



Unione Europea
PON - "Competenze per lo Sviluppo" (FSE)
D.G. Occupazione, Affari Sociali e pari Opportunità



Ministero dell'Istruzione, dell'Università e della Ricerca
Dipartimento per la Programmazione
D.G. per gli Affari Internazionali - Ufficio IV
Programmazione e gestione dei fondi strutturali europei
e nazionali per lo sviluppo e la coesione sociale



PON Lingua letteratura e cultura nella dimensione europea a.s. 2009-2010 area lingue

Percorso didattico

Il curriculum delle lingue straniere e l'educazione linguistica – The English curriculum and linguistic education

di Rossella Balsamo

- **Argomenti:** Produzione scritta, Inglese
- **Progetto:** Lingua, letteratura e cultura in una dimensione europea - Area lingue straniere
- **Grado scolastico:** Secondaria di I grado
- **Tipologia:** Percorso didattico
- **Condizioni d'uso:** Copyright © Indire
- **Livello linguistico:** Livello A2
- **Lingue:** Inglese

Tematica affrontata: il curriculum delle lingue straniere e l'educazione linguistica.

La risorsa è incentrata sull'elaborazione di un curriculum linguistico in un ambiente di apprendimento caratterizzato ormai dalla coesistenza di più lingue. I docenti sono invitati a riflettere sui profondi cambiamenti operatisi all'interno delle società civili a causa dello sviluppo tecnologico e del divario che si è venuto a creare tra sapere "trasMESSO dalle scuole" e competenze richieste dalla società attuale in continuo cambiamento. La trasmissione del sapere deve trovare ormai nuovi canali per coinvolgere le nuove generazioni – i cosiddetti "Millennials" – che imparano sfruttando canali non tradizionali (il web in particolare).

Proprio i docenti di inglese dovrebbero farsi promotori delle tendenze innovative prendendo parte attiva nell'elaborazione del curriculum all'interno del POF d'Istituto.

L'innovazione didattica, infatti, procede sul filo della competenza linguistica, sui progetti europei e sulle collaborazioni tra docenti e istituti di scuole e Paesi diversi.

Da qui la necessità che il docente di inglese abbia una visione chiara dell'argomento, al fine di operare scelte didattiche consapevoli ed efficaci per il raggiungimento di quegli obiettivi di apprendimento indicati come standard da conseguire a livello nazionale ed europeo.

Alla fine del percorso il docente avrà acquisito la capacità di:

- capire cosa sia un curriculum e come si pianifichi;
- orientarsi tra i documenti ufficiali in materia;
- operare scelte didattiche relative a contenuti, metodi, valutazione;
- elaborare piani didattici focalizzati sui bisogni degli allievi;
- programmare moduli di apprendimento seguendo percorsi longitudinali o verticali;
- espandere un percorso di apprendimento coinvolgendo docenti di altre discipline o aprendosi al territorio;
- usare lo strumento informatico quale consueta risorsa didattica e fonte di arricchimento professionale;
- essere flessibili e disponibili a riprogrammare un percorso didattico i cui esiti non siano stati positivi;
- essere disposti all'apprendimento continuo per far fronte ai continui cambiamenti della società;
- promuovere la creatività dei propri alunni attraverso attività motivanti e coinvolgenti;
- favorire negli alunni la consapevolezza di appartenere all'Europa attraverso la partecipazione a progetti europei.

Il percorso promuove negli studenti la capacità di usare la lingua:

- per esprimere i propri desideri e personali emozioni e opinioni;

- come veicolo per conoscere altre culture e acquisire consapevolezza dell'essere cittadini europei;
- come occasione per collaborare e lavorare in gruppo;
- come opportunità di confronto con la diversità sia per un arricchimento personale sia per acquisire autonomia nel processo di apprendimento e imparare ad autovalutarsi.

Nota redazionale: il percorso si basa sulle indicazioni 2007 tuttavia le attività e temi proposti sono utili anche alla luce dell'attuale normativa in considerazione dello sfondo comune dato dal QCER e dal livello linguistico proposto dalle attività

**Revisione linguistica a cura del British Council, coord. dott.ssa K. Harris,
J. Ritter**

Sommario

| | |
|---|----|
| Introduction | 5 |
| Aims..... | 5 |
| Final Competences | 6 |
| Methodology and activity steps: | 7 |
| STEP 1: WHAT IS CURRICULUM?: A REFLECTION | 8 |
| STEP 2: CURRICULUM PLANNING..... | 11 |
| STEP 3: CURRICULUM EVALUATION | 21 |
| Bibliography | 24 |
| Websites | 24 |
| Sintesi in italiano | 25 |

Introduction

Today's society appears deeply changed in its social and cultural shapes: economic, technological and political changes have influenced the way people work and live and consequently we can assume that in the future young people will work and live in a multifaceted, technological and global society.

The school must offer students effective means in order to enable them to take an active part in the 21st century society, it must fill the gap between what society offers and what students learn at school to face this kind of society; that is the challenge the Education System has to take up by means of an accurately planned curriculum.

The recent legislation (D.P.R. 275/99, D. Lgs. 19/08/04 N. 59, Legge 53/2003) has determined the National and Local shares of curricula and the percentage (20%) schools can decide autonomously according to their choices.

Aims

The inspiring aims of such legislation were:

- recognising that students have deeply changed over the last few years from cultural and racial points of view;
- enhancing the value of diversity and pluralism as cultural and social enrichment;
- favouring research and innovation;
- filling the gap between employment offer and learners' Competences;
- benchmarking students' outcomes to European standards;
- promoting European citizenship.

Certainly the percentage of National share (80%) ensures uniformity and homogeneity to the National Educational system, but it is up to teachers to adapt official suggestions to local situations tailoring the 20% of curriculum to local needs and requests.

