REPUBLIKA E SHQIPËRISË
MINISTRIA E ARSIMIT, SPORTIT DHE RINISË
AGJENCIA E SIGURIMIT TË CILËSISË SË ARSIMIT PARAUNIVERSITAR

KLASA II

PROGRAMI I GJUHËS ANGLEZE

GRADE II

ENGLISH LANGUAGE SYLLABUS

REPUBLIKA E SHQIPËRISË
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MIRATIMIN E "PROGRAMI I GJUHËS ANGLEZE PËR KLASËN E DYTË"

Në mbështetje të nenit 102 të Kushtetutës së Republikës të Shqipërisë, të shkonjës c, pika 2 të nenit 26, të ligjit nr. 69, datë 21.06.2012 "Për sistemin arsimor parauniversitar në Republikën e Shqipërisë", i ndryshuar, të shkronjës d, të pikës 5, të kreut III, të vendimit nr. 98, datë 27.02.2019 të Këshillit të Ministrave, "Për krijimin, mënyrën e organizimit dhe funksionimit të Agjencisë së Sigurimit të Cilësisë së Arsimit Parauniversitar",

U R DH Ë R O J:

1. Miratimin e "Programi i gjuhës angleze për klasën e dytë".

2. Për zbatimin e këtij urdhri ngarkohet Sekretari i Përgjithshëm, Drejtoria e Përgjithshme e Arsimit Parauniversitar, Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar, institucionet arsimore vendore, përgjegjëse për arsimin parauniversitar dhe institucionet arsimore parauniversitare.

Ky urdhër hyn në fuqi menjëherë.

MINISTËR

Evis KUSHI

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Section I

INTRODUCTION

INTRODUCTION

The English Language Syllabus (ELS) for grade II has been designed to help every young learner reach one`s own full potential through a program of learning that is relevant and age appropriate. It recognizes that, today and in the future, young learners need to be critical thinkers in order to communicate effectively and thrive in an ever-changing global community. It is of great importance that young learners should be closely connected to the learning process; that they see themselves in what is taught, how it is taught, and how it applies to everyday life. The ESL recognizes that the needs of young learners are diverse, and helps all of them develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.

The early years play a decisive role in young learners` 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 them to become lifelong learners. The experiences that young learners have early in their lives influence their physical, cognitive, emotional and social development.

It is the right of every child to be provided with equal opportunities and to receive quality and equal education, by paying special attention to children from vulnerable groups and children with special needs. Children are born with an incredible capacity and desire to learn.

It is important that young learners are provided with rich experiences through play and activities, which can help develop their social and friendship skills. These activities also help them understand more about themselves, family and friends, as well as enhance their critical thinking and problem-solving skills.

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 possibilities are explored. Language has a great influence in the learning

process and all aspects of language are interdependent. Young learners learn language, but they also learn through language. Language helps them clarify and interpret experiences, acquire new concepts, and 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 young learners are given the possibilities to acquire the English language in their early stages of development. Language learning builds on positive attitudes and behaviour, 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 an increased cognitive flexibility.

Young learners learn by making sense of their environment, by being physically and mentally involved in what they learn, and when they see real outcomes. 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 relevant to young learners` world, hence they will have plenty to learn.

Oral language is a crucial factor in the development of the young learner'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 based on a process of talk and discussion.

The approach to the teaching and learning of reading is based on the young learner'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 young learner then begins to acquire an understanding of sound-letter relationships and gradually jumps to spelling. From the earliest years, young learners should experience a print/screen-rich environment in which they have ready access to books and screen. By creating such an atmosphere, in which books are valued, young learners are taught to appreciate the usefulness and the pleasures of reading.

Section II

THE ENGLISH LANGUAGE SYLLABUS (ELS) OUTLINE

THE ENGLISH LANGUAGE SYLLABUS

(ELS) OUTLINE

English Language Syllabus for grade II is based on National Curriculum Framework, Common European Framework of Reference for Languages: teaching, learning and assessment (CEFR) and CEFR- companion volume.

The syllabus addresses a large audience including teachers, textbook authors, education specialists and faculties of education.

Teachers use this syllabus to create a clear picture about what the young learners should learn at this stage and how to develop instruction in order to equip young learners with key and subject competences. In addition, it also helps teachers to reflect on their practices of teaching and coordinate the work and their efforts to meet the needs of the young learners in understanding the subject and its practical usage in and outside the classroom setting.

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 describes in details the communicative language competences, the learning outcomes for each competence and the four language skills. ELS also gives a brief overview of the language learning strategies that young learners 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 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 21st century and make learning English a joyful experience for young learners 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 young learners to grow and appreciate learning English language and culture.

