

Istituto Comprensivo Castelfidardo



Training course for teachers of English

RELAZIONE PRIMO INCONTRO IN PRESENZA

11 Maggio 2004

Insegnanti presenti: 9

Insegnanti assenti: 3

Come da programma, l'incontro è iniziato con la presentazione della piattaforma PuntOedu e con la focalizzazione su alcuni punti della Riforma.

E' stato quindi distribuito un questionario di ingresso per rilevare dati personali, competenze linguistiche e informatiche e conoscenze metodologiche.

Gli insegnanti sono stati invitati ad esprimere i propri bisogni ed aspettative per la buona riuscita del corso di formazione.

Successivamente è stata esaminata una bozza di programma per i successivi incontri in presenza. E' stato interessante rilevare come tutti i docenti presenti abbiano concordato di approfondire le loro conoscenze e di seguire un percorso comune essenzialmente sulle seguenti tematiche : "Storytelling, TPR, Language portfolio, Learning units".

La seconda parte dell'incontro è stato dedicato interamente all'esplorazione del PuntOedu per conoscere la piattaforma, per prendere visione dei vari corsi, laboratori e per decidere dei percorsi di formazione compatibili alle esigenze di ciascuno.

Gli insegnanti sono stati invitati a visitare tutto l'ambiente e a scegliere corsi e laboratori su cui lavorare e produrre materiale come previsto dalla piattaforma.

La tutor ha fatto presente ai corsisti che era stata già attivata la classe virtuale per facilitare scambio di materiale, discussione su argomenti condivisi e collegati alla normale attività di classe. Uno degli scopi della classe virtuale è quello di favorire un buon “ working team “ , promuovere autostima e forte desiderio di collaborazione. e attivare delle dinamiche relazionali atte a eliminare ogni forma di ansia.

Si è stabilito infine che gli insegnanti avrebbero inviato i loro elaborati anche in classe virtuale in modo che il tutor e tutti i colleghi potessero prenderne visione e fare tesoro dell'esperienza altrui.

12 Maggio 2004

Marisa Agostinelli

Istituto Comprensivo Castelfidardo

 **puntoedu** | Formazione DM 61

Training course for teachers of English

Report on the first face to face meeting run on May 11th 2004

Teachers present at the meeting : 9

Teachers absent : 3

As planned, the meeting started with the presentation of the Platform Puntoedu and a focus on some aspects of the Reform.

After that a questionnaire was handed out in order to take note of the trainees' personal details and their competences either on ICT, language or methodology.

All the course members were invited to talk about their needs and expectations in order to run a successful training course.

Afterwards a draft of the course programme was presented to the trainees and looked over and agreed by them.

It was interesting to notice that all the teachers agreed on consolidating their knowledge on the following themes :

- Storytelling
- TPR
- Language Portfolio
- Learning Units

In the second part of the meeting the course members exploited the platform in order to know more about the study material and the laboratories and to choose training paths suitable to their needs.

The teachers were asked to explore the on line environment , to choose the laboratories to work on and produce material as requested by the platform.

The tutor told them that the virtual class was already open in order to place material and discuss those themes which raised interest among them in the face to face meetings.

It was also underlined that the main aim of the virtual class is promoting effective cooperation within the groups as well as raising self confidence and creating a positive atmosphere.

Finally all the teachers agreed on sharing the material produced with their colleagues within the virtual class.

12th May 2004

Marisa Agostinelli

Istituto Comprensivo Castelfidardo

 **puntOedu** | Formazione DM 61

Training course for teachers of English

Report on the second face to face meeting

run on May 28th 2004

Teachers present at the meeting : 10

Teachers absent : 2

According to the course meeting programme this second meeting had to focus on storytelling. In order to create a comfortable atmosphere and to get the trainees in a story frame of mind, the tutor invited them to sit down on the floor in the school hall and listen to the story " The little white cat" taken from the book " Storytelling with children" by Andrew Wright. While telling the story , the tutor involved the teachers by asking them questions related to the story itself and fostering prediction after each sequence.

After that a discussion followed on the use of storytelling in their everyday teaching practice. The trainees were asked whether they were familiar with this approach and eventually to talk about the strategies and the techniques they were used to using before, during and after telling stories. Most of them reported on their practice as storyteller and agreed on the fact that children are fascinated by stories whatever they are, either fairy tales, well-known or modern ones. They underlined that storytelling raises children's ability in grasping the gist of a text as well as increasing creativity and imagination.

