SALS 05 - 06

The present page provides some materials produced by trainees during the academic year 2005-06.

SESSION I (15 - 22 November 2005)

The present sections offers a synthesis of the group work on the personal Linguistic Biographies of the SALS coursists. They show the relevence of different elements in language learning. Specific reference is made to:

- motivation
- experiences abroad
- teacher model
- family influence
- relevance of emotion

Linguistic Biography Plenary Session
Restituzione Plenaria Biografia 

SESSION II (29 novembre - 5 dicembre 2005)

The present sections offers a synthesis of SALS coursists' language learning personal experiences as reported in their group works.
It sums up the didactic chioces of their teachers and includes their later reflection with reference to:

- methods
- the four skills
- materials and means used

- the study of culture and direct contact with native speakers
- differences between middle school and high school
- different generation approaches
- other

Come ho imparato la/le lingua/e straniera/e?
How did I learn the foreign language Plenary Session



SESSION III (5-20 December 2005)

The present sections offers a synthesis of SALS coursists' convictions about teacher's behaviour.
It sums up actions and attitudes considered un/suitable to enhance students' motivation to learn and low anxiety.
Considerations are useful to carry on reflection on actions and practices. If attention is payed to some relevant behaviours and attitudes on the part of the teacher, quality education may better be implemented. For example careful attention to students learning styles and the teaching of learning strategies suitable to the task/s may develop effective knowledge and competences thus reinforcing students'autonomy and self confidence.

Among many some recurrent voices occured in most coursists' individual reflection about what teachers should or should not do thus inviting them to focus on 

- the person
- motivation
- materials selection
- style and strategies
- feasibility
- coherence between objectives and testing
- students' different learning rythms and interests
- teachers'attitudes
- others

You are therefore invited to read the synthesis provided so that careful reflection may start or enriched by the aspects singled out in the linked document.

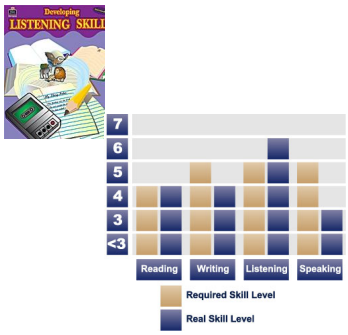
What a teacher should or should not do
Quello che un docente non dovrebbe fare

SESSION IV (10 January 2006)

In this session trainees experimented strategies for listening and speaking in their groups.
Thanks to the activities proposed and implemented during the session they were provided the opportunity to reflect on the specific strategies they were using and how the task to accomplish could become easier if cooperation with colleagues was called into question.

The activities were somehow samples to be considered as instances to carry out in the school context. During the final part of the session R. Oxford's strategy inventory was referred to in order to list all the different strategies used in the different steps of the learning unit. Trainees recognized thy moved from predicting, to concentrating, lowing down anxiety, relaxing, cooperating and many others. Of course the different tasks implemented that ranged from listening for gist to listening for specific information required metacognitive as well as affective and social strategies.

The experimentation was also meant to raise awareness of the strategies traditionally neglectsed. Therefore the activities carried out offered the chance to reflect on possible means to improve students' and teachers' awareness of possible ways to reinforce self-esteem and tackle tasks that sometimes may appear too difficult. Listening is a strategic skill to be developed since exposure to the target language is an essential prerequisite to make progress in language learning and acquisition.



SESSION V (17 January 2006)

During the session trainees where asked to work in group and share reflection on the two observation tasks carried out as homework on an individual basis.
They were provided the models of observation tables provided below and asked to observe real-life reading. Later they were asked to compare them in order to improve personal awareness:

- on the different reasons for which people read in real life
- on the nature of reading tasks carried out in the classroom

Real life Observation Sample

Classroom Observation Sample

Samples are taken from Chiara Gallo's report. Members of the group: A. Amorosi, I. Fasan, C. Gallo, S. Lugnan and E. Turco.



The further step of the session consisted in a shared group comparative analysis meant to put into a better focus differences between real life reading and reading in the class. Also discussion about the reasons for the different behaviour in the two context was invited. All this in view of discussing activities and practices may reduce the gap between reading in real life and during class activities.

A post observation questionnaire was later handed over to support trainees' discussion, exchange of opinions and proposals to promote effective and lively strategies to be tested in the class environment.

Group works reflection are summarazed in the document attached and is to be used in the Plenary Session on Strategies for Reading from which the next session will start. 

I apologies with the trainees who cannot see their names quoted among the Plenary Report attached to the present page (groups: Bettin, Castaldi, Dadrio, Di Domenico, Fasano and Tiselli) due to late arrival of documents that did not allow me to include in the present report. However that will be considered in the assessment stage.

SESSION VI (24 January 2006)

During this sessions trainees were invited to organize into groups and discuss the effectiveness of some reading strategies introduced by some materials handed out during the previous session.Analysis and shared discussion about the activities proposed was a pretext to elicit trainees' reflection on the complexity of selecting the strategies that sound most suitable to specific learmnig contexts and to reach the objectives set by the teacher.A questionnaire was offered as guideline to a discussion aimed mainly at promoting sharing of experiences during practice training. Also reflection on individual strategies use, habits or experimented (both in learning and teaching experience) was invited.

In addition to the previous activities, some quotations from interviews to foreign language teachers from different cultures and countries were given to trainees so as to make them disuss and share opinions about different reading strategies used by different teachers in different parts of the world.

This choice had the aim to make trainees aware of how knowledge of different cultural pedagogic learning offers and reading strategies practices may offer theteacher a further chance for reflection carried out on a larger context basis.

Trainees were also encouraged to keep their eyes alert on the nature of contemporary teaching and learning contexts that call multiculturalism into question over and over again.

As teacher trainer I really believe it useful to promote awareness and reflection on the different nature of some practices that even if rather remote in our teaching context are probably familiar with learners coming from non -European or Asian countries. Reading about different teachig habits and discussing different strategies used by the various teacher I hope could provide the occasion to experience a situation that favours inbetweennes as a learning and teaching attitude open to different realities and different students.

The session last step required group work again and traines were asked to reorder a jumbled lesson being ready to provide rational for the choice of their definite sequency. In the end two short reading passages were provided so that in the next session again in a workshop trainees will be committed in outlining a learning unit divided into thre steps:

pre-reading
while-reading
post readingcarefully considering the logical transition between a step and the other.

Trainees will therefore experience what to plann a learning sequence is like and last but not least they will do it inside a team. The session was a really hard working one and hopefully useful to trainees critical reflection on the effectiveness of specific reading strategies. Plenary Session on Effective Reading Strategies

SESSION VII (31 January 2006)



During the sessions trainees were invited to organize into groups and prepare the outline of a reading lesson selecting some strategies they considered suitable to promote effective skills.
The task was rather detailed: Write an outline of a reading lesson of your own and send the report of the lesson you negotiated in your group to your trainer. Trainees were handed out an extract to be used during the planning and assigned precise guidelines: