Handbook for the Teaching of

Arabic

as a Foreign Language

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Handbook for the Teaching of

Arabic as a Foreign Language
Acknowledgements

Curriculum writing

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Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and 2 curriculum intends to promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The Form 1 and 2 curriculum is a pedagogical tool that is intended to help teachers meet the different needs of the learners. It unpacks the subject into clear objectives and specific learning outcomes. Teaching and learning examples are intended as means of support for teachers as they work with the range of learners in the class. The Form 1 and 2 curriculum offers greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners’ understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education
Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

The Form 1 and 2 curriculum documents reflect the principle of diversity of student learning needs. They recognize the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum documents provide scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond. J. Camilleri
Director
Curriculum Management and eLearning Department
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Handbook for the Teaching of Arabic as a Foreign Language

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they ‘the gifted’ or ‘the least able’) should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. A teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student’s school career.
4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
6. Approaches to teaching and learning that are specific and differ for each subject.
7. A number of units which have important sections that relate to the above paradigms.
8. E learning perspectives

Each Unit has a number of features

- A front page which indicates
  - the code and title of the unit
  - the length of a lesson and
  - the number of hours in which it may be taught
  - it identifies the key words to be addressed
  - the points to note especially about the subject approach to teaching and learning
  - a statement about resources including references to e learning

- A subsequent set of five pages which indicates;
  - the teaching objectives
  - examples of teaching activities and experiences that a teacher may wish to use or develop.
  - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels.

- A set of three pages (where applicable) indicate
  - examples of work within the same teaching objectives for students who are working within attainment levels one to four.

- In some units, a final page that
  - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.
● Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students’ learning needs.

● Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of Arabic as a Foreign Language curriculum

The study of languages provides opportunities for students to become more tolerant of diversity, more respectful of others and more aware of their place in the international arena. Travelling and migrating between countries, cultures and languages has become more commonplace because of globalisation. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world, especially through information and communication technologies.

By studying Arabic as a foreign language in Maltese schools, students become independent individuals and valid members of society who can achieve lifelong benefits. The ability to attain linguistic competence allows them to communicate with Arabic speakers not only locally but also around the world. Those who study Arabic would have opportunities for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality, IT, international relations, state security and services.

Arabic is a widely spoken language. It is the official language of 22 countries spread over two continents and one of the official languages of the United Nations. According to Grimes’ (1988, Texas) ethnologue of languages, Arabic is ranked amongst the top languages mostly spoken in the world.

The study of Arabic enables learners to gain access to, and to appreciate the rich Arabic culture, history, calligraphy, art and literature.

The aims set out below describe some of the educational purposes of following a foreign language course. They are not listed in order of priority. The aims are to:

● Develop the ability to use the language effectively for purposes of practical communication with the country of residence and in all the countries where the language is spoken;

● Form a sound base of skills, language and attitudes required for further study, work and leisure;

● Offer insights into the culture of the countries where the language is spoken;

● Develop knowledge and understanding of countries and communities where the target language is spoken.
The Arabic Language Curriculum as a foreign language is designed and based on the four language acquisition skills. Culture awareness on the Arab world is also incorporated in the four language strands. This Curriculum reflects and follows the policy of the National Curriculum Framework (NCF) 2011 for Malta and the recommendations of the Common European Framework of Reference (CEFR) for languages of the Council of Europe.

2.3 Approach to teaching and learning for Arabic as a Foreign Language

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in Arabic:

Teaching a foreign language necessitates a mixture of pedagogical methodologies and approaches which cater for the different individual needs of each student. The choice of methodology to be embraced, whether communicative, task based, project based or the Presentation, Practice and Production method, should concentrate always on the needs, abilities, aptitudes and interests of the individual student.

This therefore means the undertaking of a student-centred learning approach, which incorporates additional learning opportunities, which are enjoyable, varied to suit the individual student and which enable him or her to acquire the necessary skills and knowledge leading to the acquisition of Arabic as a Foreign Language. Through this approach students will be enthusiastic and active participants in the learning process and will be offered opportunities to be responsible for and in control of their learning. They can thus equip themselves with autonomous language learning skills, develop their awareness of language and intercultural diversity and will be able to express themselves and communicate in Arabic with increasing confidence, independence and creativity using modern means of communication.

2.4 The Teaching Objectives Framework for Arabic as a Foreign Language

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content
that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

### Teaching Objectives Framework

<table>
<thead>
<tr>
<th></th>
<th>Unit Titles</th>
<th>Key Teaching Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>Job Hunting</td>
<td>To make future plans, negotiate and compare jobs. To record, organize and present information in different formats</td>
</tr>
<tr>
<td></td>
<td>More famous Arab Personalities</td>
<td>To demonstrate knowledge and appreciation about the contribution of these personalities to society</td>
</tr>
<tr>
<td></td>
<td>Getting Ready for the Exam</td>
<td>To demonstrate competency in using and applying effectively all the vocabulary and grammar</td>
</tr>
<tr>
<td><strong>Form 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>Sports</td>
<td>To recognize the link between sports and a sense of identity, understand sportsmanship in various sport disciplines</td>
</tr>
<tr>
<td></td>
<td>Our Body and Exercise</td>
<td>Knowledge of the human body, healthy living and medical check-up</td>
</tr>
<tr>
<td></td>
<td>Enjoy your meal</td>
<td>To identify vocabulary related to Arab dishes, culinary and feasts while recognising the influence of globalisation on language and to request/decline things politely</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>Shopping and Money matters</td>
<td>To recognise ways of dealing, communication, prices, haggling and making conditions, some of which are culture-specific</td>
</tr>
<tr>
<td></td>
<td>Things to See and Do outdoors</td>
<td>To participate and contribute to discussions about visiting places, outdoor activities</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>To compile, express opinion about various animals and apply the grammar rule of non-humans</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>Famous Arab Personalities</td>
<td>To demonstrate knowledge and appreciation about the contribution of these personalities to society</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>Arab Proverbs, Customs and Traditions</td>
<td>To identify connections between culture and language use in Arabic-speaking communities</td>
</tr>
<tr>
<td></td>
<td>Let’s Revise</td>
<td>To demonstrate competency in using and applying effectively all the vocabulary and grammar</td>
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<tr>
<th>Form 3</th>
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<tr>
<th>Teaching Block 1</th>
<th>Personal Matters: Birthday and Place of Origin</th>
<th>To respond appropriately in familiar situations by confirming, requesting repetition and seeking clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inside my House: Rooms, Furniture and Décor</td>
<td>To organise information and develop description strategies in various formats</td>
</tr>
<tr>
<td></td>
<td>House Chores and Activities</td>
<td>To deduce and identify roles, relationships and responsibilities at home in routine life or special occasions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Block 2</th>
<th>Life at School, School Subjects, Events and Activities</th>
<th>To give information about teachers, school subjects, describing school activities and timetables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telling the Time</td>
<td>To express the time, dates, and making an appointment</td>
</tr>
<tr>
<td></td>
<td>Map Reading</td>
<td>To handle basic map reading, different landmarks and locating places or sites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Block 3</th>
<th>Seeking and Giving Directions</th>
<th>To be able to ask for and give directions, indicate different locations, places, people, and areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My Hobbies</td>
<td>To describe and relate more specifically one's hobbies in written texts</td>
</tr>
<tr>
<td></td>
<td>Consolidation and Revision</td>
<td>To demonstrate competency in using and applying effectively all the vocabulary and grammar</td>
</tr>
</tbody>
</table>

| Form 2 |

| Teaching Block 1 | Clothes and Personal Attire | To identify various types of attire including some Arab costumes and to classify the appropriate usage of vocabulary in context |

