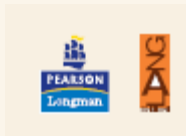




FORMARSI AGGIORNARSI CONDIVIDERE



Workshop for English teachers



KEEP CALM – WE ARE ALL COMPETENT!

Developing and assessing competences in the ELT classroom

Relatore: Roy Bennett
ELT Consultant Pearson

The world is changing!



HOW?

The world is changing!



- TECHNOLOGY
- GLOBALISATION
- MORE WHITE COLLAR WORKERS
- JOB FOR LIFE A THING OF THE PAST

EU Recommendation 2006/962/EC

“As globalisation continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes”.

SESSION AIMS

- Understanding the difference between knowledge, ability and competence
- The key competences defined by the EU
- Developing and assessing competences in the ELT classroom

DEFINING "COMPETENCE"

1

KEY COMPETENCES FOR LIFELONG LEARNING

European Reference Framework

“Key competences are those which all individuals need for **personal fulfilment and development, active citizenship, social inclusion and employment.**”

KEY COMPETENCES FOR LIFELONG LEARNING

European Reference Framework

“Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context”

KEY COMPETENCES FOR LIFELONG LEARNING

European Reference Framework

“Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context”

KNOWLEDGE, SKILLS, ATTITUDES

In other words...





In other words...

Knowledge

Ingredients
Quantities
Equipment

Skills

Preparation
Procedure
Production



Attitude

Experience
Motivation
Strategy
Needs



It's a bit like driving a car...

KNOWLEDGE

SKILLS

ATTITUDES





It's a bit like driving a car...

KNOWLEDGE



SKILLS



ATTITUDES



Knowledge, skills and attitudes?



2



1. How many key competences were defined by the EU?

A - 8

B - 10

C - 12

D - 13





1. How many key competences were defined by the EU?

A - 8

B - 10

C - 12

D - 13



2. What are they?



Key competences

1. Communication in mother tongue
2. Communication in foreign languages
3. Competence in **Maths** and basic competence in **Science** and **Technology**
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Initiative taking and entrepreneurial skills
8. Self-awareness and cultural expression

Raccomandazione del Parlamento europeo e del Consiglio, 18/12/2006

3

SCHEDA PER LA CERTIFICAZIONE DELLE COMPETENZE



Istituzione scolastica

**SCHEDA PER LA CERTIFICAZIONE DELLE COMPETENZE
AL TERMINE DEL PRIMO CICLO DI ISTRUZIONE**

SCHEDA PER LA CERTIFICAZIONE DELLE COMPETENZE



| Livello | Indicatori esplicativi |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>A – Avanzato</i> | L'alunno/a svolge compiti e risolve problemi complessi, mostrando padronanza nell'uso delle conoscenze e delle abilità; propone e sostiene le proprie opinioni e assume in modo responsabile decisioni consapevoli. |
| <i>B – Intermedio</i> | L'alunno/a svolge compiti e risolve problemi in situazioni nuove, compie scelte consapevoli, mostrando di saper utilizzare le conoscenze e le abilità acquisite. |
| <i>C – Base</i> | L'alunno/a svolge compiti semplici anche in situazioni nuove, mostrando di possedere conoscenze e abilità fondamentali e di saper applicare basilari regole e procedure apprese. |
| <i>D – Iniziale</i> | L'alunno/a, se opportunamente guidato/a, svolge compiti semplici in situazioni note. |

1. Communication in mother tongue



1. Communication in mother tongue

Compare!



Nei seguenti casi **in inglese si usa il verbo *to be*** mentre **in italiano si usa *avere***:

● *How old **are** you?* → Quanti anni hai?

● *I'm twelve.* → Ho dodici anni.

Altri casi

to be cold = avere freddo

to be hot = avere caldo

to be hungry = avere fame

to be thirsty = avere sete

to be sleepy = avere sonno



Compare!



A differenza dell'italiano, in inglese i pronomi personali soggetto devono **essere sempre espressi**.

*Sara is Italian. **She** is from Rome.*

Sara è italiana. (Lei) Viene da Roma.

