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# **THE FRAMEWORK OF ENGLISH LANGUAGE SYLLABUS FOR VERY YOUNG LEARNERS**



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Ky urdhër hyn në fuqi menjëherë.

**MINISTRI**

**Besa SHAHINI**



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# INTRODUCTION

The Ministry of Education, Sports and Youth has decided to extend learning foreign languages at an early age, starting with pre-primary education age group.

The early years play a decisive role in children's life as they begin to get to know the world around them and develop along the way. These years are crucial and lay a strong and solid foundation for children to become lifelong learners. The experiences that children have early in their lives influence their physical, cognitive, emotional and social development.

It is the right of every child to be provided with opportunities and to get quality and equal education paying special attention to children from vulnerable groups and with special needs. Children are born with an incredible capacity and desire to learn. It is important that children are provided with rich experiences through play and activities that develop critical thinking and problem-solving skills as well as their social and friendly skills helping them understand and know more about themselves, family and friends.

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Language is the primary basis of all communication and the primary instrument of thought. Through speaking, listening, reading and writing, ideas and information are expressed and communicated, aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored. Language has a great influence in the learning process and all aspects of language are interdependent. Children learn language, but they also learn through language. Language helps the child to clarify and interpret experiences, to acquire new concepts, and to add depth to concepts already grasped. The ideal language-learning window is during the first years of life, which is the most rapid period of brain development. Hence, it is important that children are given the possibilities to acquire the English language in their early stages of development. Language learning builds on positive attitudes and behavior, affective engagement, interaction and creative self-expression. Research shows many academic advantages of being bilingual at an early age, including superior problem solving and multitasking skills, as well as increased cognitive flexibility.



Children learn by making sense of their environment, by being physically and mentally involved in what they are learning and when they can see concrete and real outcomes. Preschool and very primary school children have not reached a stage of cognitive development where they are able to think in the abstract and analyze the grammar of language. Young learners can seem to learn effortlessly as they become immersed in what they are doing and when they are interested in topics and activities. The topics in this syllabus are all ones that will be relevant to the children's world and about which they will have plenty to say.

Oral language is a crucial factor in the development of the child's cognitive abilities and it facilitates the acquisition of social and communicative skills. It is, above all, the principal integrating element in the English Language Syllabus. Activities such as comprehension, responding to text and the simple approach to writing are grounded in a process of talk and discussion.

The approach to the teaching and learning of reading is based on the child's general language development and on the development of phonemic and phonological awareness. Having developed an awareness of the sounds in words through a rich oral language experience, the child then begins to acquire an understanding of sound-letter relationships. From the earliest years, children should experience a print-rich environment in which they have ready access to books. By creating such an atmosphere, in which books are valued, children are taught to appreciate the usefulness and the pleasures of reading.



# THE ENGLISH LANGUAGE SYLLABUS (ELS)

The English Language Syllabus for young learners has been based on National Curriculum Framework, Common European Framework of Reference for Languages: teaching, learning and assessment (CEFR) and CEFR- companion volume.

The CEFR's **action-oriented approach** represents a shift away from syllabuses based on a linear progression through language structures, or a pre-determined set of notions and functions, towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions.

The English Language Syllabus focuses on the development of the key and language competences. It explains in details what language competences are, the learning outcomes for each competence and language skills. ELS also gives a brief overview of the language learning strategies that children might use at this stage.

Teachers will also find in this syllabus a wide range of topics, functions and activities which they can use while teaching English to very young learners.

