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GENERAL PEDAGOGIC INSPECTORAL BOARD

TEACHER'S GUIDE

Middle School

Key stage 3/Year Four

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Methodological Guide

I. Introduction and Rationale:

First and foremost, this guide aims at helping MS4 teachers to make best use of the current coursebook, “ON THE MOVE” which has been adapted to fit the curriculum as well as the suggested learning plan. The adapted coursebook will be temporarily used during the school year (2018/2019) due to the fact that the new manual could not be ready on time as it was the case for the coursebooks of former key stages and levels (MS 1, MS 2 & MS3).

The adapted coursebook cannot but be used in line with the conceptual framework of the competency-based approach (hereafter, CBA) and within the macro context of the intertwined processes of teaching, learning and assessment. Thus, to meet learners’ learning needs and difficulties and to cope with their psychological and social problems, there is perhaps no better than tutorial sessions in which teachers are closer to learners, building a safe tutor-tutee rapport to involve and motivate them. Accordingly, this guide includes a set of guidelines to help teachers design and deliver purposeful tutorials that should break with whole-class learning environments.

The aforementioned talk implicitly foregrounds the paramount importance of assessment to judge and collect evidence on learners’ learning, attainment, progress and needs and to provide an evaluative lens through which a teacher can either approve or revise a teaching method or technique.

II. Procedural Guidelines:

The adaptation of the coursebook underwent a two-stage process; elaborating the learning plan to identify the different sequences and their constituents and scrutinising the coursebook to select the content that is more or less congruent with the elaborated learning plan.

2.1 Designing the Learning Plan

In compliance with the curricular principles and the tenets of the CBA, a learning plan has been designed. This plan incorporates **four sequences** to be covered by the end of the school year. **The first two sequences** should be dealt with in **the first term, sequence three** in **the second** whereas the **last one** in **the third term**. Along the school year, learners are required to conduct at least **two projects**; one in each of the first two terms because of time constraints.

Although each sequence subsumes a model of **initial problem-solving situations, situations for installing resources, and situations for integration and assessment**, it is up to the teacher to suggest others according to his/her loci of activity and learning contexts. The proposed learning plan also includes **topics, learning objectives, resources (grammar, lexis & pronunciation) and a variety of relevant communicative tasks**.

2.1.1 Themes and Topics

The **themes/topics** are related to learners' life, their surroundings (home, school), dreams, wishes, and relevant to their areas of interest (music, films, drama, social networks, historical monuments, etc.), **the suggested topics primarily aim at expanding learners' knowledge about culture, science, history and the like and inculcating values** of national and international citizenship, solidarity, eating ethics, table manners, among others. Respecting the topical categories (i.e. "Me", "My World" & "The World") the main topics depict:

- (a) The learner's personal life (his personality features, his embarrassing and enriching experiences, his ambitions, his dreams, his projects);
- (b) Her/his personal environment (family advice, commitment with charity clubs and respect, healthy food and table manners, hobbies);
- (c) Her / his enlarged environment (forums and discussion networks on food and dishes around the world, landmarks and monuments, national and universal landmarks, outstanding figures in history, literature and arts and the world).

2.1.2 Learning Objectives

The included learning objectives are *specific, measurable, achievable, relevant* and *time-bound* (SMART) and stated in **action verbs respecting Bloom's Taxonomy**. They identify the **domains (oral & written)**, the **competencies** (*interact, interpret, produce*), **cross-curricular competencies** (intellectual, methodological, communicative, personal/social) as well as **values**.

2.1.3 Linguistic Resources

The linguistic resources can be extracted /selected from the rubric "*Resources*" in **the learning plan or from the curriculum**. **Note that** they should be taught if met for the first time following the *PPP/PPU framework* or consolidated if seen in previous key stages. Besides, structures and functions, the related topical lexis and pronunciation **should be contextualized respecting the theme of each sequence**.

2.1.4 Communicative Tasks

Since English should be taught as a two-way communication respecting the principles of the communicative competence, **a variety of communicative tasks** (*interviewing, writing a letter, role playing...*) are required to be dealt with in each sequence. Under is a compilation of the four sequences coupled with the corresponding learning objectives and projects

2.1.5 The Four Sequences

By dint of the fact that the four sequences are clearly detailed in the learning plan (See **Appendix**), what follows are just snapshots of each sequence to **highlight the learning objectives and present the two suggested projects**.

