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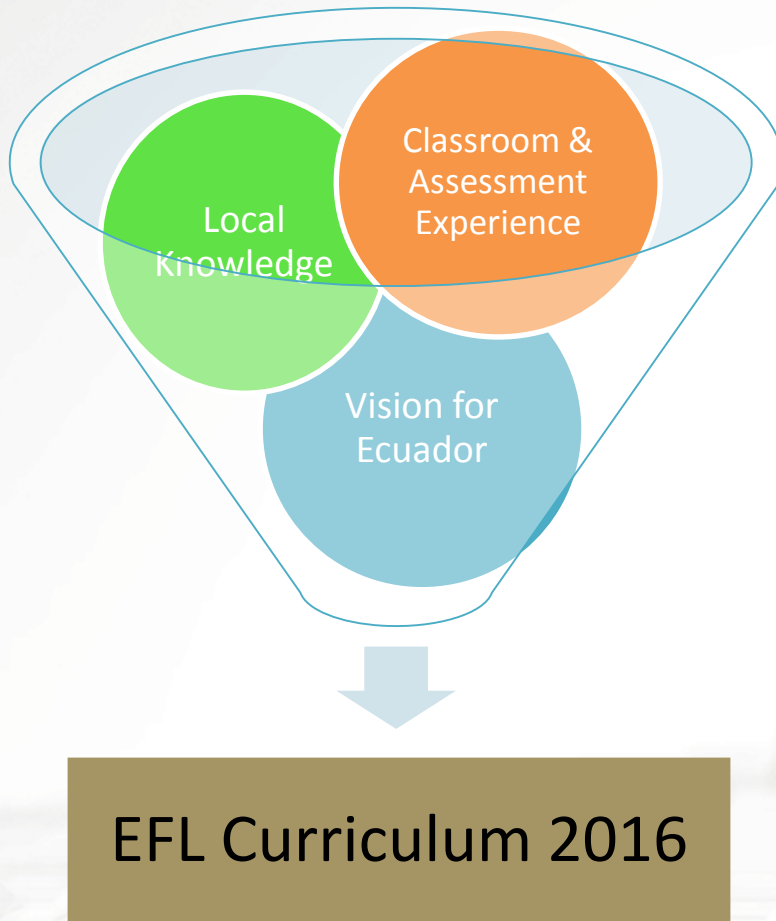
CURRÍCULO 2016-2017

Welcome!

- Approach

- Threads

- Evaluation criteria and indicators

Plenary
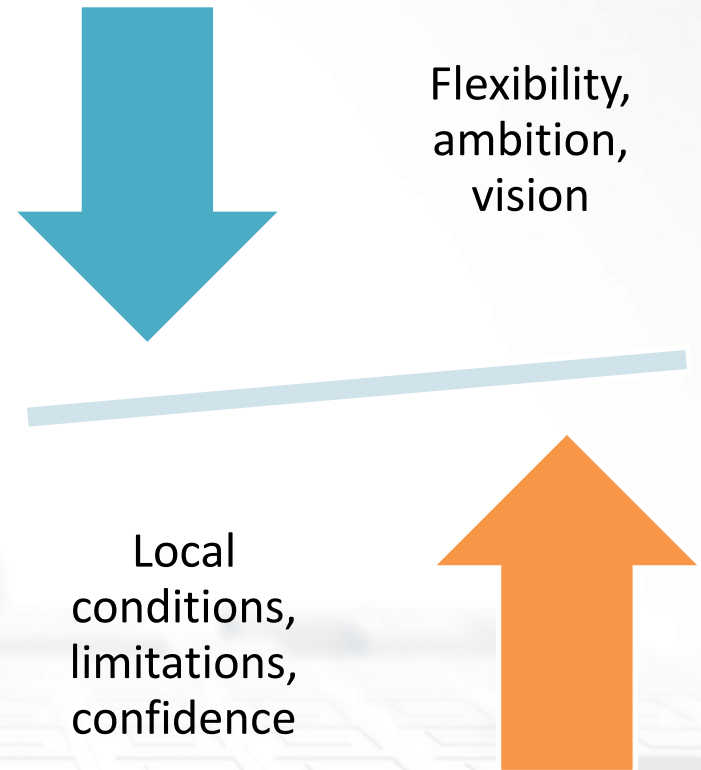
- Sample unit plan

- Sample lesson plan

- Questions and answers

Our Approach

EFL Curriculum 2016

- *The right balance:*
  - *ambition vs. realism*
  - *international models vs. local conditions*

Flexibility, ambition, vision

Local conditions, limitations, confidence

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Essential Elements of the EFL Curriculum

3 Main Goals of the EFL curriculum

- To develop learners' understanding of the world - of other cultures and their own - and to communicate their understanding and views to others through English.

