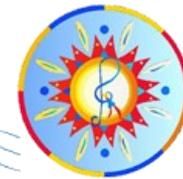




Istituto Comprensivo Statale ad Indirizzo Musicale
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**Erasmus Project
Closing the Word Gap
2019-1-UK01-KA229-061373_2**

**Virtual meeting
26th March 2021**



Theory

Practice



The Erasmus KA2 Project “Closing the word gap” is a chance to investigate how fill the linguistic gaps that learners find throughout the development of their communicative competence.

Communicative competence is made up of five components :
linguistic, sociolinguistic, discourse,
strategic ,intercultural.

Linguistic competence is knowing how to use

- grammar,
- vocabulary ,
- pronunciation .

Linguistic competence asks: What words do I use? How do I put them into phrases and sentences? How do I pronounce ?

This COMPETENCE allows the individual to interact with reality in an active and effective way.

Kindergarten has a fundamental role in enriching pupils because:

- Provides knowledge
- enhances language.



In National Indications for the first cycle of Education, in the field of experience "*Discourses and words*" it is stated that language is an essential tool to communicate and acquire new knowledge for children.

The Indications state that "*the ability to listen to stories and understand narrations, to tell and invent, to dialogue with adults and classmates, comparing points of view, elaborating and sharing knowledge*" is to be fostered throughout the all kindergarten path.



School plays a very important role in shaping the vocabulary.

Teachers put up teaching units in order to enhance and promote effective language education, as well as educational choices shared with the families.

The classroom becomes a place where languages intertwine and mingle together and that reflects the world in its global essence.



In such a context, the teacher makes even more: she chooses to create a path of growth based on the "autobiographical methodology".

It aims to increase:

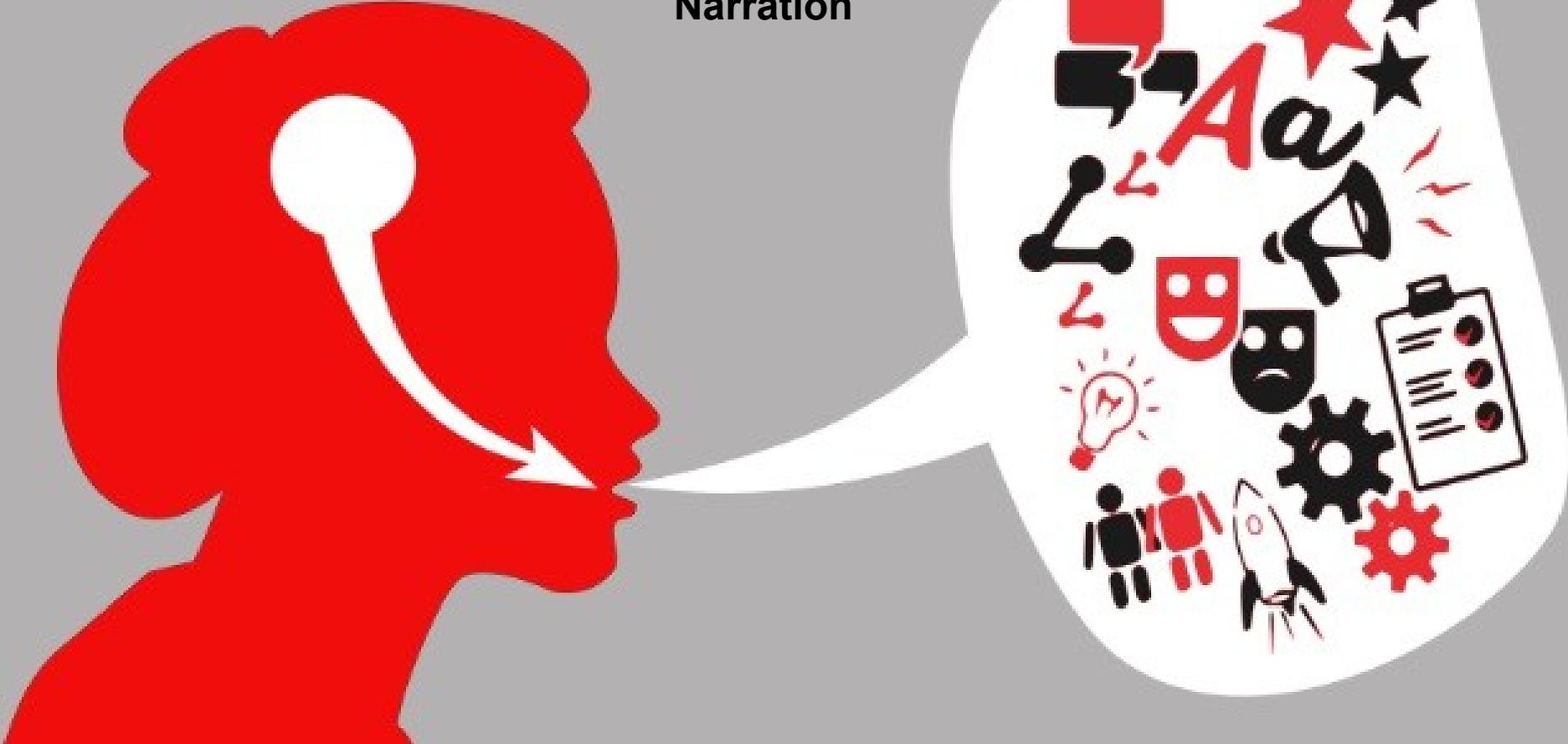
1. awareness and self-esteem
2. metacognitive thinking
3. the ability to create relationship between different personalities and cultures
4. contextualize different linguistic codes.



