had this vocabulary box for a month or two and there are quite a lot of cards in there, you might divide them into groups and put one word on one wall and ask students to place the rest of the vocabulary using tape or a clip-on or simply on the desk in front of the class. You give them time and ask them to move quickly.

You can direct your students by setting the time like: 'You have three minutes.' Or, you might say 'Each corner of the room is a different lexical set - that one's food, that one's toys, and that one is..... Put the cards in the right corner, you have one minute to do this...Go!' Then they're all running around trying to get their words in the right corner. This could also be done in teams, giving each team a handful of words to sort.

This box just becomes so flexible in how you can use it. It could be at the end of the lesson. Vocabulary boxes are fantastic, and they take so little time but provide so many activities.

(<https://www.teachingenglish.org.uk/resources/primary>)

Activity 4. Find Someone Who:

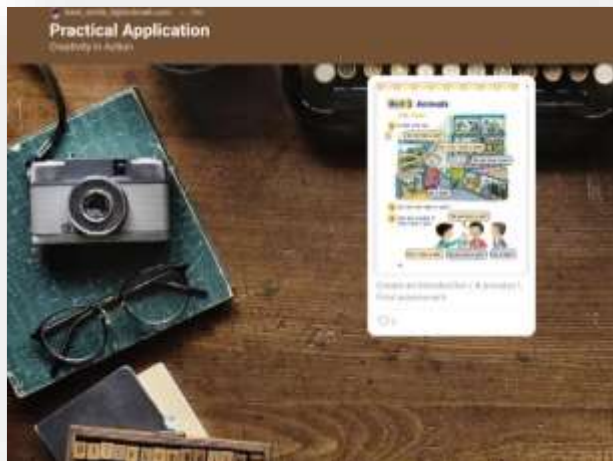
Activating questioning and vocabulary knowledge; a student go around the class to find some one who likes the pet he \she has in the picture giving by the teacher and asking their friends 'Do you like.....?'
OR the question Do you like pizza? for the lesson(Food).



Task No.	Objective	Training Method	Time
3/2/1	Prepare a lesson\ Create activities	padlet	10 min

Task Instructions:

Use the padlet link and create activities for the following lesson / introduction, process, formative assessment, and summative assessment.



Suggested Process:

Unit 3 : Animals

Objectives:

At the end of the lesson, students will be able to...

- to talk about animals.
- to ask and answer yes / no questions.

Revision

- The students should say, "Hello! How are you?" to the teacher when they enter the classroom.
- Chant a We Can! chant of your choice that the students have previously learned. Chant the Cookie Jar Chant from Student Book page 12.

1 Listen and say. (CD1 23 Audio script page 57)

If you have a pet and feel comfortable doing so, bring in a picture of your pet to show the students. Tell them, “I have a _____. His/Her name is _____.”

Have the students look at the picture on page 18. Say, “Look at Safroota and Safroot.” Point to the animals in the picture and ask, “What’s this?” See if the students can tell you the names of any of the animals. Play the CD track and have the students listen. See if they could hear what pet Safroot has.

If they couldn’t, tell them Safroot has a turtle and have everyone point to the turtle in the pet shop. Listen to the CD again and say the sentences along with the CD.

2 Act out the talks in pairs.

Have the students stand up and find a partner. They must decide who is Safroot and who is Safroota. Have them practice the talks once with the CD, and then ask them to do it again without the CD. Circulate around the room to make sure all of the students are speaking English. Then, have them switch parts and practice again.

A suggested game:

Using role play you can give one student a card with a pet’s picture and the sign x or o so they would answer yes and no according to the card they have received. Have students practice the talks once with the CD, and then ask them to do it again without the CD using these cards. Then, have them switch parts and practice again.

3 Ask two people if they have a pet.

Give all of the students a piece of scrap paper. Tell them to draw a picture of their pet or write the word “NO” on the paper if they don’t have a pet. (Write the word “NO” on the board for their reference.)

Set a timer for five minutes or watch the clock and occasionally play the talk on the CD track. Have two students come to the front of the room with their pieces of scrap paper.

Make sure one student has drawn a picture of a pet and one student has drawn the word, "NO". Ask them, "Do you have a pet?" One student will answer, "Yes, I have a _____." and the other student will answer, "No, I don't."

Tell everyone to stand up and hold their piece of paper. Then, ask two students, "Do you have a pet?" After they ask two students, they should sit down.

Assessment : Word review

Split the class into two teams. Sit a child (#1) from each team with their backs to the board. Write a word up on the board (any pet) and the teams have to describe or mime the word to #1. Use words you have already used with the children in previous classes.

(<https://www.teachingenglish.org.uk/resources/primary>)

Additional

- ✓ Repetition, interesting characters, and interesting plots can develop children's listening, imagination, and predicting abilities. Stories can provide natural repetition. When students read stories, they tend to pay attention to keywords. This makes young students eager to understand the plot of the story contained in the story and increases their motivation to read. (Ma'mun, 2021)
- ✓ Well-chosen song, game, and story can be considered as efficient and motivating approaches for young learners as they give students a break and at the same time allow students to practice language skills (Ma'mun, 2021). Songs or chants can be used as an alternative technique in teaching English since they provide the opportunity for vocabulary practice as learners use simple words and sentence structure in these chants (Antika, 2021).

Teaching English Vocabulary According to Wallace (1982: 27), basically, there are six principles in teaching vocabulary, they are:

- 1) Aims : In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decide the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of words they are.
- 2) Quantity : Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by the learners. If there are too many words, they may be confused, discouraged, and frustrated.
- 3) Need : In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.
- 4) Frequent Exposure and Repetitions : In teaching vocabulary of a foreign language, teachers not only can teach new words once, but they also have to repeat them to make sure the students have already remembered and understood them.
- 5) Meaningful Presentation: The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.
- 6) Situation Presentation: The choice of words can be various according to the situation in which someone is speaking and according to how well someone knows the person whom being talked to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.

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THANK
YOU