

Syllabus writing for levels A2 and B1

di *Michela Capone*

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DESCRIPTION

In this pathway we will see how a web 2.0 application can help the teacher to plan and record a syllabus on line so that it is easily accessible anywhere and at any time. This project will focus on using the popplet.com website so that the teacher can plan a syllabus in a dynamic way using a tool which is becoming ever more popular. The pathway will provide clear and easy strategies for teachers to complete a syllabus using the CEFR scales giving the teacher confidence in adapting materials and course books in class and give the teacher an opportunity to reflect upon their personal experience with syllabus writing and how current syllabus writing theory can aid teachers on a day to day basis. The project will also address what it means for a teacher to plan a syllabus and the importance of making a syllabus taking into consideration the students wants and needs and also the ministerial directives and course books provided by the schools themselves.

Student objectives are:

- learn to identify all of the components of all the activities in their syllabus and classify them into their linguistic, grammatical and vocabulary functions;
- recognize the form, scope and usefulness of a syllabus created by their teacher and use their learning autonomy in an effective way in order to make the syllabus a success.

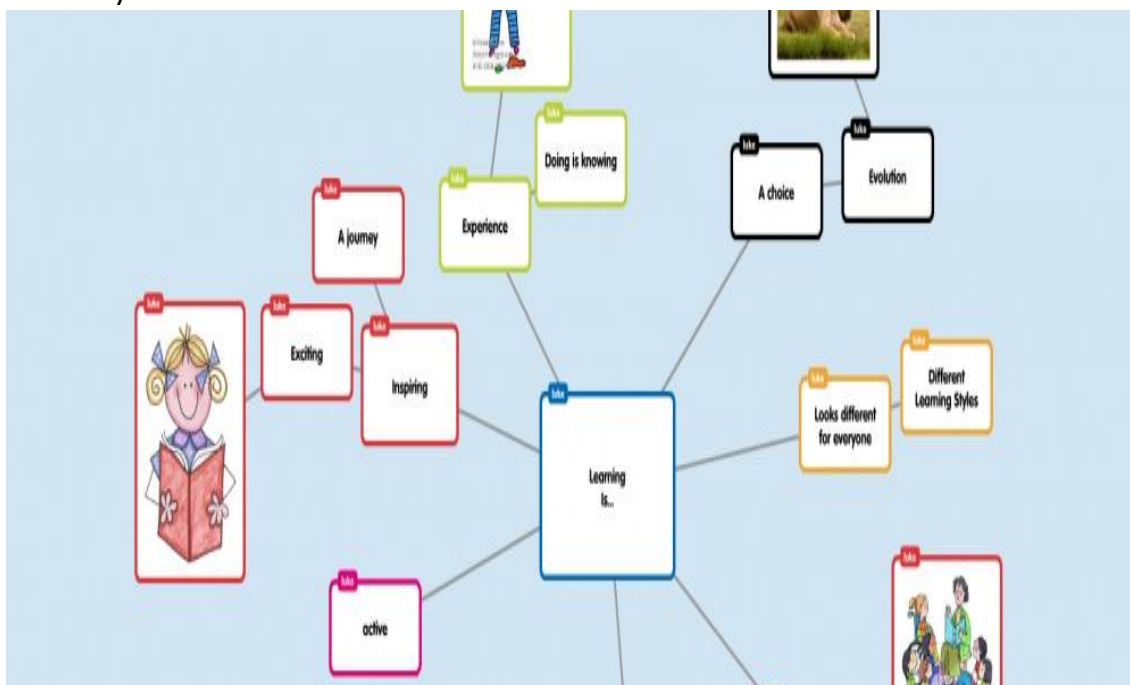
The teachers will:

- Understand the background and theory of syllabus writing (use steps to guide the teacher through the syllabus writing process)
- Create a syllabus, with activities, that can be experimented in class based on the key general and linguistic competences for BOTH A2 and B1 and the guide lines for the first two school years or “primo biennio” and CEFR levels.

Select topics, situations, and texts and associate them to the objectives in order to build a coherent and effective syllabus.

The teacher will begin by reflecting on their own experience of syllabus writing in relation to modern day theory on syllabus writing. The teacher will then be guided through six steps in creating a syllabus providing the teacher with a framework.