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2. Communication in foreign languages

KNOWLEDGE



2. Communication in foreign languages

KNOWLEDGE



Vocabulary Activator

Free time activities

chat on social networks
do voluntary work
go shopping
go to the cinema
listen to music
meet friends
play an instrument
play sports

Attività del tempo libero

*chattare sui social network
fare volontariato
fare compere
andare al cinema
ascoltare musica
incontrare gli amici
suonare uno strumento
fare sport*

2. Communication in foreign languages

KNOWLEDGE



SKILLS



Vocabulary Activator

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2. Communication in foreign languages

KNOWLEDGE



SKILLS



Vocabulary Activator

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suonare uno strumento
fare sport

Spoken Interaction

4 Pair work Scegliete una città dalla cartina e a turno chiedete e rispondete come nell'esempio.

- *I'm from London.*
- *It's in England.*
- *In the south.*
- *Where's London?*
- *Where exactly?*

Writing


7 Scrivi una breve presentazione della tua pop star inglese o del tuo sportivo britannico preferito. Indica:

- name
- age
- nationality
- city

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2. Communication in foreign languages

Listening

36  **049** Mark, uno studente americano, parla delle scuole negli Stati Uniti. Ascolta e indica se le affermazioni sono vere (T) o false (F).

- 1 In the USA schools are public or private.
- 2 Mark is at a private school.
- 3 Public schools are expensive.
- 4 The majority of students are at private schools.
- 5 Computer classes are only in the public schools in rich areas.
- 6 Maths and Art are two important subjects.
- 7 Extracurricular activities are before or after the school lessons.
- 8 Mark is in the school music club.

| | |
|---|---|
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |

37 **It's easy!** Correggi le frasi false dell'esercizio 36.

Writing and spoken interaction

39 **T Challenge me!** Scrivi un breve testo sulla scuola italiana. Poi, in classe, confrontalo con quello dei tuoi compagni. Considera i seguenti punti:

- scuola pubblica e scuola privata
- studenti in divisa scolastica
- durata settimanale
- durata giornaliera
- materie di studio
- attività extracurricolari

8 Rispondi in modo personale.

- 1 What nationality are you?
.....
- 2 Have you got cats or dogs?
.....
- 3 Are there blocks of flats in your town?
.....
- 4 What time is it now?
.....
- 5 Where is your rucksack?
.....
- 6 Describe your appearance.
.....
.....

21 Sottolinea il plurale corretto. Aiutati con il verbo.

- 1 The *person* / *people* in the photo are my friends.
- 2 Pasta is a typical Italian *dish* / *dishes*.
- 3 The *buses* / *bus* in London are red.
- 4 The *women* / *woman* in the queue are Moroccan.
- 5 My toys are in three big *box* / *boxes*.
- 6 The *children* / *child* in the park are thirsty.
- 7 My new *watch* / *watches* is fantastic.
- 8 The two *man* / *men* in the car are Indian.
- 9 The Czech Republic is a European Union *country* / *countries*.

22 Scrivi il singolare.

| singolare | plurale |
|-----------|----------|
| 1 | families |
| 2 | tomatoes |
| 3 | photos |
| 4 | skies |
| 5 | beaches |
| 6 | people |
| 7 | kisses |
| 8 | wolves |
| 9 | men |
| 10 | parties |




3. Competence in Maths and basic competence in SCIENCE AND TECHNOLOGY



3. Competence in Maths and basic competence in SCIENCE AND TECHNOLOGY

CLIL 1

SCIENCE



The human body is the most perfect machine ever created. If the heart is the "engine" of the human body, the brain is its "computer". The brain weighs about 1.3 kg in an average adult, but it consumes up to 20% of the energy used by the human body, more than any other organ. Together with the spinal cord and the peripheral nerves, it constitutes our Central Nervous System. It enables our body to function correctly and react in the right way to external stimuli. It controls and coordinates all our voluntary and involuntary actions.


NOBODY UNDER 22
SHOULD DRINK ALCOHOL


To stay healthy, we should eat the right food, drink plenty of water, get eight hours' sleep and do a certain amount of physical exercise. But there are certain things we shouldn't do. Abusing alcohol is one of these. Ethanol, the alcohol present in beer, wines and spirits, is a drug that may lead to dependence.

"Nobody under 22 should drink alcohol", says Prof. Tim McQueeney of the Atlanta Research Society on Alcoholism "because their brain is still developing. Alcohol is particularly dangerous for teenagers because their organism isn't able to metabolise it until they are 21 or 22. The alcohol has nowhere to go, so it circulates freely in the body, attacking the protective fat in the brain's cell membranes and destroying the neurons."

