

Dal QCER alle PROVE INVALSI di READING COMPREHENSION

Sviluppo delle competenze di lettura dalla scuola primaria alla secondaria

EVENTO ONLINE

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Di che cosa parleremo oggi

- **Il Curricolo Verticale di Lingua Straniera**
- **Indicazioni Nazionali e Quadro Comune Europeo di Riferimento (QCER)**
- **Esempi di task INVALSI di Reading Comprehension in ottica verticale**
- **Come attivare strategie di lettura efficaci**

VERTICALIZZAZIONE DEL CURRICOLO



‘E necessario che all’apprendimento delle lingue venga assicurata sia trasversalità in **ORIZZONTALE**, sia continuità in **VERTICALE**’

COME?

Un curriculum **VERTICALE** si basa sulla **COERENZA** soprattutto di **APPROCCI e METODI** tra i diversi livelli/grad



FAVORIRE il **TRASFERIMENTO** delle
STESSE STRATEGIE in continuità **VERTICALE**

Indicazioni Nazionali e Linee Guida

■ Scuola Primaria

I traguardi di competenza per la lingua inglese sono riconducibili al Livello A1 del QCER

■ Scuola Secondaria di I grado

I traguardi di competenza per la lingua inglese sono riconducibili al Livello A2 del QCER

■ Istruzione liceale

Indicazioni per i Licei (2010) Traguardo percorso liceale livello di padronanza riconducibile almeno al livello B2 del QCER

■ Istruzione tecnica e professionale

- **Linee Guida Tecnici (2010) Insegnamento di “Lingua inglese” in conoscenze e abilità, riconducibili, al livello B2 del QCER**
- **Linee Guida Professionali (2018) livello di padronanza riconducibile almeno al livello B1+**

Indicazioni nazionali e Linee-Guida

**SALDAMENTE
ANCORATE al QCER**





COMMON EUROPEAN FRAMEWORK

Common European Framework of Reference for languages



A1 - Breakthrough

A2 - Waystage

B1 - Threshold

B2 - Vantage

C1 - Effective Operational Proficiency

C2 - Mastery

CEFR READING FAMILIARISATION EXERCISE



	DESCRIPTORS	
1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	A1
2	Can understand texts describing people, places, everyday life , and culture, etc., provided that they are written in simple language .	A2
3	Can recognise significant points in straightforward newspaper articles on familiar subjects	B1
4	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints .	B2
5	Can recognise familiar names , words and very basic phrases on simple notices in the most common everyday situations .	A1
6	Can understand a short factual description or report within his/her own field , provided that it is written in simple language and does not contain unpredictable detail.	A2
7	Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.	B1
8	Can read with a large degree of independence , adapting style and speed of reading to different texts and purposes , and using appropriate reference sources selectively. Has a broad active reading vocabulary , but may experience some difficulty with low-frequency idioms.	B2



BUILDING COMPETENCE ACROSS THE LEVELS

- **Topic:** from everyday, factual themes to abstract ones, implicit concepts.
 - **Length:** from very short to several hundred words.
 - **Text types:** from short descriptions to personal messages and emails to long articles and reports.
 - **Degree of complexity:** from simple structures to complex syntax and multi-word verb forms.
 - **Vocabulary:** from common, everyday words to low-frequency words.
 - **Reading strategies:** from recognising words and phrases to picking up main points, to understanding details and text organization.
-

AUTHENTICITY

‘Genuineness is characteristic of the text itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response.’ (H.G. Widdowson)

AUTHENTICITY

GENUINE TEXTS

Language produced by a real writer for a real reader conveying a real message

Language produced by a speaker of English for speakers of English

Natural, idiomatic language

AUTHENTIC PURPOSE

Simulation of authenticity

Tasks reflect authentic comprehension

Reading comprehension skills include grammar and vocabulary competence

Why do we read?



