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Percorso didattico

Progettare il sillabo– Designing A Linguistic Syllabus

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- **Argomenti:** Comprensione scritta, Produzione scritta, Inglese
- **Progetto:** Lingua, letteratura e cultura in una dimensione europea - Area lingue straniere
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- **Condizioni d'uso:** Copyright © Indire
- **Livello linguistico:** Livello A1,A2
- **Lingue:** Inglese

Tematica affrontata: progettare il sillabo.

La risorsa è incentrata sul sillabo: che cos'è, quali sono le sue componenti, come lo si elabora e lo si progetta. Secondo Kravke esistono sei tipi diversi di sillabo che sono in diretto rapporto con l'approccio e la metodologia didattica che si sceglie: il sillabo può presentarsi come un semplice elenco di funzioni linguistiche, come una scala di livelli di competenza da far acquisire, come un

insieme di atti comunicativi, ecc.; molteplici sono infatti le varianti di cui occorre tener conto e che incidono nella realizzazione di un sillabo. In ogni caso la tipologia del sillabo è strettamente connessa al ruolo che il docente assume in relazione all'ambiente di apprendimento e ai discenti.

Il percorso intende guidare il docente nell'elaborazione di un sillabo facendo sì che egli sappia:

- conoscere in maniera approfondita i documenti ufficiali relativi all'argomento;
- elaborare piani didattici focalizzati sui bisogni degli allievi;
- preparare i propri studenti all'acquisizione di competenze a livelli europei;
- fare uso di strumenti tecnologici nella pratica didattica;
- cooperare con i colleghi della propria scuola o di altri contesti scolastici anche europei;
- promuovere la creatività dei propri alunni attraverso attività motivanti e coinvolgenti;
- favorire negli alunni, attraverso la partecipazione a progetti europei, la consapevolezza di appartenere all'Europa.

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

- per esprimere i propri desideri, le 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;
- per un arricchimento personale.

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

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Introduction

Core Topic - Syllabus

We want to start this Learning Path by quoting a definition of curriculum from the CEFR (§ 8. 3.1):

“...the selection and ordering of objectives on which to base language learning may vary enormously depending on the context, the target group and the level in question...”.

Does designing a syllabus mean to decide how and what our students have to learn?

Really all of us know how difficult it is to teach a foreign language in its complexity of grammar, vocabulary, functions, paralinguistic features and so on.

Expressing something in a foreign language doesn't mean only to translate words, but also to focus on a different way of thinking (i.e. we cannot literally translate

“quanti anni hai?!”In “how many years have you got?”).

In the past teachers planned a “program”, nowadays they should plan “the syllabus”; but what is it exactly?

According to [“Quale profili e quali competenze per il docente della scuola primaria”](#), (7, p. 66). “A syllabus can have different features. It can offer repertoires of grammar, functions, notions, competence descriptors, checklists and so on. It can be organised under the form of enumeration of intermediate and final objectives of the learning path. Or it can be organised under the form of different “modules” set according to the length of courses or to different levels (A1, A2, and B1).

In any case it should be based on the competences defined in the CEFR for levels from A1 to B1.”

In the Framework there are references about the context, the target group and the level conditioning the learning planning.

Referring to the context we should consider:

- our School Institution in its geographic location (where is it? does it allow interesting and/or useful possibilities to cooperate with local economic situations (associations, agencies and so on?),
- what it offers to teachers and learners in terms of resources (language laboratories, auditorium, school library, gymnasium),
- how the English syllabus is organised in the POF,
- which curriculum leading principles are being implemented,

Referring to the target group we should ask the following questions:

- how are families involved in the implementation of the POF
- are our students motivated in foreign language learning?
- what is our students' back-ground?
- are their families coming from other countries? (migrant people), have they got low/high standard economic conditions?
- do they take an active part in their children's education? Or do their jobs force them to leave children alone the most of the day?

According to "the level": we should consider the real Competences students have reached and to lead them to the levels recommended by the Official Documents of The Ministry of Education such as "Indicazioni Nazionali per il Curricolo di I Ciclo" (settembre 2007), [the CEFR](#), the [School POF](#) (see [attachment 1](#)).

Aims

The **AIM** of this path on Syllabus is to make **teachers** aware of complexity of syllabus design, leading them:

- to master the content of Official Documents and of teaching and learning objectives
- to lead students to European standards
- to make use of ICT tools, web sites and interactive whiteboards

- to cooperate with other colleagues (of the same class, school, subject) or with other out-of-school associations/agencies
- to promote European Citizenship suggesting activities with schools in other countries
- to implement the creativity of learning English activating dramatisation, theatrical activities, game procedures, web quests and so on.