Anybody who has drunk too much knows the effects: headache, stomach ache, diarrhea, dehydration and vomiting. In the worst cases, alcohol abuse can lead to coma, and even death.

The long-term effects of alcohol abuse may contribute to serious illnesses and conditions such as cancer, hepatitis, cirrhosis, high blood pressure, heart attacks and strokes.





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3. Competence in Maths and basic competence in SCIENCE AND TECHNOLOGY

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NOBODY UNDER 22 SHOULD DRINK ALCOHOL

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Social competences

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3. Competence in MATHS and basic competence in Science and Technology



a stomach ache – a temperature – a sore
throat – a cold – a cough – an earache – a
headache – a toothache - flu

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3. Competence in MATHS and basic competence in Science and Technology



a stomach ache – a temperature – a sore
throat – a cold – a cough – an earache – a
headache – a toothache - flu



X



=

?

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3. Competence in MATHS and basic competence in Science and Technology

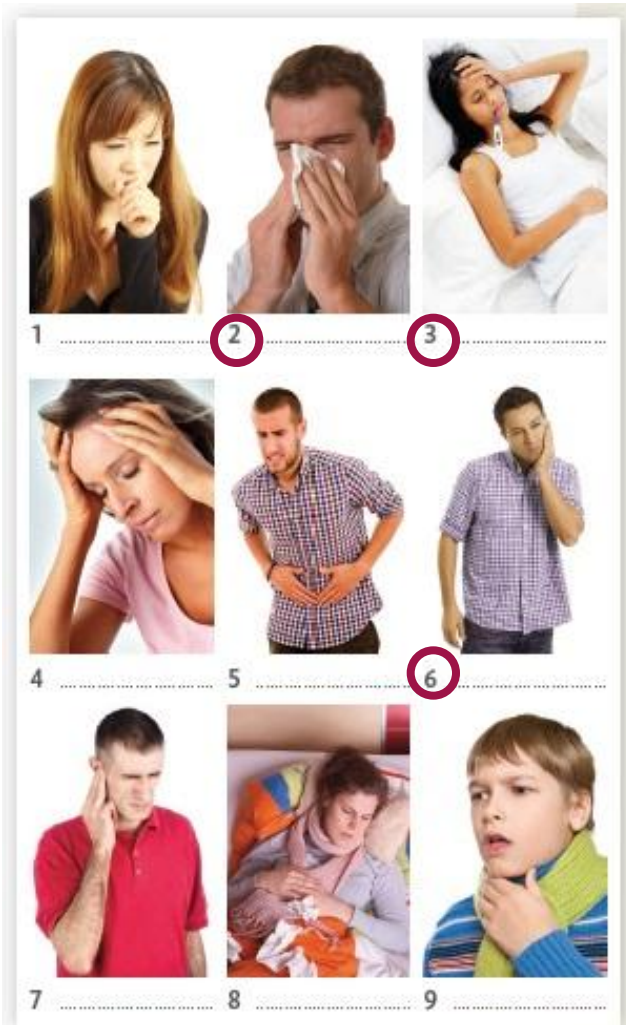


a stomach ache – a temperature – a sore throat – a cold – a cough – an earache – a headache – a toothache - flu



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3. Competence in MATHS and basic competence in Science and Technology



a stomach ache – a temperature – a sore throat – a cold – a cough – an earache – a headache – a toothache - flu



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4. Digital competence

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

4. Digital competence - knowledge

- Main applications
- Opportunities/risks of internet
- Reliability/validity of information
- Ethical/legal issues

4. Digital competence - skills

Digital discovery activities Unit 6, Page 85 0.0/17.0

Exercise 1 ⓘ
Collega le parole inglesi alle immagini corrispondenti.

