

CORE CURRICULUM PROGRAMME

ENGLISH

Core Competences Support Classes

Forms 3-5

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RATIONALE

The Core Curriculum Programme (CCP) is underpinned by the learning outcomes of key competences at Level 1 as defined in the European Qualifications Framework. Level Descriptors for Level 1 and presented in the document *Descriptors of Key Competences in the National Qualifications Framework Levels 1 to 3* issued by Malta Qualifications Council, that can be accessed at <http://www.mqc.gov.mt/descriptors-key-competences?l=1>¹.

The level descriptors for Communication in English Level 1 are included in Appendix 1. These learning outcomes are the targets that students are to reach by the end of Form 5 after three years of attending Core Curriculum Support classes, following the Core Curriculum Programme. This does not mean that once students start this programme, they have to go on following it. Students who make marked improvements can and should attend other sets that are more attuned to their knowledge, skills and attitudes and improved level of proficiency. Different students in the same CCP class are likely to be at different levels in each of the four language skills, and more importantly at varying phases in their psychological, emotional and social development. Consequently teaching materials, teaching styles, level of attention given, classroom and homework tasks, ways of assessing and other methodological and assessment strategies will be differentiated in order to ensure age and readiness appropriacy, accommodate diversity and promote inclusion.

The CC Programme starts from the premise that learning is almost never a linear, progressive, cumulative process. There are frequent breakdowns, lapses and setbacks in learning when the teacher feels the need either to go back to an earlier stage because a concept has not been assimilated or a skill yet to be honed or else the teacher realises that some are not yet ready for that particular concept, skill or language item. Areas are revisited with each successive visit building on the previous one, simplifying them, presenting them in a more engaging and age and interest-appropriate context, and making the learning targets more meaningful and memorable.

As learning progress is almost never even, the concept of the spiral curriculum lends itself admirably to the real nature of learning which often follows an irregular trajectory. A spiral curriculum is a programme of study “in which students repeat the study of a subject at different grade levels, each time at a higher level of difficulty and in greater depth.”¹

A spiral curriculum revolves around the assumption that children are not always ready to learn a particular item or concept or skill. Readiness to learn is at the core of a spiral curriculum. In a spiral curriculum, teachers do not focus on a language item for a sustained period and then proceed to work on another item without allowing scope for returning to an item covered some time before. On the contrary, teachers expose students to a wide variety of ideas over and over again. For a select few, the time for gerunds and infinitives has already arrived by Form 2. And for others, these items will start to make sense by Form 3. A spiral curriculum, by moving from item to item and from skill to skill within a field, seeks to present a language item/skill when some students first become ready to learn something and return to ‘pick up’ the other students, the ones not ready to learn yet, later - the next time teachers spiral around to that topic or language item or sub-skill. It cannot, however, be said to be a circular curriculum because it does not stay at the same difficulty level as time goes by.

This perspective is best suited for those children who will attend CCS classes. For some the time would have come for assimilating the subject-verb agreement concept (*he posts a photo on Facebook* rather than *he post a photo on Facebook*). Some will grasp the concept while others will not be able to. In this perspective the subject-verb agreement will have to be revisited so that those who struggle to master it will have an added opportunity to work on it, whereas those who have made progress in the mastery of this language concept will revisit it at a higher difficulty level and in different, more challenging contexts.

This is why the learning outcomes that students will be able to achieve by the end of their compulsory schooling will be the drivers that activate and facilitate learning. They apply to all the three years of the duration of the Core Curriculum Programme. They will inform teachers' schemes of work and the way they try to help students reach these outcomes. It is up to teachers to choose which skills and language items, seen as an intrinsic part of the functional, interactional and need satisfaction nature of language, and at which phase these will be presented. Readiness will direct the pedagogical choices. Teachers are in the best position to gauge readiness and to make the appropriate choices.

1. As retrieved on 13th May 2013 from <http://www.education.com/definition/spiral-curriculum/>
<http://www.education.com/definition/spiral-curriculum/>;

ASSESSMENT PRINCIPLES

Assessment has to be both formative and summative. In Form 3 throughout the year the constant use of assessment for learning can help teachers in gauging the progress and identifying areas for improvement that will necessitate continual and instant changes in and adaptations to the lesson plan and more studied modifications of the syllabus or programme of studies. In this way teachers can make the teaching programme relevant and meaningful to each student, more in tune with students' ability.

Though assessment is an ongoing process, assessment of learning is also necessary. Indeed the importance of formative assessment does not preclude the need for summative assessment. The two are not mutually exclusive but serve different purposes. Assessment of learning tests the learning that has taken place throughout a given period, be it the whole year or half a year.

The range of abilities and skills at this level can be quite wide. This makes it imperative for teachers to present differentiated teaching materials that start from the same learning outcome, and 'tweak' them in a way that respects each student's competence and proficiency.

Assessment for Learning (AFL)

In learning situations at any level testing and teaching are interconnected, twin aspects of teaching and learning. The teacher observes, asks questions about what has been covered, sets consolidation exercises, monitors students' work as she/he moves around the class, corrects students' written work, listens to students' oral responses and is continually using this rich feedback to adapt what she/he has planned to accommodate these insights into students' needs and abilities to advance and maximise learning.