1. In task 1 teachers will be shown activities used to assess the needs of their students and knowing their learners.
2. In task 2 the teacher will look at the CEFR scales for A2/B1 and determine what grammar, lexis and skills are needed in a syllabus for the two levels.
3. Task 3 will then encourage teachers to assess the interests of the students taking into consideration course books used for those levels and common topics for their age and level.
4. Task 4 will focus on ways in which teachers can adapt and choose materials for their course by using web 2.0 application in the classroom such as www.worldwildlife.org for the A2 learning unit and www.wikipedia.org for the B1 learning unit. Both websites are used for research and development.
5. Task 5 will show teachers how to write a syllabus by providing an example learning unit for each level and how to organise the syllabus on the "Popplet" website (<http://blog.popplet.com/category/popplets-in-education/>). You can see an example syllabus clicking on the following link <http://popplet.com/app/index.php#/1077137> so that teachers are able to access their syllabus at any time and wherever they are.



6. In task 6 teachers will be given example grids of how to evaluate the success of the syllabus from both the teachers and students perspective.

By following these six steps teachers will become more confident in syllabus writing and lesson planning and it will provide them with a solid foundation for future syllabus writing.

The world wide web offers a wide range of applications that can be used to make life easier for teachers not only in the classroom but also when planning lessons and syllabus' in order to keep a clear record of the academic year. Using <http://blog.popplet.com> provides an excellent technique for organising and remembering information and provides the teacher with a visual thinking application that can be used by people of any age and is accessible to anyone in any language.

In simple terms a "popplet" is a mind map that can be manipulated and created on the web. Each 'popplet' has several 'popple' that contains information that the teacher can record. The app lets you focus on connecting ideas and organising concepts because the popplet has been designed with minimal aesthetic in order to keep the focus on your ideas and information whereas on paper it may take a much longer time trying to organise a syllabus and become rather confusing.

What makes the popplet a perfect approach for this pathway is that you can keep your popplet private, share it with a collaborator or share it with the public on the web. By keeping your popplet private you can change your ideas as many times as you want without feeling uneasy about sharing ideas. Being able to share it with a collaborator means that in a school environment you can share your ideas with your department head, other teachers and also make it accessible for students so that they are able to follow and prepare for what topics and lessons are coming up in the following term. This will ensure that students are well aware of their objectives and goals for that learning unit period. You can also share it with the public so that information is easily accessible to other teachers in other schools or institutes.

The "popplet" app is an interactive way to collate images, share ideas, videos, photos, share comments or give feedback and it is good way to approach syllabus writing.

ACTIVITY

Step 1

Why

As teachers we are “accountable for children’s progress” (Georgiou & Pavlou 2003:4) and in correlation to this we need to be “clear about what [we] would like our children to become.” (Donaldson, 2006:15) In relation to syllabus writing, teachers have a responsibility to create and choose a variety of activities used in the classroom in order to encourage our students to progress and develop when learning a foreign language. The age group of 11-13 year olds at the common European Framework of Reference for language (CEFR) focuses on the two levels A2 and B1. Young teenagers, at this point in their education, need motivation and encouragement which is why syllabus writing is a vital part of the teaching process. By providing students with a catered syllabus that takes into consideration the CEFR level requirements, course book activities can be adapted and fun and real life activities learning a foreign language will motivate and encourage our learners. According to Piaget (Donaldson 1978:139) this age range is the ‘formal operational stage’ which means that learners are more willing to notice patterns in language and different theories through an active participation with the world around them. It is through this contact with the ‘world around them’ that teachers should create a syllabus that enables students to use their skills and language items in everyday basic situations. This pathway intends to focus on this aspect of syllabus writing and hopefully encourage teachers to think about syllabus writing encouraging real life skills.

When considering **syllabus writing** and its value to the teaching programme and its students we must first consider some questions. Reflect on the questions below and make some notes before moving onto the next section.

Let us think about personal experiences

- How would you plan what you are going to do in class?
- What factors would you take into account before you plan a course/syllabus?

- Would you take your students needs and wants into account when planning a syllabus?
- Would you use other materials other than your course book? If yes what materials?
- How would you assess your students?
- How would you cater for weaker/stronger students in your class?
- How would you evaluate the success of a syllabus?

Now lets us think about current theories:

- What is the framework for course development?
- Two types of syllabuses are 'traditional' and 'holistic'. What are the differences between the two types of syllabuses?
- What are the advantages and disadvantages of a 'traditional' or 'holistic' syllabus?
- What is a product-orientated and process-orientated syllabus?
- How can you adapt materials for mixed ability classes?
- What are the advantages and disadvantages of using a text book?
- How can you assess the needs of the students, the students ongoing learning and the course itself?

