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كلية الآداب و اللغات والفنون

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مستخرج من محضر اجتماع المجلس العلمي

بناء على محضر إجتماع المجلس العلمي للكلية المنعقد يوم 2026/06/07 , وبناء على جدول الأعمال المتضمن المصادقة على نتائج الخبرة العلمية المتعلقة بالمطبوعات البيداغوجية وبعد الاطلاع على تقارير الخبرة الإيجابية الخاصة بالمؤلف البيداغوجي للأستاذة مهداوي عمارية من قسم اللغة الإنجليزية و المعنون ب :" **A course to child development psycology to first year students ENSS**

صادق المجلس على التقرير الإيجابي للخبرة العلمية المنجزة من قبل الأستاذين الخبيرين :

الأستاذة مريم بابو سقال - جامعة سعيدة-

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People's Democratic Republic of Algeria
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University of Saida Dr Moulay Tahar
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Department of English Language and Literature

A Course on Child Developmental Psychology

Directed to First Year (ENSS– PEP)

Prepared by Dr. Amaria MEHDAOUI

Academic Year: 2024-2025

Level: First-year English students at E.N.S.S. (École Nationale Supérieure de Saida).

Course Name: Child Development Psychology

Course Schedule: 1 and a half hours a week during both semesters (TD Session)

Course Description:

The current course is designed to introduce future primary teachers to the field of psychology, with a special focus on child development and its importance to education, specifically in the EFL classroom.

The course provides theoretical principles and practical exercises focused on a child's physical, emotional, intellectual, and psychological development, highlighting the importance of this development to the learning process. Prior knowledge of these aspects facilitates the work of future teachers and contributes to a better understanding of a child's behavioral, cognitive, and social learning development.

Course Objectives:

This course aims to provide first-year students of the "École Nationale Supérieure de Saida" with the necessary knowledge about children, their development, the internal and external factors that interfere in their learning process, and tactics to deal with real-life situations in the classroom.

General Objectives for the Unit:

By the end of this course, students will be able to

- ♣ Explain key theories of child development (Piaget, Vygotsky, Bronfenbrenner, Freud).
- ♣ Analyze the physical, cognitive, emotional, social, and moral development of children.
- ♣ Apply developmental theories to real-world classroom scenarios.
- ♣ Design age-appropriate activities that support holistic child development.
- ♣ Identify signs of developmental delays or disorders and adapt teaching strategies accordingly.
- ♣ Foster inclusive and supportive learning environments for diverse learners to experience real learning situations.

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Lecture One

Child Development Psychology as a Field of Research

Objectives:

- ✓ Students will be able to define psychology, education, and educational psychology.
- ✓ They will be able to develop an understanding of educational psychology and its nature and scope.
- ✓ They will be able to discuss its effectiveness and importance to educators.

1.1. Introduction

It is important for each educator to know about the scope and nature of the field s/he intends to specialize in, especially if the field includes interaction with others. As this module deals with children and their development, it is necessary to acquire some vocabulary, a jargon that helps you better understand how children think and behave, and what techniques work better to interact with them. In this sense, the educator becomes a caregiver, someone who discovers

and fosters the child's emotional, intellectual, linguistic, and social development. As educators of young children, you are supposed to be a mediator between the child and his/her surroundings and ensure the development of his/her capacities for learning and doing at the same time. Here are some of the definitions that will guide your understanding of this field of research.

1.2. Important Definitions

The word **psychology** comes from two Greek words, psyche meaning 'soul' and logos meaning 'science.' The Merriam-Webster Online Dictionary defines psychology as

(1) The science of mind and behavior.

(2) The mental or behavioral characteristics of an individual or group.

(3) The study of mind and behavior in relation to a particular field of knowledge or activity.

Among the three provided dictionary definitions, the third one serves our purpose, as our purpose is to study the behavior of our learners and provide them with the necessary equipment to achieve better learning experiences. This is what interests the field of educational psychology.

Education, on the other hand, comes from the Latin 'educare,' meaning to facilitate the realization of an individual's potentials and talents. As educators, we plan lessons, manage time, set activities, and prepare assessment tests to evaluate the learner's capacity to acquire the provided knowledge. With the help of psychology, educators demonstrate better involvement in the educational process and ensure understanding of the child's actions and reactions.

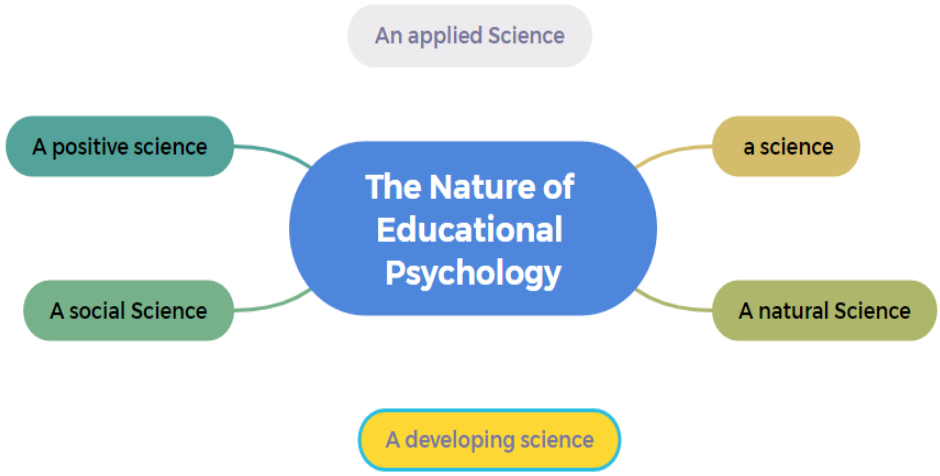
Hence, **educational psychology** is a branch of psychology in which the findings of psychology are applied in educational settings. According to Peel, "Educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn, and their social relationships." Skinner, on the other hand, defines educational psychology as the field "that deals with the behavior of human beings in educational situations."

1.3. The Nature of Educational Psychology

D. A. Kelly (1941) explains the nature of educational psychology as the field that:

- ♣ Gives an understanding of the nature and purpose of education
- ♣ Gives an understanding of the scientific methods and procedures applicable to educational situations
- ♣ Interested in the child and his/her behavior
- ♣ Presents techniques of both teaching and learning,
- ♣ Assesses the child's development
- ♣ Assists in better adjustment of the child and regulates any anomalies in his/her behavior.

To summarize the nature of educational psychology, we can better memorize it with the help of the following mind map:



Educational psychology, hence, is:

- ✓ A naturalistic scientific field that can be investigated and reformulated according to new findings.
- ✓ It is a positive science as it deals with facts and findings as they are, not as they ought to be.
- ✓ It is an applied science, as we can apply the findings to classroom activities and assessments.
- ✓ It is a social science as it focuses on the educator and the learner in their social environment.

- ✓ It is also a science that draws from other fields of research like anthropology and sociology to ameliorate the teaching and learning process.
- ✓ It is a developing science that is concerned with new findings and the implementation of those findings in the natural educational environment.

1.4. The Scope of Educational Psychology

As explained in the classroom, educational psychology involves children, the learning experience, the learning environment where these children act, the learning process, and the educator.

1.5. Educational Psychology and Educators

Educational psychology can help educators in many ways:

- It helps them to classify their responsibilities and obligations.
- It helps in understanding the young learner's behavior in the classroom.
- It enables them to assess the growth and development of the young learners.
- It provides educators with principles and processes to follow in their teaching journey.
- It helps them in selecting the best evaluation techniques.
- It helps them in finding diagnoses for the learners' problems and regulating their behaviors.
- It provides educators with the efficiency of reward and punishment in the classroom.
- It helps them create a better learning environment.

1.6. Classroom Activity: Provide a short discussion of the following:

I. What is the importance of psychology to an educator?

II. How does educational psychology help parents in developing their children's skills?

1.7. Self-Assessment Test: Introduction to Child Development Psychology

Part 1: Multiple Choice Questions (MCQs)

What do you think "child development" refers to?

A) How children grow physically over time

B) How children learn and develop skills like language, reasoning, and emotions

C) How children play and interact with toys

D) None of the above

At what age do you think a child's brain is most adaptable to learning new skills?

A) Birth to 2 years

B) 2 to 5 years

C) 5 to 10 years

D) 10 to 18 years

Which of the following do you believe is an important factor in a child's social development?

A) The number of friends they have

B) The quality of their relationships with caregivers

C) The amount of time they spend in school

D) How much time do they spend watching TV

Which of the following stages is NOT typically considered a part of child development?

A) Infancy

B) Adolescence

C) Adulthood

D) Early childhood

Which of the following do you think plays a large role in a child's cognitive (thinking) development?

A) Genetics (inherited traits)

B) School education

C) Interaction with caregivers

D) All of the above

What is the term for the ability of a child to understand right from wrong?

A) Emotional intelligence

B) Moral development

C) Physical development

D) Cognitive development

Part 2: True or False Questions

-A child's development is solely determined by their genes. ☐

-Children's brains are more flexible in the early years, making it easier for them to learn new things. ☐

-Children only develop physical abilities (like walking) during their early years. ☐

-Positive emotional experiences with caregivers help children form strong, healthy relationships later in life. ☐

Part 3: Short Answer Questions

In your own words, describe what you think child development psychology might study.

……

……

……

Why do you think it is important to learn about how children grow and develop?……

……

……

What is one thing you know (or think you know) about how children learn?……

……

……

Can you think of an experience from your own childhood that helped you learn something new? What role do you think your caregivers or environment played in that?

……

……

……

What do you expect to learn in a course on child development psychology?.....

1.8. Conclusion

The vocabulary provided in this lecture helps students develop an understanding of the field of research they are supposed to rely on when the

behavior of the learners is at stake. Before being educators and learners, we are human beings who possess some capabilities and witness changes at the emotional and intellectual level. Knowing about the growth and development of the learners in our classrooms facilitates both the teaching and learning process.

1.9. References

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Lecture Two

The Study of Human Development

2.1. Learning Outcomes

Students will be able to discuss:

- ✧ The meaning, nature, and scope of human development studies.
- ✧ How are people similar yet different at the same time?
- ✧ What interactive forces interfere in human development?

2.2. Introduction

It is a matter of importance for educators to have a background about how human beings develop and what forces interfere in the growth or alteration of this process. This lecture summarizes some definitions and the nature and scope of human development, targeting its importance to education.

2.3. Definition of Human Development

We mean by human development the continual process by which the body and mind of a certain human being develop and the process it takes. It is like this being not to stay static; s/he goes through a set of transitions and transformations during his/her lifetime. These changes are biological, psychological, emotional, and intellectual. As far as children are concerned, we mean by "child development" t*he growth of perceptual, emotional, intellectual, and behavioral capabilities and functioning during childhood. The term "childhood" denotes that period in the human lifespan from the acquisition of language at one or two years to the onset of adolescence at 12 or 13 years*" (Britannica.com).

2.4. Purpose and Importance of Studying Human Development

The purpose of studying human development is to;

- ✧ Describe the changes in the human body and brain during its lifespan.
- ✧ Measure the normal and abnormal changes.
- ✧ Specify the changes and the determinants of the developmental experience.
- ✧ Help us as educators to predict developmental changes and intervene to control them.

The importance of studying human development for educators includes (but is not limited to the following aspects:

- ❖ **Understanding Developmental Milestones** (it ensures that they can track children's progress and identify any potential delays or concerns early on)
- ❖ **Creating Developmentally Appropriate Practices** (design activities, lessons, and interactions appropriate for the child's age and ability. Catering to individual differences, recognizing that each child develops at their own pace, and adapting strategies to meet those needs.)
- ❖ **Supporting Emotional and Social Growth.**
- ❖ **Identifying and Addressing Special Needs** (early identification of children with developmental delays, learning disabilities, or behavioral challenges).
- ❖ **Developing Effective Communication with Children** (Tailoring communication to a child's cognitive level fosters better understanding, cooperation, and learning).

