Writing & Reading Skills in English

Unit 1.2: Syllabus Design
Learning on 21st Century
Best Practices

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Schools & Methods

- **Best Practices:**
  - **Autonomy**
    - Autodidact
    - Autonomous
    - Blended-Learning
  - **Interaction**
    - Teacher-student
    - Student-task
    - Teacher-task
    - Student-student
  - **Reflection:**
    - "I learn when..
  - **Multimodality**
    Visual   Written ICT

- **Students' responsibility**
  - Teacher ≠ Owner of Knowledge
  - Learning is not Teacher's task
- **Attitudes**
  - Motivation
  - Cooperation/ collaboration
  - Stress-reduction
  - Violence
- **Needs:**
  - All Stakeholders'

- **Attention to Diversity**
  - A.C.I., A.C.I.S.

Reading Skills

- **Evolution**
- **Characteristics:**
    - Main Input of L2: vocabulary & syntax
    - Model of L2 practice
    - Asynchronic Communication
    - Essential for Academic Purposes
    - Vehicle of knowledge
    - Essential for Digital Literacy
    - Literature-bound
    - Normally students acquire a higher level of competence than at Listening

Writing Skills

- **Evolution**

- **Characteristics:**
  - Production in L2: easiest
  - Asynchronic communication: allows revision
  - Essential for Academic Purposes
  - Vehicle of knowledge
  - Careful with cultural differences with respect to genre
  - Normally students acquire a higher level of competence than at Speaking

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Unit 1: Syllabus Design

- **Learning/ Teaching Context**
  - **Actors and Elements (stakeholders)**
    - students
    - teachers
    - school authorities
    - local/ regional/national governments
    - parents
    - employers
  - **Resources**
    - Texts → only texts??
  - **Methodologies**

Syllabus Design

- **The Focus:**

  Learning

  Language   Competence

  Teaching

  - **Language: Which? Has it got to be the focus?**
    - What do we write? What do we read?
    - Why?
  - **Levels**
    - Entry/ Exit criteria
    - Competence
    - Gradation of content
  - **Skills:**
    - Main focus?
    - Ancillary?

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Syllabus Design

- **Language-centered Syllabus**
  - Adjust to specific situation
  - Students do not participate
  - Systematic
  - Static
- **Skill-centered Syllabus**
  - Which Skills?
  - Mastering a Skill?
  - Mind & Skills
  - Learning???