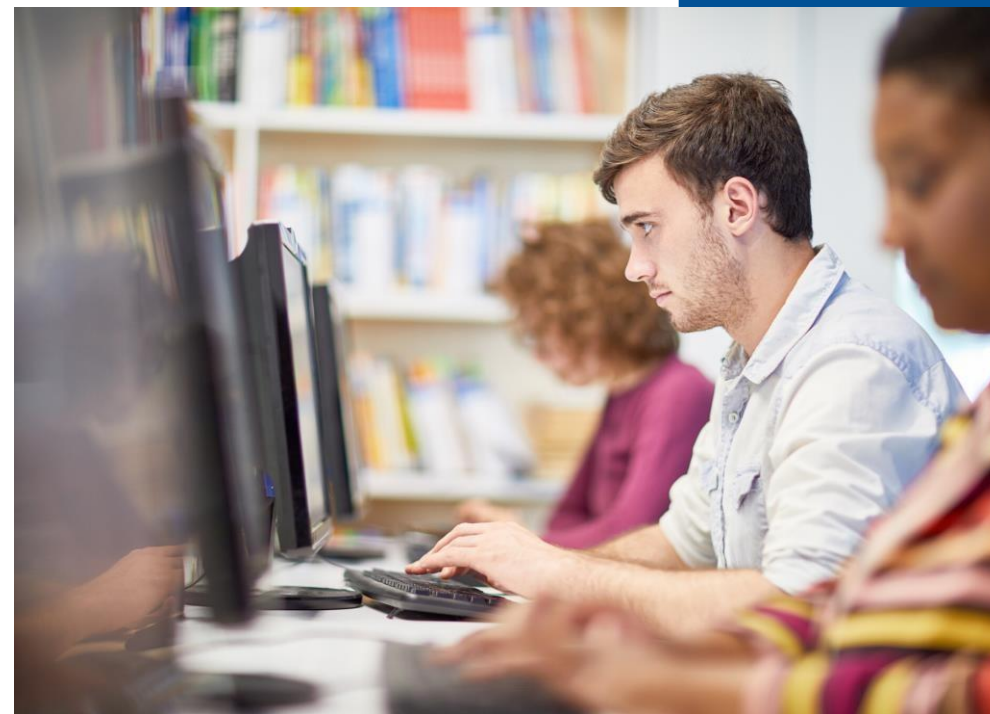
How do we read?

Quick, selective reading

When we need to catch **specific information** or **important details** or if we want to get **the gist of a text**, we apply a quick and selective reading style.

Careful Reading

When we need to understand the **main ideas** and the **supporting details** of a text and to infer the **writer's opinion** we read more slowly and more carefully.



A1 OVERALL READING COMPREHENSION

Can understand **very short, simple texts a single phrase at a time**, picking up **familiar names, words and basic phrases** and rereading as required.

TRUE FALSE NOT GIVEN METHOD

- **TRUE:** the statement matches what is stated in the text.
 - **FALSE:** the information in the item contradicts in some way what is stated in the text.
 - **NOT GIVEN:** the information in the item is not mentioned in the text.
-

Betsy Lou

Read the text about Betsy Lou.

Are the sentences (1- 7) true, false or not given?

Put a cross () in the correct box.

The first one (0) is an example.

Hello, my name is Betsy Lou. I am eight years old and I live in Southern England with my mummy, daddy and my sister who is five years old.

At school, I am in year three. The subjects I love are reading, writing, maths and art. I love reading so much and I am a real bookworm. Other things I like outside school are singing, swimming, ballet, jazz dance, and playing piano.

Through this blog, I want to tell people about my life and all of the fun things I do. I also love reading and writing, so I hope to share my stories and poems with you.

		True	False	Not given
0	Betsy Lou is ten years old.		X	
Q1	She has a five-year-old sister.			
Q2	Betsy likes playing with her sister.			
Q3	Betsy is in year three at school.			
Q4	Her favourite subjects are science and history.			
Q5	In her free time Betsy likes taking photos.			
Q6	She likes talking about her life.			
Q7	Betsy's parents like reading her stories			

Something about me

NAME

My name is...
I'm...

FAMILY

My mum/dad is a...
I've got two brothers...

Hello!