How and what

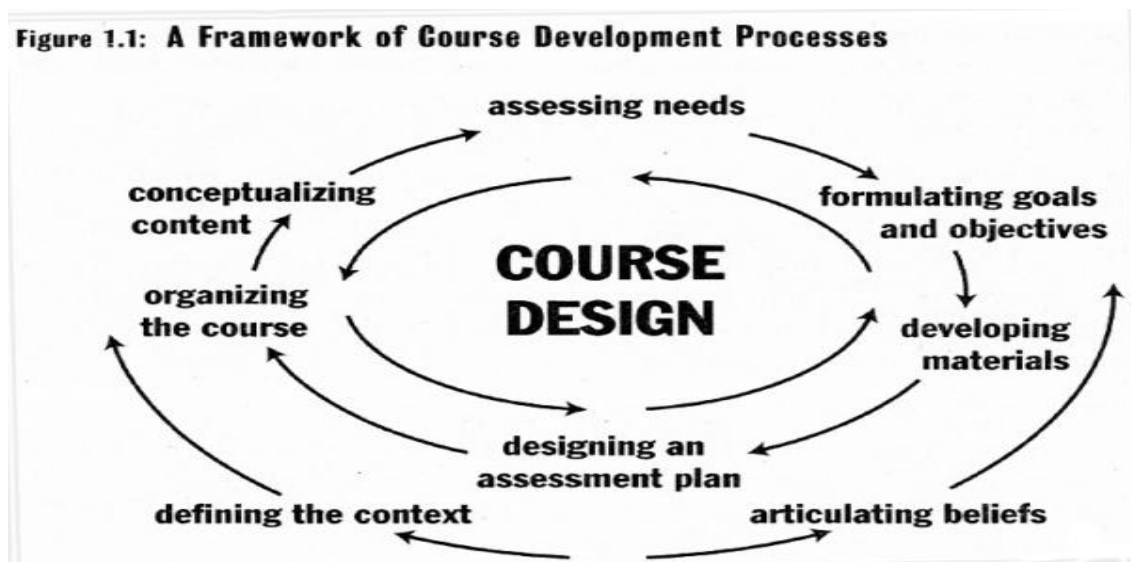
Syllabus writing can be a daunting process and can make some teachers feel inadequate making them feel as though they are not doing the rights things or in the right way. (Graves 2000:2) In reality, teachers are smothered with lesson plans, a variety of activities and various course books that need to be sorted into a coherent course. Current day syllabus theorists agree that syllabus writing is not a linear list but a continuous flow chart where the teacher is able to change and correct their ideas during the writing process.

Below is an example of Graves (Graves 2000:3) framework for syllabus writing which captures the way in which teachers should address course design. You can find different steps in syllabus design such as:

1. assessing the needs to your students
2. creating goals and objectives

3. developing materials
4. designing an assessment plan
5. organizing a course
6. conceptualising content

Figure 1.1: A Framework of Course Development Processes



Even though these steps may seem logical, a teacher can begin creating a syllabus from any point in the flow chart as long as it makes sense to you based on your beliefs and understandings in your teaching context and what you know about your students. Designing a course is a work in progress as once the teacher begins teaching the course their objectives or goals may change as the students hopes and goals may change or, as is often the case, the school curriculum may change therefore the syllabus may need to be adapted.

Summary

Before we begin to consider writing a syllabus, teachers must not only consider their personal experiences in a teaching context, for example 'How do you plan your lessons?' but they must also consider current theories in syllabus writing as they are equally as important in solving problems when writing a syllabus and planning lessons.

This sections highlights the process of syllabus writing and the different steps for designing a course.

Step 2

Pre-lesson tasks

Reflect on your personal experiences.