**Narrative
thinking**

Storytelling

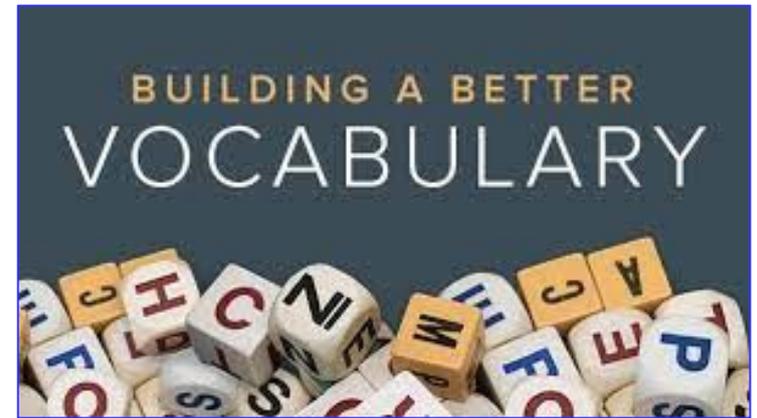
Narration



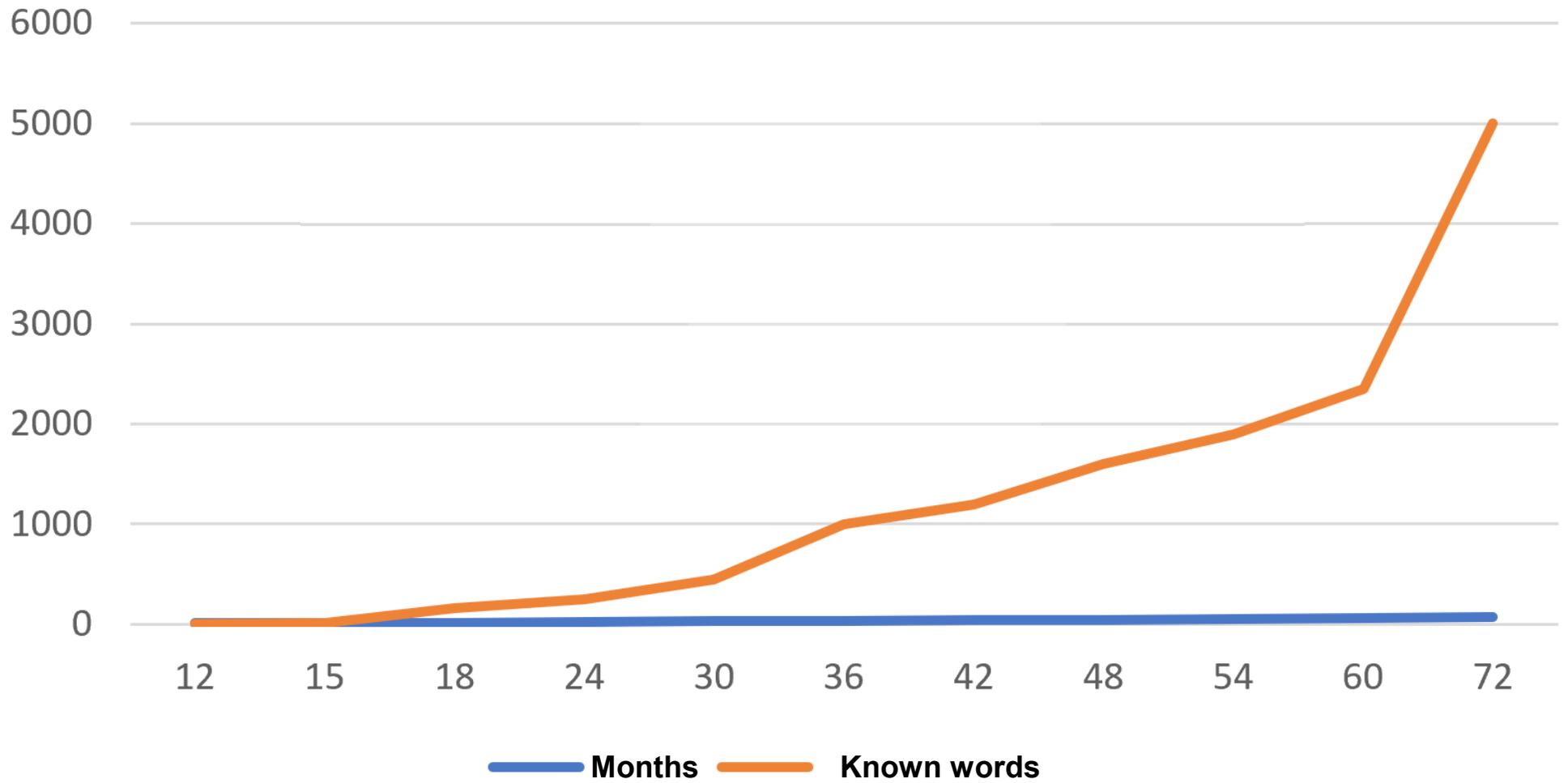
Starting from the third year of life, children are able to make short sentences using a great variety of words.

