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## **PON Lingua letteratura e cultura nella dimensione europea a.s. 2009-2010 area lingue**

### **Percorso didattico**

#### ***Descrittori del QCER – Adattare i descrittori del QCER secondo le indicazioni del syllabo***

***di Stefania Madella***

- **Argomenti:** Comprensione scritta, Inglese, Produzione scritta, Produzione orale
- **Progetto:** Lingua, letteratura e cultura in una dimensione europea - Area lingue straniere
- **Grado scolastico:** Secondaria di I grado
- **Tipologia:** Percorso didattico
- **Condizioni d'uso:** Copyright © Indire
- **Livello linguistico:** Livello A1, A2
- **Lingue:** Inglese

**Tematica affrontata:** descrittori del QCER.

“Il *Quadro comune europeo di riferimento per le lingue* fornisce una base comune in tutta Europa per l’elaborazione di programmi, linee guida curriculari, esami, libri di testo per le lingue moderne. Fornisce ad amministratori scolastici, estensori di programmi, insegnanti e loro formatori, organismi esaminatori, ecc. i mezzi per riflettere sulla loro pratica abituale, così da coordinarsi per rispondere ai bisogni reali degli apprendenti di cui sono responsabili”.

Questo è l'incipit del primo capitolo del *Quadro comune europeo di riferimento per le lingue* (QCER). Risulta perciò di fondamentale importanza verificare se e come curricoli e sillabi rispondano ai principi e ai contenuti indicati nel documento europeo.

Ma che cosa intendiamo per sillabo? Per "sillabo linguistico" s'intende l'individuazione e la messa in sequenza dei contenuti in un programma di insegnamento di una lingua straniera. Ogni ipotesi di sillabo nasce dall'esigenza di fornire un repertorio per un lavoro comune su cui fondare la progettazione di curricoli.

Per la maggior parte dei docenti di inglese il sillabo è rappresentato dai contenuti del proprio libro di testo. Un sillabo può presentarsi sotto diverse forme: può fornire inventari di strutture grammaticali, di funzioni, di nozioni, di descrittori di competenze, e così via; può essere organizzato sotto forma di elenchi di obiettivi intermedi e finali del percorso di studio; può apparire sotto forma di "blocchi" definiti in base alla lunghezza dei corsi o in base ai vari livelli (A1, A2, B1, ecc.). Dovrebbe in ogni caso basarsi sempre sulle competenze descritte nel QCER a seconda del grado di istruzione e degli obiettivi da raggiungere.

La risorsa intende fornire agli insegnanti di inglese gli strumenti per analizzare i sillabi dei libri di testo adottati nelle scuole italiane e verificare se i loro autori si sono basati sui criteri indicati dal *Quadro comune di riferimento* partendo, ad esempio, dai descrittori di competenza per ogni livello (A1, A2, B1, ecc.) per poi declinarli tenendo conto delle strutture e delle funzioni principali indicate per ciascun livello.

**Nota redazionale: il percorso si basa sulle indicazioni 2007 tuttavia le attività e temi proposti sono utili anche alla luce dell'attuale normativa in considerazione dello sfondo comune dato dal QCER e dal livello**

**linguistico proposto dalle attività**

**Revisione linguistica a cura del British Council, coord. dott.ssa K. Harris,**

**J. Ritter**

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## Introduction

The main aim of the path is to make teachers aware of the key features of the CEFR with regard to the contents of the syllabuses they use in everyday teaching.

## Aims

- To transfer theoretical knowledge to practical fields ensuring a higher teaching quality;
- To encourage teachers to think about their practices;
- To try out new materials and explore new websites to use in class with students.

## Learning Objectives

- To demonstrate as concretely as possible how a language teacher can exploit the resources offered by the CEFR;
- To define the contributions of the Framework for a renewal of modern language teaching;
- To guide teachers to reflect about the contents of their syllabuses.

## Final Competences

At the end of this path, teachers will be able to examine their syllabuses and decide to what extent they respond to the principles of the CEFR. Teachers will also be more aware of the contents of the CEFR itself.

The students will be given the opportunity to engage in communicative activities using new materials either from the web or from textbooks.

## Methodology

The main aim of the path is to make teachers aware of the key features of the CEFR with regard to the contents of the syllabuses they use in everyday teaching. The activities that will be performed in the focus group will lead teachers:

- To reflect, discuss and share experiences about syllabuses in use;
- To try out new materials to improve teaching and planning;
- To become aware of the validity of a syllabus with reference to the CEFR;

- To promote a coherent approach to language teaching, by encouraging the sharing of ideas and terminology

## Teaching strategies

- Problem solving
- Co-operative work
- Trying new materials

- **STEP 1: From the CEFR to syllabuses**

A short description of the Common European Framework of Reference for Languages: Learning, teaching, assessment" (CEFR) and its main aims.

**Task 1.1** - Individual and group reflection about the meaning of syllabus

- **STEP 2: Keywords and concepts for describing a syllabus**

Facilitating teachers in using the CEFR, its main keywords and concepts will be illustrated in this step:

**Task 2.1** - Class activities based on a first set of keywords

**Task 2.2** - Analyse a course book according to the first set of keywords and concepts individually and in the training group

- **STEP 3: Language activities central to the analysis of a teaching approach**

An analysis of the language activities based on the second set of keywords present in textbooks of English as a foreign language.

**Task 3.1** - Identify a communicative task

**Task 3.2** - Speaking activities aimed at understanding the idea of "outcome" in a task

- **STEP 4: A scale of common reference levels**

**Task 4.1** - Different skills activities aimed at creating continuity between the two first cycles of our school system

**Task 4.2** - Group work in order to decide what kind of activities or exercises can be the most suitable for some descriptors

**Task 4.3** - Checklist with the purpose of analysing one's own course book.

The CEFR's keywords

- **STEP 5: Evaluating the path**

**Task 5.1** - A final individual evaluation of the effectiveness of this learning path

## STEP 1 - From the CEFR to syllabuses

The **Common European Framework of Reference for Languages: Learning, teaching, assessment” (CEFR)** is a document that offers teachers a tool for describing what language learners have to learn to do in order to use a language for communication, and what knowledge and skills they have to develop so as to be able to act effectively.

The CEFR is a reference point for the development of materials for classroom activities and provides basic concepts for teachers' work by giving insights into:


- what language proficiency is (Ch. 5 The users/learners' competences)
- how languages are used (Ch. 4 Language use and the language user/learner)
- how languages are learnt (Ch. 6 Language learning and teaching)
- principles for planning teaching (Ch. 7 Tasks and their role in language teaching & Ch. 8 Linguistic diversification and the curriculum)
- Planning language teaching (Ch. 6 Language learning and teaching Section 6.4.1 General approaches and Ch. 7 Tasks and their role in language teaching)
- principles for assessing learning outcomes (Ch. 9 Assessment)

All these characteristics make the CEFR the main starting point for any act of planning, teaching and evaluating. The task of teachers is greatly facilitated when **syllabuses** are defined by reference to the CEFR.

The main aim of this path is to help you evaluate to what extent the syllabus you are currently using is defined with reference to the CEFR principles.

But, **what is a syllabus?** Broadly speaking, it is **a path** teachers and students can follow joining hands. More formally, **a syllabus is a list of functions, structures, lexis, aims and learning outcomes for teachers and students to be covered in a certain period of time.** It also provides a long-term overview. Some teachers may consider the course book as their syllabus whereas others design syllabuses using different materials.

## **Task 1.1 - Individual and group reflection about the meaning of syllabus**

 **Read the following questions to reflect carefully about syllabuses. Then use your answers to share your ideas with your training group.**

- How can you define the syllabus you are currently working to?
- Mainly grammatical, functional, task-based? Or what else?
- In what form does your course book provide the syllabus?
- Is there a list of contents, functions, topics, an index of units, etc?
- Is it prescriptive?
- Is it detailed?
- Is it helpful for your teaching?
- How often do you go through it?
- Have you ever consulted the CEFR for your annual plan - "programmazione annuale"?

In structuring a syllabus, the guidelines provided by the CEFR should be taken into consideration by all teachers of foreign languages.

How do we know if the syllabus of a course book is related to the CEFR's guidelines?

### **STEP 2 - Keywords and concepts for describing a syllabus**

The CEFR is a comprehensive document. It ambitiously tries to cover a very large number of language teaching and learning situations and most of the problems encountered in such situations. This means that some of its ideas are complex. All language teachers should refer to this document and be guided both by what it says and by the questions it asks in each section.