- To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.

- To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

The goals are achieved <u>through</u> the threads

Can you remember the 5 Curricular Threads?
Can you recall any of the sub-threads?

EFL's Curricular Threads

1.C_____ and C_____ A_____	2.O____ C_____	3. R_____	4. W_____	5. L_____ through the A___

CLIL encompasses all 5 Threads

Content Language Integrated Learning

| Communication and Cultural Awareness | Oral Communication | Reading | Writing | Language through the Arts |

The EFL curriculum considers CLIL as a means to access and learn English in an authentic, meaningful context. Thus, the focus will be on language and language use, rather than knowledge of content.

1) Communication & Cultural Awareness

1.Communication and Cultural Awareness

Intercultural Awareness and Identity

Social Competence

Intercultural Awareness and Identity

"To communicate internationally inevitably involves communicating interculturally as well" (Çakir, 2006)

- Activities promote intercultural **sawearsen**

- Learners go into the real world using genuine communication

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1) Communication & Cultural Awareness

1.Communication and Cultural Awareness

Intercultural Awareness and Identity

Social Competence

Social Competence

- Learning to work together cooperatively
  - ✓ negotiating   ✓ reciprocity, etc
  - ✓ sharing   ✓ turn-taking

- Social skills acquired and values built
  - ✓ tolerance   ✓ respect, etc

- Socially competent children >> improved **acetrionsnit** as adults

2) Oral Communication: Listening <u>and</u> Speaking

2. Oral Communication

- Listening
- Spoken Production
- Spoken Interaction

Listening Skills

- Best texts for age, interests, background, and language needs

- Tasks that focus on different listening strategies in meaningful contexts:

  ✓ Gist ✓ Detail

  ✓ Inferring ✓ Predicting

- **Ahenticut** texts >> help pronunciation

  ✓ rhythm   ✓ intonation

2) Oral Communication: Listening <u>and</u> Speaking

Spoken Production

- **nelycuf** over accuracy

- Motivating and engaging tasks to increase confidence and lower the affective filter

- YLs: $\downarrow$inhibition, $\uparrow$ tendency to imitate
  - ✓ songs ✓ rhymes ✓ chants, etc

- Aim is clarity and effective expression
  - ✓ sounds , rhythm & intonation
  - ✓ speaking strategies

2. Oral Communication

- Listening
- Spoken Production
- Spoken Interaction

2) Oral Communication: Listening <u>and</u> Speaking

Spoken Interaction

- Social element of group work >> confidence and motivation

✓ Problem-solving   ✓ Risk-taking, etc

- Verbal and non-verbal communication

- Functional language in a variety of spoken **soxctent**: formal to informal

- Strategies (e.g. paraphrasing)

3) Reading

3. Reading

- Literacy-rich Environment
- Reading Comprehension
- Use of Resources and Study Skills
- Cross-Curricular Content

Literacy-rich environment

- Acquisition of language improves in literacy-rich environments
  - ✓ posters ✓ libraries ✓ ICT access, etc

- Create access to the "print culture"

- L1 and L2 literacy opens up global **unpotsiprotie**: personal and/or academic

- Truly competent users of written language access better futures

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3) Reading

3. Reading

- Literacy-rich Environment
- Reading Comprehension
- Use of Resources and Study Skills
- Cross-Curricular Content

Reading Comprehension

- Many reasons: HOTS and study skills, cognitive process = understanding
- Useful for L2 acquisition: good **models**
  - ✓ grammar ✓ spelling ✓ vocabulary, etc
- Backbone for success in macro-/ sub-skills
  - ✓ text organization ✓ discourse, etc
- **Stagistree** allowing processing of texts:
  - ✓ gist ✓ specific information
  - ✓ detail ✓ inference
- **Stagistree** to overcome obstacles, too.

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3) Reading

Resources and Study Skills

- Educate learners to make use of common resources and sources of information

✓ ICT resources   ✓ libraries, etc

- Essential for developing study skills

- Developing the skills needed to use these resources >> **mytanoou**

  >> ability to critically evaluate sources

---

3. Reading

- Literacy-rich Environment
- Reading Comprehension
- Use of Resources and Study Skills
- Cross-Curricular Content

3) Reading

Cross-Curricular Content

- Overlap content from other subjects

- ✓ create **tiernest**

- ✓ increase motivation to learn

- ✓ establish authentic context for L2 communication

3. Reading

Literacy-rich Environment

Reading Comprehension

Use of Resources and Study Skills

Cross-Curricular Content

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4) Writing

Initial Literacy

- "Everyday literacy": integral part of life
  - ✓ birthday card ✓ lists / ideas ✓ ICT
- Initial literacy in L2 will be:
  - influenced by level of literacy in L1
  - difficult: new letter-sound relationships
  - helped by listening and speaking, and immersion in literacy rich environment
- EFL literacy skills to be built at a very **plimse** level at first:
  - ✓ tracing ✓ copying single words
  - ✓ simple sentences using familiar vocab.

