

UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI METODINĖS REKOMENDACIJOS BENDRŪJŲ KOMPETENCIJŲ UGDYMAS

Trumpalaikis projektas: *Body and Mind*

Užduoties pagrindimas

Puikus kelių užsienio kalbų mokėjimas ir IKT įgūdžiai tapo šiandienos Europos prioritetu. Šie reikalavimai visoje Europos Sąjungoje pakeitė kalbų mokymo būdus (http://www.eurosael.eu/sites/default/files/3/SAEL_guide_2009_en.pdf).

Išstudijavę vadovėlio *Solutions Unit 4 Body and mind* medžiagą, mokiniai žino žmogaus kūno dalių, ligų bei jų simptomų pavadinimus, suvokia sveikos mitybos, fizinio aktyvumo, atminties gerinimo ir laiko planavimo svarbą. Žinioms ir gebėjimams įtvirtinti mokiniai skatinami sukurti „MS PowerPoint“ pateiktą pasirinkta tema (temos pateikiamos arba mokinys sugalvoja pats), nurodomas pateikčių pristatymo terminas.

Kompetencijų ugdymas:

- mokėjimo mokytis: mokiniai supranta mokymosi uždavinius, pasirenka tinkamą mokymosi medžiagą, būdą, geba vertinti mokymosi procesą ir rezultatus;
- komunikavimo: mokiniai mokosi išsakyti mintis, įtikinti klausytoją, išklaudyti, bendrauti ir bendradarbiauti, valdyti auditoriją, pasakyti esmę;
- pažinimo: mokiniai klausia, ieško atsakymų, daro išvadas, stebi, vertina, geba integruoti, interpretuoti;
- asmeninė: mokiniai mokosi įsivertinti, atsakingumo, reiklumo, dirbti komandoje;
- iniciatyvumo ir kūrybiškumo: mokiniai ugdosi kritinį ir analitinį mąstymą, mokosi taikyti netradicinius metodus (interpretuoti);
- socialinė: mokiniai mokosi pateikti savo nuomonę ir tolerantiškai ją apginti, būti bendruomenės nariais, priimti sprendimus, laikytis susitarimų, taisyklių.

Temos pasirinkimas

Mokiniai pasiskirsto grupėmis ir pareigomis grupėje ir nusprendžia, kokią temą pasirinks, arba pateikia savo idėją. Naudodamiesi pateikčių rengimo reikalavimais renka medžiagą ir kuria savo pateiktą pasirinkta tema (savarankiškas sprendimų priėmimas, kūrybingumas, atsakomybė už rezultatą, bendradarbiavimas).

Trukmė

Nurodomas pateikčiai parengti skirtas laikas ir pristatymo terminas. Nepatartina skirti per daug laiko, kad mokiniai neprarastų susidomėjimo kūrimo ir tobulinimo procesu.

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

Mokytojo vaidmuo

Mokytojas konsultuoja, pataria, taiso klaidas, padeda pasirinkti skaidrių spalvas, šriftą ir pan.

Pateikties pristatymas

Dirbdami kartu mokiniai pasirengia savo pateikties pristatymui, visi žino savo vaidmenis grupėje ir yra pasiruošę pagal pateiktus vertinimo ir įsivertinimo lapus vertinti savo ir kitų grupių darbus. Pateikčiai pristatyti skiriama 10 min.

Kalba

Pateikčių kalba neregamentuojama, bet mokiniai turi pateikti temą atitinkantį žodyną (kūno dalys, ligos, simptomai, fizinis aktyvumas, mityba ir pan.), vartoti naujas gramatines formas (*Past Simple* vs. *Present Perfect*, *Present Perfect Continuous*). Pristatydami pateiktis mokiniai prasmingai ir kūrybiškai vartoja naujas kalbines struktūras, žodžius.

Trumpalaikis projektas: *Body and Mind*

Uždaviniai

1. Naudodamiesi įvairiais informacijos šaltiniais: žinynais, enciklopedijomis, internetu, pateikčių rengimo reikalavimais, mokiniai gebės grupėmis parengti pateiktį „MS PowerPoint“ programa ir pristatyti pasirinktą temą.
2. Pagal pateikčių vertinimo ir įsivertinimo pavyzdžius mokiniai gebės vertinti kitų grupių ir įsivertinti savo darbą.