- How would you plan what you are going to do in class? **E.g. do you follow the course book as a guide, do you plan with other teachers, do you ask the students what they want to do?**
- What factors would you take into account before you plan a course/syllabus? **E.g. Do you think about your students needs and wants, the CEFR scales or ministerial directives?**
- Would you take your students needs and wants into account when planning a syllabus? **E.g. Are your students needs and wants important to you or do you only take the government guide lines into consideration?**
- Would you use other materials other than your course book? If yes what materials? **E.g. internet, teachers resource book, resource books, project work.**
- How would you assess your students? **E.g. How many tests do you give students? Do you use the teachers resource book only? Do you pick and choose different activities from different books?**
- How would you cater for weaker/stronger students in your class? **E.g. Do you adapt materials for weaker or stronger students? Do you use different course books or resource books to challenge stronger students or aid weaker students? Do you provide different homework tasks for different kind of student?**
- How would you evaluate the success of a syllabus? **E.g. creating a questionnaire, interviewing students, asking for advice and opinions from students and other teachers.**

Task 1

Task 1.1 – CEFR Scales

Look at appendix 1 [Appendix_1.doc] and 2 [Appendix_2.doc] and watch the following video:

<http://www.youtube.com/watch?v=ZDPeP-gCU5E>

Think about and make notes on the following questions:

- What is the CEFR (Common European Framework of Reference for Language)?
- How does it help the teacher?
- How does it help the student?
- What important aspects and features of the CEFR scales should the teacher focus on for syllabus design? (Remember to focus on A2 and B1 level.)

Task 1.2 – Gathering Information

The table below provides the teacher with a grid to complete based on the CEFR levels and what features the teacher believes the students must focus on for both A2 and B1 levels. Make notes on what should be used in a syllabus according to the CEFR level.

Table 1: complete the table using notes according to the skills and language items taken from the CEFR scales.

	A2 Level	B1 Level
Skills		

Language items		
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Task 2

Knowing your learners is an important part of planning a syllabus. Each student in your class has different likes and dislikes and although it is difficult to know and plan activities for what each and every student likes, using questionnaires and opinion grids to collect and gather information about your class is a helpful step. Below are some examples of these questionnaires.



Task 2.1 – What are you interested in?

Create a similar questionnaire for your class and make notes on what you think should be focussed on in your syllabus.

What are you interested in?

(Idea taken from Georgiou & Pavlou 2003 p. 168. Can be used for both A2 and B1 level).

Put the following number next to the topic.

1.  I am very interested in this topic.
2.  I don't mind this topic.

3. 😞 I am not interested in this topic at all.



Pets & animals



History



Sport



Weather



Environment



Cinema



Books



Music & instruments



Maths



Geography & cultures



Science



Family

Task 2.2 – What activities dp you like doing?

Create a similar questionnaire for your class and mate notes on what you think should be focussed on in your syllabus.

What activties do you like doing?

(Idea taken from Georgiou & Pavlou 2003 p. 168. Can be used for both A2 and B1 level).

**1 - I HATE IT; 3 - I DISLIKE IT; 5 - I DON'T MIND; 7- I REALLY LIKE IT;
9- I LOVE IT**

ACTIVITY	YOUR FEELINGS
Learning English	
My books	
Using ICT	
Using the British council website	
Watching DVDs	
Listening to songs	
Singing songs	
Playing board games	
Playing interactive board games	
Using computers	
Using an interactive whiteboard	
Role play	
Speaking with a partner	
Speaking in a group	
Speaking to the teacher	
Doing projects	
Giving presentations	
Doing homework	
Working alone	
Doing grammar gap fills	
Learning grammar rules	
Reading books	
Doing surveys	
Asking questions	
Standing activities	

1. What's your favourite activity?

.....

2. What activity do you absolutely hate?

.....

Task 2.3 – Observation sheet

This observation sheet is to record students' attitudes and progress in class. The teacher will observe a small number of students in twice a year in order to assess the needs of the students. We will be using the code below to complete the questionnaire.

(Idea taken from Georgiou & Pavlou 2003 p. 180. Can be used for both A2 and B1 level).

E – Excellent; **V** - Very good; **G** – Good; **O** - O.k.; **D** - Having difficulty

Aspect	Name of student	Name of student	Name of student	Name of student
Pays attention in class.				
Shows interest in the topic of the lesson.				
Completes homework and class work.				
Shows respect to other students.				
Tries harder when faced with a difficult task.				
Asks the teacher for help.				
Has all necessary				

books and equipment for class.				
Tries to communicate in English using classroom language.				
Takes part in all activities.				
Shows initiation.				
Participates in group and pair work.				
Shows interest in other children's lives.				
Is able to work alone when asked to.				

