

THE “SUNSHINE” ENGLISH EXCELLENCE PILOT PROJECT



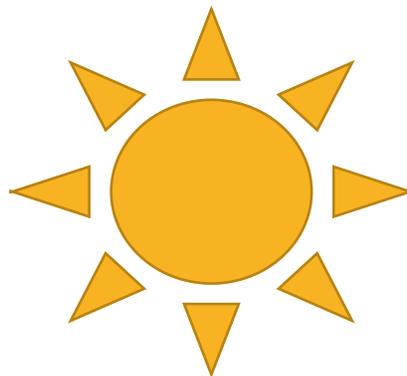
TuaRes “Sunshine” English Excellence Pilot Project January 2016-May 2016

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Context and Mission

Being able to speak English proficiently is an extremely valuable asset in the Burkinabè job market of today. Due to the excessive number of students in public school classes and the lack of interactive activities, students are not given sufficient opportunities to practice the language and especially, to build their **speaking abilities** and **listening comprehension** skills. For this reason, TuaRes has decided to support the existing local English teaching structures by launching a targeted English course for 100 girls studying in two different schools in Ouagadougou. This pilot project will run as an after school course to refine speaking and listening abilities in particular and to stimulate **interest and enthusiasm** for English. The course will be held in cooperation with English teachers currently working at the schools. They will assist and participate during the first stage of the project and take over the course completely in the second stage. Thus, the project will not only address the deficiencies in the girls’ knowledge of the language but also **introduce professors to new teaching methodologies**.



Organization

Girls Participating: Parténariat high school “Fangré” 40, Rinvougre high school “Wazamse” 60

Level and age of Students: 5eme and 6eme, aged between 12 and 17

Duration:

1st Stage: 3 Months, 12 lessons per class

2nd Stage: 2 Months, 8 lessons per class

Total: 5 months from January 2016 to the end of May 2016, 20 lessons per class.

Class details:

Number of Classes: 5

Size: 20 students

Duration: 1.45 minutes + 15 minute break

Frequency: once a week

Teaching:

1st Stage: Didi Williams assisted by a local English teacher from each school

2nd Stage: Teaching is taken over exclusively by the local English teacher

Methodology

It is fundamental for lessons to be held almost exclusively in English. Translation into French will only be used as a last resort when comprehension cannot be reached otherwise (reformulating statements, miming, drawing etc.) Lessons will be stimulating thanks to the use of frequent activities designed to practice the target language. Activities will be carried out according to the model of interaction teacher-class, student-student through **pair work, group work, acting, songs and games**. The text used will be “Cinderella”, CIDEB which will also provide audio texts and scripts for playacting. The use of the text is aimed at providing an enjoyable narrative and storyline that can retain the girls’ attention, form a basis for a variety of learning activities and ultimately make the course more fun.

Listening Comprehension: Dialogues and texts from the book and CD Personal questions and answers Simple instructions Songs	Speaking: Repeat and recreate dialogues Give and ask for personal information Give instructions and ask questions Sing
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Resources

“Cinderella” textbooks and CD (CIDEB Earlyreads by Black Cat publishing), Battery powered CD player, Movie of Cinderella with subtitles, CD of popular children songs, Worksheets and minimal game material, colors, paper, notebooks and necessary stationary

Assessment Structure

All assessments will concern oral production and listening comprehension. There will be an initial informal assessment to test the level of the girls entering the course. Successively there will be a mid-course assessment and an assessment at the end of the course to test whether the objectives have been reached and to what extent. In brief, the assessments will test the understanding of texts read/songs sung by native speakers/instructions given by native speakers and the ability to relate the information acquired.

The attitude of the girls must be taken into consideration in this instance as they seem initially very intimidated and shy when called upon individually. The project intends to engage girls and favor learning in a relaxed and joyful environment so the first assessments will be indirect and will aim to assess the general level of the group (remarks will be made about exceptions). As the course progresses and the girls acquire confidence they will be assessed individually.

The evaluations given in the course will be used for TuaRes purposes and not have any official quality nor be included with the formal school grading. However, TuaRes will consider the official school grades of girls entering the program and the grades of girls at the end of the program and compare them with their peers who did not participate in the program. This will enable us to see what kind of transversal impact the course produces. It must be reiterated though that formal school exams are written tests whereas the Sunshine project focuses on improving oral production.