- **Guiding Behavior and Discipline.**
- **Building Stronger Relationships with Families.**
- **Promoting Lifelong Learning and Success.**

2.5. The Scope of Study of Human Development

By studying human development, we look at the importance of nature versus nurture (which has more impact on our development, our environment, or our genes?). We also assess if the shift in development stages is smooth or abrupt (continuity versus discontinuity). The scope of human development study concentrates on sketching if development is universal or context-based; in other words, do we develop the same way or in different ways, and why?

2.6. The Interactive Forces in Human Development

There is a set of forces that interfere with human development, including:

- Biological forces (genetic, health).
- Psychological forces (cognitive, perceptual, emotional).
- Sociocultural forces (societal, cultural, ethnic, interpersonal).
- Life-cycle forces (identical events, different age groups).

Activities in the Classroom

Lesson Plan: The Study of Human Development

Duration: 1 hour and 30 minutes

Resources: Data show (PPT) and printed texts (case studies/quotes), group worksheets.

1. Warm-up Activity: Students will make a difference between similar yet different situations

Main Objective: To activate prior knowledge and highlight individuality vs. universality in development.

- **Data show:** the teacher displays 4–5 images of people of different ages/cultures (e.g., a toddler, a teen, an elderly person).
- **Students will think, pair, and share:**
    1. Students are asked to jot down 3 ways these individuals are *similar* and 3 ways they are *different* (biological/psychological/social).
    2. Pairs discuss, then share with the class.
- The teacher lists key similarities/differences, linking them to *nature vs. nurture and universal vs. context-based development*.

2. Lecture & Interactive Notes Activity

Objective: To clarify core concepts (definitions, scope, forces).

- The teacher uses animated PPT slides covering:
    - Definitions, Purpose, and Scope.

- **Guided Notes:** Students receive printed partial outlines of the lecture with blanks to fill in (e.g., "Human development is _____").

- **Pause for Discussion:** After discussing "Interactive Forces", the teacher asks: *"Which force do you think most impacts a child's language learning? Why?"*

3. Case Study Analysis Activity

Objective: To apply understanding of interactive forces.

- **Printed Texts:** Groups of 3–4 receive brief case studies (e.g., "A 6-year-old in a multilingual home struggles with reading" or "A teen in a war zone shows anxiety").

- Task:

    1. Identify which forces (biological/psychological/sociocultural/life-cycle) are at play.

    2. Propose *one* way the teacher can provide intervention.

- Groups summarize findings via a student providing the answer; then the teacher synthesizes on the board.

4. Debate: The following activity will address "Nature vs. Nurture in the Classroom."

Objective: It deepens critical thinking on developmental influences.

- **Setup:** The teacher divides the class into two sides: "Nature" (genes) vs. "Nurture" (environment).

- **Printed Texts:** S/he provides key quotes or studies (e.g., twin studies vs. Vygotsky's sociocultural theory).

- **Structure:**

    - 5 mins to prepare arguments.

    - 5 mins per side to present.

    - 5 mins for open discussion.

- **Teacher's Role:** Use the blackboard to track evidence, highlight overlaps (biosocial interplay).

5. Exit Activity: Discussion and Reflection

Objective: To consolidate learning and link to teaching practice.

- **Printed Half-Sheet:** Students will answer

    1. Discuss *one* way today's content will influence your future teaching.

    2. Discuss *one* question you still have about human development.

- The teacher will wrap up with a meme/GIF (e.g., "Development: It's complicated!") and preview the next lecture.

The Rationale for Suggested Activities:

- **Multimodal Engagement:** Combines visual, group work, and auditory (debate) learning.

- **Critical Thinking:** Case studies and debate move beyond memorization to application.
- **Relevance to EFL:** Activities implicitly connect developmental theories to language teaching (e.g., sociocultural forces → scaffolding).

2.7. Conclusion

Human development is a natural process in which many forces interfere to foster or limit it. Among these are genetic, psychological, sociocultural, and life-cycle forces. Although this module aims to focus on the psychological development, it is estimable to have a look at the other forces before a full indulgence into the psychological matters.

2.8. References

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Lecture Three

Growth and Development

3.1. Introduction

As future primary teachers of English in Algeria, you will work with children between roughly 6 and 12 years of age. Understanding how children grow and develop is not merely theoretical—it directly affects how you plan lessons, manage a classroom, choose activities, and assess learning. This lecture will introduce you to key principles of child development, with a special emphasis on **language development** and **readiness for learning a foreign language**.

3.2. Learning Outcomes

By the end of this lecture, you will be able to:

- Explain the difference between physical growth, cognitive development, and language acquisition.
- Identify typical developmental stages of Algerian primary school children (ages 6–12).
- Adapt English teaching activities (e.g., songs, games, writing tasks) to match children's motor and cognitive abilities.
- Recognise signs of developmental delay that may affect language learning.

3.3. Key Definitions for Teachers

- **Growth**: Measurable physical changes (height, weight, motor coordination). For teachers, the main relevance is fine motor skills (holding a pencil, turning pages) and gross motor skills (sitting still, moving around the classroom).
- **Development**: Functional and psychological maturation, including attention span, memory, logical thinking, and emotional regulation. Language development is one domain of overall development.

- **Readiness**: The point at which a child has the necessary cognitive and physical skills to benefit from a learning activity (e.g., tracing letters, repeating a rhyme).

3.4. Principles of Development Applied to the EFL Classroom

- **Cephalocaudal (head-to-toe)**: Young children control their heads and arms before their legs. In class, this means sitting still for long periods is difficult for early primary (age 6). Frequent movement activities are necessary.
- **Proximodistal (centre to periphery)**: Control of trunk precedes fingers. A 6-year-old may hold a pencil with a full-hand grasp; by age 8, a more mature tripod grip emerges. Do not expect perfect handwriting too early.
- **General to specific**: Children first understand general classroom routines, then specific instructions like "Open your book to page 12." Oral language develops before reading and writing.
- **Differentiality**: Children in the same class may differ by up to two years in developmental level. Mixed-ability teaching is normal, not a problem.

3.5. Stages of Development Relevant to Primary English Teaching (Algerian Context)

Age (approx.)	Cognitive & Language Features	Implications for English Lessons
6–7 years (1st year primary)	Short attention span (10–15 min); literal thinking; difficulty with abstract rules;	Use songs, chants, TPR (Total Physical Response), and

	learning through imitation and repetition.	picture books. No grammar explanations. Focus on listening and speaking.
8–9 years (2nd–3rd year)	Longer attention (20–25 min); beginning logical thinking; can classify and sort; reading in L1 (Arabic) is established.	Introduce simple reading of single words; matching games; short dialogues; basic writing (copying words).
10–12 years (4th–5th year)	More abstract thinking; can understand simple rules; able to work in pairs/groups; longer memory span.	Simple grammar awareness (e.g., plural -s); short paragraph writing; role-plays; simple stories.

3.6. Fine and Gross Motor Skills in the English Lesson

- **Gross motor skills** (large movements): clapping, jumping, standing up to answer, pointing to flashcards on the wall. Use action songs ("Head, shoulders, knees and toes") and movement games.
- **Fine motor skills** (small movements): holding a pencil, cutting, turning pages, tracing letters. In Algeria, many children start primary school at age 6 with variable fine motor control. Begin with large-letter tracing,

then move to smaller writing. Do not force prolonged writing tasks in Grade 1.

3.7. Language Development Milestones (L1 vs. L2)

Understanding typical first language development in Algerian children (Arabic, Tamazight, or both) helps you set realistic expectations for English.

- By age 6: Most children have mastered basic sentence structures in their L1, can tell a simple story, and understand classroom instructions.
- Age 6–8: Metalinguistic awareness emerges—they can notice that different languages exist. This is ideal for introducing English as a "secret code" or game.
- Age 9–12: Children can compare languages (e.g., "English puts adjectives before nouns; Arabic puts them after"). Use this for gentle contrast activities, not formal grammar.

3.8. Factors Influencing Development in the Algerian Primary Context

- **Socio-economic factors**: Access to books, print materials, and support at home varies. Some children may have limited fine motor practice before school.
- **Bilingualism/multilingualism**: Many Algerian children already speak Arabic, Tamazight, and possibly French. Adding English is a fourth layer. This is an asset, not a problem—they are already skilled language learners.
- **School environment**: Class sizes can be large (30–40+). Activities must be easy to organise; individualised attention is limited. Use pair work and choral repetition.

- **Seasonal and health factors**: Cold winters, lack of heating, and common childhood illnesses affect attendance and concentration. Plan review lessons after breaks.

3.9. What to Observe as a Teacher (Developmental Red Flags)

You are not a doctor, but you can notice signs that may require referral to a school counsellor or parents:

- A 7-year-old who cannot hold a pencil at all.
- A child who does not understand simple two-step instructions in L1 by age 8.
- Persistent difficulty remembering the names of classmates or common objects.
- Inability to sit for 10 minutes of a preferred activity (e.g., a song or game) by age 7.

Report these with factual observations, not diagnoses.

3.10. Practical Applications: Lesson Planning by Developmental Level

For 6–7-year-olds (1st year primary):

- Activities: songs, chants, Simon Says, colouring, matching pictures.
- Writing: trace letters in sand, shaving cream, or large dotted fonts.
- Speaking: repeat single words, answer "yes/no" with thumbs up/down.

For 8–10-year-olds:

- Activities: simple board games, word searches, short dialogues, flashcard races.

- Writing: copy words, label pictures, complete sentences with a word bank.
- Speaking: ask and answer "What's this?"; introduce yourself.

For 10–12-year-olds:

- Activities: simple role-plays, information gap, short paragraph writing, group projects (posters).
- Writing: write 3–4 sentences about a familiar topic (my family, my school).
- Speaking: describe a picture, express likes/dislikes, ask for permission.

3.11. Conclusion

As a primary English teacher in Algeria, your most important tool is not a textbook—it is your understanding of how children grow, think, and learn language. Growth and development tell you what a child is ready to do and what they are not ready for. Respect their developmental pace, and you will build confidence, not frustration. The goal is not to accelerate development, but to teach *with* it.

Activities in the Classroom

Lesson Plan: Growth and Development

Duration: One hour and 30 minutes

Resources: Data show (PPT) and printed texts (case studies/milestone charts), group worksheets.

1. Warm-up Activity:

Objective: To differentiate between growth (physical) and development (functional).

- **Data show:** The teacher displays 10 statements (e.g., "A child gains 5 kg in a year," "A toddler learns to say 'no'," "A teen solves complex math problems").
- **Group Task:**
    1. Students categorize each as **Growth** (measurable) or **Development** (functional/behavioral).
    2. They discuss: *Can one occur without the other?*
- Create a T-chart to summarize class answers, linking to definitions.

2. Interactive Lecture & Visual Mapping

Objective: The teacher clarifies principles and factors influencing growth/development.

- **Data show:** Animated PPT with:
    - **Cephalocaudal/Proximodistal Examples:** Show images of infant motor control (e.g., head → arms → legs).
    - **Genetic vs. Environmental Factors:** Icon-based infographic (e.g., DNA + nutrition symbols).

- **Guided Notes:** Printed diagrams with missing labels (e.g., "_____ direction: spine develops before fingers"). Students fill in during the lecture.

3. Case Study: Students discussing "Missing Milestones."

Objective: To apply knowledge of developmental stages to real-world scenarios.

- **Printed Texts:** Groups receive 3 case studies (e.g., "A 2-year-old isn't speaking," "A 6-month-old can't roll over").
- **Task:** Students are asked to
    1. Identify the **area** of development affected (gross motor, fine motor, social, language).
    2. Propose **one** environmental/genetic factor (3.6) that could explain the delay.
- Groups share findings; the teacher maps answers on a **milestone timeline**.