Projekto etapai

Eil. nr.	Etapo pavadinimas	Veikla	Papildomi šaltiniai, metodai	Trukmė
1.	Įvadas	Vadovėlio medžiaga (<i>Solutions Unit 4 Body and mind</i>)	Žodynui turtinti ir įtvirtinti: http://elt.oup.com/student/naturalenglish/pre/b_vocabulary/unit10/?cc=lt&selLanguage=en Vaizdo medžiaga apie sveiką mitybą, galūnės <i>-ing</i> , prieveiksmio <i>yet</i> vartojimas: http://www.youtube.com/watch?v=h8kT7XyGN4I Komunikacinė veikla: <i>Communicative Output Activities: Role plays, Discussions</i> (5 priedas)	8 pamokos

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŪJŲ KOMPETENCIJŲ UGDYMAS**

			Komunikavimo kompetencijos vertinimo kriterijai: <i>Criteria for Assessing Communication Competence</i> (6 priedas)	
2.	Supažindinimas su „MS PowerPoint“ pateikties rengimo taisyklėmis	Pateikties rengimo taisyklių aptarimas	Mokiniam paaškinami reikalavimai pateikčiai, pateikiama informacija ir patarimai kokybiškai pateikčiai parengti: <i>10 Powerpoint Tips for Preparing a Professional Presentation</i> (4 priedas)	1 pamoka
3	Temos pasirinkimas, aptarimas, pasiskirstymas grupėmis ir pareigomis grupėse	Temos pasirinkimas, aptarimas, pasiskirstymas grupėmis ir pareigomis grupėse (maketuotojas, garsintojas ir pan.), vertinimo kriterijų aptarimas	Galimos pateikčių temos: <i>Memory Improvement, Illnesses and Treatment, Physical Activity, Time Management</i> ir pan., ar mokinių pasirinkta tema	1 pamoka
4.	Pateikties rengimas	Planavimas, medžiagos paieška,	Darbas grupėse pagal pasirinktas pareigas	1 savaitė

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

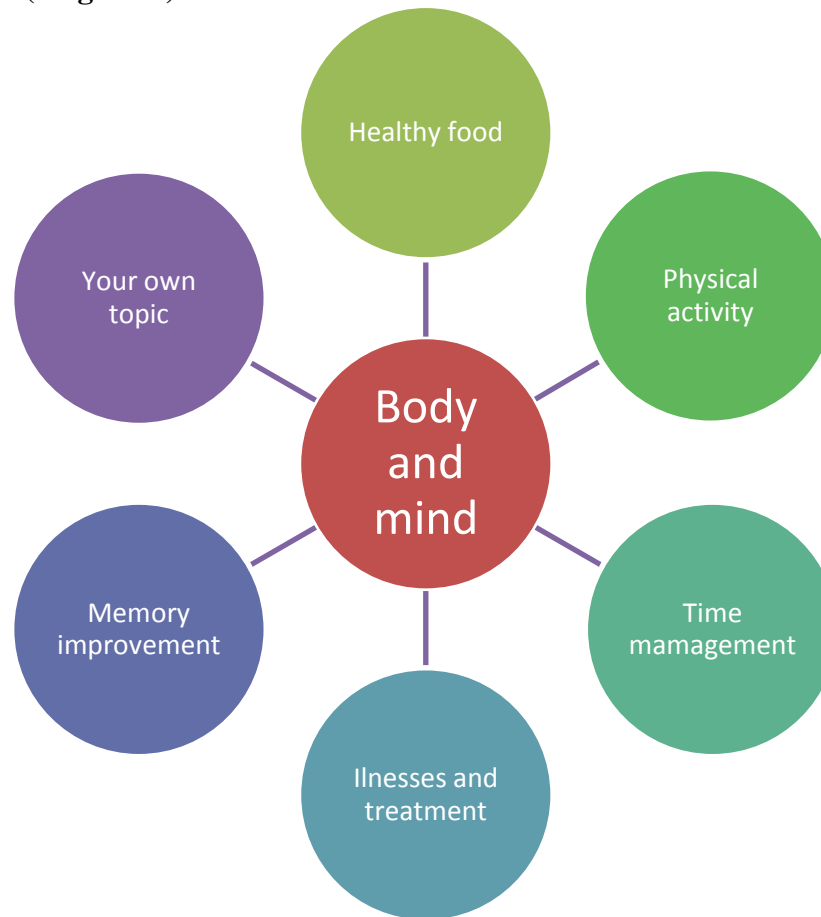
		pateikties kūrimas		
5.	Temų pristatymas	Pateikties pristatymas, kitų grupių pateikčių stebėjimas, kitų grupių darbo vertinimas, įsivertinimas, kitų grupių pateikto vertinimo aptarimas	<u>Mokiniam</u> s – vertinimas ir įsivertinimas: <i>Peer Evaluation of Presentation</i> (1 priedas), <i>Self Evaluation of Presentation</i> (2 priedas) <u>Mokytojams</u> – vertinimas: <i>Group Classroom Presentation Marking Rubric</i> (3 priedas), <i>10 Powerpoint Tips for Preparing a Professional Presentation</i>	2 pamokos