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| <strong>Objects from the Immediate Environment</strong> | To recognise symbols, words and phrases related to one's operating location, situating oneself in it and describing objects |
|<strong>Likes and Dislikes</strong> | To be able to handle information, vocabulary and situations about personal matters and tastes. |
|<strong>My Friends</strong> | To inform oneself about friends and introduce them to others. Become aware of Arab customs on friendship |
| <strong>Teaching Block 2</strong> | <strong>Leisure and Hobbies</strong> | To relate and describe daily leisure activities in general |
| | <strong>The Yearly Seasons</strong> | To distinguish between the seasons in local and Arab environments |
| | <strong>Fruit and Vegetables</strong> | To demonstrate understanding of the various produce available, healthy eating and recipes |
| | <strong>More Numbers (11-20)</strong> | To present or request information in numeracy and apply the specific grammar rules |
| <strong>Teaching Block 2</strong> | <strong>Creating and Shaping Texts</strong> | To write for various purposes using features of different forms such as lists, short stories and instructions |
| | <strong>My Neighbourhood</strong> | To identify the landmarks, places and sites, sort and locate the main ideas in written or aural contexts |
| | <strong>Living in the City/Town/Country</strong> | To compare and contrast living conditions |
| | <strong>Consolidation and Revision</strong> | To demonstrate competency in using and applying effectively all the vocabulary and grammar acquired in the previous units |
| <strong>Form 1</strong> | <strong>Let's get started: Script Decoding and Encoding</strong> | To link sounds to letters, naming and writing the letters of the alphabet |
| <strong>Teaching Block 1</strong> | <strong>The Arabic Alphabet: Combining Sounds/Letters into Syllables and Words</strong> | To use phonic knowledge to read and write simple words and blending the phonemes all through the words from right to left |
| | <strong>All About Me: Common greetings and introducing oneself</strong> | To make use of acquired vocabulary to interact in daily routine while recognising the diversity of language systems |</p>
<table>
<thead>
<tr>
<th><strong>Teaching Block 2</strong></th>
<th><strong>Teaching Block 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Yourself and Others: Countries and Nationalities</strong></td>
<td><strong>Numbers (1-10), Days of the Week and the Months</strong></td>
</tr>
<tr>
<td><strong>Sentence structure and Punctuation</strong></td>
<td><strong>To describe one’s own house and living environment and to find similarities and differences when comparing with those of the Arab countries.</strong></td>
</tr>
<tr>
<td><strong>My Family and Relatives</strong></td>
<td><strong>To be able to use the numbers and express oneself competently in terms of limited numbers, quantities and time frames</strong></td>
</tr>
<tr>
<td><strong>Colours, Shapes, and Description</strong></td>
<td><strong>My School</strong></td>
</tr>
<tr>
<td><strong>To express family ties and to acquire information about family and other acquaintances.</strong></td>
<td><strong>To obtain and share specific knowledge and information about one’s school.</strong></td>
</tr>
<tr>
<td><strong>To identify, distinguish and be able to describe different features.</strong></td>
<td><strong>Can you tell me where is.....?</strong></td>
</tr>
<tr>
<td><strong>What I have learnt this year</strong></td>
<td><strong>To explore diverse contexts and areas in which meaning is elicited and conveyed mainly by questioning structures</strong></td>
</tr>
<tr>
<td><strong>To revise and consolidate the vocabulary, grammar and communication skills tackled in the previous units</strong></td>
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</table>

### 2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling.
2.6 Strands of learning for Arabic as a Foreign Language

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for Arabic are:

1. **Listening**

The ability to engage actively and appropriately with the implicit and possibly the explicit meaning of spoken discourse in a range of situations.

2. **Speaking**

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose.

3. **Reading**

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing analysis and awareness of the range of text types and their aims, together with the contexts and cultures that inform the writing.

4. **Writing**

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects.

2.7 The use of the attainment level descriptors for Arabic as a Foreign Language

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in
a attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for Arabic as a Foreign Language are:

**Strand 1: Listening**

The ability to engage actively and appropriately with the implicit and possibly the explicit meaning of spoken discourse in a range of situations.

**Attainment Level 1**

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

**Attainment Level 2**

Students listen to words to identify meaning, e.g. associate a word with a picture. They identify 6 known words in songs and rhymes, which they enjoy listening to repetitively. They can identify 6 known words in basic conversation such as greetings, please and thank you. Teachers should take note of facial expression and gestures of students when assessing receptive communication when reading a very short story for them. Students begin to show understanding to very simple questions about personal or immediate events or experiences. Students start to display understanding of simple instructions containing at least two key words, signs or symbols.

**Attainment Level 3**

Students demonstrate an understanding of at least 10 words, including the names of familiar objects. They follow requests and instructions with three key words, signs or symbols. Students listen, attend to and start to follow stories for short stretches of time. They attend and start to demonstrate understanding to questions from adults and their peers about personal or immediate events. Students start to follow a role play. Students listen attentively. They start to demonstrate an understanding of questions about who and what. Students demonstrate understanding to simple requests which contain one key word, sign or symbol in familiar situations.

**Attainment Level 4**

The students show that they can identify the sounds which represent the letters of the Arabic alphabet, Eg. : ﺟ ﺍ ﻳ ﻊ ﻪ ﺳ ﻳ ﻊ ﻪ ﺳ. They recognise the difference between the short and the long vowels, Eg. : ﻪ ﺳ \( \) \( \) and recognise features of the written language as a representation of sound, Eg. print writing from right to left, script, accents, changing shape of a letter in the word. They are able to listen to and demonstrate knowledge of phonemes and names of letters in words. They show that they can follow a few familiar spoken keywords and phrases which are very slow and carefully
articulated. They may need a lot of help, such as repetition or gestures. They can listen, recognize and associate the sound of a letter with its corresponding shape or symbol. They listen with enjoyment and understand with support stories, songs, rhymes with repetitive and predictable text. They are able to listen actively to aid comprehension and understand diversity in such a way that they can sift or select content which refers to the Arab culture in aspects of music, stories, history or traditions.

Attainment Level 5

The students can identify and distinguish the use of the shadda, the madda and the hamza from other similar sounds of the Arabic alphabet, eg.: كسر، أكل، أحد. They demonstrate comprehension of simple words, greetings and familiar expressions, eg.: رجول، هذا قلم، توده، البيت الكبير، البيت كبير، داخل الوالد، صباح الخير، عيد سعيد، ما اسمك؟ أجب على الأسئلة التالية. They recognise and understand the sounds and meanings of signs and symbols in everyday life, eg.: number, male/female, no eating, no entry, currency. They can follow a range of utterances, vocabulary and instructions in a familiar context with the help of visuals. They can understand simple questions and follow short directions related to immediate needs, eg.: ما اسمك؟ ادخل، من أنت؟، أكتب. They understand the importance of pronunciation and intonation, eg.: recognising a question from a statement.

Attainment Level 6

The students can listen to various concrete text types of a brief length and demonstrate understanding of key-words. They can extrapolate and respond to essential general ideas and information from texts of concrete type, general subjects, questions and special fields of competences that need repetition for some items or sections. Gradually they show growing confidence in being able to listen to and progressively understand the spoken language. They follow accurately instructions given in a familiar context. They recognize and recall main points in a short dialogue/story and can sequence aural text and correlate text to images. They build upon their immediate awareness of the existence of the Arabic language and culture other than their own and those of their peers by listening to songs or greetings. They can listen, understand and appreciate the similarities or differences in the life of Arab countries.

