

Didactic and educational path (English)

Here at St Philip School, the English language is taught exclusively by English mother-tongue teachers. From grade 1 to 5 there are 14 hours of English for curricular and extracurricular activities.

1. Teaching method

Since enrolment in nursery school, St Philip pupils set out on a learning journey in English that mirrors the Italian syllabus, according to the One Person One Language (OPOL) approach. This means that pupils and students interact with each teacher exclusively in one language, so as to prevent language mixing.

Traditional and innovative teaching strategies are evenly blended to maximize each students' learning potential. While it is exceedingly important to work on language acquisition it is equally paramount to focus on real-life skill acquisition.

1.1 Real-world task and cooperative learning

Real-world tasks are real-life applied problem-solving projects in which students, in order to succeed, are to draw upon previously acquired knowledge and skills as well as learn how to extract, evaluate and use new relevant information, while working in a group environment ideally set up for self-promotion. Upon completion, a full presentation of the project to the class is in order.

Real-world task example

<i>Situation</i>	The Headteacher asks the pupils to draft some leaflets and make a video to promote our school; the leaflets will be handed out during the school's open day and the video will be uploaded to the school's website. Pupils should keep in mind that advertisement has to be on point: they are going to hand out the leaflets to the pupils of their sister school too!
<i>Final product(s)</i>	Leaflets (PDF format)/ Video (Online presentation)
<i>Steps to the task</i>	Pupils have to: 1) Gather information about the school's most relevant aspects they would like to show in the leaflet (building, classrooms, school projects etc.)

	<p>2) Write a school memo to inform the teaching staff and the pupils of the school of their project</p> <p>3) Write a short presentation introducing the subjects they study, their teachers and the school staff</p> <p>4) Make a video showing some of the internal and external school areas</p> <p>5) Choose background music for the video (tip: pupils could compose and play the soundtrack to the video!)</p> <p>6) Edit the video</p> <p>7) Create the leaflet layout (PDF)/ Upload video to the school's webpage</p>
<i>Devices</i>	Computer, smartphone/ tablet, video camera, printer
<i>Subjects involved in the task</i>	English, Education technology, Geography, Music

1.2 Bring Your Own Device (BYOD)

Bring Your Own Device (BYOD) is at the heart of a teaching strategy which, alongside real-world tasks, proves to be extremely effective. Pupils can use their own devices in class to access whitelisted internet sites under their teacher's supervision. By having the possibility to rely on the wealth of knowledge available in the IT age and to use technological devices responsibly, pupils acquire skills and competences, broaden their cultural horizons and ensure their future success on the global stage.

1.3 CLIL (Content and Language Integrated Learning)

The abovementioned teaching methods are strongly related to real life contexts; hence the necessity to set strategies which take into account the interdisciplinary intersections.

The CLIL methodology features the teaching and studying of curricular subjects in the pupils' second language, e.g. social analysis involving subjects such as History or Geography, so as to allow pupils to place newly-acquired information into a broader frame.

1.4 Labs

The interdisciplinary approach rests squarely on lab activities, whose enhancement of communication and cooperation among pupils is strictly linked to experiential learning (i.e. learning by doing). Lab activities engage pupils in active learning processes and promote constructive attitudes toward knowledge, by fuelling their innate curiosity. At St Philip School labs incorporate,

among other activities, painting and drawing classes, miscellaneous crafts, drama sessions. In particular, the latter prove extremely beneficial to language acquisition as well as soft skills acquisition (i.e. personal and social skills).

1.5 Role playing

The above-mentioned teaching strategies do not exclusively focus on competence and knowledge acquisition, they also foster emotional intelligence.

In role-playing activities, as the name itself suggests, students are assigned a role and tasked with the emulation of real-life situations. By adopting a non-judgmental stance, teachers guide students in the process of discovering human emotions and interpersonal rapport.

1.6 Circle time

Closely related to role playing, circle time is extremely beneficial to social and emotional growth and social inclusion (i.e. it helps build positive relationships among children).

The whole class, teachers included, sits in a circle and debates an issue. Teachers set the topic, keep the dialogue going by asking questions, reply to pupils' questions. Pupils learn to interact while sticking to a set of ground rules. Circle time promotes reasoning, unity, respect for others, turn-taking, individual growth while cooperating within a group.