- **Learning-centered Syllabus**
  - Negotiation:
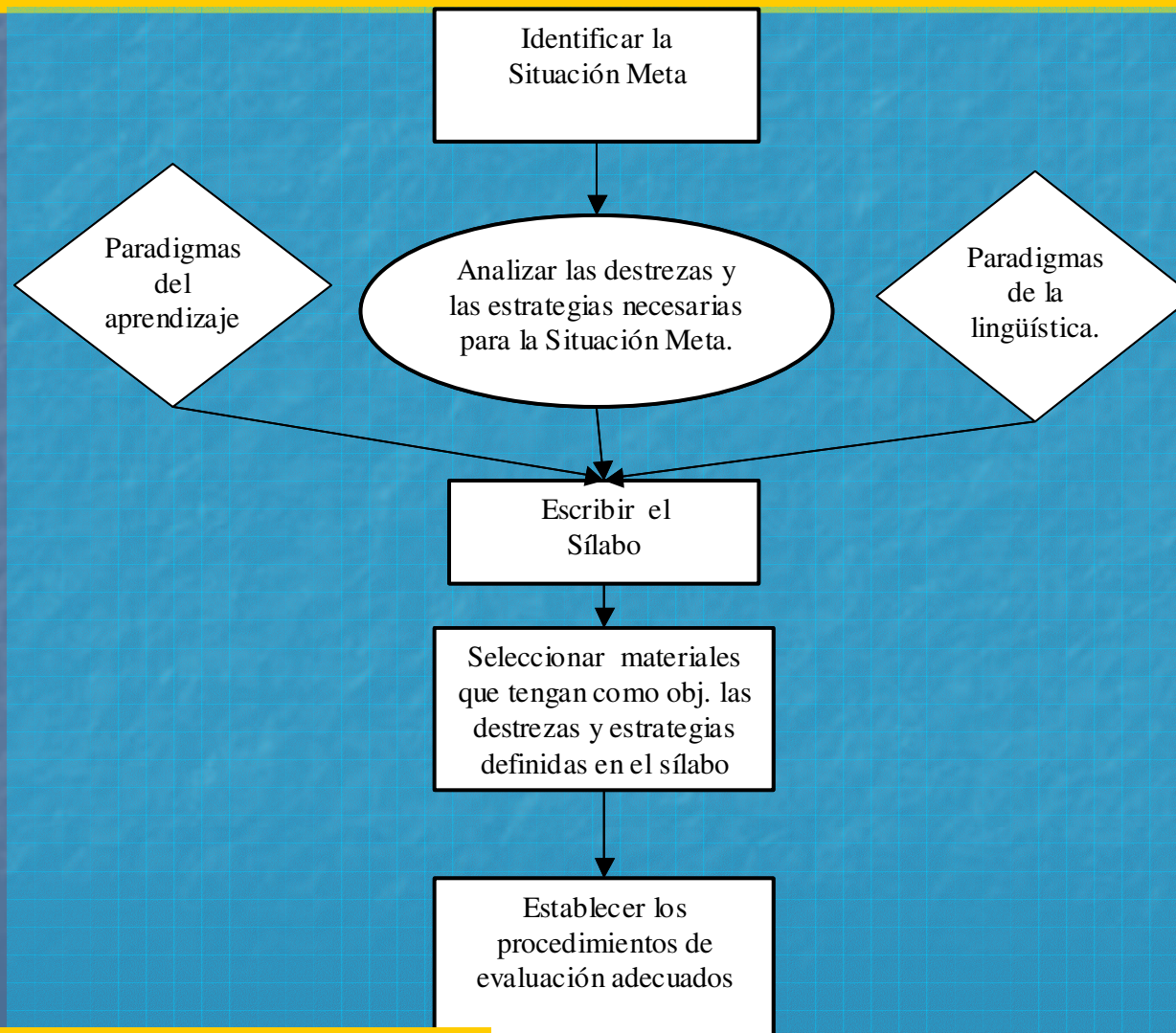
  Students ⟷ D. Community
  - Based on Learn. Context
  - Based on Learn. Process
  - Feedback and Assessmentç
- **Competence-centered Syllabus**
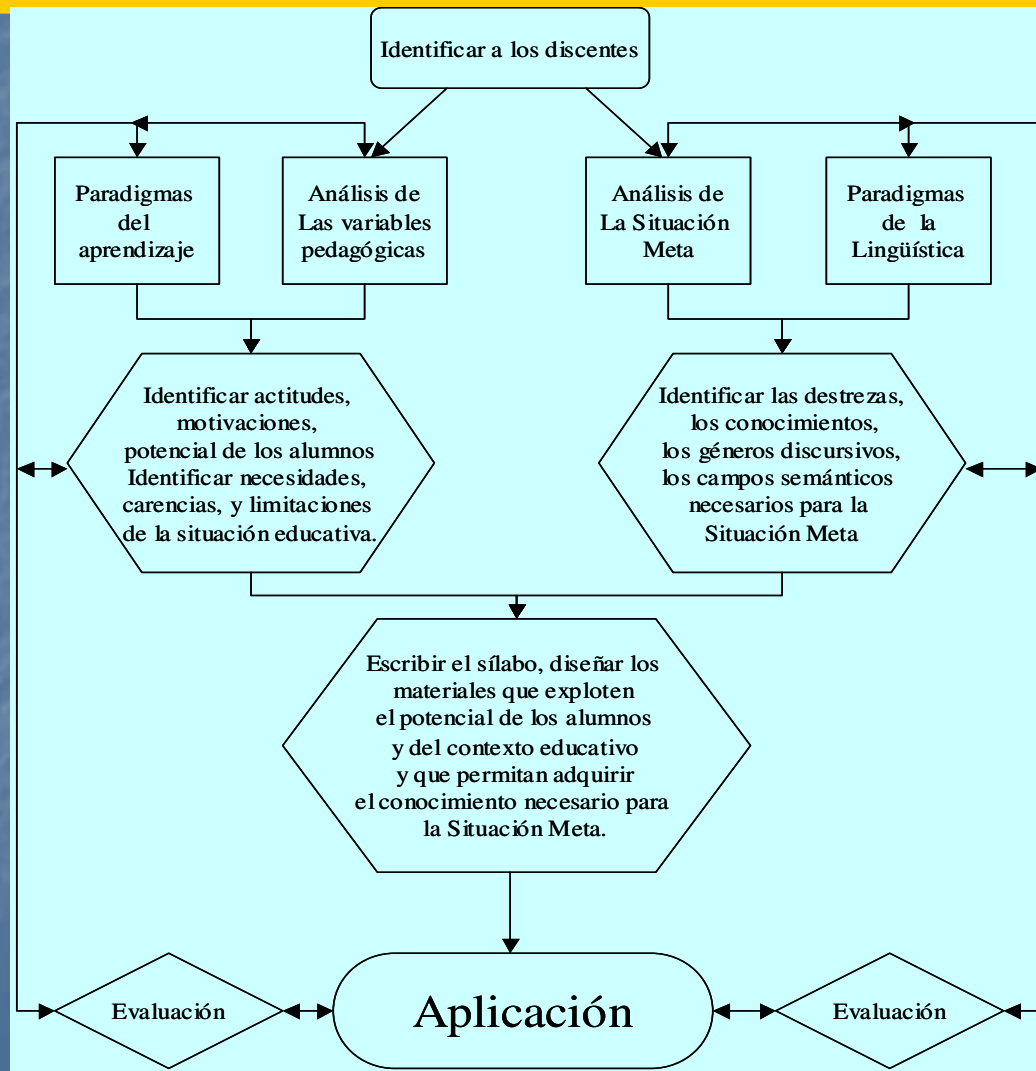 - Levels
  - Exit Criteria
  - Professional Future