SCHOOL

I'm in year...
I love science/art/...

AGE

I'm...

MY HOBBIES

I love ☺ ... and ...,
but I don't like ☹ ...

MY FAVOURITES

My favourite	sport	animal	is...
	music		
	food		

MAIN POINTS

NAME

AGE

PLACE

FAMILY

SISTER'S AGE

SCHOOL GRADE

FAVOURITE SUBJECTS

HOBBIES

LIKES/DISLIKES

Betsy Lou

LIVES

in Southern England
with mummy, daddy
and sister

LIKES
LOVES

maths
art
singing
swimming
ballet
reading
writing
telling about her life

- Is Betsy Lou ten years old? 😞 NO
- Is Betsy Lou in year three? 😊 YES
- Does Betsy Lou love history? 😞 NO
- Does Betsy Lou like playing with her sister? 😐 DON'T KNOW
- Does Betsy Lou like telling about her life? 😊 YES
- Is Betsy Lou's father a doctor? 😐 DON'T KNOW

IS

8 years old
in year three

A2 OVERALL READING COMPREHENSION

Can understand **short, simple texts** on **familiar matters of a concrete type** which consist of **high frequency everyday** or job-related **language**.

Can understand **short, simple texts** containing the **highest frequency vocabulary**, including a proportion of shared international vocabulary items.

The Fitzwilliam Museum Cambridge

Opening Hours

Tuesday - Saturday: 10:00 - 17:00

Sundays and Bank Holiday Mondays: 12:00 - 17:00

CLOSED: Mondays, Good Friday, 24-26 & 31 December and 1 January

Free Admission to the Museum's collections and to exhibitions. Visitors' donations help keep the galleries open and are much appreciated.

The length of an average visit is approximately 2 to 3 hours, during which time it is possible to see a wide range of objects in the collection.

Shop and Café

Courtyard Café

Located in the covered courtyard area of the museum near the Courtyard Entrance and serves an all-day menu including morning coffee, afternoon tea, sandwiches and light lunches. It is a pleasant location to meet friends or take a break whilst visiting the Museum. The café opens when the museum opens and closes 30 minutes before museum closing time.

Shop

Located in the courtyard area and offers a wide range of books, cards, notecard packs, giftwrap and other merchandise inspired by the Fitzwilliam's collections, together with exciting and original gifts for adults and children. The shop opens when the museum opens and closes 15 minutes before museum closing time.

A selection of merchandise from the shop is available for purchase online at the Fitzwilliam Museum Shop.

Read the text about a museum.

Are the sentences (1-6) true, false or not given?

Tick the correct option.

The first one (0) is an example.

		True	False	Not given
0	<i>The museum is open seven days a week.</i>		√	
Q1	You can enter the museum without buying a ticket.			
Q2	You can support the museum by credit card.			
Q3	You need a few hours to explore the museum.			
Q4	You can make a lunch reservation at the café.			
Q5	The café and the museum close at the same time			
Q6	You can buy great presents in the shop.			



AT THE MUSEUM

Write a dialogue between a visitor and a museum receptionist using the information in the text.

VISITOR

- What time does the museum open in the morning?
- How much are the tickets?
- Is it possible to have lunch at the museum?
- Is there a gift shop at the museum?

FRONT DESK

- It opens at 10
- You can visit the museum for free.
- Yes, in the museum there's a café where you can have a light lunch.
- Yes there is. If you want, you can also buy the museum souvenirs online.

B1 OVERALL READING COMPREHENSION

Can read **straightforward factual texts** on subjects related to **his/her field and interests** with a satisfactory level of comprehension.

TRUE FALSE JUSTIFICATION METHOD

- **TRUE:** the statement matches what is stated in the text.
 - **FALSE:** the information in the item contradicts in some way what is stated in the text.
 - For **both choices**, students must provide a **justification** by identifying the sentence in the text which contains such justification.
 - Students are not asked to provide the words which carry the justification, but **the first four words of the sentence containing it.**
-

0	Penny had never been couch surfing before.
Q1	She needed to relax and forget her troubles.
Q2	Angelo agreed to provide a place for a couple of days.
Q3	They first met outside Angelo's home.
Q4	Angelo was with her all the time.
Q5	Penny visited more than one Italian town.
Q6	Sometimes Penny was worried because she didn't know Angelo.
Q7	Using cheap lodging helps one experience the true life of a place.
Q8	Penny and Angelo haven't met since.