«La programmazione va piuttosto correlata al concetto di curricolo e sottintende la costruzione di strategie di insegnamento/apprendimento a partire da obiettivi generali, o meglio da finalità educative su cui ci sia il consenso sociale; finalità che

devono poi essere tradotte in un curriculum adeguato alla situazione specifica in cui l'insegnante si trova ad operare»¹.

After defining the due differences between programmes and planning, the authors go on to the etymology of the Latin word *Curriculum* whose meaning comes from the verb *currere* that gives the idea of something dynamic, in development, a building process in teaching/learning for specific levels and periods.

We agree with *Wikipedia* about the definition of Curriculum "all the situations, services and activities provided for students through formal schooling including content, teaching methods and practises, institutional materials and guides assessment and evaluation time organisation leadership and controls" and also with the cited authors when they speak of "planning a curriculum starting from an accurate analysis of the school and extra-school environment in which teachers have to work and formulate a series of choices related to:

- Educative aims and educative and didactic objectives
- Grading of contents
- Principles of the didactic strategy(methods)
- Techniques and tools to use
- Diagnostic and building assessment methods
- Function and techniques of the achievement
- Evaluation methods and curriculum revision"²

Learning Objectives

The question now is "How can we design a curriculum"?

This path offers the possibility to answer this question according to a learner-centred curriculum development.

Final Competences

At the end of this path the **trainees** will be able to:

- Understand what a curriculum is and how it works.
- Familiarise themselves with the official documents related to this topic.
- Make teaching choices about methods, contents analysis and sequencing.
- Analyse and find possible solutions to fit students' needs, family's requests, and local situations.

¹ Translated by R. Balsamo from Bertocchi, Brosce, Eviri, Luparini, Rizzardi, *Educazione Linguistica e curriculum*, Edizioni Scolastiche Bruno Mondatori, Milano, 1981, p. 11.

² Translated by R. Balsamo from **Bertocchi, Brosce, Eviri, Luparini, Rizzardi**, *Educazione Linguistica e curriculum*, Edizioni Scolastiche Bruno Mondatori, Milano, 1981, p. 11.

- Draw up learning paths based on longitudinal or vertical approaches.
- Use ICT tools in current practice to foster students' learning and motivation.
- Evaluate the outcomes of various teaching activities.
- Rearrange designed learning plans to better meet students' needs.

Students will be able to:

- Work in group.
- Share with pairs.
- Use ICT tools for learning.
- Acquire autonomy in their learning process.
- Self-assess their progress.
- Adjust their knowledge according to society changes.

Methodology and activity steps:

ACTIVITY 1

- reflection
- self-assessment
- co-operative learning
- flexibility

Teaching strategies

- group-working
- cooperative work
- discussing and sharing opinions
- web searching
- learning by doing

STEP 1: WHAT IS CURRICULUM?: A REFLECTION

- Task 1.1 - Reflection
- Task 1.2 - Discussion
- Task 1.3 - Data Collection

STEP 2: CURRICULUM PLANNING

- Task 2.1 - Contents Selection by Learners
 - Task 2.1.1 - Grading of Contents: Vertical Planning
- Task 2.2 - Methodology: Learning Strategies
 - Task 2.2.1 - How To Be Successful Learners

- Task 2.2.2 - Learner Grouping
- Task 2.3 - What are the competencies According To Indicazioni per il Curricolo della Scuola dell'Infanzia e del Primo Grado?
- Task 2.4 - A Cross-Curricular Plan

STEP 3: CURRICULUM EVALUATION

- Task 3.1- Ongoing Monitoring
- Task 3.2 - Self-Assessment
- Task 3.3 - School Evaluation

Activity 1

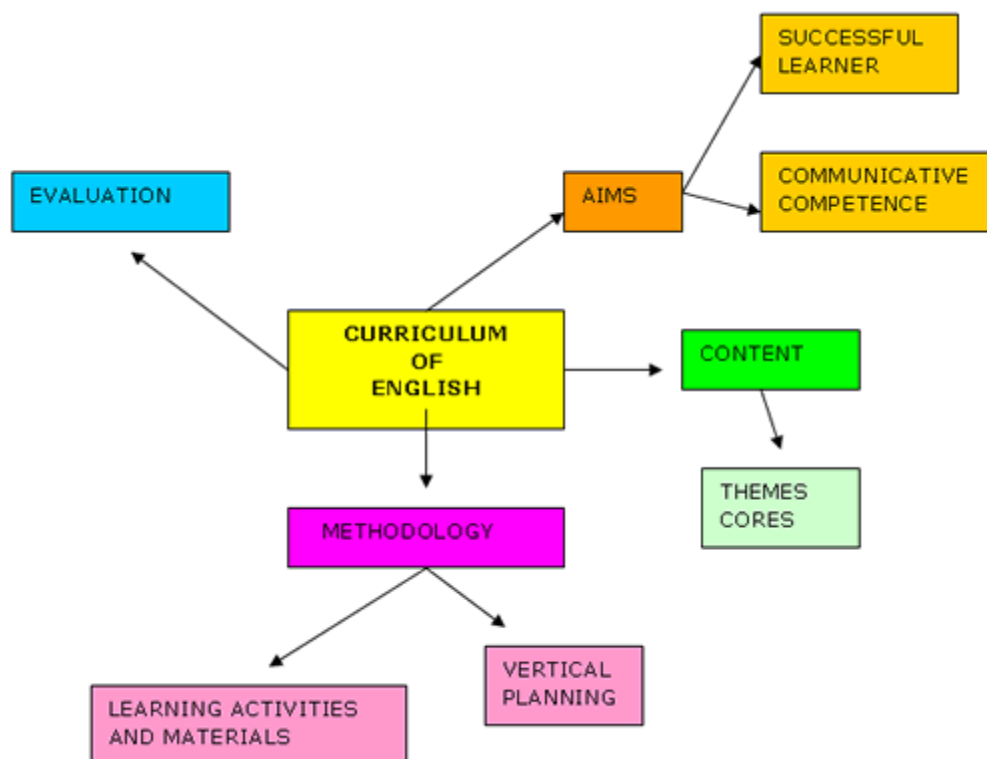
STEP 1: WHAT IS CURRICULUM?: A REFLECTION

According to "Qualifications and Curriculum Authority": "A school's curriculum consists of everything that promotes learners' intellectual, personal, social and physical development. As well as lessons and extracurricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates."