4. Role-Play Activity:

Objective: To practice communicating developmental concepts to caregivers.

- **Scene:**
    - **Pairs:** One plays a *teacher*, the other a *parent* concerned about their child's progress (e.g., "My 18-month-old isn't walking").

- **Printed Texts:** Provide milestone charts and "script starters" (e.g., "Let's look at typical ranges for this skill…").

- **Interview:** Volunteers perform role-plays; the class votes on the most empathetic/accurate response.

5. Exit Activity:

Objective: To connect theory to future teaching practice.

- **Printed Half-Sheet:** Students complete:
  - **3** key takeaways about growth vs. development.
  - **2** ways this knowledge will inform their EFL teaching (e.g., adapting activities for fine motor skills).
  - **1** question they still have.
- End with a meme (e.g., "Growth: I got taller. Development: I learned to argue why I should stay up later").

Rationale for Activities:

- **Active Learning:** Sorting, role-playing, and case studies move beyond passive listening.
- **EFL Relevance:** Role-play builds language for parent communication; milestone analysis aids lesson planning for young learners.

- **Scaffolded Complexity:** Starts with concrete definitions (growth=measurable), progresses to nuanced applications (environmental factors).

3.11. Conclusion

It is important for family members and educators to pursue a careful watching over the growth and development of the children under their care. This helps them to assess and regulate the rate and factors that impact the process. These activities were designed so that future teachers can proceed with observation and action on any missing aspects.

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Lecture Four

4.1. Learning Outcomes

Students will be able to

- ✓ Discuss Piaget's Cognitive Theory.
- ✓ Discuss its implications in classroom Settings.
- ✓ Discuss the problems that may be encountered in the Algerian context.

4.2. Introduction

It is like human beings to grow and develop. Children, from infancy to the age of 18, grow fast, but in the same way. There are a lot of aspects of development that interfere in the process, but not all of them are clear. In this lecture, we will see how children develop in terms of personality, socially, and cognitively. Two major theories are widely accepted: those of Jean Piaget and Lev Vygotsky. In this lecture, we will gain an understanding of Jean Piaget's theory of development and how it applies to a classroom context.

4.3. Learning according to Cognitive Theory

Learning, according to cognitive theory,

- ❖ It is a search for meaning.
- ❖ It is an internal process.
- ❖ It associates previous knowledge with new information by organizing knowledge and reinforcing memories.
- ❖ Meaning requires understanding of 'wholes' as well as parts.
- ❖ Teachers need to understand the mental models students use and the assumptions they make.
- ❖ Students have to construct their own meaning rather than memorize the 'right' answers.
- ❖ Assessment has to be part of the learning process.

Vocabulary: There is a set of primary vocabulary in the field that you have to get used to, including:

Input (Attention): receiving information

Process (Encoding): Translating information into a meaningful form that can be remembered

Output (Retrieval): identifying and recalling information for a particular purpose. Learning, according to cognitivists, is a meaning-making process where individuals CONSTRUCT their own meaning of experiences.

Timeline:

J. Piaget (1896-1980)	[*active* 1920′ s – 1970′ s]
L. Vygotsky (1896–1934) influenced mainly in 1960′ s – 1970′ s]	[*active* 1920′ s – 1930′ s, but translations
J. Bruner (1915)	[*active* 1950′ s – 1990′ s]

4.4. Cognitive Development according to Piaget

Piaget, a Swiss developmental psychologist, is among the most influential cognitive psychologists of the modern age. His theory was based on extensive observation of children, including his own, applying his own biological knowledge to the study of human behavior. Piaget explored how and why children's cognitive abilities develop, stating that it depends on the child's ability to interact with the outside world (his/her environment). According to him, this happens through four stages that will be discussed later in this lecture. How does development occur is our first question? To know more about Piaget, please visit https://piaget.weebly.com/.

4.4.1. How does development occur?

Schema is the first concept proposed by Piaget to refer to the patterns of behavior and thinking children develop to interact with their environment. It helps them to:

- ✧ Understand knowledge of the world.
- ✧ Make sense of and categorize knowledge.
- ✧ Classify representations in the mind of a set of perceptions, ideas, objects, and actions.

Schemas can be acquired/learnt or innate (e.g., reflex). They are not fixed but develop with experience. For example, part of an 8-month-old baby's schematic knowledge is that when a rattle is shaking, it will make a noise.

A schema, hence, is a mental framework or concept that helps us organize and interpret information. It is like a mental file folder where we store knowledge about a particular object, event, or concept.

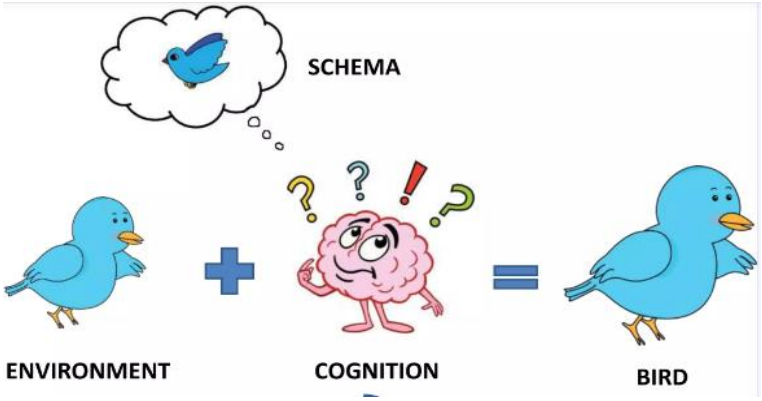
According to Piaget (1952), schemas are fundamental building blocks of cognitive development. They are constantly being created, modified, and reorganized as we interact with the world. Wadsworth (2004) suggests that schemata/schemas (the plural of schema) be thought of as index cards filed in

the brain, each one telling an individual how to react to incoming stimuli or information.

T**he process of adaptation** is the process by which we adjust schemas to our environment. This happens through assimilation, accommodation, and equilibration.

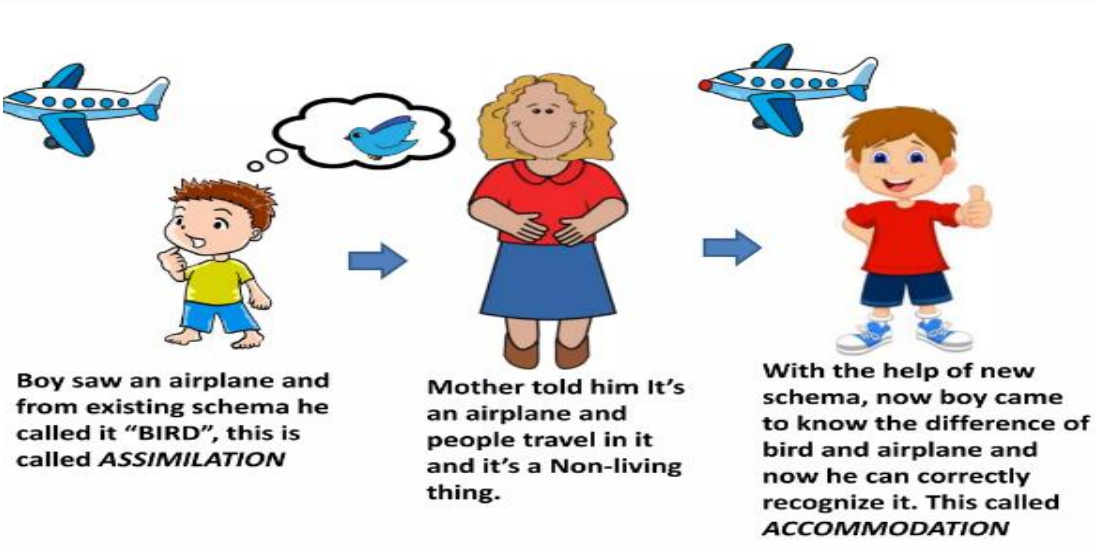
Assimilation is fitting new information into existing schemas without changing one's understanding. It "…is the integration of external elements into evolving or completed structures" (Piaget, 1970, p. 706). According to Atherton (2011), it is "the process by which a person takes material into their minds from the environment."

For example, a child who has only seen small dogs might call a cat a "dog" due to similar features like fur, four legs, and a tail. Another example is the cognition of a bird as an animal.



Accommodation occurs when existing schemas must be revised to incorporate new information. It refers to "The difference made to one's mind or concepts by the process of assimilation…. assimilation and accommodation go together: you can't have one without the other." (Atherton, 2011)

For instance, a child who believes all animals have four legs would need to accommodate their schema upon seeing a snake. Another example is the move from the cognition of a bird to a plane.



When a child's existing schemas are capable of explaining what it can perceive around it, it is said to be in a state of **equilibrium**, i.e., a state of cognitive (i.e., mental) balance. It refers to "…the force which drives the learning process, as we do not like to be frustrated and will seek to restore the balance by mastering new challenges…an unpleasant state of disequilibrium occurs when new information cannot be fitted into existing schemas." (McLeod, 2012)

Disequilibrium is another concept added to Piaget's theory to explain the lack of equilibrium. Disequilibrium occurs when new information conflicts with the existing schemas, creating cognitive discomfort. This cognitive conflict drives cognitive development and learning. To know more about Piaget's process of adaptation, please visit http://www.simplypsychology.org/piaget.html.

Piaget's theory of development views cognitive development as a process of constructing systems (or constructivism) of meaning where children build an understanding of the world through experience and interaction (Berk, 2013).

4.4.2. Piaget's Stages of Development

Stage	Age	Goal
Sensorimotor	Birth to 18-24 months	Object permanence
Preoperational	2 to 7 years	Symbolic thought
Concrete operational	7 to 11 years	Logical thought
Formal operational	Adolescence to adulthood	Scientific reasoning

Piaget's 4 Stages of Cognitive Development

1. Sensorimotor Stage (Birth to 2 years)

At this stage, Children:

- ✧ Differentiate self from objects.
- ✧ Develop knowledge of touch, smell, sight, and taste.
- ✧ Develop knowledge of object permanence – children recognize that objects exist even when they are no longer in their presence.
- ✧ For more information, please visit https://piaget.weebly.com/stages-of-cognitive-development.html.
- ✧ For this stage, watch at https://www.youtube.com/watch?v=ue8y-JVhjS0.

2. Pre-operational Stage (2 – 7 years)

At this stage, children learn to use language and to represent objects by words and images.

- ✧ Their thinking is **egocentric.** They have difficulty taking the viewpoint of others.
- ✧ Children have difficulty adjusting to changes in the appearance of matter – lack of conservation. (Conservation means that although things may change in appearance, certain properties remain the same.

- For better understanding, please watch at https://www.youtube.com/watch?v=GLj0IZFLKvg&list=PL8648B2E5C69EF71F&index=2.

3. Concrete Operational Stage (7 – 11 years)

At this stage, children:

- Can think logically about objects and events.
- Can use logical rules to solve problems.
- Objects can be ordered by features such as height, weight, or speed.
- The concept of conservation is developed and grasped.
- For more, please watch at https://www.youtube.com/watch?v=gA04ew6Oi9M&list=PL8648B2E5C69EF71F&index=3.

4. Formal operational stage (11 – 15 years)

- Thinking becomes more flexible.
- Children/teenagers can think logically about abstract concepts.
- Thinking becomes more symbolic. For example, symbols can stand for numbers in Math.
- Children/teenagers become concerned with the hypothetical and the future.
- For better application, please watch at https://www.youtube.com/watch?v=zjJdcXA1KH8&list=PL8648B2E5C69EF71F&index=4.