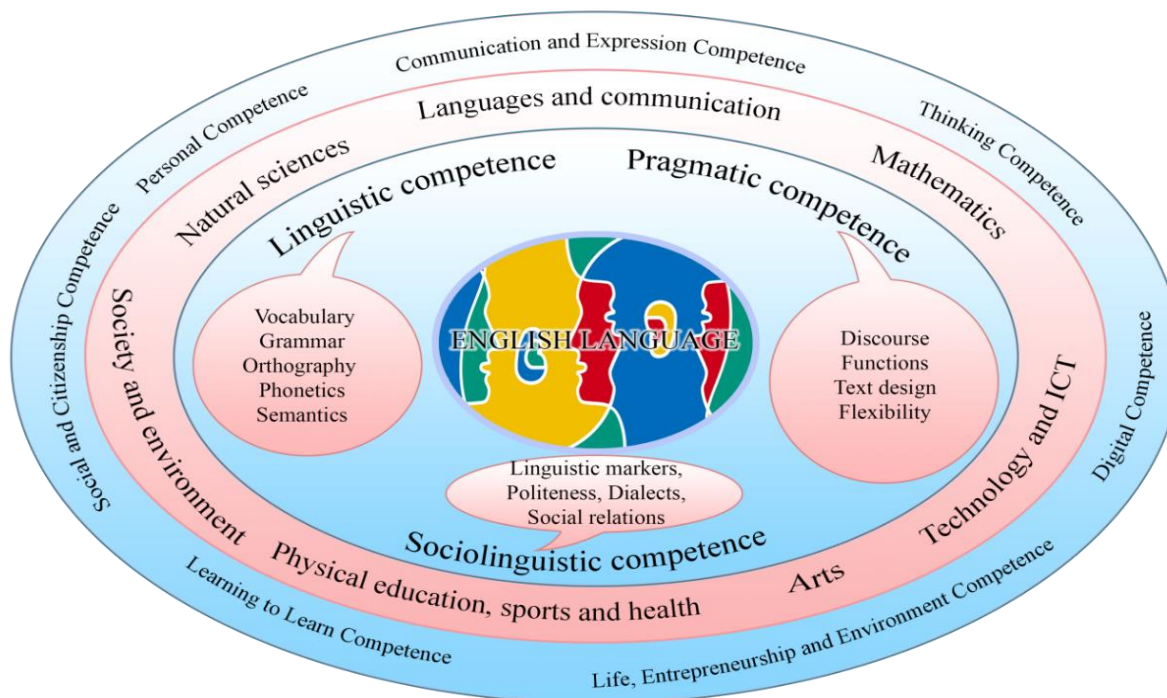
Methodology, pedagogy guidelines and principles will provide teachers with contemporary methods, approaches and strategies in teaching, learning and assessment.

This syllabus offers teachers the right pedagogy and pedagogical processes they should use in order to teach the skills of the 21<sup>st</sup> century and make learning English a joyful experience for children by providing them with opportunities to explore, understand and experiment.

The last chapter of this syllabus provides some guidelines on assessment as an important part of teaching and learning which will support teachers to further plan and children to grow and appreciate learning English language and culture.

The following diagram shows how the English Language Syllabus is an integral part of the national curricula framework, which aims at a student-centred teaching approach.





The English Language Syllabus bases on the age group interests and characteristics and helps in the intellectual and socio-cultural development of the children making them independent and capable of lifelong learning.

CEFR enriched with companion volume provides the Global Scale which defines the language levels from Pre-A1 Level up to C2 Level. The CEFR companion volume has introduced descriptors for all communicative language competences, skills and strategies, specifying the Pre-A1 level.

**From pre-school to grade II children are identified as Pre-A1 language users who are gradually introduced to English language and culture.**

Pre-A1 represents a 'milestone' half way towards Level A1, a band of proficiency at which the learner has not yet acquired a generative capacity, but relies upon a repertoire of words and a set of expressions.












# GOALS

Learning English as a foreign language throughout their pre-university education will enable learners to develop and master the 21<sup>st</sup> Century skills, knowledge, and attitudes they need to communicate in English, in school, life and job-related contexts.

The purpose of teaching English from an early age is to provide the learners with the opportunity of getting to know another language different from mother tongue, use this new language as a tool to learn more and as a good start for next stage which will upgrade the level of the language they started to learn.

The overall approach during the initial years of English language learning experiences will be focusing on learning through interaction, games, activities, projects without in-depth study of linguistic elements. As they advance in their language experience and competence, at later stages the focus will shift towards more analytic approach, but always keeping a balance between the two.

The aims of the English Language Syllabus are to:

-  promote positive attitudes and develop an appreciation of the value of English language and culture;
-  enable the child to develop awareness of other cultures and traditions through listening and speaking;
-  create, foster and maintain the child's interest and enjoyment in communication activities
-  develop the child's ability to engage appropriately in listener-speaker relationships;
-  develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture;
-  explore, experiment with and enjoy all the playful aspects of language;
-  develop print awareness, an understanding of the purposes of print;
-  systematically develop children's phonemic awareness; their skills in 'decoding' and 'encoding' text;
-  develop an appropriate range of comprehension strategies;






# COMPETENCY BASED LEARNING


## THE ENGLISH LANGUAGE SYLLABUS APPROACH


One of the most important goals of English language learning is the development of communicative competence. For young learners it is expected they develop slightly the communicative competence and they could be able to receive and reply to some types of messages successfully in their everyday life. When young learners start to develop communicative competence, they are able to convey and receive simple messages successfully; they use the language to participate in everyday familiar social interaction, and establish relationships with others. They converse, request, convince and explain effectively, considering age, interests and familiarity of the individuals with whom they are engaged in conversation.