Read the text about the experience of a girl staying overnight at strangers' homes while travelling.

Decide whether the statements (1-8) are true (T) or false (F), then write the first four words of the sentence which supports your decision in the space provided.

The first one (0) has been done for you.

A couch surfing experience

One of my best vacation memories is my first and only couch surfing experience in a small town in northern Italy.

This trip came at a time in my life when I was under quite a lot of stress and really needed to get away. Only Italy would do. That's another story.

I didn't think I could get a host for more than a day or two at a time and was trying to sort out how I could afford to pay for accommodations and airfare. Then, miraculously, Angelo offered to host me for an entire week. With accommodations taken care of, I booked my airfare immediately.

Angelo was an experienced couch surfing host and made me comfortable immediately. He picked me up at the train station, showed me around his town, which wasn't too big but big enough to be interesting, and he knew a lot about the history, so he was a really great tour guide. He worked during the day, but we would meet in the evening for dinner or go out for a gelato and a walk, a typical Italian pastime. I met his friends, took the train and explored a new city every day, and just generally had this incredibly relaxing stress-free week, which was exactly what I needed. Exploring an area of Italy that I had never experienced before was the perfect way to forget myself completely.

Many people have asked me if I felt nervous about staying with a stranger. The answer is no, because a friend of mine had already stayed with Angelo so I knew that I'd be safe with him. But he also had many good references on his couch surfing profile and knowing what I know now I probably would've stayed with him anyway. Couchsurfing is a great way to immerse yourself in a culture or just to get to know an area more intimately, as if you live there. I'm still in touch with Angelo today and saw him just last year for a few days. I feel that I have made a lifelong friend in Italy.

	True [T] or False [F]	First four words
0	T	One of my best
Q1		
Q2		
Q3		
Q4		
Q5		
Q6		
Q7		
Q8		

Let's play the teacher's role

Cross out the mistakes and provide the correct information.

Penny, the protagonist of this story, went to Italy to discover couch surfing opportunities.

She says she was lucky because she met a man called Angelo who accepted to host her for a week. His home was close to the station, so she walked there, then he took her on a sightseeing tour of the town.

As he didn't work during the day, he accompanied her to visit new destinations.

Penny had chosen Angelo without knowing anything about him, but she was not nervous about staying with a stranger. Now she thinks that couch surfing is a good way to get to know a new culture. Although she sees Angelo often, they never got really close.

B2 OVERALL READING COMPREHENSION

Can read with a **large degree of independence**, **adapting style and speed of reading to different texts** and purposes, and using appropriate reference sources selectively. Has a **broad active reading vocabulary**, but may experience some **difficulty with low-frequency idioms**.

MULTIPLE MATCHING GAP –FILL METHOD



- A text in which some parts have been removed
 - Students have to fill in the spaces with one of the options proposed to complete the text
 - Options include one or two distracters
 - Not a cloze test
 - No test of grammar or words in isolation
-

COHESION



“Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it”. (M. Halliday)

A	Kym was right
B	a German woman had discovered the bottle
C	the bottle had been found
D	Kym changed his mind
E	the bottle was part of a 69-year-old study
F	it looked pretty
G	the bottle most likely washed up in Australia
H	the message was asking whomever found the bottle
I	she stumbled on it
J	it's a vestige of an old German experiment

World's Oldest Message in a Bottle Discovered in a Gin Bottle

Read the text about a message found in a bottle.

Parts of the text have been removed.

Choose the correct part (A-J) for each gap (1-7).

There are two extra parts that you should not use.

The first one (0) has been done for you.