The meeting went on with the report of the groups on the material produced related to the laboratories of the third Module of the Platform. Sharing ideas on the material produced within the class is effective in order to improve ones own experience, self-confidence and last but not least to reflect on ones own way of teaching.

I would underline that almost all the teachers had already produced the material foreseen in the laboratories they had chosen to work on in the first meeting. They have

worked hard and have done a good job considering their school duties and the amount of work they have to do at this particular time of the school year. Compliments to them all ! Then the tutor opened the Platform and showed the teachers that another laboratory was recently downloaded and she added that it would have been of great interest to them as it was a simulation on different teaching situations. She also underlined that at the end of the laboratory pathway they would be provided with a report on their professional profile. Finally the trainees were invited to focus their attention on the first and second module and to choose other laboratories to work on and give notice of their choice to their colleagues and the tutor within the virtual class.

28th May 2004

Marisa Agostinelli

Istituto Comprensivo Castelfidardo



Training course for teachers of English

Report on the third face to face meeting
run on June 16th 2004

Teachers present at the meeting : 9

Teachers absent : 3

According to the course meeting programme this third meeting had to focus on the use of TPR a method discovered by the American Ash and used successfully in the teaching of foreign languages in the last thirty years. Recently it has become well known in Europe thanks to research in learning which focuses on the way people learn through their senses. Nowadays many language teachers use it in their everyday practice in order to suit any learning style.

At the beginning of the meeting some of the course members gave a practical demonstration of the way they use this method by involving their colleagues in some activities they use with their pupils. This session was particularly enjoyable and stimulating for all the teachers as it gave them the chance to share their experiences, consolidate their knowledge on the method and plan some activities which could be used in the classroom. All the teachers agreed on the effectiveness of this method with the pupils since it raises children's motivation and give them the opportunity to experience the language through body movement.

In order to foster discussion the tutor pointed out some aspects of TPR as well as its effectiveness in combining it with storytelling. She also gave some practical examples showing them some action stories taken from the book " Do and understand" written by Puchta and Grengross.

The meeting went on with group work. All the trainees were asked to split into small groups of three and to work on the laboratory about TPR in the first module.

According to their experience, they decided to work on action stories, action songs as well as on instructions to be carried out by children aged 6-7.

All the trainees showed interest in carrying out their job and at the end of the meeting most of them had already finished the task.

The others left promising to finish their work on their own and to send it to the virtual class.

16th June 2004

Marisa Agostinelli

Istituto Comprensivo Castelfidardo



Training course for teachers of English

Report on the fourth face to face meeting

run on June 28th 2004

Teachers present at the meeting : 8

Teachers absent : 4

The topic to focus on in this meeting was “ Assessment, evaluation and the Language Portfolio”. As the theme was too vast to be discussed within three hours, we decided to spend most of the time on “Assessment, evaluation and self-assessment”.

The meeting started with a brainstorming and a theoretical introduction made by the tutor in order to underline some key points of the chosen topic.

A discussion followed with the purpose of clarifying some doubts and misunderstandings concerning “ ongoing assessment , overall assessment, formative evaluation, testing”.

Some time was also dedicated to explaining the concept of “ self-assessment” and to exploring effective ways to carry it out.

In order to involve all the teachers actively in the discussion, the tutor invited them to reflect on the task of the laboratory “ Evaluation aimed at getting to know your students and planning future work” presented by the Platform in the second module.

The trainees were asked to plan a range of suitable assessment sheets, score scales and assessment criteria and to produce examples which aimed at assessing

- basic knowledge
- know how
- cognitive implications

- strong points

In order to simplify their job they were provided with an assessment mapping, some examples of assessment sheets as well as with some material taken from the book "Assessing young learners" OUP.

This time the topic was very challenging, but they all took part actively in the group work, sharing their experiences and working very hard on the task.

The tutor also provided them with a copy of the European Language portfolio and some examples of Language portfolios validated by the European commission.

The meeting ended with the promise to keep up the work on the Platform during the summer holidays and to join the virtual class now and then in order to carry on working together.

28th June 2004

Marisa Agostinelli