It is common knowledge that most young learners learn English language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more the young learners use English in simple and meaningful situations the more rapidly they achieve communicative competence.

**Communicative language competences** of a learner involve knowledge, skills and know-how for each of the following three components:

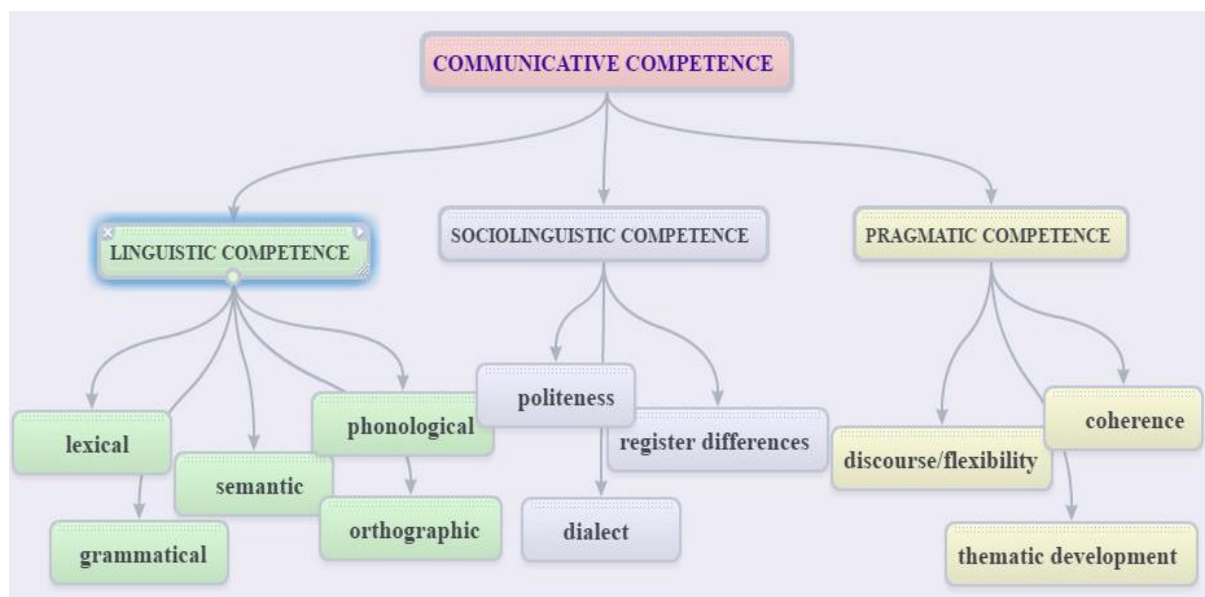
 **Linguistic competence** deals with formal characteristics of a language such as grammar, phonology, morphology, lexicon and syntax. For this age group the focus will be the lexicon.

 **Sociolinguistic competence** concerns the socio-cultural dimension of language use such as e.g. politeness rules or social group repertoires, expressions of folk wisdom, dialects etc; For this age group the focus will be politeness rules or social group repertoires.

 **Pragmatic competence** covers the functional use of language, for example the use in specific structures, communicative structures and scenarios of how to act in a given social event or how to participate in a discussion or interview. For this age group the focus will be simple use of communicative structures.



The following diagram illustrates the component parts of the communicative competence.



Overall language proficiency is mainly achieved through two broad dimensions: the quantity dimension (the number of tasks learners can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.) which refers to the “Communicative Activities” and a quality dimension (how effectively and efficiently the learners can achieve their goals through language use) which refers to the “Communicative Language Competences”. Strategies on the other hand provide a vital link between these two dimensions.

## **Communicative language competences; learning outcomes;**

As mentioned above the communicative language competences refer to the quality dimension of the overall language proficiency. Below are given the learning outcomes at the end of Pre-A1 Level, for the communicative language competences. Referring to the table, it is obvious that students develop their competences throughout the whole academic period.