Reikalavimai pateikčiai („MS PowerPoint“)

1. Pasirinkta konkreti pateikties tema.
2. Pateiktis sudaryta mažiausiai iš 10 skaidrių.
3. Skaidrėms parinktas dizainas, spalvų schema.
4. Pirmoje skaidrėje parašyta tema, autorius, klasė, metai.
5. Pateiktyje turėtų būti visi skaidrių elementai: tekstas, numeruotas arba ženklintas sąrašas, paveikslėlis. Puiku, jei pateiktis bus pagyventa muzikiniu fonu.
6. Skaidrėse galėtų būti animacijos elementų (minimaliai).
7. Pateiktys bus pristatinėjamos klasėje, per projektorius, reikia pasiruošti pristatymo tekstą (kalbą (iki 10 min)).

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

Galimos pateikčių temos (diagrama)



PARENGĖ DALIA URŽAITĖ

UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI METODINĖS REKOMENDACIJOS BENDRŲJŲ KOMPETENCIJŲ UGDYMAS

Vertinimo būdai

- Pamokose vertinama *formuojamuoju vertinimu*. Mokytojas pastebi ne tik mokinių žinias, gebėjimus, bet ir pastangas mokytis, užtikrina abipusę ryšį. Mokinių atlikti darbai aptariami klasėje, įsivertinama, ar mokymosi uždaviniai pasiekti.
- Būtina sudaryti galimybę *mokiniams savo darbo procesą ir pasiektus rezultatus įsivertinti*, skiriant tam laiko ir pateikiant tinkamą įsivertinimo priemonę (kitų grupių vertinimo ir įsivertinimo lentelės). Vertinimo kriterijus su mokiniais reikia aptarti prieš pradėdant rengti projektą.
- Mokinių parengti projektai vertinami pažymiu, *kaupiamuoju vertinimu* (planavimas, terminų laikymasis, gramatinių formų vartojimas, aktyvumas vertinant kitų ir įsivertinant savo darbą, pateikties pristatymas).

Individualizavimas ir diferencijavimas

Mokymas individualizuojamas ir diferencijuojamas atsižvelgiant į mokinių gebėjimus, neribojant vaidmenų pasirinkimo, suteikiant galimybę individualizuoti savo darbą (pasirinkti temą, pateikties pobūdį).

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

1 priedas

Peer Evaluation of Presentation

Evaluation done by: _____

Presenter(s): _____

	yes	no
1. Was the presentation clear (loud enough / could you see it)?		
2. Were you interested?		
3. Could you hear what the presenter was saying?		
4. Was the presenter confident in what they were saying?		
5. Did you learn something?		
6. Was there anything you were confused about?		
7. Was there a clear introduction and conclusion?		
8. Was the talk too short?		
9. Did the presenter ramble?		

What part of the presentation were you particularly impressed with?

What area do they need to develop / practise? _____

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

2 priedas

Self Evaluation of Presentation

Name: _____

	yes	no
1. Was your presentation clear (loud enough / could your audience see it)?		
2. Were you interesting?		
3. Could your audience hear what you were saying?		
4. Were you confident in what you were saying?		
5. Did they learn something?		
6. Do you think there was anything your audience were confused about?		
7. Did you have a clear introduction and conclusion?		
8. Was your talk too short?		
9. Did you ramble?		

What part of your presentation were you particularly impressed with?