- telephone box
- tourists
- tube
- moped
- car
- station
- bridge
- camera

PEARSON IMPARARE SEMPRE

Benvenuto ELEONORA MyPearson Place

Didastore Inglese Corsi
Materiali integrativi per l'insegnamento

Cerca nel Didastore

Palestra
Per trovare i contenuti di tuo interesse, utilizza il menu di navigazione oppure fai una ricerca digitando una parola chiave nell'apposito campo in alto a destra.

| Sezioni | Titolo |
|------------------------------|-----------------------------------------------|
| Certificazioni | ★ ☁ Interactive Certification practice: KET 1 |
| Potenziamento – Grammatica 1 | ★ ☁ Interactive Certification practice: KET 2 |
| Potenziamento – Grammatica 2 | ★ ☁ Interactive Certification practice: KET 3 |
| Potenziamento – Grammatica 3 | |
| Potenziamento – Lessico | |

Archivio
Palestra
Preferiti

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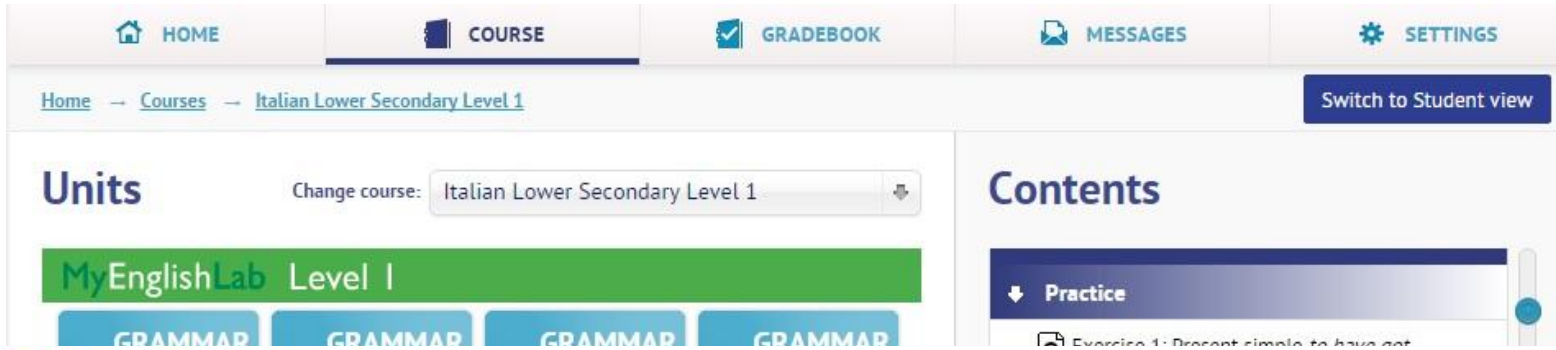
4. Digital competence - attitude

The screenshot displays the MyEnglishLab user interface. At the top, there are navigation tabs: HOME, COURSE (selected), GRADEBOOK, MESSAGES, and SETTINGS. Below these, a breadcrumb trail shows 'Home -> Courses -> Italian Lower Secondary Level 1'. A 'Switch to Student view' button is located in the top right corner.

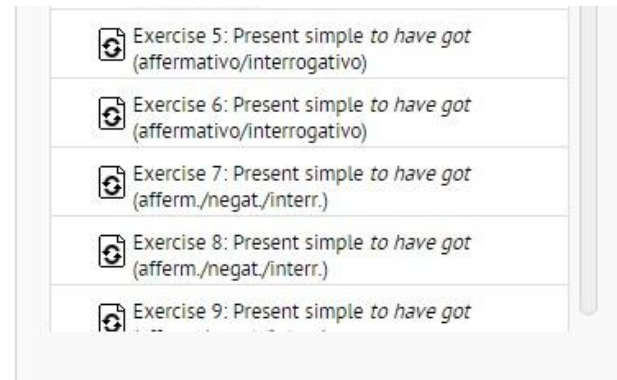
The main content area is divided into two sections:

- Units:** A dropdown menu shows 'Change course: Italian Lower Secondary Level 1'. Below it, a green header reads 'MyEnglishLab Level 1'. The content is organized into a grid of blue buttons: 'GRAMMAR STEP 1' through 'GRAMMAR STEP 8', 'SKILLS', and 'VOCAB'.
- Contents:** A section titled 'Practice' with a dropdown arrow. It contains a list of nine exercises, each with a document icon and a description: 'Exercise 1: Present simple to have got', 'Exercise 2: Present simple to have got (negativo)', 'Exercise 3: Present simple to have got (interrogativo)', 'Exercise 4: Present simple to have got (interrogativo)', 'Exercise 5: Present simple to have got (affermativo/interrogativo)', 'Exercise 6: Present simple to have got (affermativo/interrogativo)', 'Exercise 7: Present simple to have got (afferm./negat./interr.)', 'Exercise 8: Present simple to have got (afferm./negat./interr.)', and 'Exercise 9: Present simple to have got'.