Task 3

Task 3.1 – Diagnostic testing

A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language. For example, at the start of the course, the teacher gives the learners a diagnostic test to see what areas of language need to be in the syllabus. It can help the teacher and learners identify what areas will be looked at next on the course. Obviously in the classroom setting that this project is aimed at, the students will have come from a class where they have already completed an A1 or A2 level and will presumably be ready for the next level. Even so, teachers and students still

need to be aware of what the course will provide and what level the students will need to complete.

Now read, consider and answer the following questions:

1. What type of diagnostic tests have you used in the past?
2. Have they been useful in giving you an insight into your students language and skills capability?
3. What diagnostic test could you use for an A2 level class?
4. What diagnostic test could you use for a B1 level class?

Look at the two links below and compare your chosen diagnostic test with the diagnostic test provided.

A2- KET: <http://www.examenglish.com/KET/index.html>

Here the teacher can use all the parts of the test on line.

B1 – PET: <http://www.examenglish.com/PET/index.html>

Here the teacher can use all the parts of the test on line.

Below is a table where you can record the students marks which makes it easier for the teacher to analyse during syllabus design.

Results of the diagnostic testing

Name of student	Reading & writing	Listening	Speaking	Language items
<i>Name</i>	<i>Grade</i>	<i>Grade</i>	<i>Grade</i>	<i>Grade</i>
James	19/20	27/30	15/20	22/30

Task 3.2 – Syllabus planning

Once you have collected all the above information you are now ready to start planning your syllabus. Read through all your notes and test results and complete the table below. Refer back to Graves framework and the different types of syllabus and choose the kind of syllabus and approach you would like to use.

Think about:

- What type of syllabus approach you want to use, traditional, holistic etc?
- Do you want to use a process or product orientated syllabus?
- What is your class text book like? Does it need adapting?
- Is the class a mixed ability class?
- What do you need to consider from the CEFR scales?
- What language items do you need to consider from the diagnostic test and the Common European level?

Example

In relation to the two syllabus provided as examples I have chosen to focus on a holistic syllabus as it provides the student with language that they can use outside the classroom. In relation to this type of syllabus I will also use a process based syllabus because it is more student centred and task based. The course books used need to be adapted as they are heavily dependant on language items and skills work but less on project work. The CEFR levels need to be taken into account and the syllabus will heavily rely on appendix 1 and 2 to provide a language and skills focus.

Complete the following table:

Background of class: where they come from, factors that effect their learning	e.g. all students are from Italy. They are used to following a traditional syllabus and a product based syllabus.
Learning styles	e.g. doing group work and communicating in English. They want to do tasks rather than grammar exercises.
Likes and dislikes	e.g. like topics such as animals, reality TV.
Overall diagnostic testing results	e.g. 50% of class got over 60% in diagnostic test.
Kind of syllabus chosen and why	e.g. Holistic because student centred and authentic materials used/process task based.
Syllabus features	E.g. making posters, giving presentations, working in group.
Course objectives and goals	e.g. look below.
Course content	e.g. grammar, listening, reading, writing skills, speaking and communicative tasks.

Task 4

Task 4.1 – Developing materials

Developing materials is the time when the teacher makes their syllabus more specific. Of course, teachers do not always have the time or possibility to adapt materials due to deadlines and following a strict amount of

language items that must be covered over the year. However, teachers can develop and adapt a text book and make decisions about which exercises and activities they will use in class.

Think and make notes about the following questions.

- Have you ever adapted materials from a course book or created materials from “scratch”?
- Were these materials more useful? Why?
- What should you consider when making and designing your own materials?

Some considerations you should take into account are:

1. activities should draw on what students know;
2. activities should focus on student’s needs outside of the class;
3. activities should build student’s confidence;
4. activities should allow students to problem solve, discover and analyse;
5. activities should help students develop specific skills and strategies;
6. activities should integrate the four skills of speaking, listening, reading and writing.

Task 4.2 – Lesson plan

Look at the two lessons below and think about how you would make materials and a lesson plan for each level. Read the lesson description and aims of the lesson ONLY.

Level A2

<http://www.teachingenglish.org.uk/lesson-plans/photographs>

Level B1

<http://www.teachingenglish.org.uk/lesson-plans/socialising-1-breaking-ice>

After you have planned a lesson and created some materials, compare your notes with the lesson plan and materials provided by the author.

- What did you do differently?
- Do you think the author has provided a successful lesson and adapted materials well?
- Was the planning process difficult?