Another definition of curriculum by Wilson (1990) is the following:

"Anything and everything that teaches a lesson, planned or otherwise. Humans are born learning, thus the learning curriculum encompasses a combination of all of the below-the hidden, null, written, political and societal etc...Since students learn all the time through exposure and modeled behaviours, this means they learn important social and emotional lessons from everyone who inhabits a school-from the janitorial staff, the secretary, the cafeteria workers, their peers as well as from the department, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these everyday contacts"

According to M. Dodman (2004), the main cores of curriculum design are: aims, contents, methodology, and evaluation, as you can see in the map below:



- Task 1.1 - Reflection



How many kinds of curricula do you know?

Read how Wilson lists and describes the different types of curricula used in schools today ([see attachment 1](#)).

Compare these curricula with the one adopted in your school and discuss with your peers.

Have you ever heard about Nunan's learner-centred curriculum?

Read the following passage.

How to design a curriculum according to Nunan's learner-centred approach

If you follow Nunan's example "the key elements in the curriculum model are:

1. initial planning procedures (including data collection and learner grouping)
2. contents selection and progression
3. methodology (which includes the selection of learning activities and materials)
4. ongoing monitoring, assessment and evaluation

David Nunan, the Director of the National Curriculum Resource Centre, in his book: *The learner-centred curriculum: a study in second language teaching*, (Cambridge University Press, 1988) focus on a crucial distinction between the traditional and **the learner-centred curriculum** development, where «no decision is binding» (see Introduction).

“Most teachers are trained to plan instruction by

- a) specifying behavioural objectives
- b) specifying students’ entry behaviour
- c) selecting and sequencing learning activities so as to move learners from entry behaviours to objectives and
- d) evaluating the outcomes of instruction in order to improve planning.

We also know the model is consistently not used in teachers’ planning in schools. Obviously there is a mismatch between the demands of the classroom and the perspective planning model”

(Shavelson and Stern 1981:477)

“In consequence, while one major aim or set of aims will relate to the teaching of specific language skills, other aims will relate to the development of learning skills. Such aims may include the following:

- 1. to provide learners with efficient learning strategies
- 2. to assist learners identify their own preferred ways of learning
- 3. to develop skills needed to negotiate the curriculum
- 4. to encourage learners to set their own objectives
- 5. to encourage learners to adopt realistic goals and time frames
- 6. to develop learners’ skills in self-evaluation”

(see Nunan’s Introduction)

- Task 1.2 - Discussion



Read the definition of curriculum according to D. Nunan (see [attachment 2](#)), discuss it in the forum and,

As D. Nunan suggests:

«The first step in the curriculum process is the collection of information about learners» (Nunan, D., *The learner-centred curriculum*, Cambridge University Press, p. 4)

Teachers should consider their learners’ past learning styles and experiences and their social and cultural background.

Teachers should analyse users’ curriculum needs responding to similar questions: Who are they? (sex, age, religion, social background, education)

Why do they want to learn a foreign language? In which situations will they use the language learned?

What are their families' expectations?

All this means that teachers should identify the communicative purposes their curriculum should have and what level of proficiency students should achieve.

Some information may be obtained by evaluating students' outcomes but it could be useful to analyse what has worked well in the past years curriculum and the learners' professional successful results after schooling.

Teachers should also focus on what are the local community needs, evaluate the location of the school and the resources that the environment could offer to vary, expand or support students' learning.

Another element to consider is time allocation: are there any particular learners' needs to be met so that teachers think necessary changes to the frequency of some of the lessons, provide for further time for intensive study to parts of the curriculum or allocate periods of study in meaningful subjects' shared in daily/weekly sessions? Furthermore, how long would it take to complete the path?

Such a careful analysis can allow teachers to determine more precisely the curriculum aims, to decide contents and methods to use, to define accurately ways and times of evaluating processes.

- Task 1.3 - Data Collecting



Examine your students' linguistic level checking and evaluating their Competences, analyse your school setting: spaces, teaching resources, geographic location, consider students' family backgrounds (directly asking learners or cooperating with colleagues), look for information at previous school POF in order to understand what learning strategies have been adopted in the past.

You can analyse your students' situation and your school setting by filling in the following grid (see [attachment 3](#)).

Compare the results with other trainees.

STEP 2: CURRICULUM PLANNING

This attention paid to learners is a significant expression of the learner-centred approach that is based on the concept of the centrality of students in the learning process.

As already mentioned above, this theory is based on the fact that learners take an active part in deciding what should be learned, the activities to work on and the materials to collect for the lessons.

Teachers choosing such a teaching method should become helpers, counsellors, mediators of the learning process; their role becomes decentralised and they can benefit from an increase in

- motivation (learners can choose what to learn according to their interests)
- awareness of their progress and weakness (through regular self-evaluation)
- solidarity and responsibility (through group and pair work)
- learning autonomy (proceeding in learning at their paces)

Taking into account the data collected during the previous activities, teachers should now define what contents have to be encompassed in curriculum planning and to which degree.