4. Digital competence - attitude



37 ES Challenge me! Cerca informazioni su giornali, libri o in Internet su due famosi personaggi del mondo dello sport, dello spettacolo, del cinema o della cultura che apprezzi in particolare. Prepara una presentazione da esporre oralmente ai tuoi compagni, rispettando i dati indicati nella tabella dell'esercizio 35.



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5. Learning to learn

- Effective time management
- Learning strategies
- Dictionary work
- Self assessment

5. Learning to learn

Just right! 1 – Self assessment

UNITS 5-6 SELF ASSESSMENT

VOCABULARY

Controlla gli esercizi sul lessico del tuo Progress Test e scrivi il punteggio raggiunto in questa sezione. punteggio: _____

- Indica le cose che hai fatto meglio.
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le parole nuove.
 - Ho difficoltà a scrivere le parole nuove.
 - Ho difficoltà nel capire le consegne degli esercizi.
 - Altro:
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

GRAMMAR

Controlla gli esercizi di grammatica del tuo Progress Test e scrivi il punteggio raggiunto in questa sezione. punteggio: _____

- Indica le cose che hai fatto meglio.
- Che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà nel capire le spiegazioni grammaticali.
 - Ho difficoltà nel capire le consegne degli esercizi.
 - Ho difficoltà nel capire le frasi degli esercizi.
 - Altro:

Just right! 1 – Self assessment

- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

FUNCTIONS

Controlla gli esercizi sulle funzioni del tuo Progress Test e scrivi il punteggio raggiunto in questa sezione. punteggio: _____

- È un risultato soddisfacente? SI NO
- Se sì, che cosa hai fatto per impararle così bene?
- Se hai fatto degli errori, quali sono le ragioni? Indicalo (✓).
 - Ho difficoltà a memorizzare le funzioni nuove.
 - Ho difficoltà ad abbinare la funzione all'espressione inglese.
 - Ho difficoltà nel capire le consegne degli esercizi.
 - Altro:
- Che tipo di errori hai fatto?
- Che cosa devi ripassare?
- Che cosa vuoi chiedere all'insegnante?

Meno di 65 punti?
Svolgi le attività del **PERCORSO DI RECUPERO** nel tuo digitale integrato.

Più di 65 punti?
Svolgi le attività del **PERCORSO DI POTENZIAMENTO** nel tuo digitale integrato.



6. Social and civic competences

- Personal and social well-being
- Understanding codes of conduct and manners that are accepted in various societies and environments
- Awareness of the multi-cultural and socio-economic dimensions of European societies
- Valuing diversity and respecting others

6. Social and civic competences

The right thing to do



- 7** Jacek va al parco in bicicletta. Come?
Parlatene in classe.



The right thing to do



- 8** Il signor Novak fa valere i propri diritti
sul lavoro. Parlatene in classe.



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7. Initiative taking and entrepreneurial skills



An entrepreneurial **attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

7. Initiative taking and entrepreneurial skills

- Pairwork and groupwork



8. Self-awareness and cultural expression

...an awareness of (.....) European cultural heritage (.....).

.... a basic knowledge of major cultural works (.....)

It is essential to understand the cultural and linguistic diversity in Europe

8. Self-awareness and cultural expression



Bonfire Night

116 All over the UK, every year on the 5th of November people celebrate **Bonfire** Night. They make a model of the man with old clothes **stuffed** with paper and **straw** and they burn it in big bonfires. The man is Guy Fawkes. The British don't like Guy Fawkes because **many many years ago** **he tried** to kill King James I, but without success. People also use the fire to cook potatoes, sausages and marshmallows for the visitors there to watch the **fireworks**. Children make their guys and they use money for fireworks. They stand with busy streets or outside shops and ask "a penny for the guy".

Glossary

bonfire = falò
stuffed = riempito
straw = paglia
many many years ago = tantissimi anni fa
he tried = tentò
fireworks = fuochi d'artificio



Discover Britain on video

Ti ricordi la prima parte del video?

- Dove sono queste ragazze?
- Noti qualcosa di particolare nel loro abbigliamento?