4.5. Homework activity: Quiz

1. Jean Piaget was a:

a) Child psychologist

b) Developmental psychologist

c) Biologist

d) Genetic Epistemologist

2. According to Piaget, children in the concrete operational stage have difficulty with:

a) Perspective-taking

b) Deductive logic

c) Inductive logic

d) conservation

3. A schema is a:

a) Category of knowledge that allows us to interpret and understand the world.

b) Process of taking in new information

c) Process of balancing old knowledge and new information

d) None of the above

4. Child begin to develop symbols to represent events or objects int he world during the _____ substage of the sensorimotor stage:

a) Primary Circular Reactions

b) Secondary Circular Reactions

c) Tertiary Circular Reactions

d) Early Representation Thought

5. The ability to think abstractly and systematically solve problems emerges during the:

a) Concrete Operational Stage

b) Sensorimotor Stage

c) Formal Operational Stage

d) Preoperational Stage

6. Piaget's stages are criticized by some due to:

a) His theory was based on an unrepresentative sample of children.

b) Not all people reach the formal operational stage or use formal operational thought consistently.

c) His theory underestimates children's abilities

d) All of the above.

7. Jane has learned to feed herself with a spoon. When her mother gives her a fork, she immediately begins to feed herself. Jane has _____ the fork into her schema for utensils.

a.) Accommodated

b) Appropriated

c) Assimilated

d) Initiated

8. Piaget believed that children in the preoperational stage have difficulty taking the perspective of another person. This is known as:

a) Reversibility

b) Egocentrism

c) Metacognition

d) Constructivism

9. Jane's mother has two crackers, both of equal size. She breaks one of the crackers up into four pieces. Jane says she wants the one with the most and immediately chooses the four pieces, even though the two amounts are equal. Jane's choice illustrates Piaget's concept of:

a) Accommodation

b) Egocentrism

c) False belief

d) Conservation

10. Piaget assumed that children are _____ in constructing understanding of the world.

a) Passive

b) Active

c) Neutral

d) Bystanders

Classroom Activities

Session 1: Foundations of Piaget's Theory

Objective: To understand core concepts (schemas, adaptation, stages) and their relevance to learning.

1. Warm-up Activity:

- **Data show:** the teacher shows images of ambiguous objects (e.g., a tool that could be a kitchen utensil or medical instrument).
- **Think-Pair-Share:** Students guess the object's function, then discuss:
    - *How did prior knowledge shape your guesses?*

- Link to **schemas** and **assimilation**.

2. Interactive Activity

- **Data show:** Animated PPT on:
  - **Key Terms:** Schemas, assimilation, accommodation, equilibrium (definitions + examples).
  - **Process of Adaptation:** Use a flowchart (new info → disequilibrium → adaptation → equilibrium).
- **Printed Worksheet:** Fill-in-the-blank diagrams (e.g., "When a child sees a whale and calls it a fish, this is _____").

3. Schema Sorting Activity

- **Printed Texts:** Cards with examples of assimilation vs. accommodation (e.g., "A toddler calls all men 'Dada'" vs. "A child learns 'Daddy' is only their father").
- **Group Task:** Sort cards into categories, then create *one* original example for each.
- **Blackboard:** Groups share examples; instructor corrects misconceptions.

4. Final Activity

- **Written Reflection:** *Describe a time you experienced disequilibrium in learning. How did you resolve it?*

- **Data show:** Preview Session 2 (Stages of Development) with a meme (e.g., "Formal operational stage: When you overthink your overthinking").

Session 2: Piaget's Stages & Classroom Implications

Objective: To analyze each developmental stage and apply it to teaching practices.

1. Warm-up Activity:

- **Printed Texts:** Slips with stage-specific behaviors (e.g., "Pretend you're a baby searching for a hidden toy" → sensorimotor).
- **Activity:** Volunteers act out behaviors; class guesses the stage.

2. Activity about Stage Experts

- **Groups:** Assign each group *one* Piagetian stage (Sensorimotor, Pre-operational, Concrete, Formal).
- **Tasks:**
    1. **Research:** The teacher uses printed summaries and linked videos (e.g., YouTube conservation tasks).
    2. **Create:** A 2-minute "teacher briefing" on how to design lessons for their stage (e.g., "pre-operational kids need visual aids due to egocentrism").
- **Presentations:** Groups share; the teacher adds key points to a **blackboard timeline**.

3. Case Study Activity: Algerian Classroom Challenges

Printed Texts: Scenarios (e.g., "Students memorize grammar rules but cannot apply them creatively").

- **Discussion:** How might Piaget's stages explain these issues? Propose *one* stage-aligned solution.

4. Exit Activity

- **1-** stage characteristics, 2-teaching strategies, 3- question about stages.

Session 3: Critiques, Applications & Algerian Context

Objective: Evaluate Piaget's theory and adapt it to local challenges.

1. Warm-up:

- **Data show:** True/false statements (e.g., "All children reach stages at the same age").
- **Students** vote via thumbs up/down; discuss misconceptions.

2. Debate: Is Piaget Still Relevant?

- **Teams:** Affirmative (supports Piaget) vs. Negative (critiques, e.g., cultural bias).
- **Printed Texts:** Provide key arguments (e.g., "Universal stages vs. Vygotsky's social influence").
- **Structure:** 5-min prep, 3-min speeches, open rebuttals.

- **Blackboard:** T-chart of pros/cons.

3. Lesson Plan Workshop

- **Task:** The teacher designs a 10-minute EFL activity for a specific stage (e.g., "Concrete operational: Sorting vocabulary by grammatical rules").
- **Resources:** Printed milestone charts and sample activities.
- **Peer Feedback:** Groups swap plans and suggest improvements.

Example: Teacher shows three cards (e.g., "run," "happy," "dog") and asks: "What kind of word is this?" Elicit the terms *verb*, *adjective*, and *noun*. S/he quickly reviews what each word type *does* (e.g., a verb is an action, a noun is a thing or person, an adjective describes).

4. Exit Activity:

- **Reflection:** *How will you adapt Piaget's theory to large, mixed-ability Algerian classrooms?*

Rationale & Adaptations:

- **Scaffolded Learning:** Sessions build from theory (Session 1) to application (Session 3).
- **Active Engagement:** Charades, debates, and workshops cater to diverse learning styles.
- **Local Relevance:** Focus on Algerian classroom challenges throughout.
- **Tech Integration:** Videos and memes break up dense content.

4.6. Conclusion

For educational setting applications, Piaget's stages of development help educators better understand the learning process. Learning in this context should be child- centered and tailored to meet the child's readiness to learn. Learning should be constructive and active. There should be an emphasis on practical activities. The teacher is a facilitator rather than an instructor. Materials and learning activities should help children to construct learning and to progress from discovery to discovery (Gray and McBlain, 2015).

4.7. References

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Lecture FIVE

Language and Development

4. Introduction

Development is maturity and is an essential part of a child. Development takes place in stages; there are different types of development, and various factors affect a child's development. One of these types is language and speech development. This is the focus of this lecture.

Language development brings significant change in a child's life. Language development introduces the child to a new world. The child can now speak out and communicate effectively and efficiently like adults. It is a very important development stage that adults should help the child achieve well. In this lecture, the various functions and characteristics of language shall be explained so that you can appreciate the need to help a child have normal and proper language development. Stages involved in the development of language and speechmaking will also be described, and conditions and circumstances that encourage acquisition of language shall be mentioned. Some factors that can affect the development of language in a developing child will also be listed.

4.1. What is Language?

Language is a tool for communication. It alludes to the manner in which people express their ideas to others. Humans utilize language to help two or more people communicate with each other. Spoken and non-spoken language are the two categories. Language is made up of verbal language and speech. In this lecture, we will focus more on the verbal form of language. Before moving on to the next section, let's define the terms "verbal," "non-verbal," and "speech." Speaking is referred to as "verbal" communication, while body language or diagrammatic signs, such as those found on highways, are considered "nonverbal" communication. Examples of bodily signs include clapping, head nods, and other motions. It is customary to use the term "speech" when addressing an audience or group of people. Speech can also refer to a person's manner of speaking.

4.2. Functions and Characteristics of Language

In the last section, we defined language as a means of communication. This is the primary function of language, and it characterizes it as a medium of

communication. Language can be used for more things than communication, and Language can be characterized based on the function it serves at a specific time. The following are various characteristics of language and the function it serves:

(i) Language as a specific attribute of human beings: The kind of language we speak as individuals makes up our characteristics as a person. We can describe a person by referring to the way the person speaks. Yet this is a development from childhood.

(ii) Language as a medium of communication: Language is an efficient means of communication. There can be verbal and nonverbal language. Children develop language in both verbal and non-verbal forms, though in this lecture we refer more to verbal language development.

(iii) Language is a means of socialization. The child's use of language affects his/her intellectual development and the way s/he interacts with people. Language is an important instrument for interaction. Language is used to interpret the world around the child. The child (even an adult) uses language as a necessary thing for successful social relationships with others around him/her. Language gives meaning to things; the socialization of a child greatly depends on his language development.

(iv) Language as a means of exploration: When a baby begins to call "Mummy" or "Daddy" and receives attention as a response, it really excites the baby, so s/he will begin to be more interested in words. She wants to know more words and their interpretation and importance. Children talk to objects around them too; in so doing, they develop speech-making ability. They also use the same

medium to test themselves on the use of language. An adult around them can help them to clarify impressions and also stimulate new ideas in them.

(v) Language as a medium of thought: Language is used in thinking, memory, reason, and in school life generally. To be able to understand and speak to people, you have to think in a language you are used to. It is therefore necessary in the teaching-learning process.

(vi) Language is a medium of hearing: Just as we mentioned in the last paragraph, a teacher should be very interested in the language development of a child to know how to present what s/he wants to teach and how to teach it.

(vii) Language is a medium of expression: Language development brings a great change in the life of a child. The child who has now developed language ability can speak out, unlike before when s/he was only used to crying and making meaningless sounds. The child can now express his/her feelings to others. Language development is therefore a very important stage that adults should help a child to develop well. The child makes less noise when s/he can express himself or herself meaningfully.

(viii) Language as a means of actualization of intelligence: Before a child begins to speak out, s/he will be imitating, storing words in his/her memory, and trying to make meanings out of them. For a child to start to make meaningful statements, s/he is actualizing his/her intelligence to a large extent; s/he must be using his/her reasoning power. Note that the child's reaction to words is based on the meanings s/he attaches to words and their relevance to his/her inner self and is based on the meaning s/he gives to his/her environment. This

is why a teacher needs to be interested in the language development of a child so as to know how to organize his/her teaching.

(ix) Language is closely linked to and determined by culture. The syntax (arrangement of words) of a language affects a child's language development differently from one country to another or from one culture to another. This is why it is so easy for children to learn a new language before age five (5). By age five, the language development process in a child must have reached its highest state. After age five, it may be difficult, especially if the grammatical organization of the new language is different from the language the child is used to. For example, some languages require that an adjective come before the noun (e.g., English—my big bag), but some other languages require that the adjective come after the noun. (You can think of an example of this yourself.) The development is closely linked to culture.

Classroom Activities

Lesson Plan: Language and Development

Duration: One hour and 30 minutes

Resources:

- Data show (PPT)
- Printed texts (case studies, scripts, reflection sheets)

1. Warm-up: Lost in Translation

Objective: To activate prior knowledge about language functions.

- **Data show:** Show 3 images of communication breakdowns (e.g., a confused tourist, a baby crying, a student struggling to answer).

- **Think-Pair-Share:**
    - *What language function is missing or failing in each scenario?* (Refer to **1.3 Functions of Language**.)
    - Students match scenarios to functions (e.g., "expression," "socialization").
- **Blackboard:** Instructor lists key language functions from student responses.