Attainment Level 7

The students can demonstrate understanding of the main points and some detail from aural longer passages made up of familiar language, with some repetition. They follow and understand with some confidence a simple conversation without the help of a visual cue. They recognise different attitudes and emotions. They follow and understand a variety of spoken discourse relating to familiar context between two or several participants and identify purpose, intended audience and the main roles. They show understanding by answering questions in Arabic, choosing the correct answer. They can also deduce meaning of some unfamiliar language from the context and prior knowledge of the subject matter when listening for the main ideas. Students investigate various aspects of cultural and language practices and can record them using a variety of communications strategies. Eg.: They can select different types of Arabic music or visual clips and edit them.
Attainment Level 8

The students can follow and understand narratives and descriptions, including those which do not follow a chronological sequence. They listen to with confidence and understanding an increasing range of spoken discourse. They can discriminate between the main and subsidiary ideas in discourse spoken without repetition. They infer the main ideas of announcements from aural media or other means. They understand language spoken at near normal speed, and need little repletion. They recognize conversational strategies; make use of cognates and internationalisms. Students are aware of the ways in which contemporary Arabic language and culture have been influenced by globalisation and can identify typical Arabic idiomatic expressions such as إن شاء الله!

Attainment Level 9

The students can follow and understand confidently spoken discourse with familiar vocabulary in less familiar contexts. They distinguish between formal and informal registers of familiar vocabulary, e.g.: شكرًا (Standard) or كيف حالك؟ (Dialect), الله يخلدك (Standard) or آزيك (Dialect). Students follow extended speech spoken at a normal speed and identify the main ideas or specific information. They listen to and understand inferential meaning in familiar spoken discourse. They can follow narratives, descriptions, directions and instructions in standard Arabic dealing with predictable everyday needs. They demonstrate understanding of standard speech delivered in authentic settings such as media news, messages on voicemails, announcements at airports or stations. Students can identify and explain aspects of the culture of Arabic speaking communities in a familiar range of aural texts and contexts.

Attainment Level 10

The students can recognize judgments and opinions. They can understand and follow the main points of several radio, TV programmes, current affairs and talk shows. The students can understand non-factual material and some complex sentences with only a little repetition. The students can follow and understand extended monologues. They are able to understand literary forms like poems, songs or short stories with some repetition. They are familiar with various regional dialects of the Arab world and can distinguish from which country or region an Arab originates when they hear a conversation. Students can follow with concentration and understanding a large variety of authentic spoken language. They are able to listen for implied meaning. Students listen accurately and critically.

Strand 2: Speaking

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose.

Attainment Level 1

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems. Students make
sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

**Attainment Level 2**

Students establish and maintain social contact, eg.: respond nonverbally to greetings or instructions. With repetitive drills students can sound and say those letters in Arabic that have the same sounding in Maltese. With guidance they make attempts to repeat a word using different intonations. Students repeat single words, signs or symbols. They can recognise and say a familiar word according to its picture. Students can recall and say two words they heard in a short story or rhymed verse. Students like to sing along with a song in Arabic repetitively. They follow cues and visual cues to recognise and respond by gestures or by single words when new words and phrases are used in familiar contexts.

**Attainment Level 3**

With repetitive drills students can sound and say the letters of the alphabet in a rhyme or song. With support, students repeat, copy and imitate up to 6 single words, signs or use a repertoire of objects of reference or symbols. They start to use single words for familiar objects. Students can repeat a wide range of learned vocabulary in Arabic for enjoyment such as singing, rhymes or onomatopoeic words. They start to use simple learned words to communicate basic immediate needs. They start to use learned words used for greetings and courtesies. Students are still learning the correct pronunciation of words. With constant support they repeat words and practice pronunciation and intonation from their repertoire. At this level students use single words and not phrases.

**Attainment Level 4**

The students can recognise and identify the letters, name and sound them and say them in alphabetical order. They reproduce the sounds of the letters of the Arabic alphabet clearly in singing, repetitions and refrains. They can pronounce correctly similar sounding phonemes and are able to discern between the long and the short vowels. Students produce and respond with single words or phrases to communicate in familiar contexts with cues and visual help. Eg.: تشرفتنا، اسمي توني or شكركم - عفوا They share very basic personal information and respond to daily routine greetings and very simple commands. They spell, associate graphically and phonetically the letters of the alphabet. They start to interact with peers or adults with very short utterances that are drawn from frequent and consistent teacher modelling supported by visual cues, Eg. pointing to a picture of a person, or an object. They start using some culturally specific gestures (Eg. Shaking hands or cheek kissing when greeting) in a limited range of contexts.

**Attainment Level 5**

The students can imitate and reproduce accurate pronunciation, intonation and stress, Eg.: على فكرة سلام! يا سمير! يا عفوا They produce simple short phrase conversations using scaffolds, Eg.: model sentences, cue cards, telephone conversations. They express and describe own feelings. They respond to questions on aural
texts or pictures. They demonstrate ability to pass on simple messages. They respond to and make simple basic requests reliant on modelled language. Students will retell a short story or reproduce grammatically correct sentences based on scaffolds from memorized or from previously dealt vocabulary. With constant support and repetition they try to imitate intonation, for example in statements, questions and exclamations. The start exploring cultural symbols and practices through films, games, stories, songs, craft, realia, proverbs, flags, maps, gestures, greetings, traditions and direct encounters with native speakers.

Attainment Level 6
The students can use appropriate intonation, pronunciation, stress and rhythm when speaking, Eg.: استعمال الإدغام والمد والتنوين: ردّ، أسف، بيت. They start and join in simple interactions on familiar and less familiar topics. Students make use of mostly memorised vocabulary and can substitute it to vary questions and answers. They produce short and effective oral presentations about a topic of interest. There is evidence of emerging connecting discourse, eg. They can ask for and provide themselves additional information about likes and dislikes, on immediate and familiar topics and can classify their opinions. They begin to develop simple connected dialogues which include the use of different verb tenses. Students can present and request information for places of cultural significance or landmarks, Arab traditions or socio-cultural practices.

Attainment Level 7
The students can apply grammar knowledge to adapt and substitute words and phrases. They can interpret pictures on familiar topics in order to narrate a series of events. Their pronunciation and intonation are generally accurate and consistent. Students can initiate, maintain and close discussions of familiar topics by using verbal cues and leave taking, eg.: أهلا، حسنًا، إلى اللقاء. They express various conversation situations such as interrogative statement, surprise and wonder forms. They start to experiment with new language structures and self learnt vocabulary thus meeting their individual communication needs more accurately though within familiar contexts. They use confidently many common expressions within the Arab cultural practices, eg. وما شاء الله! الله مساعدك.

Attainment Level 8
The students can take follow up questions but may have to ask for repetition if the speech was rapid. They deal with open questions but rarely expand further. They select and manipulate certain structures to achieve specific communication goals, eg.: use appropriate tense for recounting, emotive language for effect i.e. استعمال تعبير التهيئة والتعرية. They can produce a brief original presentation to a specific audience using appropriate and reasonably fluent language. They interact freely with peers to meet real social and classroom needs, however exchanges do not necessarily involve extensive idiomatic usage. They engage in conversations to compare aspects of their own lifestyle with those of Arabic-speaking communities.

Attainment Level 9
The students become aware of verbal and non-verbal communications and respond appropriately. They expand or qualify a spoken message, eg.: بيمعني...! ومن جهة أخرى.... They can manipulate Arabic to communicate effectively and accurately, eg.: in speeches, reports, discussions. They use tone, volume and pace of delivery to indicate emotions and convey meaning. They use words which they have looked up themselves in dictionaries and glossaries. Students can incorporate three
or more ideas and use more complex language, express opinions and disagreement. They can participate and engage themselves directly in cultural activities at school or in the local community.

**Attainment Level 10**

The students are able to handle with confidence telephone conversations and face-to-face conversations of unfamiliar topics and situations. They are able to respond well to a wide range of question types although occasional prompting is required. They take initiative and develop more elaborate responses. The students can respond well to a wide range of question types; extremely responsive-expand and develop relevant interchange on own initiative. They can describe and explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions. The students can give a prepared straightforward presentation on familiar topics within their field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision. They can do voice over in Arabic for DVD clips or film clips. They can interpret and mediate during conversations or formal discussions confidently.

