

GRUP DE TREBALL PEL

IES MANUEL DE PEDROLO, TÀRREGA

PILAR PIRLA

TASCA PORTFOLIO FINAL

1. Descripció breu del punt de partida i dels aspectes més rellevants apresos.

L'any passat ja vaig participar en aquestes sessions de formació del grup de Portfolio, però només va ser un tast de la nova metodologia que se'ns va presentar. Més aviat vaig pensar que seria força difícil implementar el Portfolio tal com està plantejat en les carpetes que ens van donar. Vaig pensar que encara tenia moltes llacunes i no veia gens clar com (a hores d'ara encara ho trobo complicat) es podien fer servir les graelles d'autoavaluació amb els descriptors a les nostres aules.

Enguany ha sigut tot un encert disposar de les explicacions de l'Olga Esteve perquè he après molt sobre teories i metodologies noves (els scoba, el treball amb les famílies de seqüències, les pautes metacognitives, el foment de la capacitat investigadora, l'avaluació dinàmica, etc) en referència a l'ensenyament de llengües estrangeres, i d'altres explicacions han sigut una confirmació d'intuïcions que jo ja tenia sobre aquest tema i això m'ha ajudat a organitzar les idees (el treball en espiral, l'scaffolding, o els scobas). Em sembla, però, que em cal una mica més de pràctica i temps per poder aplicar aquests coneixements satisfactòriament, sobre tot pel que fa al treball amb els descriptors.

2. Una mostra d'una seqüència didàctica des del plantejament del foment de la competència plurilingüe i de l'autonomia de l'aprenent

En primer lloc tenim la seqüència didàctica que ja vaig realitzar com a tasca de treball autònom. L'objectiu de la tasca és saber demanar i donar consells oralment i per escrit en llengua anglesa.

SEQÜÈNCIA 1

TÍTULO: "AGONY AUNT"

LEVEL: A2

OBJECTIVE: Ask for and give advice written and orally about problems related to teenagers.

Fase 1a: Whole group: (global comprehension)

a Write the word *teenager* on the board and ask students to define it.

b Then ask students: *Who do teenagers have problems with?* Elicit: parents / brothers and sisters / teachers / boy or girlfriends / the police etc.

c Then ask the students to tell each other what problems, if any, they had when they were teenagers and with who (or having if they are aged 13-19). Get some open class feedback.

Fase 1a: Pair work:(global comprehension)

e Now ask students, in pairs, to make a list of possible problems between parents and teenagers. See if they can find 5 each.

f Write on the board all ideas, for example: clothes / going out / pocket money / friends / music / free time vs homework etc.

Fase 1b: Pair work: reading an example (analysing and planning work)

a If teenagers are having problems, who can they turn to for independent advice? Get ideas and if not suggested, mention writing to a magazine – has anyone written to a magazine for advice?!

b Show a copy of the problem page, but don't let them read it, and explain that two teenagers have written in with their problems.

c Hand out one copy of the page *folded in half as shown* to each pair and get students to read the problems – are they similar to the suggested ideas?

d What do the students think of the letters? Is it OK for a 14 year-old girl to go out all night? For 17 year-old boy to buy lots of CDs?

e Now ask students, in pairs, to consider how “Agony aunt” may reply. Give them time for this and help with their ideas: vocabulary needed, grammatical structures, layout of the letter, etc. Students can even write their ideas in their own mother tongue.

Fase 1c: whole group: (building the grammar explanation together)

a Get open class feedback – do the students have the same ideas?

b Now ask them to open up their sheets and read the replies – are they surprised? Do they agree with the suggestion she gives each teenager?

c Comment on and teach them the grammatical structures that may have come up to ask for and give advice and the vocabulary that may be useful: *Why not (do this)? ; How about –ing?; you should...; If I were you, I would..., etc*

Fase 2a: pair work: (Writing and reading collaboratively)

a The students now choose another problem (refer to ideas from the start of the lesson) and think about how they could write a letter.

b **First draft:** Students, working in pairs still and looking at the example problem letters, make a rough copy. They should not be writing directly onto the worksheet but on another piece of paper.

c **Improving:** Students then swap their answers with another pair to look at and edit. Encourage helpful comments rather than criticisms.

d **Final draft:** Students make any necessary changes with spelling, vocabulary or grammar and then write their letter onto the worksheet. Give each student a copy so that they can write the final draft individually.

Fase 3a: pair work: writing (co-evaluation and building of new meanings together)

a Once everyone has finished the students give their worksheets to a different pair who read and decide how to answer the problem. Give them time to do this writing using 3 paragraphs *First,... Second,... and Why not... and the other structures they may have learnt.*

b Letters are returned – are the students happy with the “Agony aunt’s”reply? Should there be any corrections on terms of vocabulary or grammar? It’s time to analyse the letters together.

Fase 4: pair work: speaking

a Using the problem and reply, students could pretend to be on a radio programme where people phone-in. One student is a DJ with professional advisors, and the other students take it in turns to phone in with their problems. They can record it to be later commented on with the rest of the class. Students can write down the problems that they have found while doing his activity as well as the things they have learnt.

Have a problem? Write to Agony aunt! This month: teenagers' family problems.

Dear Agony aunt,

I am 14 years old and have a problem with my father. He's too strict! I don't have enough free time to go out with my friends. He says my homework is more important so I can't go out. I stay in every evening except at the weekend. It's awful! I want to go out every night not only on Friday and Saturday!

Can you help me? What should I do?

Ruth

Dear Agony aunt,

I am 13 years old and I have a problem with my mother. She's too mean! I don't have enough pocket money and then I can't buy all the CDs and magazines I want. It's terrible. All my friends have much more money than me. I feel very unhappy. I want money every week, not every month!

What should I do?

Jordi

.....fold

Dear Ruth,

First, I think that your father is right. Homework is very important. You should do your homework first.

Second, you can go out twice a week, so that's good. You don't stay in every night.

Why don't you ask to go out one more night, perhaps midweek, but not every night?

Agony aunt

*Dear Jordi,
First, you're lucky to get money.
I'm sure your mum gives you
what she can.*

*Second, I think that perhaps
you're a little selfish- you can
buy some CDs and magazines.*

*How about doing some
Saturday work to get some
extra money?*

Agony aunt