The feedback that is gathered from all these activities and strategies feeds into the teaching and learning programme and determines the direction of the pedagogy to be used and the content, skills and attitudes to be targeted. Assessment for learning is both a way of testing and a means of teaching. This brings out the importance for teachers to continually work on honing their eliciting and questioning techniques as these can help them glean invaluable feedback about students' progress or lack of it that will define students' learning profile and can inform teaching, learning and assessment programmes and strategies.

Assessment for Learning is also about providing learning opportunities for learners to use the language so that the teacher can monitor what students have learnt and can use, and identify where there are still lapses and gaps. This situation justifies the importance of looking at the Core Curriculum Programme from the perspective of the spiral curriculum concept, as formative assessment calls for constant revisiting of language items and skills that have been already presented.

“The spiral curriculum does not merely provide a return to an earlier point, however, for the concept of recycling embodies the idea of adding something new to what has been learnt before. For instance, a given function [giving advice, or greeting could be reintroduced in a new setting, new exponents [language structures] of the same function might be presented,.. or the function linked with a different topic or topics.” White, (1988).

By revisiting the same areas of language or literature or skills, the teacher can review with students struggling to master the target language item the area where there is room for improvement. With students who have grasped the concept and can apply it in target and eventually novel situations, the teacher can proceed to build on that strength and introduce deeper and more challenging levels of the same concept. This is the core of assessment for learning and its concomitant, differentiated teaching.

Example of how AfL can be used to improve the quality of learning and teaching

To give an example of the effective use, the first lessons could focus as a learning outcome on “establishing basic social conduct by using the simplest everyday polite forms of: greetings and farewells; introductions; saying *please, thank you, sorry, excuse me.*” As these spoken forms also form part of everyday classroom interaction, it is important that students become familiar with these fixed words and phrases. Some students may learn these words and phrases and use them correctly in the right situations; others may have problems remembering the right formulaic language useful for phatic communion. Consequently, when this function is revisited, these students go back to the basic words and phrases to smooth over the gaps in learning, while those who have mastered this basic formulaic language can be involved in short role plays or simulations in which they apply their basic knowledge to a novel situation such as meeting after a long time since they last met. They can also think of other situations in which this language function can be performed. In the teaching of speaking and listening students will be helped to demonstrate understanding that body language and audio cues (tone, volume) convey meaning; other who are ready for more challenging activities will go beyond simply repeating the fixed words of greeting as their speaking competence could be much better than their reading age. These students could work in pairs and engage in short dialogues after they have greeted each other with decreasing support and in a less structured form.

It is important that at all levels and at all stages, peer and self-assessment is given sufficient scope as this helps teachers spread the learning around. Admittedly it comes naturally for teachers to give the correct answers to questions asked by learners. However, teachers can turn the question back to the class and ask other students to answer the question asked. Occasionally teachers will ask students to work in pairs and assess each other’s written work after having brainstormed different aspects of effective writing. Negotiating the type of evaluation and assessment that students practise with each other promotes entrepreneurship in that such initiatives help students learn skills for life and adapt to changes in the way teaching and learning occur.

LSAs who are in charge of students with special needs will work closely with teachers so that the same area will be adapted to the needs and ability of the child with special needs.

The use of AfL means that students work continually on the language skills of speaking, listening, reading and writing and on improving their vocabulary, grasp of grammatical accuracy and pronunciation that support and scaffold the four skills. Students’ use of language is continually analysed and evaluated by teachers to help students in enhancing their learning. This is done by appropriately timed interventions that can be both as a group and differentiated individually, and by

the active participation of students in a holistic manner. In this way the concept of ‘learning to learn’ on the way to becoming an autonomous learner will be implemented and promoted in a meaningful and motivating context and according to the need of the individual student and the group.

The point of departure is the learner and the group students are in. It is through the interrelationship between the individual learner and the teacher that real learning occurs via linguistic expression, reception and interaction, underpinned by a developing configuration of knowledge and skills, in their various forms – listening, speaking, reading and writing. This interaction between teacher and student constitutes one of the most important, if not the main resource, that facilitates the learning process. By engaging with the teacher seen as the facilitator of learning, students work in an intrapersonal and interpersonal context and by actively participating in a learning environment they construct meaning from the variety of texts and situations that they come across in their daily experiences at school. It is this relationship spurred on by a sense of responsible entrepreneurship, autonomy and initiative that activates the learning process.

Above all, students need to be encouraged to develop a positive attitude to learning and communication as learning is fraught with multiple setbacks and in the case of students who attend CCS classes these setbacks and disappointments might be deeply ingrained.

Language is about communicating verbally and non-verbally, so students have to be supported through individual attention and appropriate scaffolding activities that instil the target language exponents.

SUMMATIVE ASSESSMENT

There will be at least one summative assessment at the end of the year. If there are Half Yearly examinations, these will be used formatively in order to identify strengths and areas for improvement and help students work in a more focused way on gaps in learning.

Summative examinations should be cumulative in the sense that they will build on the content covered during scholastic year and included in the syllabus for Form 3 and on the skills that students have been helped to master and that are tested in every lesson. Students will be examined on what they have been taught.

The following forms of Assessment may be used to assess speaking and listening skills:

- simulations;
- role play;
- interviews;
- visual cues and prompts.