Sequence One (“Me”): My Personality Features and Experiences

Learning objectives

- (a) Make a portrait
- (b) Write a report on events, facts, experiences (embarrassing and positives ones)
- (c) Express likes and dislikes in arts, cinema, music, and the digital/ electronic devices
- (d) Talk about hobbies

Sequence Two (“Me”): My Prospects and Initiatives

Learning objectives

- (a) Give information/respond to questions about me, my dreams, my projects, career education and the digital/ electronic devices
- (b) Speculating and predicting future actions
- (c) Express condition (If clause type one)

First Term Project One

Project One (Sequence one and two) “**Make a Moudjahid Portrait**”

I PREPARE MY FIRST TERM PROJECT.

A MOUDJAHID PORTRAIT

We are celebrating The 1st of November very soon. Your teacher asked you to make a portrait of a “moudjahid” / “moudjahida” who is still alive and ready to talk about his /her experience during the war of revolution.

You are asked to meet him/her, audio-or video-record him/her and then translate his/her speech into English.

Use the collected information to portray this “moudjahid” or “moudjahida” in your school magazine, a reference for the upcoming generations.

Sequence Three (“My World”): Healthy Food and Table Manners

Learning objectives

- (a) Ask and give advice
- (b) Make recommendations for a healthy diet
- (c) Defend positive actions (citizenship)

Second Term Project “Design an Advertisement about Charity Campaign”

I PREPARE MY SECOND TERM PROJECT

During Ramadan days, the citizens of your city decide to contribute in helping the poor, the homeless, the jobless... They offer generous donations. You feel so involved that you set a series of activities as an action plan.

Design an advertisement leaflet for your school to sensitize your schoolmates to donate (collect money/ food/ clothes...)

Find some volunteers among schoolmates to be members of the school committee and

meet once a week to organize fund raising days

Contact a local charity association (eg:Ness El Kheir / Dar El Rahma) to offer what was collected as a help

Sequence Four (“The World”): Travelling Online

- (a) Seek exchange information on the web
- (b) Compare cooking habits
- (c) Describe famous landmarks
- (d) Describe famous figures

2. 2 Coursebook Adaptation Procedures

As formerly stated, “ON THE MOVE”, has been adapted in accordance with the directives of the curriculum and the designed learning plan. To do so, a set of procedures were followed:

- a) An in-depth scrutiny of the whole coursebook was undertaken by a team of inspectors
- b) Only the topics, texts, listening scripts, topical lexis, grammatical structures and functions as well as pronunciation activities and some communicative tasks **that fit the learning plan and help construct the competencies** were selected. **Note that 70% of the coursebook content has been kept; irrelevant topics were totally omitted.**
- c) To cope with the lack of relevant materials that fit the topics of some sequences, supplementary texts have been suggested to support teachers. **Needless to add that in terms of “fitness for purpose”, teachers can adapt them or use others (see Appendix)**
- d) The in-depth analysis of “On the Move” revealed that most, if not all, of the activities are mechanical; they are not tasks that should stimulate and push learners to exploit much of their intellectual and communicative abilities. **Therefore, the teachers can either create their own tasks or transform the coursebook’s activities into communicative tasks.**
- e) The selected content has been thematically categorized according to the suitable sequence
- f) A guiding chart (see Appendix) has been designed to help teachers find the right page of the coursebook content that should be included within the target sequence.

- g) To facilitate its use, it has been decided that the chart should preferably contain the four sequences, **each of which should concomitantly be used with the coursebook's pages of the corresponding topics, texts, tasks and linguistic resources.**

III. Tutorial Sessions

The objective of the tutorial sessions is of three folds:

A- Moderation and remediation.

B- Learning how to integrate.

C- Work for excellence.

In a heterogeneous class with mixed-ability groups, the teacher should consider each learner/ child as an individual taking into account his learning styles, his mental capacities, multiple intelligences and how he adapts to different learning circumstances. The teacher should therefore purposefully and rationally use a variety of strategies that are appropriate to individuals/groups of learners and relevant to a given learning situation. Maybe it can be more difficult for a teacher to cope with the aforementioned learning requirements in a whole-class learning environment. Tutorials, thus, are more likely to be a practical alternative. They mainly target, but not limited to, **moderation and remediation, integration as well as excellence**

The tutorial sessions are primarily meant to work with the learners on specific areas. The teacher needs to identify the strengths and the areas for improvement of his learners along the teaching/learning process. Once he has collected data about his learners, he should be able to address their needs accordingly. He has to identify the main problems during his lessons. His portfolio and the learner's portfolio will give him sufficient data and evidence on how the learning process occurred in class. Thus, he should focus on **moderation periods** and set appropriate **remedial tasks** after exploiting his learners' consequent learning results and identifying the non-acquired criteria.