2. Interactive Lecture: Key Concepts

Objective: To clarify definitions and stages of language development.

- **Data show:** PPT with:
    - **Definitions:** Verbal vs. non-verbal language, speech.
    - **Functions of Language:** Highlight 3–4 key functions (e.g., socialization, expression, intelligence actualization) with icons.
- **Guided Notes:** Students receive partially filled outlines (e.g., "Language as a means of _____ helps children test new words.").

3. Group Activity: Language Function Skits

Objective: To apply language functions to real-world scenarios.

- **Printed Texts:** Each group gets a scenario (e.g., "A toddler learns 'thank you' after receiving a toy," "A child argues with a friend").
- **Task: Students are asked to**
    1. Identify which **language function(s)** the scenario demonstrates (**1.3**).
    2. Create a 1-minute skit showing the scenario *without* the function (e.g., a child crying instead of saying "thank you").

3. Perform skits; the class guesses the missing function.

- **Debrief:** How might teachers nurture these functions in the classroom?

4. Case Study: Barriers in Language Development

Objective: Analyze factors affecting language acquisition.

- **Printed Texts:** Case studies (e.g., "A 4-year-old in a multilingual home mixes grammar rules," "A child with hearing impairment struggles to pronounce words").
- **Small Groups:**
  1. Identify **2 potential barriers** (cultural, biological, social).
  2. Propose **1 strategy** a teacher could use to support the child.
- **Class Discussion:** Groups share; instructor links to **cultural influences** and **critical periods**.

5. Exit Ticket:

Objective: Reflect on teaching implications.

- **Printed Half-Sheet:** Students complete:
  - **3** key takeaways about language development.
  - **2** ways they'll apply this knowledge as EFL teachers.
  - **1** question they still have.
- **Data show:** Wrap-up with a quote: "*Language is the road map of a culture. It tells you where its people come from and where they are going.*" —Rita Mae Brown.

Rationale for Activities:

- **Engagement:** Skits and case studies make abstract concepts (e.g., "language as exploration") tangible.
- **Critical Thinking:** Analyzing barriers prepares trainees for diverse classroom challenges.
- **Relevance to EFL:** Focus on verbal language development aligns with future teaching contexts.

Adaptations:

- For larger classes, turn skits into written dialogues.
- If short on time, assign case studies as homework for discussion next session.

3.4. Conclusion

One of the complexities in Child Development is Language and Speech Development. This type of development is a very important aspect of child development because through it, the child is able to communicate with others around him/her. When the child understands words representing objects and things around them, their world becomes larger. Language Development goes together with socialization and intellectual development. It is in stages and can be affected by so many factors directly or indirectly.

3.5. References

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https://www.youtube.com/watch?v=u49uLLCUlEk

Lecture Six

Vygotsky's Theory of Socio-cultural Cognitive Development

5. Introduction

While Piaget's theory of cognitive development changed the way of seeing learning and learners, it received criticism due to its neglect of the outside aspects that impact the learning process. According to critics, Piaget did not consider how factors such as environment and culture impact children's cognitive development and learning. Moreover, while well-structured, Piaget's stages are considered too rigid since children develop at different rates. Some will never attain the formal operation level or may not be asked to display this level of knowledge. Piaget's theory places less emphasis on the role of the teacher, where theorist such as Vygotsky believe the role of the teacher is essential. Piaget's theory also received criticism for its research methods. The language used in tests, according to critics, was too complicated for the children to understand (Meadows 1993). Sample sizes, moreover, were too small. They did not include a range of children from different cultures and also included Piaget's own children (Calloway, 2001). While Piaget's theory had been under application and criticism, Vygotsky developed his own theory called the Socio-cultural Cognitive Theory of Development. In this lecture, we will delve into the principles of this theory, make a comparison between the theories, and see different ways of applying it in real classroom situations.

5.1. Vygotsky's Life and Influence

A Russian developmental psychologist, Vygotsky was born and lived in the Russian Empire, later the Soviet State. He graduated from Moscow University with a law degree in 1917 but also studied history and philosophy. He started a journey in studying psychology at the Institute of Moscow in 1924, where he got involved in psychology. His involvement in social and political activities, believing in socialism's power to eradicate social class problems, got him an interest in Marxism (a theory that criticized social injustice and called for equal opportunities between different class members). His interest led him to create a psychological theory that does not separate the individual from his/her social environment.

5.2. Vygotsky's Theory

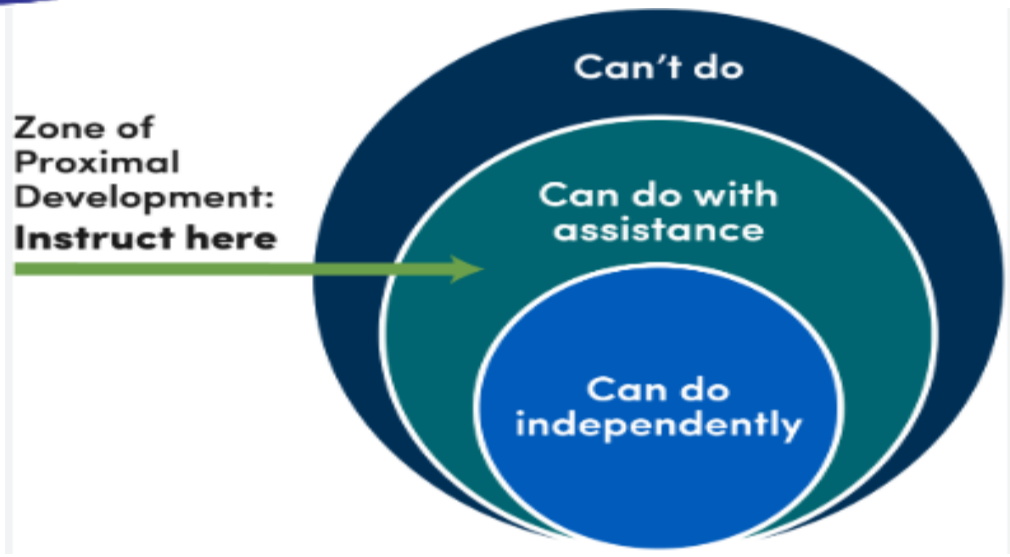
Labelled by different names, Vygotsky's theory is known as Socio-cultural, Socio-historic, or Situative Theory. This naming comes from seeing the learning experience as tied to our culture, as a process that is driven by our history, and as an accumulation of knowledge that happens in a given context. According to Vygotsky, since knowledge is transmitted from generation to generation, we make sense of the world through the lenses of our environment. Learning, hence, is socially constructed throughout our interactions with the outside world. Learning is tied to culture and to the situation where it happened. This is how learning leads to our development.

5.2.1. Basic Assumptions

1. We live in a world where our culture shapes our understanding of it.
2. Adults transmit this view to their children.

3. Through this, they transmit historical knowledge as well.
4. Culture shapes our learning and development.
5. We do not have to discover; we just have to learn from the previous generation and build-up our knowledge.
6. Every culture has its own way of passing knowledge through physical tools (example writing with pen or feather) and cognitive (language, signs, representations).
7. Learning is connected to these tools.
8. For newborn babies, language is used to communicate.
9. For older children and adults, language is connected to thought.
10. Thought and language are intertwined into two processes: *Think in words* and *self-talk*.
11. Self-talk guides a child to do a task and hence becomes an inner talk.
12. Children, however, can learn little by doing things alone.
13. Learning happens when children do things with the help of others.
14. This is what Vygotsky named the Zone of Proximal Development (ZPD).
15. Each child possesses his/her own zone.

5.2.2. The Zone of Proximal Development Concept



According to Vygotsky, ZPD refers to "t*he distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers*" (Vygotsky, 1978, p. 86). It refers to the zone where building knowledge needs a boost from parents, teachers, or more knowledgeable peers. The ZPD hence, is:

- **Dynamic and Changing:** The zone keeps growing as the learning experience widens. The ZPD is not static but a changing space.
- **Individualized:** each child has his/her own ZPD since prior knowledge and learning style are not the same.
- **Not only rules:** ZPD involves problem-solving and open-ended tasks rather than teaching rules. It has to target to enrich a child's critical thinking.
- **Importance of Collaboration:** The ZPD is a zone of collaboration and role exchange.

5.2.3. Social Construction of Meaning for Children

1. Adults attach meaning to objects/events through culture.
2. Adults transmit this knowledge through what Vygotsky called **scaffolding**
3. Scaffolding refers to the structured knowledge that the knowledgeable provides to help the child perform tasks in his/her ZPD
4. Examples of scaffolding can be: checklists, guidelines, reminders, questions, demonstrations, tools (like a calculator), technology tools, etc...
5. When the child can perform the activities, s/he starts to enter the adult world.
6. This starts gradually from side roles to central playing roles.
7. Examples can be seen in cooking scenes at home: Mom asks a child to add an ingredient, use a whisk, or perform more serious cooking acts.
8. The learning process is mediated, scaffolded, modeled, and supervised until the achievement of the target task.
9. This example is applicable in educational settings like writing tasks, doing experiments, searching for information on the internet, and more.

5.3. Comparison between Piaget and Vygotsky

Piaget	Vygotsky
Both agree children are active learners who actively construct knowledge	
Thinking develops in recognisable stages which depend on natural maturation	Development of thinking is dependent upon language and culture
Role of teacher important but use of "more-expert other" not central	Use of "more-expert other" seen as fundamental part of cognitive development
Readiness is a central concept in education – children need to be ready to progress in their learning	Children should be actively encouraged to move through ZPD – do not need to be ready but should be given opportunity to engage in problems which are beyond current level of ability but within ZPD

Piaget	Vygotsky
Scaffolding not a key concept	Scaffolding is a central concept
Language reflects level of cognitive development	Language helps to develop cognitive abilities.
This theory was very influential in education but has need revising and underestimation of children's abilities still a problem	This theory is still very influential in education

Classroom Activities

Session 1: Foundations of Vygotsky's Theory

Objective: Understand core concepts (ZPD, scaffolding, social construction of knowledge) and compare with Piaget.

1. Warm-up Activity:

- **Data show:** Show two images:
    1. A child struggling alone to solve a puzzle.
    2. A child solving the same puzzle with a teacher guiding them.
- **Think-Pair-Share:**
    1. *Which child learns more effectively? Why?*
    2. Link responses to Vygotsky's emphasis on **social interaction**.

2. Interactive Lecture: Key Concepts

Data show (PPT) Content:

1. **Vygotsky's Life & Influences:**
    - Marxism focuses on social equality.
2. **Basic Assumptions:**
    - Culture shapes learning.
    - Language evolves from communication to thought (Assumption #9-10).
3. **Zone of Proximal Development:**

- Define ZPD with a visual:
    - *What I can do alone → What I can do with help → What I cannot do yet.*
- Emphasize the **dynamic** and **individualized** nature.

Guided Notes: Printed handout with fill-in-the-blanks (e.g., "ZPD is the gap between _____ and _____").

3. Case Study: Scaffolding in Action

Printed Texts: 3 scenarios (e.g., "A teacher uses gestures to help a student recall vocabulary," "A peer explains a math problem step-by-step").

Group Task:

1. Identify the **scaffolding strategy** in each scenario.
2. Debate: *Could Piaget's theory explain this learning? Why/why not?*

   Class Discussion: Compare Vygotsky's and Piaget's views.

4. Exit Ticket

Reflection Prompt:

- *Describe a time someone scaffolded your learning. How did it help?*
- **Data show:** Preview Session 2 with a meme (e.g., "ZPD: Where the magic happens!").

Session 2: Applying Vygotsky in the Classroom

Objective: Design ZPD-aligned activities and critique real-world applications.

