TEACHING ENGLISH AS A SECOND LANGUAGE IN PRIMARY SCHOOL

Methodologies
Unit & Lesson Planning
Contents & Activities
Resources & web-tools
Assessment methods & tools
Interdisciplinary Learning & CLIL
E-twinning

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METHODOLOGIES

TPR

Funcional approach
Natural approach
Communicative approach

PBL EAS CLIL



UNIT PLANNING

- FUNCTION/TITLE
- CLASS/SUBJECTS
- TIME
- PLACE
- SOURCES
- OBJECTIVES
- CONTENTS
- METHODOLOGY
- ASSESSMENT TOOLS
- INTERDISCIPLINARY CONNECTIONS



LESSON PLANNING

- Introduction, warm-up, revision
- Presentation
- Practice
- Production



CONTENTS & ACTIVITIES



http://www.risorsedidattichescuola.it/metodologia-clil.html http://learnenglishkids.britishcouncil.org/en http://www.sciencekids.co.nz/

RESOURCES

Dave\'s ESL Cafe\'s Web Guide!: Lesson Plans

A resource for teachers interested in creating original ESL/EFL lessons based on authentic web sites.

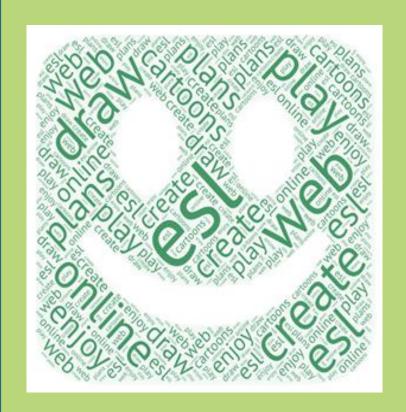
ESL Activities

ESL Activities.com is your resource for classroom activities and games. Click on a link from the menu at the left to use any of our great teacher tools.

Activities for ESL/EFL Students (English Study)

Free Online English Learning: Study English with Quizzes,

Tests, Crossword Puzzles, Exercises and other activities
for students of English as a second language.



RESOURCES & Web-TOOLS

WORD CLOUD:

https://wordart.com/

https://www.youtube.com/watch?v=WmgmakFhIKU

SPEAKING ANIMATED AVATARS:

www.voki.com

https://www.youtube.com/watch?v=L dnkE5f8gw

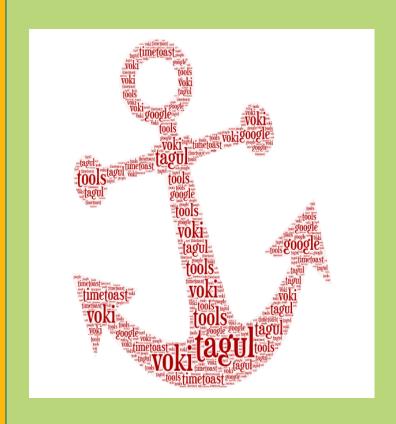
CROSSWORDS & GAMES:

http://www.toolsforeducators.com/crossword/

CARTOONS:

www.toondoo.com

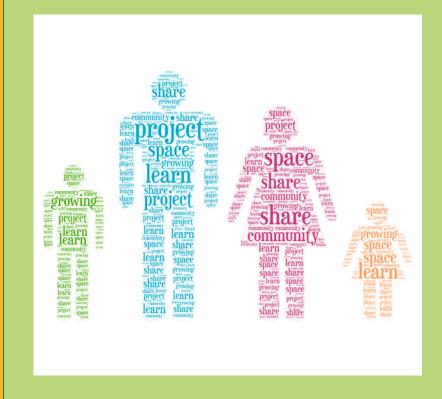
https://www.youtube.com/watch?v=qHY47RqJwJM





https://www.etwinning.net/it/pub/index.htm

eTwinning The eTwinning portal promotes the collaboration among schools through the effective use of ICTs to let them share short and longterm, national and international partnerships regarding any didactic area.

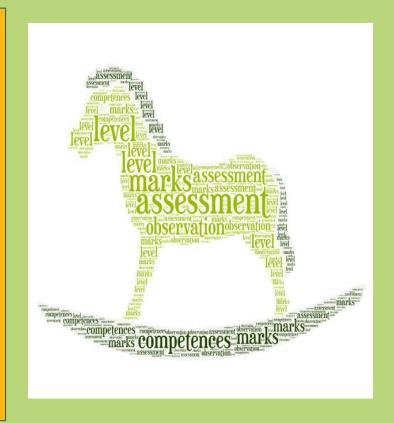


EFFECTIVE ASSESSMENT

It's not possible to assess competencies using standard tests. It is then necessary to abandon the traditional structure as an EVALUATION PARADIGM, renouncing to organise a competencies exam.