Subject area competences	Level Pre - A1 Outcomes
Linguistic Competence	 <p>The young learner:</p> <ul style="list-style-type: none"> <li> uses isolated words and basic expressions in order to give simple information about him/herself.</li> <li> employs very simple principles of word order in short statements.</li> </ul>
Socio-Linguistic Competence	<p>The young learner:</p> <ul style="list-style-type: none"> <li> establishes basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.</li> </ul>
Pragmatic Competence	<p>The young learner:</p> <ul style="list-style-type: none"> <li> manages very short, isolated, rehearsed utterances using gesture and signaled requests for help when necessary.</li> <li> communicates very basic information about personal details in a simple way.</li> </ul>



## Language Skills Descriptors for Pre-A1 Level

The number of tasks young learners can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc. make the quantity dimension of overall language proficiency. These tasks are referred to as communicative activities. Young learners take part in a lot of communicative activities during the class which develop on the students' listening, reading, writing and speaking skills.



Young learners in this level will be able to:

- listen for information and enjoyment;
- listen, understand and start using simple words to identify different objects related to their everyday life and immediate needs;
- speak to convey meaning and communicate with others;
- naturally participate in various language experiences that will enable to engage in real life like situations dealing with school, people around us, animals, food;
- express their ideas by identifying and naming various items;
- use drawing, mark making, symbols to communicate ideas and information;
- read with understanding and enjoyment;
- explore and work with different materials, such as songs, role-play, poems and pictures which provide sufficient exposure to the English language;
- understand a series of simple oral statements in a controlled and structured context;
- engage actively in various activities;
- use familiar everyday words and very simple expressions to talk out daily routines and activities.

Below are given the learning outcomes for each skill based on the descriptors of Pre- A1 Level for each language skill according to CEFR companion volume.



## **Listening**



The young learner can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary; can recognize everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context; can recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.



The young learner:



understands short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary;



recognizes words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly;



understands simple classroom instructions provided they are accompanied with gestures and miming.











## Reading



The young learner can recognize familiar words accompanied by pictures, such as school timetable illustrated with photos or a picture book using familiar vocabulary.

The young learner:

-  understands simple everyday signs such as 'No talking,' 'Exit,' 'Dining room' etc.;
-  finds information about places, times and prices on posters, flyers and notices;
-  understands the simplest informational material that consists of familiar words and pictures or illustrated story formulated in very simple, everyday words;
-  understands very short, simple, instructions used in familiar, everyday contexts such as 'No food or drink' etc., especially if there are illustrations;
-  deduces the meaning of a word from an accompanying picture or icon;
-  recognizes and read out a few familiar words and phrases, e.g. from stories and rhymes, labels on familiar objects, the date, the weather;
-  reads and understands simple instructions in a textbook;
-  reads and understands simple computer or video game instructions;



## Speaking














### Spoken interaction

The young learner can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.



The young learner:

-  understands simple questions which directly concern him/her, for example about name, age or similar things, if the person is asking slowly and clearly;
-  understands simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated;
-  understands a number of familiar words and greetings and recognizes key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary;
-  understands and uses some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me!,' 'Please,' 'Thank you!,' 'No, thank you!,' 'Sorry.';
-  recognizes simple greetings;
-  greets people, says his/her name and takes leave of them;
-  tells people his/her name and asks other people their name;
-  uses and understands simple numbers in everyday conversations;
-  tells day, time of day and date;
-  says and asks people about their age;
-  asks very simple questions for information, such as 'What is this?' and understands 1-or 2-word answers.



## Spoken Production

The young learner can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).



The young learner:



describes him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance;



says how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.

## Writing



The young learner writes simple words and sentences, very simple greetings in messages and postcards; writes his/her name, surname, nationality and address in notes messages and forms; writes short simple sentences about a familiar topic.



The young learner:



distinguishes and selects proper words from a given list in order to fill the gaps in a very simple sentence;



labels surrounding objects;



formulates very simple greetings in postcards, by using short standard words or phrases



fills the gaps with words referring to the pictures;



describes friends, relatives, characters, objects, beloved animals and objects with very short and disconnected words and sentences;



writes a very short simple postcard.










## Strategies

Strategies serve as a vital link between the qualitative and quantitative dimension of the overall language proficiency. At this early stage of language acquisition children use some very simple language learning strategies which will in the course of academic period be fully mastered and used.

Reception Strategies	
Identifying and inferring	Can deduce the meaning of a word from an accompanying picture or icon.
Production Strategies	
Compensating	Can point to something and ask what it is.
Interaction strategies	
Asking for clarification	Can express in a simple way that he/she does not understand.

