

il **nuovo** concorso
a cattedra

Inglese

nella scuola secondaria

Manuale per la preparazione alle prove scritte e orali

Classi di concorso:

A25 Lingua inglese e seconda lingua comunitaria nella
scuola secondaria di primo grado

A24 Lingue e culture straniere negli istituti di istruzione
secondaria di secondo grado (Inglese)

a cura di **Carola Z. Gavazzi**

III Edizione



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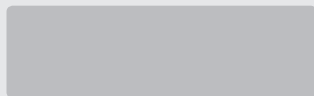
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Angelo Ferrillo (Capitoli 1, 4, 5, 6, 7 e parr. 3.2 e 8.3 della Parte Terza)
Carola Z. Gavazzi (parr. 1 e 1.1 e Capitolo 2 della Parte Prima, Capitolo 8 della Parte Terza)
Laura Sarnelli (Capitolo 2 e parr. 3.1, 3.3 e 3.4 della Parte Terza)
Rosanna Pelegatta (Capitolo 1 della Parte Prima e Capitoli 1 e 2 della Parte Seconda)
Laura Labeni (Parte Seconda, UdA da 5 a 14)

Traduzione del testo a cura di Sara Mayol e Angela Monetta
Revisione del testo tradotto a cura di Eleanor Jane Oden (Parte Prima e Seconda)

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Finalità e struttura dell'opera

Rivolto ai candidati al Concorso a Cattedra nella scuola secondaria, questo manuale è **interamente in lingua inglese** eccetto la parte quarta relativa alla grammatica. Ricco di spunti operativi per una didattica innovativa e partecipativa, vuole essere un mezzo per conoscere i bisogni dell'apprendente della società del terzo millennio, che deve assiduamente confrontarsi con parlanti di altre culture, e per riflettere sulle esigenze comunicative proprie di un mondo globalizzato.

La **prima parte** del testo è dedicata agli aspetti normativi e ordinamentali correlati all'insegnamento della lingua inglese. Il capitolo primo si focalizza sulle proposte europee nell'ultimo decennio e sulle strategie fortemente auspiccate nel nostro continente e recepite, almeno formalmente, da tutti gli Stati. Pur essendo consapevoli della diffusione del Quadro Comune Europeo di Riferimento per le lingue, si è scelto di dedicare molta attenzione a questo strumento, affinché tutti i docenti, o aspiranti tali, possano conoscere le molteplici opportunità che esso offre sia al docente sia allo studente e affinché possa essere recepito da ognuno secondo le proprie esigenze formative. Soprattutto si vuole evidenziare come la sua duttilità e flessibilità lo rendano un mezzo di lavoro estremamente utile "per tutti". La sua autorevolezza infatti non deriva dall'essere prescrittivo, ma al contrario dal presentarsi come un contenitore in cui nulla è stato dimenticato o lasciato al caso.

Il testo procede poi con l'analisi delle qualità e delle qualifiche che caratterizzano il profilo del docente europeo. Tale figura idealmente tende ad uniformare su tutto il continente gli aspetti che identificano la professionalità del docente (la formazione lungo tutto l'arco della vita lavorativa attiva, le conoscenze di base, linguistiche e non, la competenza come punto di riferimento per gli apprendenti, l'uso della tecnologia della comunicazione, requisito ormai imprescindibile in qualsiasi ambito lavorativo) e si ritiene pertanto che sia oltremodo importante, per chi si trova ad operare nel mondo della scuola, riflettere sulle proprie abilità in modo critico e conoscere quelle ancora da acquisire in un ambito che sta diventando sempre più internazionale e transnazionale.

A seguire tale premessa che aiuta a capire in quale direzione si stia muovendo l'Europa, nel capitolo secondo si è indagata la realtà della scuola italiana, in cui le recenti riforme stanno mettendo in pratica la dimensione europea. Dopo una panoramica sugli ordinamenti di ogni ordine e grado, con indicazione dei rispettivi quadri orari e degli obiettivi specifici di apprendimento, relativi alle lingue straniere e alle culture ad esse sottese, sono analizzate le metodologie più attuali e quelle che meglio rispondono alle necessità di formazione, a partire dal CLIL, mai sperimentato nel nostro Paese nel passato. È stata inoltre chiarita l'importanza dei sussidi multimediali e dell'insegna-



mento a distanza, come modello di apprendimento collaborativo e fautore di scambi di esperienze fra docenti operanti in aree territoriali anche molto lontane.