P. Perrenoud

It's not important to collect knowledge, but being able to establish the links it has with the world around us with the purpose of using it to solve all those problems we find in real life every day.



STANDARD TESTS

STANDARD TESTS:

... do not assess «further» learning,

... concentrate only on the returning of what we learn,

... mainly assess knowledge and abilities,

... cannot assess competencies,

... obstacle self-assessment.



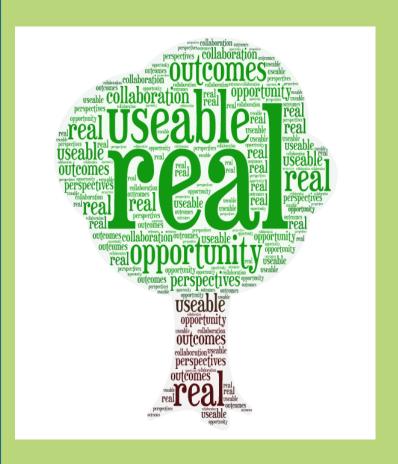
AUTHENTIC TASKS

Authentic tasks imply situations that ask the students to use their knowledge and abilities in new contexts, combining cognitive, motivational, social and affective dimensions in an original way.



AUTHENTIC TASKS

- ➤ Have real-world relevance:
- Are ill-defined, requiring students to define the tasks and subtasks needed to complete the activity;
- Comprise complex tasks to be investigated by students over a sustained period of time;
- Provide the opportunity for students to examine the task from different perspectives, using a variety of resources;
- > Provide the opportunity to collaborate.
- Provide the opportunity to reflect;
- Can be integrated and applied across different subject areas and lead beyond domain-specific outcomes;
- Are seamlessly integrated with assessment.
- Create polished products valuable in their own right rather than as preparation for something else;
- Allow competing solutions and diverse outcomes.



OBSERVATION

AUTONOMY: capacity di trace neccessary instruments and materials and to use them effectively;

RELATIONSHIP: the way students interact with their mates, are able to ask for and give help:

PARTICIPATION: level of collaboration giving his/her own contribution:

RESPONSIBILITY: conclusion of assigned tasks, respect of given instructions, topics and working procedure;

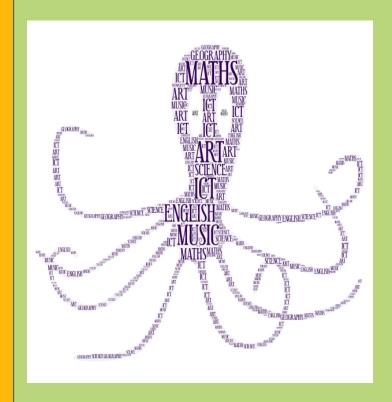
FLEXIBILITY: positive reaction to unexpected situations or exigencies, giving divergent suggestions, functional solutions, original usage of materials, ...



INTERDISCIPINARY CONNECTIONS

From knowledge «shattering" to further learning

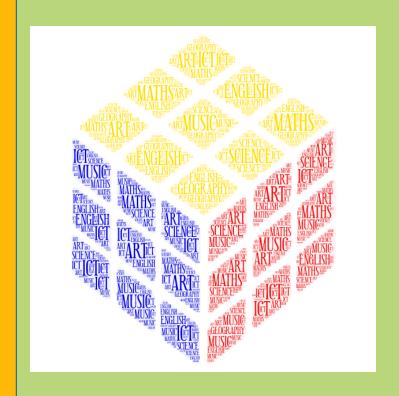
Integrated studies combines curriculum from two or more disciplines, allowing students to see how ideas are connected. Teaching in such a contextual manner promotes collaboration, critical thinking, and knowledge retention.



INTERDISCIPINARY CONNECTIONS

"Positive educational outcomes" for students in an integrated- studies program:

- ✓Increased understanding, retention, and application of general concepts;
- √Better overall comprehension of global interdependencies, along with the development of multiple perspectives and points of view, as well as values;
- ✓Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines;
- √Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems;
- ✓Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community;



THANKS FOR THE ATTENTION ... AND GOOD WORK!



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