To facilitate its use, we shall present some of the main keywords and concepts adopted by the CEFR that appear essential for teaching situations. The proposed terminology (printed in bold type) will be illustrated on the basis of a brief analysis of some activities for Scuola media students.

As a matter of fact, every modern language course is founded on the building of the students' communicative competence by drawing on the interests and communicative needs of its targeted group of learners.

These courses are also structured so that the students can reach the grammatical, functional and lexical competences required by one or more of the language competence levels common to all languages, institutions and European countries introduced by the CEFR.

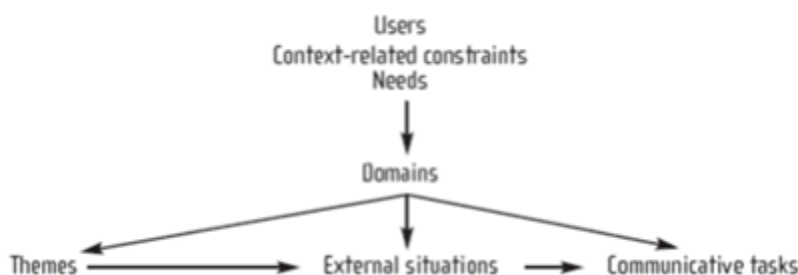
The first main issue is reflecting on teaching and teaching materials, considering and analysing pupils' and students' needs. What young students want and need to



express represents the most important criterion for selecting and organising the contents of a syllabus. The contents of modern language syllabuses cover themes and external situations falling within both personal and public domains to fulfil students' needs. Our students, as users and learners of a language, have communicative tasks to accomplish in a given set of circumstances or specific environment.

Every teaching situation or teaching material should also take into account the social background of every speaker as clearly stated by the CEFR.

The following graph shows clearly the inter-relationships among this first set of keywords.



From: Francis Goullier "Tools for language teaching" p. 14

In order to better understand whether the materials in our course books are based on the outlines of the CEFR, let us analyse two class activities according to the first set of keywords we have just seen.

### Task 2.1 - Class activity



**Class level:** third year of Scuola media

**Aim:** to write creative stories using narrative tenses.

**Procedure:** Follow the link to go to the activity and the details of the procedure.

[Creative group writing](#)

You can split the class into pairs or let your students work individually. Tell the students that they are going to write a story and to listen carefully to the questions you ask them.

Further activities

More creative writing activities can be done through ICT devices so as to make a more engaging learning for the students and at the same time induce oral interaction in the class.


Interactive multimedia stories could be either created or showed and explained by the students to the class through the help of a computer or a LIM, if available.

The website [BBC - KS2 - Writing](#) has a large number of different kinds of creative writing activities available that might be printed for the whole class or embedded into an html page to be re-used.

Another interesting website is the [British Council - Story Maker](#).

Students can create a fairy story, a horror story or a science fiction story and can choose the characters, words and places: the story maker will 'make' the story that can be printed too.

### **Task 2.2 - Analyse a course book according to the first set of keywords and concepts individually and in the training group.**

 Before going on to the next step of this path, let us stop for a moment to reflect. Go through the index of a course book you know well, analyse its contents according to the first set of keywords and concepts we have seen so far and answer the following questions. Then share your ideas in your training group.

- Does this course book take into account your students' real needs?
- Are the themes adopted for the communicative acts of interest for your students?
- Are the communicative tasks related to their personal or public domain?
- Do the teaching materials take into account your students' background?

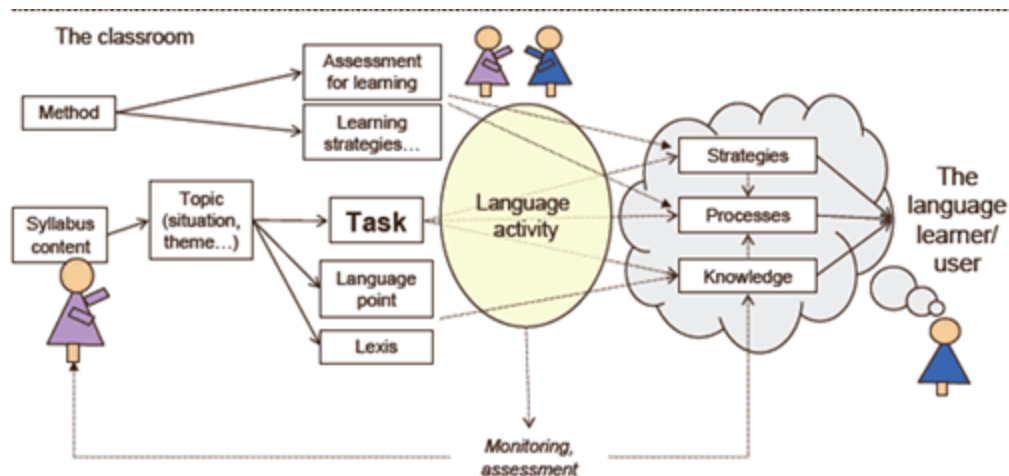
### STEP 3 - Language activities central to the analysis of a teaching approach

In the majority of textbooks of English as a foreign language, the language is learnt through a succession of **language activities**. The essential language activities are:

- aural reception;
- visual reception;
- spoken interaction (in a dialogue situation);
- spoken production (description, presentation, narrative etc);
- written expression (report, article etc).

To these the CEFR adds:

- written interaction (e-mail etc);
- mediation by the same speaker between two languages or between two people speaking the same language or two different languages. (CEFR pg. 14)



Picture 1

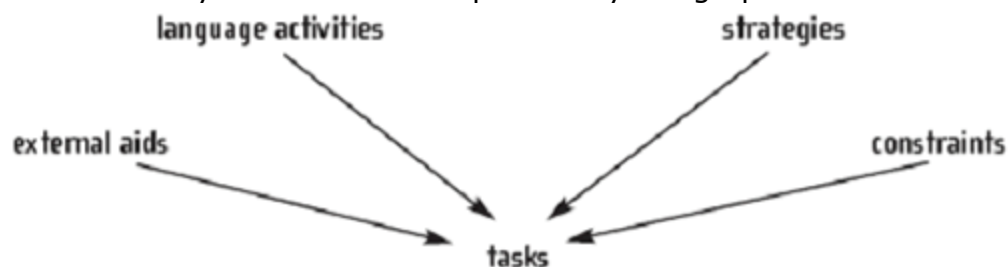
In order to better understand whether the materials in our course books are based on the outlines of the CEFR, let us analyse two class activities according to the first set of keywords we have just seen.

From: Neil Jones, Tamsin Walker, Karen Ashton: [Asset Languages – Evaluation of Pilot Manual](#), p. 21.

Picture 1 clearly shows that, in the process of language teaching and learning, the position of a language activity is central.

Success in comprehension or expression activities, through **communicative tasks**, is closely dependent on the development of **competences**. The usefulness of the CEFR is that it reminds us that competences vary in nature and all contribute to learners' success. Training in these language reception and production activities is usually provided through specific **tasks**. Different kinds of constraints can increase the difficulty of the accomplishment of a communicative task and so this requires students to use **strategies**.


This second set of keywords are well explained by the graph below.



From: Francis Goullier "Tools for language teaching" p.16

It is important to remember that a task exists only if the action is motivated **by a goal or a need**, if such action leads to an identifiable **outcome**.

### Task 3.1 - Identify a communicative task

 Before analysing whether your teaching materials are based on communicative tasks, read the following set of possible class activities and decide which are communicative tasks and which are not.

1. Doing a grammar exercise individually
2. Interpreting a role-play
3. Taking part in a discussion
4. Giving a presentation
5. Translating a written text
6. Reading and replying to (an e-mail) message, etc.
7. Interacting with a public service official
8. Listening to the teacher's explanation of passive sentences
9. Completing a form
10. Following written instructions while assembling something
11. Asking for help
12. Reproducing sounds in a phonetic exercise

Answers: 1,5,8 and 12 are not communicative because they do not imply any outcomes.

Let us compare two examples.

### Task 3.2 - Speaking activities aimed at understanding the idea of "outcome" in a task



#### Class activity

**Class level:** any year of Scuola media

**Aim:** to improve pronunciation and knowledge of phonetics.

**Procedure:** Follow the link to go to the activity. Choose among the several options provided by this site

- <https://www.teachingenglish.org.uk/article/phonemic-chart>
- <http://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-matters-using-the-phonemic-chart/556355.article>

## STEP 4 - A scale of common reference levels

Modern language teaching syllabuses have set language teaching goals with reference to the CEFR scale. The scale of levels is composed of three sections: Basic-level A; Independent-level B and Proficient-level C and each section is itself divided into two levels, level 1 and 2. We can therefore speak of a 6-level scale system. (See CEFR, Common Reference Levels: global scale, page 24)