What area do you need to develop / practise? _____

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

3 priedas

Group Classroom Presentation Marking Rubric					
	1	2	3	4	Mark
Overall visual Appeal	The background makes the presentation hard to read. Graphics are confusing and not related to words. Too much movement in the slides.	There are too few graphic elements or graphics and transitions are used inappropriately.	Appealing graphic elements are included. Movement and sounds are used effectively. There is a consistent look to the presentation.	Appealing graphic elements are included appropriately in a consistent manner. Movement and sounds are used effectively to enhance the quality of the presentation.	
Readability of the Slides	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them.	There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides.	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide.	
Presentation Skills	The presenters didn't know the information and simply read the slides. The audience was not engaged.	Two or more of the presenters didn't know the information and got lost often. Listening was difficult. The audience was distracted.	One presenter didn't know the information and they got lost often. The audience was engaged by the presentation.	All presenters knew the information and progressed smoothly through the presentation. The audience was engaged. The presenters held the audience attention.	
Meeting Information Objectives	The presentation was a brief look at the topic but many questions were left unanswered.	The presentation was informative but several elements went unanswered.	The presentation was a good summary of the topic.	The presentation was a concise summary of the topic with all questions answered.	
				Total	

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŪJŲ KOMPETENCIJŲ UGDYMAS**

4 priedas

10 Powerpoint Tips for Preparing a Professional Presentation

Presentations – whether they are made with Powerpoint or other applications, are a great way to support a speech, visualize complicated concepts or focus attention on a subject.

Here's is a short guide that will help you create presentations and avoid the most common mistakes.

Design

The first thing that gives a professional touch to any presentation is the design. Keep the following in mind:

1. Compose Slides

- Don't copy & paste slides from different sources.
- Keep the design very basic and simple. It shall not distract.
- Pick an easy to read font face.
- Carefully select font sizes for headers and text.
- Leave room for highlights, such as images or take home messages.
- Decorate scarcely but well.
- Restrict the room your design takes up and don't ever let the design restrict your message.

2. Use Consistency

- Consistently use the same font face and sizes on all slides.
- Match colours.

3. Use Contrast

- Black text on a white background will always be the best but also the most boring choice.
- If you want to play with colours, keep it easy on the eyes and always keep good contrast in mind so that your readers do not have to strain to guess what you've typed on your slide.

4. Apply Brilliance

- Carefully use colour to highlight your message!
- Don't weaken the colour effect by using too many colours at an instance.
- Make a brilliant choice: match colours for design and good contrast to highlight your message.

Text

5. KISS

Keep It Straight and Simple

- Keywords only.
- No sentences!

UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI METODINĖS REKOMENDACIJOS BENDRŲJŲ KOMPETENCIJŲ UGDYMAS

- Never read your slides, talk freely.

Remember that your slides are only there to support, not to replace your talk! If you read your slides and if you do it slow and badly, the audience will get bored and stop listening.

6. Take Home Message

- Always express a Take Home Message.
- It's your message, a summary of your data or story.
- Make it a highlight that stands out.

Images

Images are key elements of every presentation. Your audience has ears and eyes – they'll want to see what you're talking about, and a good visual cue will help them to understand your message much better.

7. Add Images

- Have more images in your slides than text.
- But do not use images to decorate!
- Images can reinforce or complement your message.
- Use images to visualize and explain.
- A picture can say more than a thousand words.

If you don't have your own images, you can browse Flickr or Google's image search for material. If this is a very public and official presentation however, you need to keep copyrights in mind.

Animations & Media

In animations, there is a fine line between a comic or professional impression. However, animations can be rather powerful tools to visualize and explain complicated matters. A good animation can not only improve understanding, but can also make the message stick with your audience.

8. Don't Be Silly

- Use animations and media sparingly.
- Use animations to draw attention.
- Use animations to clarify a model or emphasize an effect.

Target & Content

Your target i.e. your audience, defines the content of your presentation.

9. Keep Your Audience In Mind

- What do they know?
- What do you need to tell them?
- What do they expect?
- What will be interesting to them?

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

- What can you teach them?
- What will keep them focused?
- Answer these questions and boil your slides down to the very essentials.
- In your talk, describe the essentials colourfully and choose your weapons i.e. text, images and animations wisely (see above).

If you lose the attention of your audience, everything will be lost — it won't matter how ingenious your design is or how brilliantly you picked colours and keywords.

10. Practice

A well-prepared and enthusiastic talk will help you convince your audience and maintain their attention. There are some key points that define a good talk.

- Know your slides inside out.
- Speak freely.
- Speak with confidence – loud and clear.
- Don't speak too fast.
- Maintain eye contact with the audience

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

5 priedas

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first.