The oldest message in a bottle ever discovered has washed up on a shore in Western Australia. Only this wasn't sent by a castaway as an S.O.S. message – rather, **(0)** _____ thrown into the ocean 132 years ago.

A woman named Tonya Illman discovered the 19th-century Dutch gin bottle while walking along a beach north of Wedge Island. She originally picked it up because she thought **(Q1)** _____ and wanted to place it on her bookcase. But then her son's girlfriend found a note inside that was written in German and dated June 12, 1886.

When they got home, Tonya's husband, Kym, put the message in the oven for a few minutes to dry it off, according to The Guardian. Using his basic knowledge of German, he then determined that **(Q2)** _____ to write down the date and time of discovery, and then mail the bottle's original message with this information to an address in Germany or the nearest German Consulate.

After doing some research online, Kym hypothesized that **(Q3)** _____ of global ocean currents by the German Naval Observatory. To see if this theory was correct, the couple took the bottle to the Western Australian Museum, which investigated its origins with the help of researchers in Germany. And it turns out, **(Q4)** _____.

A	Kym was right
B	a German woman had discovered the bottle
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E	the bottle was part of a 69-year-old study
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“From 1864 until 1933, thousands of bottles were thrown into the world’s oceans from German ships, each containing a form on which the captain would write the date it was jettisoned, the exact coordinates at the time, the name of the ship, its home port and travel route,” reported the Western Australian Museum, where the bottle is currently on display. “On the back, it asked the finder to write when and where **(Q5)** _____ and return it.

The message in the recently discovered bottle says it was thrown into the Indian Ocean from the deck of the German ship *Paula* on its journey from Cardiff, Wales, to Makassarm, in modern-day Indonesia. Researchers in Germany corroborated the information on the note with the ship captain’s Meteorological Journal, which recorded the jettisoning of a bottle on the same date and at the same coordinates as was listed on the bottle’s message.

“A handwriting comparison of the bottle message signed by the captain and *Paula*’s Meteorological Journal, shows the handwriting is identical,” says Dr. Ross Anderson, assistant curator of maritime archaeology at the museum, according to the press release.

After being thrown overboard, **(Q6)** _____ within a year and became covered with wet sand that helped preserve and conceal it for over a century, until a storm blew it away. It’s the first bottle and note recovered from this experiment since 1934, though many of the others were not returned.

This new discovery beats out the previous 108-year record for a lost message in a bottle. In that case, **(Q7)** _____ that the U.K. Marine Biological Association had thrown into the ocean in November 1906.

So the next time you spy a glass bottle on the beach, check to see if there’s a message inside. If you’re lucky, you might find one that’s even older.



SAME STORY DIFFERENT TEXT TYPE



OLDEST MESSAGE IN A BOTTLE

PRESS RELEASE

The oldest message in a bottle is 131 years and 223 days old (released 12 June 1886), and was found by Tonya and Kym Illman (both Australia) at Wedge Island, Australia, on 21 January 2018.

On June 12th, 1886 a gin bottle (Daniel Visser and Zonen Schiedam) was thrown overboard by German captains from the Barque Paula (home port Elsfleth). It contained a printed note with the date, coordinates (32.49 South, 105.25 East), ship/captain details and departure and arrival port written in ink. The note, from the Deutsche Seewarte in Hamburg, asked the finder to send the note to them or the nearest German embassy noting the time and place of the find.

The age of the bottle was authenticated by German Hydrographic Agency and the Western Australian Museum.

According to officials at the Western Australian Museum, German captains threw thousands of bottles overboard between 1933 and 1964 as part of a research project into currents and shipping routes.



Considerazioni conclusive

LETTURA DI TESTI AUTENTICI DI
DIVERSA TIPOLOGIA

ARGOMENTI INTERESSANTI COERENTI
CON LA FASCIA DI ETA'

FOCUS SUI DIVERSI STILI DI LETTURA

ESEMPI DI TASK INVALSI
VIDEO E PROVE FORMATIVE



THANK YOU!

Patrizia Calanchini Monti
Attilia Lavagno
Valentina Tuttobello

24 novembre 2020

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