The Italian Ministry of Education has outlined the levels achievable: A1 for Scuola primaria and A2/B1 for Scuola secondaria di primo grado as shown in the table below:

		Scuola Primaria	Scuola Secondaria di Primo Grado
Prima Lingua straniera	ORE	396	297
	Livelli attesi	A2 ricezione orale e scritta A1 produzione e interazione orale e scritta	B1 ricezione orale e scritta A2 produzione orale e scritta; interazione orale e scritta

From: D.L. 226 ottobre 2005 all.E

Therefore, it is clear as the organisation of language teaching in our schools makes the reference to the CEFR official.

The CEFR's principles are present along the path followed with a group of students from the beginning to end of compulsory education. Therefore, continuity in learning is a fundamental necessity in order for students to make progress. This can be done enabling them to use what they already know for the new tasks required of them from one stage to another. To enable true continuity of teaching between primary school and the first year of Scuola media, it will be essential to give attention to the contents (functions, structures, topics, strategies, etc.) with which tasks have to be performed.

When planning the beginning of the first year of a Scuola media syllabus, teachers should examine the contents of the tasks they are dealing with and, where necessary, adapt them to make the continuity visible to the students. These tasks should try, on the one hand, to enable the students to activate their primary school knowledge and, on the other, to enrich the linguistic resources available to them to perform these tasks.

## **Task 4.1 - Different skills activities aimed at creating continuity between the two first cycles of our school system**



### **Class activity**

**Class level:** first year of Scuola media

**Aim:** the goal of this task is to try out extra materials with your very young students closely related to what they already know from Primary school. This should refer to either contents or knowledge.

“Learn English Kids” is a website for children where a wealth of resources can help you to find games, songs, stories and lots of activities to be exploited with groups of learners at different levels of competence. There are also tips for using and exploiting materials about various topics, including vocabulary work, skills work to practise reading and listening, and suggestions for further development and creative work.

Since most of the topics are developed at different levels of difficulty, you can choose a suitable one and try the several activities referred to it. When you use it in class, your pupils will certainly recognise it as very familiar because the topic or the content will remind them what they did in Primary school.

**Procedure:** Follow the [link](#) to go to the activities.

A student’s level of competence can only be observed through language activities. This is why the CEFR breaks down the scale of levels according to different language activities: listening – reading – writing – spoken production - spoken and written interaction.

Tasks and language activities are found throughout the definitions of the reference levels. They are also present on a daily basis in the teaching relationship between teacher and students. As we have already seen before, they are central to all language learning and teaching process and the pedagogical challenge is to match reference levels to suitable communicative tasks and language activities.

## **Task 4.2 - Group work in order to decide what kind of activities or exercises can be the most suitable for some descriptors**



TABLE 1 provides a random list of descriptors that range from A1 to B1.

<b>DESCRIPTORS - examples</b>	<b>ACTIVITIES</b>
A1 Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	
A1 Can ask how people are and react to news.	
A1 Can indicate time by such phrases as "next week, last Friday, in November, three o'clock. "	
A1 Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	
A1 Can understand short, simple messages on postcards.	
A2 Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	
A2 Can describe plans and arrangements, habits and routines, past activities and personal experiences.	
A2 Can give a short, rehearsed, basic presentation on a familiar subject.	
A2 Can write a series of simple phrases and sentences linked with simple	

connectors like 'and', 'but' and because'	
A2 Can understand short simple personal letters.	
A2 Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	
A2 Can understand simple instructions about equipment encountered in everyday life – such as a public telephone.	
A2 Can discuss what to do, where to go and make arrangements to meet.	
A2 Can discuss what to do in the evening, at the weekend.	
A2 Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	
A2 Can make and respond to invitations, suggestions and apologies.	
A2 Can write very simple personal letters expressing thanks and apology.	
A2 Can take a short, simple message provided he/she can ask for repetition and reformulation.	
B1 Can narrate a story, real or imagined.	



B1 Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions	
B1 Can follow detailed directions	
B1 Can describe dreams, hopes and ambitions.	
B1 Can briefly give reasons and explanations for opinions, plans and actions.	
B1 Can scan longer texts in order to locate desired information	
B1 Can recognise significant points in straightforward newspaper articles on familiar subjects.	
B1 Can follow clearly articulated speech directed at him/her in everyday conversation though will sometimes have to ask for repetition of particular words and phrases.	
B1 Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	

In TABLE 2 there are examples of activities taken from the CEFR.