The “*Indicazioni per Il Curricolo per la scuola dell’infanzia e per il primo ciclo d’istruzione*” relating to the didactic goals to achieve state:

«Obiettivo della scuola è quello di formare saldamente ogni persona sul piano cognitivo e culturale, affinché possa affrontare positivamente l’incertezza e la mutevolezza degli scenari sociali e professionali, presenti e futuri» (Indicazioni per il Curricolo, p. 16).

and:

«La nostra scuola, inoltre, deve formare cittadini italiani che siano nello stesso tempo cittadini dell’Europa e del mondo» (Indicazioni per il Curricolo, p. 21).

21st Century society requires students able to develop competence and critical understanding of the surrounding environment - linguistic competence has a determining role in order to achieve these goals.

When teachers involved in curriculum design have to select contents, they should link them to needs and situations analysis arising from the Data Collection and draw up a curriculum corresponding to the users and the context in which they live.

If teachers consult learners on what they want to learn and decide to negotiate the curriculum in the implementation and evaluation phases, they will obtain a greater participation and an increase in their students’ level of proficiency. The learner-centred curriculum is based on a students’ continual involvement in the decision-making process.

Undoubtedly learners cannot choose all the contents of a curriculum: teachers should listen to their requests, analyse and evaluate the collected data and then make the appropriate choices.

- Task 2.1 - Contents Selection by Learners



Provide your students with a range of topics you want to deal with
You might find the following sites useful:

- [English speaking Countries](#)

- Lannaronca.it.

and ask them to select the topic they would like to develop.

Divide the class into small groups (each of four or five) for the web-quest
(see for help:

a) <https://www.teachingenglish.org.uk/article/webquests>

b) <https://www.onestopenglish.com/topics-and themes/webquests/552633.article>

c) <https://en.islcollective.com/english-esl-worksheets/search/webquest>)

and recommend the following roles within the groups:

- coordination of individual / pair/subgroups activities
- carrying out of activities
- responsibility for the correct behaviour in the class and on the net
- care of the final product with references to the other work groups
- assessment of outcomes in cooperation with teacher.

Provide the students with the resources they need; this time you will be only a knowledge mediator helping students and giving advice on learning procedures to follow.

Reflect and analyse the outcomes and compare them with the results of previous activities in which **you** decided the contents: which was more successful? Why? Reflect on this.

The criteria according to which the teachers' staff determines the contents of curricula should also be based on evaluating the importance and the significance of topics and skills according to the predetermined aims.

Teachers should ask themselves: how much is the content valid in order to achieve the communicative goals of the curriculum? How much is that component important to meet the students' needs and family's expectations? How useful is it to prepare young people for adult life?

When teachers come to an agreement on general semantic areas to develop in school curriculum, they should decide on the components of each area relating to the different features of the communicative competence: skills, grammar, vocabulary, phonology, functions and about their sequencing related to the methodological criteria they want to follow.

Some teachers think that grammar should be learned inductively; starting from real linguistic experiences and practice. Acting as elicitors of knowledge, they lead a discussion on how a language "works" in order to discover its rules.

Sometimes the new structures are compared to the correspondent mother tongue structures, other times a contrastive approach is promoted.

The criteria to follow in contents sequencing vary according to the inspiring theories; nevertheless the **grading of contents** is an essential condition to assure the feasibility and the learnability of curriculum. Students learn better if there is a gradual progression in teaching/learning process and the content is linked to their personal learning experience allowing them to achieve the objectives gradually and the development of personal learning habits; a wrong contents progression could in fact produce a drop of students' engagement and a failure in teaching.

In order to prevent this, teachers should arrange contents moving from what is closer to students' life (i.e.: the family) towards contents concerning the life around them or the surrounding world and society (i.e.: a foreign country); this way of proceeding could allow young people to widen their knowledge from concrete and familiar to abstract and unknown.

Let's see how we can plan vertically moving from familiar to unknown items.

Task 2.1.1 - Grading of Contents: Vertical Planning



Choose one topic and draw a map showing a possible vertical learning path for each year of Lower Secondary School.

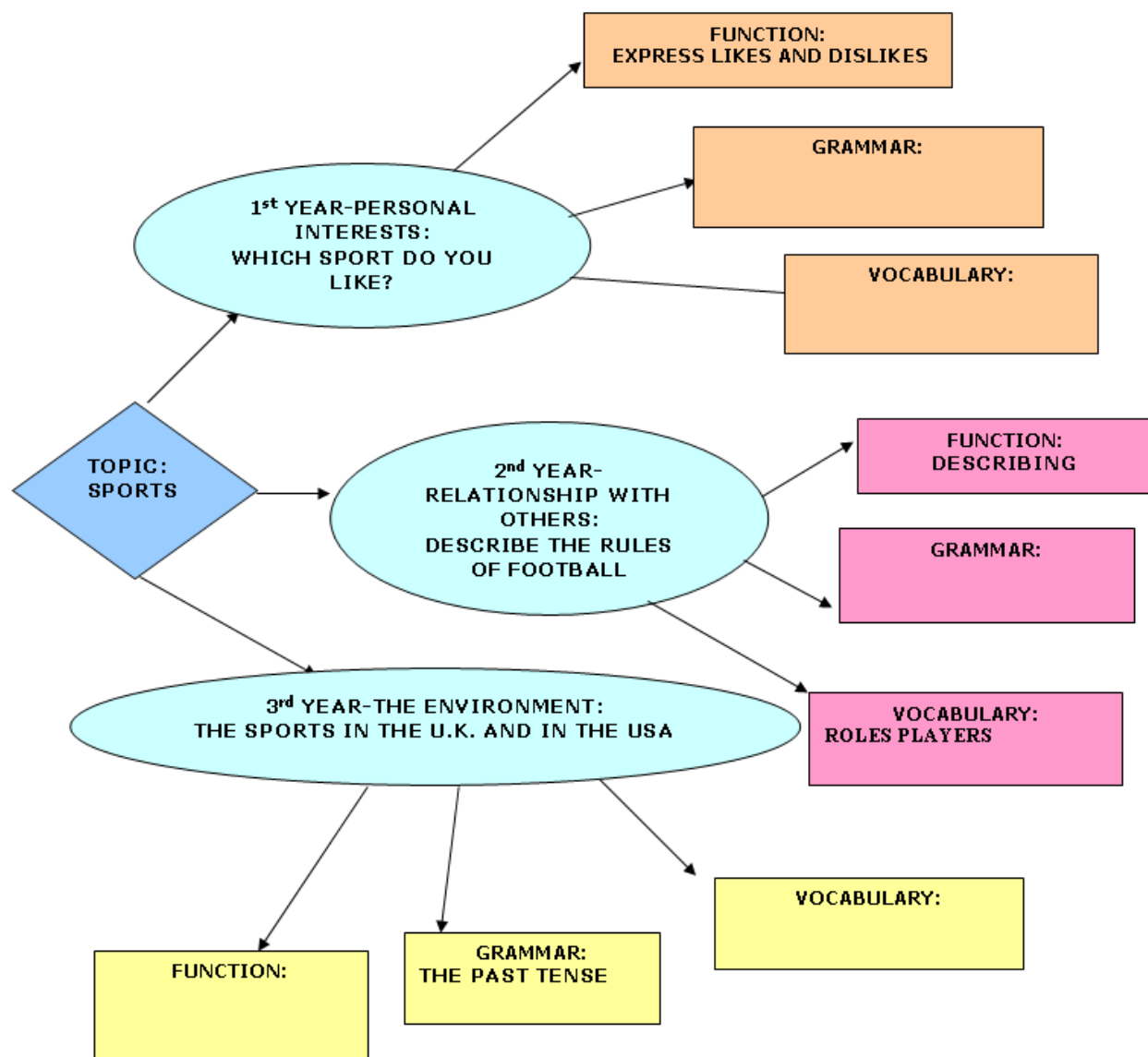
Match the micro-areas to the relative grammar, vocabulary and linguistic functions you think will be met.

