

# THE PATH OF STUDY

## INITIAL PHASE

Language areas: European languages, Eastern languages, Middle Eastern languages, Slavic languages, Nordic languages

- Analysis of the entry level
- Learning objectives
- Methodology and teaching aids: audio-visual, computer and laboratory aids
- Verification and evaluation
- Operational indications for the acquisition of a structured teaching method

Language Point, through training proposals in the linguistic field, aims to *personalize the study plan*, the purposes of which can be summarized as follows:

- offer a broad and articulated language training, according to the parameters and the CEFR Directives;
- encourage the student to acquire autonomous orientation skills and evaluate their own language skills;
- knowing how to develop the aptitude for self-training and the willingness to learn;
- encourage adequate preparation to support language certifications of international value (Cambridge Assessment English, exams of the Goethe Institut, the Instituto Cervantes, the French Cultural Centre, etc.).

As far as the *cognitive objectives* are concerned, Language Point has the task of leading the student to:

- achieve good autonomy in the four language skills, in relation to the chosen path and the reference level
- achieve effective communication skills that are adequate to their personal and professional expectations
- Develop the passion for knowledge of the language to foster an intercultural attitude, both as awareness of a multicultural reality, whose perception of diversity is seen as an enrichment, and as an awareness of one's own

## The path of study and the operational phases

A tailor-made path that meets the specific needs and interests of each individual student.



To achieve effective communication competence appropriate to one's personal and professional expectations.

cultural identity, even if transcended and united to other cultures.

The acquisition of the ability to communicate in an increasingly safe and conscious way, using a language that is not only correct but above all appropriate to the purpose and context (*communicative competence*), implies the achievement of some *sub-objectives* such as:

- a) the acquisition of specific functions and grammatical structures with which they are realized;
- b) the mastery of a lexicon at the level;
- c) the correct use of the phonological system;
- d) in addition to the above-mentioned development of the four skills (listening, writing, reading and speaking), capturing an increasing textual competence gradually extended to increasingly specialized texts.

→ **Methodology and teaching aids: digital, IT and laboratory aids**

The Methodology is **functional-communicative**, with particular attention to the multisensory expressive approach. The strategies and techniques are diversified according to the type of activity proposed. Those favouring the interaction of students with each other and between students and teachers (*problem solving, simulation of work in pairs, group work*) are privileged.

Students are guided to practice reading and listening skills through exercises of various kinds (*skimming, scanning, pre-questions, note-taking, summarizing, etc.*), the purpose of which is to help the student develop strategies for appropriate reading and listening. Some readings constitute the model and the starting point towards the development of written production. In each class **digital aids** are used (LIM, laptop, tablet, projector, etc.) depending on the didactic needs and the availability of the tools; the use of the language laboratory is aimed at all students and is a service that Language Point offers throughout the year and is included in the registration fee.

The advantages of this subsidy are many:

- possibility of autonomous study of the language without interruption and at one's own pace
- possibility of working with material prepared "ad hoc" by the teacher or through dedicated platforms
- possibility to receive continuous and individual attention from your teacher or other Language Point teachers present and available.

## COMMUNICATIVE-PRAGMATIC APPROACH

*Flexibility*

*Concreteness*

*Motivation*



Students are guided to the comprehension of reading and listening texts through exercises of various kinds



The **Laboratory** is a very quiet area, equipped with PC stations, where students can use the wide range of material available. The payment of the registration fee gives the right to access (Wi-Fi, internet, etc.) and to consult the available resources (apps, books, videos, magazines) for the entire duration of the course.

Listening to authentic material, telephone recordings, radio news, songs, announcements, stimulates the student to understand different messages and distracts him or her from the unique model of the teacher's performance, expanding the possibilities of recognizing the possible linguistic varieties. The recorded material can be reused at home for personal consolidation work.

The area proposes to use the multimedia laboratory e computer for analysis, drafting and text processing for the online search of textual products suitable for didactic planning, for the exploitation of hypermedia products already prepared e for the possible creation of similar products.

#### → Verification and Evaluation

##### Tools for testing in progress (*ongoing control of the learning process*)

Observations relating to the work done by students during collective or individual exercises, attention to student contributions during lessons, homework analysis, short tests on individual skills or specific points will provide opportunities to evaluate the process of teaching / learning. This will give **feedback on the degree of participation** of the students, on the **effectiveness of the teaching action** of the teacher and on the **degree of achievement of the objectives fixed**. Language Point provides a partial intervention evaluation tool through the Student Course Progress Record.

##### Tools for summative verification (*control of progress for the purpose of final assessment and preparation for certification exams*)

#### → Operational indications for the acquisition of a structured didactic method

In order to design and start a teaching-learning process as much as possible effective and productive, the teachers working at Language Point agree to apply the following procedures:

- adopt an attitude of availability towards students, in relation to their starting level, their cognitive strategies, their needs and their background,

The **laboratory** is a very quiet area, equipped with PC stations, where students can use the wide range of material available.