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Skill-centered Syllabus

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Learning-centered Syllabus

Identificar a los discentes

Paradigmas del aprendizaje

Análisis de Las variables pedagógicas

Análisis de La Situación Meta

Paradigmas de la Lingüística

Identificar actitudes, motivaciones, potencial de los alumnos Identificar necesidades, carencias, y limitaciones de la situación educativa.

Identificar las destrezas, los conocimientos, los géneros discursivos, los campos semánticos necesarios para la Situación Meta

Escribir el sílabo, diseñar los materiales que exploten el potencial de los alumnos y del contexto educativo y que permitan adquirir el conocimiento necesario para la Situación Meta.

Evaluación

Aplicación

Evaluación

European Classification

- **Basic User**
    - A1: Can copy familiar words & phrases/ Can spell personal details.
    - A2: Can copy familiar sentences. Can write with reasonable accuracy short words from his/her oral vocabulary.
- **Independent User**
    - B1: continuous writing that is intelligible. Spelling, layout, and punctuation are accurate enough to be followed most of the time.
    - B2:continuous writing that is intelligible and follows conventions. Spelling and punctuation may show influence of L1.
- **Proficient User**
    - C1: Spelling is accurate with occasional slips of pen. Layout, paragraphing and punctuation are consistent.
    - C2: Writing is orthographically free of error.

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Summary of Process

- **Need's Analysis**
  - Linguistic
  - Learning Needs
  - Context Needs
- **Selection**
  - Restrictions
  - Threats
- **Gradation**
  - Order
  - Steps
  - Materials

- **Design:**
  - Grammatical/ Structural
  - Notional-functional
  - Skills
  - Situational
  - Themed
  - Focus on process/ Object.
- **Assessment**
  - Students'
    performance, effort, competence
  - Learning process
  - Make the system Flexible

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