You can use and complete the map below or you could find other examples on the following site:

- [Olympic Games](#)

Discuss with your partners the coherence and the feasibility of your choices, and then put in practice your path in one of your classes.

Evaluate the outcomes in your trainee group.



The learning methodology applied above reproduces the spiral sequencing where contents and skills are structured in progressive vertical paths through cyclical repetitions and reinforcement of what has been learnt/taught.

In point of fact, teachers involved in curricula design need to determine in which section of the curriculum they should arrange the selected contents and the importance and the depth that contents should have in balance with the other components of the curriculum.

Whatever **methodology** teachers could choose, it should be correlated to specific factors they have to take into account:

- The data collected concerning students' needs and characteristics, proficiency levels, families' expectations.
- The stated teaching/learning objectives,

- The available teaching resources: linguistic laboratories, videos, the internet connection, interactive whiteboard, appropriate didactic spaces,
- The school setting and its environment
- And even more particularly the syllabus, the teacher-style and the preferences expressed by students about the way to learn.

As D. Nunan states < *methodology is concerned with the selection and sequencing of learning activities.* > (Nunan, D., *Designing Tasks for the Communicative Classrooms*, Cambridge University Press, c.1.4, p. 15).

These components should in fact be considered in a general school curriculum plan in order to organise relative timetable allocation and staffing and to suggest the guidelines to face the various learning situations occurring at school.

In any case teachers should reflect on the didactic effects of adopted strategies on students; they could discover that some teaching strategies which are effective for some learners might not have the same results for the others; generally we can say that using appropriate learning activities we can implement the content and help the overall achievement of the objectives.

For these reasons curricula designers should examine and evaluate advantages and disadvantages of every learning strategy they want to adopt to be sure that learning is really work-in-progress and they should verify them over an extensive period of time to prove their SUCCESSFULNESS.

We can distinguish between many types of learning strategies where learners can assume passive or active roles and teachers can act as mediators of knowledge and information or as counsellor.

- Task 2.2 - Methodology: Learning Strategies



Please go to Teaching and Learning Strategies (see: <http://www.metodologiedidattiche.it/metodologie-didattiche/> <https://teaching.berkeley.edu/active-learning-strategies>) and look at the learning strategies listed on the site, then read carefully those included in the following [grid](#). (attachment 4)

Note down the main features of each one and then fill in the third column with your opinions on the advantages/disadvantages of these learning strategies.

After discussing with your partners answer the following questions:

"According to your previous teaching experience, have you found any strategy to have been effective for involving your students' in the learning process?

Would you describe it to your partners giving reasons why?"

The main objective of an English curriculum for the Lower Secondary School is to enable learners to use language in order to express desires, emotions, feelings, opinions in communicative situations.

According to M. Dodman <...human beings need six different kinds of Competences>: knowledge, linguistic, communicative, methodological, operative, personal; each of them is essential in building up students' knowledge. English teachers should enhance students to become critical thinkers, reflective, and independent learners, able to work in a team and autonomously and to achieve the macro-competence of communicating effectively in L2. When we talk of **communicative competence** we mean, as suggested in Wikipedia, <...the ability of a speaker/hearer to speak and understand language in a grammatically correct manner>

The CEFR considers that "communicative *language Competences are those which empower a person to act using specifically linguistic means.*" (Common European Framework c.2.1, p.9).

The linguistic competence is directly connected with the capacity of understanding and producing oral or written linguistic utterances, it is linked to the capacity to identify and use correctly linguistic elements in different contexts and situations, to rearrange ways of learning in order to better fit communicative goals and to select adequately among a range of skills to face tasks and problems in communicative fields.