## Domains

In order to master the communicative language competences, which naturally lead to the strengthening of the key competences, students must gain knowledge, form concepts, acquire the necessary skills and mold values and beliefs. The following domains are considered as the most important ones to be included in English language syllabuses and textbooks:

-  Everyday life
-  School life
-  Personal and social life
-  The world around us
-  The world of communication









The knowledge young learners get from a very early age and onwards in order to be proficient users of the English language starts from the simplest to the most complicated, from the known to the unknown, building slowly but surely on the previously acquired knowledge.











The information in following tables is not exhausted and gives an overview of the topics, functions, vocabulary and activities that teachers can employ while teaching very young learners at pre-school. Teachers have the flexibility to provide appropriate learning opportunities based on their children`s abilities, interests and development needs.








Domains	Topics	Vocabulary	Learning outcomes
Everyday life	My world.	Numbers 1-5, pets, etc., T-shirt, shoes, trousers, hat, gloves etc., food and drinks, bread, milk, butter, etc.	 The young learner:  listens to short dialogues introducing pets, toys, free time activities, etc.;  names or lists the free time activities that he/she likes doing with family and friends;  identifies pets, food, toys, activities presented in pictures, short dialogues or stories;  mimes and guesses the actions as for example running, dancing, playing football/basketball etc.;  listens and sings chants introducing numbers;  names food and drink items;  identifies food in a simple menu;  identifies what characters` favourite food items are when shown in pictures;  creates a shopping list using pictures;  draws and colours different food as instructed.
	My toys and games.		
	My clothes.		
	My favorite food/lunch/breakfast.		
	Free time activities.		
	My pets.		



Domains	Topics	Vocabulary	Learning outcomes
School life	My school. My class. My classmates.	Colours, desk, chair, pen, pencil, ruler, rubber, class instructions, book, notebook, classroom objects, teacher etc.	 The young learner:  names the colours of and colours the given objects;  listens and repeats the words related to classroom objects;  listens to, sings songs and repeats the words;  introducing the primary colours and classroom objects;  names the classroom objects;  points to classroom objects as instructed;  draws and colours classroom objects as instructed.

Domains	Topics	Vocabulary	Learning outcomes
Personal and social life	Me and others. My family. My friends. My body. My room.	Mother, father, sister, brother, etc. friend, face, eye, ear etc.; bed, chair, window, table etc.	 The young learner:  labels the body parts in pictures or short story clips;  listens and repeats the words related to face and body;  chants and sings songs related to body parts;  answers questions related to body part using one-word structures;  listens to and sings songs introducing family members;  identifies family members through pictures in short stories;  identifies bedroom objects.



Domains	Topics	Vocabulary	Learning outcomes
The world around us	Rainbow. Shapes. Show time. My garden. Animals. Jobs. The forest/ park/ beach. Go green.	Numbers 6-10, animals, flowers, plans, trees, shapes, teacher, doctor etc.	 The young learner:  names animals, plants, or parts of a tree shown in pictures or in illustrated short stories;  distinguishes among animals shown in pictures or short stories;  draws and colours animals, plants or shapes as instructed;  answers simple questions related to animals' abilities;  mimes' various animals;  names and distinguishes among professions shown in pictures or in short stories.

Domains	Topics	Vocabulary	Learning outcomes
The world of communication	Hello! Introducing friends and siblings. Birthday cards.	Hi, how are you; nice to meet you; hello; goodbye etc., birthday.	 The young learner:  recognizes the greeting words used in very short dialogues, short clips and songs;  listens and understands very short dialogues in which the characters introduce and greet each other;  listens and sings greeting songs;  listens and repeats in English the basic greeting words and expressions;  wishes friends on their birthday;  sings a birthday song;  asks and answers about his/her age;  uses basic greetings to greet the teacher and peers.



Function:	Structure:	Examples:
Greetings and saying farewell	Formulaic phrases	Hello, Hi, good morning, good afternoon, good night, good bye.  How are you? I am (I'm) fine, thank you.
Responding to basic classroom English	Imperatives (positive)	Look, listen, open the door, come here, be quiet, etc.
Giving and asking for personal information	What? How old? My / your  Verb: to be  I / you + contractions	What is (What's) your name? My name is (name's) _____.  What is your surname? My surname is _____. How old are you? I am (I'm) _____ years old.
Identifying things in the classroom	a / an  This  Short answers:  Yes, it is. / No, it isn't.	What is this? It is a pen, book, ruler, etc. Is it a ___? Yes, it is. / No, it is not (isn't).
Identifying colours.	Adjectives: colours	What colour is this? It is (It's) _____.
Specifying number	How many + plural nouns  Numbers 1–10	How many <i>books</i> ? Two books.
Asking and talking about ages	Questions and short answers: Yes, I am. / No, I'm not.	Are you <i>five years old</i> ?  Yes, I am. / No, I am not. (I'm not)
Identifying friends and members of the family	Verb: to be  S/he + contractions	This is Ben. He is (He's) five years old. He is (He's) my friend.  This is Mira. She is (She's) six years old. She is (She's) my sister.