What does evolving linguistic skills mean then?

- Understanding more and more words
- enriching vocabulary
- Understanding the different layers of a text
- Becoming able to structure more and more difficult sentences
- Becoming able to make narrations made up by different layers of meaning



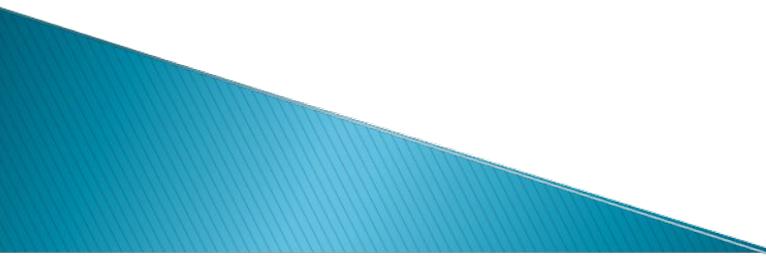
Vocabouary development



Becoming competent storytellers means not only understanding stories but also using them. When listening to a story, the incoming information is encoded and stored for the time necessary for processing, then the processed information passes into long-term memory.



OUR ACTIVITIES

- Based on gaming as the most natural activity for children to foster relationships among peers and with adults
 - Use of different teaching strategies depending on the needs of the group
 - foster motivation
 - work on the attention span
 - set the basis for discovery as a learning process
- 

These learning units are characterized by a fil rouge that is Nature. In fact its variety and richness stimulate the curiosity of children and the desire to ask questions and formulate hypotheses; they also aim to promote the development and the connection between the different language skills:

- listening skill;
- speaking skill;
- thinking skill;



Objectives and aims

- Stimulating language and cognitive skills
- Developing understanding of the texts and story
- Increasing grammar competence and lexical enrichment
- Improving the communication skills
- Gaining selfconfidence
- Using the right pronunciation as well as the prosody of the language
- Foster logical and creative thinking
- Broaden the lexicon



EVALUATION

“Evaluation in kindergarten has a training function, which recognizes, accompanies, describes and documents growth processes.

Particular attention has to be paid to the ways in which each pupil uses and articulates his own resources, knowledge, skills, attitudes, emotions to effectively face the situations that reality proposes every day, in relation to their potential aptitudes.

The assessment has to be carried out together with the families and brought out during the whole path until the end of the course.

The re-reading of the recorded information will allow to evaluate the achievement of the expected outcomes”