<b>RECEPTIVE ACTIVITIES</b>	<b>PRODUCTIVE ACTIVITIES</b>	<b>INTERACTIVE ACTIVITIES</b>
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<b>READING</b>	<b>LISTENING</b>	<b>SPEAKING</b>	<b>WRITING</b>	<b>SPOKEN INTERACTION</b>
<p>novels, short stories, tales, essays, diaries, anecdotes, biographies, legends, plays, poems, limericks, nursery rhymes;</p> <p>newspapers, magazines, comics;</p> <p>comic strips, cartoons, specialised articles, reports, reviews, essays, summaries, accounts, leaflets;</p> <p>letters, postcards, faxes;</p> <p>text messages,</p>	<p>forms and questionnaires ;</p> <p>business and professional letters, faxes;</p> <p>personal letters;</p> <p>E-mails;</p> <p>essays and exercises;</p> <p>memoranda, reports and papers;</p> <p>notes and messages, etc.;</p> <p>public announcements and instructions;</p> <p>public</p>	<p>public announcements and instructions;</p> <p>presentations</p> <p>entertainment (drama, readings, songs);</p> <p>discussion;</p> <p>inter-personal dialogues and conversations;</p> <p>telephone conversations;</p> <p>job interviews;</p> <p>reading a written text aloud;</p> <p>speaking from notes, or from a written text</p>	<p>completing forms and questionnaires;</p> <p>writing articles for magazines, newspapers, newsletters, etc.;</p> <p>producing posters for display;</p> <p>writing reports, memoranda;</p> <p>making notes for future reference;</p> <p>taking down messages from dictation;</p> <p>creative and</p>	<p>Transactions;</p> <p>casual conversation;</p> <p>informal discussion;</p> <p>formal discussion;</p> <p>debate;</p> <p>interview;</p> <p>negotiation;</p> <p>co-planning,</p> <p>practical goal-oriented co-operation.</p> <p>(4.4.3.1.)</p>
				<b>WRITTEN INTERACTION</b>


<p>emails;</p> <p>handbooks, textbooks, guidebooks, recipes, rules for games;</p> <p>ads, travel brochures, catalogues;</p> <p>puzzles, problems;</p> <p>instructions, directions, notices, rules and regulations, posters, signs, forms, menus, price lists, tickets;</p> <p>statistics, diagrams, flow charts, time-tables, maps;</p> <p>telephone directories, dictionaries, phrasebook;</p> <p>websites.</p> <p>(CEFR 4.4.2.2.)</p>	<p>speeches, lessons, presentations;</p> <p>rituals (ceremonies);</p> <p>entertainment (drama, shows, readings, songs);</p> <p>sports commentaries (football, cricket, boxing, horse-racing, etc.);</p> <p>news broadcasts;</p> <p>public debates and discussion;</p> <p>inter-personal dialogues and conversations;</p> <p>telephone conversations;</p> <p>job interviews.</p> <p>(CEFR 4.4.2.1.)</p>	<p>or visual aids (diagrams, pictures, charts, etc.);</p> <p>acting out a rehearsed role;</p> <p>speaking spontaneously;</p> <p>singing.</p> <p>(CEFR 4.4.1.1)</p>	<p>imaginative, writing;</p> <p>writing personal or business letters;</p> <p>forms and questionnaire s;</p> <p>business and professional letters, faxes;</p> <p>personal letters;</p> <p>E-mails;</p> <p>essays and exercises;</p> <p>memoranda, reports and papers;</p> <p>notes and messages.</p> <p>(CEFR 4.4.1.2)</p>	<p>passing and exchanging notes, memos, etc.;</p> <p>correspondence by letter, fax, e-mail, etc.;</p> <p>negotiating the text of agreements, contracts, communiqués, etc.;</p> <p>participating in on-line or off-line computer conferences.</p> <p>(CEFR 4.4.3.2.)</p>
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In your working group, you should discuss which activities would be the most suitable for each example descriptor. When you have come to an agreement, fill in the column "ACTIVITIES" in TABLE 1.

Afterwards, you can check individually whether the syllabus of your course book includes those kinds of activities.

New ideas should guide teachers to re-think what they generally do. Actually, the final task can help to reconsider the validity of the syllabus of the course book you are using.