These operative Competences should be matched to the capacity of reflecting on their own learning path, evaluating feedback, learning by mistakes and developing self-confidence in the cooperation with the others (peers or teachers). According to the meaning of linguistic Competences suggested by Dodman when referring to the acquisition of languages and micro-languages, the linguistic competence is the ability to own different codes. In that sense it is necessary to match the knowledge competence and the linguistic one. "Since birth, language acquisition and language empowerment are processes through which children recognise the way in which the linguistic forms used in their mother-tongue culture allow them the understanding, interpretation, organisation and the expression of their own experience and the knowledge building concerning the world around them. Language is the essential means by which a child's sensorial input - through hearing, sight, taste, smell and touch - is changed into an intellectual development. Language evolves at the service of the thought, the concepts formulation and the growth of the intelligence. Knowledge building and language acquisition meet the communicative competence. They concern the receptive skills of understanding and interpretation and the productive skills of written and spoken expression that develop referring to a certain/specific texts typology and to description, exposition, reasoning etc. The communicative competence is being able to exploit linguistic codes in specific contexts and activities." (Translated by R. Balsamo)

In your opinion which choices should teachers make so that learners become L2 communicators?

What skills and Competences do you find useful for your students to acquire?

Task 2.2.1 - How To Be Successful Learners



Read all the items in the [grid](#) (see attachment 5) attached then put a ✓ next to the five skills you think are most useful for a successful learner using a scale of 1 to 5.

At the end of the task discuss and share your opinions with your trainee partners.

Did your trainee partners agree with you?

Ask them what they think about the characteristics of a “good L2 communicator”, then write a short definition.

.....

.....

.....

Being successful means to give the possibility to reach the aims students have to achieve, in order to do this, teachers have to offer them the right situation such as placement and grouping.

Stephen Krashen in his “[Monitor Model](#)” (see attachment 6, Krashen, S., *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann, 2003) states that in second language acquisition two psycholinguistic processes operate: the conscious learning and the subconscious acquisition and that the latter occurs when learners understand language being a pace beyond their competence (gradual contents). He also adds that the classroom is a special place where language understanding and acquisition can be facilitated because of the mediation of teachers and of the kind of interaction with non-native speakers(classmates) having a lower speed in language utterance and the need of more time for producing and mentally organising speeches.

According to D. Nunan: « It is assumed by teachers (and learners) that effective language learning can only take place in classes that are relatively homogeneous in terms of students’ proficiency level» (Nunan, D., *The learner-centred curriculum*, Cambridge University Press, p. 47).

Task 2.2.2 - Learner Grouping



Do you agree with Nunan’s sentence about learner grouping? Why?

.....

Do you think “open classes “could be the right solution? Why?

.....

.....

How can you implement learner grouping in your school? Discuss with your partners and write down possible solutions.

.....

Now compare the outcomes of your previous activities to what is suggested in the *Indicazioni per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*.

Task 2.3 - What are the competencies According To Indicazioni per il Curriculum

 **What are the Competences according to the *Indicazioni per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*?**

The **Indicazioni** identify the learning targets in terms of knowledge, skills and attitudes students should achieve.

Read carefully pages 58-61 *Indicazioni per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*.

Do you think there are any skills to be added to what you have already marked in the [grid](#) (attachmet 5.doc) above?

Cooperative teaching is another important component of an effective didactic plan and leads us to talk about the "longitudinal development of linguistic Competences" (see Dodman) that is based on the acquisition of skills in a foreign language through the *mediation* of previously acquired skills in other foreign languages (for primary school through mediation of the mother tongue) Curricula designers should balance and promote integration of all the linguistic learning paths in a common integrated plan where skills and Competences already mastered by students in a language (FL1) could become learning resources for other languages learning (FL2 or FL3).

These linguistic learning plans should enhance the skills acquisition on the basis of the feedback that every multilingual student has developed through FL1 learning. Multilingual Competences can allow learners to become more aware of different cultural and social contents transmitted by languages, to discover similarities or differences in their own culture and tradition and to learn to face and solve problems through language.

Nowadays the collaborative teaching/learning practices have produced new teaching/learning techniques; the development of the internet and consequently its employment in teaching practices have once more innovated learning domains allowing learners the possibility to create personal knowledge and to find in the

network new opportunities to learn autonomously. Learners are actively engaged and highly motivated by learning activities dealing with reality; besides the internet development has created the opportunity to take part in real communicative linguistic exchanges out of school with foreign young people through chat lines, blogs, wikis and so on.

Consequently new technologies have deeply changed the way students learn: since multimedia resources and materials such as blogs, pod casting, wikis and interactive whiteboards offer the opportunity to experiment and create personal and meaningful teaching resources best tailored to students' interests.

The availability of resources is one of the components that teachers should evaluate before designing a curriculum, even if the learning/teaching materials ABILITY depends on how teachers decide to use them within classrooms activities.

New technologies must be considered since they offer excellent opportunities for students willing to learn to experience authentic linguistic contents favouring opportunities for cultural exchanges and links with students in other countries. Consequently curriculum designers should promote learning strategies based on direct students' involvement; providing the appropriate learning resources and enhancing interaction, and "learning by doing".

To promote the cooperation among teachers and to enhance multiculturalism, a flexible timetable allocation could be developed involving two or more subject teachers in cross-curricular learning paths as suggested in the following task.

- Task 2.4 - A Cross-Curricular Plan



- In cooperation with teachers of FL2, FL3 or Italian, design a cross-curricular learning plan encompassing more subjects.

Choose a topic (for suggestions try: [Incredible english](#))

Decide the learning objectives and skills to achieve; the learning activities to work out; and the teaching resources to use.

Determine the timing within the curriculum timetable allocation.

Decide how to assess the outcomes

Analyse the results of this task with your partners; have they been successful?

Did your students enjoy this way of learning?

If not try to give reasons and propose remedies. Write it down in the forum.

Teachers interested in cooperating with other schools in Europe can find good opportunities in team developing an [e-twinning project](#).