**Strand 3: Reading**

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing analysis and awareness of the range of text types and their aims, together with the contexts and cultures that inform the writing.

**Attainment Level 1**

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

**Attainment Level 2**

Students enjoy listening to readings of familiar rhymes and stories. They start to demonstrate knowledge that print carries a message and can distinguish between spoken and printed words. They develop sound symbol correspondence and that Arabic is written from Right to Left. They show curiosity about content at a simple level *e.g. answer a basic two key word question about a story after being read to them*. Symbolic understanding develops and starts to be able to match objects to pictures and symbols. Students start recognising those letters in Arabic that have the same sounding in Maltese. Students recognise 6 letters and syllables in print on flashcards. They use knowledge of 6 initial letters and relate sound and picture cues to predict limited learned words in text.

**Attainment Level 3**

Students begin to choose and enjoy looking at books and print in Arabic. They start to distinguish between print or symbols and pictures in texts. With support and drilling, students recognise and can
read 12 letters and symbols of the alphabet. Students start to select those words that begin with one of the letters that they learned. Students select and recognise or try to read a limited number of words or symbols linked to a familiar vocabulary e.g. name and objects. They understand the conventions of reading e.g. following the text from right to left. Students understand that signs, symbols and pictures convey meaning. They participate in choral reading of learned familiar simple words accompanied with illustrations. Students are able to recognise 12 letters of the alphabet by shape, name and sound in different fonts, formats, titles, print or handwritten texts.

**Attainment Level 4**

The students grasp fully the concept to read from right to left with connected letters. They recognise the relationship between printed words and symbols and their sounds and meanings. The students can identify, memorize and read all the letters of the alphabet in their various positions. They can identify, recognise symbols, signs, letters and words of the written language. They demonstrate comprehension to match spoken word, pictures or actions with printed word. Students start to recognise, read and understand the meaning of keywords in a familiar well rehearsed context. They identify the subject matter of a text through illustrations, titles and extra clues. They contribute to shared reading to develop comprehension skills, eg.: Big Books, group reading. They become aware of the various written Arabic calligraphic scripts used on wrappers, labels, titles, websites or historical sites.

**Attainment Level 5**

The students use knowledge of symbols to read and understand words, eg.: بيتي، فلمك، كتبنا. They use a variety of strategies to elicit meaning from a written text. They read with some fluency and diction simple phrases and sentences of familiar contexts. They distinguish the forms and conventions of language in text, eg.: in narratives, cards, instructions and messages. They also use strategies to skim and scan text for the global meaning making use of titles or visuals accompanying the text in familiar context. They match with confidence the written text to the images and identify the main points, ideas or grammar rules. The students use the knowledge of word order, conjugation of verbs and sentence structure and grammatical aspects to find the meaning of a sentence or text. They become acquainted with the ways in which the Arabs express their culture, eg. music, celebrations, costumes and typical folk games.

**Attainment Level 6**

The students can read correctly the Naskh script with expression ending each sentence with a sukuń. They sound clearly the desinential inflection of every word except where a pause or stop is necessary (اعراب), eg.: طالب \\ طالبًا \\ طالبٍ. They skim and scan text to predict meaning when reading unfamiliar texts. Students use textual features to support understanding, eg.: identifying salient points, the sequence of ideas and questions. Students can identify, find and distinguish grammatical structures in short stories, paragraphs or sentences. They can read short simple messages and rubrics or brief instructions. They can respond to text in a variety of ways eg. by reconstructing a text, sequencing words or sentences. They can read and identify similarities and differences in life in diverse Arab communities including gender roles.

**Attainment Level 7**

The students can search for and select relevant information in order to respond to questions in unfamiliar texts. They identify intended audience, roles and relationships between participants in text
and purpose of text. They can access available resources to assist in understanding a text, eg.: word lists, glossaries, bilingual dictionaries. Students deduce meaning from unfamiliar context and prior knowledge of the subject matter when reading for gist. They recognise the purpose of a text from the way it is structured, eg. message, recipe, advertisement. They recognise and understand the features of different parts of speech, word roots, prefixes, suffixes and verb tenses and read with acceptable fluency. With support and guidance students start to identify purpose of texts eg. to inform, persuade or entertain. Students appreciate the leading roles and biographies of famous Arab personalities from North African countries.

**Attainment Level 8**

The students can read handwritten texts in Ruqʿa Arabic script. They recognise different text types and deduce meaning. Students are able to identify purpose of the written text, eg.: to inform, persuade or entertain, and figure out between the main points, and specific or supporting details. They identify specific information, eg by identifying statements as true or false, answering questions in Arabic and choosing the correct word. They explore the way text content is developed and how ideas and information are sequenced, eg. headings, paragraphing, introductory sentences, topic shifts. Students analyse texts to explore the linguistic choices made to achieve communication goals, eg. use of emotive language, register and tone. Students read and acquaint themselves about famous Arab personalities from the Gulf countries.

**Attainment Level 9**

The students can understand and infer the set grammatical rules and meaning encountered from a wide range of text types. They can read, understand and participate confidently with Arabic speakers by using emails and discussion forums on the Internet. They appreciate and read independently for enrichment, e.g. magazines, fiction and non-fiction, newspapers and websites in Arabic. They recognise and understand culturally loaded use of language, eg.: Arabic uses “شعر أبيض” while English uses “grey hair”; خال عَمَّ. They can select, summarise and analyse information and ideas in written texts. They criticise and make judgements about the relevance of detail in text analysis, eg.: extricating notions and issues from the given text. Students can identify, understand and apply proverbs or idiomatic expressions with confidence.

**Attainment Level 10**

The students can read intensively a variety of texts, including reportage and exposition. They can read fluently and understand with ease medium length articles from newspapers or magazines or websites including Blogs. They are also able to read intensively a variety of texts, including argumentative passages. The students can use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, understanding their significance and effect. They can read with ease and appreciate various forms of literary texts, referring to aspects of language, structure and themes in justifying their views. The students can sustain and extend their personal reading. They read a variety of technical registers. They can identify cultural and linguistic nuances in literary texts.
Strand 4: Writing

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects.

Attainment Level 1

Students encounter activities and experiences. Students follow a slow moving object. Students watch their hand when it moves. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Students make sounds when not distressed. Students show interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Students attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time.

Attainment Level 2

Students begin to understand that marks and symbols convey meaning. They make marks or symbols in their preferred mode of communication. Students produce some meaningful print, signs or symbols associated with their immediate environment. With help they can start trying to write their own name, trace, overwrite and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns. Students differentiate between letters and symbols. Students demonstrate interest and enthusiasm for writing. They copy letter writing with support.

Attainment Level 3

Students start copying, tracing, colouring in or writing with their fingers in the sand those letters in Arabic that have the same sound like in Maltese. Students can write 8 disconnected letters from memory. They use knowledge of 8 initial letters to match with pictures that begin with them. With support they draw and write letters or limited familiar words to communicate meaning. They can group those similar shaped letters together and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware that in Arabic they have to write from Right to left. In their writing and recording, students use pictures, symbols, familiar words and letters in sequence to communicate meaning. Students can fill in a grid to form words with only those learnt letters.