La **seconda parte** del manuale entra nel vivo della didattica fornendo spunti sull'insegnamento della civiltà ed esempi di unità di apprendimento. Il capitolo primo prende in esame il problema dell'insegnamento della "civiltà", argomento quanto mai spinoso che fa cadere facilmente nel campo minato della banalizzazione dei contenuti e nel rinforzo degli stereotipi che, al contrario, dovrebbero essere rimossi. Riprendendo e richiamando gli obiettivi di apprendimento relativi alla cultura, si discute del rapporto fra lingua e civiltà.

Il capitolo secondo propone esempi di **Unità di Apprendimento** e di organizzazione di attività finalizzate alla **progettazione** e **conduzione** di lezioni efficaci, che possono essere attivate in vari indirizzi scolastici, da singoli docenti o meglio ancora da gruppi di docenti.

La **terza parte** offre la ricostruzione, in lingua inglese, dei tratti salienti del contesto storico, sociale e culturale in cui emergono le tematiche e gli autori della letteratura inglese, a partire dalle origini sino all'età contemporanea: si tratta di uno strumento indispensabile per poter dimostrare la capacità di leggere, analizzare e interpretare testi di vari generi.

L'analisi si estende, in un'ottica postcoloniale, fino a comprendere i principali scrittori della letteratura anglofona dei Caraibi, dell'Africa e dell'India.

La **quarta parte** consente un veloce ripasso dei principi fondamentali della grammatica inglese.

Chiude il volume, un'utilissima **Appendice**, interamente in lingua inglese, con nozioni di base sulle competenze psico-pedagogiche e didattiche e con elementi di ordinamento scolastico italiano.

Lungi dall'essere un percorso concluso, questo manuale vuole piuttosto stimolare una serie di riflessioni sul campo e la condivisione continua di obiettivi disciplinari, educativi e pedagogici che possa condurre alla definizione di un curriculum flessibile, permeabile e sempre *in fieri*.

Questo lavoro, ricco, complesso, denso di rinvii normativi e spunti operativi per l'attività dei futuri insegnanti, tratta materie in continua evoluzione.

Ulteriori materiali didattici e approfondimenti sono disponibili nell'area riservata a cui si accede mediante la registrazione al sito edises.it secondo la procedura indicata nel frontespizio del volume.

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Parte Prima

Verso la scuola di domani

SOMMARY

Chapter 1
Chapter 2

Europe languages
Italian way to the European dimension

Chapter 1

Europe languages

Over recent years the make up of Italian schools has changed dramatically, from a “monoculture” with a single language to being pluricultural and plurilingual. There is a growing openness towards other cultures in keeping with the ever transforming culture around them. Academic institutions have adjusted their value system accordingly, revisiting the concept of “mission” in the hope of developing in young people a sense of citizenship that goes beyond mere local geographical boundaries. This is in order to build a society that is characterised by the respect of “self and other”.

The impact of these different cultures on the classroom has resulted in new teacher competences, such as the ability to decode multiple messages, as teachers find their own cultural model of timings and strategy not always effective. Since codes and the ways in which they are exchanged can be deeply diverse, teachers have to adopt a “dialogical” approach where roles and languages allow room for different forms of expression. Only then, is pluralism nurtured and becomes a shared experience.

Apart from this, the increasing production of school books and material together with new linguistic education awareness, have undoubtedly contributed to the promotion of new good practice and tools. These deal with linguistic disadvantages and linguistic skills development, even if the teacher remains the main director of the articulated learning-teaching process.

The definition of plurilingual and pluricultural competence given by the Common European Framework of reference for languages (CEFR)¹, has forced teachers to focus on the mastery of linguistic diversification and to reconsider the educational offer. Mother tongue (MT) language teaching and CLIL modules (Content and language integrated learning) both play a greater role.