The following diagram shows how the foreign language syllabus is an integral part of the national curriculum framework, which aims at a student-centred teaching approach.
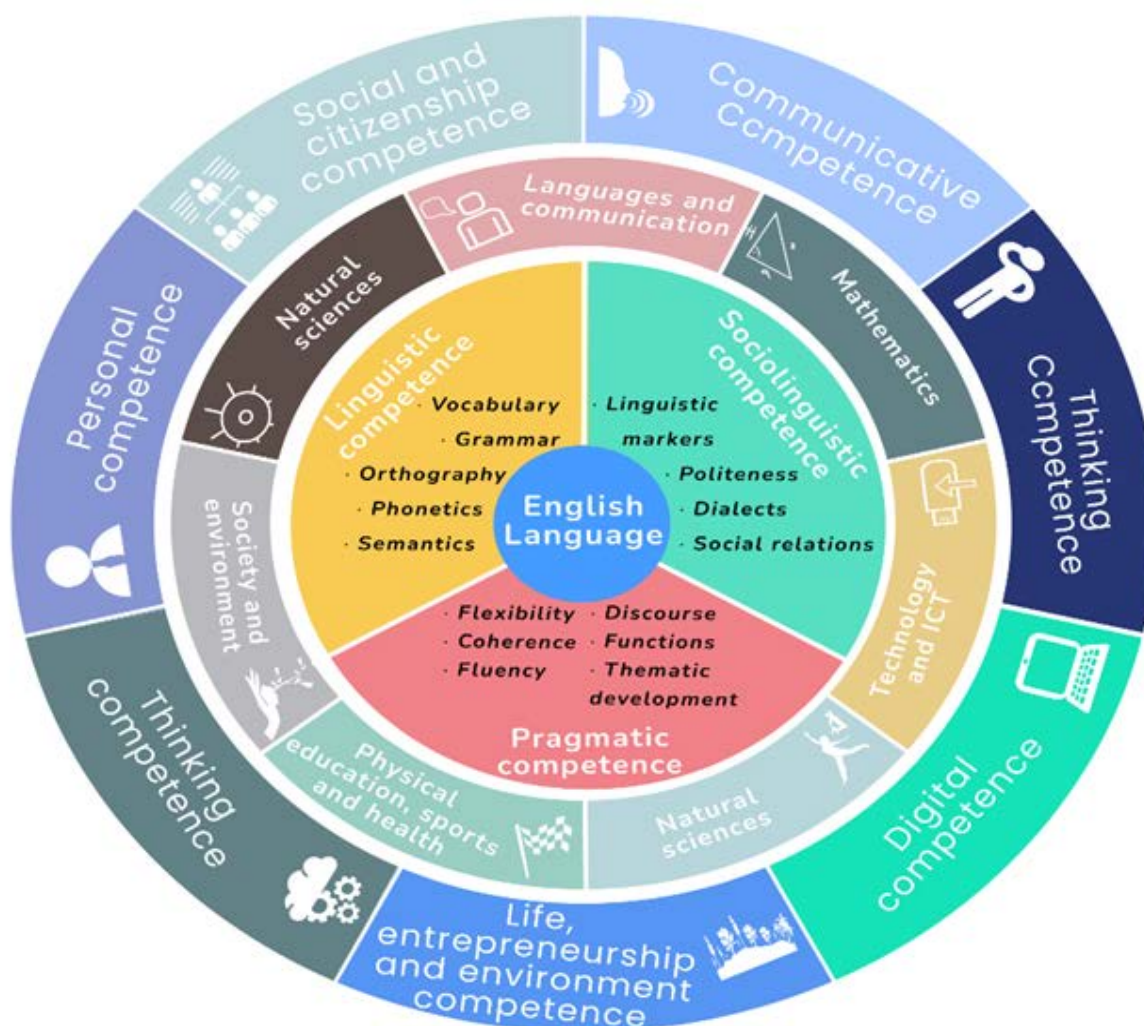
Textbook authors will use the syllabus to design textbooks for this appropriate age of young learners in alignment with the principles and guidelines of National Curriculum, and language levels of the Common European Framework of Reference for Languages, as

well as make the textbooks more compatible with the young learners' interests and needs. A closer study of the syllabus for this grade helps ensure coherence and avoid unnecessary overload.

Education specialists and local education administrators use the syllabus for inspection purposes, monitoring, evaluation, research, etc. to ensure the fulfilment of the defined standards for respective stages.

Faculties of education use the syllabus to adapt their curricula in order to effectively prepare future teachers as well as pre service teachers for their pedagogical practices.

Beneficiaries of this syllabus are: young learners, parents and the community.

Young learners benefit from progressive learning, apply knowledge, activities, skills, attitudes and values in English as a subject towards becoming a proficient user of the language. They are capable of mastering English language while recognizing that learning and progressing in the study of a foreign language requires dedication and determination.