1. Warm-up: Role-Play ZPD

Activity:

- **Pairs:** One plays a *teacher*, the other a *student* learning a new word (e.g., "metaphor").
- **Task:** Teacher must use **2 scaffolding techniques** (e.g., examples, gestures).
- **Debrief:** Which strategies worked best?

2. Jigsaw Activity: ZPD Challenges

Printed Texts: 4 classroom challenges (e.g., "Mixed-ability students," "Limited resources").
Expert Groups: Each group brainstorms **2 Vygotsky-inspired solutions** (e.g., peer tutoring, visual aids).
Presentations: Share solutions; instructor categorizes on the **blackboard** (e.g., "Social Tools," "Cultural Adaptations").

3. Debate: Vygotsky vs. Piaget in EFL

Motion: *"Vygotsky's theory is more practical for Algerian classrooms than Piaget's."*

- **Teams:** Affirmative (Vygotsky) vs. Negative (Piaget).
- **Printed Texts:** Key arguments (e.g., social interaction vs. individual discovery).
- **Structure:** 5-min prep → 3-min speeches → open rebuttals.

- **Blackboard:** T-chart of strengths/limitations for each theory.

4. Exit Ticket: Lesson Plan Sketch

Task: Draft a 10-minute EFL activity using **ZPD** (e.g., "Think-aloud reading with peer support").

Share: Volunteers describe their plans; the class votes on the most feasible.

Rationale & Adaptations:

- **Active Learning:** Role-plays and debates make theory tangible.
- **Critical Thinking:** Case studies and comparisons deepen understanding.
- **Local Relevance:** Focus on Algerian classroom challenges (e.g., mixed abilities).
- **Tech Integration:** Memes and PPTs break up dense content.

5.4. Conclusion

Accepting that learning is a cognitive process does not require us to eliminate the importance of the social and cultural environment where the learning actually develops and is maintained. Teachers, as knowledge providers, can play the role of mediators, models, and transmitters of knowledge in many ways. The next lecture will provide you with tips and techniques for enforcing children's education.

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LECTURE SEVEN

Bronfenbrenner's Bioecological Theory

6.1. Introduction: Who is Urie Bronfenbrenner?

Bronfenbrenner is a Russian-American developmental psychologist best known for his work in human development. He graduated from Cornell University with a bachelor of psychology and music and later received a master's degree in education from Harvard University. Urie received his doctorate in educational psychology from the University of Michigan, and after the WWII, he became an assistant professor at Cornell University, where he started his researches of developmental psychology. He is an Important contributor to understanding how individual development is influenced by various environmental systems.

6.2. What is Bioecological Theory?

Definition: Bronfenbrenner's bioecological theory emphasizes the importance of the context in which a person develops. It combines biological and ecological perspectives on development. Its focus is on the interplay between individual characteristics (like temperament or genetics) and their environments.

6.3. The Ecological Systems Model

Bronfenbrenner described four interconnected systems that influence development:

6.3.1. Microsystem

It refers to the immediate environment that a person interacts with daily (e.g., family, school, peers). For example, a child's relationships with parents, siblings, teachers, and friends directly impact their development. In this level, the emphasis is on "How do positive or negative experiences in the microsystem shape a child's identity?"

6.3. **2. Mesosystem**

This encompasses interactions between different microsystems (e.g., the relationship between family and teachers). For example, a parent-teacher conference can affect a child's educational experience, showing how multiple

microsystems interconnect. It discusses "how strong links between home and school environments improve a child's academic performance?"

6.3.3. Exosystem

This level involves external environmental settings that indirectly affect the individual (e.g., a parent's workplace, community resources). For example, parents' job loss might indirectly impact a child's well-being due to stress at home. At this level, we question "How might a neighborhood's availability of resources (like parks or libraries) influence child development?"

6.3.4. Macrosystem

This refers to the broader cultural and societal influences that shape individual development (e.g., laws, cultural values, economic conditions). For example, the cultural norms about education or gender roles can significantly impact personal aspirations and self-perception. We pose questions like "How do cultural differences alter perceptions of childhood and development across countries?"

6.3.5. Chronosystem

This incorporates the dimension of time, reflecting the changes and continuities in the individual and their environments across their lifespan. Major life transitions, like moving to a new city or the impact of historical events (e.g., a pandemic or a war). We question, " How do the timing and context of life events (like divorce or relocation) impact overall development?"

6.4. Application Suggestions in Education

Parent-Teacher Partnerships: Schools can create programs that facilitate close communication between parents and educators, thereby strengthening the mesosystem. For example, hosting regular workshops that involve parents in the learning process can improve student educational outcomes and foster a supportive learning environment. Inclusive Curriculum Development: Educators can consider the cultural values and beliefs of families (macrosystem) when developing curriculum materials. This ensures that children from diverse backgrounds feel represented and included, which can enhance their engagement and motivation.

Classroom Activities

Session 1: Foundations of Bioecological Theory

Objective: Introduce Bronfenbrenner's life, core concepts, and the ecological systems model.

1. Warm-up: My Development Map)

Activity:

- **Data show:** Display an image of a child surrounded by circles labeled "Family," "School," "Culture," etc.
- **Task:** Students sketch their own "development map" with 3 influences from their childhood.
- **Think-Pair-Share:** Compare maps and discuss: *Which influences were most impactful? Why?*

2. Interactive Lecture: Key Concepts

Data show (PPT) Content:

1. **Bronfenbrenner's Background:**
    - Focus on his interdisciplinary approach (psychology + ecology).
2. **Bioecological Theory Definition:**
    - Emphasize *interplay* between biology and environment.
3. **Ecological Systems Model:**
    - Visualize the 5 systems (Micro, Meso, Exo, Macro, Chrono) as concentric circles.

Guided Notes: Printed handout with fill-in-the-blanks (e.g., "The _____ system includes direct interactions like family and school").

3. Case Study: Layers of Influence

Printed Texts: A scenario (e.g., "A child struggles in school after a parent's job loss").

Group Task:

1. Identify which systems are involved (e.g., Exosystem: parent's job; Microsystem: teacher's response).
2. Propose *one* intervention at each system level.

   Class Discussion: How might these systems interact in an Algerian context?

4. Exit Ticket

Reflection Prompt:

- *Which system do you think most impacts language learning? Why?*
- **Data show:** Preview Session 2 with a quote: *"Every child needs at least one adult who is irrationally crazy about them."* —Bronfenbrenner

Session 2: Systems in Depth & Educational Implications

Objective: Analyze each system's role and brainstorm classroom applications.

1. Warm-up Activity:

- **Printed Texts:** Cards with examples (e.g., "School bullying," "National education policy," "COVID-19 lockdowns").
- **Task:** Groups sort cards into the 5 systems.
- **Debrief:** Debate ambiguous examples (e.g., Is social media Micro or Exo?).

2. Jigsaw Activity:

Groups: Assign each group *one* system (Micro, Meso, Exo, Macro, Chrono).

Tasks:

1. **Research:** Use printed summaries to list:
    - Key characteristics.
    - 2 real-world examples (e.g., Macro: Gender norms in textbooks).

2. **Design:** A 2-minute "teacher PSA" on how to support students within their assigned system.

   Presentations: Groups teach the class; the instructor synthesizes on a **blackboard flowchart**.

3. Role-Play: Parent-Teacher Conference

Scenario: A student is struggling due to a Chronosystem event (e.g., family relocation).

Pairs:

- One plays a *teacher* using Bronfenbrenner's lens.
- One plays a *parent* from a different cultural background (Macrosystem).

  Goal: Collaboratively design a support plan addressing *at least 3 systems*.

Session 3: Critique & Application in Algerian Classrooms

Objective: Evaluate the theory's strengths/limitations and adapt it locally.

1. Warm-up: Theory Headlines

Data show: News headlines (e.g., "Tech Overuse in Teens").

Task: Groups link each headline to a system and predict its developmental impact.

2. Debate: Is Bronfenbrenner's Model Practical?

Motion: *"Bioecological theory is too complex for real-world teaching."*

- **Teams:** Affirmative (critiques) vs. Negative (defenders).
- **Printed Texts:** Key arguments (e.g., "Overlaps between systems" vs. "Holistic understanding").
- **Structure:** 5-min prep → 3-min speeches → open rebuttals.

3. Lesson Plan Workshop

Task: Design a 15-minute EFL activity addressing *one* system (e.g., Mesosystem: Family vocab project).

Resources:

- Printed examples (1.5: Parent-teacher partnerships, inclusive curriculum).
- **Blackboard:** List of Algerian-specific factors (e.g., multilingualism, class sizes).

  Peer Feedback: Rotate plans and suggest enhancements.

4. Exit Ticket

Reflection: *How will you apply Bronfenbrenner's theory to your future classroom?*

Rationale & Adaptations:

- **Scaffolded Learning:** Sessions progress from theory (Session 1) to critique (Session 3).
- **Active Engagement:** Role-plays and debates make abstract systems tangible.

- **Local Relevance:** Focus on Algerian education challenges (e.g., resource gaps, cultural diversity).
- **Tech Integration:** Visuals and quotes break up dense material.

Conclusion

Urie Bronfenbrenner's Bioecological Theory offers a powerful framework for understanding the complex, dynamic interplay between individuals and their surrounding environments. By conceptualizing development as shaped by nested systems—ranging from the immediate family to broader societal influences and historical shifts—Bronfenbrenner moved the field beyond isolated psychological or social explanations.

This lecture has explored each system's unique contribution and illustrated how educators, especially in the Algerian context, can actively support students by recognizing and responding to these layered influences. From designing culturally responsive curricula to fostering partnerships with families, practical classroom strategies can bridge theory and action. Ultimately, Bronfenbrenner's core message endures: children thrive when they are embedded in consistent, supportive, and enriched environments—and it is the responsibility of educators, policymakers, and communities to co-create these conditions.

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LECTURE EIGHT

Freud's Theory of Id, Ego, and Superego

Duration: 45 minutes

Introduction: Why Psychology Matters in Teaching Young Learners

As future teachers of English to children, understanding basic psychology helps teachers better manage their classrooms, motivate learners, and respond to behaviors constructively. Let us explore Sigmund Freud's theory of the mind—particularly his concepts of the **id**, the **conscious**, and the unconscious—and how these ideas can help teachers understand their students' emotions and behavior.

Freud's Structural Model of the Mind

1. The Id (The Instinctual Self)

- **What it is:** Present from birth, the id is the part of the mind driven by instincts and immediate desires. It operates on the pleasure principle, seeking instant gratification.
- **In children:** The id dominates in young children. This explains why many children:
    - Cry when they're hungry or tired.
    - Struggle with waiting their turn or sharing.
    - Get frustrated easily when they can't express themselves.

2. The Ego (The Rational Self)

- Mediates between the id and the external world. Develops around age 2-3.
- Helps children adapt to rules, delays, and expectations.

3. The Superego (The Moral Self)

- Develops around age 5.
- Represents internalized rules and social norms (from parents, teachers, culture).

4. The Conscious, Unconscious, and Preconscious

- **Conscious mind:** Everything we are currently aware of (thoughts, environment, what you're reading now).
- **Preconscious:** Things we can bring into awareness if we try (memories, facts).
- **Unconscious:** Deep-seated desires, fears, and memories we are not aware of, but that still influence behavior.

Example for teachers: A child refusing to speak English in class might not be lazy or disobedient. The cause could be unconscious anxiety about making mistakes or a **desire for attention** rooted in unmet emotional needs.

Application to Teaching Children

1. Understanding Behavior as Communication

Children may not always be able to express their emotions or needs verbally. Understanding the role of the id and unconscious helps us see behavior as a form of communication.

Example: A child who gets up and walks around during a lesson may be seeking stimulation or attention (id-driven behavior), not just "misbehaving."

2. Creating a Supportive Environment

- Structure and consistency help the **ego** develop.
- Encourage turn-taking, praise self-control, and provide emotional security.

