

DCI CPD Workshop 26 August 2022

Title: Understanding the Syllabus Design

Warmer

Please write down the answer to these questions:

1. What is the difference between a syllabus and the contents page of a course textbook?
2. In a syllabus what do you understand by the term's inputs and outputs?
3. What is the difference between the Biweekly assessment and the End of Cycle Assessment?

Presentation

In revamping the syllabus following challenges and principles were identified:

1. A successful syllabus should be easy to understand, easy to use
2. It should not be in conflict with the coursebooks but not enslaved to them either
3. **Headway** is our default textbook but we also use other ones
4. It is divided into inputs and outputs. That is teachers' inputs what the teacher teaches and what the can uses a **dual approach** requiring inputs from the teacher and outputs from the learner;
5. The syllabus shouldn't replace but instead capture the good things already happening in the classroom
6. It should be minimalist in nature, highlighting the absolute minimum to be covered, not an overwhelming list, but the things included do need to cover
7. It is **integrated** whereby the skills and systems overlap are not taught in isolation.
8. It is a **revision/extension syllabus** in which key language areas are revisited throughout the levels at an increasingly advanced register;
9. **Two teachers** share the delivery of a six-week course

Area	Description	Example
Situational or Lexical Area (First Teacher)	Acquiring the specific language to communicate within or about a social context or topic	<ul style="list-style-type: none"> • Food & Shopping • Staying Healthy/Going to the Doctor • Travel Experience
Grammar (First Teacher)	Understanding the syntax and morphology (usually related to the functional area above)	<ul style="list-style-type: none"> • Countable and uncountable nouns (<i>Food & Shopping</i>) • Modals verb for advice (<i>Going to the Doctor</i>) • Present Perfect(<i>Travel Experience</i>) <i>Have you ever been to Venice?</i>
Written Composition (First Teacher)	Composing sentence, paragraph, and extended format within a variety of genres and register	<ul style="list-style-type: none"> • Convert a sentence from active to passive voice • Compose an introductory paragraph to an essay on the Advantages and Disadvantages of Online Learning • Write an email to the airline lost luggage department
Learning & Assessment Techniques (First Teacher)	Developing skills to assist in improved classroom experience, self-guided learning, and exam performance.	<ul style="list-style-type: none"> • Keep a vocabulary notebook • Answering reading comprehension questions • Managing time in a 45-minute writing exam
Functional English (Second Teacher)	Practicing specific language functions for everyday contexts using a variety of grammatical and lexical structure	<ul style="list-style-type: none"> • Making a request • Seeking clarification • Telling the time
Vocabulary Skills (Second Teacher)	Recognizing vocabulary patterns and organizing newly acquired language	<ul style="list-style-type: none"> • Using suffixes • Compound nouns • Types of adverbs
Extensive Reading (Second Teacher)	Managing comprehension of extended text, usually in the form of graded reader	<ul style="list-style-type: none"> • Gulliver's Travels, a Level 5 Reader, is A2 in the CEFR framework and includes practice for the Cambridge KET exams. The longer text is made up of sentences with up to three clauses, more complex past and future tense structures, modal verbs and a wider variety of adverbs and pronouns.
Media & Cultural Project (Second Teacher)		<ul style="list-style-type: none"> • News Story in the newspapers and/or on TV or radio

First Teacher's Inputs

Situational /Lexical Area	Grammar	Written Composition	Learning & Assessment Technique

Second Teacher's Inputs

Functional Language	Vocabulary Skills	Extensive Reading	Media & Culture

Match the following area/activities with the relevant INPUT type of the syllabus

1. Food & Shopping
2. Managing your time in a 45-minute writing exam
3. Countable and uncountable nouns
4. Making a polite request
5. Read and discuss a newspaper article on the Housing Crisis in Ireland
6. Crime & punishment
7. Keeping a vocabulary notebook
8. Understanding error correction symbols
9. Modals verb for advice
10. Taking an in-class listening test
11. Forming Present Perfect questions with ever
12. Telling the time
13. Using suffices
14. Going to the Doctor
15. Seeking clarification
16. Convert a sentence from active to passive voice
17. Read the opening chapter of Gulliver's Travels
18. Compose an introductory paragraph to an essay on *the Advantages and Disadvantages of studying online*
19. Review of different ways to express the future
20. Your experiences of travelling
21. Compound nouns
22. Write an email to the airline lost luggage department asking for your bag
23. Adverbs without Ly
24. Answering reading comprehension questions
25. Different ways to get around Dublin