4. Writing

Initial Literacy

Text Production

4) Writing

Text Production

- Purpose of writing: expression of ideas Ur (2012), so ability to convey a message to the reader takes precedence

- Writing as a social practice:

  ✓ context ✓ purpose ✓ audience

- Writing as a way to learn.

  ✓ process writing ✓ brainstorming

  ✓ handwriting ✓ spelling patterns, etc

- Centered on learners' interests, motivation and need to **niceatmumco**.

5) Language through the Arts

5. Language through the Arts
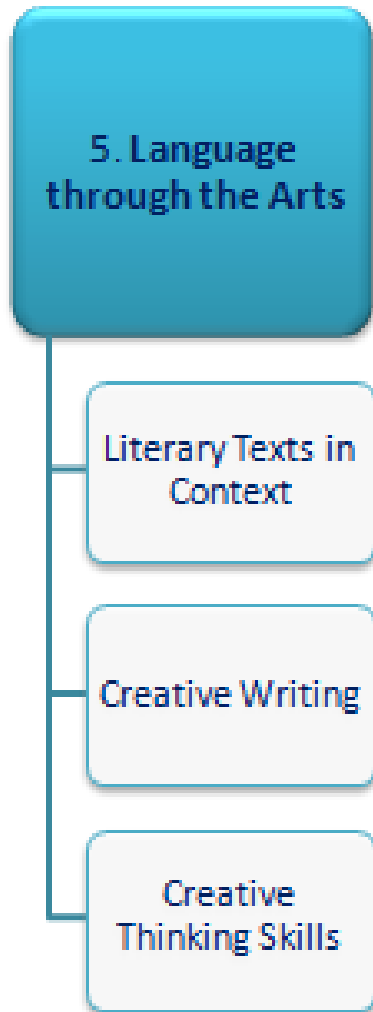
Literary Texts in Context

Creative Writing

Creative Thinking Skills

Literary Texts in Context

- The Arts "engage students wholly… at the present moment" (Dewey)

  ✓ intellectually ✓ socially ✓ emotionally

- Literary texts as sources of stories / themes

- Both oral and written texts - rich resources for involvement with authentic uses of the foreign language (Cameron, 2001)

- **ovel** for reading: stimulate a joy of reading and to instill reading habits for the future.

- L2 literary texts should be based on learners' interests and the opportunities the texts offer for language learning
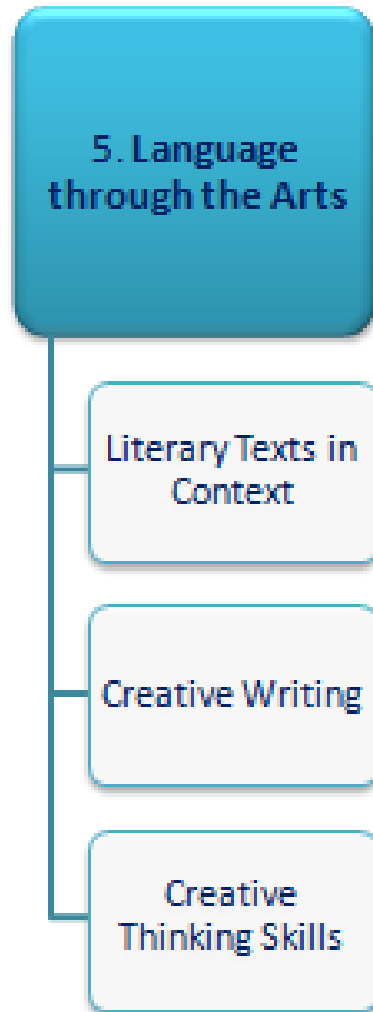
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5) Language through the Arts

5. Language through the Arts

Literary Texts in Context

Creative Writing

Creative Thinking Skills

Creative Writing

- Act and nature of creative writing in EFL builds another level in the **tiparelonshi** between learner and literary texts

- Emphasizes learners' responses to literary texts: making it their own and playing with it in order to reflect their personal experience and context