Attainment Level 4

The students can write the Arabic alphabet correctly in their various forms at the initial, medial and final position and connected form. They are used to write from right to left using the Naskh script. They recognise and use the punctuation marks, accents, symbols, the tanwin, shadda, madda and the short vowel signs. Students start developing writing skills in context, eg.: matching words with pictures, labelling objects, completing speech bubbles. They reproduce accurately symbols, letters, words and phrases by tracing, copying and colouring in. Students can form words or fill in words in games like puzzles, grids and cloze texts. Students can identify various types of Arabic Fonts found on different written texts. The students can correlate sounds and words in their written form.
Attainment Level 5

The students can use in writing, theme-related words and modelled strategies to spell monosyllabic and common polysyllabic words correctly. They write simple, memorised words and phrases on familiar pictures. They produce simple phrase texts, eg.: greeting cards, posters and filling in personal details. Students write a short message independently, using language they have learned and vocabulary already dealt with. They can write clearly and appropriately in connected and legible handwriting. Students can spell correctly all the letters of the alphabet and familiar words and phrases already dealt with. They can write correct answers to questions of written simple comprehension texts with familiar vocabulary. They copy instructions, familiar short phrases, fill in and select appropriate words to complete short phrases or sentences to complete meaning which are grammatically correct.

Attainment Level 6

The students use scaffolds to experiment with language to start producing their own texts. They organise, rearrange and present information, eg. : by selecting from options to label pictures and complete sentences or jumbled sentences. They produce and compose grammatically correct sentences about familiar topics. They organise and plan their creative writing skills focusing on narrative and descriptive essay writing styles and develop their ideas in a sequence of grammatically correct sentences organised in short paragraphs. They keep a learning diary with correct models for referencing. Their spelling is mostly correct and use appropriate punctuation accordingly.

Attainment Level 7

The students can write appropriately in Naskhi script and are introduced to the Ruq’a Arabic script. They use information and communication technologies to support production of original texts, eg.: word processing, digital images, brief e-mails, chatting. They plan, draft, edit, translate and revise own written text, use words imaginatively and accurately, and spell correctly with complex regular patterns. They write a range of text types, including a dialogue, a biography, a multimedia presentation, and a letter appropriately and for a target audience. They convey information in a sequence of sentences, each containing one or two main points, eg.: وصلت إلى المدرسة لكن المعلمة كانت غائبة. They use available resources to support the construction of new texts, eg. dictionaries, word lists, internet or sentence models. Students can select, incorporate and experiment with learnt familiar structures to compose written texts logically and cohesively.

Attainment Level 8

The students can write complex ideas and provide additional details in a series of linked sentences, eg. using connectives such as استعمال حروف العطف. They write extended prose texts which are coherent, generally accurate and varied in vocabulary and structure. They summarise, report and give opinion in point form about accumulated factual information on familiar routine and non-routine matters on topics of interest with some confidence. Students can express their own ideas to compose argumentative essays on various topics of interest. They know how to plan, draft and edit when constructing their own text. They select and incorporate particular structures to achieve specific purposes, eg. use appropriate tense for recounting, emotive language for effect. Students can sequence their thoughts and structure ideas in a logical manner using complex linguistic structures.
**Attainment Level 9**

The students can identify and understand a wider range of text types. They know how to access websites to transfer and manipulate data to produce a specific text. They apply correctly the culturally loaded use of Arabic language in the appropriate contexts of the translated or composed own work. Students can reconstruct information from a range of sources, eg. summarising information. They can express own ideas and compose descriptive, argumentative and narrative essays about various topics. The students can use a bilingual dictionary to experiment with the language, to extend their writing skills and to review their writing for accuracy especially in translations. They translate narrative, descriptive or media Arabic texts confidently but with the help of the dictionary occasionally. They appreciate literary texts, referring to aspects of language, structure and themes in justifying their views.

**Attainment Level 10**

The students can fill in complex application forms, write personal letters, a CV and reply to an advertisement. They are able to apply and infer correctly the set grammatical rules for texts for vocalization, essays and longer passages for translation. The students can translate with confidence various written texts from the native language into Arabic and vice-versa. They can use a wider range of vocabulary, language structure and correct punctuation to achieve emphasis. Paragraphing is consistent and their ideas are well structured, resulting from careful editing and redrafting. They can summarise in point form and in continuous prose. Students can manipulate Arabic to communicate effectively and accurately, eg. in formal and informal letters, articles, reports, applications, translations and advertisements. They can write a review of a film in Arabic, a novel and a documentary.

**2.8 The use of attainment level descriptors for national benefit**

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

**2.9 The use of attainment level descriptors within lessons**

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level four which is the average level for Arabic for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.
It is very important to note that an attainment level descriptor is a very indiscrinate tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student’s actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year’s progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the Arabic curriculum documentation

The curriculum documentation is written in the form of units and has the following content;

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of
target attainment according to students’ abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary
Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note
These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources
A list suggesting teaching material required when teaching the unit. These include a variety of materials to support eLearning.

3.7 Examples of teaching experiences and activities
The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes
The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher’s planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. There can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for Arabic as a Foreign Language
The units relate to the attainment levels of students from 4 to 6.

5. Assessment Strategies
Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning
programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students’ active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the ‘academic’ work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the teacher should recognize each of these learning outcomes and use ‘a best fit’ approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit-based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. **Facilitating student centred learning with Curriculum documentation**

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment

Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning.
6.1 What is student centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.

6.3 Student centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term ‘student centred learning’. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.
6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

a. The curriculum should be unitized with clear objectives
b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

a. Are the indicative learning outcomes clear
b. What are the identified learning processes for the beginning, middle and end of the lesson?
c. What resources are identified?
d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the students’ highest conceptual level

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school’s senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.
7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One

<table>
<thead>
<tr>
<th></th>
<th>Maltese</th>
<th>English</th>
<th>Mathematics</th>
<th>Integrated Science</th>
<th>Religion</th>
<th>Total teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>21</td>
<td>21</td>
<td>42</td>
<td>42</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Arts Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>21</td>
<td>42</td>
<td>84</td>
<td>42</td>
<td></td>
<td>756 hours</td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ 1 foreign language option</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ other option</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The above data is based on scholastic year 2010-2011)
### 7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