Grading:

	6	7-8	9-10
Listening Comprehension:	-Understands simple information only after repeating it several times.	-Understands most of the information.	-Understands all information

Speaking:	<ul style="list-style-type: none"> -Can interact in a simple manner if the speaker repeats things slowly or reformulates the statements -Can ask and answer simple questions if they concern immediate needs or familiar topics. -Expresses herself with uncertainty making grammar and pronunciation mistakes and using a limited vocabulary 	<ul style="list-style-type: none"> -Communicates in a basic manner with direct answers or questions concerning familiar topics and routine activities -Can communicate with some errors and some repetitions. 	<ul style="list-style-type: none"> -Interacts in a rather easy way. Can participate in simple conversations on topics of personal interest -Communicates with an appropriate amount of vocabulary, few errors and good pronunciation.
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Lesson Content and Learning Objectives: Knowledge and Abilities

Considering the textbooks used by the girls at school, they should already have a good grasp of at least the topics addressed in the Foundation and Consolidation Learning Unit. However, it is necessary to make sure that all girls have acquired a good basic listening and speaking level before moving to more challenging topics. Furthermore, as this course will be a change for the girls, it would be a mistake to risk intimidating them with more difficult vocabulary and grammar structures before they have become comfortable with the different learning methods. The aim is to bring the girls to a confident **high A2** level (for participants with a weaker background knowledge) and low **B1 level** (for high achievers) on the international language learning scale in listening and speaking while improving their non linguistic skills.

Non linguistic Skills
<ul style="list-style-type: none"> -Work efficiently in a group and in pairs -Speak confidently and present in front of the class

Learning Unit - Foundation and Consolidation	
<p>Knowledge:</p> <p>Vocabulary The Alphabet Numbers Colors Animals Question words: What, When (How?)</p> <p>Grammar Articles: a /an, the There is, there are The plural Possessive and qualifying adjectives (my, your etc, / big, small, heavy etc.) Personal Pronouns Subject/Object Present simple verb TO BE</p>	<p>Abilities:</p> <ul style="list-style-type: none"> - Be able to spell - Understand numbers - Understand simple sentences if they deal with personal topics i.e. name, age, pets, school objects - Understand and carry out simple instructions - Be able to introduce herself and others - Be able to give and ask about personal information i.e. Age and birthday, Favorite color, animal, subject - Be able to greet

Learning Unit 1	
<p>Knowledge:</p> <p>Vocabulary Appearance The family The daily routine The days of the week, months and seasons (Relevant vocabulary from text)</p> <p>Grammar Present Simple Present continuous Frequency adverbs Prepositions of space and time: on, in, under, near, between, opposite, behind, in front of Expressions of frequency, How often...?</p>	<p>Abilities:</p> <ul style="list-style-type: none"> - Describe her and someone else's appearance - Talk about the family - Describe the home - Talk about where things are - Understand a daily routine - Describe her daily routine - Talk about the frequency of actions - Talk about basic likes and dislikes

Learning Unit 2	
<p>Knowledge:</p> <p>Vocabulary The house Clothing Sports (Relevant vocabulary from text)</p> <p>Grammar Can Adverbs to express abilities well, quite well, very well, not ... at all The imperative Why...? / Because...?</p>	<p>Abilities:</p> <ul style="list-style-type: none"> - Buy clothing and understand prices - Ask about abilities - Ask about what people are doing and answer - Understand short audio clips in which simple activities are described - Talk about free time activities - Make suggestions about free time activities and accept or decline

Learning Unit 3	
<p>Knowledge:</p> <p>Vocabulary Free time Landscape Holidays (Relevant vocabulary from text)</p> <p>Grammar Simple Past Future with Will</p>	<p>Abilities:</p> <ul style="list-style-type: none"> - Describe your surroundings and describe a picture - Talk about a past events in your life such as festivities - Talk about simple future plans

Description of Proficiency levels according to international language standards

	CEFR	Classes	Description of Proficiency Levels
BASIC USER	A1	101	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/ she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help
		102	
		103	
	A2	201	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
		202	
		203	
INDEPENDENT USER	B1	301	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
		302	
		303	
		304	
		305	
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/ her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a view point on a topical issue giving the advantages and disadvantages of various options.	
PROFICIENT	C1	Thematic	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibility and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
			Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/ herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Further Documents

- Detailed tentative lesson plan, play scripts and song files
- Detailed list of girls participating and school grades
- Expenditure sheet
- Teacher meeting program