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
  - Asynchronous 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
  - Asynchronous 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
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**
The Focus: 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?
### Syllabus Design

<table>
<thead>
<tr>
<th>Language-centered Syllabus</th>
<th>Learning-centered Syllabus</th>
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</thead>
<tbody>
<tr>
<td>- Adjust to specific situation</td>
<td>- Negotiation:</td>
</tr>
<tr>
<td>- Students do not participate</td>
<td>- Students &lt;-&gt; D. Community</td>
</tr>
<tr>
<td>- Systematic</td>
<td>- Based on Learn. Context</td>
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<tr>
<td>- Static</td>
<td>- Based on Learn. Process</td>
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<tr>
<td><strong>Skill-centered Syllabus</strong></td>
<td>- Feedback and Assessment</td>
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<tr>
<td>- Which Skills?</td>
<td></td>
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<tr>
<td>- Mastering a Skill?</td>
<td><strong>Competence-centered Syllabus</strong></td>
</tr>
<tr>
<td>- Mind &amp; Skills</td>
<td>- Levels</td>
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<tr>
<td>- Learning??</td>
<td>- Exit Criteria</td>
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<td></td>
<td>- Professional Future</td>
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Skill-centered Syllabus

Identificar la Situación Meta

Analizar las destrezas y las estrategias necesarias para la Situación Meta.

Escribir el Sílabo

Seleccionar materiales que tengan como obj. las destrezas y estrategias definidas en el sílabo

Establecer los procedimientos de evaluación adecuados

Paradigmas del aprendizaje

Paradigmas de la lingüística.

(Hutchinson y Waters 1987: 71)
Identificar a los discentes

Paradigmas del aprendizaje
Análisis de las variables pedagógicas

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

Análisis de la Situación Meta
Paradigmas de la Lingüística

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
European Classification

- **Basic User**
  - 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.

Source: SGEL and Express publ.
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
Bibliography