Parents provide the most vital link between young learners and the school as they can contribute to the effectiveness of English language program/syllabus by:

- encouraging their children to study the English language and supporting such study while attending the progress based on the knowledge their children are expected to gain at a certain age and stage of studying;
- providing diverse linguistic and cultural models based on their own or other peoples` background.

Community may use this document to understand more about the importance of languages and how languages contribute in the development of the community life. Based on recent changes in education in Albania for promoting community centre schools, the involvement of communities as resources are valuable to language students and teachers.

Section III

GOALS OF THE ELS

GOALS OF THE ELS

The main goals of teaching English in basic education in Albania include:

- developing reading, listening, speaking and writing skills to understand and communicate through English in real life situations;
- developing and strengthening critical thinking and problem-solving skills;
- using English language as a means of communication;
- finding, evaluating and analysing information.

The purpose of teaching English from an early age is to provide the young learners with the opportunity of getting to know another language, different from their home language. Furthermore, they are going to use this new language as a tool to learn more and as a good start for the next stage, which will help them upgrade the level of the language.

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

The aims of the English Language Syllabus for grade II are to:

- promote positive attitudes and develop an appreciation of the value of English language and culture;
- enable the young learner to develop awareness of other cultures and traditions through listening and speaking;
- create, foster and maintain the young learner's interest and enjoyment in communication activities;
- develop the young learner'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/screen awareness, an understanding of the purposes of print and screen;
- systematically develop young learners` phonemic awareness; their skills in 'decoding' and 'encoding' text;
- develop an appropriate range of comprehension strategies.

In Albania, students start learning English in Pre-University education at grade I (Pre-A1 level) and continue up to grade XII (B2 level).

The CEFR companion volume has introduced some new descriptors for all communicative language competences, skills and strategies, adding and specifying the Pre-A1 level.

Young learners at grade II are identified as Pre-A1 language users who gradually continue to be 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.[1]

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[1] https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

Section IV

COMPETENCE-BASED LEARNING APPROACH OF ELS

COMPETENCE-BASED LEARNING

APPROACH OF ELS

Competences are the sum of knowledge, skills, values and attitudes that allow a person to perform actions. Competence-based curriculum means linking the key competences with language competences in the teaching and learning process and preparing learners for the world. This requires from teachers using the adequate methodology, selecting the proper techniques and strategies in reaching the desired learning outcomes.

Key competences

General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities.[2]

The seven key competences in the Albanian National Curriculum Framework are as follows:

Communicative Competence	The use of language as a tool for oral and written communication.
Thinking Competence	The ability to reflect upon and explain the steps of solving a simple problem faced in a real-life situation.
Learning to Learn Competence	The ability to plan courses of action and set goals in order to develop efficiency and autonomy during the lifelong learning process.
Social and Citizenship Competence	The ability to understand the social reality in which we live and the desire to contribute to its development.

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[2] https://rm.coe.int/1680459f97

Personal Competence	The ability to imagine, develop and evaluate individual or collective actions
Life, Entrepreneurship and Environment Competence	The ability to plan, interact and use the environment for educational purposes
Digital Competence	The ability to find, obtain, process and transmit information using traditional and modern technologies.

Key competences in the Albanian Curriculum Framework:

- focus on the development of abilities rather than the assimilation of theoretical content;
- challenge students to become competent in solving problems effectively;
- develop progressively and can be acquired in different learning situations;
- integrate knowledge from different academic areas;
- promote equity as they guarantee an education that will respond to the necessities of modern society with all students expected to accept and develop them;
- support lifelong learning process.

They also:

- integrate formal and informal learning experiences;
- allow students to use their skills in widely different contexts;
- help clarify objectives, content and assessment criteria in all the subjects.

Key competences learning outcomes

Communicative competence
The young learner:
- tells a very short story;   - expresses the emotions and feelings that one experiences while watching a movie or listening to a story or fairy tale with one`s own peers;   - expresses simple opinions for a particular topic during a group discussion;

- reads aloud a minimum of an unfamiliar half-page text;
- writes a short text;
- states/expresses the message of a simple literary text through speaking, writing, or role – playing, etc.;
- identifies main characters in a short narrative/story, drama or film and plays the role of one of the characters in interaction with his/her peers;

Thinking competence

The young learner:

- follows by reacting to and explains the steps to be followed in solving a simple problem, which one faces in a real-life situation;

Learning to learn competence

The young learner:

- follows instructions in a text to perform an action/ activity/ task that is required;
- asks and answers questions about a given topic/problem/task following a given pattern;
- solves a given task/problem independently and presents possible ways of solving it in front of one`s own peers;
- makes efforts to evaluate one`s own progress independently in a task or activity, using different techniques for identifying mistakes and correcting them;
- collects and classifies materials of one`s own performance to prepare or enrich personal portfolio;

Social and citizenship competence

The young learner:

- develops rules for group work in cooperation with the group members;
- expresses one`s own opinion after asking for permission from the group members;
- respects every group member's idea by listening actively;
- decides on the ways that lead to the completion of a certain activity in cooperation with other group members.