Listening tasks have to be as authentic as possible in order to focus on concrete and real situations such as voice over announcements at airports, advertisements and other authentic tasks.

Reading, listening, and writing skills will be assessed by means of tasks such as selective deletion gap-filling, multiple choice, short-answer questions, labelling diagrams, grid-filling, and table completion.

Speaking skills will be assessed in a summative manner through student response to visual prompts and interviews that can take the form of role plays or simulation tasks in which students and teachers engage in simple exchanges about topics that are stipulated in Appendix 2.

Examination tasks meant to assess each language skill will have visual support in order to facilitate student understanding and response.

The assessment criteria will include:

- basic sociolinguistic competence;
- range of vocabulary related to the domains included in Appendix 1;
- basic fluency in speech;
- grasp of basic sentence structures;
- basic phonological control;
- task achievement.

ASSESSMENT STRUCTURE

The final mark at the end of the three-year Core Curriculum Programme, that will lead to a MQF Level 1 certification, will be decided on the basis of a summative and continuous assessment format. The inclusion of continuous assessment is in line with the greater focus being placed on the role of assessment in learning through formative assessment.

Continuous assessment in the form of a Portfolio will ensure that both product and process are being given their due importance. A student portfolio can help link summative and formative assessment.

Paulson et al (1991, cited in Chetcuti and Grima, 2001, p.48) believe that a portfolio

- conveys a student's activities;
- shows progress on the goals represented in the instructional programme;
- contains information that illustrates growth;
- contains information that shows that a student has engaged in self-reflection.²

Continuous assessment will account for **60%** of the final mark. The format of the Portfolio Continuous Assessment Programme is included in Appendix 3.

Appendix 4 provides some examples of how the learning outcomes for the four skills will be assessed.

Summative assessment will carry 40% of the final mark. The following is the summative assessment structure:

Listening – 25% of marks

Speaking – 25% of marks

Reading – 25% of marks

Writing – 25% of marks

2. Chetcuti, D. and Grima, G. (2001). Portfolio Assessment

Learning outcomes for The Core Curriculum Programme

A. Speaking

Form 3	Form 4	Form 5
Students will be able to talk about a picture using simple words/phrases, e.g. <i>There is a cat.....</i>	Students will be able to talk about and respond to a picture by simple expression of emotions/feelings, e.g. <i>I like it. It feels soft.</i>	Students will be able to talk about and respond to a picture by simple expression of emotions/feelings and verbally describe the main items in a picture, e.g. <i>The child in the picture looks sad.</i>
Students will be able to describe oneself/one's background by using simple words or phrases, e.g. <i>I'm thirteen/thirteen years old. Brown eyes.</i>	Students will be able to describe oneself/ background by using simple sentences e.g. <i>I'm thirteen years old. I have brown eyes. Hello, can I talk to Jane, please?</i>	Students will be able to briefly describe oneself/background by connecting information. e.g. <i>I'm sixteen years old and live in Rabat.</i>
Students will be able to ask others about their personal details/ greeting and meeting people, through simple questions, e.g. <i>How are you? What's your name?</i>	Students will be able to ask others about their personal details/ greeting and meeting people through telephoning.	Students will be able to make a personal/business/enquiry call on a mobile phone, e.g. <i>Hello can you put me through to customer care, please?</i>
Students will be able to talk briefly about interests, likes and dislikes, e.g. <i>I like football. I don't like netball.</i>	Students will be able to talk about interests, likes and dislikes by making, accepting and refusing requests, e.g. <i>Can I have an ice cream, please? Thanks, that looks good. No, thanks, I don't like nuts on my ice cream.</i>	Students will be able to give information and express basic emotions/feelings about an unusual or typical/ day in simple sentences, e.g. <i>Saturday is a very busy day for me. I usually have to help with the housework.</i>
Students will be able to use simple questions to ask others about their interests, likes and dislikes, e.g. <i>Do you like computer games? Do you like</i>	Students will be able to use "Wh" questions to ask others about their dislikes/reason, e.g. <i>Why don't you like chocolate? Why don't you like sports?</i>	Students will be able to ask and answer others by giving simple reasons about likes and dislikes, e.g. <i>Where do you like to go shopping?/I like to go to Sliema because there are a lot</i>

<i>pizza?</i>		<i>of shops.</i>
Students will be able to make simple requests for basic needs in the classroom such as asking for permission, e.g. <i>Can I drink please? What's this in English?</i>	Students will be able to make simple requests for basic needs by asking for permission/information/direction, e.g. <i>How much is it please?</i>	Students will be able to ask and answer simple requests for basic needs, e.g. <i>Can you change my order please? Yes, of course. Sir/Madam, what would you like?</i>
Students will be able to give simple directions following a request, such as when speaking to tourists, e.g. <i>Turn left. Stop there. Go up....</i>	Students will be able to give simple directions following a request, by using simple extended discourse, such as when speaking to tourists.	Students will be able to give basic concise directions on how to reach a destination, e.g. by interpreting a map.
Students will be able to use simple polite expressions in a basic conversation, e.g. <i>Can I help you?</i>	Students will be able to make and accept simple suggestions and invitations, e.g. <i>Are you coming to the party next Saturday?/ Thanks. I'll be there.</i>	Students will be able to make simple suggestions, invitations and complaints, e.g. <i>Excuse me sir, this glass is dirty. Can you change it for me please?</i>

B. Listening

Form 3	Form 4	Form 5
Students will be able to listen to and understand simple instructions in class, e.g. <i>work in pairs; listen and repeat</i>	Students will be able to listen to and understand announcements and messages and react in a meaningful way, e.g. at the airport/theme park.	Students will be able to listen to and understand announcements and messages and respond verbally.
Students will be able to listen to and follow simple directions / instructions such as when following a simple recipe.	Students will be able to listen to and follow directions / instructions accurately and chronologically such as when following operating instructions.	Students will be able to listen to and follow directions/ instructions accurately and chronologically and complete notes.