Final Competences

This path aims also to help the students develop:

- their different kinds of intelligence
- their capacity to work in a team (pair or group), to cooperate and observe rules
- their autonomy in the learning process and self-assessment procedures
- their ability to use foreign language as a means
 - to express personal desires and curiosities,
 - to know different cultures and countries,
 - to acquire the European Citizenship awareness,
- the consciousness of the importance of diversity and inclusion.

Methodology and activity steps:

ACTIVITY 1

- Gathering information
- Analyzing
- Comparing
- Cooperating

- Sharing opinions
- Revising
- Evaluating outcomes

STEP 1 - Reflection Time: What Kind of Syllabus?

TASK 1.1 - Adapting syllabus to linguistic levels and students' interests

TASK 1.2 - Planning a part of syllabus

TASK 1.3 - Planning a learning unit

STEP 2 - What Kind of Teacher?

TASK 2.1 - Which role for the teacher?

TASK 2.2 - A teacher using ICT

TASK 2.3 - A teacher promoting students' European Citizenship

STEP 3 - Evaluating classroom activities

TASK 3.1 - Reflecting, discussing and assessing Activity

STEP 1 - Reflection Time: What Kind of Syllabus?

Designing a syllabus requires accurate preliminary analysis and carefully detailed planning. According to Karl Krahne in "Approaches to Syllabus Design for Foreign Language Teaching" there are 6 types of syllabus: structured, notional/functional, situational, skill-based, [task-based and content-based](#) (see [attachment 1](#)).

Are we supposed to choose one of these syllabi and apply it to our teaching?

Do you think it is necessary to make other steps?

In our teaching we usually apply different methodologies in order to adjust our syllabus to our students' interests and needs.

The students have got singular identities and different cultural backgrounds, that is the reason why we should adapt the general curriculum to a more particular and personalised plan so as it was suggested in "The Educational Cultural and Professional Profile" (PECUP) mentioned in "Indicazioni Nazionali per I Piani di Studio Personalizzati della Scuola Media Secondaria di 1 grado (D. Lvo N. 59 del 19/02/04) that was the result of a centred-learner approach in which teachers had to take care of global harmonious personality development of each student. The same pedagogical aim we can find in "Indicazioni Nazionali per il Curricolo di I Ciclo" where teachers are recommended to consider the students' creativity and personality (see: Indicazioni per il Curricolo, p. 47-48, 58-62).

TASK 1.1 - Adapting syllabus to linguistic levels and students' interests



- Read the attached documents mentioned above, reflect and choose the kind of syllabus you think would best fit your teaching aims.

Analyze the students' prerequisites and determine the main competences they should acquire (what should they be able to do?)

Now focus on your School POF, analyse the curriculum approved and note down the features you consider fit for your students to learn.

Analyse your School resources: a language lab?, interactive whiteboards?

Complete the following grid and compare with your colleagues in the school.

You could use the following [grid](#) (see attachment 3) or create another one yourself.

Then compare and discuss the results with the rest of your training group.

TASK 1.2 - Planning a part of syllabus



Compare and discuss your notes on your hypothetical syllabus with your partners on the forum.

Then write a list of the main features a syllabus should have.

Now log on to the [Framework](#) and look for: Level 2 to the CEF levels (A1,A1+, A2, A2+) you can find in Framework (P. 23-24, 26, 29).

Choose a level and the skills according to your students' levels.

Complete the grid below with the skill you have chosen: [grid](#) (see [attachment 4](#)).

If you want you can read all these documents:

[attachment 2 and 4](#) .

Then look at Appendix C-Document C 3 (from p. 238 to 239, see attachment 4bis) and notice how the skill and its own levels are described in detail.

Copy in the grid the features corresponding to communicative acts so as what students are able to understand and how.

Now looking at the 3rd and 4th columns of the [grid](#) (see attachment 5) , search p. 95 of [Framework](#), 4.6.3, or see [attachment 6](#) , and choose a type of text corresponding to your choice.

Reflect carefully: Can you suggest any other text examples?

If so, open the link "[Quale profilo e quali competenze per il docente della scuola primaria - Ipotesi di sillabo per lo sviluppo di competenze linguistiche](#)" (7.1. p. 67 to 70) and match what you have noted down in the 3rd and 4th columns of the [grid](#) (see attachment 5) you completed (task1.2) with the functions lists depicted.

You can find an [example of this below](#) (see [attachment 7](#)).