- In class workshop format >> feedback from teacher and peers ☺ ☹ 😐

- Start with short texts: song lyrics, etc

  Later: express emotions, feelings, dreams

- It's the <u>attempt</u> to express that's vital

5) Language through the Arts

5. Language through the Arts

Literary Texts in Context

Creative Writing

Creative Thinking Skills

Creative Thinking Skills

- Music, art, dance, and poetry >> stimulation and motivation to integrate multiple modes of communication

- *An arts education holds the potential to promote all communicative, educational, intercultural and aesthetic outcomes* >> lifelong learning opportunities through:

✓risk-taking ✓self-confidence/awareness ✓social skills ✓ self-regulation ✓memory ✓motivation ✓ attention ✓metacognition

- Improved **tearcive** thinking skills >>
  highly functioning adults

Key words from the Curriculum

awareness   interaction

authentic   fluency   context

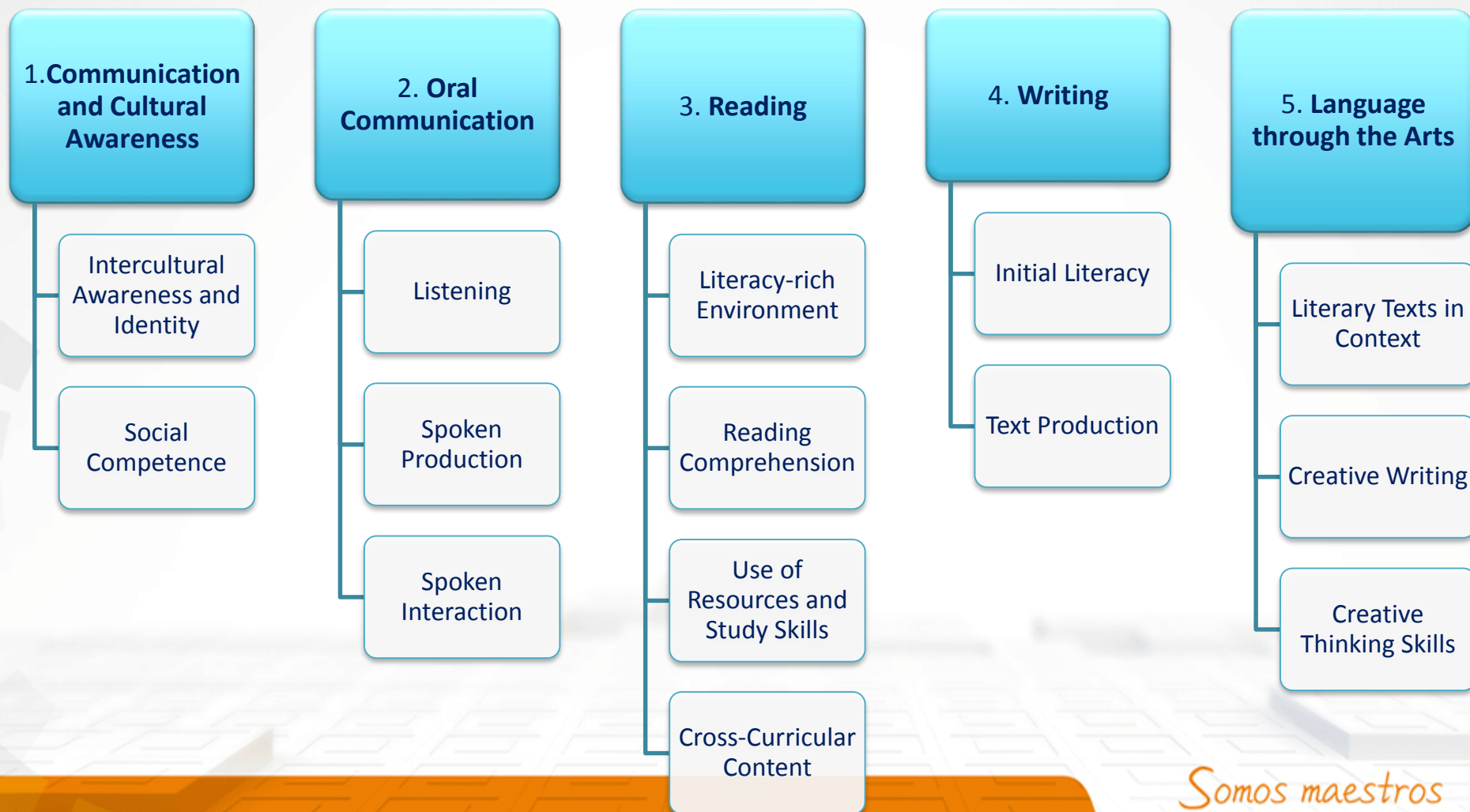opportunities   strategies   autonomy   interest

simple   communicate

love   relationship   creative

The Curricular Threads for EFL

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1. Communication and Cultural Awareness
- Intercultural Awareness and Identity
- Social Competence