Students will be able to listen to, with the support of repetition, basic dialogues on different media, such as radio, TV programmes, news etc.	Students will be able to listen to, with some understanding, basic dialogues on different media, such as radio, TV programmes, news etc. and make distinctions between each genre.	Students will be able to listen to and understand basic dialogues on different media, such as radio, TV programmes, news and make verbal distinctions through predictions, e.g. <i>It's going to be windy tomorrow.</i>
Students will be able to identify speaker roles in a simple conversation such as between mother/daughter, shop assistant/ customer.	Students will be able to follow speaker roles in a simple conversation and select information by listing, e.g. information given to a customer by a salesperson.	Students will be able to follow speaker roles in a simple conversation and select information in a meaningful way through questioning.
Students will be able to listen to and follow orders and requests, e.g. in a restaurant or hotel.	Students will be able to listen to orders, requests and advice about for example, eating out; how to organise a traditional Maltese wedding; job sharing.	Students will be able to listen to orders, requests and advice and react in a meaningful way.
Students will be able to listen to simple communicative technology, e.g. YouTube, video clips/ phone.	Students will be able to listen to communicative technology by focusing on lyrics of songs and completing a printed copy of the lyrics.	Students will be able to listen to communicative technology, e.g. using smart phones, tablets, GPS, VHF, social networking.

C. Reading

Form 3	Form 4	Form 5
Students will be able to read simple instructions e.g. recipes, notices, labels and packaging and follow short, simple written directions (to go from X to Y). <u>Language focus:</u> The imperative form of the verb	Students will be able to identify a basic film review. They will be able to follow instructions for electronic products and gadgets as well as brochures and leaflets for holiday destinations. <u>Language focus:</u> The imperative form of the verb and adjectives	Students will be able to identify a wide range of written texts, such as newspapers, magazine articles, film reviews, emails, instructions for electronic products, gadgets, recipes, notices, brochures, leaflets etc. <u>Language focus:</u> The imperative form of the verb, adjectives and adverbs
Students will be able to read with understanding very short texts about familiar topics such	Students will be able to read with understanding slightly longer newspaper and magazine	Students will be able to understand the main points of a newspaper/magazine article and

<p>as sports, friends, personal details.</p> <p><u>Language focus:</u> The present simple tense</p>	<p>articles about familiar topics, and scan the text for information.</p> <p><u>Language focus:</u> The present simple tense</p>	<p>scan the text for information.</p> <p><u>Language focus:</u> The present simple tense</p>
<p>Students will be able to show a positive attitude towards reading and language by being able to gather some basic information about a book from the cover, such as the name of the author, the title and visuals, and predict the general topic.</p>	<p>Students will be able to show a positive attitude towards reading and language by being able to read simple stories or poetry and gather some basic information from a factual book.</p>	<p>Students will be able to show a positive attitude towards reading and language by being able to read and respond to simple stories or poetry and gather some basic information from a factual book.</p>
<p>Students will be able to access an online shopping site such as eBay and identify the main signs, e.g. <i>add to basket</i> and procedure to navigate the website.</p> <p><u>Language focus:</u> The imperative form of the verb</p>	<p>Students will be able to read product reviews on an online shopping site.</p> <p><u>Language focus:</u> The past simple tense</p>	<p>Students will be able to read reviews when shopping online and carry out a transaction successfully by following instructions and with the support of visual cues.</p> <p><u>Language focus:</u> The past simple tense</p>
<p>Students will be able to interpret simple timetables which have to do with travel e.g. transport schedules</p> <p><u>Language focus:</u> The present simple tense for future use</p>	<p>Students will be able to interpret graphically presented data such as maps and diagrams.</p> <p><u>Language focus:</u> Comparative adjectives</p>	<p>Students will be able to interpret graphically presented data such as maps, grids, tables and schedules.</p> <p><u>Language focus:</u> The present simple for future use and comparative and superlative adjectives</p>
<p>Students will be able to understand the key words and phrases, e.g. in adverts, on notices and posters or in catalogues, if they are repeated and supported by visuals and in the most common everyday situations.</p> <p><u>Language focus:</u> Adjectives</p>	<p>Students will be able to understand all relative information, including visuals, in an advertisement, catalogues etc.</p> <p><u>Language focus:</u> Adjectives including comparative and superlative adjectives</p>	<p>Students will be able to interpret relevant information in an advertisement, catalogues, etc.</p> <p><u>Language focus:</u> Adjectives including comparative and superlative adjectives</p>