Try to make a similar activity on your own, you can find useful syllabus examples in the following [attachment](#) (see attachment 9) and now answer:

What can you suggest as "TV and radio news items?"

Discuss with your trainees in your group.

Look for further information on new types of texts, you can visit:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf

<http://teach.files.bbci.co.uk/skillswise/en03text-e3-f-different-types-of-text.pdf>

Share opinions about your research issues with your colleagues.

TASK 1.3 - Planning a learning unit



Now you are ready to plan a learning unit.

Define an activity you want to develop involving other subject teachers.

Transform your decisions into a factual scheme of a learning unit determining also the tools you are going to use and the supposed time.

You could use the scheme suggested in [attachment 8](#) (see attachment) or look at:
[The Effortless English Club](#)
[Self-Study Grammar Quizzes](#)
[Focus on interactive whiteboard technology](#)

Specific resources - Listening and reading:

About:

[likes and dislikes.](#)


[likes.](#)

[Phonetic.](#)

LEARNING UNIT

Put your learning unit into practice. Analyze the outcomes and discuss with your colleagues ([see attachment 8](#)).

STEP 2 - What Kind of Teacher?

 After the planning and the practice you should reflect on the outcomes: Are you satisfied with them? Do your students progress and improve their standards of knowledge?

What about you? Which role did you perform? A leader? A mediator? A consultant? Every teacher could be an actor or a director: he determines, in fact, the communicative atmosphere of the class influencing positively or negatively students' learning; in other words the grade of learning is influenced by the teaching methods adopted, by the way material is offered and students' performances are evaluated.

According to A. Varani (p. 123, *Il docente costruttivista- Media e tecnologie per la didattica*) " È ciò che viene definito come *scaffolding*(impalcatura, sostegno) che non consiste solo nel progetto iniziale, ma anche in quel fattore sfuggente e complesso agito dal docente *durante* la sua azione di mediazione didattica. Un insieme di attenzioni, consapevolezze e comportamenti...).

TASK 2.1 - Which role for the teacher?



- What kind of teacher would you like to be?

Reflect and share opinions with other teachers participating in the forum.

Do you think a teacher should be a leader, a consultant, a mediator?

Or perhaps do you believe he/she should be all three – a mediator, leader and a consultant in order to maintain a well balanced class and to keep the learning rhythm alive?

Summarise the results of the shared opinions in a report or discuss this in a chat forum. You can search the following web-sites:

[The Forum for English Language Teachers in Ireland](#)
[To Learn English](#)

Teachers should motivate and interest students using different resources, technological teaching resources such as the web.

In fact web sites offer the possibility of enriching and increasing students' creativity and intelligence and the way of fitting our teaching techniques to their modern sensitiveness and world perception

TASK 2.2 - A teacher using ICT



Imagine a learning unit and determine:

- your students starting point and the final objectives relating a skill you have chosen
- the topic
- the necessary time to accomplish the Learning Unit
- the cross-curricular activities you want to develop and the subjects involved
- the teaching/learning instruments (this time you will choose the web and the interactive whiteboard or, if not available, the language lab)
- the way you will evaluate your students' outcomes

for further suggestions look at the following sites:

[Focus on interactive whiteboard technology](#)

[English K-6 Syllabus](#)

And now it is time to decide your role during the activity, see [attachment 10](#).

If you had set the sense of European Citizenship among your Unit aims, you could complete this Learning Unit sharing your learning issues with a European partner school.

TASK 2.3 - A teacher promoting students' European Citizenship



- Look for some interesting European project on the net see:

Make arrangements with your European partners cooperating on line in order to enable your students to work together with other European students on a same topic.

With [Erasmus plus](#) we could also improve our teaching strategies through comparison with other teaching methods and other ways of organising learning activities.

See: https://ec.europa.eu/programmes/erasmus-plus/opportunities/overview_it
https://ec.europa.eu/programmes/erasmus-plus/opportunities/organisations_en

To complete the learning unit we need to carry out an evaluation.

You could create a comment form to give to students (they should tick off a box in the form you have prepared), or you could prepare a skills test to evaluate their skills level (or whatever is inherent with the Learning Unit) or you could ask the students to write a detailed report of the activity and to share it on line with young partners of other countries (if you take part in a European project).

Choose one of these evaluating procedures and prepare the relative form or test to give to students.

STEP 3 - Evaluating classroom activities

TASK 3.1 - Reflecting, discussing and assessing

Reflect upon your learning unit path: did it accomplish the aims previewed?

Do you think it would be better to develop other activities?

Do you think the students have been involved in this activity?