Personal competence

The young learner:

- cooperates with the others regardless of their background, skills and specific needs to achieve a common goal in class, school or outside of school activities.

Life, entrepreneurship and environment competence

The young learner:

- prepares a simple daily plan for two-three daily activities, in written form, taking into consideration time, place, necessary materials and tools to accomplish the task;
- finds similarities and differences between activities organized in school and those at home;
- identifies necessary sources (materials, tools, etc.) and uses them to accomplish a task or activity in class, school or home;

Digital competence

The young learner:

- tells the story which one hears using audio-visual devices, the content of which is not more than one page;
- prepares original, personal works using images found from information sources, as a form to express his/her emotions.

Communicative language competences

One of the most important goals of English language learning is the development of communicative competence. Young learners are expected to develop slightly the communicative competence so that they could be able to receive and reply to several 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 can use the language to express their needs, likes, and dislikes. 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.
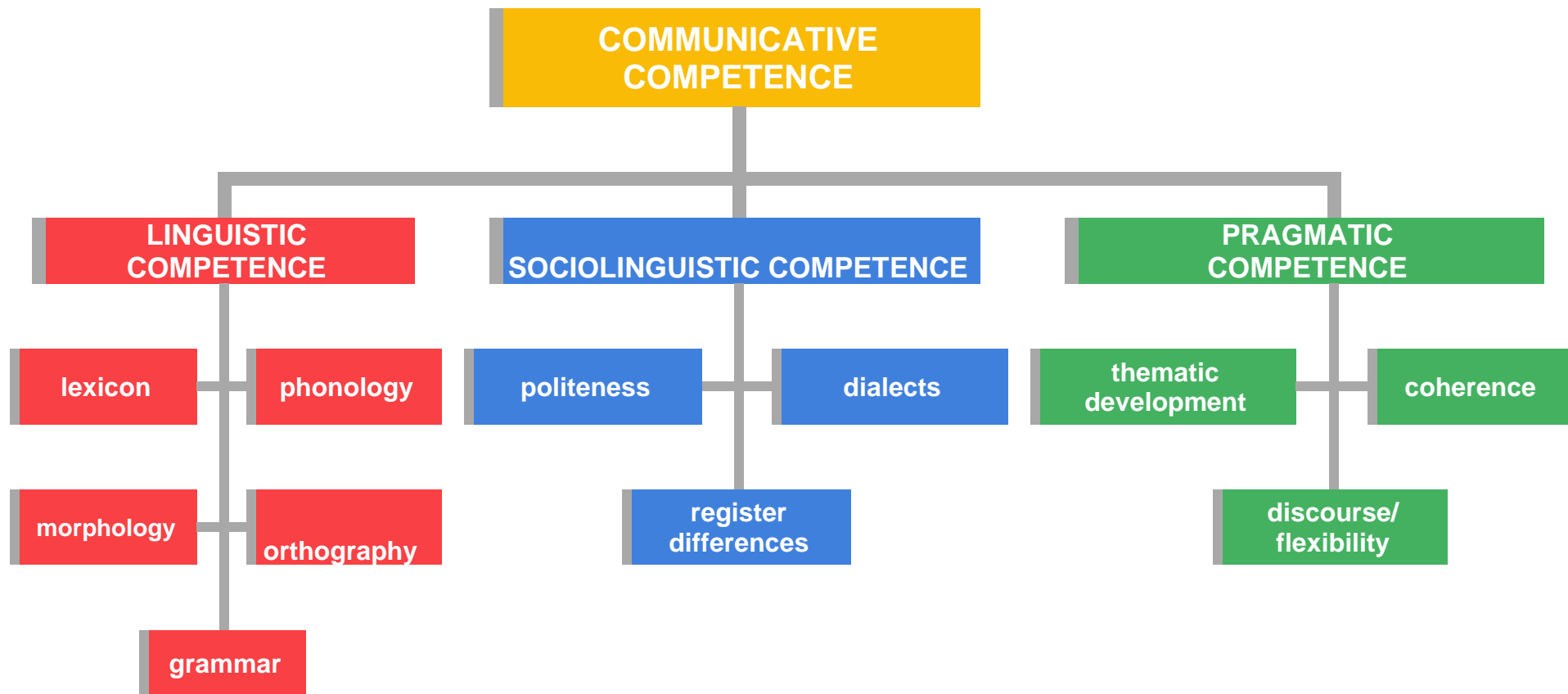
Communicative language competences[3] of a learner involve knowledge, skills and know-how for each of the following three components:

- ***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 on phonological and phonemic awareness, lexicon, simple expressions and short sentences.
- ***Sociolinguistic competence*** relates to the socio-cultural dimension of language use such as 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 the simple use of communicative structures.