<p>Students will be able to select simple information from basic multimedia texts such as SMSs.</p> <p><u>Language focus:</u> prepositions of place, e.g. sms – <i>meet you at school; see you in the cafeteria</i></p>	<p>Students will be able to read and understand simple information from basic multimedia texts such as SMSs, emails or graphic visuals.</p> <p><u>Language focus:</u> prepositions of time e.g. <i>The bank opens at 9am; The bank is closed on Sunday</i></p>	<p>Students will be able to select simple information from basic multimedia texts such as emails, visuals, or websites.</p> <p><u>Language focus:</u> prepositions of time, e.g. <i>The plane leaves at 7:40; The concert starts at 8 pm.</i></p>
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D. Writing

Form 3	Form 4	Form 5
Students will be able to identify main basic punctuation marks, e.g. full stop, question mark, comma, capital letters.	Students will be able to identify main basic punctuation marks, e.g. full stop, question mark, comma, capital letters, speech marks.	Students will be able to identify main basic punctuation marks, e.g. full stop, question mark, comma, capital letters, speech marks.
Students will be able to write about personal details, likes and dislikes, as required in basic form-filling.	Students will be able to write about personal details, likes and dislikes, as required in simple online form-filling.	Students will be able to write about personal details, likes and dislikes, as required in basic online form-filling such as a simple CV / hotel reservation.
Students will be able to write basic IT terminology correctly, such as a website address in order to navigate online.	Students will be able to write short and simple notes and messages related to a website, such as contact information, FAQs, products, services, etc.	Students will be able to write a simple message/reply on a website.
Students will be able to link groups of words into simple sentences about familiar topics such as sports and friends, by using linear connectors such as <i>and</i> and <i>then</i> .	Students will be able to link groups of words into simple sentences about familiar topics such as sports, friends and personal interests by using simple connectors, like <i>and</i> , <i>but</i> and <i>because</i> .	Students will be able to write a short simple paragraph about familiar topics such as sports, friends and personal interests. The latter may include a basic film or computer game review.
Students will be able to write a	Students will be able to write a	Students will be able to write

short message such as an SMS, or card, such as when one greets or thanks someone.	short and basic written note/suggestion , such as accepting/refusing an invitation	an informal email/letter, using simple sentences which follow a sequence.
Students will be able to order words related to familiar items into a simple list such as that used for shopping/taking orders etc.	Students will be able to order words or groups of words into a simple list such as that used for shopping/taking orders etc.	Students will be able to write a simple email of request such as for goods/services/information; which may include a list made up of words/ groups of words.
Students will be able to write down a number of complaints in the form of a simple list made up of key words such as <i>unhappy, terrible</i> .	Students will be able to write down a number of complaints in the form of a simple list made up of words/phrases.	Students will be able to write a simple email of complaint about unsuitable goods/services/information; which may include a list made up of words/ groups of words.
Students will be able to fill in words on a map or diagram.	Students will be able to draw a simple map and write down words to show location.	Students will be able to give simple but clear directions in writing to show location.
Students will be able to list a number of simple words indicating sequential outcomes of an incident, set in a familiar context, such as an accident at home.	Students will be able to list a number of simple phrases indicating sequential outcomes of an incident, set in a familiar context, such as an accident at home.	Students will be able to write a number of sentences or a short simple paragraph indicating sequential outcomes of an incident, set in a familiar context, such as an accident at home.
Students will be able to write a number of words, such as adjectives to describe a familiar product/service/information received.	Students will be able to write groups of words to describe a familiar product/service/information received.	Students will be able to write a few simple sentences to describe a familiar product/service/information received.

DIGITAL RESOURCES

Useful Websites

For Teachers

<http://setiteachers.ning.com/>
<http://teachingrecipes.com/>
<http://eflclassroom.com/>
<http://ddeubel.edublogs.org/>
<http://learnenglishkids.britishcouncil.org/en/>
<http://www.breakingnewsenglish.com>
<http://www.teachingenglish.org.uk>
<http://esl.about.com>
<http://www.english-at-home.com>

General Resources

www.onestopenglish.com
www.bbc.co.uk/worldservice/learningenglish/
www.teachingenglish.org.uk/

Vocabulary

	Material	Level	Web site
1.	The Complete Lexical Tutor	Beginner	http://www.lextutor.ca/tests/
2.	Crossword Puzzles for ESL Students from the Internet TESL Journal	Beginner to High Intermediate	http://iteslj.org/cw/
3.	Vocabulary Profiler, from The Complete Lexical Tutor	Beginner	http://www.er.uqam.ca/nobel/r21270/cgi-bin/webfreqs/web_vp.html

Grammar

	Material	Level	Web site
1	ESLgold – Grammar	Low Beginner	http://www.eslgold.com/grammar.html
2	Understanding and Using English Grammar	Intermediate	http://www.pearsonlongman.com/ae/multimedia/programs/ueegi.htm
3	Variation in English words and Phrases from the Brigham Young University Website	High Intermediate	(Commercial. Sample unit available for download.) http://corpus.byu.edu/bnc/
4	Student Discussion Forums from Dave’s ESL Café	All	http://www.eslcafe.com/forums/student