<table>
<thead>
<tr>
<th>School Yearly Planning 2011-2012</th>
<th>Form One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maltese</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 5 Logħob u festi</td>
</tr>
<tr>
<td>Unit 2 Film li ma ninsa qatt</td>
<td>Unit 6 Sur editur</td>
</tr>
<tr>
<td>Unit 3 Int sabiħa o Malta tagħna</td>
<td>Unit 7 L-istorja ta’ Jo</td>
</tr>
<tr>
<td>Unit 4 Darba waħda</td>
<td>Unit 8 L-iskola</td>
</tr>
<tr>
<td></td>
<td>Unit 9 Jason</td>
</tr>
<tr>
<td></td>
<td>Unit 10 Storja ta’ vera</td>
</tr>
<tr>
<td></td>
<td>Unit 11 Naraw fejn aħna</td>
</tr>
<tr>
<td></td>
<td>Unit 12 Aħna tfal bravi</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 6 Metric measures &amp; time</td>
</tr>
<tr>
<td>Unit 2 Angles</td>
<td>Unit 7 Triangles &amp; scale drawing</td>
</tr>
<tr>
<td>Unit 3 Number patterns &amp; coordi-</td>
<td>Unit 8 Accuracy &amp; number machines</td>
</tr>
<tr>
<td>nates</td>
<td>Unit 9 Polygons &amp; symmetry</td>
</tr>
<tr>
<td>Unit 4 Decimal number &amp; money</td>
<td>Unit 10 Displaying data, central tendency &amp; probability</td>
</tr>
<tr>
<td>Unit 5 Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 11 Using letters instead of numbers</td>
</tr>
<tr>
<td></td>
<td>Unit 12 What are directed numbers?</td>
</tr>
<tr>
<td></td>
<td>Unit 13 What are straight line graphs &amp; transformations</td>
</tr>
<tr>
<td></td>
<td>Unit 14 Solid Shapes &amp; Volume</td>
</tr>
<tr>
<td></td>
<td>Unit 15 Solid Shapes &amp; Volume</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Map Detectives</td>
<td>Unit 2 Exploring Malta (1)</td>
</tr>
<tr>
<td></td>
<td>Unit 3 Exploring Malta (2)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 6 Friends</td>
</tr>
<tr>
<td>Unit 2 Going on holiday</td>
<td>Unit 7 The right job for me</td>
</tr>
<tr>
<td>Unit 3 The world of science</td>
<td>Unit 8 Let’s sing &amp; play</td>
</tr>
<tr>
<td>Unit 4 The world around us and</td>
<td>Unit 9 Adventure</td>
</tr>
<tr>
<td>beyond</td>
<td>Unit 10 Let’s play this game</td>
</tr>
<tr>
<td>Unit 5 Families</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 11 Different ways of buying &amp; selling</td>
</tr>
<tr>
<td></td>
<td>Unit 12 Let’s imagine</td>
</tr>
<tr>
<td></td>
<td>Unit 13 Television</td>
</tr>
<tr>
<td></td>
<td>Unit 14 Follow the rules</td>
</tr>
<tr>
<td></td>
<td>Unit 15 Let’s save the world</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1 Beyond history</td>
<td>Unit 3 The Roman eagle spreads its wings</td>
</tr>
<tr>
<td>Unit 2 Meeting civilizations</td>
<td>Unit 4 The Roman eagle spreads its wings</td>
</tr>
<tr>
<td></td>
<td>Unit 5 Under the rule of the crescent</td>
</tr>
<tr>
<td></td>
<td>Unit 6 Studying history</td>
</tr>
<tr>
<td>Subject</td>
<td>Unit 1</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Unit 1 Living in a society –socialisation</td>
</tr>
<tr>
<td>PSD</td>
<td>Unit 1 Getting to know my new school environment &amp; peers</td>
</tr>
<tr>
<td></td>
<td>Unit 2 All about me</td>
</tr>
<tr>
<td>Music (General)</td>
<td>Unit 1 Musicking</td>
</tr>
<tr>
<td>Music (Option)</td>
<td>Unit 1 note values, time names &amp; signatures</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Pitch &amp; pitch inflections</td>
</tr>
<tr>
<td>Textile Studies</td>
<td>Unit 1 One way to sew it up!</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Christmas Stocking</td>
</tr>
<tr>
<td>PE</td>
<td>Unit 1 Fast, high &amp; far</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Let’s dance</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Unit 1 In the lab</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Grouping</td>
</tr>
<tr>
<td></td>
<td>Unit 3 Ecology</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Energy around us</td>
</tr>
<tr>
<td>Religion</td>
<td>Unit 1 My journey</td>
</tr>
<tr>
<td></td>
<td>Unit 2 The power within</td>
</tr>
<tr>
<td>Art</td>
<td>Unit 1 The magic of line</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Unit 1 Let’s polish it</td>
</tr>
<tr>
<td>Language</td>
<td>Units</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>Unit 1 Start  &lt;br&gt; Unit 2 Myself &amp; others  &lt;br&gt; Unit 3 On the road  &lt;br&gt; Unit 4 In the city</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>Unit 1 Recognising French in various forms  &lt;br&gt; Unit 2 My school mates  &lt;br&gt; Unit 3 All about myself  &lt;br&gt; Unit 4 My clothes, likes &amp; dislikes</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>Unit 1 Let’s start  &lt;br&gt; Unit 2 All about myself  &lt;br&gt; Unit 3 Family &amp; friends  &lt;br&gt; Unit 4 How much, how many?</td>
</tr>
<tr>
<td><strong>Arabic</strong></td>
<td>Unit 1 Let’s get started  &lt;br&gt; Unit 2 The Arabic Alphabet  &lt;br&gt; Unit 3 All about me  &lt;br&gt; Unit 4 Identifying yourself &amp; others</td>
</tr>
<tr>
<td><strong>Design &amp; Technology</strong></td>
<td>Unit 1 Gifts of the forest  &lt;br&gt; Unit 2 Plastic investigator</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>Unit 1 Collecting and sharing information</td>
</tr>
<tr>
<td>Spanish</td>
<td>Unit 1 Ready, set, go! Unit 2 Hello, how are you? Unit 3 Where are you from? Unit 4 the family is well, thanks.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Graph Communication</strong></td>
<td>Unit 1 grasping the principles of basic geometric construction Unit 2 constructing angles &amp; patterns by means of compass &amp; set squares</td>
</tr>
<tr>
<td><strong>Home Economics</strong></td>
<td>Unit 1 Discovering Home Economics Unit 2 Pyramid power</td>
</tr>
</tbody>
</table>
7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td><strong>PSD</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Getting to know my school...</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Map Detectives</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>PSD</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 1 getting to know my school</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Start</td>
<td>Unit 1 My journey</td>
</tr>
<tr>
<td><strong>Maltese</strong></td>
<td><strong>PE</strong></td>
<td><strong>Maths</strong></td>
<td><strong>Religion</strong></td>
<td><strong>Maths</strong></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 1 Fast, high &amp; far</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 My journey</td>
<td>Unit 1 Properties of whole numbers</td>
</tr>
<tr>
<td><strong>ALM</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maths</strong></td>
<td><strong>English</strong></td>
<td><strong>Italian</strong></td>
</tr>
<tr>
<td>Unit 1 Musicking</td>
<td>Unit 1 Start</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 Start</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td><strong>History</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Maltese</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Beyond History</td>
<td>Unit 1 Start</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Jiena</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>ICT</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Collecting &amp; sharing information</td>
<td>Unit 1 The way we live</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>PE</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Int. Science</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 fast, high &amp; far</td>
<td>Unit 1 Living in a society-socialisation</td>
<td>Unit 1 In the lab</td>
</tr>
</tbody>
</table>
Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student’s level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, “What can teachers and students do today that they could not do without technology?” has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording mics and presentation software;
4. The Internet - which provides access to a range of digital resources including online libraries, databases and “Cloud computing”.
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. the list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders’ role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.
9. Appendices

Appendix 1:

Flexibility in curriculum management progression from a Unit to Teaching

The flexible hierarchical structure of the curriculum

At each level in the hierarchy of the schooling system the curriculum can be flexibly managed. This is more fully explained in the footnote.

- The central curriculum from the DCMeL
- The curriculum of opportunity the whole set of units for each subject at a college and school level
- Subjects scheme of work with the strands, their units and level descriptors at HOD level
- Subject units all the units that make up the scheme of work for each subject at a classroom level
- Unit teaching objectives for the teacher’s delivery of the subject
- Lesson procedure guidance possible more detailed notes for a lesson
- Student learning outcomes macro for the class and micro for the student

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment
Flexibility in developing a teaching implementation strategy at the classroom level

1. Flexibility in preparation for action

Decide the order and how many units to teach within a year and in which teaching blocks. Flexibility is in choosing the units in the order that suits you.

1.1 Flexibility in initial unit planning

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for that subject e.g. Science and enquiry.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students. Review and if necessary rewrite the range of possible learning outcomes so that they reflect the range of students’ attainment levels in your class.

1.2 Flexibility preparing for a lesson
Decide on Unit Teaching Objectives for the week

- Insert the teaching objectives for the whole unit
- Identify some key words to be stressed throughout the unit
- Indicate some of the key teaching materials that you will use

Decide on appropriate vocabulary

Flexibility in deciding the key words to be used

The plan shown below is to illuminate what is meant by flexibility. It is not intended that the teachers have to write a similar plan although the teacher may make some sort of preparation guidance notes especially if there is an LSA in the class.