A learner-centred approach also gives teachers the possibility to monitor students' progress regularly, to reduce time devoted to "face-to-face" lessons and activities planning and preparation, to raise students' levels of achievement.

Adopting this approach means to research, to experiment with new ways of teaching, to tailor the curriculum to students.

"La costruzione del curricolo è il processo attraverso il quale si sviluppano e organizzano la ricerca e l'innovazione educativa per la valorizzazione della persona ed il successo formativo". (Indicazioni curricolo, p. 23).

Nevertheless the curriculum designed should regularly be revised and tailored to the changes of students' needs and situations.

STEP 3: CURRICULUM EVALUATION

The evaluation practice has always been the final step of every teaching/learning plan.

According to D. Nunan (Nunan, D. , *The learner-centred curriculum*, Cambridge University Press, p. 7) *<The purpose of assessment is to determine whether or not the objective of a course of instructions have been achieved >*

For this reason in the past this practice was limited to the final stage of the learning paths to verify the achievement of stated objectives.

Nowadays this practice has totally changed, developing a variety of styles according to different purposes and elements to evaluate.

Teachers involved in curricula designing can evaluate if their curriculum is effective and can decide:

- Who or what they want to evaluate
- For which purposes
- How
- When

Who or what

They could decide to evaluate:

- Needs analysis techniques
- Learner grouping procedures
- Student outcomes
- Teaching practices
- Timetable
- Teaching resources and use of space in the school (effectiveness)
- School atmosphere (the relations between the headmaster and teachers, students, school caretakers and families)

For what purposes?

The evaluation purposes can vary according to all the components acting within the curriculum plan and at school; they could be:

- improving pupils' learning process
- promoting teachers' professional competence
- a best use of materials
- time optimisation
- meeting European and National didactic aims
- achieving the Quality Label
- up-dating the learning paths to match society changes.

When?

Teacher designers should decide when to evaluate if the curriculum is working. The learner-centred approach has much influenced assessment practices proving the ABILITY of medium-term evaluation; the practice of ongoing monitoring the students' Competences levels while teaching/learning, has proved its ABILITY in fostering both students' motivation and proficiency.

This way of evaluating can be successfully applied to monitor and adjust every component in the teaching/learning process and it could also be effective in evaluating the working of the curriculum.

If teacher designers are interested to prove the ABILITY of the planned curriculum, they should adopt more frequent evaluating practices to make the curriculum more efficient and to determine whether students have achieved the curriculum aims.

Task 3.1- Ongoing Monitoring



Imagine you are part of the teaching staff preparing a checklist on the effectiveness of the curriculum to be submitted to all members of staff.

Prepare a list indicating *who* or *what* you are going to evaluate.

You can use what you have learnt during this path on page 17 and the suggested [grid](#) (attachment 8.doc) .

Prepare a similar grid to assess teaching practices or something else listed on page 17

Analyse the results and discuss them with your trainee partners.

How

The learner-centred approach promotes also the students' involvement in classroom assessment: teachers become helpers; they provide learners with the appropriate skills to evaluate their own learning process.

The self-evaluation practice allows students to learn responsibly and autonomously experiencing independent learning assessment skills; teachers can decide the specific assessment areas where students can be involved (test contents or peer-correcting) and decide to practice regularly this kind of evaluating activities to monitor and use the consequent feedback for giving remedies and re-arrange

teaching; they could begin by using simple checklists and later guide learners to peer evaluation practices.

The regularity and the frequency of ongoing monitoring can be useful to help weaker learners providing them with supplementary teaching courses and it can allow the revision of teaching plans to best favour learning acquisition.

Moreover, you should, at different moments, critically evaluate, and identify where your teaching performance has been ineffective and why; by this way the assessment practice assumes formative value and contributes to improving your teaching practice.

- Task 3.2 - Self-Assessment



Look at the [Teaching Perspectives Inventory](#).

Try to follow the test referring to the teacher you believe you are.

After completing this activity what do you think about it?

Do you agree with the results?

What do you think about your teaching performances at school?

Write down your opinion in 100 words then discuss with your tutor.

There are other techniques and methods to assess your own teaching ABILITY such as the *Peer Review*; you can involve other colleagues asking them to assist to your lessons and then express their opinion about your performance, it could be a way to gather useful suggestions and to consider new possible teaching approaches to put into action, thus offering opportunities for professional enrichment.

You could also use your student feedback, asking your students to fill in an evaluation teaching check list during the last minutes of your lessons from time to time; this could provide you with immediate feedback of your teaching ABILITY and it could allow you to modify your teaching habits.

This way of proceeding can easily be adopted by teachers involved in curricula design to test the ABILITY of their planning.

- Task 3.3 - School Evaluation



Prepare a grid on your school English curriculum and submit it to your students anonymously, you could begin with:

What did you enjoy most during school time? Why?

Then share the results with your colleagues and check if there are any possible remedies.

See [attachment 9](#).

FINAL TRAINEE'S ASSESSMENT

At the end of this path do you think to know better what a curriculum is and the way it can be modified according to the particular context?
Would you assess your personal progress filling in the grid (see attachment)?

Bibliography

Nunan D., *The learner-centred curriculum*, Cambridge University Press.

Nunan D., *Designing Tasks for the Communicative Classrooms*, Cambridge University Press.

Krashen S., *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann, (2003).

Bertocchi, Brosce, Eviri, Luparini, Rizzardi, *Educazione Linguistica e curricolo*, Edizioni Scolastiche Bruno Mondatori, Milano, 1981.

Common European Framework of Reference for Languages, Cambridge University Press.