Task 5

Task 5.1 – Creating the Syllabus for A2 and B1

Below are two learning units that you can use to teach your classes. Think about:

- Why are they good examples of syllabus design?
- Would you change anything about them?
- Do they give clear outlines for course objectives and assessment?
- Do they take the CEFR scales into account?

Course Objectives

- **Objective one (O1)**

Provide stimulating, motivating project based lessons on themes that interest young learners and can be found in current course books for the level.

- **Objective two (O2)**

Encourage the development of learner autonomy by providing freedom of choice and opportunity to self – evaluate.

- **Objective three (O3)**

Focus on integrated skills and encourage the development of all skills by providing meaningful, communicative based tasks that reflect CEFR can-do statements for both A2/B1.

- **Objective four (O4)**

Following completion of specific course book modules, provide language items for the levels required and recycling language.

- **Objective five (O5)**

Encourage the development of 'real life' social skills and practical skills such as agreeing, disagreeing, giving presentations and organisation skills.

A2 Learning Units

Level A2: 5 Lessons of 80 minutes (total time 6 hours).

Idea taken and adapted from *Assessing young learners Ioannou-Georgiou & Pavlou OUP 2003*.

Learning Unit: *Endangered Animals*

Development Area	Language items and skills development.
Grammar	Present simple +/-/? Regular/irregular, adverbs of frequency.
Lexis	New- animal names, habitats.
Functions	Expressing opinion, dis/agreeing, questions asking.
Skills	Integrated- reading-note taking, writing-poster, listening-note taking, speaking accuracy and fluency.

Lesson	Procedure	Skills work	Course Objective
Lesson 1	<ol style="list-style-type: none"> 1. Pre-teach the names of endangered animals and where they live. 2. Show the students an already made poster of an endangered animal to use as an example model. 3. Put students in pairs and give each pair a different endangered animals to research and complete a handout 'facts to find'. Tell the students to go to http://worldwildlife.org / to complete the fact sheet. 	<p>Listening and speaking.</p> <p>Completing handout, finding correct information, responding to questions.</p>	O1, O2, O3, O5.

	4. When the ss have finished they compare and report to other pairs in the class about their animal.		
Lesson 2	<ol style="list-style-type: none"> 1. Play memory game of animals taught from previous lessons. 2. Get the students to play memory game in pairs or groups. 3. Put students into pairs and tell them they need to complete the first part of their animal poster. Using the information from the previous lesson they complete the animal 'facts' section of poster. Remind them to use colours and pictures etc. 4. Show the students this website http://www.adoption.co.uk and ask them to research the process of how to adopt an animal. 5. Report back to teacher and class. 	Reporting to others, group work, listening and speaking, typing on the computer, answering and asking questions, completing information sheet.	01,03,04, 05.
Lesson 3	<ol style="list-style-type: none"> 1. Teacher drills the animal names and habitats from last lesson-pronunciation work. 2. The teacher highlights the grammar use for the project which is the present simple in all forms. 3. Students do a controlled practice Exercise from course book and a freer speaking practice exercise. 	Repeating, drilling, grammar work, speaking, writing.	01,03, 04,05.
Lesson 4	1. Students get into	Checking	01,02,

	<p>their pairs and continue to work on their posters. The posters must include, information about their animal e.g. food they eat, the place they live, a physical description, and any other information they feel is relevant. There must be pictures and colour in the poster.</p> <ol style="list-style-type: none"> 2. Give the students until the end of the lesson to complete the poster. 3. Teacher monitors the class for any grammar or lexis problems and deals with them while the students are on task. 	information, negotiating, agreeing/disagreeing, creating.	O3.
Lesson 5	<ol style="list-style-type: none"> 1. Give the students 10 minutes to check their poster and complete anything they have not finished. 2. Tell the students they are going to present their poster to everyone in the class. Give them 5 minutes to prepare a mini presentation about their animal. 3. Each pair will present their poster to the other pairs in the class. 4. Each student must take notes about the animals and decide which animal they would like to adopt. 5. At the end the teacher takes in the votes. The animal 	Presentation skills, listening, taking notes, using grammar and lexis, making a decision.	O1,O3, O4,O5.

	with the highest number of votes is the most loved animal to be adopted by the class.		
Evaluation and testing	<ol style="list-style-type: none"> 1. Students take home the learning unit evaluation sheet and return it to the teacher the next lesson. 2. The teacher evaluates the learning unit and the students ability throughout the project. 		O3

Learning Units

Level B1: 5 Lessons of 80 minutes (total time 6 hours).