1.6 Flipped classroom

Flipped Classrooms are a non-teacher-centric classes, that is, classes where teachers are not the primary source of information. Students are engaged in active learning, since they are to study and collect data at home as they complete direct instruction by watching video lectures and other e-learning resources as well as traditional ones. Upon reporting back in front of their class, under the teacher's supervision, a class discussion ensues. Its most impressive feature is the students' direct involvement and independence in active knowledge building and competence acquisition. The class is flipped in that the flow of information is originated by the students.

2. Learner profile: language competence and knowledge/General aims and objectives

CLASSE I (ITA)/ 6th GRADE (US)/ YEAR 7 (ENG)

(CEFR level A2)

SKILLS AND COMPETENCIES	GENERAL AIMS AND OBJECTIVES
<ul style="list-style-type: none">• Listening	<ul style="list-style-type: none">• I can understand phrases and the highest frequency vocabulary related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)• I can catch the main point in short, clear, simple messages and announcements
<ul style="list-style-type: none">• Reading	<ul style="list-style-type: none">• I can read very short, simple texts• I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables• I can understand short simple personal letters
<ul style="list-style-type: none">• Spoken interaction	<ul style="list-style-type: none">• I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities• I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself
<ul style="list-style-type: none">• Writing	<ul style="list-style-type: none">• I can write short, simple notes and messages relating to matters in areas of immediate need• I can write a very simple personal letter, for example thanking someone for something
<ul style="list-style-type: none">• Grammar	<ul style="list-style-type: none">• I can use simple language structures and functions in order to communicate
<ul style="list-style-type: none">• Culture	<ul style="list-style-type: none">• I know the main cultural aspects of the English-speaking countries I have studied and I can talk about them

	<ul style="list-style-type: none"> I can compare the main cultural aspects of the English-speaking countries I have studied to the ones of my country of origin
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CLASSE II (ITA)/ 7th GRADE (US)/ YEAR 8 (ENG)

(CEFR level B1)

SKILLS AND COMPETENCIES	GENERAL AIMS AND OBJECTIVES
<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
<ul style="list-style-type: none"> Reading 	<ul style="list-style-type: none"> I can understand texts that consist mainly of high frequency everyday or job-related language I can understand the description of events, feelings and wishes in personal letters
<ul style="list-style-type: none"> Spoken interaction 	<ul style="list-style-type: none"> I can deal with most situations likely to arise whilst travelling in an area where the language is spoken I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> I can write straightforward connected text on topics which are familiar or of personal interest I can write personal letters describing experiences and impressions

<ul style="list-style-type: none"> • Grammar 	<ul style="list-style-type: none"> • I can use language structures and functions without hesitation
<ul style="list-style-type: none"> • Culture 	<ul style="list-style-type: none"> • I can talk about the main cultural aspects of the English-speaking countries I have studied without hesitation • I can easily compare several cultural aspects of the English-speaking countries I have studied to the ones of my country of origin

CLASSE III (ITA)/ 8th GRADE (US)/ YEAR 9 (ENG)

(CEFR level B1 – B2)

SKILLS AND COMPETENCIES	GENERAL AIMS AND OBJECTIVES
<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar • I can understand most TV news and current affairs programmes • I can understand the majority of films in standard dialect
<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints • I can understand contemporary literary prose
<ul style="list-style-type: none"> • Spoken interaction 	<ul style="list-style-type: none"> • I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible • I can take an active part in discussion in familiar contexts, accounting for and sustaining my views
<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • I can write clear, detailed text on a wide range of subjects related to my interests

	<ul style="list-style-type: none"> • I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view • I can write letters highlighting the personal significance of events and experiences
<ul style="list-style-type: none"> • Grammar 	<ul style="list-style-type: none"> • I can use language structures and functions easily
<ul style="list-style-type: none"> • Culture 	<ul style="list-style-type: none"> • I can thoroughly talk about the main cultural aspects of the English-speaking countries I have studied • I can easily compare many cultural aspects of the English-speaking countries I have studied to the ones of my country of origin