3. Using Language Teaching to Support Emotional Development

- Use stories and play to help children express emotions in safe ways.
- Story characters often act out id impulses (like mischief, jealousy), which can spark conversations about feelings and rules.

Summary

- **Freud's theory** helps us understand children's natural impulses (id) and the parts of their minds they may not be fully aware of (unconscious).
- As teachers, we are not just teaching English—we are **guiding emotional and social growth**.
- Empathy, patience, and structure are key to helping children grow emotionally while learning a language.

CLASSROOM SESSION PLAN: "Feelings, Actions, and the English Language"

Objective:

To help trainee teachers apply Freud's concepts to child behavior through observation, discussion, and creative lesson planning.

Total Duration: 90 minutes

Part 1: Warm-up & Reflection

🔹 Activity: Think Like a Child

- Trainer presents 3 short classroom scenarios (e.g., a child throws a toy, refuses to speak, or constantly interrupts).

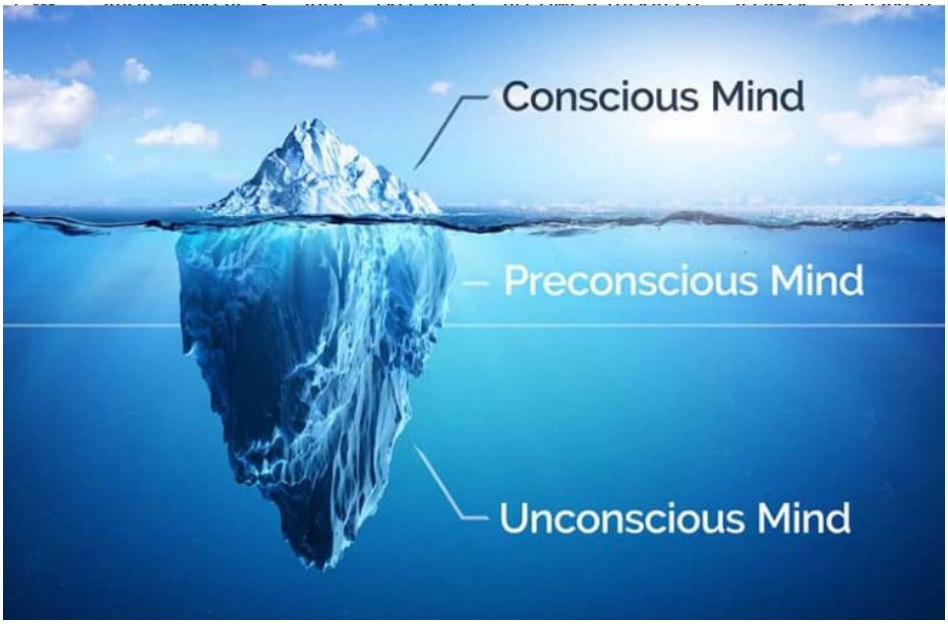
- Students work in pairs: Identify possible causes from Freud's perspective (id, unconscious fear, need for attention).
- Discuss as a group.

Part 2: Theoretical Review + Visual Aid

Visual Diagram:

Draw a simple iceberg on the board:

- **Above water** = Conscious mind.
- **Just below** = Preconscious.
- **Deep underwater** = Unconscious (with ID at the base).



Explain again using the visual metaphor.

Part 3: Story-Based Application

Activity: Story Analysis – "Where the Wild Things Are" (or any children's story)

- Show selected pages from the story.
- Small groups analyze Max's behavior (e.g., tantrum, fantasy escape, return).
- Questions:
    - What id impulses are visible?
    - What unconscious feelings might be involved?
    - How does the story help Max work through his emotions?

Here is an excerpt of the story:

> **"That very night in Max's room, a forest grew**
> **and grew—**
> **and grew until his ceiling hung with vines**
> **and the walls became the world all around**
> **and an ocean tumbled by with a private boat for Max**
> **and he sailed off through night and day**
> **and in and out of weeks**
> **and almost over a year**
> **to where the wild things are."**

Discussion:

What id impulses are visible?

- Max acts on his primal desires and frustrations—biting his mother, wearing a wolf suit, yelling—classic signs of id-driven behavior (impulsivity, aggression, defiance).

- His imaginary voyage represents wish fulfillment: he seeks unlimited freedom and power over the "Wild Things" who make him king, a symbolic outlet for his repressed anger.

What unconscious feelings might be involved?

- **Feelings of rejection, shame, and anger** likely motivate Max's fantasy. Being called a "wild thing" and sent to his room may have stirred unconscious fears of abandonment and loss of maternal love.

- The fantasy island becomes a psychological space where Max can explore and externalize these complex emotions safely.

How does the story help Max work through his emotions?

- Max gains emotional insight through fantasy. Despite becoming king, he eventually feels lonely and misses "someone who loved him best of all."

- His return from fantasy to reality (his room, where his supper is waiting) symbolizes emotional regulation and resolution—he has worked through his rage and reconciled with the idea of love and security.

Encourage EFL applications: How could a similar story help students learn language while exploring emotions?

Part 4: Creative Teaching Design

◈ Activity: Design a Mini EFL Lesson

- Groups design a 15-minute EFL activity using a **story or game** that:
    - Supports language learning.
    - Helps children express or regulate emotions.
    - Recognizes id/unconscious behavior.

Examples:

- Puppet role-plays ("I feel angry when...")
- Drawing feelings with new vocabulary
- Turn-taking games to build self-control

Groups present ideas briefly to the class.

Wrap-Up:

Ask students:

- What did you learn about children's behavior today?
- How will you respond differently in the future?

Provide a handout summarizing Freud's model and how to recognize basic emotional needs in EFL learners.

6.3. Conclusion

Here are some questions to consider for classroom interaction at different levels:

1- Microsystem: How responsive are the parents/guardians? Family income level? Older siblings? Member of a mosque? Playing organized sports? Member of any other extracurricular organizations (e.g., Scouts)?

2- Mesosystem: How might the student's microsystem affect the student's interaction with you? How might the student's microsystem affect his/her performance in school? Through instruction or modeling behavior, how can you help a student improve his/her interactions with other people in his/her microsystem (e.g., with his parents, peers, siblings)?

3- Exosystem: How might school policy affect your interactions with students? What does the student's community outside of school look like? Where do they live (e.g., subsidized housing, homeless, wealthier neighborhood)?

4- Macrosystem: How does a student's race/ethnicity affect their performance and interactions in class? What kind of music does a student listen to? What TV shows does a student watch? Who are the students' celebrity role models? How does a student self-express (e.g., clothing, style, social clique)?

5- Chronosystem: What major society-wide or community-wide changes might affect a student? What major life events might affect a student (e.g., a divorce, just moving to town, illness in the family, a pet died)?

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https://www.youtube.com/watch?v=zvcs32EurNI

LECTURE NINE

Emotional Development in a Child's Life

Lecture Duration: 60-90 minutes

Materials Needed:

- Emotion wheel templates or blank paper
- Markers, scissors, glue
- Whiteboard/Slides
- Handout with stages of emotional development (optional)

Objectives

By the end of the lecture, students will be able to:

1. Describe key stages of emotional development in children (e.g., attachment, self-regulation).
2. Explain the role of teachers in fostering emotional intelligence.
3. Reflect critically on whether emotional caregiving is part of a teacher's role.

Lecture Breakdown

1. Introduction: Why Emotional Development Matters

- The teacher begins with a brief anecdote or video showing a young child expressing emotions (e.g., a tantrum, a joyful moment).
- S/he asks: "*What emotions did you observe? How do adults respond?*"
- S/he states: "Today we'll explore how children develop emotionally and the teacher's role in this process."

2. Stages of Emotional Development

Introducing key stages in early and middle childhood:

➤ **Attachment (0–2 years)**

- Importance of secure attachments for trust and exploration.
- Reference Bowlby/Ainsworth briefly (secure, avoidant, ambivalent).

➤ **Self-awareness & Basic Emotion Expression (2–5 years)**

- Children begin labeling emotions ("I'm sad!").
- Start developing empathy and understanding others' feelings.

➤ **Self-regulation and Social Emotions (6–12 years)**

- Managing frustration, delaying gratification, handling peer conflict.
- Role of environment, family, and school in emotional learning.

Visual Aid: Timeline or pyramid showing developmental stages.

Discussion Prompt: *"What happens when emotional development is disrupted?"*

3. Teachers as Emotional Guides

- Define emotional intelligence (Goleman's model: self-awareness, self-regulation, empathy, social skills).

Emotional Intelligence (EI) is the ability to recognize, understand, manage, and influence emotions—both in oneself and in others. According to **Daniel Goleman's model**, emotional intelligence is composed of four key domains**,** each essential for effective personal and social functioning:

1- Self-Awareness: It is the ability to recognize and understand your own emotions, triggers, and how they affect your thoughts and behavior. It includes having a realistic assessment of your strengths and limitations and a strong sense of self-confidence. Example: A teacher notices they feel anxious before a lesson and reflects on why.

2- Self-Regulation: It refers to the ability to control or redirect disruptive emotions and impulses and adapt to changing circumstances. It involves emotional self-control, adaptability, trustworthiness, and conscientiousness. For example: Staying calm and professional when a student misbehaves instead of reacting impulsively.

3- Empathy: It refers to the capacity to understand and share the feelings of others and consider their emotional states when making decisions. It involves recognizing nonverbal cues, being attuned to diverse perspectives, and showing compassion. For example: A teacher notices a student is unusually quiet and checks in with them privately.

- Emphasize how children learn emotional cues and responses in school.

- Practical strategies:

- Naming emotions in class ("It seems you're feeling upset.")
- Modeling calm behavior during conflict
- Encouraging group reflection ("How did that activity make you feel?")

Mini case study: "A student is frequently angry and disruptive—what might be going on emotionally?"

Classroom Activity

Activity 1:

Goal: Connect emotional vocabulary with EFL teaching.

Instructions:

1. Students draw a wheel divided into 6–8 segments (e.g., happy, sad, nervous, excited, frustrated, proud).
2. In pairs or small groups, they:
   - Choose age-appropriate synonyms and phrases for each emotion.
   - Design an EFL activity for each (e.g., role-play, matching pictures to words, storytelling using emojis).
3. Share one creative idea with the class.

Debrief: How can this help students name and manage their emotions?

Activity 2: Debate

Topic: *"Should teachers act as emotional caregivers in the classroom?"*

Instructions:

- Split the class into two groups (for and against).
- 2 mins prep time, 4 mins discussion, 2 mins rebuttals.
- Key questions:
    - Where is the line between teaching and caregiving?
    - Are teachers trained or expected to meet emotional needs?

Wrap-up Discussion: Find middle ground—what emotional support is appropriate?

Conclusion

- Reiterate that emotional development shapes how children learn, behave, and connect.
- Teachers can't be therapists—but they *can* be safe, emotionally responsive adults.

Exit Question:

"What's one way you might support emotional development in your future classroom?"

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LECTURE TEN

Social Development and Peer Relationships

Objectives

By the end of the session, students will be able to:

1. Understand how children develop social competence and form friendships.
2. Identify types of peer interactions and conflict resolution strategies.
3. Develop classroom approaches to foster collaboration and social inclusion.

1. Introduction

The teacher begins with a quick reflective question:

"*Can you remember your first friend? What made that friendship work?*"

S/he explains that social development is foundational to children's well-being and academic success. Friendships help build identity, empathy, communication skills, and self-regulation.

2. Theories of Social Development

➤ Mildred Parten's Stages of Social Play (1932)

Use this as a framework to explain early peer interactions:

- **Unoccupied Play**: Random movements, watching others.
- **Solitary Play**: Playing alone, focused on own activity.
- **Parallel Play**: Playing beside others without direct interaction.
- **Associative Play**: Engaging with others loosely; sharing materials.