Idea taken and adapted from *Phillips, D., Burwood, S. & Dunford, H. (1999) Projects with young learners OUP*

Learning Unit: Island Life!

Development Area	Language items and skills development.
Grammar	The future-will, going to, present continuous/ must /mustn't-obligation, should/shouldn't-advice, 1 st conditional.
Lexis	Holidays, verbs of action, sports, daily routine, food
Functions	Expressing opinion, dis/agreeing, asking questions, giving directions
Skills	Integrated- reading-note taking, writing-poster, listening-note taking, speaking accuracy and fluency

Lesson	Procedure	Skills work	Course Objective
Lesson 1	<ol style="list-style-type: none"> 1. Introduce reality TV by showing the students a picture of 'big brother'. In pairs students brainstorm the characteristics of 	Pair discussion, speaking listening, note making.	O1, O2, O3.

	<p>reality tv.</p> <ol style="list-style-type: none"> In pairs students write down the names of 5 different reality TV shows in their country and the rules they remember from each show. As a class discuss the shows and the rules and how much they enjoy the shows. Introduce the project of island competition by doing a picture dictation. Introduce lexis for island and geographical features, prepositions of place and compass points. This is the model that students can refer back to when creating their own model. Teacher puts students in pairs. The pair has to design a rough copy of an island including geographical features and climate. 		
Lesson 2	<ol style="list-style-type: none"> Teacher introduces rules on the Island. In groups students brainstorm rules in TV shows and on an island. What are the contestants allowed to do? What jobs do they have to do? What shouldn't they do? Teacher recycles the modals and students do a controlled activity and freer speaking activity from their course book on modals. Students go into their original pairs when 	Grammar, discussion, speaking, writing, editing, agreeing, disagreeing.	01,02, 03,04, 05.

	they drew their island and brainstorm their rules for their island.		
Lesson 3	<ol style="list-style-type: none"> 1. Tell the students that their Island will need to have challenges in order to make the show more interesting. 2. Introduce extreme sports and challenges in TV shows. Students match pictures of challenges and extreme sports and lexis. 3. Students put the challenges into most dangerous, most appealing, most disgusting etc. 4. In their pairs the students create challenges for their island and how they will be judged and what will happen with the winners and the losers. 	Group discussion, matching exercise, reading, writing.	O1,O2, O3,O4, O5.
Lesson 4	<ol style="list-style-type: none"> 1. Students use their rough drawing of their Island and complete their island in good. They must write the rules of the island and the challenges for the contestants who will live on the island. They must decide what the prize will be for the winning contestant. 2. When the pairs have finished their Island they must choose contestants to go onto their island. In order to choose the contestants they must create questions in order to choose the correct 	Pair work, writing, grammar use, agreeing or disagreeing.	O2,O3.

	<p>people to go onto their reality tv show. E.g., Can you swim? Can you make a fire, if we make you eat spiders, what will you do? Encourage the students to use 1st conditional.</p> <p>3. Revise first conditional for use in questions.</p>		
Lesson 5	<p>1. Tell the students to take out the questions they wrote from last lesson.</p> <p>2. Repeat questions and drill 1st conditional for pronunciation work.</p> <p>3. The pairs must present their island to each student and interview them as if they were contestants.</p> <p>4. In pairs they must decide who are the best contestants for their island and why.</p>	Asking and answering questions, speaking, listening, decision making, writing, grammar.	01,02, 03,04, 05.
Evaluation and testing	<p>1. Students take home the learning unit evaluation sheet and return it to the teacher the next lesson.</p> <p>2. The teacher evaluates the learning unit and the students ability throughout the unit.</p>		03

Task 6

Task 6.1 – Teacher check list

You have completed your project. Check that you have completed all the parts to the project.

Tick the boxes that apply to you.

I have thought about and reflected on my personal experiences.	
I have studied and understood the CEFR scales.	
I have understood how to assess learner needs and create questionnaires.	
I know what a diagnostic test is and have chosen one for my class.	
I have collected and analysed all the results from my testing.	
I have practiced making and adapting materials.	
I have used the two example syllabus' and have assessed why they are good examples of how to plan a course.	