Describing people	Adjectives / nouns Short answers: Yes/ he is / No, s/he isn't	Is Ben tall / a doctor/ three years old?  Is Mira happy / a teacher?
Expressing possession	Possessive adjectives: my, your, his, her	This is my book.  This is her pen.
Talking about location	Where?  Prepositions of place in, on, under	Where is (Where's) <i>the book</i> ? On the table.



## Activities



Songs, rhymes, chants

Simon Says

Miming

Guessing game; what's missing memory game; guess the flashcard

Matching (pictures with words or numbers; colours with fruits etc.)

Colouring

Tracing

Drawing

Cutting and pasting

Anagrams (finding the words)

Responding to commands and instructions (TPR)

Labelling

Connect the dots with letters

Bingo

Pictionary

Art projects

I spy with my little eye something that ....

Tic-tac-toe



# METHODOLOGICAL GUIDELINES AND PRINCIPLES

Choosing the right instructional methodology is important and crucial for effective teaching and learning.

It is the duty of teachers to update their knowledge on the new instructional methodologies, strategies and techniques so as to help children develop their desire for learning foreign languages and become lifelong learners and successful in their lives.

The following techniques and strategies: pair work; group work; brainstorming; think-pair – share; debate; role-play; jigsaw; graphic organizers, semantic mapping; projects etc, give children the opportunity to work with others and see different points of view and learn more effectively when working together rather than apart, and also help improve self-confidence in children.

English Language instruction bases on the following methodological guidelines and principles:

## **Student-Centered Instruction (SCI)**

The National Curricula Framework emphasizes the importance of student-centered instruction with the ultimate goal for students to gain independent minds, higher order/critical thinking skills and the capacity to make decisions about their life-long learning. In such an environment the teacher acts as facilitator to help children access and process information. SCI also focuses on effective learning strategies where learning is recognized as an *active* and *dynamic* process and children *construct* their own meaning of what they are learning. Teachers recognize that children learn in different ways and have different learning styles thus providing children with practical and continuous feedback through authentic assessments.





Examples of student-centered instruction include discussion, games, simulation, discovery and problem solving. Although children appear to “drive” their learning, teachers are responsible for planning and facilitating the arrangements that put children at the center of learning.

## **Differentiated instruction (DI)**

Every child is unique, and therefore each child learns and understands information differently. Children come from a wide range of experiences and situations that determine how they react to classroom activities and classroom management procedures. DI allows teachers to engage each child by accommodating to their specific learning style. Differentiating instruction offers a way to meet *all* children’s needs encouraging them to express what they have learned in varied ways. To identify individual differences, teachers may look at many different sources for information. Sources might include classroom observations, work samples and opinion/feedback from other teachers.

It also allows for various working arrangements (for example, working alone or as part of a team to complete the task) and use of diverse types of resources in preparing assignments, projects etc.

## **Collaborative Learning (CL)**

CL is a method of teaching and learning in which children team together to further explore concepts learned, create meaningful projects, and the like. It encourages collaborative behaviors among groups of children where learning is highly social and influences the development of the brain. Cooperative Learning is a form of collaborative learning and children work cooperatively in small groups which has benefits for the children preparing them for the future academic period and in the long run for the world of work where jobs increasingly depend on cooperation.

Cooperative group learning increases children’s retention, enhances children satisfaction with their learning experience, helps develop skills in oral communication, develops children’s social skills and promotes their self-esteem.



## Integration of language communicative skills

The four skills (listening, reading, speaking and writing) should be thoroughly integrated with the focus of strengthening subject area and key competences. For example, a reading passage can lead to a small group discussion, which can further lead into a related writing task.