Reading

	Material	Level	Web site
1.	Adult Learning Activities	Beginning to Intermediate	http://www.cdllponline.org/index.cfm
2.	ESL Reading	Beginner to High Intermediate	http://www.eslreading.org/
3.	Reading English	Intermediate	http://www.readingenglish.net/students/
4.	English Language Centre Study Zone	Intermediate	http://web2.uvcs.uvic.ca/elc/studyzone/

Writing

	Material	Level	Web site
1.	WriteFix	High Intermediate	http://www.writefix.com/argument/
2.	English-Zone	Intermediate	http://www.english-zone.com/writing/para-strctr.html (Free access to limited materials.)
3.	Paragraph Punch	Beginner to Intermediate	http://www.paragraphpunch.com/ (Free samples)
4.	Linguistic Funland TESL Pen Pal Center	All	http://www.tesol.net/penpals/penpal.cgi

Listening

	Material	Level	Web site
1.	Randall's ESL Cyber Listening Lab	Beginner	http://www.esl-lab.com/
2.	English Language Listening Lab	All	http://www.ello.org/english/Songs.htm
3.	Real English	Beginner to Intermediate	http://www.real-english.com (sample lessons)
4.	ESL Radio	Intermediate	http://www.eslradio.htm
5.	Free online games, songs, stories and activities http://learnenglishkids.britishcouncil.org/en/	Beginner	to Intermediate
6.	Elementary podcasts http://learnenglish.britishcouncil.org/en/elementary-podcasts	Beginner	to Intermediate

Speaking

	Material	Level	Web site
1.	Browse aloud	Any	http://www.browsealoud.com
2.	Natural Reader	Intermediate	http://www.naturalreaders.com (free version)

Communication Skills

	Material	Level	Web site
1.	eChatBox	All	http://echatbox.com/
2.	Nicenet	Intermediate	http://www.nicenet.org
3.	Topics Online Magazine	Intermediate	http://www.topics-mag.com/call/blogs/ESL_EFL.htm
4.	UsingEnglish.com	Intermediate	http://www.usingenglish.com/forum/

Other useful websites

<http://www.english-4kids.com/>

<http://www.mes-english.com/>

<http://www.123listening.com/>

<http://www.eslgamesplus.com/>

<http://www.eslgamesworld.com/>

Suggested Reading

1. Blended Learning: Using Technology in and Beyond the Language Classroom *by Pete Sharma and Barney Barret*
2. How to...teach English with technology *by Gavin Dudeney and Nicky Hockly*
3. Tips for Teaching with CALL: Practical Approaches to Computer-Assisted Language Learning *by Carol A. Chapelle and Joan Jamieson*
4. The Internet and the Language Classroom: A practical guide for teachers *by Gavin Dudeney*
5. Blogs, wikis, Podcasts, and other powerful web tools for classrooms *by Will Richardson*

APPENDIX 1

Level Descriptors

Level 1 English		Communication in	
<p>Students are able to</p> <ul style="list-style-type: none"> ● listen to and understand simple phrases/expressions about themselves, people they know such as family, neighbours and friends and things around them when people speak slowly and clearly; ● exchange of basic information delivered in simple sentences made up of basic vocabulary and fixed expressions related to personal, public, vocational and social media domains; ● engage in oral classroom interaction in order to transfer this interaction to the world outside the classroom, be it in the local context or abroad, the local social context or the cyber sphere; ● engage in a basic discussion characterized by simple exchanges on familiar topics such as family, hobbies, preferences, and the weather; ● use basic English to speak about familiar subjects, everyday contexts and concrete everyday needs; ● read short texts that are written in simple, clear English on a literal level and that reflect their psychological and social development; ● read short messages and reply in writing; ● show their grasp of basic aspects and conventions of the language to write simple sentences about themselves and fill in personal details in forms. 			
	Knowledge	Skills	Competences
Technical Module	<p>Students show that they have a basic knowledge of the language. This leads to linguistic communication which is underpinned by</p> <ul style="list-style-type: none"> ▪ familiarity with common words and phrases in the domains that they inhabit and operate in, i.e. home, school, the work settings they can be engaged in if they start working after they leave mandatory schooling, and social media; ▪ awareness of grapheme-phoneme (letter/s-sound) correspondence and basic intonation patterns; ▪ knowledge of print conventions and basic punctuation. 	<p>Students are able to use the English language at a basic level consistently and comprehensibly in order to</p> <ul style="list-style-type: none"> ▪ express themselves on and respond to a range of familiar topics and contexts and for different purposes, functions and audiences. 	<p>Students demonstrate</p> <ul style="list-style-type: none"> ▪ knowledge and skills that reflect basic competences in the language. ▪ These competences promote a positive attitude to communicating that can stand them in good stead both if they start working at the end of compulsory schooling and for if they are exposed to further learning and training.

