

Structure

1. The main principle that must be respected is that **the final report is a research report which links theory and practice** (SSIS lectures and seminars, your own reading and teaching practice): pedagogical and educational issues will be discussed as critical reflection of practice training and theoretical issues related to the topic you choose. Theory and practice must be discussed clearly and concisely and your ideas **should be argued in a critical way**.
2. Remember **to state** very clearly at the beginning of your introduction **the precise aims of your report and the research questions you are going to explore**: give the reader clear points of reference **outlining the type of work you intend to carry out** and **how it will be articulated and presented** in your report.
3. Remember **to define clearly and in a critical way the main pedagogical and educational terms you use and the concepts you want to explore**. Basically, you need to define very clearly **the ground you are going to cover** and explain why you use the chosen definitions for the concepts you are discussing. **Specify whether the main terms you are using derive from a publication** (acknowledge the source), or it is **your own use in your report** (and therefore you should explain your choice of terms).
4. Do not forget **to acknowledge theories, ideas, terms and quotations that derive from the literature** you read.
5. Be extremely **careful with the structure of the whole report and the information structure of your text**: bear in mind that your readers might not share entirely the SSIS context and therefore you must **construct a clear written itinerary with clear textual landmarks** for them. As mentioned before the introduction must clearly present your research questions and outline the structure of your report, each chapter and section must refer to what comes before and prepare the reader for what will follow, theory and practice must be complementary and clearly linked, your argumentation clearly and concisely developed and the final chapter must present the reader with your own conclusions and a critical reflection on them.
6. The guidelines should give you a general idea of how to structure your report, but remember **to choose the titles of your own sub-headings bearing in mind you have to guide the reader through your textual organisation**. Choose clear and explanatory headings for chapters, sections and sub-sections.
7. Communication needs clarity, concision, precision and **sense of audience**. The heuristic function of writing is most powerful when the writer discovers and creates texts which are meaningful to people other than him/herself.
8. The sections referring to more **theoretical and to more practical aspects do not need to be separated** (as it appears in the guidelines): they can be presented in a parallel way, separately or interwoven.

9. **Literature**: books, articles, web-sites and documents that are the background reading for your report and your writing. **Review of the literature**: an overview of the main literature in the field. Remember to **acknowledge all texts you refer** to (see bibliography below).
10. **Personal opinions** are welcome, but they should be supported by reference to the literature and/or teaching experience.
11. When you want to add an appendix at the end of the report, refer to it like this in your writing:
12. *The worksheet used for observation (Appendix 1) has being changed to suit the contextual needs of the research questions (Appendix 2).*

CONTENTS

Report for scuola media (A045): your topic and case-studies from teaching practice must **focus on language or language and culture**.
The emphasis is on language competence.

Report for scuola superiore (A046): choose your topic and case-studies from **teaching practice focusing either on language, language and literature or ESP**.

If you write two reports for two *classi di concorso*, **choose and analyse different topics: no section can be the same in both reports**.
 (here guidelines as far as the content are given)

LANGUAGES OF THE REPORT AND ABSTRACT

The final report of approximately 10,000 (do not exceed the word-limit by any means) must be written entirely in English (bibliography and appendixes are excluded from the count). If there are quotations from the literature in Italian, do not translate them into English.

Abstract: 500-word abstract in Italian.

FINAL REPORT GUIDELINES

- ✓ **Title Page**: see above copertina della relazione finale
- ✓ **Abstract**: 500 words in Italian. It is the only section written in Italian and it is a summary of the aims of your report, an overview of the instruments you use to carry out your study and the conclusions you draw.
- ✓ **Table of contents**: the contents and the page numbers of the various sections **MUST** be at the beginning of the report. Number chapter, sections and subsections with numbers. Here is an example of chapters in the middle of a report:
 - 3. Self correction
 - 3.1. A definition of self-correction
 - 3.2. The scope of the present analysis
 - 3.2.1. Other types of self-correction not analysed here
 - 3.3. Self-correction in practice: field-work in schools
 - 4. Peer correction
 - 4.1. Etc....
- ✓ **Introduction**
 - What is the perspective/focus of the report (e.g. modular structure, approaches and strategies, multimedia, text types and related functions and grammar, approaches to teaching literature, cultural awareness, etc...)?

- What are the main research questions you want to broach?
 - What literature would you consider to base your analysis on?
 - What modality would you choose to carry out your analysis (self-observation, comparative analysis of different classes/schools, different approaches, different research work, etc.)?
 - What is the perspective of your study? Specify the language teaching and learning approaches, strategies and techniques. Explain the rationale behind these choices.
- ✓ **Institutional issues**
- How do the main questions you are addressing in this report relate to the curriculum and syllabus in a given school (refer to your practice training)?
 - How do they refer to the *Common European Framework of Reference*?
- ✓ **Experiences**
- Choose two or, if necessary, more experiences from your practice training regarding the main issues covered in this paper, and analyse them (constructive criticism) from the perspective of the SSIS lectures and seminars (Aree A1, A2, A3).
- ✓ **Developments**
- Are there recent research developments in this area? If so, discuss them.
 - What prospects lie ahead for future training and personal development? Think of the consequences regarding teacher development: in-service training, team-work, action research, participation to conferences and seminars, etc.
- ✓ **Bibliography:** It must be at the end, not in footnotes. It must be carefully written and complete of ALL the literature you mention and/or quote. Use the system you prefer. These are some examples of books, articles and chapters of books are chosen at random:
- Articles from journals:
FLOWER L. & HAYES J. 1980. 'The Cognition of Discovery: Defining a Rhetorical Problem'. *College Composition and Communication*. 31: 21-32.
- Books:
GARDNER Bryan and GARDNER Felicity. 2000. *Classroom English*. Oxford: OUP.
GITSAKI Christina and TAYLOR Richard P. 2000. *Internet English*. Oxford: OUP.
LIGHTBOWN Patsy M. and SPADA Nina. 1999 (2nd ed). *How Languages are Learned*. Oxford: OUP.
TUDOR Ian 1996. *Learner-Centredness as language Education*. C.U.P.
WILLIAMS Marion, BURDEN Robert L. 1997. *Psychology for Language Teachers*. Cambridge: C.U.P.
- Papers included in books:
SCARDAMALIA M. and BEREITER C. 1987. 'Knowledge telling and Knowledge Transforming in Written Composition' in ROSENBERG S. (ed.) *Advances in Applied Psycholinguistics*, vol. 2: 142-173 Cambridge: C.U.P.
- Webliography: it must contain Author, Date (of publication on web-site), Title, URL.
- ✓ **Appendixes**