## Utilizing Technology in the Classroom

Integrating technology into the classroom is a great way to empower children to stay connected in this technological era. Technology-rich and challenging lessons keep students motivated and engaged longer. Some examples of utilizing *technology in the classroom* are: multimedia presentations such as a video, animation, or some type of graphic, utilizing a tablet, iPad, interactive white boards, taking students on a virtual field trip. Any of these technology integration strategies will have a positive impact on children learning.

## Project-based learning (PBL)

PBL involves a dynamic classroom approach and a teaching method through which children acquire a deeper knowledge by active exploration of real-world challenges and problems. It helps learners develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.

Project Based Learning creates new instructional practices that reflect the environment in which children now live and learn. It places new demands on children and teachers that challenge the traditional practices in English language instruction. Learning from doing complex, challenging, and authentic projects requires resourcefulness and planning by the learner, new forms of knowledge representation in school, expanded mechanisms for collaboration and communication, and support for reflection and authentic assessment.



# PEDAGOGY

To teach 21st century skills and the joy of learning, the foundation of language learning is laid from pre-school through a greater focus on accuracy and fluency in oral communication and enjoyment of language learning. Teachers should pay attention to create early literacy skills to children and put emphasis on learning-focused interaction at class and group levels.

Pedagogical practices that teachers use in the classroom must include activities and experiences for all domains of development such as-cognitive, socio-emotional, language and literacy etc. Teachers should provide opportunities for children to explore, understand, experiment, experience and transform information into meaningful content and skills. Teachers are facilitators of children's learning and they should very carefully:

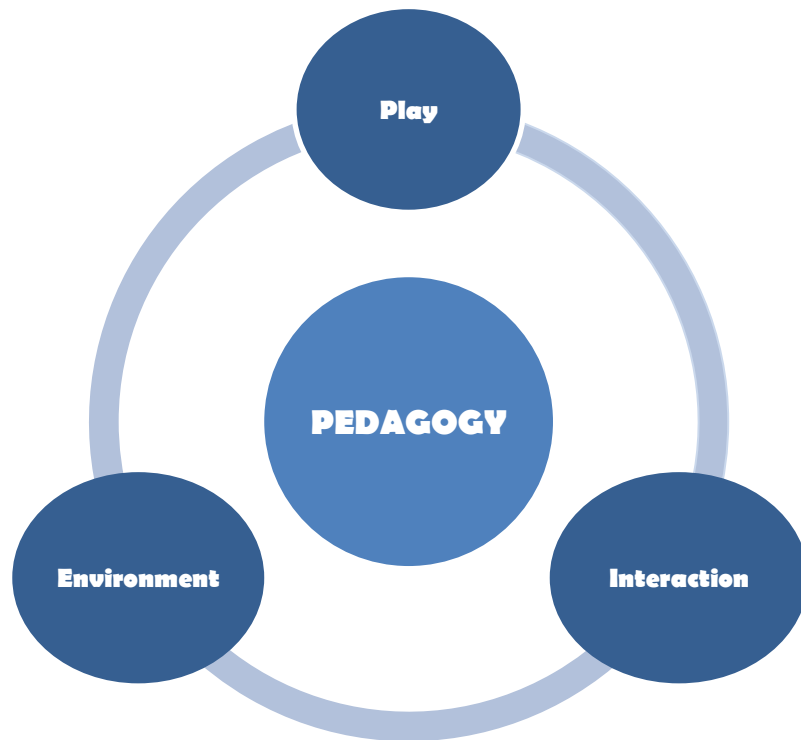
- 👥 plan and design age appropriate learning experiences for children to gain the necessary knowledge, skills and beliefs. Teachers should identify the learning outcomes based on the ELS as well as on children's interests, needs and their prior knowledge and experience;
- 👥 facilitate children's learning process and extend their thinking by engaging children in learning through games and providing authentic learning and quality real life interaction. Prioritize and support children of vulnerable social situation and disabilities;
- 👥 observe and assess children's learning and progress by collecting, documenting and interpreting information to find out what children know, understand and can do.
- 👥 reflect on and enhance professional practice by engaging in reflective practice and professional learning;
- 👥 collaborate with families and the community to enhance children's learning.

## Pedagogical Processes

Pedagogical processes are the strategies teachers are recommended to use in order to implement the curriculum in such a way that children construct their knowledge and learning by exploration, investigation, problem solving and critical thinking.



It is important for teachers to keep in mind that there are three components of pedagogy in early childhood: play, interactions and the environment. These components must be addressed fully during curriculum implementation:



**Play** is at the heart of how young children learn. Through play, children demonstrate what they are learning, what they are interested in, and what they are concerned about. Play is universally regarded as child's way of learning. They love to play and are happy when they are given freedom to explore and experiment through play.