Role plays

To succeed with role plays:

Prepare carefully. Introduce the activity by describing the situation and making sure that all of the students understand it

Set a goal or outcome. Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

Use role cards. Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

Brainstorm. Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

Keep groups small. Less-confident students will feel more able to participate if they do not have to compete with many voices.

Give students time to prepare. Let them work individually to outline their ideas and the language they will need to express them.

Be present as a resource, not a monitor. Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

Allow students to work at their own levels. Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

Do topical follow-up. Have students report to the class on the outcome of their role plays.

Do linguistic follow-up. After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions

To succeed with discussions:

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

Prepare the students. Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

Offer choices. Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

Set a goal or outcome. This can be a group product, such as a letter to the editor, or individual reports, or presentations on the views of others in the group.

Use small groups instead of whole-class discussion. Large groups can make participation difficult.

Keep it short. Give students a defined period of time, not more than 8–10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

Allow students to participate in their own way. Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

Do topical follow-up. Have students report to the class on the results of their discussion.

Do linguistic follow-up. After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

6 priedas

SIX CRITERIA FOR ASSESSING COMMUNICATION COMPETENCE

1. Adaptability (flexibility):

1.1. the ability to change behaviours and goals to meet the needs of interaction;

1.2. comprised of six factors:

- a) social experience – participation in various social interactions;
- b) social composure – refers to keeping calm through accurate perception;
- c) social confirmation – refers to acknowledgment of partner’s goals;
- d) appropriate disclosure – being sensitive to amount and type of information;
- e) articulation – ability to express ideas through language;
- f) wit – ability to use humour in adapting to social situations, ease tensions.

2. Conversational Involvement:

1.1. behavioural and cognitive activity;

1.2. cognitive involvement is demonstrated through interaction behaviours;

1.3. assessed according to three factors:

- a) responsiveness – knowing what to say, know roles, interact;
- b) perceptiveness – be aware of how others perceive you;
- c) attentiveness – listen, don’t be pre-occupied.

3. Conversational Management:

3.1. how communicators regulate their interactions;

3.2. adaptation and control of social situations;

3.3. who controls the interaction ebb and flow and how smoothly the interaction proceeds;

3.4. how topics proceed and change.

4. Empathy:

4.1. the ability to demonstrate understanding and share emotional reactions to the situation;

4.2. need not lead to “helping” the other person;

4.3. cognitive understanding;

4.4. parallel emotions.

5. Effectiveness:

5.1. achieving the objectives of the conversation;

**UŽSIENIO KALBŲ BENDROJI PROGRAMA PAGRINDINEI MOKYKLAI
METODINĖS REKOMENDACIJOS
BENDRŲJŲ KOMPETENCIJŲ UGDYMAS**

- 5.2. achieving personal goals;
- 5.3. fundamental criteria for determining competence.

6. Appropriateness:

- 6.1. upholding the expectations for a given situation;
- 6.2. fundamental criteria for determining competence.

Literatūra:

1. Pradinio ir pagrindinio ugdymo bendrosios programos. Kalbos: lietuvių gimtoji kalba, kitos gimtosios kalbos, lietuvių gestų kalba, lietuvių valstybinė kalba, lietuvių kalba kurtiesiems ir neprigirdintiesiems, pirmoji užsienio kalba, antroji užsienio kalba, užsienio (anglų) kalba kurtiesiems ir neprigirdintiesiems (3 priedas); bendrųjų kompetencijų ir gyvenimo įgūdžių ugdymas (11 priedas).
2. Tim Falla, Paul A Davies, *Solutions Intermediate*, 2008: Oxford University Press.
3. *Europos kalbų aplankas (EKA) Lietuvos bendrojo lavinimo mokyklų 9–12 klasių mokiniams*, 2006: Šviesa, Kaunas.

Nuorodos internete:

<http://www.youtube.com/watch?v=h8kT7XyGN4I>

http://elt.oup.com/student/naturalenglish/pre/b_vocabulary/unit10/?cc=lt&selLanguage=en

<http://www.teachingenglish.org.uk/teaching-resources>

<http://www.teachnet-uk.org.uk/resources.htm>

<http://www.usingenglish.com/teachers.html>

http://www.eurosael.eu/sites/default/files/3/SAEL_guide_2009_en.pdf

<http://www.foodafactoflife.org.uk/CreatorActivity.aspx?siteId=19§ionId=81&contentId=378>

http://www.eurosael.eu/sites/default/files/3/SAEL_guide_2009_en.pdf

<http://www.uky.edu/~drlane/capstone/commcomp.htm>