These sessions are also devoted to train learners on different ways of **integrating the previous learning in terms of knowledge, skills and attitudes** and build upon former experiences in a scaffolded way; hence constructing their bottom-up learning process. At the integration level, learners' inability to mobilize the appropriate network of the previously installed resources will allow the teacher to rethink and reshape his teaching to meet the learners' needs in small groups.

The tutorial sessions also offer an opportunity for teachers to work towards excellence among their students. The teacher targets good learners and asks them to work on problem-solving situations of a higher difficulty so as to train them for real-life problem-solving situations.

Aware of his learners' cognitive and affective differences as well as their learning needs and the psychological support they more likely require, the teacher should be ready to design and deliver his tutorial session, following this unexhausted list of guidelines:

- 1- Identify the frequently repeated errors in class.
- 2- Categorize and make a thorough analysis of the common repeated errors in class.
- 3- Exploit both the learners' weak and strong results of the test
- 4- Find out reasons for the sake of implemented moderation.
- 5- Set remedial work according to non acquired criteria.
- 6- Work with the learners on areas that need reinforcement
- 7- Focus on learning how to integrate.
- 8- Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.
- 9- Give the opportunity to learners to work in groups.
- 10- Identify the best learners who can help their peers in group work.
- 11- Try to vary tasks to fit all learning styles
- 12- Create an interesting and enthusiastic learning environment (e.g. games, songs, outdoors' activities in the school playground, etc.)
- 13- Be closer to learners with a minimal use of the board because it is a tutorial session where your role is the **tutor for the tutee** (the individual learner).

VI. Recommendations

Clarity, simplicity and practicability have been the driving precepts along the whole process of elaborating the teacher's guide to sweep away potential ambiguity and misinterpretations. Nevertheless it should be acknowledged that different readings are more likely to generate diverse interpretations. To minimize the risk of possible misunderstandings and to help teachers decipher the guide's content, a set of recommendations is provided.

Teachers are heartily invited to respond to these recommendations for better use of the coursebook as well as good implementation of the curriculum. They are advised to take them into consideration:

- 1- Read the curriculum as well as the support document critically.
- 2- Follow the newly implemented sequence lay out /format in the previous key stages 1 and 2 (**see both teacher guides of MS1 and MS2**)
- 3- Be flexible with the use of the coursebook
- 4- Vary the materials
- 5- Design your own situations that meet your learners' needs as well as interests.
- 6- Use ICTs devices rationally and purposefully
- 7- Take both assessment plans as models to signpost learners' assessment activities
- 8- Exploit Bloom's taxonomy to set your learning objectives, formulate tasks' instructions and design tests.
- 9- Read the nine **Guiding Principles for Teaching English in Algeria** to get insights about the different competencies required for **English teaching, learning and assessment**.
- 10- Be faithful to the themes and topics of each sequence.

V. APPENDICES

5.1 Appendix A: The Coursebook Adaptation Chart

Course book Adaptation – April 2018

		PROJECTS	TOPICS	ON THE MOVE COURSE BOOK	
The 1st Term	Sequence.1	A moudjahid portrait	ME My personality and experiences: -Personality features -School and life experiences (embarrassing and positive ones)	File 04 : P.102/103/ File 06 : P.143/144/146/147/148/149	Assessment & Remediation Where do we stand now? /Learning log (to be exploited by the teacher)
	Sequence.2		ME My prospects and initiatives -Projects and initiatives -Career/ education	File 02 : P.46/47 File 03 : P.50/68 /67/68/69/70 /71/72/73/77 P.82/83/84	
The 2nd Term	Sequence.3	Designing Charity advertisement leaflet	My World HEALTHY FOOD -Healthy food and table manners -Family advice Citizenship: Commitment with charity/ clubs/ helping hand/ respect of others	File 01 : ALL PAGES File 03: Words & sounds (Diphtongs) P99	
The 3rd Term	Sequence.4	Travelling on line	The World Online Travelling : Forums of discussion Networks and Web sites on: - Food and dishes around the world -Landmarks and monuments -Outstanding figures in history, literature and arts	File 03 P.76/78/79/80/81 File 04 P.101/107 /109/110/128/129/ P.96/97/104/105/106	

5.2 Appendix B :The guiding principles

Appendix Guiding Principles for Teaching English and Teacher Competencies

English Language

#1 English facilitates two-way communication with the world

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

Teacher competencies:

- a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to a phone message).
- b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.
- c. The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures and international issues.