The trends in today’s language teaching seem to favour a proactive development of plurilingualism. Through this the monolingual student can learn foreign languages (FL) and develop his/her own personal bilingualism, continuing to study his/her mother tongue, if it is not included in the school curriculum.

¹ According to the CEFR, plurilingual and pluricultural competence is “the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor is proficient in several languages and has experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw”.



To sum up, a plurilingual approach is spreading fast throughout Italian schools. It aims for integration between the MT and FL students through a greatly revised curriculum with a plurilingual perspective. The fear that learning different languages simultaneously could cause negative transfers is being replaced by a pluriversal vision which facilitates the interaction and understanding of different languages and cultures.

Through this pluricultural perspective Italian schools have been able to recover, their original educational role of being open to a kaleidoscopic of differences.

1.1 European linguistic politics

The European Commission's commitment to promoting language learning and facilitating intercultural dialogue originated in 1989, the year "Lingua" (the first foreign languages and culture teaching programme was approved. In 2001, different measures were taken to develop a common strategy for the widespread diffusion of languages in European countries.

The importance of linguistic education was well highlighted by the Lisbon Strategy, adopted by the Council in March 2000, as a necessary condition in order to improve and increase competitive levels.

The European Council Summits of Stockholm (23-24 March 2001) and Barcelona (15-16 March 2002) set concrete future targets for education and training in European systems, and a strategy programme for achieving them by 2010 ("Education and training 2010"). These targets included developing knowledge of society, promoting language learning, developing entrepreneurial skills and responding to the general need for European based education. Following these Summits, European Union leaders expected a basic improvement, notably "by teaching at least two foreign languages from a very early age". This intention was highlighted in the follow-up communication "Promoting language learning and linguistic diversity: an action plan 2004-2006"²: According to this document, European students "should have meaningful communicative competence"; this meant "active skills rather than passive knowledge", associated with intercultural competencies, and "the ability to learn languages whether with a teacher or alone". In addition, the main objectives to be pursued were set out, through 47 concrete action plan proposals³, in three different strategic areas in which action should be taken: 1. Life-long language learning; 2. Better language teaching; 3. Building a language-friendly environment.

² CM/Rec (2003) 449 July 24, 2003.

³ Of the 47 initial actions, 41 were put into practice in 2007, 5 in 2013 and one was scrapped but then continued in another proposal.

Later, in 2005, in order to launch the objectives set in Lisbon, the European Commission presented a new strategy for language learning in the communication “A new framework strategy for multilingualism”.⁴ Then in 2006, through the “Recommendation of the European Parliament and of the Council” of 18 December, it set 8 **key competences**⁵ that a quality education system must guarantee European citizens, in order to allow them to actively and responsibly adapt to a globalised and multicultural society. Member States were asked to define the key elements of their lifelong learning strategies, which ensured that early education and training would equip young people to develop such competences for adult life and further learning including working life.

The first two of the eight key competences, are *communication in the mother tongue* and *communication in foreign languages*. It is fundamental that all key competences are considered equally important because each of them contribute to a successful life in a knowledge society. The Recommendation gave the following definition of the second key competence: “it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form – listening, speaking reading and writing- in an appropriate range of societal and cultural context. In education and training, work, home and leisure-according to one’s wants or needs. Communication in foreign languages also calls for skills such as mediation and **intercultural comprehension**. An individual’s level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to his/her social and cultural background, environment, needs and/or interests”. Further on it was highlighted that essential knowledge, skills and attitudes related to this competence, required: “knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of **social conventions** and the **cultural aspect** and **variability of languages** is important”. Also, it stated that the essential skills for communication in foreign languages consisted of: “the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual’s needs”. Finally, it revealed that individuals should “also be able to use aids appropriately and learn languages also informally as part of lifelong learning”. In summary, a positive attitude involved “the appreciation

⁴ CM/Rec (2005) 596 November 22, 2005.

⁵ It is worth listing the eight key competences, as they have been introduced in *December 18, 2006, Recommendation on key competences for lifelong learning* (2006/962/CE):

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

of cultural diversity and an interest and curiosity in languages and intercultural communication”.