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.

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

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[3] https://rm.coe.int/1680459f97

COMMUNICATIVE COMPETENCE

LINGUISTIC COMPETENCE

lexicon

phonology

morphology

orthography

grammar

SOCIOLINGUISTIC COMPETENCE

politeness

dialects

register differences

PRAGMATIC COMPETENCE

thematic development

coherence

discourse/ flexibility

Communicative English 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[4] , for the communicative language competences. Referring to the table, it is obvious that young learners develop their competences throughout the whole academic period.

Subject area competences	Level Pre - A1 Outcomes
Linguistic Competence	The young learner: ▪ uses isolated words/signs and basic expressions in order to give simple information about him/herself. ▪ employs very simple principles of word/sign order in short statements.
Socio-Linguistic Competence	The young learner: ▪ establishes basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
Pragmatic Competence	The young learner: ▪ manages very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary. ▪ communicates very basic information about personal details in a simple way.

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[4] https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

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. constitute 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 their listening, reading, writing and speaking skills.

Young learners in this language level will be able to:

- listen for information and enjoyment;
- listen, understand and start using simple words and expressions to identify different objects related to their everyday life and immediate needs;
- express their ideas by identifying and naming various items;
- use drawing, mark making, symbols to communicate ideas and information;
- read short and simple sentences with understanding and enjoyment;
- explore and work with different materials, such as songs, role-play, images 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 simple expressions to talk out daily routines and activities.

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

Pre - A1[5]

Listening
The young learner can understand short, simple questions and statements provided that they are delivered slowly and clearly: accompanied by visuals or manual gestures to support understanding and repeated if necessary; can recognize every

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[5] https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

day, familiar words, provided that they are delivered clearly and slowly in a clearly defined, familiar, everyday context; can recognize numbers, prices, dates and days of the week, provided that they are delivered slowly and clearly in a defined, familiar, everyday context.

The young learner:

- understands the most frequent important words in a song or rhyme;
- understands and reacts to everyday classroom instructions provided that they are delivered slowly face-to-face, accompanied by manual gestures and repeated if necessary; ("Stand up please!", "Sit down", "Come in", "Go out", "Open your book!", "Come to the board!", "Stop!", "Run!", "Say", "Listen", "Give me the book", "Take it", "Wait", etc.)
- recognizes words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly;
- identifies different objects, when heard, mentioned often accompanied by pictures;
- listens and reacts to familiar greetings and orders;
- understands words related to people who help him/her;
- understands words and groups of words related to types of weather;
- understands words and simple expressions about travelling and means of transport;
- understands words and simple expressions related to holidays and festivals during the school year.

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,' "Entrance" 'Dining room' "No food or drink" etc.;
- understands simple short messages written by the teacher or a friend (e.g., "I am in the library.", "I am back in an hour.", etc.).
- finds information about places, times and prices on simple posters, flyers and notices;
- understands simple informational material that consists of familiar words and pictures

or an illustrated story formulated in simple, everyday words;

- recognizes, reads and understands words for different types of transport on a poster or in a book especially if there are illustrations;
- deduces the meaning of a word from an accompanying picture or icon;recognizes and reads out a few familiar words and phrases, e.g., from stories and rhymes, labels on familiar objects, the date, the weather;
- reads and understands teacher's simple and short instructions (e.g., Bring your homework book tomorrow!)
- reads and understands simple computer or video game instructions;
- understands simple computer commands.

Speaking

Spoken interaction:

The young learner can ask and answer simple 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 are directly related to him/her, for example about the name, age or similar things, if the person is asking slowly and clearly;
- understands a number of familiar words and greetings and recognizes key information such as numbers, prices, dates and days of the week, provided that speech is delivered very slowly, with repetition if necessary;
- understands and uses a few 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 about their name;
- uses and understands numbers and prices in everyday conversations e.g. The book is 10€.
- makes simple purchases through pointing to objects or using gestures;
- says and asks people about their age;

- understands familiar words and phrases (e.g., numbers, days of the week, colours, weather)
- understands when people greet him/her, ask how he/she is and say good-bye to him/her
- asks and answers questions about days and time. e.g. -What day is it today? -Today is Tuesday; 3rd June 2021. What's the time, please? Etc.

Spoken Production

The young learner can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality), saying how he/she is feeling using simple words like 'happy,' 'tired', accompanied by body language.

The young learner:

- describes him/herself (e.g., first and last name, address, telephone number, nationality, age, family, school and hobbies), using simple words and formulaic expressions, provided he/she can prepare in advance;
- says what his/her name is, how old he/she is, where he/she lives and where he/she goes to school;
- says how he/she is feeling using words and simple, short sentences like 'I am happy today.', 'I feel tired', accompanied by body language.

Writing

The young learner can write words and simple sentences, simple greetings in messages and postcards; can write his/her name, surname, nationality and address in notes messages and forms; can write short simple sentences about a familiar topic; can post online short simple statements about him/herself.

The young learner:

- distinguishes and selects proper words from a given list in order to fill the gaps in a very simple sentence;
- writes his/her school timetable or daily routine;
- formulates simple greetings in postcards, or online communication by using short standard words or phrases;

- fills the gaps with words or phrases referring to images and pictures;
- describes friends, relatives, characters, objects, beloved animals and objects with simple words and short sentences;
- writes a short simple postcard;
- writes his/her name, address and age on a simple form;
- writes some personal details: his/her first and last name, age, where he/she lives, etc.

Strategies[6]

Strategies serve as a vital link between the qualitative and quantitative dimension of the overall language proficiency. At this early stage of language acquisition young learners 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	The young learner can deduce the meaning of a word from an accompanying picture or icon.
Production Strategies	
Compensating	The young learner can point to something and ask what it is.
Interaction strategies	
Asking for clarification	The young learner 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, young learners must gain knowledge, develop concepts, acquire the necessary skills and shape values and beliefs. The following

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[6] https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4

domains are considered as the most important ones to be included in English language syllabuses:

- 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 the following tables is not exhaustive and gives an overview of the main domains, topics, functions, activities and games that teachers can employ while teaching English to young learners. Teachers have the flexibility to provide appropriate learning opportunities based on their young learners` abilities, interests and development needs. Topics, learning outcomes, functions, structures, examples, activities and games are not listed in any particular order. Learning outcomes will serve as a guide for teachers to design their lesson plans for each topic. Functions, structures, activities and games are only suggested examples to be referred to.

Domains	Topics	Learning outcomes
Everyday life		The young learner:
	My world	- 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;
	My toys and games	names and lists pets, food, toys, activities presented in pictures, short dialogues or stories;

	My clothes	▪ mimes and guesses the actions as for example running, dancing, playing football/basketball etc.;
		▪ listens and sings chants introducing numbers;
	My favourite food/ lunch/ breakfast	▪ identifies food and drink items in a simple menu;
		▪ identifies what characters` favourite food items are when shown in pictures;
	Free time activities	▪ writes a simple shopping list;
	My pets	
School life		▪ names colours of, and colours the given objects;
	My school	▪ listens and repeats words and simple expressions related to classroom objects;
		▪ names, draws and colours classroom objects as instructed;
	My class	▪ listens to, sings songs and repeats the words and simple phrases of songs;
	My classmates	▪ prepares a simple timetable with the main school subjects.
	School subjects	
Personal and social life		▪ labels the body parts in pictures or short story clips;
	Me and others	▪ listens and repeats the words and basic expressions related to face and body;
		▪ chants and sings songs related to body parts;
	My family	

	My friends	• answers questions related to body parts using simple language structures; • listens to and sings songs introducing family members; • identifies family members through pictures in short stories; • names and lists bedroom objects; • creates a simple family tree.
	My body	
	My house	
	My community	
The world around us	My garden	• names and lists 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, writes the names of 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; • writes and says the days of the week, seasons of the year.
	Animals	
	Jobs	
	The forest/ park/ beach	
	Nature	
	The farm	

The world of communication	Hello!	• uses greeting words in very short dialogues;
		• listens and understands short dialogues in which the characters introduce and greet each other;
	Introducing friends and siblings	• listens and sings greeting songs;
		• listens and repeats in English the basic greeting words and expressions;
		• wishes friends on their birthday;
	Birthday cards	• sings a birthday song;
		• asks and answers about his/her age, nationality, family members, friends etc.;
	Massages	• uses basic greetings to greet the teacher and peers;
		• writes a birthday cards using pictures and very short phrases and sentences.

Functions	Structures	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	Imperatives (positive)	Look! Listen! Open the door, please! Come here! Be quiet, please! etc.
Giving and asking for personal information	What is ___? 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 is __ 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	How many *books*? Two books.
Asking and talking about ages.	Questions and short answers: Yes, I am. No, I'm not.	Are you *five years old*? 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) *the book*? On the table.