Finally evaluate the issues of the Learning path considering the students' outcomes

STUDENTS' OUTCOMES	FULLY	IN PART	SCARCELY
Did your students achieve the aimed goals?			
Did they improve X skill?			
Did they learn to work cooperatively?			
Was the class successfully managed			
Did they demonstrate autonomy during this activity?			
Did they increase their self-esteem?			
Has students' personality been enriched and promoted?			
Did new technologies grab their attention and			

enhance students' learning?			
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SELF-ASSESSMENT

YOU HAVE ACCOMPLISHED YOUR PATH

What do you think you have learned if so?

Please fill in the following form expressing your personal assessment about it on a scale from 1 to 5:

- = very poor
- = poor
- = satisfactory
- = good
- = very good

I am able to:

Understand what "syllabus" means	
Design the right kind of syllabus for my students' target	
Analyse and consider multiple variables determining learning context	
Cooperate with other partners in order to draw and develop cross-curricular projects	
Make use of the net or other modern technologies for teaching suggestions	

Promote in students the awareness of European Citizenship, the diversity acceptance, the self-esteem, the cooperative attitude	
Consider students' personalities as identities to respect and enrich	

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Websites

[British Council](#)

[BBC](#)

[Quale profilo e quali competenze per l'inglese del docente di scuola primaria](#)

[The Common European Framework in its political and educational context](#)

[The Effortless English Club](#)

[Self-Study Grammar Quizzes](#)

[The Forum for English Language Teachers in Ireland](#)

[To Learn English](#)

[English K-6 Syllabus](#)

[Erasmus-plus](#)

Sintesi in italiano

Questo percorso è incentrato sul sillabo: cosa è, quali le sue componenti, come lo si elabora e progetta

Secondo K. Kranke esistono sei tipi diversi di sillabo in diretto rapporto con l'approccio e la metodologia didattica prescelta: esso può presentarsi come un semplice elenco di funzioni linguistiche, come una scala di livelli di competenza da fare acquisire, come un insieme di atti comunicativi etc. : molteplici sono infatti le varianti di cui occorre tener conto e che incidono nella realizzazione di un sillabo. In ogni caso la tipologia del sillabo è strettamente connessa al ruolo che il docente assume in relazione all'ambiente di apprendimento ed ai discenti.

Obiettivi

Questo percorso intende guidare il **docente** nella elaborazione di un suo personale sillabo facendo sì che egli sappia:

- Conoscere in maniera approfondita i documenti ufficiali relativi all'argomento
- Elaborare piani didattici focalizzati sui bisogni degli allievi
- Preparare i propri studenti all'acquisizione di competenze a livelli europei

- Fare uso di strumenti tecnologici nella pratica didattica
- Cooperare con colleghi della propria scuola o di altri contesti scolastici anche europei
- 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

Metodologia

Il percorso intende stimolare il docente verso una più consapevole attività di insegnamento attraverso momenti di *riflessione, ricerca, collaborazione e condivisione* tra pari; a tale scopo le attività proposte si inseriscono nel concetto di "ricerca-azione" ed intendono promuovere la pratica condivisa dei saperi.

Descrizione del percorso

Il percorso si suddivide in tre fasi:

Step 1: reflection time: what kind of syllabus?

Il docente è invitato, dopo un'accurata analisi del materiale proposto, a scegliere quale tipo di sillabo adottare in relazione ai bisogni dei suoi studenti ed al suo progetto di insegnamento.

Questa fase comprende anche una parte operativa in cui il docente è guidato nella progettazione di una parte di sillabo e, successivamente, di una singola unità di apprendimento.

Step 2: what kind of teacher?

In questa seconda fase si propone al docente di scegliere che tipo di docente desidera essere: un docente che funge da mediatore di saperi o piuttosto un docente leader che programmi tutte le attività didattiche in dettaglio? Scelte di questo tipo, infatti, permeano l'atmosfera della classe influenzando positivamente o negativamente l'apprendimento.

Sono suggerite delle attività che prevedono l'uso di alcuni strumenti tecnologici e l'elaborazione di un'eventuale partecipazione ad un progetto europeo.

Step 3: evaluating classroom activities

Nella terza ed ultima fase il docente è invitato a riflettere e valutare gli esiti delle attività che ha messo in pratica a seguito di quanto suggerito durante il percorso. Sono previste l'elaborazione e la compilazione di una griglia per la valutazione destinata agli allievi di cui si dà un esempio.

Il percorso ha la sua conclusione nel momento di auto-valutazione che il docente farà del proprio percorso compilando la griglia proposta a conclusione.