**Interaction**, most importantly peer interactions that is engaging with other children in play, provides an important context for learning where children observe, imitate and build on what they observe. They gain social and emotional skills when they share, problem solve, coordinate with other children, create their own games. Children learn self-regulation when they learn to wait for their turns, play games based on rules etc.

Children are in constant interaction with their **environment**. They want to touch everything they see. This is how they learn. Through a variety of activities and material children explore the physical, social and natural environment by manipulating objects, asking questions, making



predictions and developing generalization. The learning environment for the children should be welcoming, safe and predictable, offer variety of developmentally appropriate material for children to explore and experiment independently. All children especially those with special needs develop positive self- image and self-confidence when they are appreciated, encouraged and responded to.



# ASSESSMENT

In the early language learning stage, assessment and evaluation should be regarded as a playful, non-threatening process to track the children's progress in developing their English language skills and competencies. On no account, should children be made to take any form of test or examination either oral or written. Assessment should provide directions for learning new skills.

Classroom based assessment will be carried out on a continuous basis and it must be based on qualitative judgements of children's activities. These activities will be the ones that children normally do in the classroom, for example quizzes, matching activities, games and so on. Teachers may use a checklist which directly links to the learning outcomes of the syllabus and will be observing each learner to monitor progress - the extent to which s/he was moving towards certain learning outcomes.

The purpose of evaluation at the pre-school stage is not to label a child as 'pass' or 'fail'. Assessment should focus on child's strengths rather than his/her weaknesses.

Assessment in Preschool should be formative, continuous and flow from the experiences planned in the curriculum. Formative and continuous assessment implies observing and documenting the development of the child, by interpreting the evidence from day-to-day experiences of the child with the purpose of recognizing and encouraging strengths, and addressing learning/ developmental gaps. Each child's progress needs to be assessed on a continuous and comprehensive basis, through observations of their behavior; their artwork and other products, anecdotal records, checklists, portfolios and interactions with other children. The current level of performance should be rewarded to reinforce small steps of accomplishments towards the long-term goals.

Teachers must document each child's learning in a variety of ways. The documentation will provide teachers with valid information on how to improve the programme, make changes if necessary, plan, organize on what to do next, what questions to ask and resources to provide for.



## Assessment can be done by using various tools and techniques:



**Anecdotal records:** Brief written notes based on observations of children-how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.



**Portfolios:** A portfolio is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child's learning. This type of assessment also focuses on the child's strengths and demonstrations of knowledge and skills.



**Samples of Children's work** in art, painting, craftwork, collage making etc. also become a part of the portfolio. Portfolios should be available for parents to see as well.



**Observations:** Observation could be planned purposefully for observing a child or group of children in specific situation. It is also carried out as an on-going natural process in everyday teaching learning activities. Observation carried out scientifically is source of valid information about child's various personality dimensions and learning progress.



**Checklist:** Checklists are a list of learning outcomes, behaviors, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. S/he has to mark on the checklist as "Yes" or "No" to indicate whether a particular child exhibited a behavior during that observational period.



**Rubrics:** A rubric is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end product. Rubrics are similar to checklists except that they indicate the degree of accomplishment rather than just yes or no.



**Photographs and video clips:** Videos and audio help teachers to assess the child's progress and program progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings subject to privacy considerations.



# RESOURCES

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

<https://www.coe.int/en/web/education/-/new-companion-volume-to-the-cefr>

[https://www.coe.int/en/web/common-european-framework-reference-languages/home/-/asset\\_publisher/bsir5Sz9Ku0J/content/-updated-versions-collated-representative-samples-of-descriptors-of-language-competences-developed-for-young-learners-aged-7-10-and-11-15-years-?inheritRedirect=false](https://www.coe.int/en/web/common-european-framework-reference-languages/home/-/asset_publisher/bsir5Sz9Ku0J/content/-updated-versions-collated-representative-samples-of-descriptors-of-language-competences-developed-for-young-learners-aged-7-10-and-11-15-years-?inheritRedirect=false)

<https://americanenglish.state.gov/>

<https://www.britishcouncil.org/teach-english>

<http://ncm.gu.se/media/kursplaner/andralander/singaporeforskola.pdf>

[https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/primary\\_els-2020-\\_syllabus.pdf](https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/primary_els-2020-_syllabus.pdf)