Activities and Games
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
Puzzles
Cutting and pasting
Anagrams (finding the words)
Responding to commands and instructions (TPR)
Labelling
True and False
Bingo
Pictionary
Art projects
I spy with my little eye something that ….
Tic-tac-toe
Hide and seek

The young learners are introduced not only to English language, vocabulary, functions and structures but they are also introduced to attitudes and values[7] which will be further consolidated. English language as part of Albanian national competence-based curriculum teaches young learners how to:

- appreciate other cultures and diversity;
- show empathy to family, friends and peers;
- love learning languages;
- care about people, objects and animals;
- help at home, tidy up and look after the environment;

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[7] https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/rfcdc-volumes

- share with and help friends;
- be safe and secure;
- choose healthy food;
- be on time;
- be kind to family and friends;
- look after animals and environment;
- be polite, say sorry, say nice things;
- take turns when speaking.

Distribution of teaching classes

The following table gives a general overview of how teachers may distribute the teaching classes for grade II. (35 weeks X 2 classes per week = 70 classes)

Grade II	Linguistic Competence	Sociolinguistic Competence	Pragmatic Competence	ELP (European Language Portfolio)	Total
	30 classes	15 classes	15 classes	10 classes	70 classes

Teachers may use the number of classes available per each competence flexibly, to meet the young learners` progress and needs. Nearly 60-70% of the teaching classes within each competence should be used to introduce new knowledge and concepts, and nearly 30-40% should be used for revision, tests, and projects etc.

Section VI

PEDAGOGY

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 young learners 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 young learners 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 young learners.

English Language instruction is based on the following methodological guidelines and principles:

Student-Centered Instruction (SCI)

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

Examples of student-centred instruction include discussion, games, simulation, discovery and problem solving. Although young learners appear to "drive" their learning, teachers are responsible for planning and facilitating the arrangements that put young learners at the centre of learning.

Differentiated instruction (DI)

Every young learner is unique, and therefore each young learner learns and understands information differently. Young learners 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 young learner by accommodating to their specific learning style. Differentiating instruction offers a way to meet *all* young learners' needs encouraging them to express what they have learned in varied ways. In order 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 where young learners team together to further explore concepts learned, create meaningful projects, and the like. It encourages collaborative behaviours among groups of young learners where learning is highly social and influences the development of the brain. Cooperative Learning is a form where young learners work cooperatively in small groups, which benefits them in the short term, for their future academic period and also in the long term, where they are prepared for the world of work, where jobs increasingly depend on cooperation.

Collaborative learning increases young learners' retention, enhances young learners' satisfaction with their learning experience, helps develop skills in oral communication,

develops young learners' social skills, promotes their self-esteem, and makes them autonomous learners.

Utilizing Technology in the Classroom

Integrating technology into the classroom is a great way to empower young learners to stay connected in this technological era. Technology-rich and challenging lessons keep young learners 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 young learners on a virtual field trip. Any of these technology integration strategies will have a positive impact on young learners learning.

Project-based learning (PBL)

PBL involves a dynamic classroom approach and a teaching method through which young learners 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, which reflect the current environment where young learners live and learn. It places new demands on young learners 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.

Section VI

PEDAGOGY

PEDAGOGY

It is an established fact that the foundation of language learning is laid from an early age. Therefore, the focus on the accuracy and fluency in oral communication will help teachers develop 21st century skills and make young learners enjoy the learning process.

Teachers should pay attention to create early literacy skills to young learners 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 young learners to explore, understand, experiment, experience and transform information into meaningful content and skills. Teachers are facilitators of young learner`s learning and they should very carefully:

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

Pedagogical Processes

Pedagogical processes are the strategies that teachers are recommended to use, in order to implement the curriculum in such a way that young learners 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 syllabus implementation:
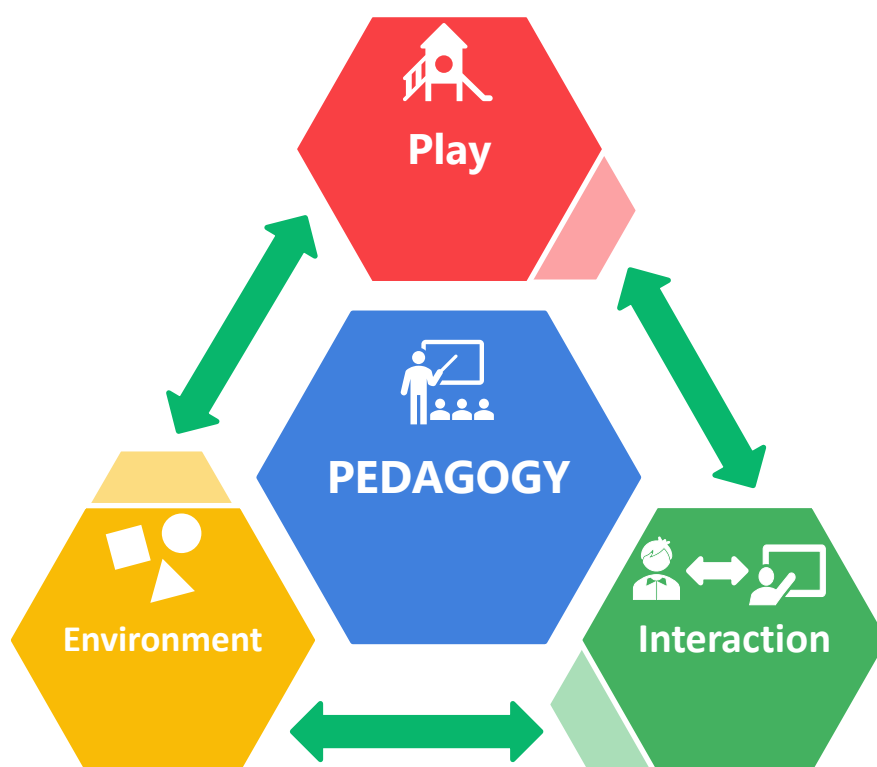
Play is at the heart of how young learners learn. Through play, young learners demonstrate what they are learning, what they are interested in, and what they are concerned about. Play is universally regarded as young learner's way of learning. They love to play and are happy when they are given freedom 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 young learners observe, imitate and build on what they observe. They gain social and emotional skills when they share, solve problems, coordinate with other young learners, create their own games. Young learners develop social values when they learn to wait for their turns, play games based on rules etc.