Listening and Speaking	<p>Students :</p> <ul style="list-style-type: none"> ▪ understand what speaking and listening to an interlocutor/s in familiar contexts entails; ▪ become aware that in face-to-face interaction the non-verbal cues are as important as verbal ones. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ listen to attentively and understand simple utterances expressing immediate needs in familiar contexts, delivered slowly and clearly articulated; ▪ take an active part in a simple and direct exchange in familiar contexts about concrete topics. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ display competence in speaking and listening in familiar contexts e.g. at school, at home, in places of entertainment and in social networking sites at a basic, direct and simple level; ▪ apply knowledge and skills to engage in socially correct oral communication and interaction; ▪ learn to give the appropriate verbal responses in a range of familiar contexts and social situations that can be work-related.
Reading	<p>Students:</p> <ul style="list-style-type: none"> ▪ become aware of what is involved in reading and basic understanding of simple texts and materials that have a literal meaning and that are consonant with their psychological, emotional and social development; ▪ have a grasp of basic reading strategies and print, non-print and electronic print conventions. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ can read simple, clear, short texts written on a literal level about a range of familiar topics with minimal support; ▪ can glean the gist of the text; ▪ derive general and specific meaning from short simple 	<p>Students:</p> <ul style="list-style-type: none"> ▪ with some support and with reference to a fixed range of visual cues, show that they possess reading competence that permits them to gather and elicit knowledge and information about immediate needs and situations from

		<p>texts at a literal level;</p> <ul style="list-style-type: none"> - identify everyday and commonly used text types such as newspaper articles, manuals, hypertext, invitations, advertisements, particularly classifieds and notices. 	<p>the following:</p> <ul style="list-style-type: none"> • clear literal texts in conventional print • signs and notices in public places • non-print and digital sources such as online shopping websites.
Writing	<p>Students:</p> <ul style="list-style-type: none"> ▪ understand what is involved in writing short texts, using simple language about everyday needs at home, abroad, in places of entertainment and in cyber space such as filling a form, writing an email, sending greetings, chatting online and satisfying job-related requirements. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ can write in a comprehensible way about simple and straightforward topics related to their personal, social and educational lives and their immediate environment. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ display competence in writing simple, direct and clear texts about familiar topics that are related to immediate needs and concrete, gap-filling writing tasks; ▪ apply basic knowledge and skills to carry out simple, repetitive and familiar writing tasks; ▪ show that they are ready to take basic responsibility for simple writing tasks .

APPENDIX 2

Vocabulary

Effective language use depends heavily on having a good grasp of vocabulary and idiomatic expression drawn from an extensive range of lexical areas. Teachers will expose students to a variety of texts drawn from print, non-print and electronic sources. In this way students can broaden their knowledge and command of words and word collocation. Enhancing their command of vocabulary set in meaningful, motivating and appropriate contexts will help students in becoming more effective in their use and development of the four language skills, in distinguishing between formal and informal language, in acquiring confidence in accessing a wide gamut of texts, in making the right choice of words and expressions in meeting their personal, social, and academic needs and in expressing their creativity.

Introducing lexical items and structures in functional contexts and authentic situations such as a conversation revolving around complaining about a damaged suitcase at an airport or talking to your friend about the latest computer game, will make teaching and learning meaningful, motivating and memorable. New or revisited vocabulary will follow speaking and listening activities that generate the target vocabulary and structures. Once the basic words belonging to the target lexical set have been generated, challenging vocabulary extension exercises set in novel situations and contexts can elicit new words and collocations related to the initial oral activity. Follow-up activities in the form of personalisation activities in class and written work based on the target lexical set/s will reinforce learning.

The explicit and inductive teaching and brainstorming of vocabulary will be aimed at eliciting students' appropriate response and providing students with the lexical support needed to help them develop the four language skills and progress to more challenging texts and learning outcomes.

Students should be exposed to functional chunks of language, which are fixed expressions, phrases or words that they learn as a chunk. By means of this methodological strategy, students learn these chunks of language without necessarily understanding the grammatical structure, e.g. *Can I borrow a biro, please?* (Making a request) or *I'm afraid I cannot make it.* (Refusing an invitation). This methodological strategy can help promote vocabulary building. Substitution tables complement the use of learning chunks of language, help to recycle familiar vocabulary and give academically abler students the opportunity to produce a wider range of vocabulary.

The following list of thematic/lexical areas does not claim to be either exhaustive or prescriptive. If new, attention-grabbing lexical areas emerge during lessons, teachers will pursue these new lines of interest and give scope to each student's exposure to extensive reading, ability and readiness to extend his/her vocabulary bank.

Lexical Areas

personal details

life at home

daily activities

free time – entertainment and leisure, hobbies and interests, computer, Internet, sports

travel

books

health and body care

school life

shopping

food and drink

weather

natural and physical environment

social networking

Some of these lexical areas are taken from the Common European Framework of Reference for Languages. (Council of Europe, (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.)

Intercultural Awareness

As language and culture are inextricably intertwined, students are also to be exposed through appropriately chosen texts and images to a variety of English cultures in order to promote an awareness of the richness and multiplicity of cultures in the English-speaking world and to make students more sensitive to intercultural issues in an increasingly globalised and interconnected world.