2. Oral Communication
- Listening
- Spoken Production
- Spoken Interaction

3. Reading
- Literacy-rich Environment
- Reading Comprehension
- Use of Resources and Study Skills
- Cross-Curricular Content

4. Writing
- Initial Literacy
- Text Production

5. Language through the Arts
- Literary Texts in Context
- Creative Writing
- Creative Thinking Skills

EFL Curriculum for Primary

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EFL for Subnivel Elemental EGB

1. Contribution of Subnivel Elemental EGB towards EFL's general objectives

2. Curricular Objectives of the EFL area for Subnivel Elemental EGB

3. EFL Performance Criteria for Subnivel Elemental EGB

4. EFL Evaluation Criteria for Subnivel Elemental EGB

Glossary and References

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Part 2: Curricular Objectives

of the EFL Area for Sub-nivel Elemental EGB

By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Elemental of Educación General Básica
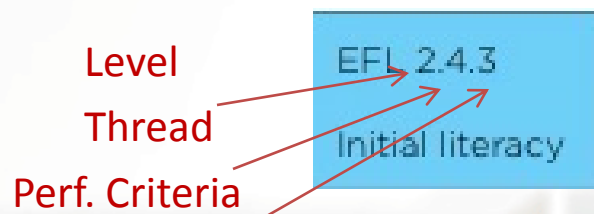
By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 2.1	Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts, demonstrating a limited but effective command of the spoken language.

Part 3: Performance Criteria

- For each thread, performance objectives are listed.

- 70% are mandatory, 30% are desirable

- Codes refer to:

  Level
  Thread
  Perf. Criteria

  EFL 2.4.3
  Initial literacy

- Where given, key words are names of sub-threads (skills only)

Writing

■ MANDATORY (6)	□ DESIRABLE (3)
EFL 2.4.1 Initial literacy	Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, *mean*, *bee*, etc.)
EFL 2.4.2 Initial literacy	Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 2.4.3 Initial literacy	Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
EFL 2.4.4 Text production	Write simple words, phrases and sentences for controlled practice of language items.
EFL 2.4.5 Text production	Write simple sentences on familiar topics to communicate basic ideas.
EFL 2.4.6 Text production	Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)
EFL 2.4.7 Text production	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words).
EFL 2.4.8 Text production	Complete a basic survey or a questionnaire by providing personal details.
EFL 2.4.9 Text production	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

Part 3. Performance Criteria

In summary, performance criteria refer to:

- the **exit profile** for subnivel elemental

  (for first 3 years of Primary

  - 2o, 3o, 4o EGB)

- an **A1.1 level**

  (<u>after</u> Starters, <u>before</u> Movers)

Evaluation Criteria and Indicators

Curricular Thread 4: Writing

● 4.4 Evaluation criteria R

Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting / typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
- Unscrambling words or sentences and writing them out correctly. (Example: Word: veleen = eleven. Sentence: There's – under – the chair. – a backpack, etc.)
- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: does it live on a farm / does it have two legs, etc.)
- Writing new words in a picture dictionary and adding a sticker or picture.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
	EFL 2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, moon, bee, etc.)
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	**EFL 2.4.2** Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)
	EFL 2.4.3 Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
How the objectives contribute to the exit profile	**Indicators for the performance criteria**
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL 2.4.1, 2.4.2, 2.4.3** Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.), for making simple learning resources (I.3).
	CEFR: A1.1 All topics

- Each thread has
  - Several **evaluation criteria** (26 for the whole curriculum, A-Z) These are based on CEFR Can Do statements for skills threads
  - **Methodological orientation**
  - Match to **general objectives**
  - Match to **performance descriptors**
  - Contribution to **exit profile**
  - **Indicators** with CEFR level shown
  - Highlighted = mandatory
  - Non-highlighted = A1.2 level

Evaluation Criteria

Evaluation criteria

Suggestions on how to evaluate

Curricular Thread 4: Writing

● 4.4 Evaluation criteria R

Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and hand-writing / typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
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- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: does it live on a farm / does it have two legs, etc.)
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How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	**I.EFL 2.4.1, 2.4.2, 2.4.3** Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.), for making simple learning resources. (I.3)
	CEFR: A1.1 All topics

Connection with general area objectives

Connection to exit profile

Performance descriptors

Indicators

CEFR level / topics