- **Cooperative Play**: Organized roles, shared goals (e.g., building together).

Visual Aid: Slide or handout showing a play continuum from solitary to cooperative.

➤ **Peer Relationships and Friendship Development**

- **Early Childhood**: Friendships based on proximity and shared activities.

- **Middle Childhood**: Increasing emotional depth, trust, and loyalty.
- **Challenges**: Exclusion, bullying, cliques, misreading social cues.

Quote Piaget: "*Children become moral beings through peer interaction.*"

3. Navigating Conflict and Teaching Social Skills

Common Conflicts:

- Toy sharing
- Turn-taking
- Exclusion from group activities

Conflict Resolution Approaches:

- **Modeling empathy and compromise**.
- **Social stories** and role-play.
- **"I" messages** ("I feel ___ when ___ because ___").
- **Classroom agreements** for respectful behavior.

Emphasize the teacher's role in creating a **safe and inclusive peer culture**.

4. Strategies to Promote Positive Peer Interactions

- Use **cooperative learning structures** (e.g., jigsaw, think-pair-share).
- Pair socially skilled and shy students in structured tasks.

- Teach **explicit social skills**: introducing oneself, asking to join play, giving compliments.
- **Create mixed-ability groups** to promote empathy and mentorship.
- Celebrate **acts of kindness** with a peer shout-out board or kindness tree.

Classroom Activities

Activity 1: Observation Task – Social Play Stages

Instructions:

1. Watch a short video of children (ages 3–6) playing in a playground or classroom without sound. https://www.youtube.com/watch?v=l05mzSyqQEk
2. In pairs, students identify which stage of Parten's play is being observed.
3. Discuss: *What clues helped you identify each stage? What would you expect next developmentally?*

Optional: Provide a checklist of play stages for annotation.

Activity 2: Design a Collaborative Task

Instructions:

1. In small groups, students design a short EFL lesson that requires **peer collaboration**.
2. Ideas include:

- Pair storytelling with alternating sentences.
- Drawing a comic strip in groups.
- Group memory game with emotional vocabulary.

3. Include:
    - Goal of the activity
    - Materials needed
    - Instructions
    - How collaboration is encouraged

Share & Feedback: Each group briefly presents their plan.

Conclusion and Reflection

Reinforce key points:

- Social play evolves with age and experience.
- Teachers play a vital role in fostering **inclusive**, **empathetic**, and **respectful** peer relationships.
- Structuring group activities can promote long-term social growth.

Exit Prompt:

"What will you do in your future classroom to support a child who struggles to make friends?"

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LECTURE ELEVEN

Moral Development in Children (Ages 10–13)

Objectives

By the end of this session, students will be able to:

1. Compare Piaget's and Kohlberg's theories of moral development.
2. Understand how moral thinking evolves during late childhood and early adolescence.
3. Apply strategies for teaching ethical behavior in upper elementary and early middle school classrooms.

1. Introduction

Begin with a provocative question:

"Would you report a friend who cheated on a test?"

Let a few students share their thoughts. Use this to introduce the idea that moral decisions are influenced by **developmental reasoning**, not just rules.

2. Piaget's Theory of Moral Development (Reminder)

Piaget identified **two main stages**:

➤ **Heteronomous Morality (approx. 5–10 years)**

- Rules are fixed and unchangeable.
- Morality is based on **consequences** (e.g., breaking a vase = bad, even if accidental).
- Authority figures (teachers, parents) define right and wrong.

➤ **Autonomous Morality (from ~10 years onward)**

- Children begin to understand **intentions** and mutual respect.
- Rules are negotiable and based on social agreement.
- Children aged 10–13 are typically transitioning into this stage.

Classroom Implication: This age group begins to question fairness and make moral judgments based on equity, not just obedience.

3. Kohlberg's Stages of Moral Development

Kohlberg expanded Piaget's ideas into **three levels** (with two stages each). Focus on the first four stages, which are most relevant to ages 10–13.

➤ **Level 1: Pre-conventional Morality**

- **Stage 1: Obedience and Punishment** — Right = avoiding punishment
- **Stage 2: Individualism and Exchange** — Right = what's in it for me?

➤ **Level 2: Conventional Morality**

- **Stage 3: Good Interpersonal Relationships** — Right = pleasing others
- **Stage 4: Maintaining Social Order** — Right = following rules and laws

Children around 10–13 usually transition from Stage 2 to Stage 3, starting to care about peer approval and fairness within a group.

Visual Aid Suggestion: Diagram comparing Piaget's two stages with Kohlberg's four lower stages.

4. Teaching Ethical Behavior in the Classroom (15 minutes)

How can teachers support moral development?

✔ **Strategies for Ages 10–13:**

- Use **moral dilemmas** to spark discussion (e.g., cheating, lying, fairness).
- Create a **classroom code of ethics** that students help write.
- Encourage **perspective-taking**: "How would you feel if…?"
- Highlight **consequences of actions**, not just rules.
- Discuss characters and themes from **literature** and **real-world examples**.
- Promote **restorative practices** over punishment.

Classroom Activities

Activity 1: Dilemma Discussion

Sample Dilemma:

"Is it okay to cheat on a test if everyone else is doing it and the test is unfair?"

Instructions:

- Divide the class into small groups.
- Give each group a different dilemma.
- Ask them to discuss:
    - What should the person do?

- What are the consequences?
- What reasoning supports their choice?

Debrief: Link their reasoning to Kohlberg's stages.

Activity 2: Story Analysis

Instructions: The teacher will;

1. Choose a familiar story such as:
    - *The Boy Who Cried Wolf*
    - *The Lion and the Mouse*
    - *Charlotte's Web*
2. In pairs, have students:
    - Identify the **moral lesson**.
    - Explain what stage of moral reasoning the main character reflects.
    - Discuss how the story could be used in class.

Extension: Ask students to bring in their own children's book to analyze next session.

Conclusion and Reflection

Summarize:

- Children aged 10–13 are developing autonomous reasoning and care about intentions, fairness, and peer approval.

- Teachers should foster discussion, empathy, and ethical reflection.
- Moral education is not about rules but about helping children think critically and act responsibly.

Exit Prompt:

"What's one way you can promote moral reasoning in a group activity?"

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LECTURE TWELVE

Learning Styles and Multiple Intelligences (Ages 10–13)

Objectives

By the end of the session, students will be able to:

1. Understand Gardner's theory of multiple intelligences.
2. Recognize how individual learning styles and intelligences affect classroom learning.
3. Design strategies and lesson plans that accommodate diverse learners.
4. Practice using tools like a learning style inventory and differentiated lesson design.

1. Introduction: What Makes a "Smart" Student?

Begin with an opening discussion:

"Think of a student you know who is talented but struggles in school. Why might that be?"

Use this to introduce Howard Gardner's challenge to the traditional idea of intelligence as a single, measurable IQ.

2. Gardner's Theory of Multiple Intelligences

Howard Gardner (1983) proposed that there are **multiple intelligences**, each representing different ways of processing information.

➤ **The 8 Multiple Intelligences (with classroom-friendly examples):**

Intelligence	Description	Example Activity (Ages 10–13)
Linguistic	Sensitivity to words and language	Story writing, debates
Logical-Mathematical	Reasoning, numbers, logic	Problem-solving games
Spatial	Visualizing and manipulating space	Maps, drawing, graphic organizers
Bodily-Kinesthetic	Movement and coordination	Drama, role-play, hands-on science
Musical	Sensitivity to sound and rhythm	Raps, composing lyrics, rhythm games
Interpersonal	Working well with others	Group projects, peer teaching
Intrapersonal	Understanding oneself	Journaling, goal-setting
Naturalistic	Understanding nature and classification	Outdoor learning, nature journaling

3. Learning Styles vs. Multiple Intelligences

Clarify a common confusion:

- **Learning Styles** refer to preferred **ways of taking in information** (visual, auditory, kinesthetic).
- **Multiple Intelligences** refer to **how people process and express knowledge**.

Note: While learning styles are debated in research, using a **variety of modalities** helps engage all learners, especially in the 10–13 age range.

4. Adapting Teaching Strategies for Diverse Learners

Explain why this age group benefits from flexible instruction:

- They're developing **self-awareness** and starting to **compare themselves to peers**.
- They often disengage when instruction doesn't match their interests or strengths.

Strategies for Differentiation:

- Use choice boards to allow different modes of expression (e.g., poster, poem, role-play).
- Offer tiered assignments that reach different levels of readiness.
- Rotate grouping strategies (interest-based, skill-based, random).
- Use station work to target multiple intelligences in a single lesson.

Example: In an EFL lesson on "environment":

- Linguistic: Write a persuasive essay.
- Visual: Create a climate change infographic.
- Bodily-Kinesthetic: Act out effects of pollution.
- Naturalistic: Observe and report on local pollution.

Classroom Activities

Activity 1: Learning Style

Instructions:

1. Distribute a simplified Learning Style Inventory (paper or digital).

2. Students complete it individually and tally their dominant intelligences.
3. Pair up to compare: *How might you learn differently from your partner?*

Discussion: What does this mean for students in your future classroom?

Activity 2: Differentiated Lesson Planning

Instructions:

1. In groups, pick a common topic (e.g., the water cycle, a folktale, community helpers).
2. Design a mini-lesson that integrates at least three intelligences.
3. Include:
    - Objectives
    - Materials
    - Differentiated tasks for varied intelligences

Share & Reflect: Groups present their plans in 2–3 minutes.

Conclusion and Reflection

Reinforce:

- There's no one way to be "smart."
- Children aged 10–13 thrive when their strengths are recognized and used.

- Differentiation isn't about doing more work—it's about teaching **smarter**, not harder.

Exit Prompt:

"Which intelligence are you strongest in, and how will you make sure that students unlike you also succeed?"

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Child Developmental Psychology

Directed to First Year (ENSS- PEP)

Teaching Unit:	**Level: First Year**	**Weekly time:**
Coefficient: 1		**1h30**

Aims and Objectives:

By the end of this course, students will be able to:

- Explain key theories of child development (Piaget, Vygotsky, Bronfenbrenner, Freud).
- Analyze the physical, cognitive, emotional, social, and moral development of children.
- Apply developmental theories to real-world classroom scenarios.
- Design age-appropriate activities that support holistic child development.
- Identify signs of developmental delays or disorders and adapt teaching strategies accordingly.
- Foster inclusive and supportive learning environments for diverse learners to experience real learning situations.

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Course Content

Lecture 1: Child Development Psychology as a Field of Research

Lecture 2: The Study of Human Development

Lecture 3: Growth and Development

Lecture 4: Piaget's Cognitive Development

Lecture 5: Vygotsky's Theory of Socio-Cultural Cognitive Development

Lecture 6: Bronfenbrenner's Bioecological Theory

Lecture 7: Freud's Theory of Id, Ego, and Superego

Lecture 8: Emotional Development in Children

Lecture 9: Social Development and Peer Relationships

Lecture 10: Moral Development in Children

Lecture 11: Learning Styles and Multiple Intelligences (Ages 10–13)

End of Semester I First Examination
Assessment and Evaluation
Continuous Assessment ✓ ✓ **10**0%

1ère année

Modules	CM	TD	V H Hebdo	coefficient
Writing	30%	70%	4H30	3
Reading	50%	50%	3H	2
Listening&Speaking	50%	50%	3H	2
Phonetics	50%	50%	3H	2
Grammar	50%	50%	3H	2
ICT		100%	1H30	1
Introduction To Linguistics		100%	1H30	1
Child Developmental Psychology		100%	1H30	1
Introduction to English Speaking Literature	100%		1H30	1
Introduction to British and American Civilizations	100%		1H30	1
Total			24H	16