#2 Communicative competence is the aim of language learning

Communicative competence in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

Teacher competencies:

- a. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.
- b. The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.
- c. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.
- d. The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.
- e. The teacher teaches learners how to use language strategies to aid in their learning and communication

Learners & Learning

#3 Successful learning depends on supported and purposeful development

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competences.

Teacher competencies:

- a. The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.
- b. The teacher breaks down functions, genres and skills into smaller component/skills/parts in order to present realistic 'chunks' of the language for learners to process.
- c. The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.

#4 Meaningful activities/tasks support and encourage learning

Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Teacher competencies:

- a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience
- b. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening
- c. The teacher contextualizes the activities and provides a purpose for them.

#5 Learning is an active, evolving process

Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

Teacher competencies:

- a. The teacher provides a balance of activities that focus on accuracy and fluency.
- b. The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication
- c. The teacher plans activities in which learners use previously learned language and skills and incorporate new language and skills.
- d. The teacher gives learners opportunities to recognize errors and figure out how to correct them.

#6 Assessment of learning should be ongoing

Ongoing, or regular, assessment should take various forms and address the competences that have been learned in class, so that the assessment can provide useful

information on individual progress and achievement, which teachers and learners can review to aid learning.

Teacher competencies:

- a. The teacher has realistic short and long term learning objectives for learners.
- b. The teacher regularly assesses learner learning using a variety of assessment activities
- c. The teacher plans and uses assessment activities that assess not only what learners know, but also what learners are able to do as speakers, listeners, readers and writers.
- d. The teacher teaches learners to assess themselves and their peers so that they are aware of their progress.

LEARNERS

#7 Active Learners

Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Teacher competencies:

- a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.
- b. The teacher sets tasks that allow the learner to discover how the language works in its form, meaning and use.
- c. The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.
- d. The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others;
- e. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening

Teachers & Teaching

#8 Facilitator

Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learner interests and needs in mind; guiding and monitoring learner learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

Teacher competencies:

- a. The teacher finds out the needs, interests, and language difficulties of the learners.
- b. The teacher selects and introduces activities and materials for language work that meet learner needs.

- c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.);
- d. The teacher organizes learners so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the lesson;
- e. The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group;
- f. The teacher ensures that the learners find their involvement sufficiently challenging;
- g. The teacher teaches learners how to use language strategies to aid in their learning and communication.

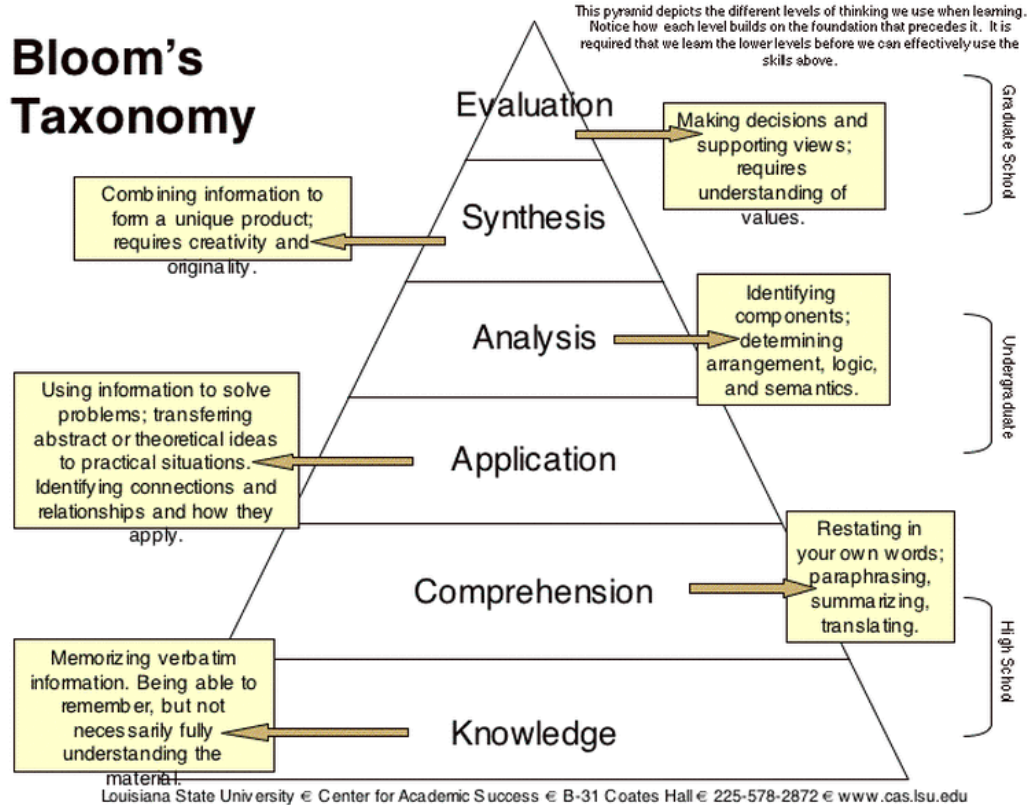
9 Supportive Learning Environment and Classroom Management

Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Teacher competencies:

- a. The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material);
- b. The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self assessment and goal setting).
- c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.);
- d. The teacher provides opportunities for learners to learn cooperatively and collaboratively
- e. The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance).

5.3.AppendixC: Bloom's taxonomy



5.4 Appendix D : Supplementary Texts

Southside City Gazette

Dear Gazette Readers,

I need your advice. Here's the situation. Every day on my way to school, I see a man on the street. He always asks for money. He looks like a homeless person. Should I give money to people on the street? How much money should I give? I don't know what to do.

Confused

Letter 1

Dear Confused,

I feel sorry for people who ask for money on the street. Many people want to work, but there is a lot of unemployment. Sometimes they cannot find a job, and they get depressed.

Also, many people are homeless, and they have no family to help them. Housing is very expensive now. In addition, many people are cold and hungry. I think about each situation and decide what to do. Sometimes I give a little money or some food. In the winter, I sometimes give a hat or gloves. We should try to help.

Helping Out

Letter 2

Dear Confused,

You should not give money to people on the street. I have two reasons for this advice.

First of all, everyone has to earn money. This man should get a job. Why should you give your money to him? Are you very rich?

Second, you shouldn't give money to people on the street because they usually don't spend your money on healthy things. Instead, you should give the money to an organization that helps homeless people.

A Neighbor

Try something new!

Are you bored with your usual school vacations? Come join us! Work for Habitat for Humanity and help homeless families. Your Spring Break won't be boring anymore!

Be a volunteer worker and build houses that homeless families can buy at low cost. It's an interesting work and you'll get to meet hundreds of young people like yourselves from all over the country. You'll be surprised how quickly the time goes by.

Homelessness is a frightening experience for people. But you will see their smiles when they get the thrilling news about a home.

Are you depressed about homelessness? Do something to help! Join Habitat for Humanity! We have offices all over the world.

Violent video games: Cause and concern

Entertainment companies make more money from the sale of video games than from the sale of movies. This is because young people all over the world spend a lot of time playing video games, and many of them are violent video games. Many parents, teachers, and psychologists are very concerned about the effects of these games on the players. Some games encourage violent behavior against other people such as women, police officers, and people with different political views.

Some people believe that violent video games may be very harmful because they are interactive. That means, the player takes part in the action of the game. The player becomes an aggressor, the person who plans the attack and causes the violence. Many people worry that children will become too aggressive in real life. They believe that children will learn to find solutions to problems only through violence.

Some researchers are studying the effects of violent video games. One study included 210 college students. Some of the students played violent video games like "Grand Theft Auto" and some played non-violent video games like "Myst." The study showed that students who played more violent video games showed more aggressive behaviour.

In Washington State, there is a law against selling violent video games to young people under age 17. Store owners who sell these games to children must pay a fine of \$500. Other states are considering such a law. Many people want to completely ban, or forbid, the sale of these violent games. We need to understand the possible dangers of violent video games.

The question is: What can we do about this serious problem?

Equal Inheritance

A rich man had two sons. The older son was his favorite, and the man decided to leave all his money to him when he died. The mother felt sorry for her younger son. She asked her husband not to tell the boys about his plans.

One day the mother was sitting at the window and crying. A traveler came to the window and asked her Why.

“How can I stop crying?” she said. “There is no difference between my two sons, but their father wants to leave everything to one of them and nothing to the other. I asked their father not to tell the boys this. But I have no money of my own to give my younger son.”

Then the traveler said, “Tell your sons that the older brother will get all the money and the younger one will get nothing. Then they will be equal.”

When the younger son learned that he wasn't going to get any money, he went to another country and he learned a trade.¹ The older son lived at home and learned nothing; he was sure about his future as a rich man.

When the father died, the older son did not know how to do anything. He spent all his money, and he became poor. But the younger son was prepared. He knew how to make money, and he became rich.

Source:Reason To Write

Strategies for Success in Academic Writing

JudyL.Miller.RobertF.Cohen