Appendix 3

Portfolio: Continuous Assessment

Name: _____

Form: _____

Assessment Criteria

Criteria	Range between 0-8	Range between 9-16	Assessment
Select samples appropriately to provide evidence that you have achieved each of the specified Learning Outcomes.	Evidence is appropriate to learning outcomes. Evidence of selection of materials.	Inclusion of other materials not directly generated during lessons.	
Organise your portfolio in a clear and appropriate manner, with contents list and rationale as to why each item has been included.	Sections easily identifiable using e.g. page numbers or colour. Clear titles for different sections. Evidence mapped onto learning outcomes.	Portfolio attractively presented and very easy to go through. Gives explanation to introduce evidence. Inclusion of samples accompanied by explanation related to Learning Outcomes.	
Demonstrate how you have progressed in your understanding, skills and competences when compared to the Learning Outcomes.	Evidence of gaining new understanding and skills compared to learning Outcomes. Samples demonstrating process of development.	Used feedback from different sources (teacher, peers, media) to help in development. Revisits evidence after feedback. Makes significant leap in development.	
Demonstrate that you are able to use a range of skills, techniques and media to show achievement of Learning Outcomes and that you are confident and competent in a number of situations.	Evidence provided from a range of learning activities and situations e.g. hands on activities, one-to-one, journaling, artefact production, drawings, presentations... Evidence of using a range of technologies as a learner.	Confident with a variety of teaching situations and technologies. Uses feedback from others to define strengths (positives) and weakness (where improvement is needed).	
Reflect on your targets and actions to engage into further learning.	Aware of context and able to transfer learning to new situation.	Shows understanding of own learning process. Engages in reflective dialogue with self and others (teacher/mentor).	

Subject: _____

Table of Contents

Select samples that show	Your sample
A strength	
Improvement	
Successful collaboration	
Originality	
Other	

Setting My Goal

Term_____

Subject_____

My goal for this term

is_____

My evidence shows I

am working toward my goal

have met my goal

1. _____

2. _____

3. _____

Response from_____

Congratulations on:

1. _____

2. _____

Next time:

My Process

So far in _____ I have worked on the following:

○ _____

○ _____

○ _____

I'm good

at _____

I'm getting better

at _____

I need to improve

Something I hope to do more of is

Student Self-Assessment

What did I learn by working toward my goal?

What was the hardest part?

What was the biggest help along the way?

[SCHOOL NAME AND DATE]

Conferencing

Dear Parents/Guardians,

You are invited to attend a conference on _____ . At this time, the student, parent(s) and teacher(s) will meet together to talk about the learning that has taken place during the term. The conference will take 15 minutes. Your son/daughter has collected work samples and needs to show them to you.

By working together, we can support your son's/daughter's learning. I look forward to seeing you at the conference.

Yours truly,

TEACHER'S SIGNATURE

Teacher Summary Sheet

Date _____ Term _____ Subject _____

Areas of Strength:	Areas needing improvement:
Possible goal(s):	Additional notes:

References

Gregory, K., Cameron, C., and Davies A. (2011) Knowing what counts. Conferencing and reporting. Solution Tree Press.

Gregory, K., Cameron, C., and Davies A. (2011) Knowing what counts. Self-assessment and goal setting. Solution Tree Press.

APPENDIX 4

The following is a sample checklist to be used for the assessment of writing. This should be kept in a file along with samples of the student's work.

Writing	Tick ✓
Name: _____	
I can:	
make use of commas, full stops, capital letters.	
write my name, address, telephone number and hobbies.	
type in a URL to log on to a web site.	
compose an SMS to thank someone.	
write a shopping list made up of 4/6/10 items.	
make use of adjectives, e.g. <i>unhappy, terrible</i> to complain in writing.	
label a diagram using 2/4/6+ words.	
make use of the words <i>first, then, next, at last</i> to show sequence in my writing.	
make use of adjectives to describe for example, a meal, a party, a phone.	

The following is a sample checklist to be used for the assessment of reading.
 This should be kept in a file along with samples of the student's work.

Reading	Tick ✓
Name: _____ I can:	
read and understand simple instructions, e.g. Turn left.	
read and understand a short text about a familiar topic.	
read a book cover and understand the title, author and visuals.	
read and understand the instructions to access an online shopping site and navigate the website.	
read and understand a simple timetable, e.g. a bus schedule.	
read and understand the key words in an advertisement.	
read and understand an SMS.	

The following is a sample checklist to be used for the assessment of speaking. This should be kept in a file along with the checklists for the other skills.

Speaking Name: _____ I can:	Tick ✓
speak about a picture using <i>There's...</i> and <i>There are...</i>	
speak about my age, the colour of my eyes and hair.	
ask questions to find out a person's name and age.	
ask questions to find out how a person is, e.g. <i>How are you?</i>	
speak about what I like and dislike, e.g. <i>I like football. I don't like tennis.</i>	
ask for information in the classroom, e.g. <i>What's this in English?</i>	
ask for permission in the classroom, e.g. <i>Can I have a drink, please? Can I go to the bathroom, please?</i>	
give directions, e.g. <i>Turn left/right. Walk straight on.</i>	
offer to help someone, e.g. <i>Can I help you?</i>	

The following is a sample checklist to be used for the assessment of listening. This should be kept in a file along with samples of the student's work.

Listening Name: _____ I can:	Tick ✓
understand and follow classroom instructions, e.g. <i>Work in pairs. Put away your books.</i>	
understand and follow instructions on a recipe.	
understand and follow a short dialogue on the radio/TV.	
understand and follow a short news item on TV.	
understand and follow orders and carry out simple requests, e.g. <i>Can I have a menu, please?</i>	
understand and follow a short conversation on a video clip/film.	