Digital discovery activities 

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Compiti di realtà (real-life tasks)

- Also known as *compiti significativi, compiti autentici, compiti in situazione*
- Can be assigned by a teacher of a particular discipline, but inevitably touch on other disciplines if they are truly «authentic»
- Can encompass all key competences
- Can be assigned to individuals, but more usually to pairs/groups

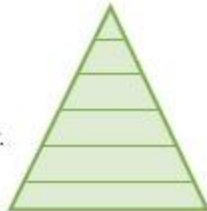
Real-life tasks

- 15**  **156** Ascolta l'intervista. Verifica le soluzioni date nell'esercizio 14, poi completa la tabella con: *fat, carbohydrates, vitamins, protein.*

| | | | |
|---------------|-------------|------------|---------------|
| | | | |
| pasta | meat / fish | fruit | butter |
| rice | legumes | vegetables | cream |
| grains | eggs | fish | peanut butter |
| biscuits | cheese | oils | red meat |
| sugar / honey | nuts | cereals | |

- 16** Inserisci nella piramide alimentare questi alimenti a seconda del consumo indicato. Parti dalla base, ovvero dal consumo più frequente.

- A** Milk or yoghurt: 1 or 2 portions a day.
B Vegetables and fruit: 3 or 4 portions a day.
C Water or liquids: at every meal.
D Sugar and fats: limited consumption.
E Pasta, rice, bread, whole grains, potatoes: 4 or 5 portions a day.
F Meat, fish, eggs, cheese, legumes: 1 portion a day.



- 19** **Group work** A turno, chiedete ai compagni del gruppo quali cibi, tra quelli elencati qui, amano o non amano. Prendete nota delle risposte.

-  *Do you like pasta, rice and pizza?*  *Yes I do, but I don't eat them very often.*

| | Student 1 | Student 2 | Student 3 | Student 4 |
|---------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| 1 Pasta, rice, pizza | | | | |
| 2 White meat (chicken, turkey) | | | | |
| 3 Red meat (beef) | | | | |
| 4 Fish (tuna, trout, sole, haddock) | | | | |
| 5 Eggs or cheese | | | | |
| 6 Legumes (beans, lentils, chickpeas) | | | | |
| 7 Vegetables (carrots, peas, tomatoes, cabbage, courgettes, onions) | | | | |
| 8 Fruit (bananas, oranges, apples, pears) | | | | |
| 9 Cakes, ice cream and creamy desserts | | | | |

- 20** **Group work** In base alle risposte date nell'esercizio precedente, proponete alla vostra classe un menu adatto.

| | MORNING SNACK | LUNCH |
|-------------|---------------|-------|
| 1 Monday | | |
| 2 Tuesday | | |
| 3 Wednesday | | |
| 4 Thursday | | |
| 5 Friday | | |

- 21** **Group work** Scrivete un breve report che illustri il menu proposto nell'esercizio 20. Riferite le motivazioni delle vostre scelte.

In our menu there are 2 portions of fresh fruit every day. We can have bananas in the middle of the morning and oranges or apples at lunch.

- 22** **Group work** Mostrate alla classe il menu da voi proposto. Poi eleggete il miglior menu per equilibrio, varietà e gusto.

Griglie di valutazione

ESEMPIO DI GRIGLIA 1: LA PERSONA E IL SUO FARE PERSONALE

| | ASCOLTO | LETTURA | PARLATO | SCRITTURA | | |
|-----------------------------|---------|---------|---------|-----------|------------------------|------------------------------|
| COMPETENZE | | | | | Punteggio medio | Livello di competenza |
| Imparare ad imparare | | | | | $(5+14+9+7):15= 2,3$ | B |
| Descrittore 1 | 2 | 3 | 2 | | | |
| Descrittore 2 | 3 | 2 | | 2 | | |
| Descrittore 3 | | 3 | 1 | 2 | | |
| Descrittore 4 | | 4 | 2 | | | |
| Descrittore 5 | | | | | | |
| Descrittore 6 | | | | | | |
| Descrittore 7 | | | | | | |
| Somma punteggio | | | | | | |

NOME _____ COGNOME _____

| | C1 | C2 | C3 | C4 | C5 | C6 | Cn |
|-------------------------------------------|----|----|----|----|----|----|----|
| DATA | | | | | | | |
| Competenza linguistica -Inglese- | B | | | | | | |
| Imparare ad imparare | A | | | | | | |
| Spirito di iniziativa e imprenditorialità | B | | | | | | |
| Competenze sociali e civiche | A | | | | | | |
| Consapevolezza ed espressione culturale | NV | | | | | | |
| Competenze digitali | NV | | | | | | |



Online support

www.pearson.it



English consultants



<http://www.pearson.it/consulenti-personali>

Grazie per la partecipazione!