Websites

About curriculum

National Curriculum

Curriculum Index

M. Dodman:

- Per un curricolo linguistico unitario dalla scuola dell'infanzia alla scuola superiore
- La costruzione di nuovi curricula

Evaluating Websites

Blogs in Education

For a professional chat see:

- [The Edublogs forums](#)
- [EUN Community](#)
- [ESL Cafe](#)

Teaching resources

[English speaking Countries](#)

[eTwinning](#)

[Cross-Curricular](#)

[George and the Dragon](#) - Video

[Incredibleenglish](#)

Teaching and Learning Strategies

<http://www.metodologiedidattiche.it/metodologie-didattiche/>

<https://teaching.berkeley.edu/active-le>

Sintesi in italiano

Questo percorso è incentrato sulla elaborazione di un curricolo linguistico in seno ad un ambiente di apprendimento caratterizzato ormai dalla coesistenza di più lingue.

I docenti sono invitati a riflettere sui profondi cambiamenti operatisi in seno alle società civili a causa dello sviluppo tecnologico e del divario venutosi a creare tra sapere trasmesso dalle scuole e competenze richieste da una società in continuo cambiamento. La trasmissione del sapere deve trovare nuovi canali per coinvolgere le nuove generazioni : " i millennials" che imparano sfruttando altri canali tra cui il più importante è la rete.

Proprio i docenti di Inglese dovrebbero farsi promotori delle tendenze innovative prendendo parte attiva nell'elaborazione del curricolo all'interno del POF d'istituto; l'innovazione didattica, infatti, procede sul filo della competenza linguistica, sui progetti Europei e sulle collaborazioni tra docenti ed istituti di scuole e nazioni diverse.

Da qui la necessità che il docente di Inglese abbia una visione chiara dell'argomento al fine di operare scelte didattiche consapevoli ed efficaci per il raggiungimento di quegli obiettivi di apprendimento indicati quali standards da conseguire a livello nazionale ed europeo.

Obiettivi

Questo percorso mira a fare acquisire al **docente** la capacità di:

- Capire cosa sia un curriculum e come si pianifichi
- Orientarsi tra i documenti ufficiali in materia
- Operare scelte didattiche relative a contenuti, metodi, valutazione
- Elaborare piani didattici focalizzati sui bisogni degli allievi
- Programmare moduli di apprendimento seguendo percorsi longitudinali o verticali
- Espandere un percorso di apprendimento coinvolgendo docenti di altre discipline o aprendosi al territorio.
- Usare lo strumento informatico quale consueta risorsa didattica e fonte di arricchimento professionale.
- Essere flessibili e disponibili a riprogrammare un percorso didattico i cui esiti non siano stati positivi.
- Essere disposti all'apprendimento continuo per far fronte ai continui cambiamenti della società.
- Promuovere la creatività dei propri alunni attraverso attività motivanti e coinvolgenti
- Favorire negli alunni la consapevolezza di appartenere all'Europa attraverso la partecipazione a progetti europei

Il percorso promuove anche negli **studenti** la capacità di usare la lingua per:

- esprimere le proprie emozioni/desideri/opinioni
- quale veicolo per conoscere altre culture ed acquisire consapevolezza dell'essere cittadini Europei
- quale occasione per collaborare e lavorare in gruppo
- quale opportunità di confronto con la diversità
- per un arricchimento personale
- per acquisire autonomia nel processo di apprendimento
- per imparare ad auto-valutarsi

Metodologia

Il percorso intende stimolare il docente verso scelte e percorsi didattici più consapevoli ed innovativi proponendo fasi di ricerca, riflessione, analisi così come momenti di collaborazione tra colleghi in presenza o on line al fine di promuovere la pratica condivisa dei saperi.

Descrizione del percorso

Il percorso si suddivide in tre fasi:

Step 1: what is a curriculum: reflection

Il docente è guidato ad informarsi sulla normativa vigente in merito alla elaborazione del curricolo e quindi a riflettere sul significato di espressioni quali "bisogni degli studenti" oppure "aspettative delle famiglie e del territorio" ed a condividere con i colleghi gli esiti di questa analisi.

Questa prima fase si conclude con un'attività centrata sulla raccolta dati (data collecting).

Step 2: curriculum planning

La seconda è incentrata più particolarmente sul curricolo di Inglese che è lo strumento di cui il docente dispone per promuovere un apprendimento a misura degli allievi e dei loro bisogni; i tre aspetti su cui operare sono: i contenuti, i metodi e la valutazione secondo il "learner-centered approach" teorizzato da D.Nunan.

Questa fase intende guidare il docente nella pianificazione di un curricolo di Inglese considerando:

- la possibilità che il topic sia scelto dagli allievi(task 2.1)
- la progettazione di una sezione del curricolo estesa ai tre anni sulla base della gradualità dei contenuti proposti, dal più familiare al meno conosciuto(vertical planning-task 2.1.1)
- la focalizzazione sulle strategie di insegnamento più adeguate al contesto(task 2.2)
- l'analisi delle abilità necessarie allo sviluppo della competenza comunicativa(task 2.2.1.)
- il gruppo classe quale ambiente privilegiato di apprendimento(task 2.2.)
- il confronto con i suggerimenti presenti in "*Indicazioni nazionali per un curricolo...*"(task 2.3.)
- la preparazione di un percorso di apprendimento orizzontale che coinvolga più materie (task 2.4)

Step 3: curriculum evaluation

La valutazione è un altro passaggio importante per un apprendimento efficace ed essa deve sottostare a criteri di trasparenza(deve essere comprensibile), di periodicità (deve essere proposta a intervalli regolari), affinché possa avere ricadute positive sugli alunni. Se gli studenti, infatti, comprendono l'errore,

imparano anche ad evitarlo ed acquisiscono anche quella sicurezza che li aiuta a divenire autonomi nel processo di apprendimento.

Il percorso comprende tre tasks: ongoing monitoring, self-assessment, English curriculum evaluation e si conclude invitando il docente a compilare una griglia per valutare il proprio percorso formativo.