Tools for summative and progress tests



- carefully prepare the lessons (*lesson plan*) and articulate them in systematic didactic units,
- present the work units clearly with examples on the blackboard, starting from checking the pre-requisites and verifying the understanding and concrete implementation of the deliveries,
- invite the student to interact with classmates and / or with the teacher himself or herself even during the explanation phase,
- make students acquire the skills necessary for group work (*role-plays*, preparation of posters with semantic fields, etc.) in order to establish a climate of cooperation within the class,
- have notes taken through diagrams and summaries on the blackboard, with the use of various codes (graphic representations, use of colours, abbreviations, etc.),
- have the materials collected and classified in personal notebooks divided into sections identified by the teachers (phonetics, semantic fields, *false friends*, linguistic structures, exercises, etc.),
- carry out in class exercises first guided and constantly monitored by the teacher,
- systematically check the assigned exercises through collective corrections on the blackboard or individualized,
- analyse in depth the errors produced by pupils seen as a necessary transition phase for learning the second language: invite students to identify their mistakes, involve their peers in corrections, provide new explanations,
- develop the ability to read and understand texts following a path divided into various phases:

1. **warm up.** stimulate the curiosity of students through short presentations, questions relating to personal experiences and opinions related to the subject,
2. **skimming.** to carry out a quick reading aimed at the overall understanding of the text,
3. **scanning:** on the basis of proposed questions, identify and investigate specific aspects
4. **summary.** provide a comprehensive and comprehensive presentation of the previous phases of the material covered.

→ **Recovery and support activities that are intended to be activated to fill the gaps identified**

An *ongoing recovery* activity is systematically implemented through:

Adopting a supportive attitude towards students, in relation to their starting level, their cognitive strategies, their needs and background



Developing reading skills and text comprehension by following a structured pathway





- the repetition of the same arguments in different ways,
- individualized support (i.e. assigning specific tasks and rescheduling the work program together with the teacher),
- the use of didactic material and special digital tools.

If these activities are not sufficient and do not lead to the expected results, other forms of recovery are used which provide for the addition of lessons, especially following justified absences.

#### → Summary: Study Plan and Operational Phases

The Language Point teacher is used to **planning the didactic intervention** through a work program that facilitates learning and adapts to the differences in skills and interests of his students.

The organization of the **syllabus** is not of a structural type but essentially communicative: the communicative needs of the students constitute the criterion for selecting and organizing the linguistic content.

From the learning and use of the communicative functions we proceed to the identification of the grammatical structures and to the learning of the rules that govern their use. In order to satisfy their communication needs, the student will be able to communicate not only verbally but also in writing, proceeding in compliance with the progression: *listening - speaking - reading - writing*.

#### → Outline of programming phases and procedures

- **Assessment of prerequisites** → analysis of the level of knowledge through written and oral tests with a mother tongue teacher at a distance or face-to-face;
- **Analysis of needs** and shared definition of the objectives of the training course;
- **Drafting of an individualized work plan** for each language studied;
- **Ongoing verification of the validity of the intervention** (evaluation of the relevance and effectiveness); The teacher will use the evaluation as a tool for orientation, guidance, feedback on the validity of the didactic choices implemented;
- **Definition of intervention schemes** related to recovery, correction, reinforcement, according to specific needs; verification of the achievement of the set objectives;

Recovery and support activities to be implemented to fill the gaps identified



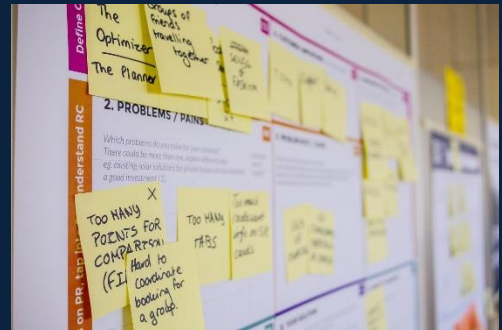
Planned operational steps for a teaching intervention that facilitates learning



- **Qualification test** and **final evaluation** of the results; definition of the level of competence achieved and drafting of the summary document;
- **Attestation of language skills** through '*Certificate of Attainment*', valid for the purposes of training credit;
- **Detailed final report** on the aspects of the course and its contents, with useful information for the continuation of studies.

Normally articulated on 6 levels (11 sub-levels) of general linguistic competence and in line with the *Common European Framework of Reference*, our work plan for European languages and this in particular for English is structured as per the table below. Different times are required for the **passage from one level to another**. The number of hours of study can therefore vary. For example, if in many cases 90 hours may be enough to pass from level A2 to level B1, for other courses the level passage requires the attendance of two successive courses of 90 hours each.

Definition of intervention schemes related to recovery, correction, reinforcement, according to specific needs



- A1 90 hours
- A2 180-200 hours
- B1 375-400 hours
- B2 ca. 750 hours
- C1 ca. 1500 hours
- C2 ca. 3000 hours