Step 3

Teachers' self evaluation

	I can do this. How?	What do I need to improve on?
I have a clear understanding of the CEF levels for A2 and B1 for language items and skills development.		
I have a clear understanding of the order of procedure in syllabus writing and the current theories on syllabus writing.		
I am aware of the value of the internet as a source of information for my students.		
I have successfully tried out some activities from the syllabus with my students.		
I have experimented with further online tasks such as adapting materials and a course book.		
I have a clear understanding of the different syllabus types to choose from.		
I have successfully tried out some written activities with my students.		
My students can use the correct language items for their level and develop listening and writing skills.		

My students have produced a project which can be displayed and shown to parents.		
I am more aware of how to develop a syllabus.		
I have experimented with a mind map application to create a syllabus on line.		
I feel able to use ICT in and out of the class with my learners.		

Students' self evaluation

	Can	Can't do it yet
I can prepare a short presentation and present a poster to the class in a confident way (A2/B1).		
I can use the internet and find the correct information that is needed for the task set by the teacher (A2/B1).		
I can understand phrases of the highest frequency vocabulary related to areas of personal interest (A2).		
I can understand the main points of clear standard speech on familiar matters encountered in everyday life (B1).		
I can read very short simple texts. I can find specific information about a specific topic (A2).		
I can understand texts that consist mainly of high frequency words related to everyday topics (B1).		
I can write very short, basic descriptions of event, present activities and personal experiences (A2).		

I can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest (B1).		
I can communicate in simple routine tasks requiring simple and direct exchange of information on familiar topics and activities. (interaction A2).		
I can use a series of phrases and sentences to describe in simple terms the project I am working on (production A2).		
I can enter unprepared into conversation on a topic I am working on and for the project I am creating (interaction B1).		
I can connect phrases in a simple way. I can briefly give reasons and explanations for opinions and plans (production B1).		
I can work in a group or in a pair and create a poster with other people. I am able to agree or disagree and negotiate my point of view (A2/B1).		

RESOURCES

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Graves, K. (2000) *Designing Language Course*. Heinle Cengage Learning, Boston 2000.

Krashen, S. (1982) *Principles and Practice in second language acquisition*. Pergamon Press, Oxford 1982.

Nunan, D. (1989) *Designing tasks for a communicative classroom*. Cambridge university press, Cambridge 1989.

Phillips, D., Burwood, S., Dunford, H. (1999) *Projects with young learners*. Oxford university press, Oxford 1999.

Websites

Adapting materials for mixed ability classes.

<http://www.teachingenglish.org.uk/language-assistant/teaching-tips/adapting-materials-mixed-ability-classes>

Common European Framework of Reference for Language.

http://en.wikipedia.org/wiki/common_European_framework_of_reference_for_language

Common European Framework of Reference for Languages: Learning, teaching, assessment.

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf

Grammar points for each CEF Level.

http://www.examenlsh.com/CEFR/cefr_grammar.htm

Learning styles and teaching.

<http://www.teachingenglish.org.uk/articles/learning-styles-teaching>

Photographs.

<http://www.teachingenglish.org.uk/lesson-plans/photographs>

Popplet for School: a tool to capture and organize your ideas.

<http://www.popplet.com>

Socialising 1: Breaking the ice.

<http://www.teachingenglish.org.uk/lesson-plans/socialising-1-breaking-ice>

Syllabus writing.

<http://www.teachingenglish.org.uk/articles/syllabus-writing>

The traditional and the holistic syllabus.

<http://www.teachingenglish.org.uk/articles/which-syllabus-traditional-holistic-syllabus>

The Wildlife Society.

<http://wildlife.org>

Wikipedia: The Free Encyclopedia.

<http://wikipedia.org>

SINTESI IN ITALIANO

Creare un syllabo invita gli insegnanti a presentare ai propri studenti la lingua come strumento per esprimere bisogni, desideri e compiti linguistici realistici. È anche importante raggiungere il livello di inglese previsto per i diversi livelli scolastici, in linea con il quadro comune europeo.

Il percorso fornisce agli insegnanti alcune conoscenze circa le diverse teorie sulla progettazione del syllabo e chiede loro di analizzare i modi in cui può essere realizzata. I docenti seguono uno step by step per pianificare il syllabo e crearlo on line usando il web 2.0, attraverso l'applicazione reperibile all'indirizzo popplet.com. Le attività sono state scelte in modo che gli insegnanti possano riflettere, praticare e valutare il lavoro che fanno.