

National Virtual Colloquium

Sharing good practices and lessons learned for resilient and sustainable professional development

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Title: Demonstrating key competencies of the CEFR at A2 level for the improvement of ELT

Course of Reference: Developing key competencies of the CEFR at the A2 level

Training Institution: “Universidad de Ciencias Informáticas” (UCI) and the British Council

Trainer: Rosa Lexandra Pérez González

Beneficiaries: 26 professors benefited from the University of Artemisa

Activities used for cascading: Workshops

Mode of delivery: F2F



Main concepts or ideas

The workshops designed for cascading the course Developing key competencies of CEFR at A2 cover a defined goal: To develop knowledge and skills for teaching and integrating the descriptors of CEFR in the contents related to level A2.

The main concepts that were developed are:

Topic 1: Key competencies at level A2 in speaking lessons

Fluency in conversation

Topic 2: Key competencies on assessment in lessons at level A2.

Topic 3: Exploration of working materials at level A2.

SARA as a framework for optimizing the use of materials.

The most debatable concepts or ideas

The most debatable concepts or ideas were centered in the different stages to increase fluency in a speaking lesson

These concepts were the most debatable because many times teachers do not consider providing so much scaffolding to produce oral texts: and the framework, task-teach- task was novel for going through controlled practice and guided practice to a more independent practice stage.

The most highly accepted concepts or ideas


The most accepted concept was the introduction of SARA for adapting the teaching materials to a particular teaching- learning context management. This framework is applied by teachers customarily to cover students' needs, then it was highly accepted.

Designing an Initial Test

Test 1 Language point: vocabulary

Objective :To identify the parts of the house.

The pictures represent typical activities of this family. Identify the part of the house where each character is.



Homer watches TV in the _____

Bart is in his _____

Marge cooks in the _____

Liz is in the _____

Homer parks the car in the _____


He takes a bath in his _____

The family eats dinner in the _____

Variant 2

Objective: to identify actions typically done in the represented parts of the house.

Look at the pictures and complete the sentences.



Homer _____ in the living room.

Marge _____ in the kitchen.

Homer _____ in the bathroom.

The family _____ in the dining-room.

New ideas inspired by the study of the documents and group discussion

The most significant ideas were to elaborate speaking lessons following the model task-teach-task, to cover students' special needs for favoring fluency. Teachers suggested communicative situations associated to students' life and experiences to foster meaningfulness in the proposed speaking tasks. They also suggested the use of SARA to improve determined teaching materials, and including the contents of the course for training students-teachers.

Changes perceived in teachers' thinking

They analysed the examples and models provided to improve speaking lessons and the model to improve the assessment and adapt materials, consequently most of them are applying such practices in their lessons.

Changes perceived in teachers' practice

They prepared tasks for increasing fluency in their planning process for developing productive skills giving the instructions as clear as possible, and consulting the rating scales for A2 level.

They have evaluated more critically the materials they work with, and are able to adapt them coherently according to students 'needs.

Changes perceived in students' Learning

Students are more motivated and according to the results of recent evaluations a higher percent of them show a better development of productive skills

Some opinions from local participants (results from the PNI applied to the group of teachers benefited with workshops)

Positive: - The course propitiated an exchange of different experiences and promoted new ideas.

It was a suitable space for reflecting on teaching practices and their effectiveness.

The workshops provided a detailed view of every topic treated and the explanation were precise enough.

Negative: Time was not enough for covering contents related to other communicative skills at A2 level.

Interesting: Teachers had the opportunity to get familiar with frameworks such as: task-teach-task and test-teach-test, that are not commonly used in their habitual lessons.

They realized, they have all experienced SARA in their teaching practice anyway, nevertheless, after the workshops, they have more effective tools for improving their teaching materials and consequently their students' learning