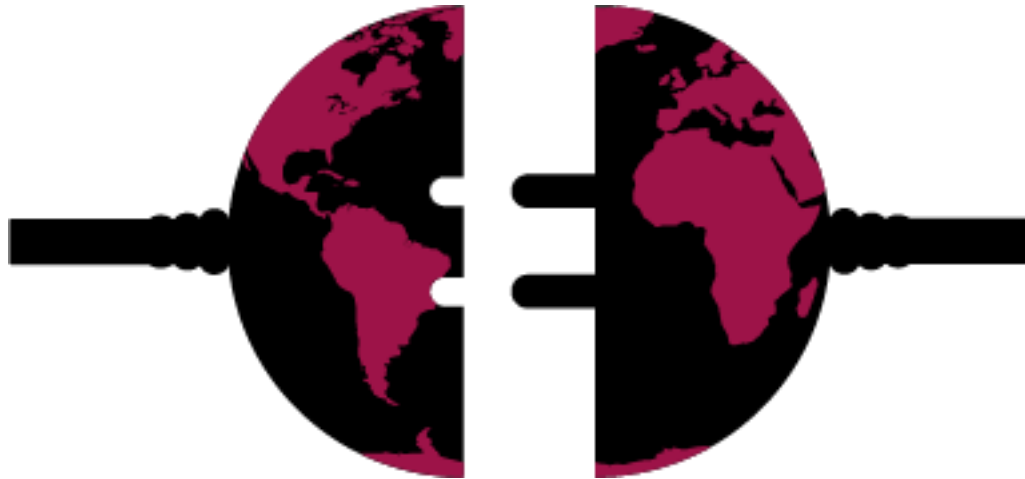


roy.bennett@pearson.com

Cell: 334 6240756

Informazioni utili

- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete nella medesima e-mail le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



Prossimi appuntamenti

21 aprile

Lingue, persone, conoscenze e creatività.

La L2 come creatività condivisa

Leslie Cameron-Curry



English Language Teaching

il portale per i docenti di inglese

The screenshot shows the Pearson English Language Teaching website. At the top, there is a green navigation bar with the Pearson logo and the tagline "IMPARARE SEMPRE". Below this, a search bar and navigation links for "Login", "Registrati", "Accedi ai prodotti digitali", and "Carrello (0)" are visible. The main content area features a large banner with the text "English Language Teaching" and a background image of a person reading in a library. Below the banner, there is a promotional message: "READ TO LEARN, READ FOR PLEASURE. LETTURE GRADUATE PER TUTTI I LIVELLI: SCOPRI IL CATALOGO PENGUIN 2015 PER LA SCUOLA SECONDARIA DI PRIMO E SECONDO GRADO" with an "ENTRA" button. At the bottom, there are five category tiles: "CATALOGUE", "RESOURCES", "TEACHER TRAINING", "INCLUSIVE TEACHING", and "MYENGLISHLAB".

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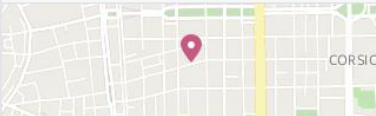
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#Appuntamenti Da mercoledì 21 ottobre vi aspettiamo online con Franca Da Re per il minicorso "Dalla certificazione di competenze alla didattica". Un ciclo di tre webinar rivolti agli insegnanti di tutte le discipline della Scuola primaria e della Scuola secondaria di primo grado, nel quale affronteremo il tema dello sviluppo delle competenze a partire dalla loro certificazione.

 **Dalla certificazione di competenze alla didattica**
Vi aspettiamo online mercoledì 21 ottobre, giovedì 29 ottobre e giovedì 5 novembre.

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Giovanna D'Elia, Gabriella Campione, Eliana Rocco and 55 others like this.

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Potrete restare aggiornati sui prossimi appuntamenti di formazione, ricevere articoli, approfondimenti, notizie sulla scuola in Italia e nel mondo, e molto altro.

E potrete naturalmente condividere quello che vi piace o lasciare commenti.

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