In January 2007, the Commissioner Leonard Orban was appointed to boost multilingualism in Member States, especially in workplaces, in view of the European Year of Multicultural Dialogue (2008).

A public consultation promoted by the European Commission took place with the aim of gathering opinions from European citizens on linguistic policies. The results of this research came together in a new Communication published in September 2008 entitled: *“Multilingualism: an asset for Europe and a shared commitment”*⁶. Language diffusion became the European States’ shared and unavoidable task, with the intention of strengthening citizens’ opportunities in life by facilitating access to services and rights and increasing mobility through a better intercultural dialogue. In particular, the Communication confirmed that *“Europe’s linguistic diversity constitutes a major linguistic asset and it would be wrong for the European Union to restrict itself to a single main language”* and it referred to *“the importance of promoting and supporting the development of innovative pedagogical models and approaches for language teaching in order to encourage the acquisition of language skills and to raise awareness and motivation among citizens”*.

European states needed to raise citizens’ awareness of the value and opportunities presented by linguistic diversity within the European Union and encourage the removal of barriers to intercultural dialogue.

Referring to lifelong learning, the Communication stressed how students of the education and training system *“should have access to practice-oriented language provision, tailor-made to their occupation and relevant to their future employment”*.

In the *“Europe strategy 2020”*, adopted by the EU after the European Council Summit 17 June 2010, the focus is placed on informal learning, inclusive work strategy, active participation of society, capillary diffusion of mobility in the European market, transformation within the next ten years of young people’s entrepreneurial skills, and finally an economy with a *“smart, sustainable and inclusive growth”*. In particular, the *“Council conclusions on the role of education and training in the implementation of the ‘Europe 2020’ strategy”*⁷ intended to afford young people *“opportunities for voluntary activities, self-employment and working and learning abroad”*.

1.2 Common European Framework of Reference for Languages

As previously stated the CEFR is an important document for foreign language teachers. It is the starting point for the teacher planning a programme and the point of reference for assessment and self-assessment of the learning process. It is a truly European basis which provides uniform criteria for foreign language

⁶ CM/Rec (2008) 566 September 18, 2008.

⁷ (2011/C 70/01) March 4, 2011.

learning and supercedes national systems, whilst maintaining the diversity of specific social contexts. Most teachers or aspiring teachers will have heard about it and had the opportunity to use it, even if only partially, in their teaching experience. Considering its importance, it is worth drawing greater attention to its objectives and structure, and understanding better its potential and ability to affect development of language learning and linguistic competence, which are useful for communicating and interacting with people from different nationalities and backgrounds⁸.

1.2.1 CEFR objectives

The European Council wanted to provide all learners, involved in both formal education (students attending regular schools) and informal or individual education (workplace, lifelong learning), with a tool to facilitate the foreign languages learning process, in view of increasing international mobility (for personal, reasons, work, leisure and study) according to different ages and educational groups. Just as in a chain with strongly connected links, mobility requires the language ability to communicate with foreign partners during work negotiations or in international work groups and to maintain international relationships with people who share our experiences (neighbours, colleagues, students from other countries). It is necessary to gain awareness of personality identity and different cultures in order to have good international social relationship. It is also fundamental to access information and share opinions with the people we meet in order to understand each other's backgrounds. The world is gradually expanding, embracing cultural experiences and values that affect individuals and shifting from a national to an international landscape.

Due consideration must be given to mobility since it does not only concern two countries, but all European countries thus the CEFR encourages the learner to develop a plurilingual attitude. The difference between “plurilingualism” and “multilingualism” is clearly expressed in CEFR chapter 1: *“Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society (...)The plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (...), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact (...)”*⁹.

Therefore, foreign languages learners are encouraged not only to learn different languages but to be able to use them and, at the same time, keep

⁸ The CEFR complete document is available on the Council of Europe site: <http://www.coe.int/t/dg4Portfolio/documents/Framework>. Printing a copy is recommended a copy although it is a rather large document. The online version allows the adding of bookmarks and comments if needed.