Decide on work station groupings of students

1. For group one the objective and activity come from unit; In this case the planning follows the guidance
2. For group two the objective is a different one and the activity is as per unit; **Flexibility** in this case is that the order of the objectives is different for different students in the same class as some may have progressed more quickly
3. For group three the objective is the same as group two but the activity is different; **Flexibility** in this case is in the change of teaching activity
4. For group four the objective is from a different inclusive objective and the activity comes from The unit; **Flexibility** in this case is in the change of level of objective

1.3 Lesson notes

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.
- Write the teaching situations and try to make them exciting.
- Write the guidance for teaching those activities to maximise student centred learning.
- Ensure that each supporting LSA has the activity that they are to do demonstrated to them (not just explained).
Make sure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.

2. Flexibility in modifying your guidance notes as you progress

2.1 During the lesson

- During the lesson activities glance at the adults to check that they are doing what you expect. If the adult is not doing what you want either show them there and then or talk to them after the lesson.
- Ensure that any behaviour guidance is clear and adhered to.
- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

Flexibility as the plan of the lesson progresses then you can evaluate:

- The appropriateness and effectiveness of the teaching materials,
- The teaching interaction situations,
- The groups and the effectiveness of the adult support
- The quality of achievement from the student
- The actual responses the students give that indicate the level of learning outcomes

Constantly refer back to the subject unit:

- Ensure that the spirit of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan
- Reflect on the effectiveness of the delivery of your teaching objectives in the spirit of the unit
- Check that your subject approach to teaching and learning meets the guidance in the Teachers’ Handbook
- Reflect on whether you have assessed the student at the correct level of attainment that he can achieve without adult intervention

The modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to:
➢ the speed at which the teacher successfully completes the teaching objectives
➢ the teaching situations can be modified according to the spontaneous inspiration of the teacher
➢ the student learning outcomes can be individually adjusted, as the learning progresses for different students

2.2 Reviewing the teaching objectives and student attainment once the unit is completed

➢ Evaluate the effectiveness of the teaching objectives
➢ Evaluate the learning outcomes for each student
➢ Use the above information to inform the planning of the next unit

2.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher’s delivery of the subject content.
➢ All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.

➢ The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students

➢ Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)

➢ Teaching objectives challenge the quality of the teacher’s knowledge of the subject they are teaching.

➢ For ease of access then for Form 1 there are a set of teaching objectives for students who are attaining at levels 5, 6, 7 and 8 and a later set in the same units for students who are attaining at levels, 1, 2, 3 and 4
2.4 Flexibility in evaluating learning outcomes

**Macro Learning Outcomes** are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students.

**Micro Learning Outcomes** are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have his/her own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is promoting an answer.
- During a Teaching Block a student should develop their learning outcome attainment.

3. Flexibility as a result of reviewing the teaching objectives and student attainment

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.

**Critical review criteria**

1. Are the teaching objectives from the Scheme of Work unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?
8. Is there an effective range of student learning outcomes expected for each teaching activity?

9. Do the supporting adults have clear written directions?

Note on curriculum management and flexibility

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.

- By curriculum management we are referring to the process whereby the coordination of the levels of attainment of each of the students are matched by the managed provision of the full range of educational resources, human, physical and financial.

- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.

- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.

- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOS and EO for the evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.

- Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.
Appendix 2: The Teaching of Arabic as a Foreign Language in Schools

a) Use of Target language

As we focus on students and what they need from their teachers during language classes, one of the most important elements is their need to access the new language through the language itself and not through English or Maltese. We know from research in foreign language acquisition that students need to be surrounded with input that is meaningful and interesting in order to acquire a new language.

Teachers of Arabic must provide this kind of input consistently, from the very beginning and for every class session. It is especially important that the teacher uses the target language for regular classroom tasks, such as giving directions and managing behaviour because this demonstrates to the students that the target language is useful and works for all the business of the classroom. Thus it is expected that teachers of Arabic teach in the target language, however without ignoring the students’ level of understanding and or proceeding with an across-the-board policy. When students respond in the mother tongue the teacher should repeat in Arabic. When students cannot follow in the target language, at times this must be modified and rephrased accordingly accompanied or aided by mime, gesture and visuals. Foreign language acquisition can also take place outside the classroom. It is highly recommended that teachers of Arabic encourage and guide their students to explore and encounter other means of learning outside the classroom by providing them with various suitable Arab TV channels, websites and direct exposure with native Arab speakers.

a) Grammar Content

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. However grammar and pragmatics (the appropriate use of spoken language) are inextricably linked when teaching a foreign language. There are many grammar teaching approaches. Language teachers tend to use the Mechanical drills model more often than the Communicative drill model. The emphasis should be on the Communicative one. The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

The following is a generic overview of the grammatical content to be covered by the end of Form 5. It is divided into levels which comply with the Common European Framework of Reference. More details about the grammatical content are to be found in the units.

Level A1

Students are expected to have a good knowledge of the following grammatical items when reaching A1 level at the end of Form 2. (Form 1 - A1.1 and Form 2 - A1.2):

- The Arabic alphabet in Naskhi style (the Sun and the Moon letters, hand-written and printed texts of different types);
• The numerals: *Hindi* and Arabic styles (0 to 50);
• Use of *Hamza* (initial, medial, final position), the *ta’ marbuta*, *shadda*, *madda* and other standard orthographic devices;
• Knowledge of voweling such as nunation and all the short vowels, to assist in comprehension of spoken and written text
• The Definite and Indefinite article
• Nouns: in the three cases: nominative, accusative and genitive
  Masculine and feminine
  Singular and Dual
  Also notable exceptions to the prevalent rule: eg. Non-human plurals are grammatically feminine singular
  Proper name - اسم العلم
• Negative Forms: (لا، ليس، ما)
• Introduction to the Genitive of Possession (*Idāfa*)
• Pronouns: Personal, Demonstrative, Attached and Interrogative
• The Nominal sentence: Subject and Predicate
• Prepositions and their proper usage
• Adverbs of time and place
• The Verbs: basic formation and use of the Perfect tense, the Imperfect and Imperative tenses of sound verbs.
• Adjectives: agreement of Adjectives and their placing
  In the three cases: nominative, accusative, genitive agreement in gender, number and use (including use of before names of relatives: *Nisba*);
  Colours, shapes and Defects.
• Nouns: types of plurals; the sound plurals
• Pronouns: the Relative
• The Verbal Sentence: word order: verb, subject, direct object
• Proper nouns: names of countries (Arab and non-Arab), Nationalities

**Level A2**

Students are expected to have a good knowledge of the following grammatical items when reaching **A2** level at the end of Form 4. (Form 3 - A2.1 and Form 4 – A2.2):

• Verb: The Future tense
• Nouns: Common Broken Plurals
• Adjectives: Occupations, Diptotes and Active Partciple
• Prepositions: the possessive and construct state (*Idāfa*)
• Nominal Sentences: sentences with كان and its common sisters and with إن and its common sisters
• Verbs: basic rules of the Subjunctive and the Jussive
• Verbal sentences: negative sentences (all forms)
• Pronoun suffixes and the verb
• Proper nouns: familiar personal Arab names
• Numbers: 50 – 100 and Telling the Time
• Verbs: formation and use of common Triliteral verbs and some examples of the Quadriliteral verbs
• The Perfect tense
• The Imperfect and Imperative tenses
• The usage of the Subjunctive and the Jussive
• All the Adverbs of Time and Place and their usage. Example:
  (المفعول فيه ؛ ظرف تنبت صباحا ، سافر برًا وبحرًا)
• Conjunctions: Comparative and Superlative

Level A2+

By the end of Form 5 students are expected to have a good knowledge of the following grammatical items including all those covered previously.

• Numbers: 100-1000 (Forms and Usage Rule)
• The Verb: Essential weak verbs, eg.: قال ، رمى
  Essential doubled verbs, eg.: عدد ، شذً
  Essential *hamzated* verbs, eg.: قرأ ، رأى
  The Passive Voice.
• Numbers: Cardinal and Ordinal, fractions and expressions of time and measurements
• Other Nouns of Place and Time, example: منزل، مخزن، شرق، موعد، ميلاد

b) Culture Content

Language is the key to the culture. Even though not all foreign language teachers are native speakers, however, all teachers serve as culture bearers--the representatives of the culture in the classroom. When students have the feeling of being surrounded by the language, they also have the feeling of what it might be like to actually be in a place where this language is spoken. If foreign language teachers spend much of classroom time in English or Maltese, they are actually denying students access to the language and its culture. Further details about the Culture content are to be found in the units as specified in the learning objectives of each Unit.

c) Supplemental Resources for the Teaching of Arabic

Supplemental Resources go beyond the traditional paper, pen, workbook or textbook learning. Modern teaching needs to rely on e-learning. Besides the several web links listed in each Unit here are further general resources that will help the teacher to explore further and enrich his/her lesson preparations. At the time of publication the following weblinks were available

For Readers, activity books, stories, flash cards and posters.
http://www.funarabiclearning.com/
Graded Reading Programme for Arabic.
http://www.intkc.com/

Dual language stories suitable for Levels 4 and 5
www.mantralingua.com

Range of teaching resources for Levels 4 and 5 including songs, CD-Roms, puzzles, stories and posters.
www.finemediagroup.com

For lesson notes, audio, culture, and conversations on Podcast
http://www.arabicpod101.com/e44_55845_1/arabic-lessons/

Aswaat Arabiyya (Free) a collection of video clips from a variety of Arabic sources, including news broadcasts, cultural programming, commercials, and college lectures.
www.laits.utexas.edu/aswaat

Peace Corps Worldwise Schools (Free) Language lessons, podcasts, slide shows, and videos from the Middle East, North Africa by Peace Corps volunteers.
http://www.peacecorps.gov/wws/multimedia

For Arab Culture and to find out about different Arabic speaking countries
http://www.Arabia.com
http://www.saudiaaramcoworld.com
http://arabculture.about.com/culture/arabculture/mbody.htm

For Arab News: http://www.arab.net
http://news.bbc.co.uk/hi/arabic/news
http://al-arabiya.com
http://www.ar.net

For Arabic Music: http://www.4arabs.com/music

For Social issues, environment, inventions.
http://www.Alarabonline.org

Information about Arab countries in English and Arabic.
www.Pemag_arabic.com
www.Zorona.com/Arabic

Information in Arabic about history and culture, poetry and news.
http://www.37.com
Sites on Arabic language and grammar
www.SchoolArabia.com

Magazines
Al-Arabi has articles about the latest technologies and discoveries
www.gulfweb.com
Fikrun wa Fann (Free)
www.goethe.de/ges/phi/prj/ffs/enindex.htm

The 99 (Comics in English and Arabic)
www.the99.org

DVD, Video Music
Amr Diab (Egypt)
www.amrdiab.net
Rai n B Fever (Algeria)
en-gb.facebook.com/people/Rai-N.../1637062148Algeria
Yara (Lebanon)
www.yara-lb.com
Nancy Ajram (Lebanon)
www.nancyajramonline.com

Information Technology
Sakhr

Language Learning Resources and Software
Arab Gateway
Cornell Library
Language Learning
Arabeyes.org
Aramedia Arabic Software
BYU Creativeworks Catalog
FSI Language Courses
Appendix 3: Assessment for Learning - important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know
Before starting to teach a new topic or concept, we need to become aware of what are the pupils’ perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques
We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a ‘hands up’ technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**

- **Application Questions**
  Can you think of another situation similar to this?
  Do you know of another story that deals with the same issues?
  Do you know where else this can be used?

- **Analytical Questions**
  What makes you think that?
  Can you support your view with evidence?
  Why do you think this was written/given in such a way?
  Why did you decide to do it in such a way?

- **Synthesis Questions**
  What is your opinion?
  What evidence do you have to support your view?
  Given what you know about... what do you think?
  If you were.... what would you think

- **Evaluation Questions**
  What makes this ... successful?
  Does it work if done in another way?
  Which is better and why?
3. Oral Feedback during the lesson
Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should
1. focus on the student’s work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. se comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students’ comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson
‘It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback’. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.
Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention. The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.
Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.
The feedback given has to cause thinking and students need to be given time to answer
- Focus on specifics by asking a specific question about what went wrong
- Delve and ask questions that prompt a student to be more specific
The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students’ self-esteem.

5. Promoting Self-Assessment and Peer-Assessment
Self-Assessment
Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher’s summary, unravelling misconceptions that might have been created and
providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students’ part.

**Training students to be self-evaluative**

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
   - What did you find most difficult to learn?
   - Is there something which you are still unsure about?
   - Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

**Peer-Assessment**

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.

**Bibliography**


Appendix 4: Digital Technology Enhanced Learning

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher’s laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher’s laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school’s e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students’ ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:
- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

**Bloom’s Digital Taxonomy**

Bloom’s Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom’s Taxonomy still represents how people learn. Bloom’s revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Thinking skills</th>
<th>Digital skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Recognise, listen, describe, identify, retrieve, name, locate, find</td>
<td>Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify</td>
<td>Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.</td>
</tr>
<tr>
<td>Applying</td>
<td>Implement, carry out, use, execute</td>
<td>Run, load, play, operate, hack (reconfigure or reprogram a system), upload, share, edit</td>
</tr>
<tr>
<td>Analysing</td>
<td>Compare, organise, deconstruct, attribute, outline, find, structure, integrate</td>
<td>Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Check, hypothesise, critique, experiment, judge, test, detect, monitor</td>
<td>Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code</td>
</tr>
<tr>
<td>Creating</td>
<td>Design, construct, plan, produce, invent, devise, make</td>
<td>Program, film, animate, blog, video blog, mixing and remaking, wiki-ing, publishing, video casting, podcasting, directing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low order thinking skills</th>
<th>High Order</th>
</tr>
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</table>
Appendix 5: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1:

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.
A1ii Using Switch It Series, student shows alertness and simple reflex responses.
A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.
A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.
A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.
A3ii Initiate a program - e.g. Touch Games, Switch It Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.
A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.
A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2
A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.
Appendix 6: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

ACE Centre Advisory Trust [http://www.acecentre.org.uk]
ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

Call Centre [http://www.callcentrescotland.org/resources]
Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

Children’s BBC (CBBC) [http://www.bbc.co.uk/cbbc/]
BBC web site for children with switch accessible online games.

Communication for All [http://www.communication4all.co.uk/]
An interesting website which supports inclusion

Crick Software Ltd [http://www.cricksoft.com/uk/ and http://www.learningrids.com/uk/]
freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

Do to Learn [http://www.dotolearn.com]
Games, songs and fun activities.

Enchanted Learning [http://www.enchantedlearning.com/Home.html]
Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

Help kidz learn [http://www.helpkidzlearn.com]
a number of activities which can be used with a switch, tracker-ball or other hardware.

Hiyah [http://www.hiyah.net/software.html]
downloadable games including pre-literacy and early maths skills.

Inclusive Technology [http://oneswitch.org.uk/]
Ideas, games and resources for art, music and playing video and computer games using switches.

Intellitools Inc [http://www.intellitools.com/]
Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.

Jigsaw Planet [http://www.jigsawplanet.com/]
Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

Mayer-Johnson resources [www.mayer-johnson.com]
Software downloads and a 30 day trial version of Boardmaker symbols.

Meldreth Manor [http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html]
Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

Northern Grid for Learning [http://www.northerngrid.org/sen/dbsenmain.htm]