### **Task 4.3 - Checklist with the purpose of analysing one's own course book. The CEFR's keywords**


 CHECKLIST based on the CEFR's keywords. You can now ask yourself the following questions and then discuss the responses with your training group.

With regard to your current course book and its syllabus,	Yes ✓	No x
• Is there specific reference to the CEFR (approach, levels, scales, descriptors, etc.) in the notes for teachers?		
• Is there a real contribution to the development of your students' individual general competences?		
• Do the activities really lead to an improvement in the various components of communicative competence?		
• Are domains in which your learners will operate and the situations which they will have to deal with related to their interests and reality?		
• Are the tasks they will have to accomplish communicative?		
• Are the themes they will need to handle interesting?		

• Are the outcomes identifiable?		
• Are the activities varied?		
• Are there any activities which develop strategies?		

## STEP 5 - Evaluating the path

### Task 5.1 - A final individual evaluation of the effectiveness of this learning path

 Work individually to evaluate the effectiveness of this learning path referring to all the classroom tasks, the websites and the contents offered. Use the criteria suggested in the grid below.

Afterwards discuss your notes with the other teachers, analysing outcomes, possible alternatives, or improvements.

*Finally, decide altogether which activity worked more effectively in your teaching contexts.*

	YES ✓	NO X
1. You are now able to examine syllabuses according to the CEFR's guidelines		
2. You are now more aware of the contents of the CEFR.		
3. Your students have been involved in communicative activities they have enjoyed		
4. The communicative activities have been coherent		
5. The websites provided have been useful		
6. The websites provided have been relevant to the related tasks		

7. The contents of the path have been concrete enough		
8. The materials to reflect upon syllabuses have been comprehensive		
9. You have found useful ideas for your annual plan		
10. You have found new ideas for your annual plan		

## Websites

[Common European Framework of Reference for Languages: Learning, Teaching, Assessment](#) to download the complete text of the CEFR.

[LearnEnglish](#) - Free website from the British Council that offers help to ESL learners from elementary to advanced level, with interactive games, multimedia exercises etc.

## Sintesi in italiano

“Il Quadro Comune Europeo di Riferimento fornisce una base comune in tutta l’Europa per l’elaborazione di programmi, linee guida curriculari, esami, libri di testo per le lingue moderne. [...] Fornisce ad amministratori scolastici, estensori di programmi, insegnanti e loro formatori, organismi esaminatori, ecc. i mezzi per riflettere sulla loro pratica abituale così da coordinarsi per rispondere ai bisogni reali degli apprendenti di cui sono responsabili”. (capitolo 1.1 pag. 1)

Queste sono le prime righe del primo capitolo del Quadro Comune di Riferimento. Risulta perciò di fondamentale importanza verificare se e come curricoli e sillabi rispondano ai principi ed ai contenuti indicati nel documento europeo.

Ma cosa intendiamo per sillabo?

Per 'sillabo linguistico' si intende l'individuazione e la messa in sequenza dei contenuti in un programma di insegnamento di una lingua straniera. Ogni ipotesi di sillabo nasce dall'esigenza di fornire un repertorio per un lavoro comune su cui fondare la progettazione di curricoli.

Per la maggior parte dei docenti d'inglese il sillabo è rappresentato dai contenuti del proprio libro di testo. Un sillabo può presentarsi sotto diverse forme. Può fornire inventari di strutture grammaticali, di funzioni, di nozioni, di descrittori di competenze, e così via. Può essere organizzato sotto forma di elencazioni di

obiettivi intermedi e finali del percorso di studio. Oppure può apparire sotto forma di "blocchi" definiti in base alla lunghezza dei corsi o in base ai vari livelli (A1, A2, B1, ecc.). Dovrebbe in ogni caso basarsi sempre sulle competenze descritte nel Quadro Comune Europeo di Riferimento a seconda del grado di istruzione e degli obiettivi da raggiungere.

Il Percorso 2 intende fornire agli insegnanti d'inglese gli strumenti per analizzare i sillabi dei libri di testo adottati nelle scuole italiane e verificare se i loro autori si sono basati sui criteri indicati dal Quadro Comune di Riferimento partendo, ad esempio, dai descrittori di competenza per ogni livello (A1 o A2 o B1 ecc.), per poi declinarli tenendo conto delle strutture e delle funzioni principali indicate per ciascun livello.