⁹ Cf. *Common European Framework* 1.3 “What is plurilingualism?”.

them separate. In other words, the objective is not just learning languages to communicate, for instance in English with an English person or in Danish with a Danish person etc. Studying more languages (at least two foreign languages are recommended) should build a plurilingual mentality, that is, the ability to manage his/her own communicative competence when different languages interact. This allows an individual to easily switch from one language to the other, or express concepts in one language rather than another using a specific expression to convey an idea better, or use a “universal” vocabulary everybody can understand. CEFR does not consider only the linguistic aspects but stresses the importance of different languages and paralinguistic aspects that compensate for linguistic weakness. The concept of “plurilingualism” is supported by the concept of “pluriculturalism”. Communication also works through sign and body language, tone of voice, mime, facial expressions, proxemics, but unfortunately these things are not interpreted in the same way everywhere.

Spontaneous physical contact which is typical of Mediterranean people clashes with the physical distance code of northern countries. It is important to acknowledge that the wrong behaviour in a certain culture can be far more serious than a grammatical or lexical mistake. Having explained the aims and objectives of CEFR, its main features will now be considered.

1.2.2 CEFR general features

The CEFR is a highly *innovative* document. Before its publication, there was no *reference shared platform* already recognised and adopted by all European countries, with unambiguous clear criteria. How often do people talk of having an “academic” knowledge of foreign languages? How do you interpret the meaning of “academic”? If the language has been studied at school for at least 3-5 years “academic” ought to should have a positive meaning. Instead, it has always been used as a euphemism of “poor”. Superficial people or those with high self esteem might even define it as “good” or “excellent”, whilst those with a more unassuming personality simply “sufficient”. None of the definitions of this adjective could be considered reliable for an employer choosing a candidate. The framework provides a clear and detailed distinction of levels that cannot be misinterpreted and is recognised everywhere (especially if supported by an official certificate) Hungarian and Portuguese candidates with a B1 linguistic-communicative competence are therefore comparable and cannot make false claims about their language ability without creating a bad impression.

This simple example demonstrates the importance of relying on a uniform reference framework to guarantee each European citizen the same opportunities. It is obvious that such a process requires a careful definition of the necessary descriptions, in order to attain the utmost *transparency*. The CEFR and all its supporting tools (European Language Passport, European Portfolio, etc.) use the same language for definitions, indicators and levels, and synonyms are not permitted. Translations into different European

il **nuovo** concorso a cattedra

Il presente volume si pone come utile strumento di studio per quanti si apprestano alla preparazione del **concorso a cattedra** per le classi il cui programma d'esame comprende la **lingua Inglese** e contiene sia le principali **conoscenze teoriche** necessarie per superare tutte le fasi della selezione concorsuale, che preziosi **spunti operativi** per l'ordinaria attività d'aula.

Il manuale, ricco di spunti operativi per una didattica innovativa e partecipativa, è strutturato in più parti.

La **prima** è dedicata agli aspetti normativi e ordinamentali correlati all'insegnamento della lingua Inglese: mette a fuoco le proposte europee dell'ultimo decennio e la loro attuazione nel nostro paese. La **seconda parte** entra nel vivo della didattica fornendo spunti sull'insegnamento della civiltà ed **esempi di Unità di Apprendimento** che possono essere attivate in vari indirizzi scolastici. La **terza parte**, in lingua inglese, analizza le tematiche e gli autori della letteratura, a partire dalle origini sino all'età contemporanea, e il relativo contesto storico, sociale e culturale. L'analisi si estende, in un'ottica postcoloniale, fino a comprendere i principali scrittori della letteratura anglofona dei Caraibi, dell'Africa e dell'India: si tratta di uno strumento indispensabile per poter dimostrare la capacità di leggere, analizzare e interpretare testi di vari generi letterari.

La **quarta parte** consente un veloce ripasso dei principi fondamentali della grammatica inglese. Chiude il volume un'utilissima **Appendice** (interamente in lingua inglese) con nozioni di base sulle competenze psico-pedagogiche e didattiche e con elementi di ordinamento scolastico italiano. Il testo comprende tutti gli argomenti indicati dal bando di concorso e punta ad una trattazione rigorosa ma essenziale, funzionale ad una rapida revisione delle conoscenze pregresse dell'aspirante docente.

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