Young learners 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, young learners explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalization. The learning environment for young learners should be welcoming, safe and predictable, offer variety of developmentally appropriate material for young learners to explore and experiment independently. All young learners especially those with special needs develop their self-esteem and self-confidence when they are appreciated, encouraged and responded to.

Section VII

ASSESSMENT

ASSESSMENT

In the early language learning stage, assessment and evaluation should be regarded as a playful, non-threatening process to track the young learners' progress in developing their English language skills and competencies. 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 young learners' activities. These activities will be the ones those young learners 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 young learner to monitor progress - the extent to which s/he was moving towards certain learning outcomes.

Assessment should focus on young learner`s strengths rather than his/her weaknesses.

Types of Assessment

Formative Assessment

Formative Assessment is the most powerful type of assessment for improving young learners` understanding and performance. This type of assessment of young learners` learning at different levels provides information that teachers can use to design lessons plans, conduct classes to suit the young learners' needs by utilizing the English language syllabus effectively. This occurs in the short term, as young learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to young learners is immediate (or nearly so), to enable them to change their behaviour and understanding right away. Formative Assessment also enables the teacher to rethink instructional strategies, activities, and content according to young learners` understanding and performance. Formative Assessment can be as informal as observing the young learner's work, or as formal as a written test.

Progress Monitoring Assessment, introduced in the Albanian curriculum, collects

evidence about young learners' progress toward achieving objectives as measured in relation to the stages of language learning process. These ongoing assessments may occur at any point during the teaching process except at the end of the course of the study. This kind of assessment serves to:

- give important information about young learners' progress;
- help teachers adjust instruction and planning periodically.

Summative Assessment

Summative assessment evaluates young learners' achievement at the end of the term or school year with a grade and is usually comprehensive in nature.

Summative assessment takes place at the end of a large amount of learning, with the results being primarily for the teacher's or school's use. Thus, Summative Assessment tends to have the least impact on improving an individual young learner's understanding or performance. Young learners/parents can use the results of Summative Assessments to compare their performance against a standard (language levels according to CEFR) or a grade-level group. Teachers/schools can use these assessments to identify strengths and weaknesses of the syllabus and instruction, with improvements affecting the next year's/term's young learners. In addition to being developed by teachers or school executives, summative assessment instruments are also developed by local, national or international institutions.

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

Teachers must document each young learner'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 young learners-how and where young learners 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 young learner's learning. This type of assessment also focuses on the young learner's strengths and demonstrations of knowledge and skills. Teachers should use European Language Portfolios (ELP) for very young learners. As a self-assessment tool, ELP motivates and helps young learners to appreciate their strengths, recognizing their weaknesses and orientate their learning more effectively. It also encourages autonomous learning in order to give young learners greater control of their learning and to inform them of their learning process.

European Language Portfolio (ELP)[8] is also a classroom indicator to the teacher of young learners' progress and growth. It provides information that can be used for assessing young learners' areas of comprehension, fluency, vocabulary and grammar.

ELP has two main functions:

a) pedagogical function;
b) reporting function.

It consists of three parts:

- Language Passport
- Language Biography
- Dossier

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[8] https://www.coe.int/en/web/portfolio

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

Checklist: Checklists are a list of learning outcomes, behaviours, or traits of a young learner in a particular development area. Teacher are to determine whether these traits exist in a young learner or not. They have to mark on the checklist as "Yes" or "No" to indicate whether a particular young learner exhibited a behaviour 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.

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